

# JessaCamp Hyflex Classes

## “Zooming Across County Lines”

“NEVER STOP LEARNING”

### Abstract

We created JessaCamp Hyflex classes to combat an access barrier for our students across three counties by providing high quality instruction through the easily accessible modality of Zoom. Teachers from both programs teamed up to offer shared Hyflex classes to students regardless of their provider. During Q2 and Q3, our JessaCamp Hyflex classes increased student access by including morning, afternoon, and evening start times. A total of 40 one-month courses have been offered. This led to an increase in the number of unique students using Hyflex classes and total hours of Hyflex participation.

### Introduction

Adult education is unique in that adults come with a slew of barriers to access including transportation, work schedules, and family life. Combating these barriers is the first step in improving student outcomes, and this was our goal for the JessaCamp Hyflex classes.

Offering zoom classes for adult education is time/staff intensive. In order to get the biggest bang for our fiscal buck, two service areas (3 counties) combined to provide a wider offering of virtual classes to our students.

During Q2 and Q3 JessaCamp Hyflex offered these 4-6 week Classes to all three counties:

- Science
- Social Studies
- RLA
- Test taking strategies
- ESL/ELA
- Math classes
- Math bootcamp

Using a shared drive for attendance, each county could record their students hours into KAERS.

Increased attendance leads to increased (12 hour) enrollment and retention for post testing.

### Product Description & Motivation

#### Recruitment, Retention, Results

From DRC "Following the initial assessment (pre-test), the recommended instruction time prior to post-testing is 50-60 hours with the same level, different form of the TABE."

MGS's from level gains cannot happen without participation. Eliminating barriers such as childcare and transportation by using online/zoom classes increases participation. Partnering with another service areas provides additional class times and opens up the opportunity for ever more participation.

Zoom is an easier modality to use during nontraditional times when the center is not open since staff can zoom from home.

Using zoom to teach across service areas has been used by KYAE for staff development and professional learning courses. We are not aware of adult education being offered across service areas anywhere in the state of Kentucky.

