

California Adult Education Insider

Published by the California State Consortium for Adult Education

Eureka's Kellenberg Gets ACSA Honor

Kim Kellenberg, director of the **Eureka Adult School**, has been named Adult Education Administrator of the Year by the Association of California School Administrators (ACSA).

In his recommendation to the ACSA selection committee, Eureka Superintendent of City Schools, **Jim Scott**, wrote, "Kim Kellenberg's commitment to our community has changed the lives of thousands."

Assistant adult school director, **Debra Jones**, said Mr. Kellenberg was "instrumental in mobilizing community resources to create Humboldt County's Job Market, and he continues to act as operator. He currently works with several agencies to develop a shared vision that will influence the future of Humboldt County's economic development."

"Before Kim, Eureka Adult School was an island. He really sees potential in people and works hard to see they use it," Ms. Jones said.

Sheldon Reber, director of community and school relations at Eureka City Schools said "the adult school has really expanded and changed to meet the needs of the community in the last few years. Its professional development training program — the Professional Growth Academy — is now full-steam ahead. It didn't exist before."

In Mr. Kellenberg's seven years at the adult school, enrollment has grown from 7,000 to 14,000 students. This year, because of budget cuts, he has taken over duties as principal and director of secondary alternative programs at Zoe Barnum High School, a continuation school on the adult school campus.

New Distance Learning Online Tools

In a continuing effort to improve student and teacher multimedia learning resources, the **California Distance Learning Project** (CDLP) has launched new online activities.

- More than 20 adult schools are participating in a pilot test of online adult secondary education (ASE) courses. At issue is whether adult learners are good

prospects for online learning and what characteristics help identify a self-directed online learner. The pilot test will continue at least through December 2004. More adult schools will be added soon.

The test features the Blackboard Learning Management System (LMS) and over 40 online courses. Call or email **Dennis Porter** to preview several of the courses (510 -644-0437 or porter_d@pacbell.net).

- The CDLP is using an online resource called WebEx (www.webex.com) to provide the online ASE teacher and coordinator orientation and training. The tool provides real time Internet and audio links to structured training activities. These training activities can be offered anytime day or evening with participants logging in from their computer and calling a central conference phone number. The online ASE training is provided in small groups of eight or fewer participants. This flexible tool permits continuous and 'just-in-time training' as the pilot test is launched and matures.

- The CDLP Web site (www.cdlponline.org), created initially in 1995, has undergone a major face lift. The wide range of literacy and ABE learning resources have been upgraded and standardized permitting easier student access to learning activities. Teacher and administrator resources are reorganized in an easy-to-use format.

At a recent CDLP Distance Learning Symposium in Sacramento, both **John Fleischman** and Dennis Porter emphasized the importance of the Internet in providing robust, challenging learning opportunities for students and professional development activities for adult education teachers and administrators.

Contact: Dennis Porter, tel. 510-644-0437 or porter_d@pacbell.net.

Bush Budget Eliminates Even Start

Even Start, the family literacy program, is apparently the first federal program in adult literacy education to fall victim to the administration's new emphasis upon "scientific, evidence-based research." In fact, the Bush 2005

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Programs of Excellence...

Vocational Education in Santa Clara

For its role in meeting the challenge of providing workforce development programs that address the needs of the community and local business, the Vocational Education Program (VEP) at **Santa Clara Adult Education** (SCAE) has been recognized by the California Department of Education as a "Program of Excellence" for 2003.

Located in the heart of Silicon Valley, VEP provides high-quality, low-cost training opportunities to a diverse adult population that ranges from those who need entry-level employment preparation, in areas such as medical, childcare, and computer training, to persons seeking instruction in high-skilled, high-paying information technology fields, such as database, programming, networking, and software quality testing.

No one is left out at VEP. Job Training and Support for Homeless Adults is a grant from Housing and Urban Development (HUD) that funds short-term job training and placement services for the homeless. The only one of its kind in California, this program offers a range of free services, including life skills classes, as well as child care, bus passes, and clothing assistance. Classes are offered at six homeless shelters.

An important VEP feature is its ability to respond quickly and effectively to changes in the local job market. New classes are added each term in response to changing labor market and community needs information supplied by NOVA, the local Workforce Investment Board (WIB), and CONNECT, the local One-Stop. VEP benefits from strong partnerships with these important community agencies.

