



Year End Report - 2008-2009

MISSION STATEMENT

“The mission statement of the Salinas Adult School is to provide high quality, lifelong educational opportunities and services, which respond to the unique needs of individuals and the community.”

SCHOOLWIDE STUDENT GOALS:

The Salinas Adult School expects its students and staff to demonstrate:

- Skills to achieve individual goal(s)
- Respect for self and others in the community
- Self-directed life-long learning.

2008-2009 HIGHLIGHTS

SALINAS ADULT SCHOOL RECOGNITION AWARDS

- | | |
|-------------------------------------|--|
| • Student of the Year | Diana Escobar (ESP) |
| • Classified Employee of the Year | Penny Savage (Admin.) |
| • Certificated Employee of the Year | Maria Miller (ESL) |
| • Group of the Year | The Adults with Disabilities Staff (CLP) |
| • Community Partner of the Year | Jackie Frey-Behavioral Health |

Administrative Overview of the Year (submitted by Bob Harper):

To say that the Salinas Adult School has been through a year of **Changes, Challenges and Opportunities** is an insufficient description. What were expected to be profound changes were eventually overshadowed by forces that threatened to have a colossal impact on public adult education in California. If last year’s theme was Changes, Challenges, and Opportunities, the theme for 2009-10 will be **Re-Inventions**, not entirely by choice.

Administrative changes: When the year began it was quite apparent that 2008-09 would be a year of changes for Salinas Adult School. **Corinne Price**, who had been director for more than twenty years had retired. I often joked, having known the school before I came here and then experiencing the void that Corinne left when she retired when I got here, that the operating principle of the adult school was Corinne’s DNA. In fact she had empowered the departments and their staffs well, and many things were in place for effective programs that would continue in her absence. But there were other profound changes. Parent Education Coordinator **Carole King**, who had also worked hard for decades to build the exceptional Parent Center retired at the same time. One of the assistant directors, **Vicky Aamodt**, was out all year on illness leave and eventually retired. The CLP coordinator, **Virginia Bailey**, was also having health issues that would eventually lead to her retirement in December.

Only Assistant Director **Gina Muller**, who coordinated the largest department ESL, was left from the regular management team to connect the present to the past. So **Janne Bennick** was asked to teach as well coordinate both ESP (by the end of the year called ESD) and CLP departments, a pretty daunting task that no-nonsense Bennick handled with unparalleled equanimity. Without question, the work of Janne, Gina, and Senior Admin Secretary **Cecilia Anderson** (who was asked to work her own desk, remember everything Corinne used to do, and respond to all of Bob's bright ideas... all at the same time) was critical to our successfully surviving this year. The last member of the management team was asked to take on our very complicated Parent Center, with its myriad of funding streams and program requirements, and grant reporting and monitoring that, to me, were Kabalistic. **Yvonne Ricketts** capably helped the Parent Center community (and it is that) adjust to the bumps, twists and turns of the year, and she brought a valuable outside perspective and great personal skills to the school wide management team.

Budget Crisis: But the impact of these changes in personnel paled when compared to what the world economic meltdown, and the resulting crisis in California's budget, meant for Salinas Adult School. We started the year knowing that the usual annual increase in funding that is supposed to cover increased operational costs, called the COLA, was not being given. We limited the 2008 summer school and knew we had to tighten our belts. *It got worse from there.* **By late fall the economic news from Sacramento was that state revenue was falling and we could expect a mid-year reduction in our funding.** So we began cutting back on some of our initiatives. We had begun to do television advertising, and greatly expanded our outreach on Spanish language media. One our goals for the year was to build an infrastructure of technology, with new email and exploring making our network capacity different and having digital projection in more classrooms. We were also looking for ways to expand job training classes as unemployment in Salinas was exceeding 20%. We began to quickly cut back on all these efforts that cost money, and we cut back some teacher assignments and did not fill two classified positions that were vacated because of employees leaving or transferring. This was not easy, and there was concern this would have a negative impact on our school.

It got worse from there. Trying to adjust early to potential loss of funds was useful, when, **in March the revised budget** of the current and following year was voted on by the Legislature and signed by the Governor. Not only was adult education to **lose 15%** of the funds we had assumed we were going to receive for 2008-09, we were to lose a **further 5%** in the 2009-10 school year.

It got worse from there. Adult education was differentiated from "regular education" as a "categorical program" in a group of other programs, like Regional Occupational Programs (ROP) that could, if districts wanted, be closed so the districts could use the their money for other purposes. This actually began to happen in some places in the state, and continues as this report is being written in August, 2009. That we might be cut was expected. That our very existence was in jeopardy was, well, a bit of a surprise. Comparing this sudden reduction in our funding to what we had budgeted for our operations was disturbing: some projections showed us that **we would run over \$500,000 in deficit if** our district let us keep the funds that remained.

