Oral History Interview with Richard L. Stiles

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RICHARD L. STILES

Interviewed by Cuba Z. Miller

California Department of Education
Adult Education Oral History Project

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Oral History Interview
with

RICHARD L. STILES

California Department of Education
1975 - 2001

Adult Education Office
1979 - 1988 and 1991 - 2001
Education Programs Consultant
Acting Manager

Amnesty Education Office
1988 - 1991
Manager

November 21, 2001

Sacramento, California

By Cuba Z. Miller

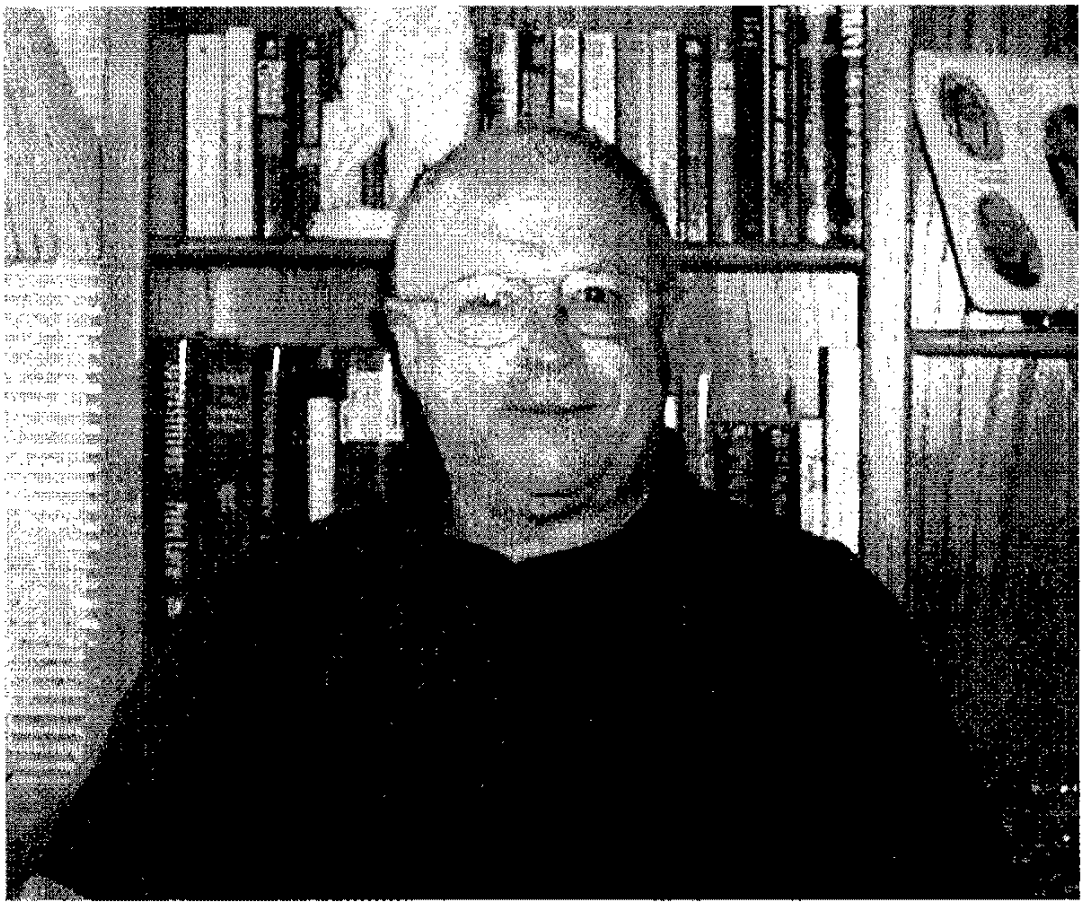

TABLE OF CONTENTS

RESTRICTIONS ON THIS INTERVIEW

None.

LITERARY RIGHTS AND QUOTATIONS

It is recommended that this oral history be cited as follows:

Richard L. Stiles, Oral History Interview, Conducted 2001 by Cuba Z. Miller in Sacramento, California, for the California Adult Education Oral History Project.

PREFACE

Adult education in California has a proud history of helping its citizens to meet the challenges of life in a huge, complex, multicultural state. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

The California Adult Education Oral History Project began in 1992 as a companion to a print history of adult education commissioned by the California Department of Education. The oral history project started with a small group of leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program.

To date, twenty-seven educators whose careers span seventy years have participated. They represent the varying professional roles, organizations, and geography that comprise our state's diverse adult education programs. Their stories tell how California adult education met the needs of citizens in the wartime 1940's, and those of veterans and an exploding population in the 1950's. The growth and energy of California adult education in the nineteen-sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, the innovative uses of technology of the nineties, and visions for the new century have been recorded.

Significant assistance to the project was provided by the staffs both of the California State Archives and of the Oral History Program, History Department, California State University, Fullerton. This project could not have begun without the vision of Raymond G. Eberhard, Administrator, Adult Education Policy and Planning Unit, California Department of Education, and the support of the late Lynda T. Smith, Consultant, Adult Education Policy and Planning Unit.

Linda L. West
April 2002

INTERVIEW HISTORY

Interviewer

Cuba Z. Miller

Interview Time and Place

One interview was conducted in Sacramento, California, on November 21, 2001.

Editing

The interviewee reviewed and edited the transcript. When the tape was inaudible or when necessary for clarification, some information was added and is indicated by brackets [ ].

Tapes

The original cassette tapes were transferred to reel to reel format at California State University, Fullerton and deposited with the California State Archives.

PROJECT: California Adult Education Oral History Project

INTERVIEWEE: Richard L. Stiles

INTERVIEWER: Cuba Miller

DATE: November 21, 2001

CM: This is Cuba Miller interviewing Richard L. Stiles, Education Programs Consultant, for the Adult Education Office of the California Department of Education. The interview is being conducted in Sacramento on November 21, 2001. Dick is retiring in December of this year. The purpose of the interview is for Dick to reflect on his career and the events and trends in California Adult Education during that time.

Dick, like most of our colleagues, you had a professional life before coming into adult education. Please give us a brief overview of those first years.

RS: (chuckles) Early on?

CM: Early on (chuckles), if you can remember that far back.

RS: I started out as a counselor for a year and was trained that way, and also a school psychologist. I spent my formative years in Idaho, and then I moved to Washington state. I got my doctorate in measurement and evaluation [at Washington State University] and came back [to Tacoma] as a researcher. I did a lot of research in Tacoma public schools dealing with, actually, ideas of objective-based curriculum and client-centered, student-centered kinds of curriculum.

Then I had a state job in Washington state [identifying students with] learning disabilities and also the gifted and talented [students], so I had both ends of the spectrum. Then I worked on an item bank for Washington and Oregon that dealt with

the new metric called latent trait analysis, which we've come to use in the development of other assessments, like CASAS (Comprehensive Adult Student Assessment System). Then I came to California.

CM: Okay. What brought you to California.

RS: Actually, a guy named Vin Madden came up [to Washington], and we used his expertise in – then it was Title I, evaluation of Title I students. And that would be Title I way back in 1974. He was basically dealing with the kid program of Head Start and those kinds of programs. He thought that he'd like to have me down in California to try it out, but being a true Northwesterner and having a lot of suspicions about California, I only agreed to visit for a year or two.

CM: And guess what!

RS: Twenty-six years later (both laugh), I decided to step down. But then I came down to California.

CM: So this Vin Madden was from the California Department of Education.

RS: Yes. He was with the Office of Program Evaluation and Research (OPER).

CM: And you had a primary task with that office.

RS: Yes. [When I arrived], it wasn't named. It was a proficiency test for early-out students, and it was basically looking at students who were eighteen years of age – no, it wasn't. It was looking at young adults and actually youth in school. It was not looking at adults at all. It was looking at an early-out test for the gifted, bright, and bored who wanted to get out of school because the program wasn't working. I think Senator (Arlen) Gregorio from the Bay Area was the author of that. And I worked with a couple people in the department and basically put together the California High

School Proficiency Examination (CHSPE). So based upon my clinical experience as a psychologist and then with my measurement background, we made up a lot of stuff and guessed right and did some calibration by eye, mainly, not empirical. And it really held up. In fact, today, it's still being used.

CM: I was going to ask about that, so we'll pick up on that a little bit later. Dick, what prompted your transfer to adult ed? I'm kind of curious as to whether Don(ald) McCune (Director, Adult, Alternative and Continuation Education, 1975 – 1986) looked over and saw what you were doing with the CHSPE and said, "I like that. Come do it for us," or whether you saw some of the things they were doing in the Adult Ed Unit with competency based education and decided you wanted to be at the heart of it. How did that transpire?

RS: Actually, there are three actors in this. One is (Dr.) Xavier Del Buono (Deputy Superintendent for Specialized Programs, 1974-1986), who was the Associate Superintendent at the time, and Don, of course, Don McCune. And then the person that met me on my second day on the job to show me where the bathrooms were, and he's a recruiter for adult education, was Bob (Robert) Ehlers (Adult Education Program Consultant, 1977 – 1995). Bob pursued me every time I turned around to be reading the – at that time it was Section 310 grants and 309, research and development.* Those are our state leadership kinds of funds today. We had a whole bunch of programs, and so he was having me work with the evaluation pieces and got me involved in a thing called CALCOMP (California High School Competency

* Section 310 and 309 are sections of the federal Adult Education Act that provide funding for state projects for research, evaluation, demonstration or teacher training. Section numbers change with each revision of the legislation.

Diploma Project). And it had me pique my interest up toward that. As a researcher, I'd always been "over there," not part of programs, with the exception of when I was with the state department up in Washington with the special ed, in terms of identification of the learning disabilities.

Actually, I was on my way out of the department. I was [considering] a job as a corporate psychologist. That would have been a bunch of interesting things. Xavier said, "We need assessment centers throughout the state, and with your background, you could certainly have a nice leadership role in that. Do you feel that that's something that could be used to make a contribution?" So part of that youth and enthusiasm appealed to my . . .

