Digital Leadership Academy 2018-2020
Narrative Final Report

Hacienda La Puente Adult Education (HLPAE) Overview

HLPAE is located in Los Angeles County, California. It serves approximately 20,000 students per year. It consists of three main campuses, several outreach sites and classes located in the workplace. The ethnic make-up of our students is predominantly Asian and Hispanic; however, we have served students from all over the world and every walk of life since being established in 1956.

HLPAE DLAC Team

Yecsenia Delgado, **Group Leader**	Focus Area: Parent Education
Armida Chow	Focus Areas: ABE/ASE/IET
Brenda Gomez	Focus Area: English as a Second Language

Identified Projects
- ESL
  - Integrate Moodle into the Intermediate, Advanced and VESL classes (9 Teachers)
  - Resources website
  - Orientation/Tech Lab
  - Online Assessment for each COAAP
    - TDLP: ISTE 1 and ISTE 2
- ABE/ASE/IET
  - Expand distance learning opportunities (4 teachers) in ABE and ASE
  - Generate digital homeroom for ABE/ASE/IET
  - Create Google Classroom in the IET program (3 careers)
  - Integrate Moodle courses in ABE
    - TDLP: ISTE 1d and ISTE 2b
- Parenting
  - Expand its online distance education program with 1 teacher
  - Online Enrollment
  - Enhance Presentations
  - Spanish language

Development and execution of our DLAC project goals both in our team members' focus areas, as well as comprehensively throughout our program.

School Year 2017-2018 Pre-DLAC

- Classrooms were equipped with basic technology for instructional use:
  - District issued laptops
  - Document camera
  - Projector
- Computer labs were located at each main site. They were equipped with licensed software that was approximately 10 years old.
- Usage of classroom technology and computer labs was not required and not used by all teachers.
- Most instruction delivery methods were face to face. ESL and ASE programs have an existing blended learning component.
- Distance Learning consisted of paper packets and accompanying DVDs was included in each ESL class.
- Staff Professional Development was attended voluntarily, and conferences were outside of work hours.

- Parenting program was only face-to-face workshops

DLAC Goals

School Years 2018-2020

Goals	Execution plan
Integrate technology into classroom instruction program-wide.	- Provide Chrome books for student use in the classroom to increase language proficiency as well as digital knowledge and skills - EL Civics: Create one online assessment for each COAAP to be completed on ChromeBooks.
Equip teachers and students with the technological skills needed to live and work in a technological society.	- Provide monthly professional development on technology conducted by OTAN and DLAC. - Provide hands on support to the teachers in the classroom. - Provide individual training sessions for teachers who requested it.
Convert Distance Learning from paper packet and DVD delivery to online using moodle.	- Conduct a pilot with few classes. - Provide training for staff and students - Provide hands on support for staff and student
Open online parenting program through moodle.	- Provide districts parents with more options to take parenting workshops on the go. - Create and implement online parenting courses.

Challenges and Barriers

Challenges and Barriers	Resolved by
Teacher learning curve and buy in	- Frequent training - Hands on support in and out of the classroom - Administrative support of DLAC team
Student learning curve and buy in	- Incentives for teachers and students to use technology in the classroom. - Personal classroom support by DLAC team.
- Technology limitations and glitches - Wifi issues and district firewall	- Collaborate with administrators and the program TECH department. - Train teachers to troubleshoot their equipment.

IDEAL Consortium Courses DL 101 and 102 Experience

- Provided precise definitions and practical information on the different models of blended learning, how to evaluate which model would be best for programs, and the steps that needed to be taken for a successful implementation.
- Developed and executed a blended/distance learning implementation plan.
- Provided a forum for our DLAC cohort to collaborate, share experiences, successes, and failures.
- Piloted a Rubric which our agency needs when analyzing new technology resources or platforms for our classes.

