

# MVLA Adult Education



**Board Presentation**

**December 7, 2015**

## **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**

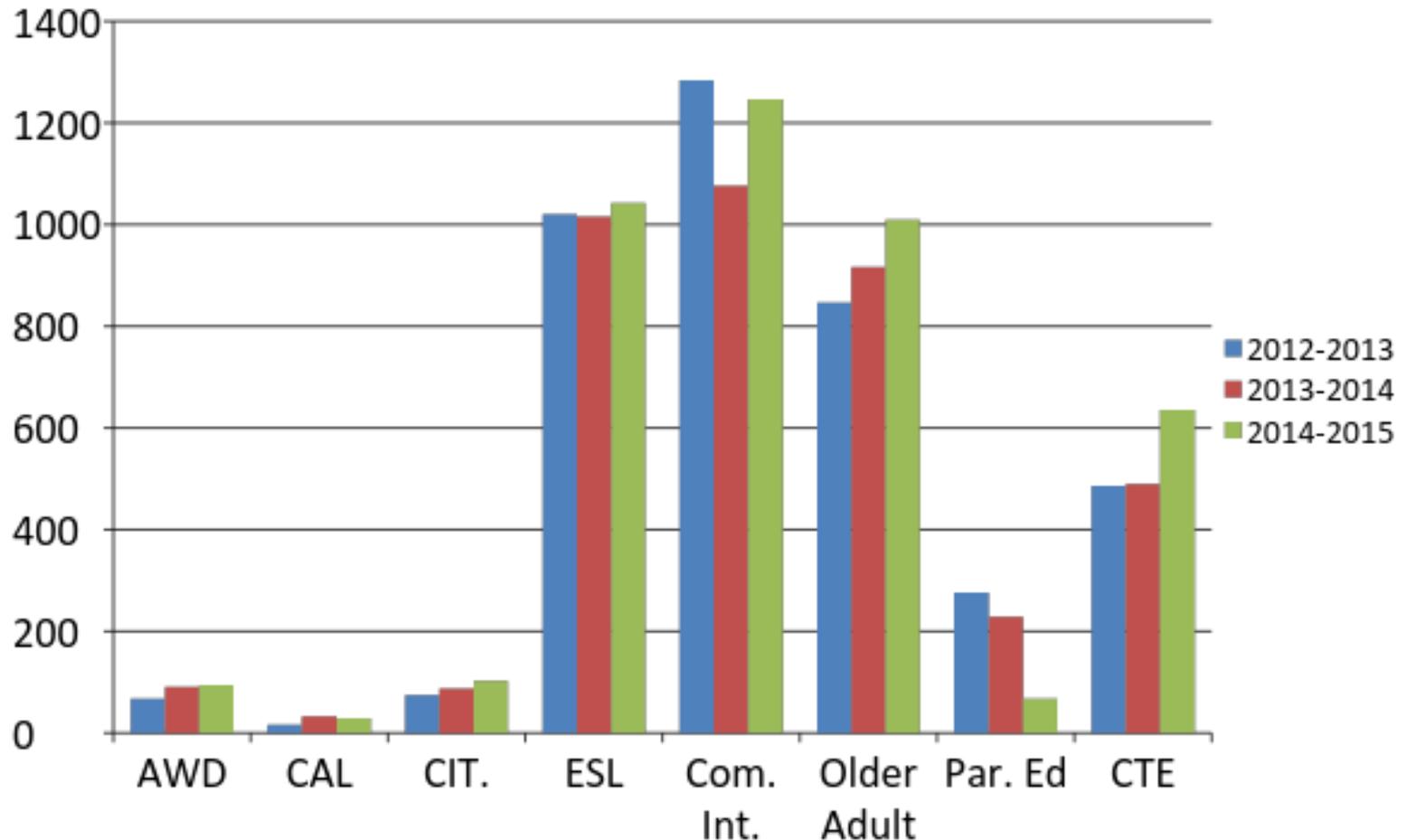
### **Students will:**

- *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

1. Align curriculum with state standards and apply best practices.
1. Improve academic achievement for all students through data-driven instruction.
3. Integrate technology-based instruction into core programs and teach students how to better develop their own technological skills.
4. Continue to provide quality instruction and services to district students and parents.

## MVLA Adult Education Programs Enrollment Trends



Unduplicated Enrollment by Program 2014-2015 shows an increase in ESL, Com.Int, OA, CTE, and CIT, nearly unchanged numbers in AWD and CAL, and a decrease in Parent Education compared to previous year.

# School-Wide Goals

## High School Diploma/GED

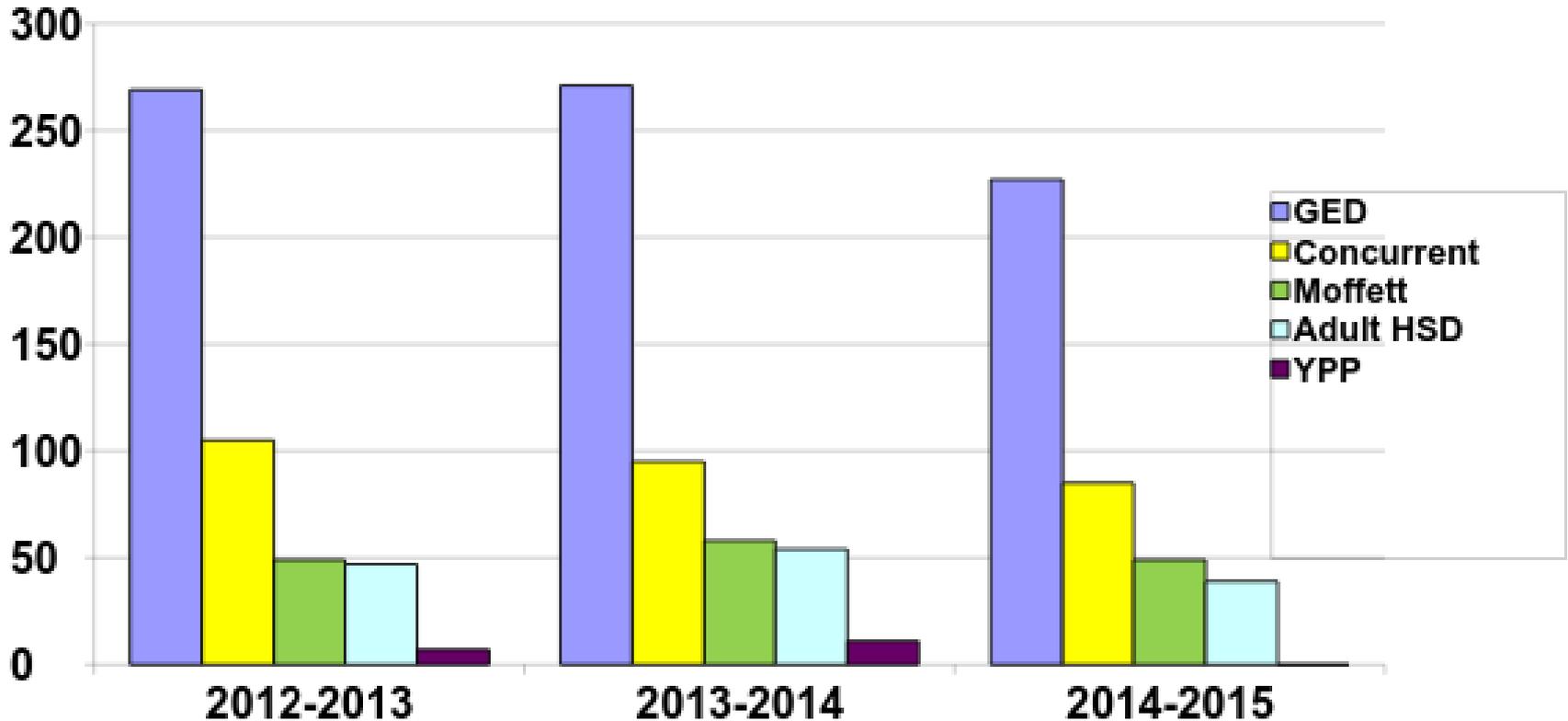
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### Progress