CM: Vanity? (both laugh)

RS: Could be, could be. So it was like Don gave me notification on a Monday, and I was there Monday afternoon in the office. I did forget to ask permission to leave the department, or from the office. It just seemed like a neat thing, and I had met for the last two or three years people from the field. I've always had a warm spot for elementary teachers and also special ed because of their commitment, and adult ed. They seemed to be that same kind of folk.

CM: They have the same kind of working relationships with their . . .

RS: They have the client clearly in mind.

CM: Certainly by the time you came to the Adult Ed Unit in 1979, increasing resources were already being directed towards competency based education, and as you've mentioned, that concept was not new to you.

RS: Right.

CM: What was your introduction to or prior experience with outcome based or performance based, or whatever. It goes by a lot of different terms.

RS: That's actually going back to Ralph Tyler back in 1955. When I was doing professorial things, I really believed in putting the menu on the wall and saying, "This is what I'm going to teach in this room, and you as a student have a right to know what that is and partake." So all that was my belief system in terms of growing up, in terms of the kind of education I'd had. Someplace in there, I think in the mid-seventies, finally someone was writing about it, named Bill Spady. Bill and I were on the circuit together on a few things like that. That was when I was in program evaluation.

Before I came into adult ed, I dealt with minimum competency testing as a result of the failure of RISE legislation, which was the Reform for Intermediate and Secondary Education. I think it was S.B. 65 (Senate Bill), or something like that, way back then. And it was a whole reform package for intermediate and secondary education. The bottom piece of that was added to RISE, which was the (Senator Gary) Hart amendments. That was S.B. 65, and that was dealing with [minimum] competency testing going along with RISE. Well, the governor (Jerry Brown in 1978) at that time -- I've forgotten that person's name; it's been too long ago. Still in public life, I think, and actually has a job. (both laugh) He vetoed RISE and signed this little piece of legislation called Minimum Competency Testing, which is in effect today. Actually, if schools and districts were really putting that in practice, we wouldn't have to have an exit exam for high school graduation. That was the idea in '78. It's something that when you have local control, then -- it also says that one has

local resources to develop those kinds of things, and also . . .

CM: But just not necessarily true.

RS: Not at all. Even among the biggest districts, there was this issue dealing with standards. How high is high, and all the political kinds of ramifications. So I think it is a state job, but I don't know if it's necessary. Well, that's another thing to get into.

CM: (chuckles) Okay. Now, you mentioned that you were making the circuit with Bill Spady. Where was Bill Spady at that time?

RS: Where was he? He was with some policy group at one point. Then he was with the National Secondary Education Administrators Association.

CM: So did you meet him in Washington or after you came down here?

RS: Well, actually, I think we were put together on the same agenda at one time. We were speaking the same language, and I was supposed to be reacting to his stuff, and this was my belief system, so it was kind of hard to really criticize what they were saying. Then I think it was Bill Mitchell from, I think it was Riverside, and now he's from Santa Barbara. Dealt with a paradigm along with Bill Spady that really dealt with where power comes from and how you drive a social system. And when you look at corrections, for instance, theirs is punitive and political science and removing clients from, actually, society. When you're going with prison ed and jail ed, we're going in to develop the human being, which is contradictory to their mission. So it's all looking at different kinds of forces. It was kind of an intellectual thing that we liked to play with at OPER. We tend to deal in theory over there rather than in practice. And I've had a lot of practice in dealing with OPER.

CM: Okay. Now, Dick, you previously mentioned CALCOMP and that Bob Ehlers had

involved you in reading some of the 309, 310 projects, and so on. Do you recall the status of CBAE (Competency Based Adult Education) when you came to the unit? In other words, by the end of the seventies, what had already been done?

RS: Well, we had CALCOMP, which was really looking at a high school diploma, adult ed high school diploma based on competency. Prior to that time when I came into adult ed, I also bumped into a person on the road named Ruth Nickse. The External Diploma Program (EDP, developed in New York) was certainly something that would fit quite nicely into California. We tried to bring that in. That's not right in the seventies but shortly thereafter. I think we were just evolving to that. In other words, we were trying to center the curriculum, trying to look at client-centered types of things. I know Don personally was looking at all our ten areas – that was after Prop 13 – and saying, "What are we trying to accomplish in each of those areas?" And that wasn't met with a lot of support from the field. We still have some soft areas that I don't think have to be soft.

CM: Yeah, we do.

RS: And we need to define them in terms of objectives. What is the social thread that we're trying to really do? If it's that good that we're really doing it, then we should be able to be open about it, competency based, and share it with the legislature, who should fully support us for other funding sources. So that's kind of we were evolving what we had. There was the APL study (Adult Performance Level, University of Texas, 1975). Actually, we used the APL as a template for building the CHSPE. Because we could not do that kind of stuff, we wanted to do some life skills. So we had the APL kind of exposure done at that point. We wanted to also take a

look at how Californians were doing with their competencies. We commissioned a [researcher] from Hawaii. His name was Dr. Robert Heath. He ran an [institute] called the NOMOS (Institute). His study was called California Adult Competency Study (CACS), I think.

CM: But we always refer to it as the NOMOS study.

RS: Actually, he was from Berkeley and moved to Hawaii. It was an interesting intellectual piece. It wasn't too helpful for the locals, but it was helpful, I think, for policymakers to look at. What do our clients really look like and whether they have power or not have power.

CM: Well, the NOMOS study actually validated the findings of APL.

RS: Oh, and went beyond.

CM: And went beyond, showing that APL wasn't just a quirk over here, that it was something that was very applicable to our state. You had earlier mentioned curriculum, Dick, and of course the big competency based curriculum projects all took place in the seventies.

RS: One that we haven't heard about a lot, and that was L.A. CAPS (Los Angeles Competency Achievement Packets, Diploma Plus), which complemented CALCOMP, and the adult diploma units for secondary education. It dealt with competency based education. I'll get into other things there, but my spinout would be, as we were trying to build an assessment – because that was my bag – for the L.A. CAPS, there were other people that wanted to be involved in that, including some of the surrounding school districts and then one community college rep from San Diego. That was Pat(ricia) Rickard (Executive Director, CASAS). And all of a

sudden, we were looking at ESL (English as a Second Language) and ABE (Adult Basic Education). Pat kind of diverted us from the high school in a sense, but we were looking at whom we were serving, and the bulk of our people were the least educated and most in need, and that's what we need for assessment. So L.A. CAPS did have some unit kinds of tests, because that's a different kind of a measurement. And today, we've done that with CASAS also.

So that was one [curriculum] activity, and the other one, a big one, was in Clovis (CLASS, Competency Based Livability Skills), which was nationally validated. It's a life skills curriculum that they developed, and it was funded by the National Diffusion Network for about six years or more. I believe they were published too, so I think there's a Clovis box someplace that still could be alive.

CM: You know, L.A. CAPS was published also.

RS: Yes, they were.

CM: In fact, of those curriculum projects that went on during the seventies, the Clovis material was published, the L.A. CAPS were published, and the ICB-VESL (Integrated Competency Based Vocational English as a Second Language project, Chinatown Resources Development Center, San Francisco) out of Chinatown was published as *English That Works*.

All right. Now, a very broad question coming up here. I want you to discuss your role in the development and achievements of CBAE (Competency Based Adult Education) in California. Let's just start with what your first assignment was when you came to the unit, because you immediately got into all this.

RS: Well, my immediate assignment was NOMOS, I think. That was one that was put on

my desk, along with – I think it was called A - 22 at that time. It now has become the J - 18, 19 addendum and a few other things, as well as the CBEDS (California Basic Education Data System) report. I was given all those wonderful tasks of trying to pull those numbers together for the feds, federal programs, as well as the state program, which dealt with what the learners accomplished. It was like a five-page treatise on do they get off welfare, do they get out of prison, a whole bunch of stuff that was personal that we still don't collect today, but it comes close. (both laugh) And it was in [an unfriendly] format. A lot of it was – even as a provider looking at that, I think I would say, "How should I know this stuff?"

CM: We know what happened, too, don't we?

RS: Yes.

CM: People made it up.

RS: Yes, of course. And we made it up here in the department, just saying, "Well, we did this last year. We should look a little better this year." That bothered me from my, quote, "pure" standpoint. So a lot of it, we just kind of stomped our feet and said, "We're not going to do this anymore." At the same time, the department came up with CBEDS, which was their education data system that they still use, but now we've just been kicked out of that as adult ed because we have our TOPSpro. We wanted to run that a couple years to get some validation basically. We're doing this the hard way right now.

CM: So adult schools are no longer doing CBEDS.

RS: No. They're just doing a couple of tabs in there, which is the total enrollment, I think, and then the . . .

CM: The number of diplomas, or something, I think went on to CBEDS also.

RS: And then also personnel, part-time, full-time. So it's very minimal at this point. At this point, it doesn't make too much sense. So I was really the kind of a data cruncher. I also had a territory.

CM: Oh, you had a region when you first came, huh?

RS: Yes, yes. I didn't know what I was looking at (chuckles), but I was carefully trained by some of our finest people in the back room. Had coffee with some nice directors out there and talked about their programs. It was a looser game than it is now in terms of actually looking at programs. But I actually tried to look at some programs, for self-education as well as anything else in terms of how did it work. So those are the things I was involved in, and then basically trying to – I was working with the L.A. CAPS before I got into adult ed. So that was one of my assignments and then what turned out to be the California Adult Student Assessment System (CASAS changed to Comprehensive Adult Student Assessment System in 1985) for a while. We worked with that. And we had a couple of meetings that came after – the adult ed directors would have four meetings a year, quarterly meetings. And after one of those, we had a session to say, "Here's an idea that we're trying to work with. Would you be interested in stepping forward?" Peggy (Cecilia) Doherty (City College, San Francisco and CASAS) and a few others like that were there. And we started working with the concept of trying to put an item bank together, which was a foreign concept at that time because they were looking at impact points.

CM: Yes. CASAS was formally started in 1980, so that would have been within a year from the time that you came and developed some kind preliminary meetings on that.

RS: Actually, both '78 and '79 were preliminary meetings.

CM: (chuckles) You were talking about the four meetings a year. (both laugh) Do you want to comment on those four meetings a year that . . .

