

California Adult Education Insider

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Adult Ed Week to Stress Family Lit

Adult Education: A Family Affair is the theme chosen by the CSCAE (California State Consortium for Adult Education) board of directors to support its emphasis on family literacy during **California Adult Education Week** next March 7-11. Generic publicity and promotional materials, including public service announcements and press releases, which can be adapted for local use by all California adult schools, will be available for downloading at www.cscae.org, approximately two months prior to Adult Education Week.

The Consortium board also announced that the 19th annual **Drop-In Day** will be held on Thursday, January 20, 2005.

Drop-In Day (formerly Drop-In Day for Dropouts) is a once-a-year, one-day event that provides California adult schools with an opportunity to attract potential students, usually adults who failed to finish high school.

The event has always attracted substantial media attention and thus offers a chance for individual schools to garner positive press coverage while increasing enrollment and raising public awareness of their programs.

Course Providers Offer Added Value

When it comes to allocating funds for California's schools, adult education all too often must settle for leftovers. That's why an entrepreneurial spirit is an almost essential quality of the 21st-Century adult school administrators. Writing grants, finding free classroom space, milking support from local businesses, in other words scrambling for every extra dollar — but always guided by what is best for their clients — is part of the day-to-day routine for most adult school directors and principals. The savvy adult educator sees rolling out a class much needed by the community, while at the same time putting something on the ADA bottom line, as the best of all possible worlds.

Some California adult schools are doing just that through collaborations with private sector vocational education providers — mainly in the field of healthcare

careers.

One such private sector provider is Boston Reed (BR), whose classes are available primarily through adult schools. Currently some 45 California adult schools have contracted to offer the Napa Valley-based company's classes. The schools involved are able to provide their communities with hard-to-find healthcare training and collect a bit of ADA in the process. If completed successfully, the courses almost always lead to well-paying jobs or at the least entry-level positions to a field rife with advancement opportunities.

The typical Boston Reed-school contract calls for the adult school to provide classroom, instructor and advertising in the school's course catalog and on its website. Curriculum, instructional materials, externship coordination, and assistance with marketing and instructor recruitment are all furnished by Boston Reed. The company also handles the enrollment process and prospective students can sign up at Boston Reed's website.

Thanks to the growing medical needs of aging baby boomers, virtually any career having to do with healthcare is expected to experience explosive job growth through 2010 and beyond. Nurses are at the top of the list but countless other healthcare professionals are also sure to be in short supply. Unfortunately, adults seeking healthcare careers can face a tough challenge. State budget cuts have reduced class offerings at both community and four-year public colleges and existing nursing and allied health programs are overcrowded — some with 2-year waiting lists.

Private institutions, such as Silicon Valley College, market health occupation classes but tuition is high, often as much as \$20,000. Conversely, the tuition range for most BR classes offered by adult schools is \$895 to \$2495 for a 17 to 24-week course of study. A collaboration with BR means that even a relatively small California adult school can offer an affordable path toward a nursing degree. "It used to be that the only place you could obtain a nursing degree was through the college system," explains Boston Reed marketing director, **Alice Chigia**.

(Continued on page 2)



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Programs of Excellence...

California Substance Abuse Treatment Facility

"I haven't even reached my potential yet," said one student in the Developmentally Disabled Program (DPP) at the California Substance Abuse Treatment and Facility and State Prison at Corcoran (SATF). When the student in question was referred to the program, he was reading at a first grade level. Three years later, he is at the 6th grade level and enjoys helping other DDP students in the classroom.

The SATF has been awarded a *Program of Excellence* for its Adults with Disabilities program — only the second such award to a California Department of Corrections facility, according to **Dennis Fisher** of the California Department of Education's Educational Options Office.

Patricia Doman, supervisor of the Development Disability Program at SATF, gives credit to **Marylls Emerson**, a Special Education teacher, for much of the program quality and innovation. SATF addresses the special needs of incarcerated adults with disabilities in education. These students are involved in all learning activities, including the development of an individually tailored education plan and student portfolio. The SATF staff provide a comprehensive assessment process that includes clearly stated, measured, and documented

student outcomes. The institution also provides a challenging and relevant curriculum and individualized teaching strategies to meet the needs of its diverse student body.