It got weirder from there. This new arrangement for adult education was to last for five years, and this lower level of funding was "frozen" for that period. Our level of ADA in 2007-2008 would determine our funding for the next five years. Any student hour of attendance no

longer would give us a penny more... or a penny less. **Opening a new class would not gain us more ADA. Closing a class would not lose any ADA.** I think that's significant to repeat in bullets:

- **Opening a new class will no longer get us any more money from the state.**
- **Closing a class will not lose us any money from the state.**
- **For five years our current attendance does NOT generate state ADA funding.**

By March we were running above the previous year's attendance, and at that point we began to work hard to close down everything we could, but still continue our basic program to have a "soft landing" by June. **To my mind, one of our greatest accomplishments of the year was to serve more students this year than last, and do it with hundreds of thousands fewer dollars (see SAS Fact Sheet, attached).**

But, even though the district had made a commitment to cover our projected deficit, we had to push further to control costs. We made some very difficult decisions about changing our operations and programs: perhaps nothing is so symbolic of how we had to change than our **Toy Lending Library**, which we closed. Those like Gay Spitz who had worked so hard to build this valuable service accepted that this was a year when we had to face loss, and walk through it. On countless times seeing the good will and ability to re-imagine our programs inspired this old administrator. We **closed classes** in ESP on Monday nights. We cut back on teachers' "extra assignments." We cut back on supplies and materials purchases. We **raised fees** substantially in CLP and cut small classes immediately. For the first time in decades, we **did not mail out a catalog**. We began to explore with a team of teachers the possibility of beginning our **own non-profit foundation**. Pressed with the legal release date for permanent teachers of March 15 and the instability of the state funding, **permanent teachers received pink slips** and temporary teachers were reminded that "temporary" really does mean "not permanent." We worked quickly to plan an instructional program for the 2009-10 school year to demonstrate to our board that we could assign most or all of our permanent teachers in a very reduced program. We used an agreed upon set of criteria to determine what classes we should still run. We called together many of our friends and collaborators from the community as a **Community Advisory Council**, and asked them to advise up on how we could reduce our programs. The Community Advisory Council told us we needed to respond to the economic crisis in Salinas, and continue to offer job training, basic skills, GED/ASE, ESL, and parenting. We then presented a plan to our board, which included the reduction of six classified positions, a supervisory position, an assistant director position, and an unknown number of temporary teachers (again, as of this writing, we plan to have only about 30 temporary teachers compared to over 100 in a normal year).

Clearly our district, and our Board of Trustees, demonstrated heroic support for our adult school this year. The board asked us hard questions and needed to be assured that our plans and projections made sense. In the end, they have supported what we have done so far, and we can credit that our work as a team: students, teachers, classified staff, coordinators, the unions, our board and our community colleagues and supporters. We made up literally hundreds of thousands of dollars through the year, and ended the year with a **much smaller deficit than originally projected** (see the attached Fact Sheet). We enter the next year with a resolve that, no matter what further cuts are made, we will make it to June 2010 within our budget.

But there is a huge cost. **We lost 70 temporary teachers this year.** And it was unthinkable at the beginning of the year that **Rose Marie Luna, Donna Gularte, Carmen Jimenez, Andrea Vacaflor, Lisa Sniecinski, Patty Grogan, and Manuel Herrera** would move to other district positions or leave the district. Their good work over the years has been crucial to our school's success and much of the last few months has been spent on planning how to adjust to this loss.

New Superintendent: Certainly a significant change for our district was that **Superintendent Roger Anton who had worked for SUHSD for decades retired at the end of this school year.** The district made measureable improvements (defined by test scores and graduation rates) under Mr. Anton. After a statewide search process our board hired our own **Jim Earhart to be our new Superintendent.** Mr. Earhart had been the district's chief financial officer for many years, and his skills in fiscal management is a primary reason our district is in better condition than most. He is a down-to-earth leader and understands and supports our work in adult education.

All of what's reported here is hugely significant, and this adjustment to reduced funding will continue for the next several years. On one level we are still reeling.

But on another level, **what's important is still what happens in a classroom among the students and the teacher.** When, at the end of the year, I have asked teachers "what worked, what needs to be different" so many teachers immediately thought of their class, their students, what they did together. All of these extreme funding crisis, and new and vulnerable status for adult education, in one sense doesn't touch the classroom when a student tries a new skill, engages another students in a project, hopes to get healthier by coming to class, plans on looking for work with new confidence from the class... that great gift that is adult education, seeing adults have the time, space and support to re-evaluate their life context, operate on their environment, make choices... transform. Our teachers, and the rest of us who support them, know that the students remain the priority.

And so in the following sections you will find more reports of what happened this year in our classrooms, and how our work, departmental and schoolwide, on continuous improvement, did and does **focus on students' learning.** As we worked this year on the four action plans of school improvement, 1. using Assessment for evaluating learning. 2. providing greater Access to resources for our students, 3. getting better at the kind of instruction, Self-Directed Learning, that suits adults most, and using 4. Technology more to accomplish it all... the intent was to improve what students experience in our programs. In the context of this *annus horribilis* (not to worry, it's not anatomical), that so much of substance could be accomplished for our students is high praise indeed for our teachers and support staff.