RS: My first exposure to those four meetings was when I was working with CHSPE. Xavier kindly invited me over to the Bay Area, Burlingame, as a young researcher, to explain to the adult ed folk about who was affected by the CHSPE, and all that sort of thing. I was used to my shtick by then. I got my words down, you know, for secondary principals and superintendents. I was able to answer practically any question, until I came to adult ed. I got roasted, skewered, (both laugh) and ripped apart. It was like, "What is this? What's this all about?" And part of it was, at one point, adults weren't eligible for the test when we opened it up, so it was just like a GED (General Educational Development). But it was also a threat to the adult ed folks. People could take the CHSPE and just leave.

CM: And not come to adult school.

RS: That's never come to pass really.

CM: What I remember about those meetings, Dick, they were billed as staff development for the administrators of the ABE federal programs. And yet, they always seemed to be in long narrow rooms where you would sit and be talked at.

RS: For a whole day. Actually, a day and a half.

CM: A day and a half, yes. So it was – we've improved staff development a little bit since then. (chuckles)

RS: My second introduction as an adult educator, or a member of the staff, was to give the results of the NOMOS study. Actually, a few people actually stayed. They didn't go

down to the bar right away.

CM: (laughs)

RS: I was just grinding away for hours and thought, "Oh, this is painful for everybody." But in a sense, we were building a pipeline to the field, even though it was a long pipeline. A lot of information was exchanged over drinks in a social setting, and [we learned] what's really going on, because we didn't have the talent – talent being the personnel – to be everyplace at every time and find out what's happening, how we can help you.

CM: Oh, there's a definite role for information giving. I don't mean that.

RS: A lot of it didn't happen in the formal session. They were fairly deadly. (chuckles)

CM: Anyway, as I say, I remember those with some bemusement.

RS: Actually, in that time, we pulled together some of the scholars in adult education, in '79, '80, I think. Paul Delker was the director of adult ed at the federal level at that time. And we had Judy Alamprese (a private consultant), who had – Malcolm Knowles was invited. Alan . . . boy, part of the age thing is I'm dropping the names.

CM: I think I know who you mean, and I can't think of his name either.

RS: But most of those learning theorists – and John Tibbetts and Dorothy Westby Gibson (both from San Francisco State University), and each were presenting position papers going from theory into practice, because as I say, we did all these 310, 309 projects in the past, [and they were] all on shelves, gathering dust. So how do we get that into practice? And that's part of what I was involved with in the eighties. Alan Tuffs was the person's name.

CM: That's not who I was thinking of.

RS: Their writings were really about freshman and sophomore college students, independent learners, who were just into that point in distance learning, and it takes a lot of marketing and a lot of curriculum revision. We believe in the lifelong learning concept. We want that for everybody, for every kid that's graduated, whether you've finished algebra or you haven't finished algebra. (chuckles) Sure, go ahead and figure it out. But the seeking of knowledge. I think that's been my thirst all these years too. And we haven't emphasized that because we've been so focused on the least educated and most in need. We were trying to get that same idea of lifelong learning, which . . . . But again, that hasn't been our population. That spirit should still be in adult ed, and I think that may come with the health and safety and the older adult programs. All those kinds of things will rejuvenate that resource that we have. But that's another – that set up a whole bunch of things for infrastructure changes, how we dealt with our R & D (research and development) plan.

CM: Bob Ehlers transitioned the 310 projects to you at that time. It seemed that you and Bob and Ray (Dr. Raymond) Eberhard (Adult Education Program Consultant, Assistant Director, and Administrator, 1975 - 1997) sort of formed a sub-team within the unit that was moving this concept forward.

RS: Very much so. Well, Ray was administrator under Don at that period. And the adult ed office was an office at that point until Xavier was bumped up a level to deputy superintendent, and then Don became a director, and then Ray became the manager. We had a subunit which was, basically, the federal program. I took over the R & D part because I was a systems kind of person, so I was looking at the infrastructure of how do we take this R & D money and build a structure for assessment, curriculum

management, curriculum development, communication, those kinds of things that were necessary for any kind of program. Bob dealt with compliance, so he had a couple of new people that he had just hired. That was Lynda Smith and Juliet Crutchfield (both Adult Education Program Consultants), and they basically did the program reviews. Then the rest of the staff, basically, were consultants and doing G.A. (general assistance).

CM: Okay. Now, I remember the – I can't think of any other term to use except glee that you and Ray were transmitting at the time that you were writing the 1982 state plan with the CBAE mandate. I want you to talk about that mandate just a little bit and what the reaction was in the state and, particularly, if there was any national reaction to this step that California was taking.

RS: National reaction, I think, from other states. Not a lot. Not compared to some of the things that we've been up to [more recently], like the performance based accountability and pay for performance. That was a big ripple. CBAE was just something strange that California was doing, although Jim Parker has always been our . . .

CM: Of course, California has always been strange, right? (laughs)

RS: Yeah. The rest of the states really do ABE and high school diplomas – which is the same thing, ABE being pre-GED, and students going on to community colleges. In California, there's the thing called adult school, and they're working with ESL students, huge numbers of ESL students. And some ABE and some high school diploma programs that were in the federal program. So we were different than practically everyone else. There might be another couple of states that kind of looked

like us but not – the rest of them just looked like California. Of course, we did a bunch of strange things as a state, not in adult ed, of course. But reaction from the field – I think it was the time to come. We were looking at the client, the student, and putting competencies in place to build road maps. It was basically an extension of the technical assistance guides that I was dealing with in the minimum competency testing. Hey, there has to be a road map, and the learner has to know about that. And they can help in the learning process. So it's all part of that. We found, I think, a warm embrace of support. Maybe I'm misled by my own thoughts, but I think the field really embraced the idea and had some direction and, actually, some leadership from the state.

CM: And what did the state do to help local agencies move toward a more full implementation of the competency based program?

RS: Part of what we did is actually dealt with R & D money, 310 money. There's also a thing called the California Adult Student Assessment System, but we gave local grants. We had a meeting about every other month. We were talking about, what are the things that are important to measure? So we were serious about that. When I say serious, we exchanged money to help people, locals, get together, paid their way to the meetings that they had, one north and one south, I think, like every month or every other month, and we did that for a couple of years. So that was a big curriculum development that, even though it was assessment, they were talking about what they were assessing. That was part of looking at the curriculum.

At the same time, on another track, we had a thing called the ESL (English as

a Second Language) Institute* so we could really look at building high-quality professional intervention for our biggest population of students. They didn't have qualified teachers. Then later we had ALIT (Adult Literacy Instructor Training).*

CM: And the CBAE Staff Development project.*

RS: Right, from San Francisco State. They had guidebooks much like the technical assistance guide. They were dealing with the philosophy, how do you implement Competency Based Adult Education and going into the curriculum and going into the guidance and counseling, all the pieces of what a system should be. That was a nice little manual too and that was, I think, fairly well received, because we built it with the people from the state. Even though John was from San Francisco State, he wasn't the writer, he was the guider, and he basically hired people from the field to write it, to say what are you doing, what makes sense. That's how we dealt with CASAS too, and that's how we dealt with the ESL Institute.

CM: Have you had occasion to look at that handbook, the *CBAE Handbook* that project put out?

RS: Rarely, just . . .

CM: It holds up fairly well. I mean, it's really surprising to look at it now.

RS: Well, we cranked a lot of that out in Pacific Grove at the Butterfly Inn. There were a lot of us in the motel staying up all night drinking coffee, and wine, I suppose. We just wrote and wrote and wrote.

CM: We had two writing weekends that were very intense.

RS: They were productive, and they were exhilarating, and they're actually a collection of

* All three are section 310 teacher training projects.

minds. I think as a group we knew what was right and what was good. Any one of us couldn't have written it alone. John's leadership there was great.

CM: Dick, we know that there are a lot of different approaches to this outcomes based or objective based or competency based education, but as CBAE was implemented in California, a lot of people felt that CBAE meant life skills. So what was the relationship between CBAE and life skills in the state?

RS: We started with life skills because that made a lot of sense. Our primary clientele are people who are just surviving. They need to relate to the grocery store, to the bills that have to be paid, to just working in the community, looking at community resources, and getting help with all those kinds of things that are life skills. In contrast to looking at a theoretical approach to language acquisition, we felt that the context had to be more important, so we emphasized life skills, and that's where we came from. Then linguistic approaches to just – not throwing away the linguistics, but give a context that they will have to do a transfer of information to figure out, well, let's see, the past pluperfect of this word is – they really have to know how to survive and use the language. English immersion, in a sense.

CM: One of the things that I think promoted the acceptance of this approach to teaching was the arrival of the refugees.

RS: Oh, yes.

CM: Because you couldn't get at them any other way.

RS: Another person that has retired, Jim Lindberg (Adult Education Program Consultant), was right at the front of that with Autumn Keltner (San Diego Community College and CASAS) and Leann Howard (San Diego Community College), the group from

San Diego, as well as Lynn Savage (Founding Director of the ESL Institute and City College, San Francisco) and others. Those are the names that . . .

CM: Sure.

RS: They were dealing with populations that no one else knew about in the state. I remember for several years that when we were talking about the Hmong and Laotians in terms of their problems, the language had no written base. People in the Central Valley said, "What are you talking about? We have an Hispanic population." Now today, they're there. (both laugh) They're saying the same thing we just talked about ten years ago.

CM: The thing about the ESL population before the refugees came was that the people from Mexico had a support system here, so you could get by with teaching language without teaching them how to use it, because they could talk to their next door neighbor and find out where to go cash a check, or whatever.

RS: Ghettos, in a sense, of – that still happens, but our approach really deals with – because now, Hispanics and Laotians are in the same place, so now we're multicultural, and that's what California is. They have to deal with all of that.

CM: You've alluded to this, but let's see if we can kind of narrow it down a little bit. Can you give kind of a general description, or a general philosophy, about the use of federal funds in California, perhaps in contrast to other states, or perhaps in contrast to the way it was before Don and Xavier got hold of the department?

