

Corona-Norco DLAC Final Report May 2020

Corona-Norco Adult School's (CNAS) role is to provide educational opportunities, promote transitional opportunities and prepare every adult student to be productive members of the community. In 2018-2019, CNAS served 3,454 unduplicated students and 6,170 duplicated at 18 different partner locations throughout the cities of Corona, Norco, and Eastvale.

School Demographics

Corona-Norco represents a wide range of learners,

Ethnicity	Hispanic 74%	Non-Hispanic 26%		
Race	White 84%	Asian 13%	Black 2%	
Language	English 22%	Spanish 58%	Chinese 7%	Other 13%
Gender	Male 34%	Female 66%		
Age	18-21 9%	22-29 16%	30-39 23%	40-49 27%
	50-59 17%	60-69 5%	70+ 3%	

Program Area	Number of classes	Number of Students Enrolled
Adult Basic Education	7	199
English as a Second Language	44	1750
Adult Secondary Education	8	482
Career Technical Education	29	1064
Integrated Education and Training	6	175
Community Interest	2	18
Credit Recovery	9	144

DLAC Team Members

Thoibi Rublaitus, Principal
 Omar Andrade, Dean of Students
 Marci England, ESL Program Coordinator, DLAC Team Lead
 Kevin Belcher, ABE Instructor, DLAC Team Member
 Christina Hyatt, ABE Instructor, DLAC Team Member
 Kim Smith, HSE Instructor, On-Site Team Member

Donna Michael, HSD Instructor, On-Site Team Member

In Spring of 2018, CNAS surveyed current ABE students to understand how they could better support student needs. Survey results:

- Desire for increased instruction
- 52% claimed they could commit 1-2 hours to online learning
- 35% were willing to devote even more time online

Accordingly, after committing a team to the Outreach and Technical Assistance Network's (OTAN) Digital Leadership Academy (DLAC), CNAS began offering 7 blended learning Bridge Adult Basic Education (ABE) classes where students collaboratively work 4 hours per week through direct instruction and an additional 2 through independent study on Canvas LMS, incorporating NROC's Developmental Math and English programs.

As an integral part of its Technology and Distance Learning Plan (TDLP), CNAS closely tracks the initiative's effect on CASAS Goals level gains, class level promotions, and HSD and Equivalency achievement. Because of the implementation of blended learning, CNAS determined that the 2018-2019 TDLP goal to increase ABE student gains by 70% needed to be more ambitious. Accordingly, the goal was adjusted to reflect a 5% increase in gains.

CNAS's initial DLAC goal was to increase cohesiveness and accessibility of their ASE, ESL, and ABE curriculum through blended and distance learning. This goal was soon refined to implement blended learning in the ABE program using the district preferred LMS of Canvas.

The IDEAL 101 course was essential to CNAS's learning and success as it detailed many pitfalls and resources to increase the program's effectiveness. Monthly sessions with Destiny, our course facilitator, and other DLAC teams, provided insight into model blended environments and helped CNAS overcome hurdles in creative ways.

In IDEAL 102, DLAC teams supported each other during the implementation phase, and each team created a rubric to systematically evaluate supplemental curriculum. The evidence-based practices these courses taught provided clear research-based instruction that helped CNAS build a solid blended learning program with confidence.

The implementation plan focused our attention on the big picture and the details to make the plan a success. The plan provided us with a way to communicate our vision with administration, teachers, and school staff.

Best practices, getting other teachers on board, orientation and student selection, helped us identify ways to prepare students for a blended course. For example, we implemented open computer lab hours to conduct a second orientation and offer computer time for students in the lab.

When COVID-19 began affecting our school, our DLAC team was called upon to lead the school in its transition to distance learning classes. Each DLAC member was responsible for training and supporting as many as twelve teachers across all programs, established online communication with their students, curated online curriculum, and facilitated online meetings. DLAC, Dr. Porter's leadership trainings, and the IDEAL courses helped us envision our emergency response, implement it, and rally our teachers by working tirelessly beside them to provide for our students.

During our DLAC one-year report and visit from the OTAN DLAC Leaders and Dr. Porter, our team described the process as a swelling wave - slow and steady but strong and always building momentum. We believe that this is thanks to many of the skills that Dr. Porter taught us. Together, we built upon both our DLAC team and our school technology culture by recognizing and encouraging strengths. Although we might not have recognized it at the time, this was foundational to advancements our school has made in our transition to blended learning ABE classes and distance learning classes that were developed in response to COVID-19. Each member of our DLAC team is first and foremost a teacher at CNAS, meaning that we have never stopped being by the side of our teachers in this transition.

As CNAS continues to monitor the blended learning option, more accelerated learning options are being explored to provide more rigorous, accessible, digital instruction to the students. Our next steps stemming from this project include:

- Continuing to strengthen the ABE program by continuing to offer blended courses
- Creating an HSE distance course using an LMS
- Working with the diploma team to digitize content or convert to online courses and house all courses within an LMS
- Sharing best practices with the CTE and ESL teams for getting students online at home and capturing hours from blended models.
- Making programs and classes accessible to more students
- Building leadership and support through the CNAS Tech Team

Corona-Norco Adult School has made great strides to meet the needs of our students by accelerating learning and increasing access to learning. Not only did the DLAC team build a successful blended learning program, but also learned the skills necessary to lead an entire school through a two-week transition to distance education.