Local education agencies administer a variety of programs and services for children, youth and adults. Some of these programs and services target children, youth and adults who have not been successful in school or are at risk of not succeeding in school. Many of these programs would benefit children, youth and their families who need an integrated service delivery plan. It is, therefore, important for such integrated service delivery systems to understand which education programs and services are available to meet the educational and other needs of the children, youth and families they serve. This newsletter offers some basic information that can be used by those who provide integrated services. It briefly describes most of the programs and services administered by local education agencies that benefit children, youth and adults who have not been successful in school or are at risk of not being successful in school.

The programs and services described in this newsletter are organized into the following six categories:

- **Alternative Education for At Risk Youth:** These programs provide additional instruction and support, or alternative schools for children at risk of not succeeding.
- **Special Education:** These programs provide special education and related services to children and youth who need them to benefit from a free and appropriate public education.
- **School Safety:** These programs provide funding to local education agencies to develop collaborative programs designed to increase school safety.
- **Service Coordination:** These programs provide schools with funding to coordinate education services and supports for children and youth.
- **Adult Education Programs:** These programs provide education and other services to adults.
- **Childcare:** These programs provide childcare to eligible parents including parents who have children with special needs.

**ALTERNATIVE EDUCATION FOR AT-RISK YOUTH**

Local education agencies may provide a number of programs and services to meet the educational and other needs of children and youth who are at risk of not succeeding in school. These programs include, but may not be limited to:

- Community Day Schools
- Foster Youth Programs
- Teenage Pregnancy Prevention Grant Programs
- Juvenile Court Schools
- County Community Schools
- California School-Age Families Education (Cal-SAFE) Program
- HIV/STD Prevention Grants

**Community Day Schools**

The governing board of a school district may establish one or more community day schools. Community day schools should include the following program components:

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- School district cooperation with the county office of education, law enforcement, probation, and human service agencies personnel who work with at-risk youth
- Low pupil-teacher ratio
- Individualized instruction and assessment
- Maximum collaboration with school district support service resources, including, but not limited to, school counselors and psychologists, academic counselors, and pupil discipline personnel

Community day schools are intended to educate the following children and youth (unless there is an agreement that the County Superintendent of Schools will serve any of these students):

- Pupils who are expelled for any reason, with first priority going to pupils who have been expelled for any of the following reasons:
  1. Possessing, selling, or otherwise furnishing a firearm
  2. Brandishing a knife at another person
  3. Unlawfully selling a controlled substance
  4. Committing or attempting to commit a sexual assault or a sexual battery
- Pupils who are dependents or wards of the court and referred by the county probation department
- Pupils who are referred by a school attendance review board or other district level referral process

Community day schools have the following characteristics:

- Operated by school districts or county offices of education
- Have a minimum school day of 360 instructional minutes
- Are located separately from comprehensive, continuation, and opportunity schools
- Receive supplemental funding in addition to base revenue funding
- Cannot offer independent study

Foster Youth Program

The countywide Foster Youth Services program is expected to assist foster youth between the ages of 4 and 21 in working with their placing agency, the court system, public and private health and mental health agencies, and education service providers. The program should incorporate a case management model to provide and/or coordinate services that include:

- Education assessments
- Facilitating the transfer of the health and education passport
- Tutoring
- Mentoring
- Counseling
- Transition services, including vocational training
- Emancipation services and training for independent living
- Mainstreaming into a public school setting
- Advocacy training for program staff, group home staff, and foster parents

Projects are required to form a local advisory group of collaborative partners. The advisory group is responsible for planning the countywide Foster Youth Services program, providing input to the grant application submitted to the California Department of Education; advising on the direction of program services; and, as appropriate, collaborating in providing services.

Funding for the Foster Youth Services program is allocated through a noncompetitive application process through the California Department of Education. Funding to support the program is contingent upon the annual budget process.