RS: Yeah. I can't emphasize enough how Ray really supported me in a lot of my dreams and visions. But we took a leadership position with money. We always received a hundred dollars [from the state] for every five dollars we got from federal [funds],

and the state had no tie-in to it. But they used the federal dollars to really make the changes in California in terms of reform efforts, to build a strong, vibrant curriculum that addressed the needs of the students and population needs. Other states, basically, they would float bread on the water, and they would use it for – not for a political payoff but to meet the political needs rather than the students' needs. There are some notable exceptions.

CM: I think Don frequently used the term leverage.

RS: Yes, definitely. He had five dollars to leverage a hundred. And he would be good at that. He tried to work with the National Consortium of State Directors. There wasn't a lot of interest, maybe a dozen at the most, and they are still leaders in one way or another, those ten or twelve people.

CM: So by targeting all of the special projects to achieve a common goal.

RS: And actually have the projects work together so that they were integrated to begin with. Another one we didn't mention was Jane Zinner's efforts in DNAE (Dissemination Network for Adult Education), which was actually kind of reflective of what the National Dissemination Network was all about. That would kind of get those projects off the shelves and into people's hands. She did a great job in how she developed it, and it really worked well in pulling people together, [with the help of] Tim Cuneo and others. It was a real fine effort. Then, of course, came OTAN (Outreach and Technical Assistance Network) after that. Now we're coming to electronic . . .

CM: That's a little later on down the line.

RS: Yes.

CM: Okay, Dick, let's move on and talk about some of your other efforts in assessment. The one constant about your work, whether it was in Washington or in California, is your primary responsibility has always been for assessment and evaluation, research, the data collection that goes along with that. Let's talk about assessment first. You've been instrumental in the development of three major assessment systems, which is pretty impressive. I'm wondering if it's some kind of a record, or are there others that move from one assessment system to another like you have . . .

RS: I guess I haven't thought of that. It must be the counseling background. I was an architect but I wasn't – it was us rather than me.

CM: Yes, but still.

RS: CHSPE was pretty much me because there was no one else in the office who could do it. (both laugh). It was just piled in front of me. But going back to the Northwest Evaluation Association. That was a collective effort of like minds getting together and saying, "You have to change. We can't just pull the tests off the shelves and throw them at the kids."

CM: Was that your first experience with item banking?

RS: Yes. That was when I was in Washington state. Actually, I was in Tacoma at that point, as a researcher, Tacoma public schools. Just as an aside story, we used a widely commercial validated test that made a lot of sense, an achievement test. And I was going to one of our poorer junior high schools. You know what the results are before you get there. The students were eighth graders. And we got the teachers together. Again, I don't have a lot of sympathy for junior high school teachers or high school teachers. They have a different mindset than elementary and special ed and

adult ed. I said, "Okay." I'm looking at the books in the resource center. They're all great big books. "Let's put a template of the results of your students next to them." And I showed nice curves and things like that. Most of their students – well, the center of their students, the mean or medium, was around fifth grade. The attitude there was, the standard is eighth grade, and they deserve to fail because they don't know this stuff.

CM: They were teaching subjects, not students.

RS: Correct. So that was – that would make you cry, make you mad. So it just still tends to be that way in K-12. I hope that changes.

CM: Yeah. Did the Northwest Evaluation Association – it dealt strictly with K-12. Is that correct?

RS: Adult learning was not part of the system.

CM: I know in the early years of CASAS, there was an Oregon item bank that we were trying to – those were some of the items that came from that.

RS: Yeah. There was just a massive collection of all those adding, subtracting, multiplying, dividing.

CM: Yeah, they were basic skills.

RS: Basic skills clear up through – actually, into social studies and other areas into high school. So it was a K-12 item bank that we were trying to develop.

CM: Dick, neither of us was in adult education when I had my first contact with you.

RS: That's true.

CM: I was a high school counselor, and you referred to this series of meetings that you were having throughout the state to introduce the CHSPE. My guess is that was in

the '76-'77 school year.

RS: Yes.

CM: Okay. Now, the GED was already available as an alternative to a diploma. Why did California decide to develop its own test?

RS: Because we were told we couldn't use the GED. That was the first place we went. And it was an opportunity for us to not do what other tests were doing. So we built a test based on APL and life skills, and things like that. We tried to test the transfer of learning rather then guess that they would be able to answer these questions and, therefore, be able to transfer into actual applications. We tested the applications. That was an exciting measurement piece, and that's what CASAS continues to do.

CM: You sort of alluded to that, but what were the major differences between the CHSPE and the GED?

RS: The GED is modeled after a secondary curriculum – social studies, math, science, all those kinds of things – and asking those same kinds of questions about the rowboat going against the stream and how long would it take you to get there. Well, who cares? (both laugh) If they had a rowboat, then they should be able to figure it out themselves. (both laugh) And basically, we built our test, the CHSPE, on life skills looking at the APL. Because they made a lot of sense in terms of looking at how you would look at those tasks of reading and math built into the curriculum areas of APL. And then look at the subtest of reading hang tags and things like that. That would be in a different kind of context, three-dimensional reading rather than reading prose and answering who's the hero in here, and who's the protagonist, and all those kinds of things. That's interesting, but reading for content to solve a problem, that's what we

test. We tried not to be tricky with the stuff, but that meant we could measure a person's math skills and reading skills from matrix reading and train schedules, plane schedules, bus schedules, or income tax. A lot of things were loaded affectively, that they'd see the form and freak out and couldn't give an answer. And it was unduly difficult because of the fear factor. That's another thing that is a cultural bias that comes into some items that we weren't able to detect. Something looks hard but can be simple if you know matrix reading.

CM: You had mentioned that one of the reasons you did it was because you couldn't use the GED, and of course, I think part of that was because of the age factor in California. Was it national or just state that said you had to be eighteen to take the GED, or six months from seventeen and a half?

RS: Something like that.

CM: And this test was available for fifteen-year-olds.

RS: Actually, it was for anyone that was a second semester sophomore. Our youngest passer at that time when I was running it was eleven years old.

CM: Oh, my goodness.

RS: So that eleven-year-old took the CHSPE certificate and went to EDD (Employment Development Department) to get a job. And it would take GED to get a job. That was another problem that came about because at that point, you just had to have a high school diploma, and you couldn't discriminate on age, so I'm not sure how that ended, but I know that was an interesting one for John Gilroy, who was Gregorio's assistant working in the department, who tried to work out – well, that's just a little civil liberties . . . (both laugh)

CM: Did other states develop similar tests?

RS: No. You had the Board of Regents test in New York, which was basically . . .

CM: Yes, but that's an academic test also.

RS: Then out of New York with the External Diploma Program. So that was another kind of thing. But nothing like the – other states entertained the idea Again, on my chicken and pea circuit with the CHSPE, including many conferences outside of California, other states would talk about building a national item bank. But then, you have to have somebody to run it. Educational Testing Service (ETS) and Psych Corp (Psychological Corporation) had a passing interest in developing a national item bank, but it was too expensive to develop and maintain. In that sense, CASAS has developed a national item bank that reflects adult learning and has been nationally validated. So we are accomplishing that one way or another. If people from more states were willing to cooperate, we could develop a very nice system for national assessment; however, political and resource barriers prohibit such new developments from realistically occurring.

[end tape one, side A; begin side B]

CM: This is tape one, side two, of the Dick Stiles interview. Dick, did you ever get any feedback on whether the results to the CHSPE were accepted outside of California?

RS: Generally, they were suspicious, but our standard was so high. We set the benchmark at the average graduating senior – graduating senior. That's really – a lot of people have dropped out by then. So it was much higher than the GED. It was measured in a different way. I think people have come to accept it in a different way, but it's been an alternative, almost an underground test at this time. When Bill Honig

(Superintendent of Public Instruction, 1982-93) was here, they used excellence in trigonometry and calculus. Other kinds of things for excellence in terms of education were tested and measured. At that point, they were talking about trying to do away with the CHSPE, but it still survives today.

CM: You're saying that it still survives. I was going to ask about that, and I was also going to ask about if anything is going to happen to it as a result of the exit tests that . . .

RS: That's a good question. (both laugh)

CM: . . . that our current governor is pushing.

RS: That's a real good question. I don't know. I don't know. It sort of flies in the face of the exit exam. But they're not going to do away with the GED.

CM: No.

RS: It's hard telling. It depends on having the money to run the CHSPE, having it available. At one point, what we wanted to have was to have it on demand much like the GED, so they could take it any time. As you remember, I think we had it three times a year or four times a year.

CM: Three or four times a year, yeah.

RS: I think now it's twice every year? It's gone down quite a bit. It's almost buried, but I think it's a good concept. And it served a lot of youth and young adults well to validate their skills that they have and be able to say, okay, I've got my paper. (chuckles) And I can now stay here for learning.

CM: Yes, that, and also some of them went directly on to the community colleges.

RS: The bright and bored.

CM: Yeah. I like that terminology, the bright and the bored.

RS: Because curriculum wasn't – they could actually be failures in the curriculum because of the way it's presented, the learning styles, all those kinds of things that get in the way of learning a lot of times happen to the bright and bored. Then they have ADD (attention deficit disorder), other kinds of issues going on where they can focus on this – they can solve problems – bam, bam, bam. Now give them a chance to be in the kind of environment where they can blossom. And that's a lot of our findings with adult ed where the students come into our programs and they succeed. By and large, we do it differently. We look at their needs, and we have our resource centers, especially with the high school programs and things like that.

CM: Okay. Of your work in assessment, certainly the granddaddy of them all is CASAS. You've made some allusions to how CASAS got started. Do you want to elaborate that in any way in terms of just how it got started?

RS: Well, actually, it was at L.A. Unified, and this was buddy of mine at that point, Bill Ririe. He was the director for the L.A. CAPS. I realized I had done the professor bit and done the evaluation and was coming from that kind of – not sterile environment, but a vigorous evaluation environment (chuckles), and people aren't interested in measurement that much, but they were at this point. There was a collection of people. So what I did was, I formed a series of seminars to talk about measurement theories but in an application sense, that given this, what are you going to do? So I would give some lectures about measurement. Then we'd have questions and answers and work that through. Then out of that came a kind of plan of, okay, how do we get a measurement system out of this? And again, this was with Pat Rickard and a couple of other people. They said, "We'd really rather miss high school because that's a

minor part of our program. Especially, it's not even part of our federal program. We should be looking at ESL." Which really threw me for a loop, in a sense. I'm used to a K-12 mentality, ESL-1, how to get to ESL-12 and then to high school. What's the ladder of progression to a high school diploma? Because that was an important thing. And I learned that it's a different kind of system.

