

California Adult Education Insider

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Adult Ed Funding Update

California's adult schools have been among the many state agencies to feel an impact from the budget deficits over the past two years. Last year, 2003/04, saw an adult education ADA reduction of 0.74% to each school's "fundable" ADA. For schools that were able to meet cap, fundable ADA is their assigned or statutory cap, but for schools under cap, it is a lower figure — their *earned* ADA for the year 2002/03. The term used for this reduction is "rebenching," since under the process, ADA for schools that did not meet cap in 2002/03 has been refigured to coincide with the number of students actually served that year, rather than their statutory cap.

The question being asked now is whether the 2003/04 ADA reduction is a permanent loss. The Department of Finance says 2004/05 ADA for adult schools must be based on 2.5% growth added to the 2002/03 *earned* ADA, rather than to the statutory cap. This interpretation means a loss of potential service to schools that did not reach cap in 2002/03, since the new cap would be based on the lower, earned ADA instead of actual ADA.

Adult education professional organizations do not agree with the Department of Finance interpretation. Instead, they argue that the 0.74% reduction in 2003/04 was a one-time reduction and maintain that 2004/05 ADA should be calculated using a district's statutory cap plus any growth, minus the 0.74% reduction. For further information, check with your professional organization.

Course Approval Revamped

The California Department of Education's Adult Education Office (AEO), along with the Field Partnership Team, has proposed to streamline its Program and Course Approval System (A-22). Currently, there are 10 separate program areas and a list of over 1,000 courses titles offered.

Each year agencies are required to submit a list of course titles for approval. The current list, which was generated over many years of adding course titles without a major review, has not only become dated and cumbersome but does not reflect the 21st century needs of adults or local educational agencies.

The Adult Education Draft Programs and Course Titles proposal condenses the 10 program areas into six. This is accomplished not by eliminating whole programs, but by combining logical areas. Then "course categories" are created under each program area. They will encompass suggested examples of course titles extrapolated from the current list. *Agencies will no longer be required to submit course titles to CDE for approval. Rather they will select and submit course categories for approval.* The only approval process needed for course titles will be the individual agency's board approval process.

The AEO will continue to refine the proposal as more agencies have a chance to review the changes. The AEO says comments on the new process have so far been positive with "its about time adult education updated itself" as the most common response. In fact, according to the AEO, the field has already made a number of useful suggestions.

The goal is to have the new process ready for implementation by January 2005 so it can be formalized into the automated Course Approval System (A-22). The revised system is projected to be up and running by March 2005 for a trial run with select agencies. A statewide rollout is planned for mid-April, in time for the 2005/06 school year. For the latest information or to provide input, please email **Cliff Moss**, Consultant, Adult Education Office, cmoss@cde.ca.gov.



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Career Technical Education Administrator of the Year

A practical, hands-on background and a passion for his work were two key factors in the selection of **Kirk Williams** as ACSA's Career Technical Education Administrator of the Year.

Mr. Williams, principal of the Skills and Business Education Center in Sacramento City School District says doing a good job isn't hard when you love what you do. "I'm getting paid to do what I enjoy," he said.

Unlike most school administrators, Mr. Williams, who credits much of his success to prior business experience, didn't set out to become an educator. In fact, he has been in public education only three years. Before that he worked in a variety of private sector positions; serving as director of culinary arts at the LederWolff Culinary Academy, instructor at Cosumnes River College, and co-founder of the Golden State Culinary Institute. In 2001, he became a vice principal at the Skills and Business Education Center and took over as principal the next year.

As an educator, Mr. Williams has successfully enhanced the partnerships the school has with local businesses and organizations, including the Sacramento Police Department, the Port of Sacramento, and the Department of Human Assistance. He was also instrumental in developing a contract with the Prison Industry Authority that allows students of the Truck Driver Training Program to haul freight, and another with the California Highway Patrol that allows students to work on CHP vehicles.

Even the appearance of the school has changed under Mr. Williams' leadership. There is now a green lawn and a hallway has glass showcases featuring photos and information about the school. The principal himself has even been known to appear on weekends to prune trees, pull weeds and trim foliage. He encourages students to do the same.

His enthusiasm extends beyond the school's physical plant. Skills and Business Education Center students are urged to get excited about learning and to become involved. For example, the student council puts on a holiday party for children at a nearby Head Start Pre-school.

Mr. Williams shares the credit with his staff. "We have a good team and it's hard not to be successful when you have great people around you. This award really goes to my staff. It's a school effort."

Board Approves CAHSEE Apportionment Rates

At its September 2004 meeting, the State Board of Education approved apportionment rates for the California High School Exit Exam (CAHSEE). The rates approved followed the California Department of Education's recommendation and are as follows:

- For each student administered the English-language arts and/or mathematics part(s) of the CAHSEE, \$3.
- For 10th-grade students only, who are not tested, the rate is 32 cents for each student questionnaire submitted with completed demographic information during the census administration (either February or March).

Adult Schools can be included in the allocation of the apportionment funds, since districts include adult students in their student count. The distribution of these funds, however, is at the discretion of the district.

Algebra Needed for Adult Grads

Even though implementation of the California High School Exit Exam (CAHSEE) has been delayed, adult school students must still successfully complete Algebra I in order to graduate. Algebra I, or its equivalent, became a California public high school graduation requirement in July of 2003, but postponement of the CAHSEE requirement led to confusion as to its requirement for adult graduates. The CDE has now ruled the delay has no bearing on Ed Code Section 512324.5, which requires the successful completion of Algebra I. The requirement is based on the school year, so students who did not graduate prior to July 1, 2004, must now meet the requirement.

