



Watsonville/Aptos Adult Education News and Views

Through others, we become ourselves.

L. S. Vygotsky



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The future does not make us. We make ourselves in the struggle to make it (*Freire, 2004, Pedagogy of Indignation*).

The Chicken Little Story Coaches' Corner

By Michael Hillyer

(teacher at WAAE for two decades, former accountant, PVFT adult ed. rep, and an all around nice guy... although if the Porter morning teachers took a vote..)

The sky *isn't* falling.

The budget taskforce met to review the Adult Ed. financial situation on Wed. Nov. 2. There are concerns, but nothing that we can't resolve.

Yes, ADA is down. But it's not down in all programs. Yes, we must be vigilant. But some proposed measures could be exciting.

We must try to balance a "steady" ADA and possible increases in expenses (i.e a raise in salary and benefit costs) with scrutiny in these areas.

- Closing small classes more quickly (with discretion toward classes with overall program and community impact)
- Planning spring schedule that is "cost efficient" (lean and mean at the beginning).
- Moving "non-ADA-generating" assignments to instruction (i.e. reducing dept. chair hours, prioritizing out-of-classroom needs).

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With Cathy Jo and Molly

Our first round of **Professional Development Release Time** (PDRT) is complete! Thanks so much to all of you who made the effort to be at one of our teacher get-togethers. We know that you are all busy, and it is difficult to dismiss your class early or make a special trip to attend a meeting. We hope that it was worthwhile in the end.

We received a lot of **positive feedback** as well as **suggestions** for the future - all of which we have taken to heart. Please keep your ideas coming! If you have any comments or questions you'd like to see addressed in this column, please email me at molly_rose@pvusd.net

This week I saw two of my **former students** out and around Watsonville, and both are currently attending Cabrillo College. For those of you who have been here a while, you have seen many of your students go on to achieve great things. But, for some of us who have been here fewer than five years, **sometimes it's hard to believe that some of those BL2s are really going to make it! They are! Jose Luis**, one of the students I ran into in the past week, was in the second class I taught at WAAE - a BL2 summer class at Porter. Since then he's continued in many of our classes as well as earned his high school diploma and gotten seasonal work with the city of Watsonville

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Coaches' Corner (cont. from p. 1)

Parks and Recreation Department. And now he's at Cabrillo. Have faith! Many of your students will have similar stories to tell you when you see them outside of Target in the coming years!

Bob is encouraging us to encourage you to take advantage of the teacher coaches by **observing other teachers**. According to Frank Bardacke, a longtime veteran teacher at WAAE, **"The best way to become a better teacher is to watch good teachers."** We would be happy to cover your class while you go and observe another teacher whom you admire or about whom you've heard good things. This would give us a sorely missed opportunity to be teaching again, and you all a chance to get out, get connected, and get rejuvenated. We will even provide our own lesson plans if you don't want to spend the time making sub plans. We have so many talented teachers at WAAE and for years we've all worked in isolation. This is **our chance to work together to improve the quality and professionalism of teaching** at WAAE. Plus, it counts for those of you looking for more professional development hours for your credential.

The Winter Holidays are coming up in a month or so. Send us your best Holiday classroom activities for publication in the next News and Views!

Michael's Chicken Little (cont. from p. 1)

- Increasing fees when possible.
- Delaying start-up programs.
- Having as many classes as possible 18:1 student/teacher ratio (the break-even point)
- Increasing benchmarks
- Utilizing CBET and categorical funding to full extent

One proposal is to offer babysitting in an unused classroom at Porter in the AM. This could not only increase ADA but also animate the environment (kids running everywhere!).