Last, I want to comment on two of the areas of the action plan.

Technology: although we began with a grand design and lofty ambitions that were reined in by lack of time, resources, and skill, we did accomplish some things, including beginning to **use the re-designed website** more and starting **online registration.** Email communication became crucial to the school, and my electronic newsletter **Talking Points** was read and stimulated important (to me) two-way communication.

Assessment: Our primary "standardized" assessment is the CASAS test, in all its forms, and the EL Civics curricula and additional assessments. These are part of the National

Reporting System for adult education. Learning gains are reported as “payment points.” You can see by what follows that we didn’t make much progress over the previous year, even though our attendance was slightly higher. But far beyond the results of the tests, **note that 70% of our students don’t have two tests**, that is no learning can be measured nor reported to the state and the feds.

| | 2006-2007 | 2007-2008 | 2008-2009 |
|--|-----------|-----------|-----------|
| ABE/ESL | 1376 | 1606 | 1601 |
| EL Civics | 753 | 761 | 786 |
| ASE/GED | 280 | 305 | 255 |
| | 2409 | 2672 | 2642 |
| Students with fewer than 12 hours instruction | | 22.40% | 25.50% |
| No Pretest | | 25.20% | 31.40% |
| No Posttest | | 71.40% | 71.10% |

As a school, as a team of educators, we can and must do better. This is, rightly or wrongly, the most accepted measure of the success of some of our programs. As a statewide system poor performance and shaky data is one reason that we were cut more “first and worst” in the budget crisis. The newly created “**Data Center**” will be working with teachers, coordinators and staff this year to raise not just test scores, but merely *the number of students we give two tests*. If you are concerned about our funding (payment points mean, well, payment...) this will be important to you. But much, much more, if you care about getting information about our students’ learning, this will be important to you, and your students. On multiple occasions this year I have talked to students and they have told me: I take tests but my teacher doesn’t tell me how I am doing. We can do better. Our students deserve it.

ACTIVITIES and ACCOMPLISHMENTS

- The annual Art, Quilt and Craft Show - again another great success.
- The Alliance on Aging and the CLP - continue with the weekly luncheon at St. Angars.
- A partnership was formed with the Salvation Army.
- Art Department established a partnership with the Steinbeck Museum.
- The bus trips were well attended.
- The 3rd Annual Caregiver University was well attended.
- Community Based Instruction class started in Adults with Disabilities
- AAA site visit was successful. Grant renewed.
- Virginia Baillie retired

CLP - PROGRESS ON SCHOOL WIDE ACTION PLAN

- **Action Plan I – Assessment #1:** Fullerton Fitness Assessment still being used. Competencies check list continues to be used in painting and quilting classes. Power benchmark discontinued.
- **Action Plan I – Assessment #2:** Assessment results are being reviewed with the students at the end of each quarter. The results have not been used to plan new classes.
- **Action Plan I – Assessment #3:** A testing calendar has not been developed.
- **Action Plan II – Access #1:** A video has been developed and is used routinely in the art classes.
- **Action Plan II – Access #2& 3:** The CLP student council was utilized to make serious decisions about the CLP budget and the future of CLP.
- **Action Plan III – Self-directed learning #1:** Students are provided with a class outline. Posters noting SCANS and ESLR's are posted. Students do participate in goal setting and are given feedback on a regular basis.
- **Action Plan III – Self-directed learning #2:** Fullerton Fitness Assessment still being used. Competencies check list continues to be used in painting and quilting classes. Power benchmark discontinued.
- **Action Plan IV – Technology #1:** Assessments and checklists were used for new lesson planning and course offerings in computer education. Student work was displayed in the art show.
- **Action Plan IV – Technology #2:** The computer lab was moved to A3. It will now be used for workkeys and other ABE uses. Currently, it will not be used for computer instruction.
- **Action Plan IV – Technology #3:** Internet access is still restricted by the district. Although there will no longer be a computer lab in CLP, students continue to have access to A7 computer lab, along with the addition of another computer lab
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Parent Education - Overview of the Year (submitted by Yvonne Ricketts):

The school-wide theme “Changes, Challenges, Opportunities” certainly rang true for the Parent Center for the 2008-9 year. Tremendous change and ensuing challenges yielded opportunities to embrace. The change in Adult School administration including the Parent Center, as well as the unprecedented State budget reductions created an environment of constant re evaluation of current fiscal and programmatic operations for the current year while planning for the 09-10 year.