Algebra I is a course that must meet or exceed the rigor of the content standards. It may be offered as a one-year or two-year course, and is often recommended for students who need more time to build their math skills.

The former A22 Course, Algebra (02.021.107) has been renamed Algebra I and must be based on the State Board of Education adopted content standards for Algebra I. The State Board of Education Algebra I waivers available in 2003/04 are not available for 2004/05.

The Algebra I Content Standards are available at <http://www.cde.ca.gov/be/st> in text or PDF.



Programs of Excellence...

Santa Clara Parent Education

"Now I know how to help my children get their homework done each day. I learned about my children's development and came to recognize their strengths." These are comments of former students on the successful outcomes of their participation in Santa Clara Adult Education's Parent Ed Program.

Awarded a Program of Excellence designation for 2004, Parent Education at Santa Clara has met the needs of parents and families for 23 years and annually serves over 1,600 students.

Classes offered include Positive Parenting, Raising Resilient Children, The Factor Factor, Stress in Children, Prenatal Yoga, Communicating with Children, Parenting Children with Special Needs, Living Without Violence, and CPR/Family Safety. Parent Education offers three Parent Education Preschools- Santa Clara Parents' Co-op, Sunnyvale Parents' Nursery, and Wilson Preschool. The preschools allow parents to interact with their children and practice parenting skills in developmentally appropriate classrooms and well-equipped outdoor play areas. The program provides a safe, welcoming environment for parents and children.

An effective event supporting Santa Clara Parent Education is the annual Parent University conference, which offers a variety of workshops and community resources.

The program maintains strong communication with students through newsletters, meetings, parent-teacher conferences, and home visits. Parents receive ongoing support on such issues as discipline, conflict resolution, and special education needs. Collabora-

tion with the K-12 school district, the parent advisory board, and other community agencies encourages parents to take an active role in their children's elementary schools and in the wider community.

Parent Education at Santa Clara reflects the multi-national population of Silicon Valley. Parents from many different nations and cultures attend the adult school's classes. For example, more than 17 languages are spoken in the Wilson Preschool. To build an understanding of the cultures they serve, teachers undergo special training and, where possible, translate materials or link students with mentors who share a common language.

Time constraints and childcare have been challenges for Parent Education. In order to be accessible for working parents, most classes other than the preschools are offered in the evenings or on weekends. As children grow older and become more involved in extra-curricular activities, parents sometimes shift their priorities from parenting classes to getting kids to after-school activities, helping children with homework, etc. Parent Education continually explores ways to reach out to parents in the elementary schools and offer support before there are crises in their families. This fall, the Santa Clara program was able to offer a low cost (\$20) evening parenting class that included free childcare.

Many former students volunteer in their children's elementary schools, while others have become instructional aides, special education therapists, and elementary or preschool teachers. More than a dozen former students have become parent educators.

For more information, contact **Daniene Marciano**, director, Santa Clara Adult Education, tel. 408-423-3501, email dmarcian@scu.k12.ca.us

Family Literacy Vital For Kids

Because of their parents' poor English skills, children of immigrants often must deal with complex issues and educational systems alone, according to a report by the David and Lucile Packard Foundation.

The study says 18% of U.S. children speak a language other than English at home. Twenty-six percent of children of immigrants live in households where no one age 14 or older speaks English well. The youngest members of the family are thus the main communicators with the outside world.

"They're going to be the workforce and the future of the country, so it's important that we

not close our eyes to their needs," says Margie Shields, editor of the journal *Future of Children*.

The report recommends schools and community-based organizations provide literacy programs and support groups to help these children and their parents. Studies show that literate parents lead to literate children, making adult education one of the primary education resources to help both parents and children. (Source: *San Francisco Chronicle*)

Adult School News & Notes

• **Tulare COE Honors Adult School Administrator:** Director of **Porterville Adult Education, Bob Perez**, will receive the Administrator/Manager Excellence in Education award



from the Tulare County Office of Education. A sign in Mr. Perez's office reads, "The best thing to spend on your children is time."

• **High Tech Marketing: Beaumont Adult Education** principal **Mike Neary's** "business card" is a three-minute infomercial on a miniature CD that plays on any computer equipped with a standard CD player and Windows Media Player or similar software. The 2"x3" disks come in a clear plastic sleeve and fit easily into a shirt pocket. Each is marked with a label bearing the school's logo and its address and phone number.

The CD's video includes voice-over and graphics.

While a number of Internet firms produce business cards for customers on CDs of various sizes and shapes, Mr. Neary thinks Beaumont may be the first public school in California to use them and create its own. The school produced 800 disks at a cost of about \$3,000.

"We wanted to show that adult school was much more than a night school for diplomas and GEDs," he said. "We basically did the whole thing using the same kind of desktop computer most people have." Contact: Mike Neary, tel. 951-845-

6012, email mneary@beaumontusd.k12.ca.us

• **Top Award for Adult School Teacher:** The John N. Pappas Humanitarian Award, the city of Hayward's most esteemed volunteer award, has gone this year to **Hayward Adult School** teacher, **Winnie Thompson**. Ms. Thompson will use the cash grant to help pay for an instructional video that will help her students improve their math skills.

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