Teenage Pregnancy Prevention Grant Program

The Teenage Pregnancy Prevention Grant Program (TPPGP) authorizes the California Department of Education to award five-year competitive grants to local education agencies to establish comprehensive teenage pregnancy prevention programs in
students include pregnant females and parenting males and females who are 18 years of age and younger, are expectant parents, the custodial parent, or the non-custodial parent taking an active role in the care and supervision of their child, and have not earned a high school diploma or its equivalent. Eligibility is extended for an additional semester if an enrolled student turns 19 without earning a high school diploma or its equivalent, and is extended until age 22 for otherwise eligible students who have active Individualized Education Plans (IEP). The goals for students enrolled in Cal-SAFE include:

- Graduating from high school
- Transitioning to post-secondary education or employment (for those who graduate)
- Not becoming welfare dependent
- Demonstrating effective parenting skills
- Not having a repeat birth or fathering repeat pregnancies before graduating from high school
- Pregnant students not having a low birth weight baby
- Children of enrolled students having enhanced school readiness

To meet these goals, a Cal-SAFE program may provide, in addition to an academic program that meets district standards, necessary support services and must provide childcare and development services for the enrolled students’ children. Support services may include:

- Parenting education and life skills classes
- Perinatal education and care, including childbirth preparation
- Safe home-to-school transportation
- Case management services
- Comprehensive health education including reproductive health care
- Nutrition education, counseling, and meal supplements
- School safety and violence prevention strategies targeted to pregnant and parenting teens and their children
- Academic support and youth development

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services, such as tutoring, mentoring, and community service internships

- Career counseling, pre-employment skills, and job training
- Substance abuse prevention education, counseling, and treatment services
- Mental health assessment, interventions, and referrals
- Crisis intervention counseling services, including suicide prevention
- Peer support groups and counseling
- Family support and development services, including individual family counseling
- Child and domestic abuse prevention education, counseling, and services
- Enrichment and recreational activities, as appropriate
- Services that facilitate transition to post-secondary education, training, or employment
- Support services for grandparents, siblings, and fathers of babies who are not enrolled in the Cal-SAFE program
- Outreach activities to identify eligible pupils and to educate the community about the realities of teen pregnancy and parenting

The support services and childcare and development program services are funded through two separate revenue sources. Local education agencies that are implementing a Cal-SAFE program receive funding based on average daily attendance in the Cal-SAFE program, which must be used to provide support services to enrolled students and in-service training for school staff on teen pregnancy and parenting related issues. County offices of education must use these funds to provide both an academic program and support services to enrolled pupils. Cal-SAFE programs also receive the standard childcare reimbursement rate per average daily attendance of children in their childcare program with adjustments for infants (0-18 months) and toddlers (18-36 months). These funds may only be used to provide developmentally appropriate childcare and development services to children of students enrolled in the Cal-SAFE program.

HIV/STD Prevention Grants

In July 2000, the Department of Education, School Health Connections Office competitively awarded two-year grants to 11 school districts and 8 county offices of education providing instruction to high-risk youth attending alternative, continuation, court, and community day schools throughout California. Local educational agencies will be implementing HIV/STD prevention programs in approximately 40 schools reaching more than 10,000 students by the time the grants end in June 2002.

The HIV/STD grant program specifically targeted funds to alternative schools based largely on findings from the 1998 Centers for Disease Control and Prevention Alternative High School Youth Risk Behavior Survey (ALT-YRBS). Comparing ALT-YRBS results with 1997 national YRBS results clearly demonstrated that the prevalence of most risk behaviors is significantly higher among students attending alternative high schools compared with students at regular high schools.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act requires states to provide a free and appropriate public education to children with disabilities. As a result, children with disabilities are entitled to special education instruction and related services that will help them benefit from a free and appropriate public education.

California devolves responsibility for providing special education instruction and related services to special education local plan areas (SELPAs). SELPAs develop special education plans for providing special education services that allow children with disabilities to benefit from a free and appropriate public education. The State Department of Education allocates state and federal special education funds among school districts, based on average daily attendance, to implement their SELPAs’ special education plans.

The funding allocated to school districts may be used flexibly to prevent a child’s need for special

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education services or to meet the special education needs of a child with a disability. For example, a school district could select an indicator that predicts future school failure (e.g., low reading scores) to identify children at risk of needing special education instruction and related services. The school district could intervene with the children at risk to prevent them from needing special education instruction and related services to benefit from a free and appropriate education. A school district could also choose to only serve children who have been identified as needing special education instruction and related services to benefit from a free and appropriate education.

