

# Watsonville/Aptos Adult Education News and Views



*Ya no llores, Verano! En aquel surco  
muere una rosa que renace mucho...*

*Cesar Vallejo*



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## Job Posting

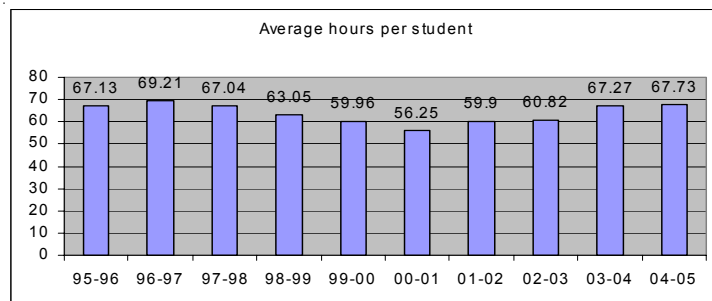
We are restructuring the schedule and assignments in our **Learning Center**, the program where we offer students adult basic education, high school diploma classes and GED preparation. The Learning Center will be open from Monday - Thursday, and will include some new things this year, including GED preparation as a "DVD checkout" tutoring/distance learning program. **Evening Adviser:** We are thinking about having an evening adviser either one or two nights a week. Although a PPS credential is not required, some experience with academic counseling and advisement on the high school level is desired. Duties will include assessing and placing students, helping students with registration and orientation, and facilitating all required paperwork. Familiarity with local high schools and alternative education programs and bilingual ability is highly desirable. Hours and evenings to be arranged. If interested, let **Cary Keisler** or **Natalie Carranco** know by Friday, August 4.

# 71.02

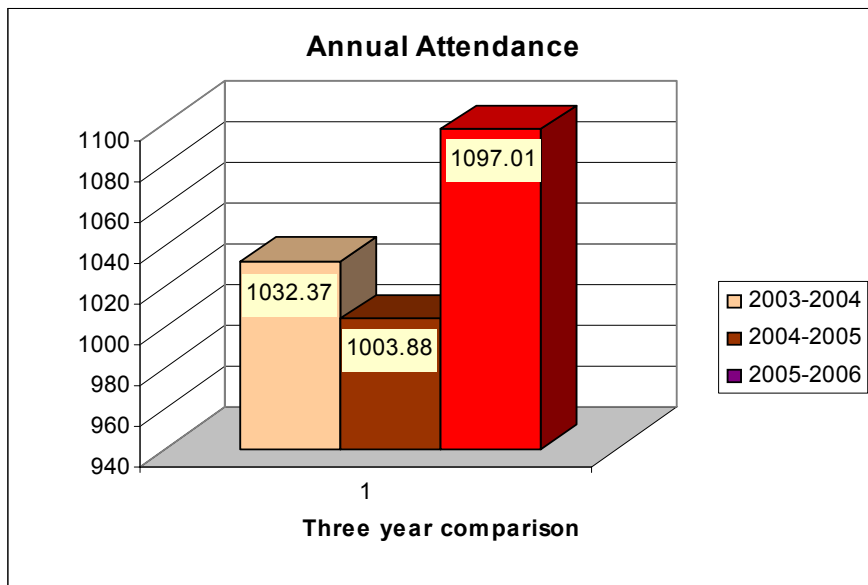
Only one person guessed what this number is, our Assistant Director, **Cynthia Stark**. All year we have focused on the theme of "learner persistence" and have tried to bring the research to practice about what has an edifying impact on adult learners like the students in our programs. Just some of what we have focused on:

- \* doing more to help students get oriented to our programs;*
- \* giving students a sense of their choices and options;*
- \* creating a warm and welcoming environment that also communicates high expectations;*
- \* facilitating activities that build cohorts and let students work collaboratively to have a sense of community;*
- \* focusing on constructivist, hands-on activities that have immediate relevancy for the students;*
- \* assessing students and giving them timely feedback on their learning;*
- \* and giving students a sense of goals and progress made toward those goals.*

In June, 2005, at the end-of-school faculty meeting, we talked about what data could give any indication that this focus on persistence made any difference. We looked at a very crude "persistence factor" for the last ten years; we looked at how many average hours of attendance did our many students have... for a decade that figure ranged from a low of 56 hours to a high 69. We made a commitment to see if we could push the average to 70. Congratulations, our average hours per enrollment was 71.02. We did it!



*Our biggest attendance year in history, 2005-2006 saw us grow almost 10% in one year. We continued to run many classes in over 40 locations, some with marginal attendance, and we ran our Spring Semester for two weeks longer... but there were other reasons for our increased attendance.*



**Our CAP: 1042**  
**Our attendance: 1097**

Remember these numbers represent units of ADA, that is, one unit equals 525 hours of attendance. We receive almost \$2400 per unit, less than the county ROP, the community college, and less than 1/2 of what high schools receive for the same attendance. Adult education remains an “ancillary” program, underfunded, with the assumption that we have part-time teachers and part-time students. However, the last year has seen an important change in our funding; units over the CAP (for us 1042) will be funded. That’s the good news... the only problem is we will not know at what level until next year.

