

California Adult Education Insider

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Getty Museum Offers ESL Outreach Program

Thanks to a long-standing collaboration among several Los Angeles area adult schools and the famed **Getty Museum**, some of the world's great art treasures are now being used to help teach ESL. Designed to assist language acquisition through lessons and activities built around objects from the museum's priceless collection, including paintings, sculpture, and photographs, the Getty curriculum follows three themes, *Looking at Portraits*, *Looking at Landscapes*, and *Looking at Narrative Art*.

Under the museum's ESL Outreach Program, members of the Getty education staff visit intermediate to advanced ESL adult school classrooms to familiarize teachers with the program's *Language through Art: An ESL Enrichment Curriculum*. The teachers are also encouraged to continue to use the museum and its resources in their ESL lessons even after the outreach portion of the program has ended. *Language through Art* seeks to integrate works from the Getty into the ESL classroom and encourage continued student visits to the museum.

Program components include four school visits by Getty personnel and two class trips to the museum. Up to 12 classes participate in the program annually. The Getty provides bus transport for museum visits and the final program event involves a weekend museum visit by students and their families.

Workshops for up to 30 ESL instructors from the region are offered twice a year (increasing to three in FY05). Participants are introduced to activities and lessons from the *Language through Art* curriculum and are offered transparencies and posters for use in their classrooms. They also learn how to self-guide their students at the museum and are encouraged to return frequently. See the online curriculum at www.getty.edu/education/for_teachers/curricula/esl/.

Over the next school year, the Getty education staff will develop a new beginning-level ESL curriculum that will focus on three themes: still-life, decorative arts, and photography. This new curricu-

lum will be introduced online this winter, though it is yet to be decided if it too will become an outreach program. Teacher workshops will also be scheduled for the beginning level curriculum. Contact **Scott Winterrowd**, ESL Education Specialist, 310-440-6755.

Sheila Bollenbach New CDE Consultant

The newest Education Programs Consultant at the California Department of Education's Adult Education Office not only has a great passion for adult education but experience as well. **Sheila Bollenbach** worked in the Chancellor's Office of the California Community Colleges and her background includes immigrant and citizenship education, basic skills, non-credit education and ESL/VESL. She also served as coordinator of Citizenship Outreach Days, a statewide community college activity.

Ms. Bollenbach is the daughter of immigrants who came to the U.S. from Canada. She says this gives her an awareness of cultural change and is an important part of her life experience. Outside her profession she volunteers with an agency that assists victims of domestic violence.

Ms. Bollenbach has responsibility for Region 2, an area previously served by **Cliff Moss**, who assumes internal office responsibilities.

Contact: Sheila Bollenbach, tel. 916-319-0479, email: sbollenbach@cde.ca.gov.

School Owners Guilty of Fraud

A federal court jury in Los Angeles has found two brothers guilty of stealing more than \$650,000 from the California Department of Education (CDE) federally-funded ESL Citizenship program in 1995/96. The program was designed to provide English and Citizenship classes for immigrants.

Michael and Robert Guzman, who operated **Templo Calvario Legalization and Education Center** in Southern California, were found to have

(Continued on page 2)



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Story of A Public Relations Coup

Your assignment? Land two big front-page articles on adult education in six major Bay Area daily newspapers. And while you're at it, we could use some accompanying front-page color photos and the most positive editorial in recent memory on adult school funding.

Actually, educational consultant **Jan Arney** was just trying to get a little media coverage for the **Hayward Adult School** June 2004 graduation when — with a little help — her efforts generated what amounts to a media blitz. Here's how Mrs. Arney, a retired Hayward Adult School principal who has always believed in student-centered publicity, did it.

The Pitch: "About a week before graduation, I sent an email to the education reporter for the local paper," said Mrs. Arney. "In it I highlighted three students who were about to graduate. When I didn't get a reply, I contacted my daughter-in-law, **Elena Arney**, a public relations professional for businesses and private schools. She recommended sending my story pitch to **Michelle Maitre**, a writer who works for several regional papers."

The second email carried the subject line "Story Pitch: Hayward Adult School Embraces Grads" and text that briefly outlined the challenging backgrounds and future plans of three Hayward graduates. Ms. Maitre was immediately interested and phoned to say she wanted the story.