CM: It's a different world.

RS: So we started building those kinds of things. And again, with my experience with the CIISPE, it really fit with the people there because it's life skills, and I could deal with the curriculum and CBAE at that point, and it would be a start. The whole idea was to build a system of objective tests as first priority. We felt we could do that in a couple of years. I was off by maybe ten or twenty. Then after we get that done, then we can do it by performance measurement. That's the kind of fun things that we could assess what the student's doing in the context of living. But that's another issue and more difficult.

CM: I think you were talking about meeting with a series of people, essentially the districts that were participating in CALCOMP that, I think, formed the nucleus of the start of this. After it became a formal system, the first consortium meeting was in 1980.

RS: Yes. That's right. Because you always have to have a meeting in adult ed. (both laugh) And a conference. Actually, it was a way to communicate. A lot of it's one-way communication. It was different than the four times a year communication. (chuckles) We sat down at the same table, and we had a series of presentations about the measurements, about stuff, about measurement, about curriculum, about trying to connect those two types of things and do the right thing.

CM: Dick, all three of the assessment systems on which you've worked were based on this item response theory (IRT), and you used another term awhile ago.

RS: Latent trait. It's not manifest. If it's manifest, you can see it.

CM: Okay. And the Rasch scale. These are like a foreign language to the layperson. I know that in the 1980s, as all this was getting underway, you and Pat and John and Jim, the gentlemen from San Jose . . .

RS: Actually, another John too.

CM: John Martois.

RS: And also John Davis from – and Jim Morrial. There were two Johns and a Jim.

CM: Yeah, the John – I was thinking of John Davis from – because I said the gentlemen from San Jose. John Martois was from Los Angeles. And James Brown. Is that right?

RS: Jim Morrial, I think it was.

CM: Anyway, I know at the time that you were – rather systematically you were giving presentations on this, the Rasch scales, the item response theory, and so on, to the various and sundry professional associations that dealt with research and evaluation. I got the impression at the time that IRT and the Rasch scales were relatively new concepts, or at least not widely employed

RS: Or accepted. (both laugh)

CM: Is that correct?

RS: Absolutely correct.

CM: Can they be explained in simple terms, what I would call IRT for Dummies?

RS: Basically, George Rasch was a Danish mathematician and was commissioned to do

an assessment of tank drivers, I think, or something like that, in Denmark. It was an obscure kind of measurement model that he put together. It wasn't until a guy from the University of Chicago, Ben Wright, who was a super, super mentor of mine, in a sense, came about it and made some sense out of it. Again, more sense, not to the layman but more sense to a person like myself that's had a doctorate in measurement. It's a math model, and it says, well, you have varying degrees of difficulties for items. There are easy items and hard items. And there are students that are not so smart and very smart. So the smart people should be able to answer the smart items up to a point. The not so smart people shouldn't answer as many items. So it's put in that kind of concept in math. I don't want to get into that because that gets beyond me. But it's looking at that kind of relationship. And it's been proven over and over again the last twenty years that that works. Versus taking huge numbers of students at a given grade level or age level or given demographic and giving them a set of items. You don't have an item bank as such. You build tests. And that's how it was before the IRT was developed. The good news is you have the pioneer of IRT; the bad news there was a selling job about something that – the mathematics was beyond me. I understood the concept. The concept was working. That's why we presented our papers and did tests. Because the computer can do the math. It's proven to be a very nice system, especially for adult ed.

CM: And the Rasch scale, could you tell us a little bit about the scale?

RS: It's like any other scale. Other publishers have gone to a similar thing. I think CTBS (California Test of Basic Skills) has a thing called the continuous growth measure. They use another kind of math model to deal with that. But to link the tests together –

because when you dealt with the old tests, you had a fourth grader that was too smart for the fourth grade test, so it would bounce out at 99 percent, so you wouldn't get a good measure on it. So [then you] gave them a higher level test, like a sixth grade test, or even beyond that. Well, how do you translate that in terms of norms? Because now a sixth grader – well, typically, the results would be like what I said about the junior high schools. Give them an eighth grade test and they would bottom out. We wouldn't get a measure there either. Give them a fifth grade test and you could find out what they do know. Also, the measurement community, with IRT, was moving along with at least the concept that we have at CBAE. You measure where the student is, not pitting them against a norm to try to – if they didn't fit on the scale, they fell off and were no good, which was similar to the NALS (National Adult Literacy Survey), but the NALS just went down so far, and if they couldn't take the test, they were all lower, or they couldn't fit on the scale, so they weren't counted. I think with the new NAALS (National Assessment of Adult Literacy Survey), with the double-A, I think they're actually going down lower to pick up those kinds of nuances about language acquisition so they can measure those things too. Again, looking at a population up here, the general public, giving them a double-A test would be insulting to them, to the average person.

CM: So the scale then is just any set of numbers that you may choose and where you place on . . .

RS: . . . the items. The easiest kind of items to the most difficult kind of items. There's a way you can crunch the numbers to really give them a fixed value, and you take a fixed value much like starter dough. Then you can build something that has some

results much like any measurement with rulers and yardsticks. With psychometrics, using the classic theory of measurement which I was taught in, there's a whole bunch of smoke and mirrors, in a sense, that you just measure for a given population. It's set so you can't make generalizations. Most of our populations are becoming more multidimensional, so that a multiple choice test doesn't work for them at any given level.

CM: You just mentioned a double-A test, so the scale that CASAS is now using – what are the lower and the upper . . .

RS: The lowest part is now called POWER (Providing Options for Workplace, Education and Rehabilitation, an assessment system for adults with developmental disabilities, developed by CASAS). It's actually a program, an observational schedule that deals with the developmentally disabled, or folks that look like them and behave that way. Then goes to AAAA, AAA, AA, and then goes to A, B, C, D (test levels). It goes up to, basically, a high school functioning level without getting into calculus or the various branches [of math or other vocabulary specific content areas]. The problem is, what we're measuring is in the latent scale. The thing we can't observe is contextual reading, contextual problem solving, where you have to read and compute and then choose the right answer.

CM: So essentially then, the CASAS scale covers from the developmentally disabled through secondary levels, completely . . .

RS: Into. Because when you get into the secondary level, you have these branches of specialized knowledge. But the problem solving could actually go up pretty high. That's the general idea of the scale.

CM: A significant number of consortium members, the CASAS consortium members, eventually became fairly knowledgeable about assessment in general and specifically about CASAS. But it wasn't easy.

RS: (chuckles) That's true.

CM: Can you talk about – and you've alluded some to this – can you talk about training consortium members to be able to accomplish the task that they needed to do to build the CASAS system? And of course, within that first year, the consortium expanded from the eight or so districts to, I think, twenty the first year and then the second year to forty. Can you talk just a little bit about that relationship that you and John and Jim had with the consortium members?

RS: I wouldn't want to go to one of my seminars way back then at this point, because the experience is, you have a researcher who's used to talking to other researchers, not to real people. I think that was some of the experiences of those early pioneers of CASAS, where I would babble on about measurement theories and then John would support me. We were in agreement, so the rest of the people were nodding, yeah. Well, they didn't know what we were talking about. It took a general contractor, Pat Rickard, to be able to translate that, I think, into some other language, as a translator to what that was. Finally, I shortened some of my sentences and used more sensing kinds of examples. I don't know if John has or not, but he doesn't have to because he has to crunch the numbers. But I think I learned a lot in adult ed from that, just being able to translate my ideas. Because I would have a lot of ideas, but then I would put them in abstract form. They're good for me, just like when I used to play music, doing jazz. I was playing jazz for me, not for my audience. You don't get hired to do

the tunes anymore, or if you're trying to develop a system, you can't really push the system any further unless you've got a general contractor who can take those abstract concepts and put them into reality. That's a lot of what Pat and the consortium members that were really piqued by the interest of what this was all about and actually did it.

CM: There were some very specific problem areas that needed to be worked through, and that was what consortium members thought was the dichotomy between ESL and ABE students.

RS: Right.

CM: But what about grade levels? We spent a lot of consortium time on those things.

RS. Yes, we did.

CM: So do you want to just . . .

RS: I think in the annals of CASAS memorabilia is an enlightened two-page paragraph response that I was asked to write about the meaninglessness of grade levels. Well, if a person's in eighth grade, they're an eighth-grader. No, they're not. If they're functioning at a zero level on an eighth grade scale, it's like it's all that stuff then. Do you test in September with that grade level, or do you test in April? Well, it's all that stuff. You have to test within six weeks. Actually, it's in October and April. Then ITBS (Iowa Test of Basic Skills) is different than CTBS is different than some other ETS STEP test. So it gives the illusion of something that's not abstract. It's a grade level. Well, it's a first grade, second grade. We know what those are. That's where your kids go. How in the heck does that apply to adults? It's hard enough to get the adult – I'm talking about the ABE student – into our programs. Now we say, "Hey,

the good news is, you got on our scale; you're a kindergartener, and you only have twelve or thirteen more years to go." (chuckles) But when we look at the CASAS scale and their growth, they're making two, three, four years growth with the right kind of intervention. So in a positive sense, we go back to grade levels. It might be inaccurate, but the first shock would get them out of the classroom. The grade level is better akin to developmental levels of sexual-social development rather than learning. But again, learning in this country is basically K-12, and then you have post-secondary. This thing called adult ed is just a different animal that no one really has come to accept, except the feds and other states and our statewide systems and our legislature, because they understand the CASAS scale.

CM: Yet, federal legislation still asks for grade level things, so you've had to come up with . . .

RS: Translations.

CM: . . . kinds of translations. What they call crosswalks.