*How did we grow so much over last year? What happened?*

If you subtract the gains last year in both our Lifelong Learning (older adult) program and the SOS (dropout recovery) program from our total, we would not have hit CAP, although we would have beaten last year: 1011. Our programs at both ends of the “age” demographic pulled us to these lofty heights. **Jane Reyes** and her teachers worked hard at building the program, with large classes at new community sites like Elderday. Lifelong Learning grew 71% from the previous year. **Charmaine Ryan** has taken our Ed. Clinic SOS “dropout recovery” program and built it into a successful alternative education program; her students have averaged well over 500 hours of attendance, and this alone has pushed our school-wide “persistence factor” to over 71. We need to recognize and value this good work. It also means that the rest of our school stayed pretty close to what it was last year, in both total attendance and individual student persistence.

## *Departments as Percentage of Total Attendance: Four Years*

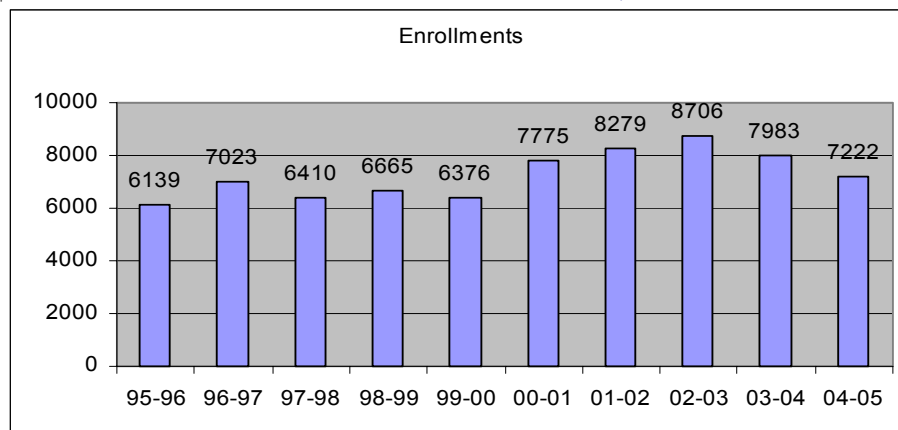
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
<b>ABE</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ASE</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>5</b>
<b>SOS</b>				<b>2</b>
<b>ESL</b>	<b>60</b>	<b>59</b>	<b>62</b>	<b>62</b>
<b>Cit</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Parent Ed</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>CTE</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>7</b>
<b>Lifelong Learning</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>12</b>
<b>Community Ed.</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>

The above chart shows that although we have grown, our curricular offering has remained fairly stable; the adult secondary program (ASE), career technical education (CTE), and community ed. (those special interest classes unfunded by the state) are all trending a bit down, while ESL and Lifelong Learning trend up. As our school faces continuing fiscal challenges, community ed. is one area we should focus on. It is unusual for a school of our size to have so little community ed. This is one reason we are beginng community ed. in Spanish..The last two years we have had the ability to claim distance learning ADA up to 7%, which has helped ESL trend up a bit.

CalWorks ADA 2004-2005: 12  
CalWorksADA 2005-2006: 29

It's hard to know if this figure, a huge gain in the number of students on public assistance who come to us, is due to better connections with county social services, or some other variable in our local community and our services.

2005-2006 Enrollment: 8,601



Did you know that we are on the verge of having "AYP" targets for adult schools? Our test scores and other quantified outcomes are now being tracked by the state. A report on how we're doing in the next News and Views. (In the trade this is what they call a cliffhanger)



# WAAE Calendar

*Summer School Ends*

*Saturday, August 5*

*School Kick Off District-wide Breakfast*

*Tuesday, August 15, 7:30 - 8:30*

*Pajaro Valley High School Cafeteria*

*School Council Retreat*

*Wednesday, August 16*

*Classified Staff Retreat*

*Thursday, August 17*

*Back-to-School Meeting*

*Friday, August 18, 3:30 - 5:30*

*(you must be present to “earn” your five or seven hours of prep time)*

*Please share your ideas/needs for this all-staff meeting.*

*Monday, August 20*

*Fall Semester Begins*

*Monday, September 4*

*Labor Day*

*Wednesday, October 11*

*Community Advisory Council*

*Green Valley, 10:30am - Noon*



*CalPro Workshops Fall 2006*

*September, Cooperative Learning 1 - Monterey Adult School*

*September, Learner Goal Setting - Watsonville/Aptos Adult Ed.*

*October, Cooperative Learning 2 - Monterey Adult School*

*October, Enhancing Learner Persistence - Santa Cruz Adult School*

*November, Cooperative Learning III - Monterey Adult School*

*Writing (all programs) - Salinas Adult School*

*An online video about adult student persistence from the “guru” John Comings of Harvard. The National Institute for Literacy. Highly recommended.*

**[http://www.nifl.gov/nifl/webcasts/persistence/persistence\\_cast.html](http://www.nifl.gov/nifl/webcasts/persistence/persistence_cast.html)**