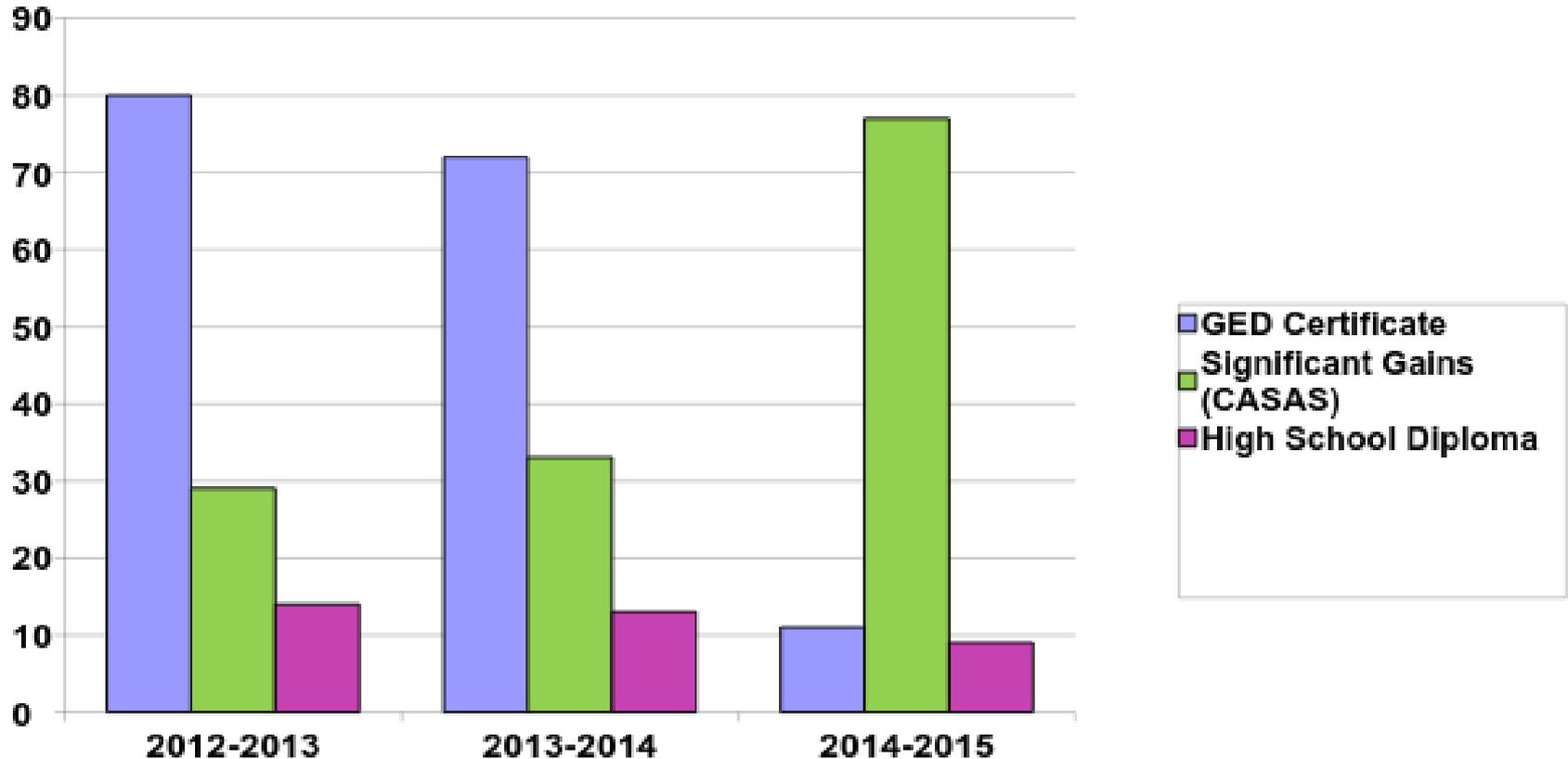
1. HSD will implement curriculum that will be aligned to Common Core standards via A-G approved online courseware, shared course outlines, assignment rubrics, and blended model approach. GED staff will implement GED aligned and Common Core based curriculum.
2. Targeted instruction implemented in HSD and GED prep courses through assessments. GED pre-post tests are used to assess real test readiness.
3. All HSD staff are trained on online courseware, web-based instruction, Multipoint Servers monitoring software and use of webcam/document reader. GED staff use Aztec software and google classroom.
4. In 2015, 535 HSD students participated in summer school online courses. The Program will continue to meet the needs of Concurrent, Moffett, Home Hospital, and Young Parents during the regular school year.

## MVLA Adult Education HSD/GED Unduplicated Served



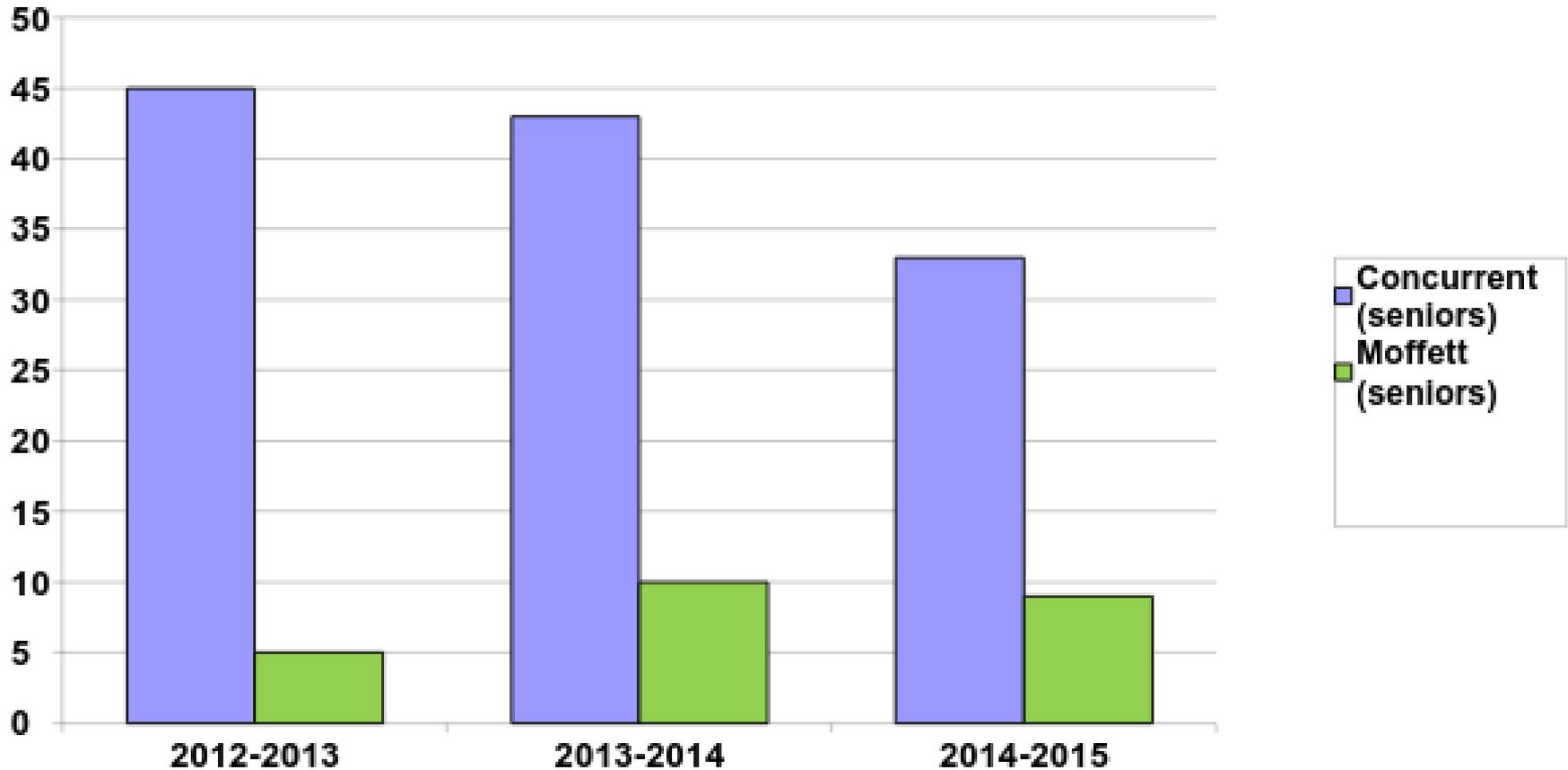
Total Concurrent and Moffett student enrollment includes freshman, sophomores, juniors, and seniors from MVHS, LAHS, AVHS and special PAUSD referrals. The decrease in last year's enrollment may be due to changes in the GED tests as well as increased credit recovery options at the high schools

