

# DANCE

DIVISION OF ADULT AND CAREER EDUCATION

*We are an adult and occupational education system whose mission is to provide the diverse population we serve with quality lifelong educational opportunities that will empower each student to contribute to and benefit from an ever-changing society.*

## Career and Life Preparation with a Special Emphasis



*ELAOC is equipped with cutting-edge adaptive technology that offers adults with disabilities a wide range of career classes. (L-R) Advisor Marisela Bustillos and Instructor Blanca Licea watch the keyboard skill of student Phillip Mendoza.*

Many are visually or hearing impaired; others have cerebral palsy or other disabilities. But the emphasis here is on the learning potential, not the disability. The Program provides reasonable accommodations and supportive services to 13,000 adults with special needs. "We are on a mission to create a bridge for our students to transition into the world of work," declares Terry Wetzel, the Program's Specialist. "We have more than 3000 success stories."

Marina Gonzalez is one of them. She was hired right out of the Adults with Disabilities Program at East LA Occupational Center

(ELAOC). She is a 35-year-old single mother working full time as a certified special education assistant and attending college to become a teacher. "I came to the program to get my GED," she recalls. "And I continued on to earn special education certification." Because of her visual impairment, she needed the accommodations provided at ELAOC and learned technology skills on state-of-the-art computers with speech and large print software. "The teachers are

*See Special Emphasis, page 5*

### Call

**(213) 62-LEARN**  
( 2 1 3 ) 6 2 5 - 3 2 7 6

For additional information about Adult and Career Education Programs

### Visit Us on the Web

You can link to the Division of Adult and Career Education from the LAUSD Web site by clicking on Adult Education, or simply by typing the following URL:  
<[www.lausd.k12.ca.us/lausd/offices/dace](http://www.lausd.k12.ca.us/lausd/offices/dace)>

**For students in the Division's Programs for Adults with Disabilities, the possibilities for independent living and careers seem endless.** At Employment Preparation Centers located across LAUSD, vocational classes are buzzing with students learning computer technology, preparing to take the GED, and acquiring a wide range of job skills.

## National Family Literacy Day

**Celebrating the efforts to improve literacy and parenting skills are (standing) Dr. Santiago Jackson, Division Asst. Supt. and Gloria Jahn, Manager of Corporate Affairs for Toyota Motor Sales with teacher Servando Ortega and one of the families who participated in Toyota's Families in Schools Literacy classes.**

The program funded by Toyota is based on a national model. "Parents attend classes to build English and literacy skills with their children," said Dolores Diaz-Carrey, the Division's Director of Instructional Services. The Families in Schools event was held at Elizabeth Learning Center. It recognized the cooperative work of Garfield, Huntington Park, and Harbor Community Adult Schools with Elizabeth Learning Center, Murchison, and 15th Street Schools. As Dr. Jackson said, "the academic



success of K-12 pupils is largely reliant on the literacy and educational skills of parents. Career preparation also begins with strong literacy skills."





**Board of Education**

*President*  
Caprice Young

Marlene Canter

Genethia Hudley Hayes

José Huizar

Julie Korenstein

Mike Lansing

David Tokofsky

**District Administration**

*Superintendent of Schools*  
Roy Romer

*Sr. Deputy Superintendent Educational Services*  
Maria Gutierrez Ott

**Division of Adult and Career Education Administrative Staff**

*Assistant Superintendent*  
Dr. Santiago Jackson

*Director, Adult Education*  
Lupe Reyes

*Director, ROC/IP*  
Nancy Woodrum

*Director, Instructional Services*  
Dolores Diaz-Carrey

**Los Angeles Unified School District**  
Division of Adult and Career Education

1320 West Third Street, Room 900  
Los Angeles, CA 90017  
213.202.5400

## After 9/11: The Division Responds

**"I can't afford to wait for the possibility that my job at LAX will come back. I need to move in a new career path. Please tell me about retraining opportunities."** The questions and interest never stopped around the Division booth at the November Job Fair held for displaced aviation industry workers. More than 1500 men and women attended the Fair looking for options after their jobs disappeared in the wake of the terrorist attacks on September 11th. The Division of Adult and Career Education joined nine job fair partners at the event held near LAX.