RS: Again, you can say, well, a person who's at such-and-such a CASAS level is generally functioning at about the same kind of context or cognitive skills as you'd find on an eighth grade test, or whatever it might be. So levels, early years, as well as measurement itself has been smoke and mirrors. So if you try to get any kind of measurement system – I guess more problems [emerge] listening to the kind of talk and listening to the level of conversation with teachers and other people that should know this stuff, and they do, and they feel very comfortable with it. I guess as a professor way back when trying to teach sophomores and juniors in college, this is very difficult. It's like, let's get on with it. This is a course I have to take, so I want to

get out of this course. A lot of our problems today with the exit exam and all those things are because we're not doing a good job of saying what the students can do.

CM: We're identifying what they haven't learned.

RS: Or the learning process, and going way back, like the Johnny Carson Show. A good teacher is a good entertainer. It's all about the teacher's performance, not about the students' performance. That's where we've been. And recent changes – let's look at what the students are doing. You can give a damn good performance, but then, did anyone get anything out of it? So that's part of what the teacher has to look at in terms of change. If they're there to change the behavior, they should want to know what behavior has changed.

CM: The other thing I was alluding to – [arguments about] this is for ESL students. No, this is for ABE students. It doesn't fit – I mean, the proof is in the pudding. The two populations behave alike on this assessment.

RS: Their acquisition might be different, but then, a lot of the ABE students have learning disabilities, so they're not going to grow as fast. But there's still a measurement of how they're growing. Just like the POWER test is really looking at the learning disabled. They're growing very slowly. And sometimes growth is to stay stable. It's how you deal with the measurement and how you read it. And it takes clinicians, teachers, humans to understand that rather than just saying, this is not good, this is good. You have to know the situation, the context the learner is in. The student that's coming in with no education from Mexico or Laos, or wherever it might be, and finds themselves slowly, very slowly, maybe even negative gains of not making it on the

scale. But once they get to a threshold – and this would be my learning theory – once they get to a threshold, they start putting pieces together, and all of a sudden, bam, they take off.

CM: The growth level is fast.

RS: That's regular learners. Those aren't ones that have organic involvement like the developmentally disabled. All those kinds of things are exciting for a measurement person, but also for the field worker. They see actually that they can make a difference, and the students are making a difference. And they actually are growing.

CM: Consortium members contributed many items to the item bank.

RS: Yes.

CM: Even the CASAS staff person who was primarily responsible for item writing didn't have a psychometric background. She was just a good teacher. Now, is it common for lay people to . . . (both laugh)

RS: No.

CM: . . . do this, and is it a strength or a weakness?

RS: I think it's a strength. Again, that's my philosophy. I just like to look at the students in terms of what they need, to know about them and where they are, from the lowest to the highest. I also need to know, so what are you trying to do in the classroom? What are the things that are relevant to your classroom? These are good teachers that really are interacting with their students. What kind of symbols mean something to them? What kinds of products mean something? So they are the ones – and then also, I gave them kind of templates in terms of how you put items together. We could do the cleaning up of them, but they had to deal with the stimulus material because

they really knew what was connected with their students.

CM: This was part of your teaching process also, teaching the consortium members?

RS: Yes. And that's very difficult. If I knew how difficult it would have been, I don't think I would have started it. The CHSPE was a lot easier. I made that . . .

CM: You did that yourself. (both laugh)

RS: And by gum, you better know what a bleach bottle says. (both laugh) And we had ABE teachers and ESL teachers. Even in this state, there was controversy. If there was an ABE teacher, and the ESL teacher was somebody that was at their home site, it was always an ABE test. And that was also nationwide. Like a ABE state that was trying to help an ESL state, they'd say, well, it's an ABE test. People – and I include myself. I think that's why I got into measurement somehow. Again, my background in engineering kinds of things that I was raised in with my dad. I fell into that, and not enjoying clinical work because the cases followed me at night and I couldn't put them away. Not that research is any easier, because then you deal with systems that are dysfunctional, so you're working with that. But trying to build any kind of system takes time, takes lots of energy and a lot of people. It isn't just one person. One person that has been pretty constant, though, is Pat again. Where she gets her energy, I don't know. But it helps to have a key communicator that can show the way, that has the information. I think the strength of our measurement system is how we developed the tests. And when I hear the "newbies," the current group of kids out there teaching, where do we get this stuff? Well, we got it from you or your helpers. It was created from the field.

Typically, tests are made at the university or the testing factory. They'll bring

in some experts – math experts, social studies experts – for a couple weekends and pay them a per diem, and they write a bunch of items. Then the item writers clean them up and put them on . . .

CM: You talk about the "newbies." Sometimes, Dick, I think we need to have a concentrated remedial session on competency based education and the assessment that goes with it. Because of our turnover, we do get people that don't have the buy-in.

RS: Yeah. I'm thinking about, as you said that, a lot of marketing ideas. You market – first of all, we're trying to deliver a different educational system. And what are the founding pieces of that? What does that mean? That would be a nice three-hour kind of tape of sorts.

CM: Is there any other test that you know of that requires training before you can administer it?

RS: GED, I guess, a little bit, but . . .

CM: Not a lot.

RS: Not unless you get into the clinical tests. The psychologists administer the ASVAB (Armed Services Vocational Aptitude Battery) and those things. They get them to read a manual, so it doesn't take that much. What we try to do is not implement tests; we implemented a system, a management system. With the advent of all the electronic gear that we have now with computers and kinds of programs, it's made what was impossible fifteen years ago very possible. We've turned, basically, front desk clerks into now quasi-psychometric scanners. Those are things that we did by hand with doctorate degrees twenty-five, thirty years ago. So it's like we push a

major skill level requirement on our adult education system. But I think we have the kind of staff development for those who are willing to go forward. I think we could have – it's not all that difficult if you follow the steps. I think every year it's going to get a little easier. We're miles ahead of, I think, any other educational system below the college level.

CM: I was going to ask you that, if you could make any general comparisons about CASAS assessment and other tests that are commonly used in adult ed. Be nice. (both laugh)

RS: We all have the place, given that the state of adult education in the nation is high school completion, basically GED. Well, a TABE reading test makes a lot of sense. Actually, as the TABE has evolved – although, I think that with CASAS, they have had some competition. I haven't seen a new test, but I've heard good news about the new TABE. It actually has some things that – adults actually try them out.

CM: So they have some functional items.

RS: I understand that that's so. But again, they write new tests, and as you have a curriculum that was really at the secondary level that was giving us seamless delivery of the sophomore, juniors, and seniors in high school dropping out that are continuation ed kind of folks. But they're still in the system somehow and might be in adult ed at a junior college over here in another state. That would make some sense to go with grade level tests so you can get that kind of feedback. They're functioning at around a tenth grade or eleventh grade, and they know they have to get to a twelfth grade. So if that makes sense to them, I think that those are well used at the right place. But if you deal with a systems design like you have in our system, it

would have to be like CASAS or a like kind of thing. Like in Oregon and Washington where you try and use the basic skills and saying, well, the person is in first grade, but they're functioning at the eighth grade level, but psychosocially, they're a first grader. Well, they may be in a first grade environment, but they should have the ability to expand their mind at eighth, ninth, tenth, eleventh, twelfth, college level. And more of that's coming into acceptance very slowly, but you'll hear of nine-year-olds and ten-year-olds going to community college for a summer school.

CM: I think that I want to attend one of the workshops on the new GED because I understand that it is transitioning to a more functional approach.

RS: Well, we worked with the GED folks for twenty years too. (Douglas) Whitney and a few others. They've been involved with us and looked at our testing mechanisms. I think they see some sense in terms of what the rationale and the population base is. They've changed from the high school tests for GIs returning from Korea (both chuckle) to a test that makes more sense in terms of where we are now.

CM: Dick, ESL teachers do use some language tests, those that . . .

RS: That are more diagnostic?

CM: Yes.

RS: Very appropriate. We're just dealing with the certification test that measures our achievement. A common measure going through all curriculum. Like I said way back when in our interview, our first idea was to have that measure. Now build the high performance measures, other kinds of things that give information back to the learners. The last thing I want as a golfer is a CASAS test. We're getting too much information.

CM: You were talking about high performance. It's been hanging around on the fringes for a number of years, but with the requirement now for the EL Civics (English Literacy and Civics) agencies to develop alternative assessment, I think it's, by requirement, becoming more widespread.

RS: Unfortunately, that's what it takes.

CM: Yes.

RS: Although applied performance measurement never will take hold. It's too expensive currently. But who knows, with computer applications, what can be done in terms of simulations on the computer, or whatever's in the future for us. Again going back to – I forget the names of the people, but the college in Oregon that dealt with simulations and branching techniques in computer simulations – and this was before computers, really – and this was for teacher training, where you would do a certain thing in a classroom in a situation using film. And so, okay, now what you do, you do this, we're going to branch you to the consequence of that. So in a sense, that was computer applications.

CM: Tom Sticht will be the one that will come up with computer simulations. (both laugh)

RS: Sure. They do a lot of good work down in San Diego State. Mammoth, Oregon, is, of course . . . .

CM: Just kind of in summary, Dick, can you comment on how CASAS has developed and adapted, some of the adaptations that they've made and change through the years. One of the strengths of the system is that it's alive.

RS: Yes. And that takes resources. CASAS hasn't had, really, resources from the department to do development for a decade, or more. So basically, we've given them

operational expenses to do – they've gotten into a different kind of business, and that is data collection and crunching of data. It has worked, and they're doing a fantastic job. And it's been very inexpensive for us to do it that way compared to going to a contractor that does this. We would have spent more money than we had to do the system. I think in the vision of all the people that have gotten together at the table and looking at different ways to measure different things, and we're doing more applied performance life testing, actually getting into oral production measures, things like that that you didn't want to touch because of all that is involved, all the dialects and all that stuff. They've tried to look at those things OCAPA (Oral Communication Applied Performance Appraisal). So they're trying to expand away from that solid strand of multiple choice tests. We are looking at the idea of computer adaptive testing, which is – you could use the whole item bank and the student just gets a few [appropriate] items, and you get a good estimate, a real solid estimate, of how they function. That's what we want.

CM: I was specifically thinking about things like JTPA (Job Training Partnership Act) and GAIN (Greater Avenues for Independence, California's welfare reform) and the kind of specialized areas that have contracted with CASAS.

