

Oakland Unified School District's Adult Education Program and Funding

Submitted by Chris Nelson and Sue Pon

Oakland Unified School District's Adult Education Program has been providing Adult Education Services for 141 years. Over the past three years, state budget reductions have forced the District to make dramatic cuts to the Adult Education Program. In 2011-12, the Adult Education Program is only funded at 9% of the funding allocated in the 2008-09 school year. The following indicates the approximate program information and funding for Adult Education over the past three years:

| Adult Education (Total) | 2009-2010 | 2010-2011 | 2011-2012 |
|--|------------------|------------------|------------------|
| Staffing (FTE/PT) | 121/102 | 66.4/11 | 17.9/14 |
| Classes | 532 | 108 | 34 |
| Students Enrolled | 10,310 | 2,672 | 810 |
| Diplomas/ Certifications/Student Learning Gains/Outcomes | 6,698 | 1,856 | 67* Year to Date |

| Expenditures | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------|---------------------|--------------------|--------------------|--------------------|
| Salaries/Benefits | \$11,178,000 | \$5,869,000 | \$2,400,000 | \$2,400,000 |
| Supplies | \$188,000 | \$105,000 | \$ 50,000 | \$ 50,000 |
| Other | \$2,228,000 | \$527,000 | \$150,000 | \$150,000 |
| Total | \$13,594,000 | \$6,501,000 | \$2,600,000 | \$2,600,000 |

| Revenue Resources | 2009-2010 | 2010-11 | 2011-2012 | 2012-2013 |
|---|---------------------|--------------------|--------------------|--------------------|
| Unrestricted -General | \$11,542,000 | \$4,400,000 | \$1,000,000 | \$1,000,000 |
| Unrestricted - CBET | \$322,000 | \$322,000 | \$322,000 | \$322,000 |
| Federal & State Grants (WIA 231, Perkins, CalWORKs) | \$1,700,000 | \$1,408,000 | \$1,213,000 | \$408,000 |
| Other (PIC, Dept. of Rehab, Fees) | \$30,000 | \$170,000 | \$270,000 | \$270,000 |
| Total Resources | \$13,594,000 | \$6,300,000 | \$2,805,000 | \$2,000,000 |

At the beginning of 2011-12, Adult Education programming was divided into two programs administered under different Departments of the District. Family Literacy is now under the Leadership, Curriculum and Instruction Office and Adult and Career Education which includes GED and Career Technical Education are now part of the High School Office under the auspices of Alternative Education. These programs serve the District K-12 programs better blended within each of these different offices to provide strengthened coordinated services.

Due to a late start in the beginning of the 2011-12 school year, Adult Education is expected to only expend half of the funding from unrestricted funds leaving approximately \$600,000 unspent by the end of this year. Adult Education would like to take the unused allocations from all resources from 2011-12 to help offset the decrease of federal dollars for 2012-13, to be able to offer the same programming and staffing in Family Literacy and Adult and Career Education for next year.

The following tables represent adult education information by program:

| Family Literacy (Includes Parenting, CBET for 09-10) | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|----------------|
| Staffing (FTE/PT) | 10.1/16 | 17.0/1 | 3.0/10 |
| Classes | 126 | 22 | 14 |
| Students Enrolled | 2,822 | 989 | 447 |
| Student Learning Gains* | 1,680 | 936 | TBD by 6/30/12 |

| GED Program | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------|-----------|-----------|-----------------|
| Staffing (FTE/PT) | 2.0/4 | 2.0/0 | 7.0/4 |
| Classes | 20 | 14 | 10 |
| Students Enrolled | 327 | 469 | 305 |
| GED Certifications | 94 | 95 | 39 Year to Date |

| Career Technical Education | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------------|-----------|-----------|-----------|
| Staffing (FTE/PT) | 10.85/ | 4.0 | 2.9/0 |
| Classes | 165 | 27 | 10 |
| Students Enrolled | 1945 | 196 | 58 |
| Certifications | 191 | 90 | 28 |

| Adult High School Diploma | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|-----------|-----------|-------------------|
| Staffing (FTE/PT) | 11.31/6 | 15.0/0 | No Longer Offered |
| Classes | 31 | 18 | No Longer Offered |
| Students Enrolled | 235 | 184 | No Longer Offered |
| Diplomas Earned | 99 | 8 | No Longer Offered |

| Adult Basic Education (Includes Adults with Disabilities in 09-10) | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-------------------|
| Staffing (FTE/PT) | 13.46/24 | 12.0/0 | No Longer Offered |
| Classes | 97 | 9 | No Longer Offered |
| Students Enrolled | 1,343 | 130 | No Longer Offered |
| Student Learning Gains* | 365 | 3 | No Longer Offered |

| English as a Second Language/ Citizenship | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-------------------|
| Staffing (FTE/PT) | 32.5/27 | 0/8 | No Longer Offered |
| Classes | 93 | 18 | No Longer Offered |
| Students Enrolled | 3,638 | 704 | No Longer Offered |
| Student Learning Gains* | 4,269 | 714 | No Longer Offered |

Staffing data by program does not include Adult Education administration or classified.