The Developmentally Disabled students include those with a substantial handicap, such as mental retardation, and disabling conditions found to be closely related to mental retardation, cerebral palsy, epilepsy, and autism.

These students are mainstreamed in the regular classrooms, but are worked with individually through a pull out program called the Developmental Disability Program (DDP), within the education department. These Developmental Disability teachers work closely with the classroom teachers, and also with the students' counselors, psychologists, medical doctors, and custody officers to follow up on needs the student may have but would not be able to communicate on their own.

The DDP student is an adult ranging from 22 to 50 years-of-age. Some were in special education classes in grammar school. Others were never diagnosed and quit going to school. Most of these students have never felt supported in school and this program is their first positive school experience that promotes success.

For further information, contact **Patricia Doman** at 559-992-7100, extension 7140.

BR's current course offerings include: Clinical Medical Assistant (\$995), Administrative Medical Assistant (\$895), Pharmacy Technician (\$995), Orthopedic Technician (\$1300), Medical Billing (\$995), Vocational Nursing Prep (\$2495) and Vocational Nursing (\$8500).

Soledad Adult School recently signed on with the company and had almost instant success. It promoted BR's Pharmacy Tech class via a public affairs program on a local radio station and immediately enrolled 28 students for the 160-hour course. Though that's a chunk of ADA, adult school administrators look on the courses not as revenue producers but as "value added" features of their programs and yet another way to serve their communities. Ms. Chegia says the minimum number of students for a viable healthcare class is 12 but the company is often willing to accept fewer students at the outset in order to establish a new class.

Martinez Adult School offers four BR courses: Medical Assisting, Orthopedic Technician, Vocational Nursing, and Pharmacy Technician. The school was also invited by BR to partner with Job Corps on a Medical Assistant course at Treasure Island.

Marshall Burgamy, the school's director, calls the association with BR a "positive collaboration between a public agency and the private sector. Our affiliation with

the company enables us to offer these courses, most of which are not entry level, at less than half the tuition of a local college. One aspect of this public/private affiliation allows us to hire highly-qualified instructors. And since, in addition to their teaching duties for us, they must arrange for externships and provide other technical assistance to Boston Reed, these instructors often receive additional compensation from Boston Reed."

He says some administrators believe adult schools should offer healthcare courses on their own without private involvement. Mr. Burgamy's response to that argument is that adult education budgets usually can't afford highly-trained instructors or expensive equipment, both of which are often required to successfully present such classes.

Because the shortage is so acute, some observers believe that federal and state government will eventually be forced to allocate substantial funding to healthcare occupations training, and when that occurs established providers could reap a bonanza.

Asked what advice he would give colleagues thinking about collaboration with a private sector course provider, Mr. Burgamy said, "As adult educators I think we all have to seriously consider it. Healthcare is a field with an extreme need for qualified personnel. My advice is to check your mission, check

your ADA, and then ask 'does my community need this and should my school be in this field'?"

Contacts: Alice Chegia, Boston Reed, tel. 800-201-1141, email alicec@bostonreed.com, web www.bostonreed.com; Marshall Burgamy, Martinez Adult School, tel. 925-228-3276, email mburgamy@martinez.k12.ca.us; Linda Coyne, Soledad Adult School, tel. 831-678-1279, email lcoyne@monterey.k12.ca.us

President Hints Perkins Changes

In a recent campaign speech in Arkansas, **President Bush** discussed the Carl D. Perkins Vocational and Technical Education Act. He said the program has not changed over the last century and does not address students' academic needs.