# MVLA Adult Education HSD/GED Benchmarks



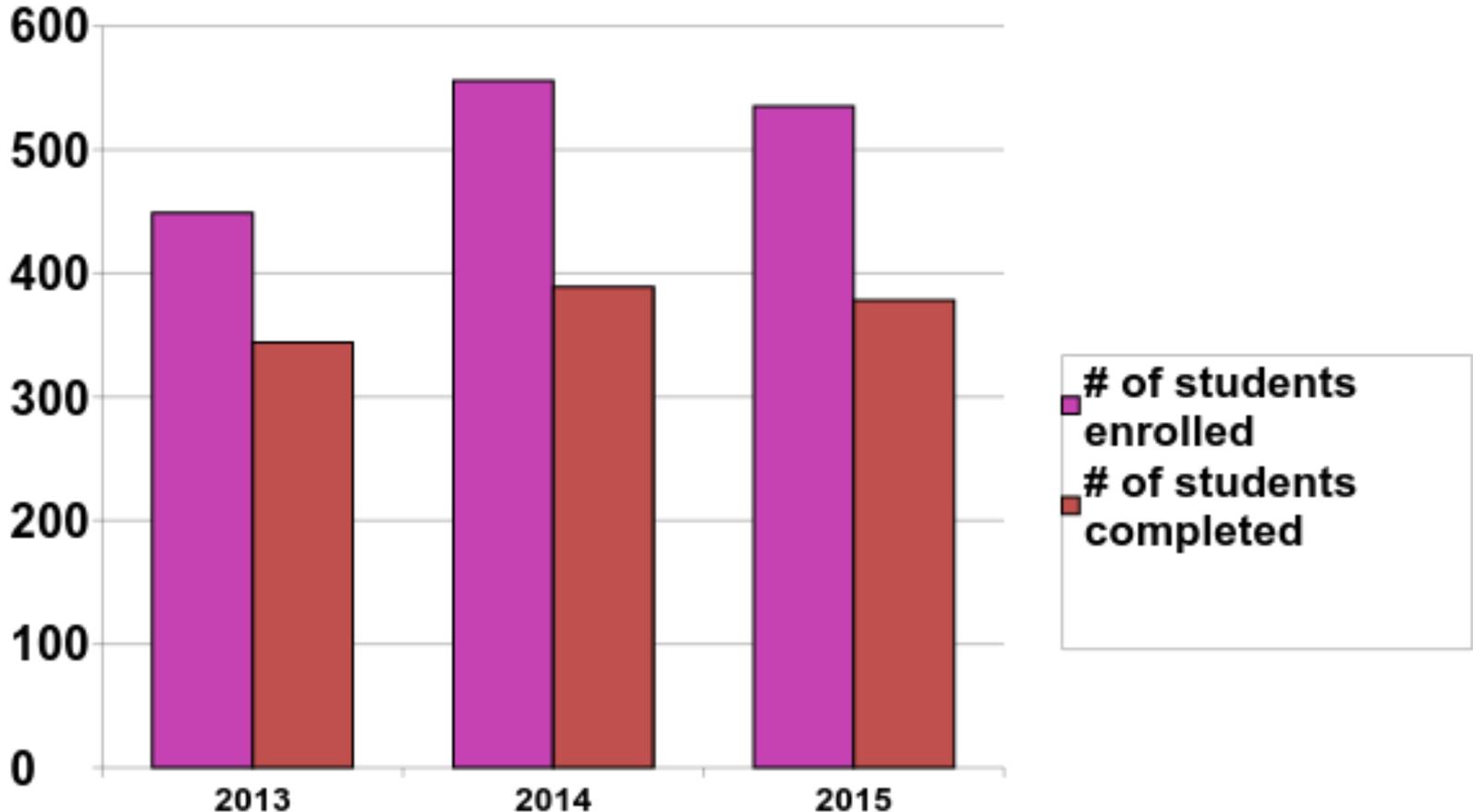
In 2014-15 there was a significant decrease in the number of GED certificates awarded. This was true across the state beginning in January 2014 as a new and much more rigorous GED test was released. The significant increase in last year's CASAS gains reflect a much higher participation rate in CASAS testing.

# MVLA Adult Education HS Seniors Who Earned Diplomas



Concurrent and Moffett completions refer to unduplicated high school seniors who completed at least one class at the Adult School in their final year.

## MVLA Adult Education Online Summer School Data



MVLA students enrolled and completing online summer school classes 2013-2015. The percentage of students completing is about 70% for each of the three years displayed.

# School-Wide Goals

## Career Technical Programs

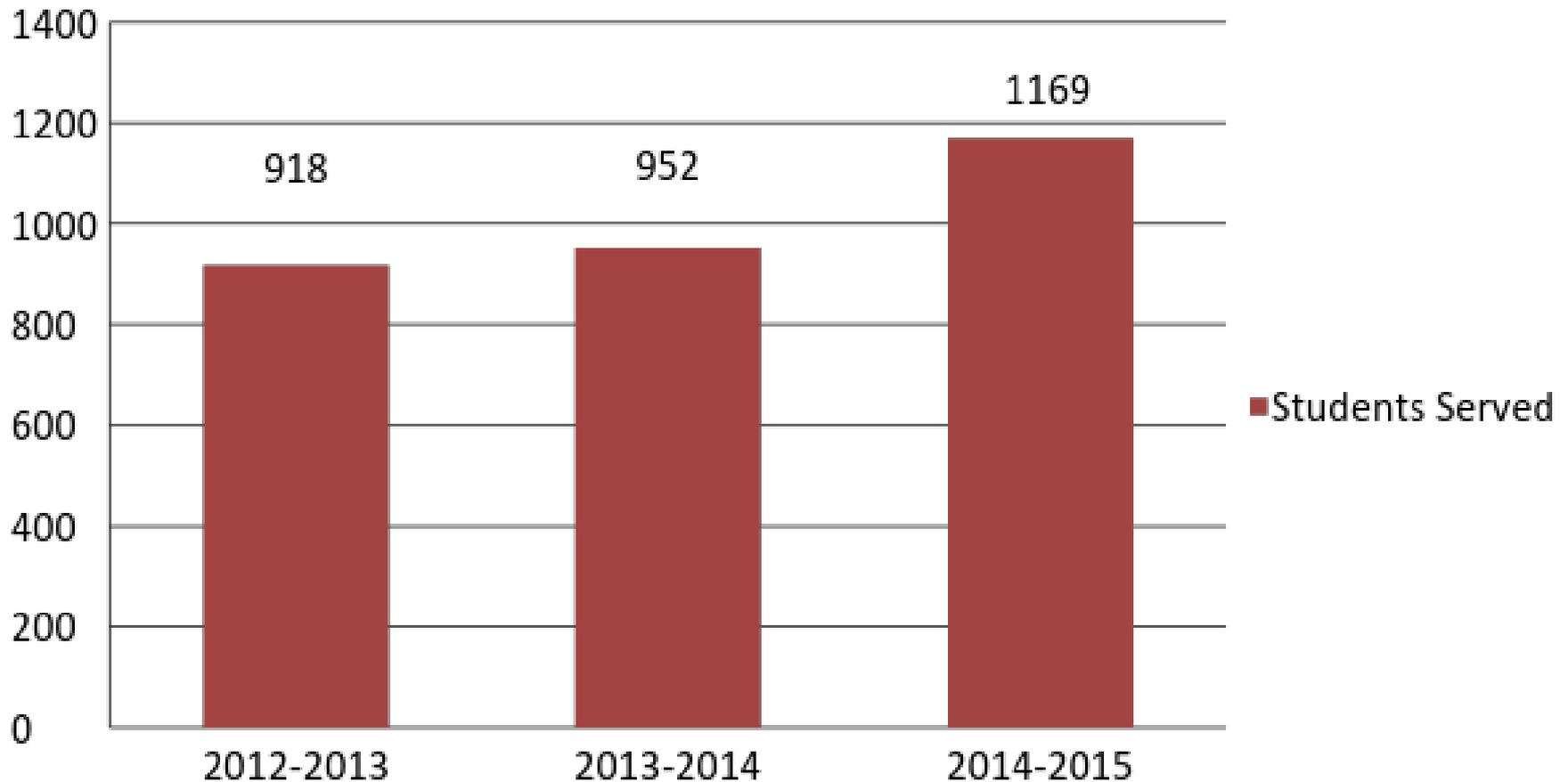
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### Evidence