*Student learning gains are 5 points gain in a post test on the Statewide Standardized Assessment.



Family Literacy Program

DATA & OUTCOMES - 2011-2012

March Update 2012

The Family Literacy program supports the OUSD strategic plan for Full Service Community Schools by empowering parents and guardians to:

- Support their children's academic progress.
- Develop family engagement and leadership skills in full service community schools.

The Family Literacy program provides quality academic and literacy instruction to OUSD parents in the context of the National Family Literacy model. At each school site campus, Adult Basic Education instruction is coordinated with the three other Family Literacy model components: Children's Education, Parent Time and Parent and Child Together (PACT) time.

| ESL Family Literacy | as of March 13, 2012 |
|-------------------------------|-------------------------|
| Number of Classes | 10 |
| Locations | 10 |
| Adult Students with 12+ hours | 379 |



| Computer Family Literacy | as of March 13, 2012 |
|-------------------------------|-------------------------|
| Number of Classes | 4 |
| Locations | 2 |
| Adult Students with 12+ hours | 68 |

Family Literacy School Sites:

| Region 1 | |
|----------------------------|-------------------|
| School | Class |
| Lafayette | ESL |
| Westlake | Internet – Winter |
| West Oakland Middle School | Internet – Spring |
| Martin Luther King | Computer – Spring |
| Sankofa | Computer – Spring |

| Region 2 | |
|------------------------|-----------------|
| School | Class |
| Roosevelt | ESL |
| Allendale | ESL |
| Fruitvale | ESL |
| LaEscuelita | ESL |
| Urban Promises Academy | Internet – Fall |

| Region 3 | |
|--------------------------------------|-------|
| School | Class |
| Korematsu/ Esperanza | ESL |
| Coliseum College Preparatory Academy | ESL |
| New Highland/ Rise | ESL |
| East Oakland Pride | ESL |
| Sobrante Park/ Madison | ESL |

OUSD Family Literacy Program

March 2012 Update

Overview

From within the Leadership, Curriculum and Instruction Department, the Family Literacy program supports the OUSD strategic plan for Full Service Community Schools by empowering parents and guardians to:

- Support their children's academic progress.
- Develop family engagement and leadership skills in full service community schools.

The Family Literacy program provides quality academic language and literacy instruction to OUSD parents in order to:

- Develop, increase and build on the literacy skills of parents.
- Develop the skills of the parents to support their child's academic success.
- Develop family engagement and leadership skills toward meaningful family engagement.

The Family Literacy Program provides Adult Basic Education instruction (English as a Second Language, Computer Literacy) to parents in the context of the National Family Literacy model. At each school site campus, Adult Basic Education instruction is coordinated with the three other Family Literacy model components: Children's Education, Parent Time and Parent and Child Together (PACT) time.

The Family Literacy program evolved from the Community Based English Tutoring (CBET) program, funded to assist parents in developing English language and literacy skills while learning strategies to support the academic and social success of their school age children. Family Literacy opportunities for native-born speakers of English are also developing.

With limited funding in 2011-12, the OUSD Family Literacy program developed a new program design that provides parents and guardians with quality instruction while addressing concerns of:

- **Equity:** How can limited Family Literacy funding equitably serve school communities across OUSD?
- **Sustainability:** How can limited Family Literacy funding provide services to schools in a way that is sustainable over time?
- **Scalability:** How can limited Family Literacy funding be leveraged to "scale up" over time and build capacity to offer integrated Family Literacy and Family Engagement services in all district schools?

Curriculum and Family Engagement

The following core ESL Family Literacy curricular units build parents' academic language and literacy skills to support their children's academic progress and to develop school engagement skills:

- Connecting with the School Community
- Home Learning Environment
- Healthy Families
- Community Learning Opportunities

Computer Literacy instruction includes the following curricular units:

- School and District Websites
- Parent Portals
- Email Communication
- Internet Safety

The Family Literacy program is strategically placed in the Learning, Curriculum and Instruction (LCI) Department so that the andragogy of the parents is more aligned with the pedagogy of the children. Examples include:

- The ESL Family Literacy teachers are being trained in Systematic English Language Development by members of both the Family Literacy and the Literacy staff.
- Additional Family Literacy curriculum includes building parents' capacity to support their children in meeting college and career readiness goals, as well as their own.
- Some ESL Family Literacy classes are beginning to use and support K-12 technology interventions with parents such as Fast Forward and Reading A-Z.
- Computer literacy instruction is coordinating with Instructional Technology in LCI, particularly with learning outcomes.

The Family Literacy program is coordinating with the Family and Community Engagement unit of the Full Service Partnership Schools Department to engage parents in activities such as the development of Family Engagement Standards and participation in district-wide Parent Conferences. The Family Literacy class is often a foundation for parent engagement at the partner school site, including involvement in English Language Advisory Council (ELAC), School Site Council (SSC) and volunteering.