Longer term measures include:

- Relinquishing Porter building (Learning Center to Cabrillo site perhaps?).
- Relinquishing Langendorf building (the prospect of losing a potential "gem" of a school site makes this measure unsavory).
- Reviewing personnel costs (i.e. benefits) – this is, of course, a negotiable item with the unions
- Reducing staff – this would be done in accordance to contractual obligations
- Creating a non-profit to pursue funding

There is a need to continually evaluate how we can better serve the community (and increase enrollment). This can create some trepidation for many of us who have come to work at Adult Ed. because of the community demographics (lots of Latinos, lots of ESL). The reality is that ESL continues to be the major program in Adult Ed. Our challenge is to expand our services and maintain the *sabor* of our community.

PARTICIPATION IN ADULT EDUCATION FOR WORK-RELATED REASONS: 2002-03. NEW REPORT FROM THE NATIONAL CENTER FOR EDUCATION STATISTICS



This report summarizes data collected through the Adult Education for Work-Related Reasons survey fielded in 2003 as part of the National Household Education Surveys. The survey asked a random sample of adults about their work-related educational activities and experiences over the previous 12-months. The survey defined work-related activities in terms of formal and informal learning activities that are done for reasons related to work. Formal types of work-related adult education are defined by the presence of an instructor, whereas informal adult learning activities are defined by the absence of an instructor.

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Findings from the survey reveal that 40 percent of adults in the nation participated in some type of formal adult education for work-related reasons during a 12-month period in 2002-03. Thirty-three percent participated in work-related courses, 9 percent were in a college degree program, 2 percent were in a vocational degree/diploma program, and 1 percent had an apprenticeship. Fifty-eight percent of adults participated in informal work-related learning activities.



To download, view and print the report as a pdf file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006040>

Also: Soon to be released: the National Assessment of Adult Literacy (NAAL) ?

NAAL is a nationally representative and continuing assessment of the English language literacy skills of American adults age 16 and older. The [National Center for Education Statistics \(NCES\)](#) has conducted assessments of U.S. adult literacy since 1985. The 2003 NAAL will provide the first assessment of the nation's progress in adult literacy since 1992. In addition to describing the status and progress of literacy in the nation and in each of the six participating states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma), the 2003 NAAL will provide information about background factors associated with literacy, the skill levels of the least-literate adults, and the application of literacy skills to health-related materials

EVALUATIONS FOR TEMPORARY TEACHERS

What you might like to think about in this process.

Bob and Cynthia will be contacting the temporary/part time teachers to set up observations for evaluations. We will come in and observe your class and set up a time to meet afterwards to go over how you think the lesson went, what areas of growth you are working on and how you will attain this and so on. As you already know, we are focusing our professional development on number 12, 13, 14 and 8 of the 31 competencies in particular (these are in your handbook and on the website).



WAAE Calendar - Fall, 2005

School Council – Wednesday, November 16, 4:00pm, GV
(Discussions about budget and spring schedules)

Thanksgiving

Thursday, November 24 **NO CLASSES**

Friday, November 25 **NO CLASSES**

Saturday: November 26 **NO CLASSES**

Wednesday, November 23: All day and evening classes WILL meet

Learning Center Planning Meeting

Monday, November 21, 3:00- 6:00, Green Valley



Here you see a picture of our Pharmacy Tech instructor Refugio Murillo with his son Omar. The occasion was last Spring's graduation exercises at California State University at Monterey Bay. Although the picture and news is several months old, Refugio just brought the picture in with a copy of a full page article in the Salinas Californian. The event made some national news as well. Although it is not uncommon for parents and children to graduate from college at the same time, it is fairly atypical that it is the father. Even more unusual is a Latino Dad graduating with his son. Both men received their BA degree. I wanted to share this great example of lifelong learning. This year we have four of our teachers in a master's program cohort (Kim, Elizabeth, Cathy Jo and Cary), Josefina Duran, who worked as an Office Assistant with Marina in ESL registration is pursuing her master's in educational psychology, Humberto Camacho our ESL adviser in the evening is back in graduate school... as is the old man in the office at Green Valley. We are a community of learners: adult education really does mean learning never ends.