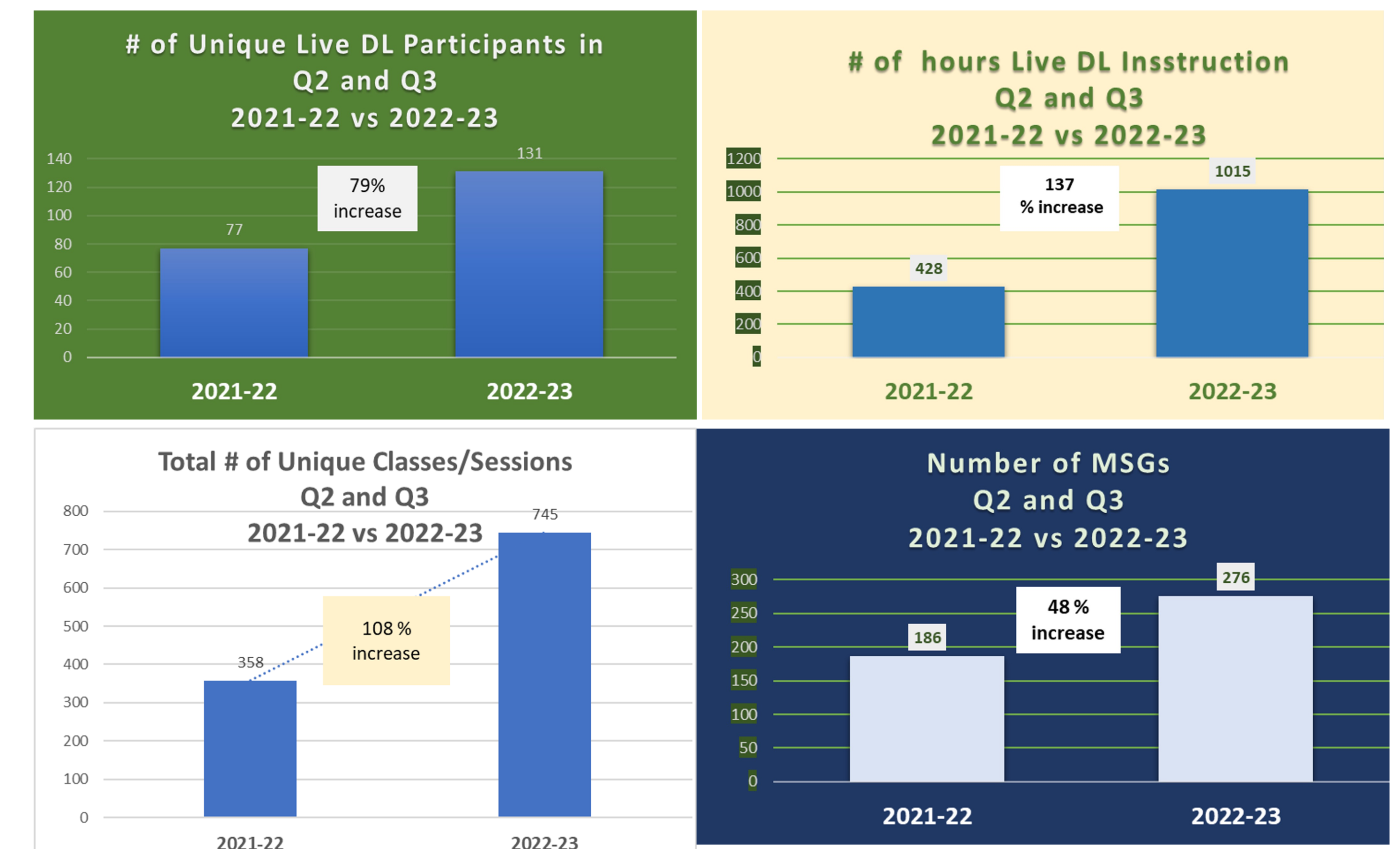
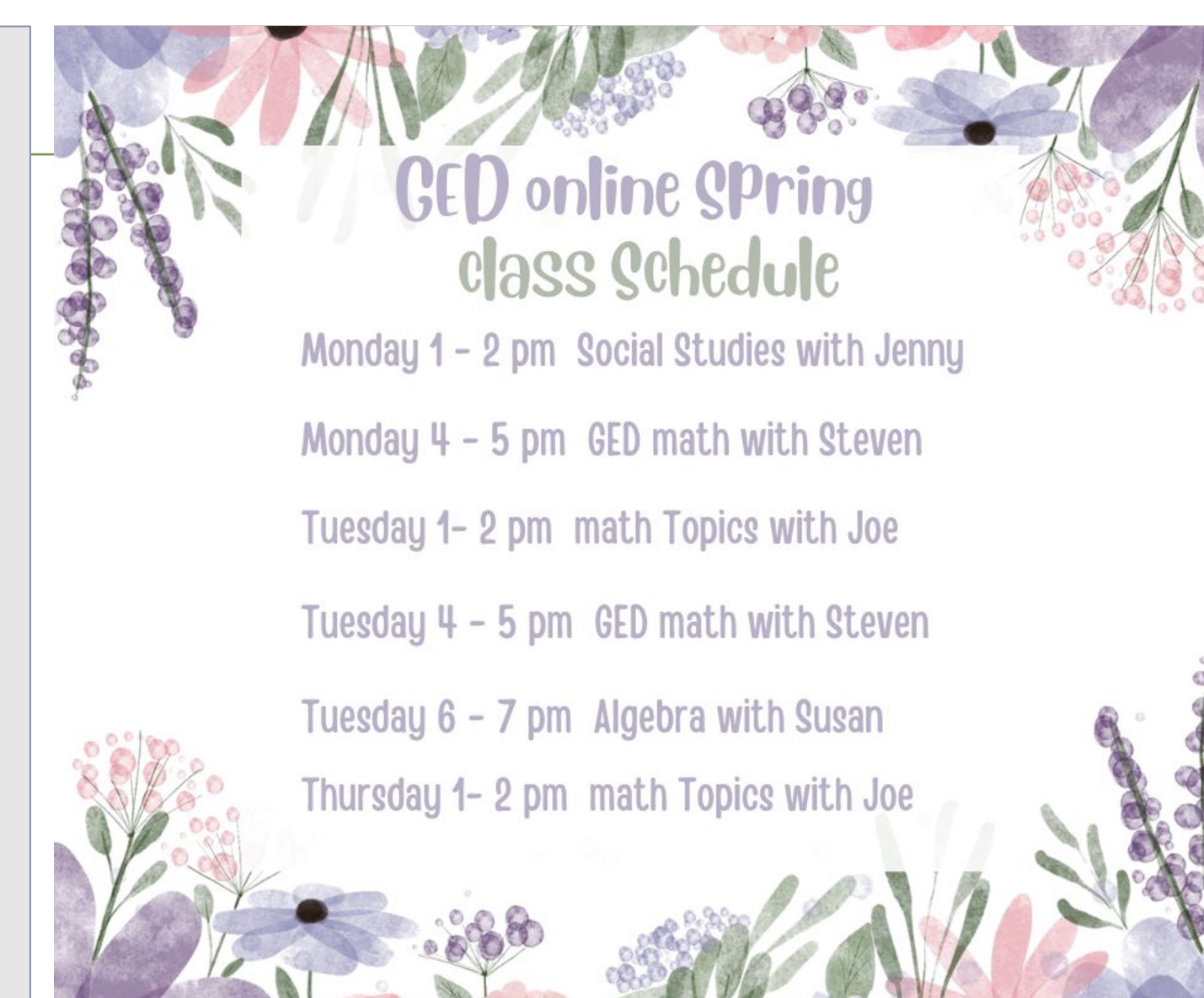