2011-2012 Update

In 2011-12, five ESL Family Literacy classes started in November and an additional five classes started in January. These ten classes are serving half the number of schools served in 2010-11. To date, 447 parents are participating. School selection included consideration for equity of geographic location, equity of demographics, and equity to access of other parent supports. The mobile classroom is providing internet instruction to parents at three middle schools.

| Region | School |
|---------------|--|
| 1 | Lafayette (ESL Family Literacy) Westlake (Internet – Winter) West Oakland Middle School (Internet – Spring) Martin Luther King (Computer – Spring) Sankofa (Computer – Spring) |
| 2 | Roosevelt (ESL Family Literacy) Allendale (ESL Family Literacy) Fruitvale (ESL Family Literacy) LaEscuelita (ESL Family Literacy) Urban Promises Academy (Internet – Fall) |
| 3 | Korematsu/Esperanza (ESL Family Literacy) Coliseum College Preparatory Academy (ESL FL) New Highland/Rise (ESL Family Literacy) East Oakland Pride (ESL Family Literacy) Sobrante Park/Madison (ESL Family Literacy) |

Measuring Impact

1) Literacy Skills

One of the best indicators of a child's academic success is the educational attainment of the mother.¹ The Family Literacy program has consistently measured adult student learning through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS).

2) Skills to support children's academic progress to graduation and beyond

Research also indicates a positive correlation between specific parental behaviors and the academic and social success of school-age children. Adult student surveys in the Family Literacy program (2008-09, 2009-10) tracked self-reported, perceptual, behavioral outcomes that measured the extent to which adult Family Literacy parents believe that they were better able to:

1. Help their children do well in school;
2. Communicate with the school's staff;
3. Be more involved in their children's learning.

3) Family Engagement

In 2010-11, the Family Literacy program adopted four new metrics to measure how Family Literacy classes lead to meaningful parent engagement:

1. Parent and Child Together (PACT) participation
2. Parent workshop participation
3. Involvement in school-based volunteer activities
4. Involvement in school-based leadership activities (e.g. ELAC, SSC)

The Family Literacy program is currently reviewing program impact outcomes and measurement.

The Family Literacy program supported 55 parents' participation in the Latino Parent Conference in February 2012 and the District Advisory Council (DAC) Parent Conference in March 2012. The parents were supported with chartered buses or bus tickets, were accompanied by six Family Literacy teachers, and were provided with accompanying class instruction.

"There is no excuse to be absent from parent meetings, school events and conferences with our children's teachers. We must know the teachers, the school board, and visit the school often. This sends a tremendous positive message to our kids- that we care about them and are interested in their academic development." (parent)

A Yemeni parent was elected the president of English Language Advisory Council as a direct result of the DAC Parent Conference.

¹ National Center for Family Literacy. (2003) *All about families: The effects of maternal education on child achievement* (Issue No. 1). Louisville, KY: National Center for Family Literacy.

Cost Factors

In the new Family Literacy Program Design, individual school sites will gradually assume the cost of the Family Literacy teacher, while the Family Literacy program will continue to cover the cost of training, supplies, materials, babysitting and administration. In 2011-12 all program costs will be supported by the Family Literacy program. In 2012-13, 25% of the teacher cost will be supported by individual school sites, increasing each year.

Year 1 (2011-12)

- Cohort 1: 100% teacher cost funded by the Family Literacy program

Year 2 (2012-13)

- Cohort 1: 25% teacher cost funded by the school sites
- Cohort 2: 100% teacher cost funded by the Family Literacy program

Year 3 (2013-14):

- Cohort 1: 50% teacher cost funded by the school sites
- Cohort 2: 25% teacher cost funded by the school sites
- Cohort 3: 100% cost funded by the Family Literacy program

Year 4 (2014-15):

- Cohort 1: 75% teacher cost funded by the school sites
- Cohort 2: 50% teacher cost funded by the school sites
- Cohort 3: 25% teacher cost funded by the school sites
- Cohort 4: 100% teacher cost funded by the Family Literacy program

This shared cost structure supports the sustainability and scalability of the Family Literacy program over time. Additional Family Literacy instruction in the coming years will also depend upon the level of funds OUSD will restore to adult education programming.

March 2012

A similar report to the following 2010-11 Impact Data will be prepared in June 2012 for Family Literacy services offered November 2011-June 2012.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND ADULT AND CAREER EDUCATION

**Oakland Adult and Career Education ESL Family Literacy Impact Data
2010-11 Update**

Family Literacy Background

The federal definition of Family Literacy (Workforce Investment Act (WIA) 1998, Title II, the Adult Education and Family Literacy Act, is: ***“assist adults who are parents to obtain educational skills necessary to become full partners in the educational development of their children.”***

“The term ‘family literacy services’ means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all the following activities:

- A) Interactive literacy activities between parents and their children.*
- B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.*
- C) Parent literacy training that leads to economic sufficiency.*
- D) An age-appropriate education to prepare children for success in school and life experiences.”*

Research

- “The findings indicate that programs to improve maternal literacy skills may provide an effective means to overcome the disparity in academic achievement between children in poor and affluent neighborhoods.” (National Institutes for Health, November 2010)
- “Family involvement in schools leads to better achievement for children.” (Henderson, A. (1988). Parents are a school’s best friend. *Phi Delta Kappan*. 70, 148-153)
- “Children are short-changed when adults are overlooked, Better-educated parents produce better-educated children. Better-educated adults demand and get better schooling for their children. Better-educated parents produce safer communities conducive to learning. Better-educated adults are more productive for society.” (Tom Sticht, Report on Literacy Programs, October 1994)
- “Three decades of research have shown that parental participation improves student learning. This is true whether the child is in preschool or the upper grades, whether the family is rich or poor, whether the parents finished high school or not.” (Strong Families, Strong Schools, U.S. Department of Education, 1994)

Measuring Impact

Oakland Adult and Career Education (OACE) has consistently measured adult student learning in the Family Literacy Program through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS). (Three year level completion data attached).