**SCHOOL SAFETY**

Local education agencies (school districts and county offices of education) may administer the following grant programs and initiatives to increase and improve safety on public school campuses:

- Conflict Resolution and Youth Mediation Grant
- School Safety and Violence Prevention Act
- School Community Policing Partnership
- Gang Risk Intervention Program
- High-Risk Youth Education and Public Safety Program
- Tolerance Education Program
- Student Leadership Grant

**Conflict Resolution and Youth Mediation Grant Program**

The purpose of the Conflict Resolution and Youth Mediation Grant program is to initiate comprehensive programs for California’s public K-12 schools, which require the following three approaches:

- **Peer Mediation**: Trains a group of students to conduct peer mediation
- **Education**: Teaches students conflict resolution principles in separate courses or integrates the concepts into current curriculum
- **School Community**: Trains parents, teachers, and other staff in the principles of conflict resolution to create a peaceful school

The grant program provides $10,000 to schools to implement a youth conflict resolution/mediation program. In addition, funds may be used to retain a conflict resolution/youth mediation trainer to provide onsite training for school teams, release time for teachers or other team members, and for implementation costs including materials and resources related to the program.

**School Safety & Violence Prevention Act (Block Grant)**

The School Safety & Violence Prevention Act is intended to assist schools serving pupils in grades 8 through 12 in establishing programs and strategies that promote school safety and emphasize violence prevention among children and youth in the public schools. School sites that receive funds through the School Safety & Violence Prevention Act are also expected to teach pupils techniques for resolving conflicts without violence, train school staff and administrators to support and promote conflict resolution and mediation techniques for resolving conflicts between and among pupils, and reduce incidents of violence at the school site.

The funds appropriated for the School Safety & Violence Prevention Act are allocated to school districts on the basis of enrollment of pupils in grades 8 through 12 for any one of the following purposes:

- To provide schools with personnel, including licensed certified school counselors, school social workers, school nurses, and school psychologists, who are trained in conflict resolution
- To provide effective and accessible on-campus communication devices and other school safety infrastructure needs
- To establish an in-service training program for school staff to learn to identify at-risk pupils, to communicate effectively with those pupils, and to refer those pupils to appropriate counseling
- To establish cooperative arrangements with local law enforcement agencies for appropriate school-community relationships

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Education Funding (Continued from page 5)

- For any other purpose that the school or school district determines would materially contribute to meeting the goals and objectives of current law in providing for safe schools and preventing violence among pupils.

School Community Policing Partnership Grant Program

The School Community Policing Partnership Grant program is intended to ensure safe, secure, and peaceful school campuses through a community policing approach to school crime and safety issues. This competitive grant program provides funds to school districts and county offices of education that work with a law enforcement partner to implement a school community policing approach to address school crime and safety issues. The key program requirement is to form a collaborative partnership involving schools, law enforcement, students, parents, and the community. This collaborative must identify local needs, design solutions, implement the School Community Policing Partnership program, and conduct ongoing self-evaluation. All members of the collaborative must be continually involved in operation of the program.

Gang Risk Intervention Program

The Gang Risk Intervention program is a collaborative grant program that involves parents, teachers, school administrators, nonprofit community organizations and gang experts. Schools and districts with Gang Risk Intervention programs provide counseling for students, connect students to positive sports and cultural activities, provide job training to students, which may include apprenticeship programs and career exploration in the community, and provide opportunities for youth to have positive interaction with law enforcement officers.

High-Risk Youth Education and Public Safety Program

This program provides $18 million to selected school districts and county offices of education for two five-year grant programs: the High-Risk First Time Offender Grant program, and the Transitioning High-Risk First Time Offender Grant program. These programs provide youth who have encountered the juvenile justice system with a structured daily program of 8-12 hours that includes a minimum of four hours of academic instruction on every school day, and a continuum of care that spans prevention, early intervention, treatment, and reentry back into the school environment.

Tolerance Education Program

This new competitive grant program provides $2 million for school districts and county offices of education to enable students and teachers to participate in education programs focused on tolerance. Programs should address fostering ethnic sensitivity, overcoming racism and prejudice and countering hatred and intolerance. Funds are also provided for the California Department of Education to contract with an organization with expertise in identifying hate violence on school campuses. This organization will provide statewide regional training programs that will enable school staff to identify hate violence.

Student Leadership Grant Program

The Student Leadership Grant program is a competitive grant program for which public high schools are eligible to apply to receive funds for student-led projects. The purpose of the program is to support strategies initiated by students, in partnership with adult facilitators, designed to achieve and maintain a safe and healthy school site that is free of violence.