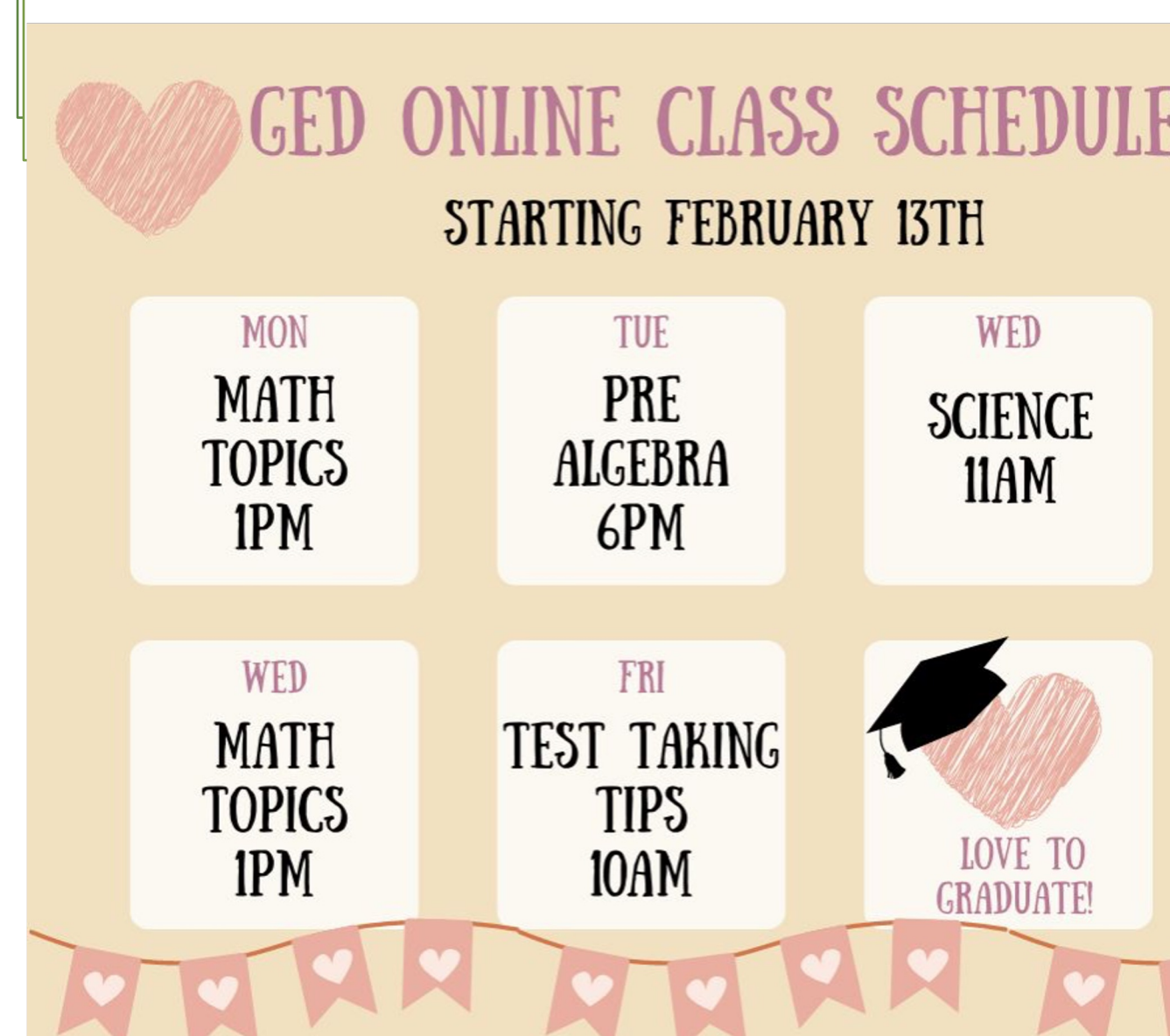
### Baseline & Goal