It is not possible to correlate parent participation in Family Literacy programs with children's test scores due to the multitude of factors affecting children's academic achievement. However, research indicates a positive correlation between specific parental behaviors and the academic and social success of school-age children. These parent behaviors include:

- Parent involvement at school sites.
- Parent engagement in parenting education activities.
- Active parent involvement in their children's learning process.

During 2008-09 and 2009-10, Oakland Adult and Career Education had the capacity and resources to conduct comprehensive adult student surveys tracking self-reported, perceptual, behavioral outcomes that measured the extent to which adult Family Literacy students believed that they were better able to:

1. Help their children do well in school;
2. Communicate with the school's staff;
3. Be more involved in their children's learning,

as a result of their participation in the Family Literacy program.

With the implementation of the national model for Family Literacy in 2010-11, we are now adopting four new metrics on the Family Literacy Score card:

1. Parent and Child Together (PACT) participation
2. Parent workshop participation
3. Involvement in school-based volunteer activities
4. Involvement in school-based leadership activities

Parent and Child Together (PACT) time was implemented in all ESL Family Literacy classes for the first time in 2010-11. PACT is a signature component of the national Family Literacy model where parents regularly visit and participate in their children's classrooms. During 2010-11, approximately 77% of parents in the ESL Family Literacy classes participated in PACT at some point in the school year. (Note: Variable factors include the degree of school partnership, parents being in the same school location as the children, and variable schedules.)

OACE ESL Family Literacy classes lead to powerful family engagement, including being an entry point to the leadership pipeline. Approximately 73% of Family Literacy parents participated in parent workshops; approximately 62.5% served as school volunteers, for example salad bar volunteers; and approximately 26% took on a school leadership role, for example participation on the English Language Advisory Committee (ELAC) and School Site Council (SSC) participation and leadership, as well as organizing school safety walks with Oakland Communities Organization (OCO).