Answering questions about jobs and learning opportunities kept Division representatives busy at the LAX job fair.

Five occupational centers, one employment preparation center, four skills centers and one community adult school representing the Division provided information and materials about training and education programs. "We are pleased with the Division's ability to respond quickly to the community's needs," states Nancy Woodrum, Division Administrator for vocational programs. "These people will gain skills and confidence through our services." The Division was the only education presenter.

"Our people know that they must look into other careers. That's why the vocational education and

retraining available from LAUSD's Division of Adult and Career Education is so valuable," said Lisa Wellik, Sr. Management Analyst for the Los Angeles World Airports. "We've partnered with the Division on education projects before, so we were pleased that they were there for our workers." Dominick Cistone, Public Information Supervisor, says the pace of questions and requests for materials never stopped at the Job Fair. He also points to a new demand for adult and career classes across LAUSD. Enrollment is up 18% over last year. The slowing economy and the 9/11 aftermath may contribute to that

surge. For example, North Valley Occupational Center has increased its enrollment by 17% over last year. New students are acquiring new job skills, improving their English, getting their GED's, and making it back into the workforce – retrained and refocused with hope and direction. "People come here because they've been downsized and want to make a change," says NVOC Principal Donald Gaskin. "There are so many choices for them in career classes. The fees are minimal and the instruction top-notch."

## Get Me A Gig

Some have appeared in movies such as "Ali," and "Training Day," while others have performed in music videos. Earl Schuman alone has acted in 65 national commercials, the new television show "Scrubs," and as Lloyd Bridges' father in an episode of "Seinfeld." Although illustrious, these students' careers as performers do not go back very far. In fact, Earl Schuman only began acting a few short years ago when he retired from his first career as an insurance salesman. That was when he joined a class offered by the Division of Adult and Career Education called "Training for Another Career: Commercial Acting." The course is for men and women 60 and older who want to begin new careers acting in television commercials. And sitcoms. And print ads and anything else.

"They come from many different professions," explains teacher Adrienne Omansky, who founded the course. "We have retired executives, lawyers, judges, etc. I learn as much from them as they learn from me." Ms. Omansky created the class after taking her own mother to auditions and realizing the demand for senior actors. Since the beginning, her



(L-R) Student Marie Miller, VA's Lyle Stephen, student Wally Brazzell and VA engineer Mr. T (above).

students have not only sought and won employment in every area of entertainment, but they have also entertained at the Veteran's Administration, Alcott Rehabilitation and for many charity events. The series of two-and-a-half hour classes are held weekdays from January through September at nine different community adult schools. The only cost is a \$5 material fee.

As casting calls go, these classes are hits. According to Director Barbara Levin, Programs for Older Adults have "the third largest attendance in the Division."



## flying HIGH on Learning

# The Pendulum Swings Our Way

When the 2001 California legislature mandated that state schools be governed by a cohesive Master Plan for Public Education from kindergarten to career preparation, a task force of education leaders from across the state was selected to develop the groundbreaking document. Division Assistant Superintendent Dr. Santiago Jackson was asked to join the team. "It is a great opportunity," Dr. Jackson says. "The Master Plan will connect academics, vocational education, and career preparation into a comprehensive student-centered system."

Dr. Jackson is one of two LAUSD educators asked to participate. "We want The Plan to clearly define the role of Career Education, so that California students will be better prepared to choose careers – whether through training, job skills preparation, or college. The focus is on careers. Learning a trade will no longer be a Plan B," he explains.

He serves on the Workforce Preparation and Business Linkages subcommittee, which focuses on the value of strong career preparation programs to students and businesses. "When vocational classes are aligned with hiring needs of state and local businesses, skilled graduates will be sure of employment. And California industries won't have to deal with worker shortages," Dr. Jackson explains. "Minimum wages and unskilled lives will not haunt our students."