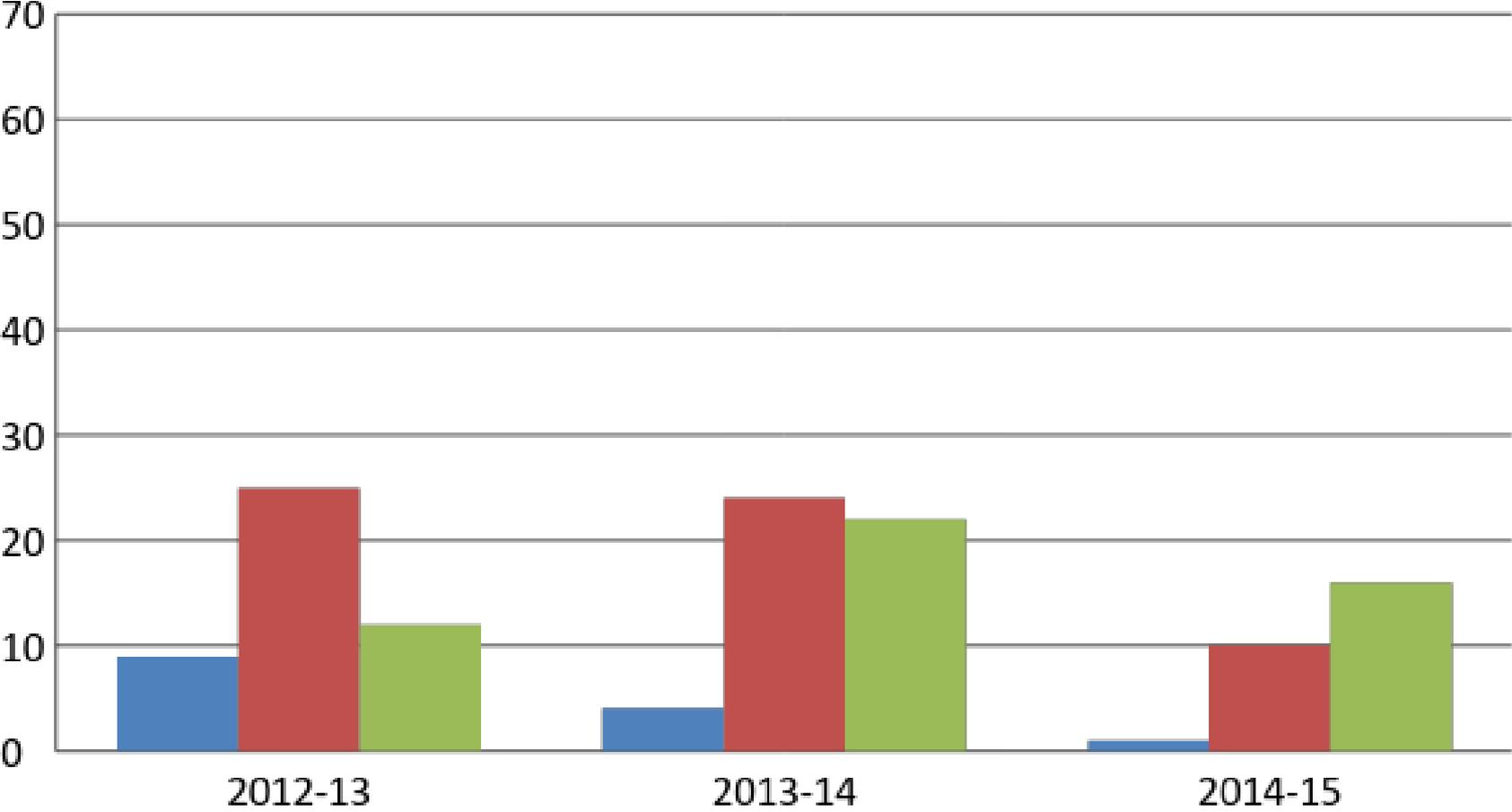
1. CTE classes have been aligned with CTE model standards and articulated with various community colleges. High pass rates reflect best practices in instruction.
  - 2A. Use of students' state and national test results as a measure of student success and high numbers of state and national certification.
  - 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, IT, and computer applications. We have integrated computer competencies skill into Medical Assistant and Certified Nursing Assistant Program. Computers on wheels (COWs) available for all CTE classrooms.
4. CTE is doing outreach to 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

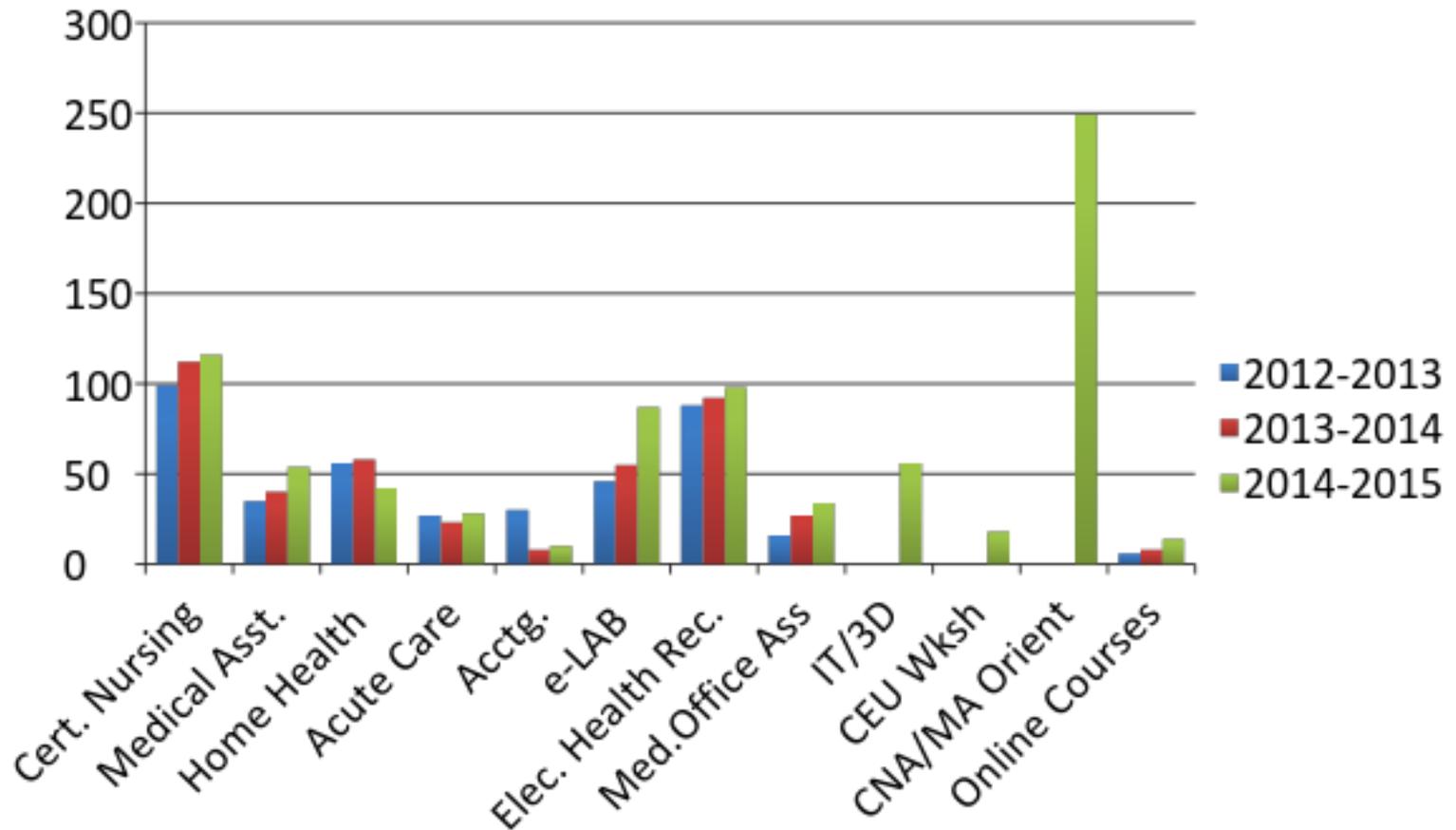


In 2014-2015, there was a 19% increase in CTE duplicated enrollment compared to the previous year.