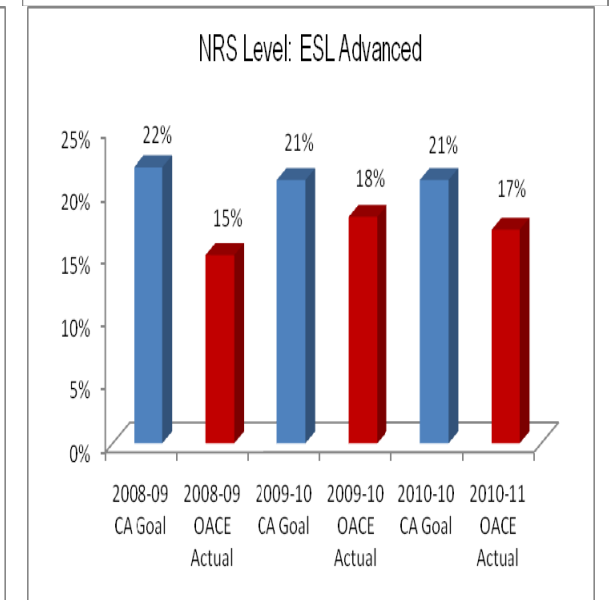
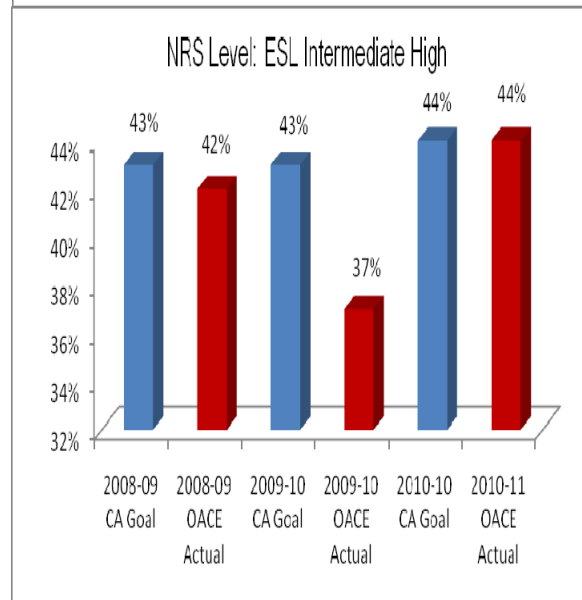
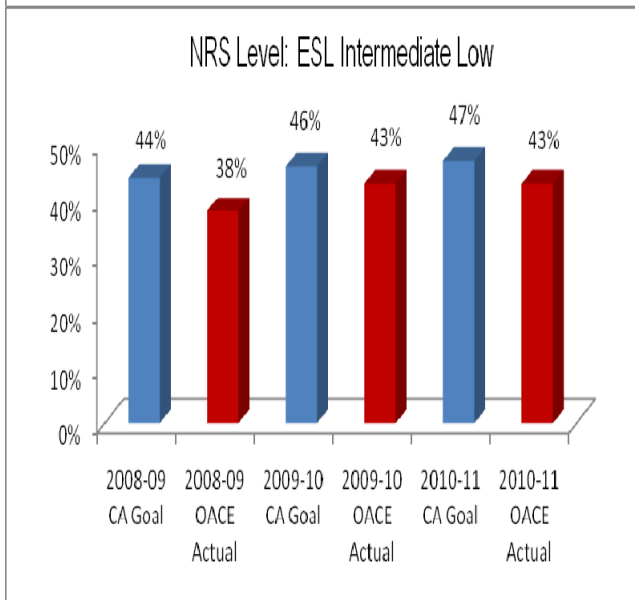
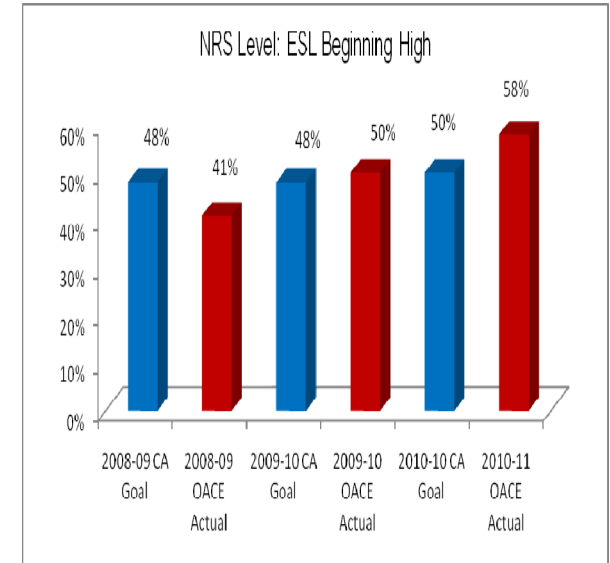
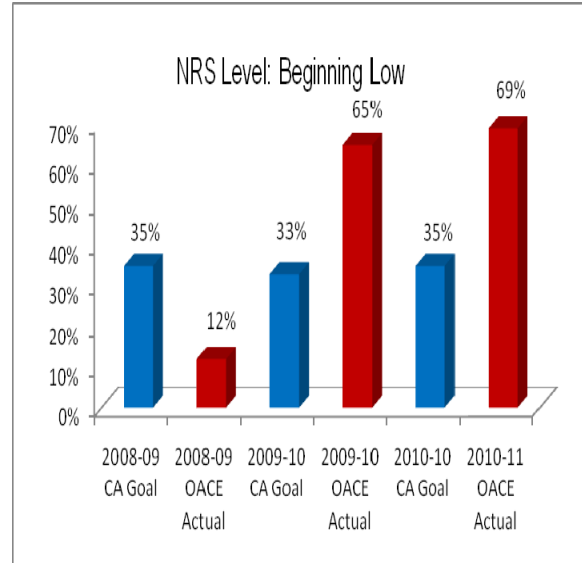
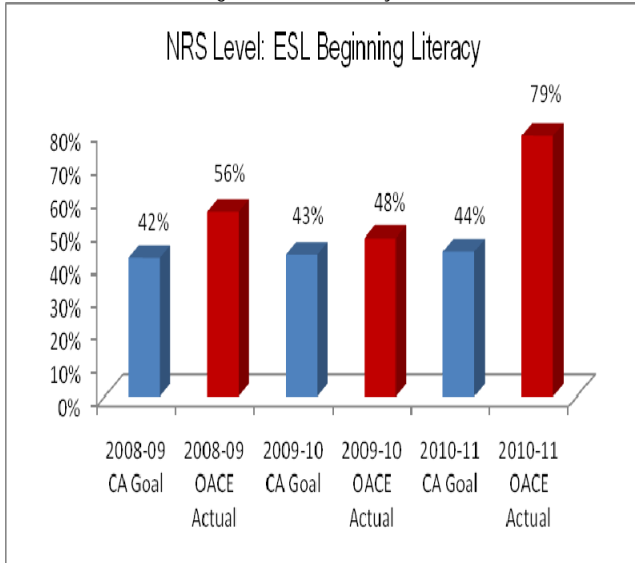
ESL Family Literacy

