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# Adult Education

FARMINGTON COMMUNITY SCHOOL • FARMINGTON ALTERNATIVE HIGH SCHOOL

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## 2004-2005 Annual Report

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2005-2006 Director:

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On the road to becoming America's  
premier 21st century school district.

### School Mission Statement

Farmington Adult Education provides our diverse student population with a supportive, lifelong learning environment where students are encouraged to achieve their highest personal and academic potential as responsible contributors in our rapidly changing world.

### Adult Education Enrollment and Staffing

There are 28 part-time teaching staff members:

- Adult Basic Education – 7
- Alternative Education - 6
- English as a Second Language – 3
- High School Completion – 12

Part-time professional support staff :

- Adult Basic Education – 8 paraprofessionals and one coordinator
- Alternative Education – social worker
- High School Completion/ESL – 6 child care providers

Full time professional staff:

- Alternative Education – supervisor
- High School Completion – coordinator
- Adult/Community Education – director

Farmington Adult Education serves 443 students (272 females, 171 males)

- Adult Basic Education – 74 (38 females, 36 males)
- Alternative Education – 60 (19 females, 41 males)
- High School Completion - 112 (51 females, 61 males)
- English as a Second Language – 197 (164 females, 33 males)

### Our Programs

High School Completion provides anyone over the age of 16, who has already dropped out of high school, an opportunity to complete the credit necessary to earn their high school diploma or General Educational Development (GED) certificate.

English as a Second Language provides foreign-born adults the chance to learn English. These classes are divided into proficiency levels.

Adult Basic Education offers programs in math and reading for developmentally disabled adults over the age of 26 without a high school diploma.

Alternative Education provides the "at-risk" student between the ages of 16 and 19 the opportunity to earn their high school diploma.

## Graduate Profile

Graduates will be:

- Collaborative Team Members
- Effective Communicators
- Healthy Individuals
- Knowledgeable Thinkers
- Lifelong Learners
- Quality Producers
- Responsible Citizens
- Thoughtful Problem Solvers

## Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District.

2003-2004	92.25 %
2002-2003	98 %

## Our School Improvement Goals

1. To continue the development of a career development program for the Adult/Alternative Education Programs.
2. To improve the curriculum and delivery of classroom instruction for the adult/alternative education student.

## Progress on School Improvement Goals

1. Strategies were established to have each Alternative High School student complete and/or update their education career development plan. Course descriptions for adult/alternative education programs included the related career pathway. A career/college day was held for adult education students. All Alternative High School students completed a career inventory.
2. To improve the transition for students from the other schools in the District, the Alternative High School began utilizing the Skyward enrollment, attendance, and grading computer program. Staff professional development time was established on a monthly basis to work on "Professional Learning Communities" projects that enhance the implementation and delivery of the District and school curriculum. The Alternative staff worked to establish the "American Studies" curriculum that includes interdisciplinary courses in English and social studies which are being offered in the Fall 2005.

## Student Achievement

Student achievement is measured individually by standardized tests, developmental surveys and observed progress toward goal attainment. Criteria for success is established for each student on an individual basis and evaluation occurs throughout the year.

## Farmington Adult Education Curriculum

**Adult Basic Education:** The goal of this curriculum is to help the developmentally disabled adult student improve and/or maintain math and reading skills. Students are evaluated on an ongoing basis throughout the school year and placed in levels appropriate to their literacy achievement. Courses offered include communications, functional reading, basic reading, math of the everyday world, functional math, and basic math. Computers and a variety of innovative software provide for individualized training and also serve to give these students some competency and assurance in modern technology.

**High School Completion/Alternative Education:** The goal of this curriculum is to meet the needs of the adult learner. Emphasis is placed on employability skills, communication skills, and good citizenship. Instruction is differentiated in each class to meet the needs of all students. Multiple course offerings during day and night hours are scheduled for the convenience of students. A wide range of academic and vocational classes which can lead to entry-level job skills and to a Farmington diploma are offered. In addition, preparation classes are offered for those students who want to earn their GED certificate.

English as a Second Language: The goal of this curriculum is to improve proficiency in the use of the English language for foreign-born adults. Course material progresses from basic vocabulary to conversational competence, citizenship studies, and an understanding of American culture. Various levels of classes are provided in order to meet the needs of the individual. Transition classes help those wanting to go on to the High School Completion Program.

### Program Accreditation

Farmington Adult Education complies with the Quality of Standards as mandated by the State School Aid Act, Section 107. The standards are also monitored by the Michigan Department of Education and the Michigan Department of Career Development.

### Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs.

- Cloverdale Developmental Training Center
- Farmington Alternative High School
- Oakland Technical Center — Southwest Campus
- Visions Unlimited

### National Education Legislation

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law represents the President's education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Education YES! Accreditation System to meet the needs of all our learners.

### Parent Participation

The Alternative Education program has a high degree of parental involvement. Following is the number of students whose parents/guardians participated in at least one conference during the school year:

2004-2005	85 %
2003-2004	89 %

Females 80 %; Males 90 %

## Points of Pride

1. Students from the Alternative High School participated in "Buddies Learning Together" working with autistic students at Beechview Elementary School and worked with senior citizens at the Manor House and Grand Court retirement facilities.
2. Adult and alternative education students participated in Student Round Table, Students Operating Schools and the Multicultural Multiracial Diversity Committees.
3. Operation Success, a mandatory tutoring program for alternative education students, was held daily to improve student achievement.
4. A follow-up survey was completed for the 2004 graduation class. More than 80% of the graduates are working, 69% are enrolled in post secondary schooling, and 6% are in the military.
5. Students in the adult basic education program collected items to be included in gift baskets that were sent to the Hemangioma Treatment Foundation. These gift baskets will be given to children that come to the foundation for treatment.

## Challenges We Face

1. Maintaining program quality, during the constant threat of funding reductions, is a major challenge. Administrative energy is spent on communicating to federal and state legislators the value of adult education to our communities.
2. Low self-esteem, teenage pregnancy, parental responsibilities, substance abuse, and absenteeism interrupt the educational process. The staff will continue to develop strategies that support student success.
3. Lack of transportation to the Southwest Oakland Technical Center hinders students from learning a job skill.