# Prior High School District Students Enrolled in CTE Programs

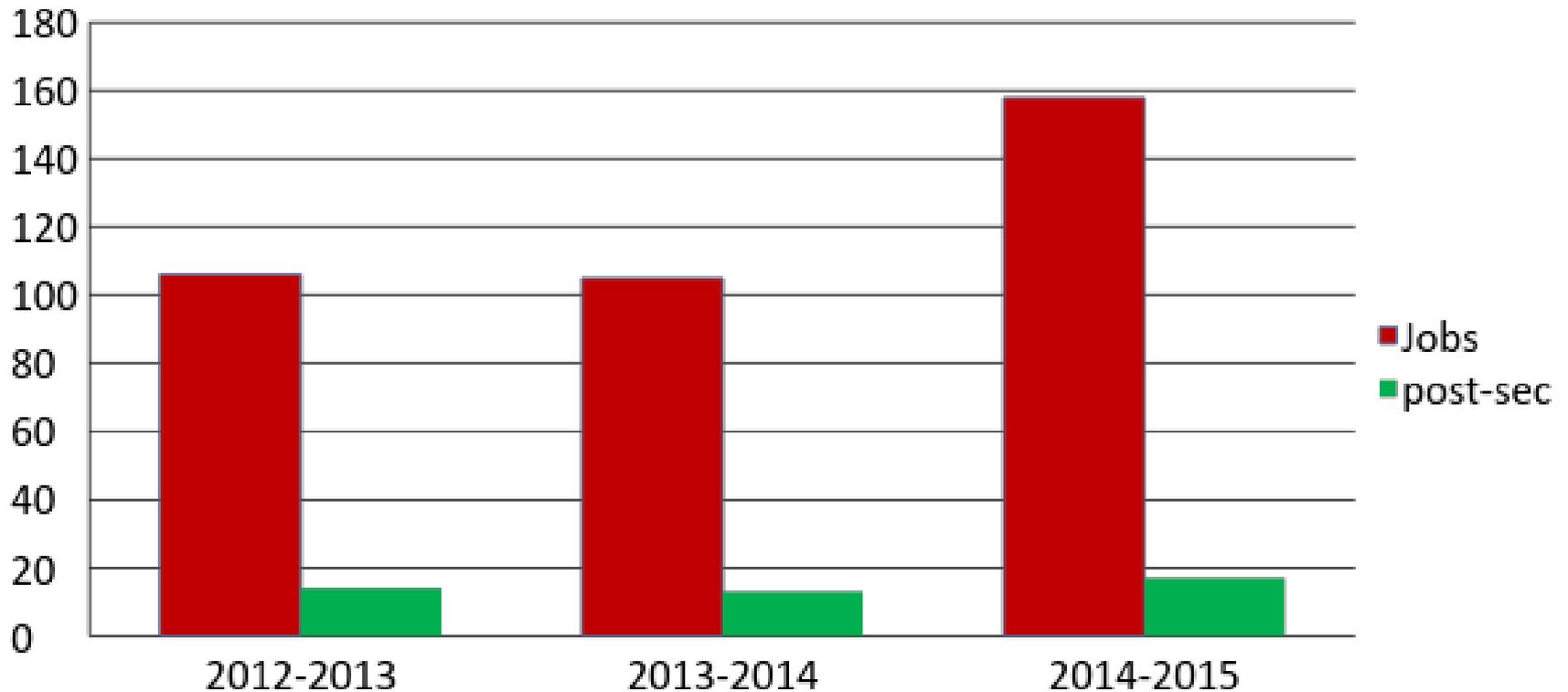


## MVLA Adult Education Students Who Earned a Certificate in a CTE Program



We observe a steady increase in student enrollment in nearly all our CTE courses. The high interest in healthcare related program is reflected in 250 participants in orientation. Newly added IT courses showed good enrollment numbers.

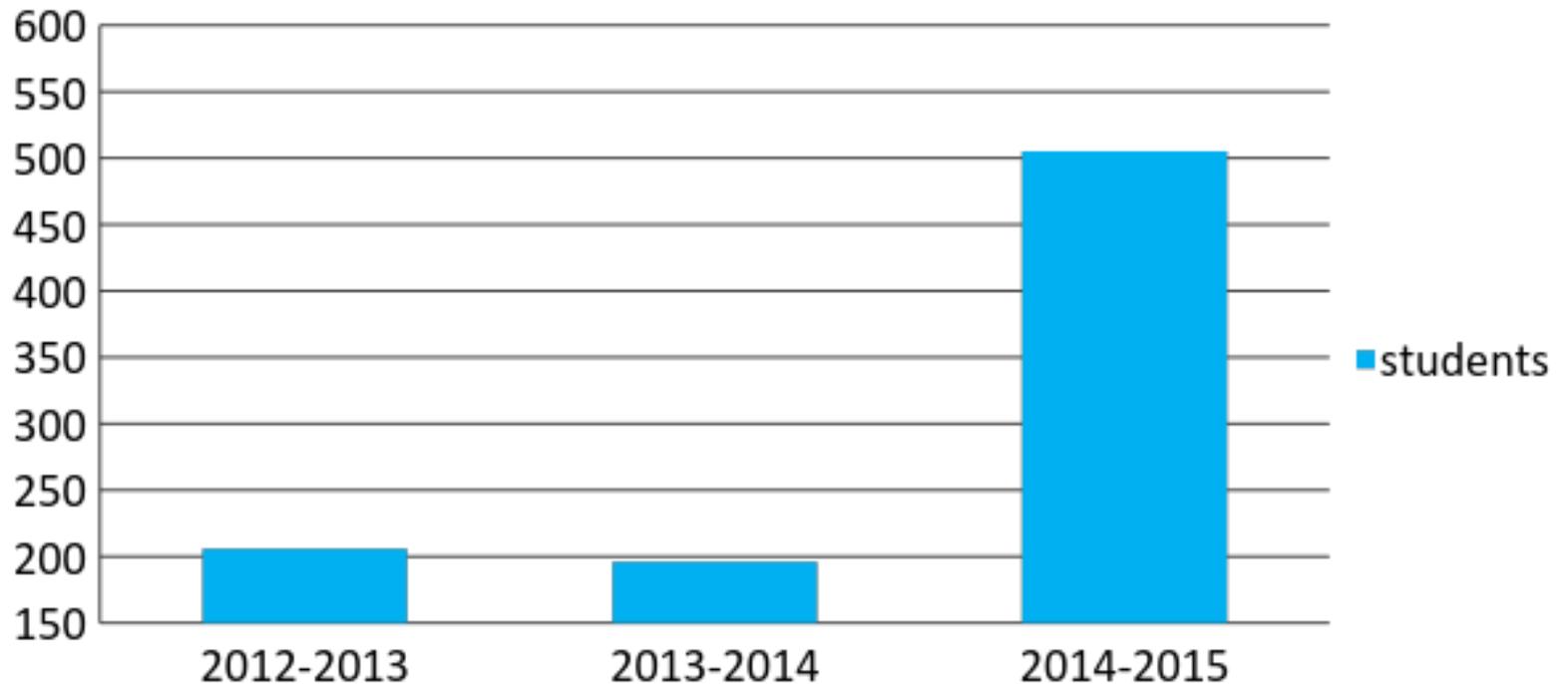
## MVLA Adult School – CTE Courses Job Placement / Post Secondary Data



This data from student feedback shows that the number of students who obtained jobs and/or transitioned to post-secondary education upon completion of a CTE program remains high.