SERVICE COORDINATION PROGRAMS

Local education agencies receive funding to begin coordinating services for children and youth through the following programs:

- Healthy Start Support Services for Children Act
- IASA Title XI Coordinated Services

Healthy Start Support Services for Children Act

The Healthy Start Support Services for Children Act, known as the Healthy Start Initiative, is a

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A concentrated effort to establish comprehensive, integrated school-linked services for children, youth, and their families. By providing a variety of services, the Initiative enables students to become ready and able to learn, thereby improving their academic performance. Some potential supports and services include:

- Health and dental care
- Mental health counseling
- Child welfare services
- Family support and parenting education
- Academic support
- Health education and physical education
- School/community safety and violence prevention programs
- Youth development services
- Recreational programs
- Employment preparation services
- Case management services
- Food and nutrition services
- On-site social service workers

The Initiative provides “seed” money to help local programs embark on cross-system, long-term changes. Collaborative planning and operational grants are provided to local education agencies for comprehensive support services to children and youth at the school site. The collaborative planning grants are for $50,000 over a one-to-two-year period, and the operational grants are for $400,000 over a three-to-five-year period. The local education agency is expected to sustain the support services with other resources after the grant has expired.

IASA Title XI Coordinated Services

Title XI Coordinated Services, of the Improving America’s Schools Act (IASA), presents an opportunity for local education agencies to implement a process for school-linked, integrated supports and services at or near school sites. The intent of Title XI is to improve conditions for children and families so students achieve in school.

Title XI authorizes districts and county offices of education to use 5 percent of their allocated IASA funds to plan, implement, or expand coordinated services. The use of funds through Title XI authorization encourages:

- Implementation of school-linked, integrated supports and services for children and families at or near schools
- An assessment of the economic, social, and health needs/strengths of families and local communities
- Establishing and maintaining a school and community collaborative of partners to provide leadership, commitment, and resources for the coordinated services process

The funds may not be spent on direct services but are available for:

- Hiring a coordinator for improving communication and information-sharing among the agencies and organizations involved
- Coordinating family/community involvement and positive child/youth development activities
- Providing education and staff development about the coordinated services process and strategies
- Facilitating access to health care by providing services such as transportation, childcare, and case management

CHILDCARE

The California State Department of Education (CDE) distributes funds for various childcare and afterschool programs, including:

- Resource and Referral Programs
- Alternative Payment Programs
- Migrant Childcare and Development Programs
- State Preschool Programs
- General Childcare and Development Programs
- Bay Area Handicapped Program
- Childcare for Recipients of the CalWORKs

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Program
- School-Age Community Childcare
  “Latchkey” Services
- After-School Learning and Safe
  Neighborhoods Partnerships Program

The federal government contracts directly with local communities to offer Head Start programs.

Resource and Referral Programs

California maintains a statewide system of childcare resource and referral programs with at least one program located in each county. Childcare resource and referral programs perform a number of tasks, including:

- Identifying the full range of existing childcare services through information provided by all relevant public and private agencies
- Developing a resource file of childcare services (licensed centers and family childcare homes), that is maintained and updated quarterly
- Maintaining records of license-exempt providers who have received TrustLine clearance, i.e., have no history of criminal activities or child abuse/neglect
- Establishing referral processes that respond to parental need for information about their childcare choices and are provided with full recognition of parents’ right to confidentiality
- Providing information about the right to view the licensing information of a licensed childcare facility or home to any person who requests a childcare referral
- Documenting requests for service
- Providing technical assistance to existing and potential providers of all types of childcare services

Childcare resource and referral programs may also provide short-term respite childcare, that is, temporary childcare services, to:

- Provide services to families identified and referred by child protective agencies
- Relieve the stress caused by child abuse, neglect, exploitation, or the risk of abuse, neglect or exploitation
- Assist parents who, because of serious illness or injury, would be unable, without assistance, to provide the normal care and nurture expected of parents
- Provide temporary relief to parents from the care of children with exceptional needs

Priority for short-term respite childcare is given to families identified and referred by child protective services, to relieve the stress caused by child abuse, neglect, exploitation, or the risk thereof. To the extent resources are available, short-term respite care is provided to assist parents who would be unable, without assistance, to provide the normal care expected of parents and to provide temporary relief to parents from the care of children with exceptional needs.