Face To Face DLAC Meetings

Dr. Porter's leadership sessions were invaluable to our team. He equipped the DLAC team with in-depth knowledge which trickled down to each and every staff member in our program.
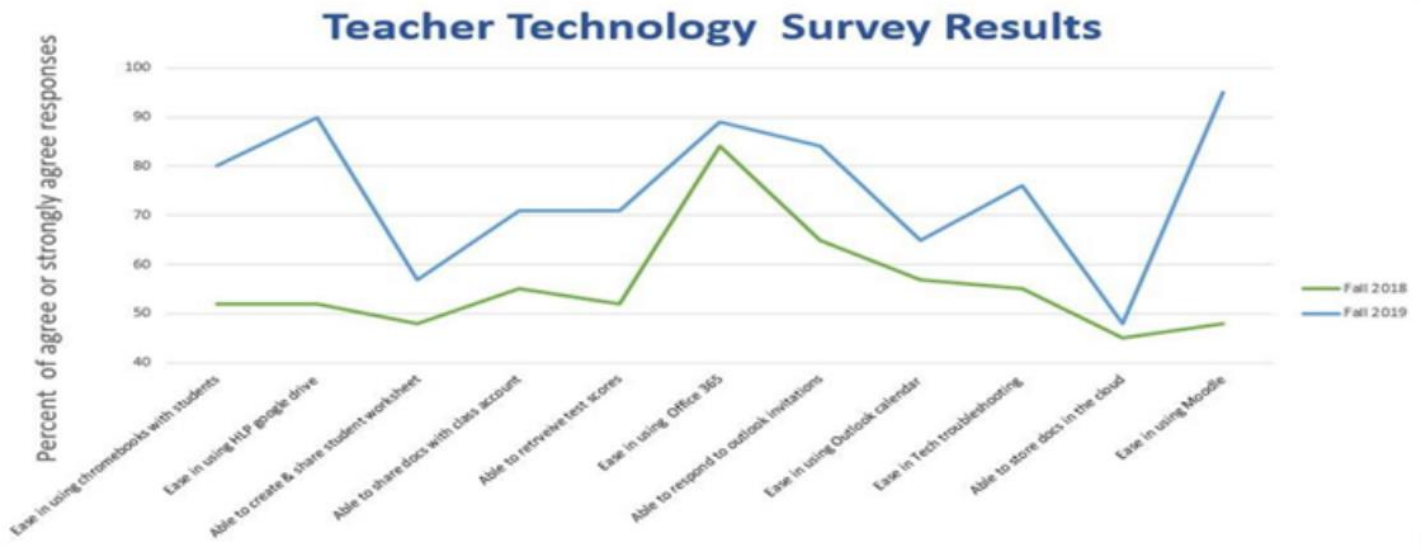
DLAC Participation Results

Growth in the DLAC team

Each team member experienced an increase in the following:

- Technological skills
- Presentation skills
- Leadership and collaboration skills
- Communication and conflict resolution skills
- Online course administration skills

Growth in HLPAE Staff

- Created a Culture of Technology and Collaboration
- Created an atmosphere of learning through trial and error
- Created a more confident and equipped staff in technology
- Chromebooks utilized weekly

Teacher Technology Survey Results

(Y-axis: Percent of agree or strongly agree responses, 40–100)

X-axis categories: Ease in using chromebooks with students; Ease in using HLP google drive; Able to create & share student worksheet; Able to share docs with class account; Able to retrieve test scores; Ease in using Office 365; Able to respond to outlook invitations; Ease in using Outlook calendar; Ease in Tech troubleshooting; Able to store docs in the cloud; Ease in using Moodle

Legend: Fall 2018, Fall 2019

Growth in our students

- Increased confidence in use of Chromebooks, smartphone apps and other devices
- 30% of classes are online Blended Learning courses
- Increased parenting course registrations by over 300%

COVID-19 Learning and Contributions

HLPAE staff and students had already received much training in the use of technology before the closure. Digital knowledge and skills that were needed to successfully transition to online instruction were already in place:

- Teachers and students were already equipped with some technology skills.
- Teachers were accustomed to collaborating before the shutdown which resulted in collaboration and support occurring organically between staff members after the shutdown.
- Many students were already enrolled in and actively participating in online Distance Learning such as APEX, Aztec, and Google Classroom.
- Because of previous training and experience in using technology in the classroom, both teachers and students quickly learned any new technology they needed for remote instruction, such as ZOOM.
- ESL /VESL Students were already familiar with Stand Out online workbook and Burlington English and transitioned easily to using it on their own devices at home.
- Students were already familiar with and knew how to access free websites located on our HLPAE website that was created by the DLAC team and previously used in the classroom on ChromeBooks.
- Teachers had already been communicating with students via text message, email, their DL Moodle courses and apps such as Remind, Google voice.
- Many teachers had already created a classroom website to house instructional materials and other pertinent information for their students. Students were already familiar with accessing that website from home.
- Existing Parenting Online Registration Form is being utilized to enroll new and returning students during closure.

- Digital learning platform, Aztec locator tests, is currently utilized to assess new students until CASAS remote testing is implemented.
- Our DLAC Group Leader, Yecsenia Delgado, presented a webinar for COABE.

Next Steps

- Continue educating and supporting teachers on use of technology in instruction with regular professional development training and hands on support .
- Increase the number of classes utilizing online Distance Learning.
- Increase the digital component of EL Civics.
- Provide a technology orientation for new registrants.
- Provide access to devices and digital instruction for students outside of classroom hours.