# MVLA Adult Education

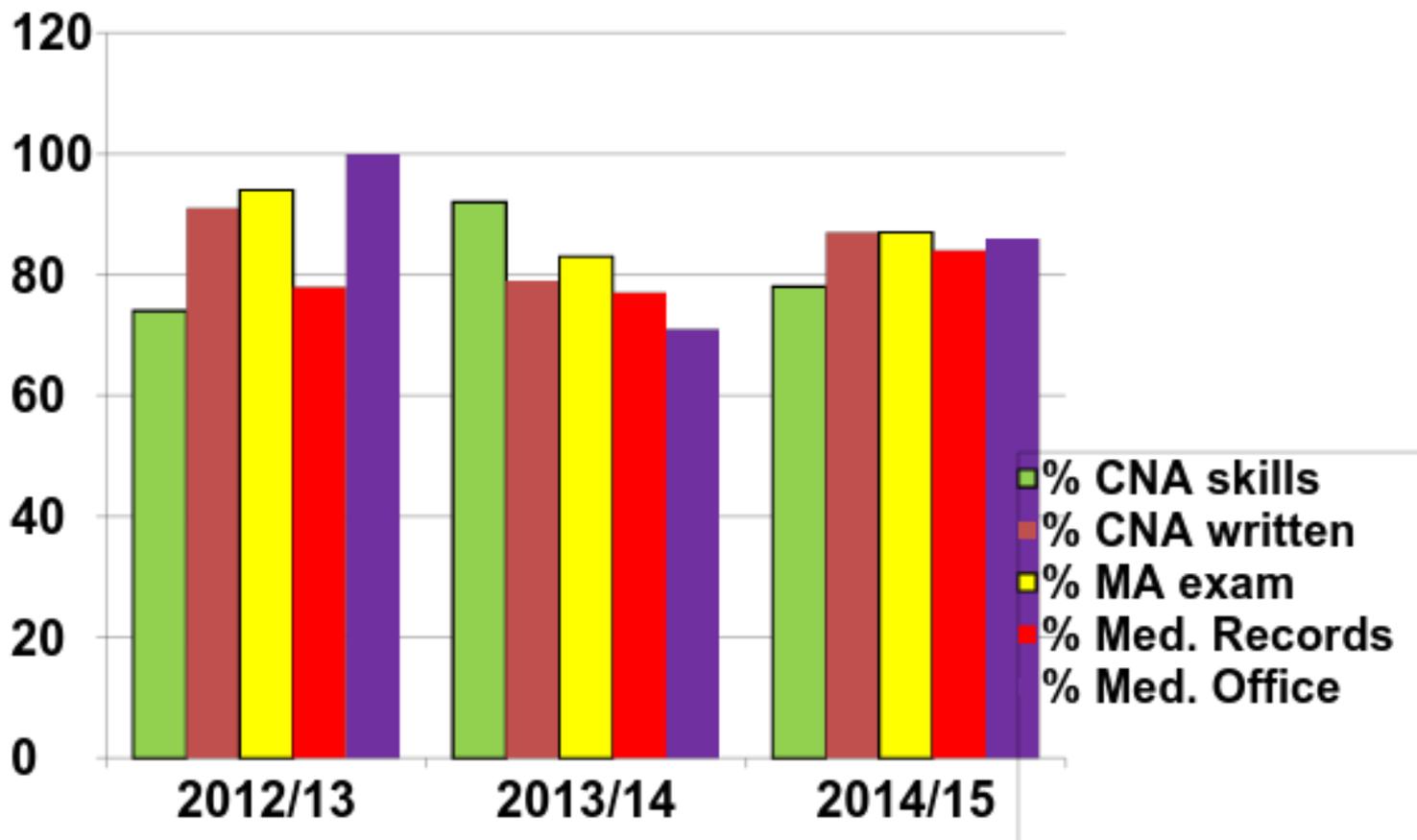
## Transition of Students within the CTE program



The number of CTE students completing more than one CTE course or program to satisfy employability requirements and expand career opportunities has increased by 62 percent from 2013-14..

## MVLA Adult Education

### Certified Nursing Assistant/Medical Assistant Exam Rates



Adult school students who complete our CNA/MA/EHR/MOA programs have a pass rate 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.

# School-Wide Goals

## English as a Second Language

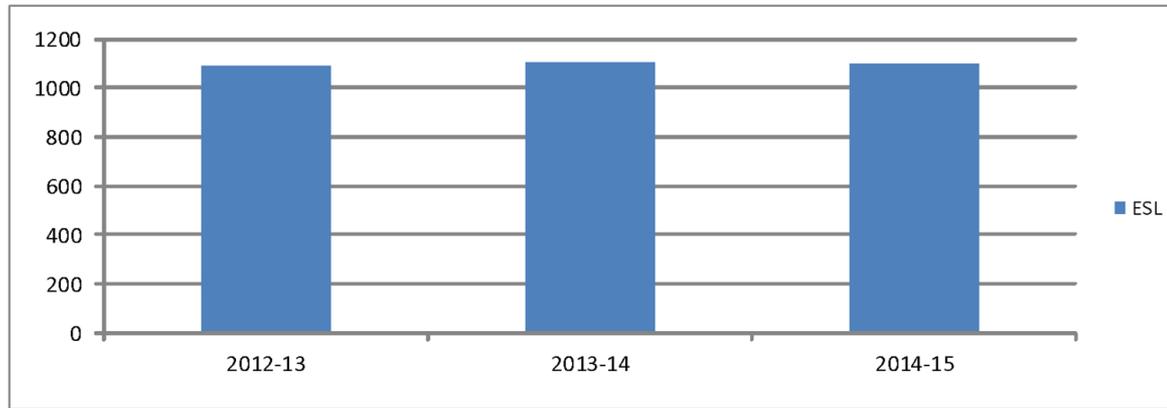
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### Evidence