Childcare resource and referral (R&R) agencies contract with CDE’s Child Development Division (CDD). R&R services are available to all families without regard to income.

Alternative Payment Program

Alternative payment programs administer the State’s childcare certificate program for subsidized childcare to allow for maximum parental choice. Alternative payment programs offer parents:

- A subsidy that follows the family from one provider to another within a given alternative payment program
- Choices, whenever possible, in hours of service, including before and after school, evenings, weekends, and split shifts
- Payment for childcare and development services according to parental choice, including use of family childcare homes, general center-based programs, license-exempt care (relatives or neighbors) and other state-funded programs with certain restrictions

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In some communities the resource and referral programs and the alternative payment programs are the same agency providing:

- Information for parents to assist them in making informed choices
- Professional and technical assistance and information for providers
- Parenting information

Once the parent has identified a provider, the alternative payment program compares the provider’s fees with the market rate ceiling, informs the provider of its invoice and payment policies and procedures, and collects pertinent provider information, e.g., evidence of licensure or, for license-exempt providers, TrustLine information. Alternative Payment Programs (APPs) contract with the CDD.

**Migrant Childcare and Development Programs**

The state’s migrant childcare and development programs have all the components of general childcare and development programs (see below) and, in addition, have the following components:

- Social services that include bilingual liaisons between migrant parents and the center or family childcare home, or both, and liaisons between the agency and the relevant community agencies and organizations, including health and social services
- Staffing that includes bilingual health personnel that are available to each program site of a migrant childcare and development agency, professional and nonprofessional staff that reflect the linguistic and cultural background of the children being served, and whenever possible, recruit, train, and hire migrants in the childcare and development programs
- Health services in migrant childcare and development programs that include health and dental screening and follow-up treatment
- Annual startup and closedown costs are reimbursed up to 15 percent of the total contract amount

**State Preschool Programs**

State preschool programs must include, but are not limited to, part-day and preschool appropriate programs for pre-kindergarten children three to five years-of-age in educational development, health services, social services, nutritional services, parent education and parent participation, evaluation, and staff development. Low-income families receive priority for preschool services. First priority must be given to children who are recipients of child protective services, or who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency. Second priority is given to four-year-old children with third priority to three-year-old children. Reimbursement is made on a per capita basis.

**General Childcare and Development Programs**

General childcare and development programs may serve children ages 0 to 14 years and must include the following:

- Age and developmentally appropriate activities for children
- Supervision
- Parenting education and parent involvement
- Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
- Health services
- Nutrition
- Training and career ladder opportunities

These programs may be designed to meet child-related needs identified by parents or guardians that may include:

- Care for school-age children during non-school hours
- Care for children with special needs
- Weekend care
- Night-shift care
- Worksite care
- Temporary emergency childcare
- Childcare for ill children

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There are approximately 800 general childcare and development programs statewide contracted by public and private agencies with the CDD.

Bay Area Handicapped Program: Childcare and Development Services for Children with Special Needs

Eligible children with exceptional needs are given equal access to all childcare and development programs (see above). Available federal and state funds for children with exceptional needs above the standard reimbursement amount are used to assist agencies in developing and supporting appropriate programs for these children. To accomplish this, alternative appropriate placements, such as self-contained programs and innovative programs using the least restrictive environment are offered to children with exceptional needs to 21 years of age.

Childcare for Recipients of the CalWORKs Program

As part of the California Work Opportunity and Responsibility to Kids (CalWORKs) program, Temporary Assistance for Needy Families (TANF) recipients may access childcare services through three stages. The first stage, administered by the county welfare departments, begins when a person enters the CalWORKs program and is in need of childcare to attend an approved work activity or begin employment. Simultaneously, the family is connected with the local childcare resource and referral program for assistance in choosing and establishing childcare arrangements. The second stage of CalWORKs childcare, administered by alternative payment programs contracted with the CDE, begins when the county determines that the recipient’s work or approved activity is stable. Once a recipient is no longer receiving cash aid, they can continue in Stage Two for two years. The third stage of CalWORKs childcare, also administered by alternative payment programs contracted with the CDE, is for former CalWORKs recipients who have exhausted their 24 months of CalWORKs childcare after leaving aid and who cannot obtain a space in the broader childcare arena. Once they have a space in Stage Three, they can continue until they are no longer otherwise eligible.