Another part of VEP, its Career Center Services, provides caring, professional help with assessment, career guidance, resume development, and job placement. Students can identify job preferences and skill areas through personal counseling and computerized assessment tools.

VEP's Careers Program offers a variety of evening and weekend classes and workshops, including Childcare Business in the Home, Clinical Medical Assistant and Pharmacy Technician. The Computer Office Skills (COS) Program offers a range of daytime computer classes from Windows and Microsoft Office Professional to Adobe Photoshop and Macromedia Studio MX Suite. Students can also enroll in non-computer training courses such as accounting, office skills and communicating in the workplace.

"I am proud that I can produce work generated from computer learning for the nonprofit organizations where I volunteer my time," said COS student, **Anita Chen**. "Given time at SCAE and a desire to catch up with today's living, I'll be able to contribute more to society and be better equipped to go back into the workforce."

Computer training classes, including a high-tech training program, offers a range of courses at various days, times and sites, from introductory computer classes such as *Say Hello to the Computer* and *Introduction to iMac*, to more advanced Microsoft Office, Adobe and Macromedia applications. Convenient short-term workshops are also offered. Lab time is available.

"I landed an engineering position after taking classes in database structure and computer languages. My teachers, very experienced engineers from local high-tech companies, taught current technology, so I felt very comfortable on job interviews," wrote **Mark Vishnevsky**, a high-tech student.

Online education is available in a variety of areas including technical writing, web design, computer applications, business and paralegal careers. In addition, VEP's Within the Workplace Program offers low-cost, customized training at the worksite in such categories as English as a Second Language, computer training, and customer service. Past clients include Hewlett-Packard, Lockheed-Martin, Corning, Tandem and Marriott.

VEP includes six program specialists and over 40 instructors. Each 10-week term, over 100 classes are offered at five different sites and over the Internet. Contact: **Dr. Daniene Marciano**, 408-423-3500.

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Programs of Excellence...

MetroED's Older Adult Program

San Jose's Metropolitan Education District's Older Adult Program, operated by its adult education component, MAEP (Metropolitan Adult Education Program), serves 1800 active adults at 12 sites and offers more than 100 classes in physical fitness, intellectual pursuits, the arts and technology. Classes support the formation of social relationships and support structures and the transference of learning to family and community life.

A unique feature of the program is its community involvement and collaborations. Most classes are located at city community centers and feature input from both students and city staff. Backing the program is an advisory council that brings together community and education leaders to provide advice, support, and collaborations. Class offerings and content are developed and adjusted by combining feedback from the Department of Education Model Standards team, instructors, clerical staff, city officials such as the Superintendent of the Office on Aging, city council members, senior action groups such as the Senior Citizens Commission, businesses, and research information from local colleges.

One partnership that has enhanced the program is the adoption of a first grade class by students of MAEP Memoir Writing class. The children had their own memoir

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budget proposal eliminates several adult literacy programs that educators have found beneficial to learners.

Previously funded at \$246.9 million, Even Start aims to improve educational opportunities for children and their parents in low-income areas by integrating early childhood education, adult education, and parenting education into family literacy programs. Three separate national evaluations, however, reached the same conclusion: children and adults in Even Start generally made gains in literacy skills, but they were not significantly greater than those of nonparticipants. For this reason, Even Start funds will be directed to provide increases for higher-priority programs, including the research-based Reading First and Early Reading First programs.

Limits on Adults in Charter Schools

Can charter schools serve adult students? The answer is, "Yes," but only through 2003/04. Currently, adults of any age may enroll in a charter school and be claimed for state reimbursement as long as they attend full-time and make adequate progress toward a high school diploma. Effective 2004/05, however, such schools may claim ADA reimbursement for students older than 19 only under these conditions:

Pupil must have been enrolled in a public school in pursuit of a high school diploma (or, for a special education student, pursuant to an IEP) while 19 years of age and without a break in public school enrollment since that time, be currently enrolled in a charter school making satisfactory diploma progress, and be not over the age of 22 years.

For a text of the amended regulation go to: www.cde.ca.gov/regulations/ada15daynotice041103.pdf.

Citizenship Test Revision

The U.S. Citizenship and Immigration Services (USCIS) is currently revising the U.S. history, government and English tests administered as part of the naturalization process.