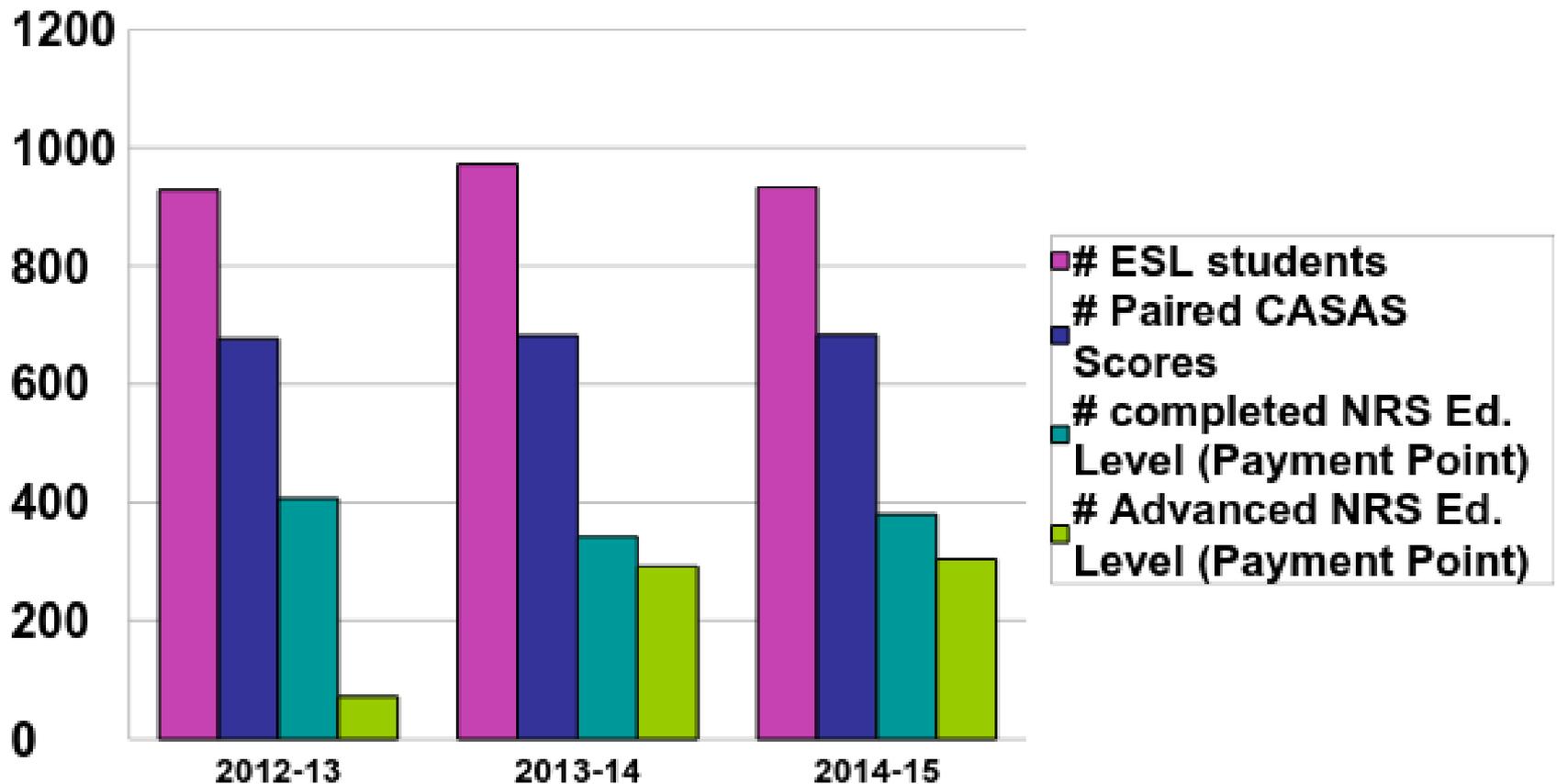
1. All ESL classes use correlated texts aligned with CASAS competencies, EFF, 21<sup>st</sup> century skills, and SCANS competencies. Professional development and teacher's guides offer best teaching practices.
    - 2a. ESL staff review CASAS test results to identify areas requiring additional instruction and to assist in promoting students. Textbook unit tests are administered regularly to help students monitor their own progress.
    - 2b. Written and oral performance-based assessments are used to monitor student progress on lifeskills-based EL Civics Objectives.
  - 3a. All ESL teachers participate in classroom technology training at the beginning of the school year. Additional tech training is ongoing. New ESL hires are required to possess strong technology skills.
  - 3b. All ESL teachers incorporate instruction in basic computer competencies into class.
4. ESL Coordinator attends events for parents of ELD students at the comprehensive high schools to provide support and inform parents of adult education services available to them. MVLA and MVWSD parents are encouraged to attend classes at the adult school.

# MVLA Adult Education ESL/Citizenship Unduplicated Enrollment



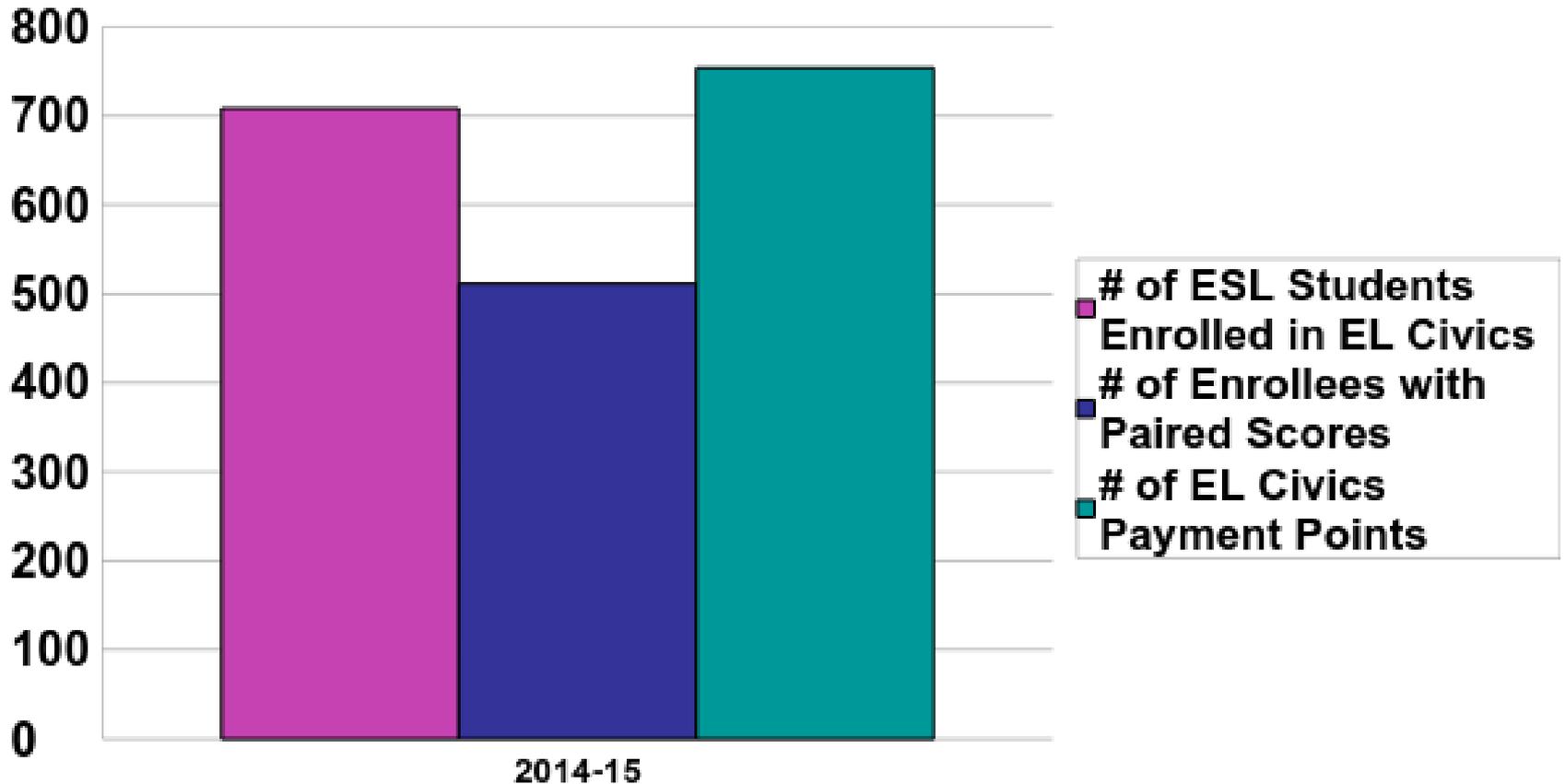
Enrollment in ESL and citizenship classes has been stable over the last three years.