School-Age Community Childcare “Latchkey” Services

The CDE offers extended day care services through local contractual agreements with public and private agencies. First priority for enrollment is given to recipients of child protective services for children who are neglected or abused, or are at risk of being neglected or abused, upon written referral from legal, medical, social service, or other public agency. Second priority is given to children in kindergarten and grades 1–3, inclusive, and their school-age siblings under age 13, whose families need extended day care services because parents are:

- Engaged in vocational training leading directly to a recognized trade, paraprofession, or profession
- Employed or seeking employment
- Incapacitated

Third priority is given to children in grades 4–9, inclusive, and their school-age siblings under the age of 13, whose families need extended day care services because parents meet the same criteria as priority two.

Each program shall serve individuals with exceptional needs (as defined in Section 56026 of the Education Code) and the percentage of children with special needs in a program shall equal the percentage of children with special needs in kindergarten and grades 1–8, inclusive, residing in the school district and receiving special education services, unless the demand for this level of service does not exist.

The quality of these programs is indicated by a number of factors, including:

- The safety and age-appropriate nature of the physical environment
- Whether transportation to and from school and the program is provided
- The mix of children that reflects substantially the varying socioeconomic, racial, and ethnic backgrounds of the school district in which the agency is located, and a mix of subsidized and non-subsidized children
- An extensive use of community resources

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• Age and developmentally appropriate activities

After-School Learning and Safe Neighborhood Partnerships Program

The purpose of this program is to create incentives for establishing locally driven after-school enrichment programs that partner schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The After-School Learning and Safe Neighborhoods Partnerships program serves pupils in kindergarten and grades 1–9, inclusive, at participating elementary, middle, and junior high school sites. An after-school program has:

• An educational and literacy component whereby tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, or science
• A component whereby educational enrichment, which may include, but need not be limited to, recreation and prevention activities

After-school programs shall operate at least three hours a day and at least until 6:00 p.m. every regular school day. All schools that establish a program pursuant to this part are eligible to receive a three-year renewable incentive grant, subject to annual reporting and recertification as required by the CDE, for up to $5 per day per pupil, with a maximum total grant amount of $75,000 for each regular school year for each elementary school, and $100,000 for each regular school year for each middle or junior high school.

Head Start

The federal government contracts directly with local entities, including local education agencies, to provide Head Start services. Head Start offers comprehensive educational, social, nutritional, dental and health services to very low income families and their preschool children, with priority given to four-year-olds. In many communities, Early Head Start programs serve infants and toddlers, birth to three years of age. These services are provided in a culturally and linguistically appropriate manner so that the children have every opportunity for improved school readiness. The over 40-year-old Head Start program has offered primarily part-day, part-year services. Head Start is evolving, however, to meet the demands of welfare families seeking training and employment, who need full-time care. Many Head Start programs are exploring ways to blend funding and offer their comprehensive services in a full-day, full-year format.

The CDE has no direct control over local Head Start programs; however, there is a California Head Start State Collaboration Office in the CDD that works to facilitate collaboration between state agencies and Head Start grantees.

ADULT EDUCATION

The State Department of Education administers four programs that provide education services to adults. These four programs include:

• State Adult Education
• Federal Adult Education
• Education for Adults in Jail
• Education for Adults in Correctional Facilities

This section briefly describes each of these programs.

State Adult Education

High school and unified school districts and county offices of education receive funding based on average daily attendance to provide adult education classes. Adult education may include the following programs for adults:

• Parenting Classes: Include parent cooperative preschools, classes in child growth and development and parent-child relationships, and classes in parenting
• Basic Education: Includes adult programs in elementary and secondary basic skills and other courses and classes required for the high school diploma

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- **English as a Second Language (ESL):** Includes adult education programs in English as a second language
- **Immigrant Education:** Includes classes provided to immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training
- **Adults with Disabilities:** Includes adult education programs for persons with a substantial handicap
- **Short-term Vocational Classes:** Includes adult short-term vocational programs with high employment potential
- **Older Adults:** Includes programs for older adults
- **Apprentices:** Includes adult programs for apprentices
- **Home Economics:** Includes adult programs in home economics
- **Health and Safety:** Includes adult programs in health and safety education