2010-11 PROGRAM SCORECARD

Rev 6/15/11

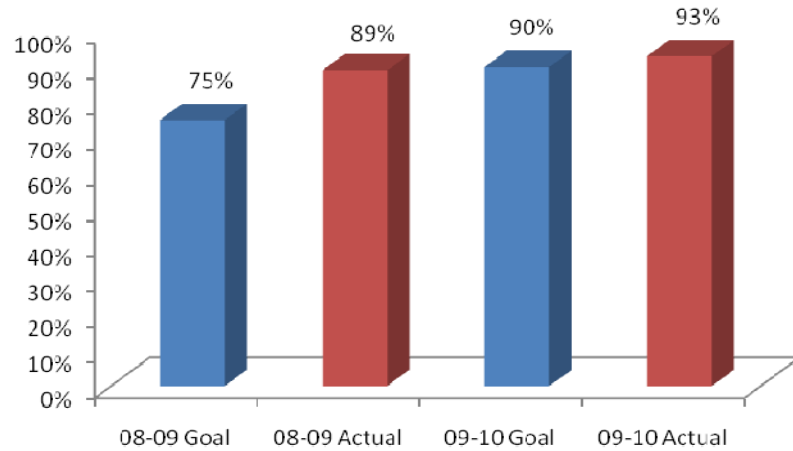
KEY INDICATORS – Completion of instructional levels as measured by adult student performance on standardized Comprehensive Adult Student Assessment Systems (CASAS) tests.

The Key Indicators provide a concise data-based snapshot of the ESL Family Literacy program highlighting adult students' priority outcomes in relation to ESL National Reporting System (NRS) level completion relative to the statewide goals established by CDE. For 2010-11, OACE students met or exceeded the CA Goals in 4 of the 6 instructional levels.

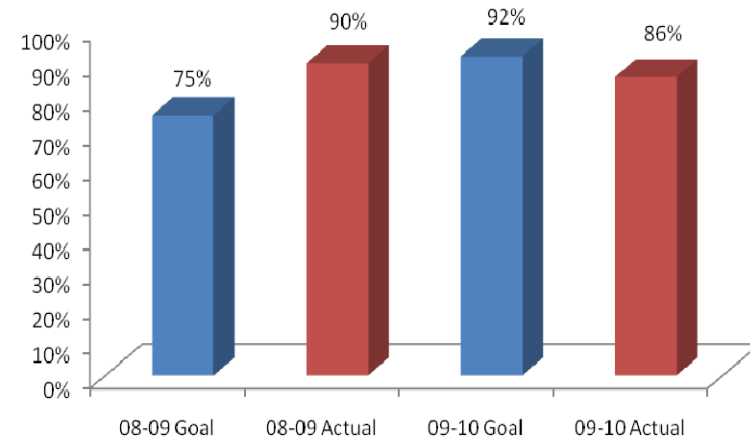


OACE Family Literacy Program

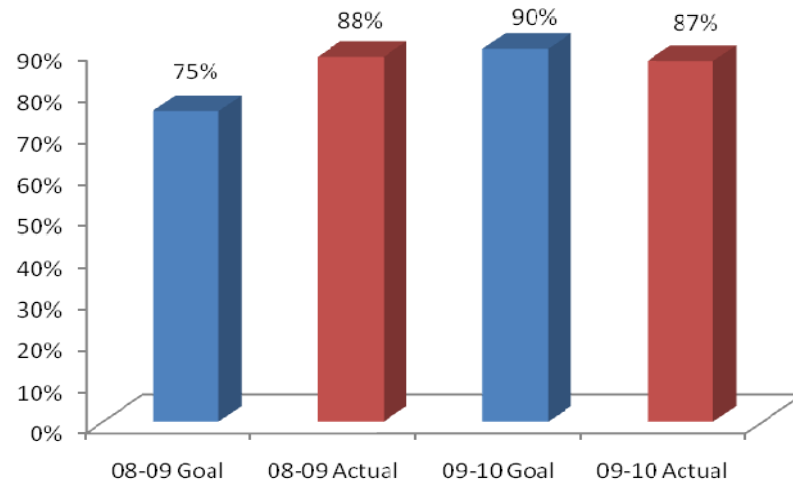
Percentage of Adult Family Literacy Students Who Agree or Strongly Agree that "As a result of this class, I am better able to help my child to do well in school."



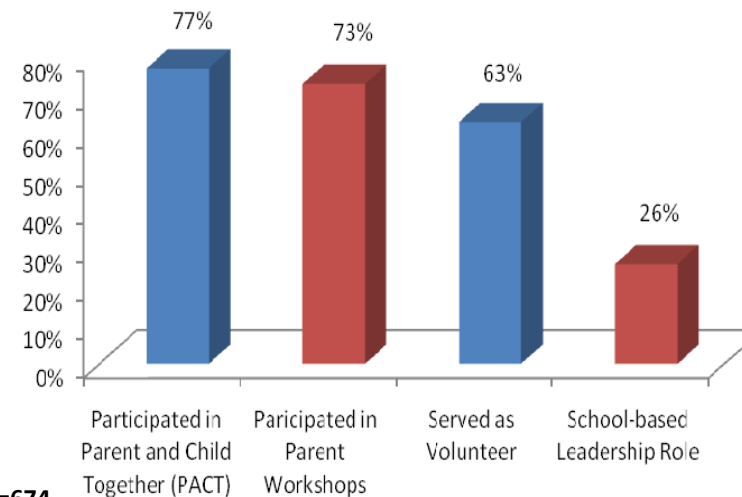
Percentage of Adult Family Literacy Students Who Agree or Strongly Agree that "My child is doing better in school because I am more involved in my child's learning."