Though both Programs began incorporating “live distance learning” as an instructional modality in the 2020-21 academic year, it was not until the 2021-22 when they began tracking this type of instruction separately from other forms of distance learning, ie.: various online learning platforms, textbook assignments, other forms of independent learning. As such, the Programs chose to look at data from Q2 (September-December) and Q3 (January -March) in the 2021-22 to establish a baseline in the following metrics:

- Number of individuals participating in live distance learning
- Number of hours of live distance learning instruction
- Number of unique live distance learning classes/tutoring sessions
- Number of measurable skill gains.

The Programs developed the following shared goals:

- Increase distance learning participation by 50% (unique individuals)
- Increase number of live DL classes offered by 50%
- Increase number of hours of remote classes taught by 50%
- Increase number of msgs by 20%



### Discussion

- As the data demonstrates, this project more met the goals set forth by our team.
- The baseline seems appropriate; however, it would have been more beneficial if we could have tracked MSG growth exclusively for those student participating solely in remote distance learning, rather than for all enrolled students.
- Beyond meeting the aforementioned objectives, this collaboration fostered a sense of community for teaching staff of both Programs. We were able to have fruitful discussions about varied teaching styles, curriculum, and targeted instruction methods for our “shared” students. This project exemplifies putting student needs above competition between local programs.

### Conclusions

Though the ultimate goal of all local KYAE programs is higher enrollment, improved academic performance, and greater GED attainment, the goal of this project was simply to increase online instruction hours and student participation in remote learning. To that end, our baseline (Q2 and Q3 live distance learning participation data) made sense for this project; however, to attribute our combined increase in msg performance is a post hoc fallacy. There were many factors outside of increased remote learning that led to improved academic performance. (For example, this project in no way contributed to one program’s increased workplace literacy offerings which caused its enrollment and msgs to more than double their FY 21-22 numbers.)

That being said, this product/project makes sense for programs our size, allowing us to effectively double our teaching staff without increasing our budgets. Members of both programs agreed that the increased learning options/class times benefited certain students whose work/family commitments prevented them from participating in classes offered in their home county.

We thoroughly enjoyed our collaboration and plan to continue working together in FY 23-24!

### References & Acknowledgements

**Acknowledgments:** Both programs wish to thank Dr. David Potter for his guidance and in developing this project.

**References:** You can use any citation format that you like, but be sure to be consistent and to include enough information about the source that your colleagues would be able to find the source.