Federal Adult Education

The Adult Education and Family Literacy Act (PL 105-220) is the federal program that provides funds for adult education. The State Department of Education allocates these funds among local providers through a competitive application process. Eligible providers include:

- Local education agencies
- Community-based organizations of demonstrated effectiveness
- Volunteer literacy organizations of demonstrated effectiveness
- Institutions of higher education
- Public and private nonprofit agencies
- Libraries
- Public housing authorities
- Department of Developmental Services, Department of Corrections, California Youth Authority, and California Conservation Corps
- Prison, jail, halfway house, community-based rehabilitation center, or any other institution designed for the confinement or rehabilitation of criminal offenders

These providers may offer the following programs and services to adolescents and adults who are age 16 and older and are not currently enrolled in a secondary program:

- **Adult Basic Education:** Includes instruction in literacy (reading and writing) and computational skills necessary for functioning at levels comparable to students in the elementary education system. The key objectives for adult basic education classes targeted to this population include:
  - Providing adults with basic academic skills that will help them become more productive members of the community
  - Helping students meet personal goals, such as developing job readiness skills, finding employment, advancing on the job, becoming a better parent, developing skills for interpersonal relationships, or entering adult secondary education classes
  - Increasing students’ self-respect and sense of self-worth, by providing adult schools with a non-threatening environment and assessing students’ skill levels to assist them in reaching their goals
  - Assessing students’ skill levels

**English as a Second Language:** The objectives for adult education English as a second language include:

- Providing learning environments that foster low anxiety levels, in order to develop language fluency, enhance the self-esteem of students, and provide experiences in team-building
- Integrating language acquisition with relevant life experiences, stressing the importance of critical thinking, problem-solving, and self-sufficiency
- Using proficiency standards for assessing the (Continued on page 13)
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major accomplishments of the students

- Developing students’ receptive English language skills of listening and reading comprehension
- Developing students’ productive English skills of speaking and writing
- Providing students with the ability to use English that is accurate and appropriate in a variety of academic and social settings
- Providing students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process

Workplace Literacy: A course of study, which has as its primary goal the development of knowledge and skills that enable the student to obtain paid employment, retain employment, or upgrade employment upon the successful completion of the course of study. Workplace literacy projects contain the following elements:

- A safe and accessible environment in which instruction can take place, including workforce centers and employment development centers
- Basic skills and content specifically related to job skill requirements
- Continued growth of employees as technological advances occur
- The coordination of community resources to supplement program resources

Family Literacy: Includes the following elements:

- Opportunities for interactive parent-child activities
- Age-appropriate education to prepare children for success in school and life
- Parent education about being the primary teacher for children and full partners in their education
- Literacy training that leads to economic self-sufficiency

Family literacy programs emphasize the education of adults. Collaborative partners (e.g. Head Start and Even Start) must fund the service activities for children.

Adult Secondary Education: Includes programs built on the premise that learners should be provided with an educational experience that promotes:

- The principles of democracy
- Language and numerical literacy
- The role of an informed citizenry
- A multicultural orientation
- A sense of a shared past that has direct relevance and importance in the present
- A sense of shared values and ethical principles that contribute to the common good
- An ability to make informed judgments
- A national and international perspective on world events

Education for Adults in Jail

State legislation authorizes the county superintendent of schools, with approval of the county board of education and the board of supervisors, to establish and maintain classes or schools for prisoners in any county jail, county honor farm, or county industrial farm or county or joint county road camp. The classes or schools are intended to provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.

Education programs for adults in jail are financed with a mixture of state and county general fund dollars. The state appropriates a fixed amount of money per average daily attendance in the education courses offered to adults in jail. In addition, the county board of supervisors must transfer funds from its general fund to the county school services fund to pay for any costs in excess of the state allocation for average daily attendance.

Education for Adults in Institutional Facilities

The Federal Adult Education and Literacy Act also authorizes the California Department of Education to administer education programs for adults in institutionalized settings. Institutional facilities include state hospitals, prisons, jails, reformatories, work farms, detention centers, halfway houses, rehabilitation centers, community-based rehabilitation centers, or any other similar institution designed for

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confinement or rehabilitation. The education programs may include:

- Elementary Basic Education
- Secondary Basic Education
- English as a Second Language
- Programs for Substantially Handicapped Adults
- GED Preparation Programs

—Chuck Anders
CWTAC Field Consultant