## MVLA Adult Education ESL Payment Points



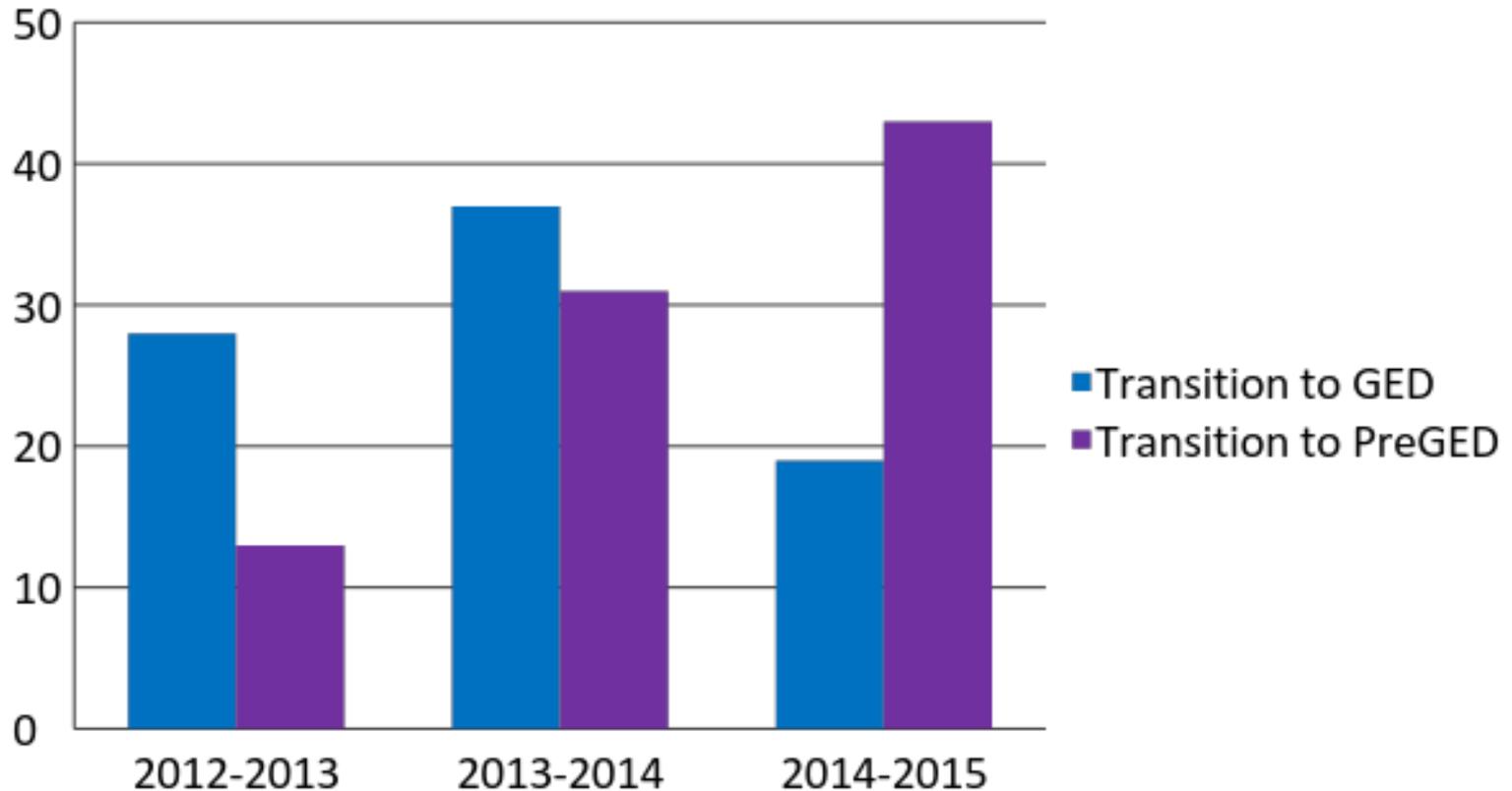
In 2014-15 there was a slight decrease in the number of ESL students. The number of student with paired scores has been consistent over the three-year period while the number of payment points has increased.

## MVLA Adult Education EL Civics Payment Points



2014-15 was MVLA's first year of participation in the EL Civics section of the WIOA grant. The program supports instructional activities that integrate civics education content with ESL instruction. It helps students connect school-based learning with community experience and personal knowledge.

## MVLA Adult Education Transition of Students from ESL to GED Preparation



Students continue to transition from ESL to GED preparation classes. Advanced ESL students with high academic skills go directly into GED prep. Students who need to improve their vocabulary, reading comprehension and writing skills transition to the Pre-GED class which MVLAEE began offering in November, 2012.

# School-Wide Goals Transition Advising

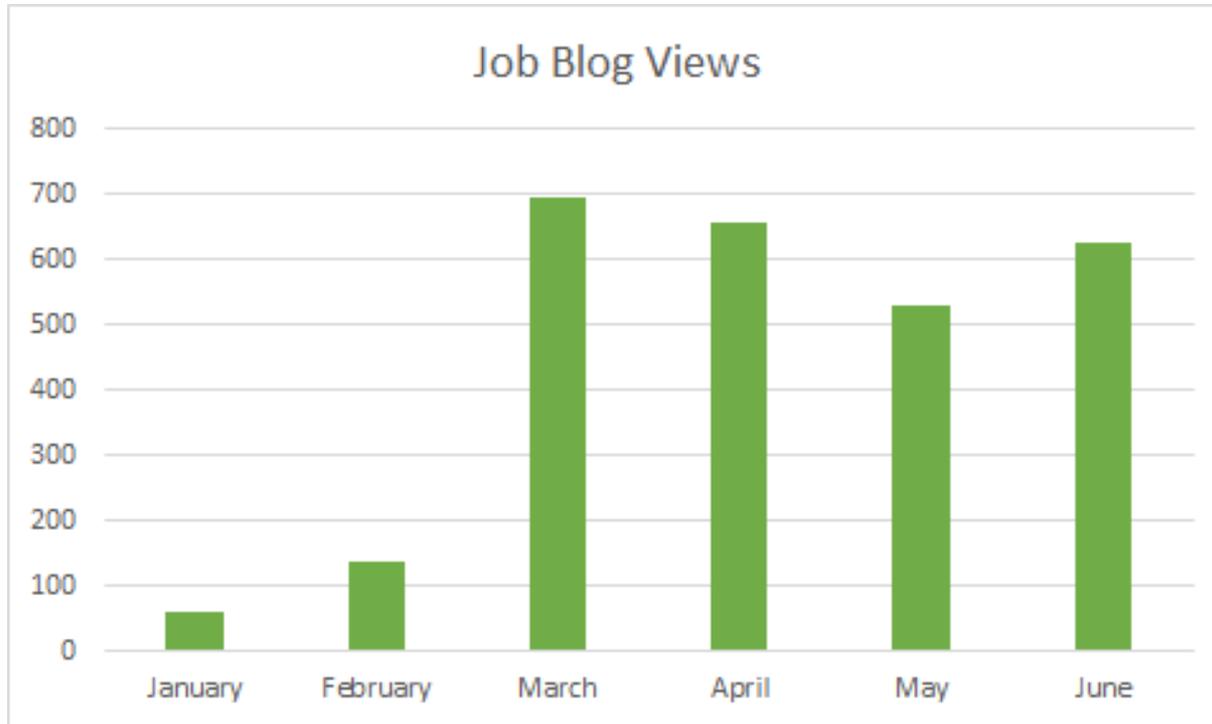
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## Evidence

- |     |   |
|-----|---|
| 1   | N/A   |
| 2.1 | Assisted students in identifying their career and college goals.  |
| 2.2 | Delivered classroom presentations regarding Transition Advising services.   |
| 2.3 | Conducted Resume Workshops to teach resume writing, interviewing, and job searching skills.   |
| 3.1 | Assisted students in online job searching.  |
| 3.2 | Created and maintained an online Job Blog, linked on the school website.  |
| 3.3 | Promoted programs on social media.  |
| 4   | Met with students (occasionally with their families present) and provided guidance on local resources in addition to college and career advising. |

## MVLA Adult Education Transition Advising Job Blog Statistics for 2015



The MVLA Adult School Job Blog is an extension of our Career Center and was started in January, 2015. The blog is updated weekly and provides students with direct links to online job advertisements from various sites and agencies, a job search “Tip of the Week,” as well as announcements of special events such as the Career Fair.

North Santa Clara County  
Student Transition Consortium

Foothill-DeAnza

Fremont Union

Mountain View Los Altos

Palo Alto Unified

# Adult Education Funding 2015-16

**\$3.2 Million Dedicated funding (MOE)**

**\$1.2 Million Grants and Fees**

**\$200K Consortium Allocation**

# State Work Group Recommendations

- ❖ Increase Services
- ❖ Improve Programming
- ❖ Provide Adequate Academic, Social and Financial Supports
- ❖ Align Assessments
- ❖ Develop a Common Accountability Approach
- ❖ Maintain and Extend Structures for Ongoing Regional Coordination

# Recommendations 1.1, 1.2 & 1.3

1.1 - Restore lost capacity to deliver adult education programs

1.2 - Hire additional full-time faculty, as well as academic and other counselors

1.3 - Restore an adequate, dedicated funding stream for adult education programs

# Comprehensive Plan

- ❖ Collaborative Effort
- ❖ Resource Development Associates (RDA)
- ❖ Gap Analysis
- ❖ Establish Work Groups
  - Seamless Transitions
  - Professional Development
    - Student Support
    - Alignment & Articulation
    - Community Based Organizations & Industry Partners
    - Data Systems

## Removing Barriers to Success

- ❖ Childcare for Core Programs and YPP
- ❖ Internal and External Transition Support
- ❖ Increase part-time positions to full-time in core apportionment areas
  - HSD/GED Teachers (2)
  - Career Technical Teachers (2)