The goal for the Master Plan is to accomplish for K-16 public education what the Master Plan for California Higher Education accomplished for California colleges nearly 40 years ago. Now, in 2002, the Master Plan for Public Education aims to

integrate the entire educational experience into a system that will prepare students for successful transition to the high skill, high wage jobs of the 21st century as well as to postsecondary education and training. A draft of the plan will go to the state legislature at the end of January, and public hearings will follow. Ultimately, lawmakers and the Governor will enact a version into law. "The Master Plan will definitely raise the stature of vocational education," says Dr. Jackson, who will continue to keep the emphasis on career planning as the Master Plan works its way through the legislature. "The pendulum is swinging our way."

### Goals for Vocational Education

As identified by the interim report of the Master Plan Working Groups

- Students should have exposure to career options throughout their education tenure, beginning in the first grade.
- Resources for career guidance and assistance to students should be greatly enhanced.
- The state should establish standards for workforce skills to complement academic standards.
- There must be a significant increase in workforce preparation teachers and counselors.
- The status of career technical programs will be elevated.

This casual beginning to Edgar's career plans doesn't accurately reflect the effort that he has put into this endeavor. Edgar completed the coursework for his Airframe and Powerplant (A&P) certification over two years, and has passed the exams to receive both licenses. What makes his accomplishment such a standout is that "he finished the program before he turned 18," explains NVOC counselor Ellen Baker, while he was attending high school.

"He's just a terrific student," says Aviation Mechanics Instructor Phil Struyk. "He always paid attention and asked intelligent questions." Edgar, although now certified to work on all kinds of aircraft including helicopters and commercial aircraft, is technically still a high school student. "I got my GED," he explains with a grin, "but to be a student at NVOC for free, I had to be enrolled in high school. So I went back to school, and am working to get my diploma." Edgar enjoyed the academic aspects of the mechanics course, as well as the hands-on approach. "I've always loved science," he describes, "and here you can see the physical sciences in action. It's really an

active application of these forces."

Edgar's commitment to this program, while a sterling example of a dedicated student, is not unique at NVOC. The course work requires rigorous study, as well as many hands on projects that are completed at the Aviation Center at Van Nuys airport. "It takes about two years if you are going full time," explains Phil Struyk, "and four years for part time. About 80 students took the certification exam this year, and we had a 100% pass rate." They also maintain an excellent placement rate with the commercial airlines and corporations. The state required Edgar to wait until he turned 18 to take his certification exams, which he has now passed. In June, he'll receive his high school diploma. The sky's the limit for Edgar — literally.



Edgar Aragon-Torres(L), the youngest student to earn aviation mechanics certification at NVOC, talks shop with Principal Donald Gaskin (center) and teacher Phil Struyk.

### Jack Behrendt's

## Ten Best Movies List

For thirty years, Jack Behrendt was a Division teacher and administrator, most recently serving as Assistant Principal at Central High Adult School and Belmont CAS before that. "I loved it," he says.

Jack has had a concurrent love affair as well. "I have always loved movies. I see about 200 a year," explains the former actor who chose education as his career path after a successful run in movies and television in the late 1960's. He retired in September, which gives him a bit more cinema time. Here is his Top Ten List with his best wishes for good watching.

1. Moulin Rouge
2. Monster's Ball
3. Black Hawk Down
4. Shipping News
5. A Beautiful Mind
6. Bridget Jones' Diary
7. The Deep End
8. The Others
9. Lord of the Rings
10. Enemy at the Gate

## ADA Continues Increase

Once again the Division is showing significant gains in ADA (Average Daily Attendance) compared to last year's figures.

Economics and unemployment are clearly part of the picture, but in no way represent the total picture. The efforts, controls and strategies that have been implemented by both Central Office and the schools are clearly beginning to pay off.

The Division is currently in the "black" and all indications are that we will not face deficit issues for the balance of this fiscal year. "Of course, this is no time to rest on our laurels," said Dr. Santiago Jackson, Asst. Superintendent for the Division. "We're doing well, and all should be congratulated for the focus and energy that have contributed to the Division's current success."

The fine-tuning will continue throughout the year with the addition of the marketing plan, infrastructure adjustments, product changes, and new technologies. Dr. Jackson believes that "this Division is alive and well and focused."