Highlights include:

- Provision of major on site events such as annual Story Festival, Parent University, Adult Education Week and off site events in partnership with other community agencies including Labor of Love and Community Resource Fair;
- Offering a 6th preschool class in response to demand;
- Established evening ESL child care in collaboration with ESL;
- Recognition of Parent Educator Maria Ramirez by Monterey County Child Abuse Prevention Council;
- Collaborating with First Five to establish a school wide fund development plan in collaboration with other SAS departments;
- Promoting recycling through the family garden;
- Increased staff use of e-mail for school-wide communication;
- Receipt of specialized training for Parent Educators and Caregivers through First Five (speech and language training and Parents as Teachers training);
- Participation in a variety of community collaborative groups including Community Advocates for Safety and Peace (CASP), CA Endowment East Salinas planning grant, First Five Work Groups, Weed and Seed, Collaborative for Salinas Youth, United Way-Success by 6;
- Successful piloting of Raising Emotionally Healthy Children book groups in elementary schools;
- Securing a new organization willing to acquire the Toy Lending Library collection resulting in increased access for the members and non members;
- Continuing collaboration with community agencies to provide health and safety classes with Monterey County Action Council, Hartnell College Foster and Kinship Care, MAOF, and others, including offering CEU’s for nurses, and valuable staff training sessions (breastfeeding, Parents as Teachers)

Challenges include:

- Continuity of service delivery and sustaining a comprehensive program in the midst of budget reductions;
- Maintaining staff morale with increased accountability and layoffs;
- Closing classes with low attendance;
- Expansion of the EPSDT program in Parents as Teachers which resulted in delays in reimbursement, increasingly complex cases and the need to constantly redesign reports, forms and data base procedures.
- Closing of the Toy Lending Library;

- Reducing Speakers' Bureau and our ability to provide schools and agencies with instructors for parent meetings, workshops, training sessions.

PARENT CENTER PROGRESS ON SCHOOLWIDE ACTION PLAN

1. ASSESSMENT

Strategy 1.1: Continue to expand the use of the Parenting Ladder survey, a retrospective evaluation form in all 0 – 5 classes.

Progress: The Parent Center collected Ladder data on all students in parent participation classes for children 0 – 5 including the preschool, toddler classes, and infant classes. Additional Ladder data is collected for parents who participate in PAT, CUDLES, child birth classes, WIC nutrition ed. classes, Triple P/ Families in Control classes. We do not collect Ladder data for events or one time Speakers Bureau classes.

Changes, Challenges, Opportunities:

We find the data collection easier than the analysis. We have begun to do some analysis, specifically in the PAT program where we can begin to see outcomes that can guide our practice. At our staff development day in October, we spent time learning how to interpret Ladder results. This needs to be an ongoing staff development activity until all teachers are comfortable with the information so they can incorporate results into their teaching. The Ladder forms the basis of evaluation data for our funders. Ladder analysis gives us an opportunity to see what parents find most valuable and where we need to improve instructional strategies.

Strategy 1.2: Provide training for staff to develop evaluation questions and how to interpret the data.

Progress: The Parent Center provided time in the October staff development day to review the Ladder evaluation format, how to read and interpret data.

Changes, Challenges, Opportunities: This strategy was not a priority as the years' budgetary challenges became the focus. The Ladder is only as useful as the data analysis and interpretation guides the ongoing planning and offering of classes and parent education offerings.

Strategy 1.3: Attend conference on how best to report student progress using assessment data.

Progress: No one was able to attend a conference this year on this topic.

Changes, challenges, Opportunities: Travel was frozen this year due to the budget reductions. How Adult Schools measure student progress will considerably change based upon the changes in the funding mechanism (no more ADA). This will motivate programs to plan for the best way to evaluate student progress. We may need to re visit outcomes based educational assessment goals.

2. ACCESS

Strategy 2.1: Increase staff connections and awareness of resources available within the school and community.

Progress: As the failing economy has driven the growth of the ESP and ESL programs this year, the Parent Center has become more familiar with these programs. In particular, we collaborated with ESL to provide evening child care by providing the CUDLES rooms. Additionally, staff in PAT continues to participate in First Five funded Inter-agency collaboration meetings designed to provide programmatic information and referral for serving children and families 0 – 5. Several of our staff attended the annual Community Resource Fair (held October of this past year) which we co-sponsored. We consistently make staff aware of service in the community for students through First Five notices and this year; the 211 information line was launched and promoted. The director's Talking Points were instrumental in keeping staff informed of the ongoing school changes this past year. Our staff volunteered to talk on several radio shows sponsored by First 5 in which teachers shared local resources and concepts on the topic and responded to call in questions.

Changes, Challenges, Opportunities: We will not be able to co-sponsor the Community Resource Fair this coming year. As community service needs increase, we will have to work harder to keep abreast of what is available to assist students. The SAS will need to increase its connection with Sam's Guide, 211, and other resources to help us keep abreast of changes in services. One of our highest needs is in the area of safety – our PAT program has witnessed an increased level of violence in the neighborhoods and families with which they work.

We often are unaware of resources within our own district, and anticipate learning more about district resources (Title 1, in particular) this next year.

Electronic communications will likely increase, and adding incentives to keep readership high is always appreciated.