Background: A few days later in a phone interview, Mrs. Arney gave the reporter some basic information about the history and mission of adult education in California, along with the names of several Bay Area adult education administrators, web addresses of local adult schools, Department of Education information, and background regarding policies and regulations for offering classes.

"The reporter wanted to know everything about Adult Education and even called the CDE Adult Education Office in Sacramento for more information," said Mrs.

fraudulently submitted claims misrepresenting student attendance hours and creating rosters for classes that did not meet or that failed to comply with program criteria. At the time of the Guzmans's indictment the CDE said it had only recently become aware of the fraud, an assertion that contradicted CDE employee **Robert Cervantes**, whose whistleblower suit brought attention to the illegal dealings of several organizations.

These are the only convictions to come out of a five-year federal probe triggered by Mr. Cervantes. The suit alleged that top CDE leadership ordered millions of dollars disbursed to politically-connected community groups, even though it was known that the money was being misused. The

Arney.

With a photographer in tow, Ms. Maitre attended the Hayward graduation and stayed through all the ceremonies, meeting students and their families and friends. Separately, the photographer visited other adult schools and covered an ESL student and an ESL classroom. Other local administrators were contacted by Ms. Maitre and cooperated by providing information about adult education in general, not just about their own schools.

Results: The story, which started as a graduation pitch but grew to encompass much more, ran on Sunday June 27, 2004, in six major daily Bay Area newspapers: the *Hayward Daily Review*, the *Oakland Tribune*, the *San Mateo Times*, the *Alameda Times*, the *Fremont Argus*, and the *Tri-Valley Herald* in the Pleasanton area. The articles touched on the history of adult education, presented student statistics furnished by the CDE's Adult Education Office, and explained budget constraints facing adult education. Not only was the Hayward graduation covered, the articles were written in a way that benefited all Bay Area adult education programs.

Bonus Coverage: One week later a five-column, one-third page editorial appeared in all six papers. It was headlined "Adult Education Funding Formula Needs Updating" and supported pending legislation that would benefit adult education in California

What's It Worth?: One can only speculate as to the value of such publicity, but the by-products surely must include heightened credibility for *all* Bay Area adult education programs, increased student enrollment, and perhaps most important of all, healthy doses of pride and feelings of self-worth for adult school students, teachers and administrators.

(Editor's note: Jan Arney is one of a small group of California adult school administrators who founded the California State Consortium for Adult Education in 1984. She served for 12 years as CSCAE treasurer. Email Ms. Arney at janarney@aol.com)

civil suit was settled in 2002, with the state assuring repayment of \$3.3 million to the federal government.

The Guzmans will be sentenced November 15

Why Adults Take Math Classes

What prompts adults to return to the classroom to study the basic mathematical skills they failed to acquire as a child? Desire for better employment? A feeling that they need such skills in everyday life? Well, according to a 20-month study reported at King's College in London, the most correct answer is 'none of the above.' Since most adults who return to the classroom to learn math failed at it earlier in life, they simply want to prove to themselves that they have the intellectual

Programs of Excellence...

Sweetwater ESL

"I not study in school before. I come here, I could not read, now I have a book. I come here, I could not write my name, now I write sentences" – **Guadalupe Vargas**, 84 years old, Beginning Low ESL.

Ranging from beginning students like Mr. Vargas to highly-skilled professionals, Sweetwater Adult School's ESL students find success through a strong support system and a variety of options. At three of the school's four state-of-the-art sites, students may enroll in traditional classes, distance learning, or a combination of both. In addition, Sweetwater contracts with its four elementary school feeder districts, and with its own secondary district, to provide CBET classes at elementary and secondary school sites. The school also collaborates with community Family Resource Centers to provide ESL classes at off-campus sites easily accessed by community members.

Students benefit from instructors who count themselves as members of the learning community as well, willing to try new methodologies and take the same types of risks they ask of their students. During the course of Sweetwater's two-year involvement with NIFL's Equipped for the Future (EFF), students who had attended breast cancer workshops became 'campus activists' bringing mobile mammogram units to the school on Saturdays. The same group of students organized free eye exams for needy classmates. Eight students were discovered to need glasses and received them for the first time. With the introduction of the EL Civics curriculum, students organized community conferences, participated in the Dr. Seuss Race for Literacy and initiated a program with a nearby elementary school that arranged for adult ESL students to go into a 5th-grade class to read to students.