# Apprentice Program

## 3000 Division students learn and earn.

**Oscar Meier is the driving force behind the Apprenticeship Program of the Division of Adult and Career Education. That program is the gateway to highly sought-after unionized jobs for those aspiring to qualify for them.**

Unions in Los Angeles know that "we train the people they send us," says Mr. Meier, so that the apprentices will learn skills that make them qualified for the job and union membership. More than 3000 Division students are currently participating in Apprentices Programs.

State-credentialed, field-experienced instructors train students in everything from brick laying to welding to cutting hair. Mr. Meier explains, "Say an individual goes to the union and says 'I want to be a sheet worker.' The union tests and interviews the applicant; then the student is ranked before being sponsored." A signatory contractor sponsorship means an entry-level paid apprenticeship, where, for example, a budding plumber works on-site with a company while receiving necessary training in one of many Division classrooms.

The Apprentices Program enables students to earn wages while they learn and advance. Painters and

sheet metal workers train for five years, dry wall finishers for three years, and brick masons for four. Starting pay for apprentices is in the \$10 to \$12 range, but after 5 years of training, a journeyman sheet metal worker can make \$63,000 a year, with medical benefits, a 401K plan, and a union pension.

Ed Welch is one of more than 200 instructors in the Apprentices Programs. A lifetime barber who owns his own shop, he teaches hair cutting at the Abram Friedman Occupational Center. On any given day, his 30 barbers-in-training gain hours toward certification while giving free haircuts. If, at first, this doesn't seem to be a road to riches, consider this opportunity. Says Meier, "Barbers can make \$80,000 a year."

Asked why a student should enter the Apprenticeship Program rather than simply take some courses in a trade, Meier clearly comes down on

the side of on-the-job experience. "Just because an individual finishes college doesn't mean he's necessarily a trained worker." In the Division's program, an apprentice gets training, real-life experience, and a paid job - all under a negotiated union contract and state-approved apprenticeship.



Vocational skills and safety are demonstrated by Division student Seth Chou, an apprentice in the Sheetmetal Local Union 108.

## A Teacher Plus ...

**It is fitting that veteran Division teacher Barry Bakin also writes for the magazine, *Language*.** As a regular columnist, he demonstrates how language teachers can integrate computers into their daily curriculum. He enjoys writing the columns, but perhaps more importantly, he believes that the interviews serve to enhance his work in the Division of Adult and Career Education.

Barry currently teaches at the Pacoima Skills Center. He has been teaching English as a Second Language (ESL) classes since 1987. He is also an Advisor for the Division, working to advance the use of technology. His regular column in *Language* has been a forum for him to get the word out to educators that technology, even when limited, can be used to great effect in the classroom. Much of the information Barry imparts is about the use of commercially produced software, such as the use of interactive CD-ROMs that give ESL students first-hand experience with English conversation. The

programs play simple conversations in English, which students then repeat as they are recorded for subsequent evaluation. The latest programs feature videos so students can watch and listen.



Barry Bakin.

Barry believes that teaching ESL students to use other, seemingly unrelated, computer programs facilitates the English learning process in new and expeditious ways. "I'm proud," he says, "of the fact that we've got ESL students doing PowerPoint presentations and making graphs in Excel." While his students are creating family trees in Publisher or writing stories with a word processor, they are soaking in the language by osmosis, by repetition, and by experience.

## Special Emphasis

from page 1

so supportive," Marina says, "And the equipment is great. I tell them that I want to teach here to help others as they helped me."

Career preparation and building independent living skills are the main components of the Programs for Adults with Disabilities. In dozens of community adult schools and community-based organizations, students are enrolled in classes such as communication skills or independent living skills. "We have partnerships with the State Department of Rehabilitation and community groups that enable adults with special needs to develop competencies in the adult world," explains Julie Desiderio, Program Teacher Adviser.

"The icing on the cake is Workability II," adds Marisela Bustillos, a Special Services Advisor at ELAOC. "It provides job placement services for our students, so they can go into the workforce. A graphic artist for *The Simpsons* is a graduate of the Program."

Steve Shook, a successful sales executive who lost his sight six years ago, enrolled at ELAOC reluctantly, he admits. But soon, his attitude changed. "The staff is so professional. I learned computer skills that enabled me to pass the state real estate exam. This is not a last chance school," he adds. "It's a great chance school."