Strategy 2.1.2: Help in orienting new staff by including more staff news and staff news in weekly updates (same as in school wide newsletter)

Progress: The Parent Center newsletter which is issued to parents as well as community partners continued to highlight a staff member of the Parent Center. One parent educator received the CAPC annual Front Line Award, and this was highlighted in a district newsletter for staff. We did not hire any new staff this year.

Changes, Challenges, Opportunities: We are in a staff reduction mode, and thus the focus will not be on new staff, but how we will keep our temporary teachers abreast of resources, information, etc. Staff meetings are no longer a paid activity for many staff, so communication through e-mail will continue to be a primary strategy to keep staff informed.

Strategy 2.1.3: Team new staff with an experienced teacher for 1-1m mentoring.

Progress: The PAT program was restructured to provide more direct supervision of parent educators, which especially aids in mentoring of newer staff. Additionally, a veteran classified staff member provided mentoring to newer classified staff member.

Changes, challenges, Opportunities: Mentorship continues to be a valuable opportunity which will become tantamount this year with the re-structuring of operations. The opportunities for certificated mentoring may avail itself as we re invent ourselves this year!

Strategy 2.2.1 Increase publicity of the program within the school by using “the Student Center”.

Progress: The Parent Center had good publicity throughout the year with the annual Story Festival and Parent University. We also maintained a positive image with our funded partners and funders. We maintained publicity in Monterey Bay Links, in local newspapers regarding upcoming classes and events (the Californian, El Sol, The Valley Advisor, Herald.) As the school moved to online registration and using the school web site, we too, began transferring information to the web site. A high light of the year was the recognition of one of our Parent Educators by the Monterey County Child Abuse Prevention Council.

Changes, Challenges, Opportunities: The biggest challenge this year was to sustain positive publicity amidst all the negative funding cuts. We managed to maintain a low profile, despite the PR Adult Schools were receiving state-wide. In the case of the closure of the Toy Library, we were able to contain the negative PR and look forward to positive outcome and publicity as this TLL transition occurs. The opportunity to do more with our web site is growing as we begin to think about what we can put on the web site. We plan to integrate CUDLES services with district and school programs.

Strategy 2.2.2 Keep the web site updated.

Progress: As the school moved to “going green” and no longer producing a paper catalog, we worked hard to make sure all our information was transferred to the web page. We began publicizing some of our classes for on line registration.

Changes, Challenges, Opportunities: We are thrilled with the opportunities that the web page can bring. We have been able to attach documents to the web page for parents to access, notably in distance learning and are moving to all classes being available for on line registration. This is also a significant challenge for us as we have a complex fee structure.

Strategy 2.2.3: Have all teachers do a tour of the school and orientation at the beginning of each session.

Progress: We did not do this extensively because parents who attend classes usually have a much focused purpose, e.g., child birth classes, however, students were invited to participate in the Job Fair and Health Fair and of course learn about other departments via publicity posted at the well received café. Adult Education Week sponsored a “Scavenger Hunt” for the public, and this would be a good activity for the entire school staff. We hosted several events in the garden to get staff to gain familiarity with the garden and its potential use with students.

Changes, Challenges, Opportunities: This is a golden opportunity now that we are restructuring our operations and we are a smaller staff.

Strategy 2.2.4: Use the new school wide DVD in the classroom when appropriate.

Progress: The DVD has not been used as fully as anticipated, due to the changes in funding and programs.

Changes, Challenges, Opportunities: The DVD is based on what the Adult School was. WE are now in the re-invention mode. The use of the DVD needs to be re evaluated.

Strategy 2.3.1: Develop a working board to help work on large community events such as Story Festival.

Progress: First Five provided a consultant to work with us to develop a fund development plan, which we determined should be a school wide plan. We formed a working committee with representatives from every department. The fund development plan includes the development of a board charged with the roles and responsibilities of fund development.

Changes, Challenges, Opportunities: This is a tremendous opportunity; however the challenges include limited resources to pursue fund development, and determining the best strategies for working within the district structures to achieve desired outcomes.

Strategy 2.3.2: Look at ways to increase father participation by adding more programs that may appeal to dads (dad's breakfast, Saturday dad's classes, Dad's tool box).

Progress: We held another successful Pancake Breakfast for dad's in our parent participation program. We also noted an increase in dad's participating in CHISPA and AVANCE playgroups. We continue to coordinate with Head Start Dad's in Action program when appropriate.

Changes, Challenges, Opportunities: This simply did not get the focus it needed during a busy year. We have increased opportunities now with the advent of distance learning, and will continue to incorporate dads into our program development, and perhaps assessing the potential of other school departments for establishing linkages with dads. For example, the One Stop Center, and other programs that may have a high number of fathers participating. Additionally, we will use the school web site to include a section for dads.

3. SELF-DIRECTED LEARNING

Strategy 3.1. Students will participate in goal setting and will revisit these goals as the class progresses.

Progress: All classes ask students to set goals and assess goals attainment at the end of the class. This has not been reported in any systematic manner.