USCIS has placed a renewed emphasis on cultivating awareness and understanding of American civic values and the commitments associated with U.S. citizenship. An important part of this objective is ensuring that the U.S. history, government, and English tests administered to naturalization applicants are fair, uniform, and meaningful.

According to USCIS, the reconstructed tests will be neither more difficult nor easier, nor unfairly impact any particular group of applicants. Instead, the focus is on making the test more meaningful and the process more standardized. Currently, both the content of the naturalization exam and the process used to administer the exam can differ from office to office. There will be a pilot of the revised tests before beginning implemen-

tation in 2006.

For the writing and speaking tests, applicants will see photographs and describe them, some in writing and some orally. Some applicants may be allowed to take the new test either on paper or on a computer, depending on their preference. No final decisions have been made about these options.

USCIS has received feedback from community representatives, adult educators, ESL instructors, and USCIS officers on a variety of test issues.

For more information or comment on the USCIS naturalization test redesign process contact: amy.baide@dhs.gov, lynn.l.thai@dhs.gov, gerri.ratliff@dhs.gov, or go to www.uscis.gov.

Adult Education News & Notes

✓ **Rosemary Leal Grebel**, principal of **Ford Park Community Adult School** in Bell Garden, has been selected "Educator of the Year" by the Rio Honda Boys and Girls Club. The honor recognized her "dedication to improving the lives of young people and her unwavering devotion to youth."

✓ **Gilroy Adult School** and **Gavilan College** have teamed up to jointly offer 10 community interest classes at the Gilroy Adult Education Center. One reason for the collaboration, according to Administrator of Adult Education, **Judith Dunham**, is to "facilitate the transition between adult education and Gavilan." It is hoped that students will be more inclined to register for classes at Gavilan after participating in the school district's adult education program.

✓ **Dos Palos Adult Education** recently opened a new adult education center. In the process, the 20 local high school students who did much of the work learned something about construction, and an old building, the city's Masonic Hall, was refurbished. According to Dos Palos principal, **Mike Ashmore**, his burgeoning program not only got three new classrooms and four storage closets, the students learned applied math and writing which will improve their chances of passing the High School Exit Exam.

The California Adult Education Insider

May 2004

Vol. 8, No. 7

A newsletter for California adult school administrators published by the California State Consortium for Adult Education, 1840 Benton St., Santa Clara CA 95050, tel. 541-488-8462, fax 541-448-8468, email: bob@gemut.com, web: www.cscac.org. Writer: Margaret Kirkpatrick, Editor: Robert Bestor

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Older Adults...

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writing project, something new to the elementary school, but no guidelines for telling this type of story. To help the children get started, each adult student wrote a memory aimed at a first grade audience, illustrated it, and bound it into a simple book, which the youngsters read with the seniors. Later, the adults were invited back to hear the children's stories. First grade teachers now use the beautiful books as part of their curriculum.

The collaboration between cities and MetroED has helped to successfully meet the challenges created by unpredictable needs for ADA growth or cutbacks. City partners create unique opportunities for expansion, outreach, and community involvement. For example during times of ADA expansion, the Older Adult Program collaborated with the Office on Aging to add MetroED instructors as guides for the city tour program, thus giving the tours an educational component and MetroED classes an ADA boost. In return, when the IRS could no longer provide trainers for the city's volunteer tax preparation program, MetroED furnished an instructor. As a result, 1500 low income seniors were given free tax preparation assistance by the 55 volunteers trained by the MetroED instructor.

Martha Young, a Memoir Writing student, is an example of how students apply classroom skills in the community. Using techniques learned in her MetroED class, Mrs. Young began to record her husband's WWII experiences as well as stories of her own background. Not only are her high-quality stories cherished by her family, Mrs. Young is now the project contact and mentor for her senior center and helps others tell their stories. She has typed stories for class members with poor eyesight and helped them publish their own books. She participated in the elementary school stories exchange and helped classmates illustrate and produce the books for the children. As a recent widow, the social and intellectual opportunities offered at MetroED have become an even

more important part of her life. She also volunteers in MAEP's Older Adults program by serving on WASC and Programs of Excellence advisory boards.

Partly as a result of Mrs. Young's activities, MetroED has developed a community link to the Department of Veterans' Affairs National World War II Stories of Service Project.

For more information, contact **Ann Thompson** at 408-947-2316.

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