# Marketing – The "M" Word

## For years, The Division has been challenged to organize and implement a marketing plan.

The public sector has been slow to adapt management techniques that have traditionally driven the private sector. In many cases, professionals such as doctors, lawyers, and educators have resisted the idea of marketing their services. Resistance has often been driven by some notion that professionals, particularly service-related professionals, are "above" marketing — thus the myth of marketing as a pejorative — the evil "M" word.

Hospitals, pharmaceutical companies, utilities, charities, colleges, politicians have slowly examined the techniques and advantages of marketing and have gradually embraced the concept to the extent that many of today's managers cannot conceive of a time when management plans excluded marketing. Community colleges, private vocational schools like ITT and Bryman have sophisticated plans and staffs, and significant budgets have been allocated for marketing efforts.

Now in response to requests from teachers, administrators and central staff, marketing efforts are under way with Dr. Santiago Jackson pioneering the development of this new culture. "It's time to take action," he explains. And to that end, action has begun.

The Division will soon have a Marketing Plan; implementation should begin in February. To prepare for the development of the plan, focus groups were conducted by Garcia and Associates, a marketing research firm that represents both public and private sector clients from all over the world.

Carlos Garcia in reviewing some of the highlights of the research wrote, "Awareness of the wide array of services and opportunities offered by the Division is exceedingly low." He goes on to suggest that "this lack of awareness extends even to current students whose awareness was limited to their specific programs and experiences." Implied by the specific research is the suggestion that legislators and foundations are also largely unaware of the Division's scope and benefits. Needless to say, Garcia's "moderator's impressions" simply and strongly state that "there is a clear need for a marketing plan."

The focus group study highlighted many opportunities. Almost all students are interested in education and training so that they can develop careers or improve their current job status. GED classes are much in demand and students are interested in classes to prepare them for the high school exit exam. Teacher-directed classes are preferred over all other forms of learning, and "hands-on" training is preferred by both students and employers. All groups saw tremendous value in developing a strong brand that would have "hiring" and "promoting" clout in the workplace.

The focus groups were a great start to begin understanding positioning, branding, image, and awareness.

It's obvious that our Division offers an opportunity waiting to happen for many high school students and adults looking to improve their lives. Dr. Jackson sees the marketing efforts as a "tremendous opportunity for the Division to take action in 21st Century management style."

# Technology is a Family Affair

## Thanks to an unusual technology project, San Fernando Valley families are starting the new year with home computer centers and the skills to use them as the centerpiece for learning.

On December 15, 2001, 55 families each received a new IBM Pentium 4 computer, an Epson printer, and one-year free Internet service. The parents were awarded the computers and a certificate of completion for concluding 60 hours of computer training at the Pacoima Skills Center. Accessing the Internet, using e-mail, and preparing reports using sophisticated word processing and graphics programs were among the skills the parents learned.

"The Valley Family Technology project began with a grant sponsored by City of Los Angeles Council member Alex Padilla's office to distribute 300 computers over 2 years," describes Pacoima Skills Center Assistant Principal, Adult Counseling Louis Lopez. "They had already identified the fourth graders at Pacoima Elementary School as the recipients, but also needed to include the entire family in the project, so they came to us." And so a great partnership was born, not only between two dis-

tinct schools, but also between parent and child.

"The elementary school was very comfortable with training the students and teachers to use these computers," explains Mr. Lopez. "We were able to offer the same resources to parents." Assistant Principal of Operations Jose Vargas agrees, "The parents now have enough technology skills to really work with their children. Their knowledge and presence will help to make sure the computers are a resource for learning."

Under the coordination of Ellen Berman, Pacoima Skills Center Computer Instructor, a partnership was made with a local bottling company to produce a Valley Family Technology Project student designed logo on bottled water. "This class project has been part of a remarkable transformation," says Mr. Lopez. "These are parents who came to us with little English language skill and little knowledge of technology. Now they are designing and producing their own logos." More importantly, they are now familiar with an invaluable resource to themselves and their families.