Changes, Challenges, Opportunities: This activity needs to be carefully reviewed in light of how we will evaluate student progress now that ADA is no longer the sole measure. Research on the importance of a clear vision and goal setting in the change process and student persistence reinforces the importance of setting and monitoring progress on goals.

Strategy 3.2.1: Classes will implement SCANS competencies by sharing tasks and responsibilities among students.

Progress: This strategy was not implemented this year due to the focus on the budget reductions and impact on program.

Changes, Challenges, Opportunities: This strategy will be reviewed at the upcoming staff development day.

Strategy 3.2.2 Leadership skills will be developed by the use of team building and cooperative learning in classes.

Progress: We do this informally in the following ways: the preschool works with the parent advisory board and implements leadership skills into the curriculum, particularly through Parent Participation Hours. Parents as Teachers work 1-1 with parents to build leadership skills. Each class works to incorporate cooperative learning into the curriculum. We piloted distance learning with a small group of parents.

Changes, Challenges, Opportunities: We have the opportunity to gain clarity about this strategy with reference to parent education as we reinvent ourselves this year. Parents as Teachers and other parent education classes may participate in the Action Research for the CA Endowment planning grant. The district also has plans for Parent Leadership Academy and we have the opportunity to be a part of this.

4. TECHNOLOGY

Strategy 4.1.1: Teachers doing professional presentations in the community (i.e. some Speakers Bureau) will learn to use Power Point.

Progress: Power Point was used at a community presentation regarding the future of the Toy Lending Library. Several Speakers' Bureau topics are now on Power Point, Families in Control English curriculum is on Power Point. Triple P is available on Power Point but often availability of equipment at local schools prevents its use.

Changes, Challenges, Opportunities: Staff needs training in this area. We tried to purchase a ceiling LCD projector; unfortunately, this PO was not opened for expending.

Strategy 4.1.2: Laptops (2) will be purchased and made available to parents and staff to search for books on certain topics in the Parent Center library and Toy Library.

Progress: We were able to purchase one new lap top, for use to be determined due to the need to re focus resources away from the Parent Center Library and Toy Library.

Changes, Challenges, Opportunities: We have limited resources this year for technology. We will continue to use the school web page to provide parents with information access. The organization acquiring the Toy Library collection will be able to provide on line access for parents to check out toys. First Five Monterey County provided 4 lap tops for Parent Educators to use to directly complete records necessary for Parents as Teachers. This year was fraught with getting the lap tops operational. We are hopeful we will see increased usage of these lap tops this coming year.

Strategy 4.2: Clerical staff will become more proficient in Excel, Access, and designing programs necessary for program public relations.

Progress: We recognize that this continues to be a need for *all* staff, not just clerical.

Changes, Challenges, Opportunities: Parents as Teachers staff will need to become proficient in the database systems our funders require. The funders will provide the training. Clerical staff will be on a steep learning curve as we implement restructuring of many classified operations. This could mean this needed training will happen as a part of the restructuring and changed job responsibilities, or take a back seat to other more pressing responsibilities.

Strategy 4.3: The program will explore the possibility of providing Internet access to parents in the Toy Library as part of their learning.

Progress: In the beginning of the year, the Toy Library program was the potential focus of distance learning pilot. Then as budget reductions were implemented, no further progress was made as the Toy Library refocused energies on obtaining a new organizational sponsor. The new sponsor has the capacity to offer parents Internet access to on line catalog of toys available.

Who We Served in 08-09

The table below represents the 08-09 numbers in parent education and health and safety. **It should be noted that overall ADA for both parent education and health and safety increased from the 07-08 year – despite reductions in offerings in the 08-09 year. The Parent Center also served over 793 children for the year.** We believe this is an underrepresented number, as it is below last year’s number of children served. What is clear is that the Parent Center continues to attract a large number of adult learners to its diverse program offerings ranging from one time workshops or events to 1 - 1 home visiting, to traditional classes in an academic session. This can be credited to our community collaborative relationships in which we count ADA for an educational class or event or workshop sponsored in partnership with a community agency. Numbers alone do not measure program effectiveness, but they do provide important information within the context of traditional measures. We look forward establishing a standard system for capturing meaningful data including attendance, unduplicated counts of adults and children served, and defining attendance differently for the 09-10 year, with a focus on what educational programs, activities, classes, etc. will benefit from ADA attendance taking for future funding, and those programs that will not need to capture that level of data to measure student success. With all programs, a focus on deeper understanding of student learning outcomes in addition to attendance will be undertaken.