Percentage of Adult Family Literacy Students Who Agree or Strongly Agree that "As a result of this class, I am better able to communicate with the school's staff."



Percentage of Adult Family Literacy Students in 2010-11 Who Participated in School-Based Family Engagement Activities



N=674



DATA & OUTCOMES - 2011-2012

March Update 2012

Adult and Career Education (ACE) directly supports the mission and strategic goals of our District. Our focus includes: GED, Pre-GED and Career & Technical Education, Certified Nurse Assistant Program (CNA) and Project Search. ACE is on target to surpass last years' GED pass rate of 95 students. Most testing occurs in the Spring. ACE continues to add more classes and partners throughout the District and the city.

| GED PROGRAM | as of March 2, 2012 |
|-------------------------------|------------------------|
| Number of Classes | 12 |
| Locations | 6 |
| Adult Students with 12+ hours | 187 |
| OUSD High School Students | 15 |
| *Students Tested | 43 |
| Students Passed | 39 |
| Pass Rate | 91% |

*GED Graduation is June 20, 2012.
Students are tested in all 5 subject areas.



| CTE CNA Program | 10-Week Certification |
|----------------------------|--------------------------|
| Number of Classes | 2 |
| Students Enrolled | 24 |
| *Students Certified | --- |
| Pass Rate | --- |

**Students are State certified in May.
Graduation is May 18, 2012.*



| CTE Project Search | 1-Year Internship |
|-------------------------------|----------------------|
| Number of classes | 2 |
| Students Tested | 20 |
| Students Passed | 20 |
| Pass Rate | 100% |

Graduation is July 2012.

OUR PARTNERS: (★ Class Locations)

- ★ Alameda County Government Office
- ★ Children's Hospital
- Oakland Housing Authority, Department of Family and Community Partnerships
- Spanish Speaking Citizens' Foundation
- Alameda County Office of Education - Foster Youth Services
- ★ Dewey Academy
- Pivotal Point Youth Services, Inc.
- ★ Unity Council
- Allen Temple Baptist Church
- ★ Esperanza/Korematsu Discovery Academy
- ★ Salvation Army
- ★ Youth Uprising
- ★ McClymonds High School

OUSD Adult and Career Education Department

March 2012 Update

Overview

From within the High School Office, the Adult and Career Education Department supports the OUSD strategic plan for Full Service Community Schools by:

- Providing GED Services as the final safety net for those OUSD students dropping out of school.
- Providing Career Technical Education training and resources to District schools and employees.

The Adult and Career Education Department:

- Develops the academic skills necessary for students to complete the GED examination.
- Develops the Career Technical Education skills necessary for students to gain employment.
- Coordinates, aligns and leverages Career Technical Education resources that can be co-utilized by adult learners and District students and staff.

The Adult and Career Education GED program is Oakland's primary programming for adults who have not obtained a high school diploma. The program is community-based at four OUSD school communities and two community-based organizations. The strong partnerships that have been developed over the year utilize the benefits of the full service community schools and the support services of the Community-based organizations. Supports to GED students from schools and community-based organizations include mental and physical health screening, substance abuse counseling, transportation and childcare assistance.

The GED program and supports provided to schools and Community-based organizations are:

- GED Assessment
- GED Test Preparation Courses
- GED Readiness Courses
- GED Testing Fee Stipends
- Semi-Monthly GED Examination Sessions.
- Academic and Career Counseling
- Instructional and Curricular Supports for Partner GED Programs

This well-coordinated model utilizing the services, expertise and funding of each organization ultimately allows access to comprehensive GED services for Oakland residents and OUSD students.

The Adult and Career Education Career Technical Education program is designed for students who wish to obtain certification in a particular field or career pathway. The program is based at McClymonds High School and 2 Offsite locations and is open to adults and graduating high school students. Current Adult and Career Education Career Technical Education certification courses include:

- Administrative Assistant Program – A 100 hour course designed for OUSD Classified providing professional development opportunities for improving clerical skills. Begins April 2012 and open to the public if room is available.
- Certified Nursing Assistant Program – A 200 hour course for people interested in entering the healthcare professions.
- Project Search – A 1 year full time internship for Adults with Disabilities learning high level work skills at Children's Hospital and the Alameda County Government Offices in partnership with Eastbay Innovations, a community-based organization and funded through the State Department of Rehabilitation.

All Career Technical Education programs are developed in relationship with partners including state and local government agencies, non-profits including hospitals, and OUSD's Human Resources Department.

Curriculum and Instruction

The Adult and Career Education Department is strategically placed within the High School Office which includes Alternative Education and the College and Career Readiness Office. This placement has made for a unique partnership that helps High School students who are dropping out have access to Adult and Career Education services when needed. ACE now works closely with the High School Office counseling team to provide referrals to ACE including one counselor who provides assessment, orientation, and academic and career counseling for all referred students.

The curriculum for the GED program has been developed over the years and refined by experienced GED teachers. The curriculum for each of the Career Technical Education courses have been approved and certified by approving industry or state organizations. GED curriculum is based on the five content areas of the GED examination including Language Arts, Writing, Social Studies, Science and Mathematics. The Career Technical Education curricula consist of state or business approved course content based on industry standards. Staff credentials match the requirements for GED preparation and Career Technical Education course instruction.