## DACE Benefits High School Students

**Don't be misled by our name!** The Division of Adult and Career Education is a significant part of the education of thousands of teenagers who are high school students across Los Angeles. More than 53,000 young people are enrolled in nearly 800 Division classes. "It shows how attractive – and necessary – our programs are for them," says Division Administrator Lupe Reyes.

That attraction is the opportunity for students to participate concurrently in Adult and Career programs and in high school classes. That means a teen can take Division classes at the same time he or she is attending high school. Those classes provide:

- Career training
- Remediation by taking basic math, reading, and language arts classes
- Programs to earn missing credits necessary for a high school diploma
- Classes on subjects that will help students prepare for the high school exit exam (a requirement for graduation in 2004)
- Dropout Recovery

The Division dropout recovery program is bringing 5200 teens back to education this year. Called the Alternative Education Work Center Program or AEWC, academics and vocational preparation are blended into a personal, caring plan for students who need its direction. "I was 16 and depressed when I dropped out of high

# Downtown with a Vision

**In the midst of downtown Los Angeles, there is a school where people who have fallen out of society can find their way home again.** The Thomas and Dorothy Leavey Learning Center, in partnership with Belmont Community Adult School and the Weingart Center Association, provides a tuition-free education and training program offering classes in office skills, job etiquette, plus employment counseling to people living on the fringe. The school also supports job enhancement skills for employees of the local hotels, offices, and industries. The goal is job preparation and promotion so that homelessness and hopelessness become only memories to Center graduates.

Dora Jackson is one of those making her way back because of the Leavey Center. "This class gives me the incentive to get off welfare and make sure my son and I have a better future," she says. After a tumultuous past that left her homeless, Dora heard about the Leavey Center through a flier at the shelter where she and her child live. Within a few months, she has learned to type 39 words per minute. She knows computer programs Word and Excel, as well as Access and Powerpoint so that she will soon qualify for a good job.

"This isn't just a class; it's where they try to get back into life," says Rosine Taylor-White, who oversees this Office Assistant program. Here, she makes



*Computer education is one of the most popular classes at the Leavey Learning Center.*

referrals for GED testing, conducts extensive assessments and offers vocational training, which may include job shadowing with local businesses. "I'm not just teaching from theory. I can relate," reveals Ms. Taylor-White, who once had lost everything herself. Doing much more than simply "relating," she and instructor Jenny Kershner train students in keyboarding, data processing, phone etiquette, reading comprehension, and math, as well as finding better jobs than clients might have had in their pasts.

Leavey students are finding and keeping jobs. Consider Andre Thrift, whose starting salary is \$12/hr as a Dock Clerk for SeaShore Services. Alexander Martinez is an assistant housing manager earning \$28,000.

When he came to the Leavey Center, he was homeless and had no ID, but he tested very high academically. His job came after he learned computers and got his green card through the program.

"We have former students working at Bank of America, Northrop, Kaiser, and with the Los Angeles Unified School District" among many others, says Rosine Taylor-White. The gratitude felt by the Leavey Center's alumni is only equaled by the satisfaction their instructors feel upon seeing lives turned around. Alexander Martinez recently returned for a visit after starting his job. "He came back all excited," Rosine remembers. "He was thrilled when he said, 'I'm paying taxes!'"



*Despite a busy schedule combining college classes and a full-time position in the Division's Personnel Office, AEWC graduate Harim DeLeon mentors current AEWC teens about the value of the program.*

school," recalls Harim De Leon. "A former teacher found me and told me to go to AEWC. It changed my life." He's earned his high school diploma, developed very marketable job skills, and works full-time in an office position he loves.

"Harim can do 30 things at once and ask for more," says his supervisor Roberta Nathanson, Coordinator of Personnel for the Division of Adult and Career Education. "He is a computer whiz, he answers all calls and questions for the fourteen people in our office. He's amazing." Harim credits AEWC teachers "who paid extra attention and helped me do more than just finish high school," he explains. "I took lots of computer classes and the Office Assistant course at Gardena CAS. It was hard work. But now I tell

other kids to go for it. If you don't have an education, you're nowhere." Harim is currently attending college three nights a week. He wants to be a teacher.