| Program | Adults Served | ADA Units |
|------------------|----------------------|------------------|
| CUDLES | 106 (unduplicated) | |
| Preschool | 351 (duplicated) | 63.73 |
| Family Education | 1194 (duplicated) | 24.77 |
| Infant/Toddler | 2104 (duplicated) | 44.28 |
| Childbirth | 740 (duplicated) | 15.37 |

| Program | Adults Served | ADA Units |
|---|----------------------|------------------|
| WIC Nutrition Ed | 390 (duplicated) | 38.73 |
| Story Fest | 625 (duplicated) | 4.23 |
| Parent University | 372 (duplicated) | 3.16 |
| Speaker's Bureau | 4,853 (duplicated) | 22.76 |
| Parents as Teachers | 414 (unduplicated) | 13.35 |
| Garden | 127 (duplicated) | 2.5 |
| Toy Lending Library | 460 (duplicated) | 4.74 |
| Health and Safety Classes (includes Labor of Love) | 2717 (duplicated) | 28.60 |

| |
|---|
| ESL/Citizenship - Overview of the Year (submitted by Gina Muller): |
|---|

ENROLLMENT AND ACHIEVEMENT STATISTICS

ADA

The ESL/Citizenship department generated 827.54 units of ADA this year

BENCHMARKS from CASAS Reading Test

| | 2006-07 | 2007-08 | 2008-09 |
|---|----------------|----------------|----------------|
| Qualified # of Students | 3748 | 3400 | 3534 |
| Number of students w/ paired test scores Reading | 1443 | 1618 | 1600 |
| Number of students w/ paired test scores Listening | n/a | n/a | 767 |
| Number of significant gain | 935 | 1058 | 1074 |
| BENCHMARKS | 1172 | 1361 | 1384 |

EL CIVICS SUMMARY

There were five main EL Civics units covered in the 2008 - 2009 year: employment, health, culture, goal setting and immigration rights. The Job Panel was a part of the employment unit and consisted of a number of community members coming to the adult school to talk about jobs. Many of those speakers were former SAS ESL students,

- Bardin – morning class
- Sanchez – morning
- VRB – evening (*wtr qtr*)

SUHSD (5)

- Alisal High School (*beg & int level*)
- El Sausal Middle School / *computer lab access*
- La Paz Middle School
- Alvarez High School (Winter qtr)
- Washington Middle School (Winter qtr)

Salinas City School District (4)

- Sherwood – morning class
- Los Padres – night class / *computer lab access*
- Roosevelt – night class / *mobile computer lab*
- Boronda Meadows – morning class / *computer lab access*
- Kammann – night class
- Natividad – night class

Santa Rita Schools (2)

- Santa Rita School – morning & night / *computer lab access*

The Salinas Adult School has also formed partnerships with community organizations to provide ESL/ CBET classes. A morning class was held this winter at MAOF – *Mexican American Opportunity Foundation*

CASAS Reading Test benchmarks for CBET: 191

A benchmark shows significant, measurable gain on a pre and post test given in alternate (even-odd) form.

- o scale scores 210 & below: benchmark is 5 points growth
- o scale scores 211 and above: benchmark is 3 points growth

| | benchmarks |
|---------------------|-------------------|
| Alisal | 32 |
| SUHSD | 90 |
| Salinas City | 43 |
| Santa Rita | 17 |
| MAOF | 9 |
| | |
| | 191 |

EL Civics

This spring, three CBET classes participated in an EL Civics unit on Immigration. The objective was for students to identify legal rights and responsibilities of immigrants.

Teaching Staff

17 credentialed teachers. Teachers have taught their classes for at least one, and up to 8 years. Retention is good with CBET teachers as nearly all indicate they wish to return their assignment when classes resume in September

Teachers' reports of students' use of English:

- Students are helping their children with homework
- Students report increased confidence when interacting with their child's teacher
- Students begin attending GED classes
- Students enroll in ESL classes at the main campus
- Students share in class about using English their jobs, at the doctor's office, and in restaurants
- Students have started citizenship classes, have made appointments for the citizenship interview, and some students became US citizens this school year
- Students express appreciation of childcare offered in CBET classes. Students enjoy the community that the CBET classes provide and that they are convenient to attend.

Recommendations for 2009 -10 school year:

- Despite considerable budget reductions the ESL department will continue to act on our commitment to offer classes in the community. A reduced schedule of CBET classes will be offered at sites that that have demonstrated strong attendance.
- CBET classes need to consider participation in EL Civics and Blended Distance Learning. These programs have the potential to be a funding source as well as opportunity to enhance and increase student learning.
- Develop VESL classes for CBET sites. Classes will be developed around the skills and vocabulary needed for work situations (agriculture, hospitality, construction, health care).
- Maximize potential for CASAS benchmarks. Monitor testing schedule and check that correct tests are being given. Train teachers and implement CASAS listening test in CBET classes.

DISTANCE LEARNING PROGRAM

Total Distance Learning Hours: 38,808

Total Distance Learning Benchmarks: 133

Blended Distance Learning for 2009

In January of 2009 we added Blended Distance Learning sections to some of the regular ESL sections. By this I mean we incorporated one of the Distance Learning programs into a regular ESL classroom as an add-on. The teachers involved used one hour of regular class time to show the DL DVD. The students then took work packets home, did the work on their own, returned the packet to school and were tested on the content. Additional ADA under a different section number was claimed for this activity.