RS: Well, I feel proud of us, being adult ed, in the first – when Don died and Jerry (Dr. Gerald) Kilbert, (Assistant Superintendent, Youth, Adult and Alternative Educational Services, 1986 - 1995) took over, and Jerry came from basically manpower development. And I got pulled off from adult ed at that point, and I was kind of administrative assistant. I'm not sure what my title was then. (chuckles) But to do stuff system wide and to do more systemic things, that Jerry really wanted to deal

with systems development. I've lost my thought.

CM: We were talking about how CASAS went into JTPA and GAIN.

RS: We're able to [adapt], given that we've had the background of our seminars and institutions and field involvement, not the showcase involvement, but actually roll up the sleeves, build the manual, build the training, all that. So we had a cadre of folks that you were part of around the state that when GAIN came, we did the same thing. I remember out at the airport, they pulled a whole bunch of us together and said, "Here's what we need to do." We had the guy from Sonoma State come and – he was another piece of work, but we were a piece of work. We knew what we wanted, we knew what was needed, we put it together like in six weeks. Normally, it would take two and a half years just to put that piece together. And we had GAIN functional in less than a year, for the adult ed part. Not talking about . . .

CM: But the specialized assessment for GAIN.

RS: Yeah. And also about how we'd work with that. And along came that amnesty . . .

CM: That's very definitely on our agenda.

RS: That's what I'm saying. Because of the field involvement they were used to, they had trust in us, I think, that we would follow their direction and listen to them and try to build the right thing for the students. And that's been our strength, I think, all along. And as long as we continue to have field involvement that way, I think we'll be a strong, surviving system.

CM: And of course, [CASAS has] done work for other states, tailored work for other states as well, that they've been contracted to do.

RS: The welfare reform and school to work and amnesty. I think CASAS is down in

Australia.

CM: Yes.

RS: South Africa, they have some interest in it. We've looked at systems in England where they do a different kind of assessment. It's very expensive, but they have national assessors that go around.

CM: Okay. Dick, you're retiring now, and the time will come when Pat also retires. What do you see as the future of CASAS?

RS: That's a difficult question.

CM: It's one I worry about.

RS: Yeah. Pat and I have talked about that a couple of times. She's experienced me in new and different ways this last year. I stepped out of the monitoring role and now I basically have consulted with CASAS and the state employees for the last year and a half. So I don't make decisions as a state person, I just suggest alternatives. But the kind of leadership that she's given and given to the field, it's unusual. You just don't find a Pat Rickard or a Joan Polster (Administrator, Adult Education Unit 1998 - 2000; Sacramento Unified School District). There aren't a lot, even in education or just – you have a lot of politicians. We have appointed leaders, or elected leaders, that haven't been actually involved like she has. You don't replace her. You have to figure out what's best for that entity if you want it to survive and how does that happen. At one point, the state toyed with the idea of bringing it into the state department. But in a lot of ways, I'm glad it didn't happen because we would have been part of K-12 somehow or the API (Academic Performance Index). So it's sort of like nationalizing the airport people. There's some powerful things that happen in

terms of standardization, and then there's a lot of downsides. So I'm not saying that we should nationalize the tests, which has been done in a lot of ways through the consortium.

CM: Through the national consortium, yeah.

RS: But even there, nationwide, a lot of us have gray hair, or no hair. We're aging all about the same time because we had the same spirit. And there are people who are stepping up, even in CASAS there are new people coming. But now the background, the rich background, that Pat has given and Jane Equez (a CASAS manager). I think there will be people there, but it never will be the same when Pat steps down. It's a matter of who will step up and how they will take the reins of leadership.

CM: There was a time early on, as projects are always worried about the end of funding, and so on, that you actually did some exploration of ETS. Do you think anything like that is still . . .

RS: We explored it with ETS, we explored it with Psych Corp, and we looked to all the major publishers. This was the entrepreneurial days when we were trying to say we'll sell off our projects and have them vastly available for all, and then have a cost reduction for California. Now, they weren't interested then and I don't think they're interested now. Again, that would be a superintendent's decision, and that's whoever your choice is for next year's candidate. So that could be an issue.

CM: Because they've got a big stake in this now. They sure do. Okay, Dick, let's move on to evaluation. Evaluation is commonly the missing component in educational programs and projects. Will you comment on the role and the importance of good evaluation?

RS: Well, evaluation tells you whether you got to where you want to go and how good the trip was, a good evaluation. Assessment gives you benchmarks to make that determination. Evaluation should say something to you in terms of, should I continue? Should I modify it? Should I shut it down? Should I continue it by modification? We've spent most of our time collecting data. (chuckles) And I think we're getting to the point now – I guess when I look at my career from here, I go back to those roots, those evaluations. There's a lot of rich information for agencies to use to modify their systems.

CM: So evaluation is kind of a report card, then, on how well you're doing.

RS: A continual report card, should be. And a final report card, yeah. That's the summative evaluation that says, okay, well, this is the end of the cycle, do we fund it for next year. And that's one that we give to the legislature or the Congress, to your school board. If you want to continue with adult ed in a small community, the cost is more to run adult ed than it possibly should be because we haven't really spent the time with them to bring them up to speed to what adult ed is. Because again, they have a class or two and a revolving teacher that may or may not know adult ed from anything. Those are some big problems that we have to solve in this state and nationwide, but in this state, I think if we want to have access throughout the state, north of Sacramento . . . .

CM: And the best way to do that.

RS: Yes.

[End tape one, side B; begin tape two]

CM: This is tape two, side A of the Dick Stiles interview. Dick, during the eighties when

CBAE was in its heyday, the final report from all agencies receiving federal funds had a section on evaluation.

RS: Yes, it did.

CM: Two products were developed to assist local agencies with that. You authored one of them. Why don't you tell us about it?

RS: QDR_x? The main emphasis there is the training, try to take the mystery out of evaluation. A lot of my colleagues in evaluation think that puts them out of business, if you take the mystery out.

CM: (laughs)

RS: But the thing I tried to emphasize in the training session was, evaluation depends on good questions. A lot of the evaluation that was done throughout my career and around me, and maybe some by me, (chuckles) typically you give 5 or 10 percent of your budget that you got from the federal government for evaluation. And you look at the specs and you answer the questions and you write the report, independent of what was going on in the program. And the program doesn't look at the evaluation, and the evaluation really looks at the program in a different way but not with the idea of the engineering. I guess my approach to evaluation is engineering. If you want it to fly, you're going to have to work on the wings and the fuselage and all those things that are there. You just don't say, well, okay, it didn't fly or it only flew for three seconds so it's no good.

CM: Or ten people flew.

RS: Yeah. So *QDR_x: Prescription for Good Evaluation* (questions, data collection, reporting results) was really a prescription for good evaluations. You start with good

questions, and you spend a lot of time on the questions. What kind of questions? What kind of information do you really want? And then go after that. To this day, it's a difficult task, to really spend the time up front saying, what are the good questions? True, there will be some questions that come out as a result of implementing, and those are important questions too. But to say, what are the summative questions, what do we really want to know about the product? So a lot of my career has been trying to look at some of those things, but again, you spend most of your time on the process of collecting the data and getting it in by the deadline and then filing it. But in terms of actually perusing the data, which I hope to do and [actually I] am in the process of doing now. So what does this all mean? What kind of information can we give back that's applicable to the field that they can [implement and] make a difference in terms of their day-to-day operations.

CM: You mentioned good questions and the data collection and then the R_x was for . . .

RS: R_x . . . report and then prescription.

CM: Okay. Then there was another evaluation instrument – well, it could be used either in the assessment or evaluation that came out of the staff development consortium, the ISAM (Institutional Self Assessment Measure).

RS: Oh, yes, ISAM. John Wise (Elsinore Unified School District) and I and John Tibbetts collaborated, along with others – and this came from my measurement background – tried to build a scale that was behaviorally anchored. We'd say, well, what is the zero point of looking at something? This also rhymed with some stuff that was out of the University of Texas called levels of use (LOU) and stages of concern (SOC). It again was a nice theory-based way of looking at any kind of innovation that you spend

some time trying to implement, something to get it done and implement it in place. Going off the track a little bit, but looking at Title I and those things. So we put all Title I together and said, does Title I work? Well, it works some places; it doesn't work in other places. So what is it? Did they actually implement the CBAE? Did they actually put it in place? So you have to have some kind of measurement to determine if CBAE is in place and to what degree. Then stages of concern [look at] whether you want to change it and how you do those things. We were trying to deal with both those concepts, but I think we dealt with the levels of use with the ISAM. I think CIM (Continuous Improvement Measure) is a similar type of thing coming from ISAM, that to what degree is the implementation of competency based adult education in place? So you can look at it systemically, not just while it's in place. We talked to the director and they say its in place, it's in place, bam. We asked a lot of telling questions from the administration, what they're doing as administrators in terms of practices that reflect the implementation of competency based adult education. Look at your guidance, if you have that, guidance structure or concept. A lot of guidance is still delivered between the administrator and the teacher. It may not be in place for competency based education because a lot of our programs aren't competency based, but that guidance function is in there. And then the instructional strand in terms of what you do in the classroom to create cognitive changes.

There are other things to look at, but those were the important ones. So we went from there to actually putting them in the study and saying, to what degree have a variety of programs implemented competency based adult education versus those who weren't. Were their cognitive gains different?

CM: Just as CASAS continued to evolve through the years, the ISAM did as well.

RS: It did.

CM: You mentioned the ISAM and it's current incarnation, the Continuous Improvement Measure. It's a good self-evaluation tool and can also be used by outsiders to come in and observe.

RS: When you look at an ISAM, you look at CIM, this makes sense. But we went to the University of Michigan to look at what they were doing. There was one, the Flanders Interaction Analysis, whatever it was. I'm making something up now. But there was one that took at least three months of training, and then you get into all kinds of interaction of learners to the teachers. Teacher talks, student talks. They were a thorough analysis, but then you collect all the data and you wouldn't have time to really look at the results. We tried to make it usable. Just like all of our products. If it's not usable, people won't use it, and then can't look at the information. Our current push is – and I hope it will continue to be – is the evaluation, the assessment, to look at oneself and say, "What are you doing in the classroom? How come my students aren't learning?" Or, "How come they *are* learning and how can I share that with others?"