Students at each of the four major sites enjoy the

capacity to learn math. They see mathematics as a signifier of intelligence and want to be part of an esoteric and privileged practice. Almost without exception, they want to understand the mathematical system, its principles and underlying relationships.

As one adult student put it, "I'm not really sure I can use math but I just want to learn it for me, it's just something that I want to achieve for myself. I never thought that I might be able to use it... I just want to teach myself something."

Adult School News & Notes

• **Adult School Teachers Get Pay Raise:** The **New Haven** (Union City) school board has given its adult school teachers a pay increase. Substitutes go from \$24 to \$27 per hour and new teachers will receive \$28.50 per hour, a increase of \$1.30. Teachers with more than 500 hours at the school go from \$29.20 to \$30.50. It is the

use of modern computer labs. While the acquisition and upgrade of technology has been a priority over the past several years, professional development has been a challenge. To address this need, Sweetwater created an annual Summer Technology Academy. This series of week-long workshops is presented by Sweetwater teachers who excel in various aspects of technology. Teachers spend 15 – 20 hours working on projects that they will use with their students (power points, creation of class web-sites, etc.) The Institute has been well received: "I created a remarkable website for my students including links to specific activities on the Internet and units that I've created," said one participant. Technology mentors are available at each major school site to assist teachers in classroom implementation of their projects. As teachers learn to more effectively incorporate the technology to which they have access, students are the direct beneficiaries.

To support teachers and students in data collection and pre- and post-testing, Sweetwater Adult Education staff have developed a system of 'roving testing' supported by student workers. Pre-testing takes place in class the first week or two of the semester. Roving testing begins the following week. The Resource Center trains certificated staff to visit each site morning, afternoon and evening on a weekly basis to test students not present during the week of in-class testing. Student workers move from class to class to assist teachers in related paperwork. On the day of roving testing, the student workers visit all classes to collect students who need to be tested. The student worker then stays with the 'roving tester' to assist in the administration of multiple test forms. Student workers are hired by Adult Resource Center staff but are site-based. Supervision is a challenge and necessitates close communication with the sites.

Contact: **Judy Wurtz**, Adult Resource Center, Sweetwater Adult Education, 619-691-5624.

first pay raise for the district's adult school teachers in four years.

Despite the increase, several New Haven teachers pointed out that the district still lags far behind neighboring **Fremont USD** whose adult school teachers earn from \$33.59 to \$47.26 per hour. Fremont teachers are represented by the Fremont Unified District Teachers Association. New Haven teachers are all part-time employees and non-union workers. (From the *Fremont Argus*)

• **Phony Diplomas:** Earlier this month California officials seized control of an adult high school that allegedly sold worthless high school diplomas in the Latino community.

According to the state attorney general's office, **California Alternative High School** allegedly charged its mainly Latino immigrant customers in the Los Angeles area hundreds of dollars for a 30-hour course that rewarded them with a high



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school "diploma" the school claimed could be used for college admissions and financial aid.

The diplomas, however, did not meet the standards for admission to California colleges nor was the school recognized by state or federal agencies.

Authorities say the school did not hold formal classes but rather used a workbook riddled with errors such as the United States having 53 states and a flag that had not yet been updated. As a result, diploma holders were denied admission to vocational programs or lost their jobs. (From UPI)

- **Adult School Spirit:** Adult schools don't have football teams, marching bands or even mascots such as lions, tigers and bears. But **John Ballinger**, principal of **Clovis Adult School**, decided he wanted to instill some of the same camaraderie, school spirit and fun that those symbols are able to invoke in regular K-12 schools. Though athletic teams and marching bands are probably not practical for an adult school, a mascot just might be. So it's now the Clovis Adult School Peacocks and the bright colors and image of that stylish bird can be found everywhere on the school's campus — on tee-shirts, coffee mugs, even on school letterhead.

It seems to be working. "Our school is multi-

generational, multi-cultural and multi-interest so the peacock fits perfectly," said high school diploma teacher, **Susan Mayott**, referring to the symbolism she sees in the bird's brilliant plumage. And this year, a bright, shiny peacock, it's multi-colored tail spread wide, just happened to find its way onto the class photograph of the adult school's high school graduating class. Contact: John Ballinger, tel. 559-327-2870, email: johnballinger@cusd.com.

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