SALINAS ADULT SCHOOL WEEK

This year the ESL Cultural Fair was part of the first annual Salinas Adult School Week. The fair was a big success with participation from all departments. The Salsa Contest, sponsored by the ESL Student Council was a highlight. Also included in the week long celebrations was the first meeting of the Community Advisory Council. The week ended with a tribute to long-time teacher, **An McDowell**, who taught Citizenship for many years. She was honored by students, staff, State Assemblyman, Bill Monning, and representatives from Sam Farr's and Ana Caballero's offices.

STAFF DEVELOPMENT

Staff development was limited this year as a response to budget constraints. The staff did not go to conferences but did participate in web-conferences. Many staff members attended planning meetings without pay

STUDENT COUNCIL

The school year started with barbecue cookouts for all ESL students. The student council organized the activities.

Fundraising before the winter break raised \$8,751.00 for the school.

At the first of the year it was determined that raffles are no longer permitted by the school district and we are challenged to find new ways of raising money for the council. Kikue Palacio continues to voluntarily run the evening snack bar and contribute her time and profits to the council. This year she donated \$7,415.93.

The council collected money among the classes to pay for the food costs of the cultural fair. Students donated money and time to buy, prepare and serve food that demonstrated their cultures.

The Student Council paid for part of the salary of a CUDLES employee which enabled us to give 120 hours of childcare per week while the parents attended ESL classes. During the year 14 students took advantage of this program and care was provided for 16 children.

CHILDCARE

In the winter session we began to provide childcare free of charge to evening ESL students. An average of 12 children attended Monday through Thursday nights from 6:00 till 9:00 p.m. When the parents were interviewed they reported that this service enabled both mother and father to attend classes.

TUTORING PROGRAM

There were 53 students enrolled in the tutoring program this year. The regular teacher, Yvonne Petersen, was out on sick leave for the first half of the year and the class was taught by Tony Weiner, a volunteer teacher. Even with the absence of the regular teacher the

program was a big success and tutors served in all departments of the school. Some worked with full classes, others gave one-on-one tutoring.

Education and Skills Department - Overview of the Year (submitted by Janne Bennick):

Academic

| | <u>Enrollment</u> <u>2008</u> | <u>Enrollment</u> <u>2009</u> | <u>Promotion</u> <u>2008</u> | <u>Promotion</u> <u>2009</u> | <u>Persistence</u> <u>Rate 2008</u> | <u>Persistence</u> <u>Rate 2009</u> |
|--------------------------|----------------------------------|---|---------------------------------|---------------------------------|--|--|
| ADF/ABE | 224 | 218 | 113 | 132 | 51% | 61% |
| ADF/GED | 163 | 174 | 105 | 125 | 64% | 62% |
| Adult Basic Education | 1310 | 1582 | 1036 | 969 | 79% | 61% |
| After School Credit Educ | 504 | 1087 | 204 | 461 | 41% | 42% |
| Benchmarks | 550 | 474 | | | | |
| GED | 1743 | 1836 | 1152 | 978 | 66% | 53% |
| GED Distance Learning | 180 | 178 | 70 | 88 | 39% | 49% |
| GED Certificates | 365 | 319 English 192 Spanish 127 | | | | |
| Graduating Seniors (ACE) | 287 | 277 | | | | |
| High School Diploma | 1122 | 1663 | 909 | 971 | 81% | 58% |
| High School Graduates | 41 | 37 | | | | |
| HSD Distance Learning | 54 | 56 | 28 | 25 | 52% | 45% |
| Orientation (ESP) | 2332 | 2584 | | | | |

INTERESTING FACTS

- Overall increase of 21%
- Orientations increased 11%
- Vicki Aamont retired
- Jail staff was trimmed and Parent Education classes instituted at the Jail
- One Stop, Pass programs were started
- On-line registration was started
- STAR institute testing was started

Career Technical Education

| | Enrollment 2008 | Enrollment 2009 | Promotion 2008 | Promotion 2009 | Persistence Rate 2008 | Persistence Rate 2009 |
|--------------------------------------|----------------------------|----------------------------|---------------------------|---------------------------|----------------------------------|----------------------------------|
| Bus/Truck Driver Training | 80 | 95 | 60 | 83 | 75% | 87% |
| Food Service | 90 | 68 | 54 | 8 | 60% | 88% |
| Green Gardener | 32 | 41 | 26 | 39 | 81% | 95% |
| Health Occ. Orientation | 488 | 742 | | | | |
| Health Occupations | 516 | 661 | 416 | 90 | 82% | 86% |
| Keyboarding/Typing Test | 331 | 186 | | | | |
| Notary Public | 15 | 11 | 14 | 11 | 100% | 100% |
| Pre-Employment | 410 | 306 | 410 | 298 | 100% | 97% |
| Spanish for Professionals | 755 | 1142 | 579 | 1265 | 77% | 98% |

GREAT STATISTICS

- Overall increase of enrollment of 20%
- Overall increase in persistence rate of 11%
- Spanish for Professional enrollment increase of 51%