

Jefferson Adult Education DLAC Midterm report 5.12.25

Brief Overview of the Agency

Jefferson Adult School (JAS), part of the Jefferson Union High School District, is located in Daly City, California. It serves approximately 600 adult learners annually, the majority of whom are from immigrant backgrounds. The school provides instruction across multiple program areas: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE), and Workforce Preparation. These programs are structured to align with regional labor market demands and to support adult learners in achieving educational and career advancement goals.

DLAC Team Members and Extended Support

The JAS Digital Leadership Academy (DLAC) team consists of three staff members with distinct roles and responsibilities:

- **Peter Mancillas**, DLAC Team Lead and site coordinator, oversees implementation of DLAC initiatives and alignment with institutional goals.
- **Elena Gomez**, Jefferson Adult Online TOSA, specializes in online instruction and curriculum integration, particularly in the context of EL Civics and digital literacy.
- **Twyla Eva**, Transition Navigator, provides student support services and contributes to instructional planning and learner transitions.

Additional support is provided by the school's administrative staff and the district technology coordinator, who assist with infrastructure alignment and operational integration with district-level strategies.

IDEAL 101 and Site Plan Development

Participation in the IDEAL 101 training was a foundational component of Jefferson Adult School's engagement with DLAC. The training guided the team in assessing institutional readiness, identifying areas for improvement, and establishing a measurable site plan. The resulting DLAC site plan supports Jefferson's strategic goals and reflects the regional priorities established by the ACCEL consortium. The plan emphasizes integration of digital learning across ESL and CTE programs, staff collaboration, and alignment of instructional outcomes with workforce readiness standards.

Accomplishments to Date

Online Program Development

JAS developed and launched a structured online learning program designed to meet the needs of students who are unable to consistently participate in on-campus instruction. Target populations include individuals with inflexible or irregular work schedules, parents who are available during school hours, and elderly students who rely on family members for transportation or resources. The program also serves learners with cultural or religious restrictions that limit participation in in-person settings, individuals transitioning to employment who require language support, immigrants with limited access to digital tools, and isolated individuals seeking community engagement. The online model provides consistent access to instruction and resources while addressing equity in educational access.

Hybrid CTE Program: Educational Support Careers

Jefferson Adult School has also developed a new hybrid Integrated Education and Training (IET) program focused on Educational Support Careers. This CTE-aligned pathway prepares students for employment in child development, family services, and K–8 educational settings. The program is delivered in two sequential, semester-based courses. The first course, *Understanding Children and the*

Learning Environment, is scheduled for Fall 2025, followed by *Safety, procedures, and School Readiness* in Spring 2026. Both courses will be taught by Corina Diaz as the online instructor and Ruth Corliss as the onsite instructor.

The program includes four primary components:

1. **Integrated Learning:** Students build core knowledge in health and child development while concurrently developing literacy and employability skills.
2. **Work-Based Learning:** Learners will participate in internships in Jefferson School District elementary classrooms.
3. **Industry Certifications:** Students will earn Pediatric CPR and First Aid certifications. They will also earn a certificate in Educational Support Careers (non-transferrable).
4. **Employment Readiness:** The program supports background checks and fingerprinting, aligning students with immediate job eligibility as instructional aides or classroom assistants.

This pathway is designed to provide direct workforce entry points as well as a foundation for continued education in education-related careers.

Application of Training Session Skills

Team Building

The JAS DLAC team implemented structured team-building strategies to increase collaboration and collective accountability. Time was allocated during scheduled meetings for the team to work through shared tasks and reflect on roles and responsibilities, resulting in improved project coordination.

Challenges and Barriers

The primary operational challenge has been the physical distance between the Jefferson Adult Online coordinator and the Daly City campus. Ms. Gomez resides approximately 500 miles from the site, which limits her access to informal, day-to-day updates and school-based discussions. While most formal communications have been timely and accurate, there have been instances of misalignment due to assumptions regarding her awareness of onsite developments. In response, communication practices have improved through regular scheduled updates and shared documentation.

Planned Next Steps

Jefferson Adult School has identified the following next steps for continued development:

1. **Expansion of Hybrid Bridge Course Models:** The school plans to replicate the ESL/Computer Literacy bridge model in other instructional areas, including ABE and ASE.
2. **Support for Online Educators:** Recognizing the isolation associated with online instruction, the school intends to provide increased professional development and wellness support for educators delivering remote learning.

Support Requested from DLAC, Coaches, and OTAN

To support continued implementation and scaling of digital learning initiatives, JAS seeks the following:

- **Targeted Coaching:** Continued support in digital curriculum alignment, particularly for IET models and EL Civics integration.

- **Technical Training:** Access to asynchronous and in-person training for instructional staff on digital platforms and blended learning tools.
- **Student Onboarding Resources:** Development and dissemination of student-facing tech support toolkits, including multilingual guides for common platforms and procedures.
- **Showcase and Networking Opportunities:** Opportunities to share implementation progress and to learn from peer agencies participating in DLAC.

Additional Considerations

Both Jefferson Adult Online and the Educational Support Careers CTE program have received formal approval and ongoing support from Jefferson Union High School District leadership, including the Superintendent and Board of Trustees. This institutional backing has enabled the program coordinators, Peter Mancillas and Elena Gomez, to pilot and scale two programs that address systemic barriers to education and employment for adult learners in the region.

Summary

Jefferson Adult School has used DLAC participation to develop and implement digital and hybrid learning programs that expand access to education for nontraditional adult learners. The school has aligned its efforts with regional priorities, incorporated feedback from training sessions, and leveraged institutional support to launch two major initiatives: a comprehensive online program and a hybrid IET/CTE pathway in educational support careers. While geographic separation of key personnel remains a challenge, the school has established systems to mitigate communication issues and improve operational coordination.

Continued support from DLAC, OTAN, and related partners will be critical to maintaining momentum and expanding program impact. JAS remains committed to providing flexible, accessible, and workforce-aligned education for its adult learners.