"We spent about \$1 billion a year for vocational training, and that's good," said the President. "The program was written in 1917 and I don't know if they understood what was going to be taking place in the year 2004. I suspect they didn't. I suspect they would be shocked to hear us talk about the skill level necessary to fill the jobs of the 21st century. My attitude is that this vocational training program ought to go forth, but it ought to make sure that the kids learn to speak English and that there's algebra, and that there's a science and social science component. In other words, when kids are coming out of a vocational training program, they're going to need to do more than just what's taught at the vocational training level. They're going to need to be able to think. And we can't let kids go through without raising the standards and raising the bar. So I'm going to ask Congress to reform the Perkins Vocational Program. That's not to cut back on the money; it's quite the contrary. It's to make sure the money we are spending prepares these youngsters for the jobs of the 21st century."

According to a White House fact sheet accompanying the speech, "The major federal program for vocational education, the Perkins Vocational Education program, has remained fundamentally unchanged since its founding in 1917; President Bush proposes to modernize this pre-World War I program to better serve the needs of the 21st century worker. The President's proposal redirects \$1 billion in annual funding from the Perkins Vocational Education program into a new Secondary and Technical Education program (Sec Tech) and requires that schools participating in the program offer four years of English, three years of math and science, and three years of social studies as part of their vocational education curriculum."

Adult and vocational educators, however, are quick to point out that career and technical education has been reviewed and updated by Congress multiple times since the first federal recognition of and investment in vocational education. In 1998, the last time Perkins was re-authorized, Congress updated legislation to further

integrate academic and technical skills, increase accountability and increase technology in response to a changing economy. Further, the administration's FY 2005 Budget calls for a 25% cut to the Perkins program. A similar cut to the program was rejected by Congress for FY 2004.

Adult education leadership recommends their colleagues be aware of the potential changes to this important funding stream and to continue to remind legislators of the valuable services supported by the Perkins Vocational Education program.

For more information on Perkins re-authorization: www.acteonline.org/policy/legislative_issues/carl_perkins.cfm.

For the White House fact sheet: www.whitehouse.gov/news/releases/2004/04/20040406-3.html.

New Course for Adult ED

Foreign Language for the Workplace (course 06.000.003) is now approved as a course for adult education apportionment, according to a recent announcement by the California Department of Education's Adult Education Office.

This course was added because of a continuing and growing request from agencies and employees to be able to communicate in foreign languages with customers and emergency response personnel. The focus of this course is workplace communication.

Three sample course outlines have been donated by the field and are posted at www.otan.us/courseoutlines/index.cfm?fuseaction=view&catid=1001.

Kerry at Sacto Adult School

Senator John Kerry, soon to be the Democratic party's presidential nominee, recently visited the **Charles A. Jones Skills & Business Education Center** (Skills Center) in Sacramento.

Mr. Kerry, a supporter of economic development and job training, chose the Skills Center because of its "high quality, low-cost vocational training programs that

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enable graduating students to enter the local job market and earn a livable wage.”

The Skills Center campus is also home to a large and busy One-Stop Career Center which is available to students and the general public, and offers job search and career planning assistance. The Skills Center provided the Senator with a backdrop for promoting his campaign promise to create 10 million new jobs.

Prior to his speech in the school’s multipurpose room, the senator visited the Skills Center’s large and well-equipped Auto Mechanics program, interacting with students and asking about their studies and future plans.

Jamila Jolby, president of the student council, had the rare and unforgettable opportunity of introducing a candidate for president of the United States to an audience of fellow students. In her introduction, Ms. Jolby welcomed Mr. Kerry to the campus, and spoke briefly about her own background. As a single mother of three children determined to leave welfare behind and gain economic independence, Ms. Jolby is currently studying to become a Pharmacy Technician, after which she hopes to obtain a good job in the healthcare industry.

Following the senator’s speech, students and staff engaged in a Q & A session with questions ranging from jobs to affordable child care.

Notary Public Classes Seek Adult School Sites

The California School of Notary Public seeks to offer it’s eight-hour notary public course at adult school campuses throughout the state. On January 1 of next year, first-time applicants seeking a notary public commission will be required to complete a six-hour course and notaries seeking reappointment must complete a three-hour refresher course in order to be retested and commissioned. The state examination is administered at the conclusion of the course. Schools interested can contact **Dennis Ryan** at 714-841-9923.

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