2010-2011 Review

Last year ACE not only provided GED and Career Technical Education programming but also included an Adult High School Diploma program. The Adult High School Diploma courses were offered at high school locations utilizing computer learning labs while the GED courses were offered at a variety of school and community locations. The Adult High School Diploma courses offered last year was a departure from tradition due to the closure of the two adult school campuses the previous year. Odysseyware software was determined as a program that would best fit adult learning needs in computer labs based at high schools and providing cost-effective delivery of the AHSD courses. Unfortunately, Odysseyware was problematic for a variety of reasons:

- The program year had a late start due to adult school site closures.
- Teachers had to be retrained and were unaccustomed to the computer-based approach.
- Cyber High at most high schools turned out to be a better alternative to Odysseyware for high school students.

Adult High School Diploma courses were not well attended and there were very few graduates. Adult High School Diploma was eliminated at the end of last year.

Last year, Career Technical Education programming included two Certified Nursing Assistant courses, one Administrative Assistant course, one Medical Front Office training, one Medical Terminology training program, and a Project Search internship. All of these courses were well-attended. The Certified Nursing Assistant program, Administrative Assistant program and the Project Search internship had high success rates. The Medical Front Office and Terminology courses were difficult and challenging to provide and with less success. By the end of the year, it was determined to discontinue the Medical Office and Terminology courses and to only offer Administrative Assistant training at the McClymonds campus where the majority of students were enrolled.

2011-2012 Update

After all of the teachers were laid off at the end of the last year, it took some time to rehire and bring back teachers from the layoff list. In the beginning of the 2011-12 school year, some CTE and GED courses were started over the course of the fall semester. By March of 2012 twelve GED courses and three CTE courses were operating in all regions of the District.

Site selection for classes was based on insuring that there were initially GED classes in each region with each region having two sites. Selection included consideration for equity of geographic location, equity of demographics, and equity to access of school and community-based organization supports. This year the emphasis was placed on working with McClymonds, Dewey, and Youth Uprising to keep students from dropping out of school. Currently 16 high school seniors are enrolled in GED preparation from these schools and it is anticipated that number will double over the next few months. Also, a Spanish GED

course was introduced at the Unity Council. Currently 35 adults are enrolled in this course. Interesting to note is that 91% of all Adult and Career Education students enrolled are Oakland residents and 36% of them are former OUSD students.

| Region | School/CBO Site |
|--------|---|
| 1 | McClymonds (GED, Administrative Assistant., Certified Nursing Assistant) - 5 courses Salvation Army (GED)- 2 courses Children's Hospital (Career Technical Education- Project Search)- 1 course |
| 2 | Dewey Academy (GED) - 3 courses The Unity Council (Spanish GED) - 1 course Alameda County Government Offices (Career Technical Education- Project SEARCH) - 1 course |
| 3 | Korematsu/Esperanza (GED) - 1 course Youth Uprising (GED) - 1 course |

In addition, Adult and Career Education is in the process of developing partnerships with two other partners: Allen Baptist Temple and Laney College. Both partners are interested in Adult and Career Education providing GED instruction. This would provide more supports to the African American community in East Oakland and supports to students wishing to transition to Laney College.

Measuring Impact

1). Develops the academic skills necessary for students to complete the GED examination

Through implementation of the standardized Comprehensive Adult Student Assessment System (CASAS) and GED Predictor tests, GED Teachers work collaboratively looking at student assessment data to determine the most appropriate instructional interventions. GED teachers also work in a PLC to review student work and develop strategies to help students successfully pass all sections of the GED.

2). Develops the CTE skills necessary for students to gain employment

All remaining CTE programs (Admin. Asst., CNA, and Project SEARCH) have high rates of successful completion (between 90-100%).

3). Coordinates, aligns and leverages CTE resources that can be co-utilized by adult learners and District students and staff.

The Administrative Assistant program will provide District classified employees the opportunities for job growth and improvement of skills for OUSD positions beginning in April 2012 as it did in the previous year.

Comparing last year with this year is difficult as some programs and services were either eliminated or changed. Funding for the program decreased by 86%. The following reflects major ACE results:

| 2010-11 | | 2011-12 | |
|-------------------------|--------------------------|---------------------|--------------------------|
| Student Enrollments | Graduates/Certifications | Student Enrollments | Graduates/Certifications |
| Diploma 184 | 8 | No longer Offer | No longer Offer |
| GED 469 | 95 | 334 | 39* |
| CNA 33 | 31 | 29 | 8* |
| Admin. Assistant 15 | 15 | Class begins 4/12 | - |
| Medical Front Office 15 | 8 | No longer Offer | No longer Offer |
| Medical Terminology 15 | 8 | No longer Offer | No longer Offer |
| Project SEARCH 12 | 12 | 20 | 20 |
| Total 743 | 177 | 383 | 67* |

*as of March 2012.

Most of the graduations and certifications will be completed by the end of this school year and on target to meet last year's graduation and certifications rate.