CM: QDR_x and the ISAM were developed to help local agencies with their evaluation efforts. Now, the local efforts at evaluation may not have been very good. A lot of times they weren't. But, because an evaluation report was required, at least the importance of evaluation was highlighted. Now, that got dropped in the process. Do you know why?

RS: Yes. We weren't using the data, and why bother collecting it? That was the decision that was made.

CM: Okay. You may not have been using the data at the state level. Was there any attempt to learn whether just going through the process was helpful at the local level?

RS: No.

CM: In one of your educated guesses, would you say going through the process would be helpful at the local level?

RS: Definitely. But if it's not a compliance issue, then why bother?

CM: How else are you going to get local agencies to evaluate?

RS: Well, it would be more of – I guess it would be benchmark* related. So it's heavy-handed in terms of what we've done the last couple years. But people are changing systems and actually doing stuff as a result of that. I guess from my gentler self, I like to see it evolve, but if you have something on the shelf for twenty years and no one picks it up – very few picked it up, actually. I shouldn't say no one. But when you require it and then you give reinforcement for doing that, then people will do it. So I like it. I like the idea that learning is self-evident, that people really – self-motivated, that they actually try to do those things we've been informing them about. But we don't have the time. In reality, we have part-time staff that are learning to do a thing in the classroom, and they run out. We don't have staff base to speak of, generally speaking, in our school system. Whatever the skills they had going into that

* Measures of success. Samples of adult education benchmarks include test score gains, advancement in level of instruction, earning a high school diploma or GED. Local agencies can achieve a higher level of funding based on the number of benchmarks they have obtained.

classroom, that's what they have and that's what they use. Hard to intervene with part-time staff in a lot of ways to make that kind of high quality involvement. Until you start requiring it, you know, these are the texts that you use and give more prescription in terms of – if you use your creativity. Maybe it's the way you deliver it. But the menu should be more prescribed and detailed. And I'm not saying at the state level but at least at the local level.

CM: I was thinking that, just on the part of the administrator and the coordinator, even just to write the evaluation questions so they know what they're trying to do. It can be a helpful process.

RS: I think EL Civics has kind of brought that to the fore. Maybe painfully. (chuckles) But even in the processing, how else do you want to measure? Raise the question of what do you want to measure first before you start saying how.

CM: Okay. You alluded to this just a couple minutes ago. You and some of the 310 project staff did a major evaluation of CBAE implementation in California. Tell us about that.

RS: That's a new change. Basically, we were into Competency Based Adult Education for five years by then. We count it at five because we see 1980 as kind of a starting point. Nineteen eighty-two is actually when we had the state plan change. The study itself was '86, '85, someplace in there.

CM: Somewhere in there.

RS: Before GAIN, so it was in the middle eighties. So we had each of our leadership projects involved using ISAM, using CASAS tests. Again, it was not every student in every program on every day, but we had data on a sampling basis. So it was

fragmented. And we carefully picked up those fragments and tried to be as scientific as possible, saying, here are the non-implementers of CBAE; here are the implementers of CBAE. Is there a difference? And there was. And what are the kinds of key components that caused CBAE to be implemented? And the big one is leadership and the key communicator. And it doesn't have to be the principal; it doesn't have to be the director. It could be a teacher. It could be the clerk at the front desk or the secretary. Who knows? But someone that has earned the power and the right and is the key communicator. This person tells the truth and knows the stuff.

In my estimation, programs have to be of a certain size. You have L.A. at a certain size. (chuckles) But then you have Alturas, which is a certain size. You have to have a critical mass to have a key communicator. It's not the Bob Ehlers or the Dick Stiles that comes to the program because they're there for a few hours at a time. It has to be a person that's resident, that people go to on a daily basis for information.

CM: In reality, that person was usually the resource teacher, the department chair, the coordinator, whatever title they may have had.

RS: And they were "investing in change." They could teach and mentor people, and all that other stuff. It was all that stuff that comes from that side we were doing, and I think we continue to do. It's been somewhat fragmented lately because so much of our money has gone into just one piece of federal accountability because it's so expensive. And the tab hasn't grown, or the resources haven't grown to meet the continuing need that we have in staff development, that we need to have for staff to grow more thoroughly and more completely.

CM: The project won an award. I mean, that evaluation won an award.

RS: Yes. Was it when I was president of that organization? It was AAACE (American Association of Adult and Continuing Education).

CM: It was the Adult Competency Education (ACE) unit.

RS: I don't think I was chair at that time. Maybe I was chair after that. But yes, we won the research award for that year. But CASAS also won the award for innovative assessment.

CM: At some time . . .

RS: That was recognized by a lot of people helping make that effort. I hope to do that in retirement, to look at more of what investment in change would be. I'm going to do other contracting too, mental health and those things. One of my loves and joys has been adult ed because it's been so much a part of my life. But again, to do our best, I think we need to do more evaluation. We talk about marketing, but we have to know what our market is. And we don't want to spend a lot of time on engineering. In evaluation reports, you see a lot of engineering. That's the research side, and it's like it's boring as hell. We read all this stuff and . . . .

CM: What we really want is results. We call it from theory to practice.

RS: So, what did you look at? Generally, how did you look at it? I don't want to replicate this. If I want to replicate it, I can ask you, and it would be another paper. But look at yourself. Look and what do you see? That's what we need to tell our boards. That's what we need to tell other learners that come to our program. They've got that powerful marketing tool for students. word of mouth. And definitely, the legislature. And right now, we have an annual report that briefs the legislature so that we have that opportunity to really share that.

CM: I was going to ask what's the status of state evaluation at this time?

RS: It's a compliance issue right now. Part of the problem of sharing data is the data is not always used the same way. And what you share can be used against you. And it has been. You can't do a cavalier evaluation – you have to do a careful job and you have to spend the time. Part of the reason that we haven't done these things is we've done the compliance issues much like the locals have done in the past. There are also state compliance issues. I think we're reticent to share sometimes because we haven't carefully looked at the other options and how else could you look at this result? And that's taking the result of the evaluation and bringing people together, much like we did with CASAS in building the system of CASAS. We're building Competency Based Adult Education. It takes more effort. It takes another cycle to it, and then you release the report.

There were some attempts, I think, with the evaluation that ETI (Evaluation and Training Institute) did of how do you do the programming. And they have an advisory group that would come together and they would do that similar thing. But the advisory group is not intimately involved in the process. It takes money and resources and time. You have to have a knowledgeable audience to reflect on what the result is that we have, rather than just bring a bunch of, quote, "experts" together.

CM: The ETI personnel, they weren't adult educators.

RS: No. They were evaluators.

CM: I think it's hard to evaluate something that you don't have a background in.

RS: I just came in to do evaluation of adult ed as an evaluator from OPER. I found it very difficult to do that. Your stereotype is what education is, K-12. So your typical

evaluator will look at that and say, "Okay. I'm going to use those same hallmarks of success that I use in K-12 for evaluating adult education."

CM: Certainly all the data that CASAS collects now, and then they do a narrative report to try to explain what the data means.

RS: This is voices from the field and how did it go. We listen to that. We have. And that gives us some feedback. The old narrative, or questionnaire, sent everything to the feds. Those kinds of processes (the narrative reports) give us guidance in terms of our teams, the consultants and a few technical assistants, our leadership projects. How can we best serve the field and I think those voices from the field, through the questionnaire process as one measurement, gives us an inkling in terms of what's hurting, what's itching, and what needs to be developed.

CM: I know that you've worked on at least one national evaluation study, perhaps more than one. Do you want to tell us . . .

RS: The Developmental Associates study, possibly? Which looked at the impact of adult education on learners nationwide. And about a third or a half were from California because that's our share of the students that are served from the federal program.

CM: There were some problems with that study, though, weren't there?

RS: Yes. We got some good results, but they didn't come out with glowing reports. Part of it, you had a research company doing things in a research way. They did a commendable job, but what they did is they looked at the – what they found was the transient nature of adult ed.

CM: Surprise! (laughs)

RS: Again, the K-12 model is – kids don't move around. And it's compulsory education,

for openers. It was hard to pin down. And there was duplicate counting, a whole bunch of stuff, and it wasn't – I think there are some gems in that report, but because the report didn't give the information that was anticipated, it was more or less buried. I guess my shock to my system coming to California, my innocence when I was the researcher and evaluator in the Northwest. And whatever you saw, you reported on, and that's what it is. So with bad data, you report the bad data and put a footnote in saying it's bad data.

CM: And this is the reason why it's bad or incomplete or whatever.

RS: A short story. As a young researcher in Tacoma – I shouldn't use that name because it was Tacoma schools. Being the newest guy in the office being a researcher, I got Title I to evaluate. It had all that Head Start stuff and the multi-model stuff and all that. I collected all the data and did my things dutifully and looked at a control group. It looked like, from what was turned in, that as a result of implementing Title I, students demonstrated fewer cognitive abilities [than when they began]. So I put that in the report, kind of tongue in cheek. Some said to take it out, but I didn't. (both laugh) I didn't suffer from it, and I don't think the feds looked at it either.

CM: Yeah. Why do evaluations if you're not going to act on it?

RS: It's the compliance issue. And God bless Title III, which was the innovation stuff of the ESEA (Elementary and Secondary Education Act). That's how a lot of this stuff, the National Diffusion Network, and all those things happened. And that really taught folks, including myself, about evaluation. And it was an engineering model, it was saying let's make this project run. You spent three years building it; now you spend three years trying to fly it in terms of making it replicable in another area. So

that was a good model, and where is NDN today? I don't think it's funded. Those were important resources for all of us to use. I think the idea of even DNAE has been lost somewhat in OTAN, because there aren't the resources to put forward to do that real dissemination.

CM: Ron Pugsley (Director of Vocational and Adult Education, U.S. Department of Education) has been talking about the need to reactivate that, at least within adult ed. I hope they do it.

RS: That's research for evaluation into practice. And [in California] we have the Programs of Excellence. But just to have them online is one thing. Or even Promising Practices. I don't know how much they're actually used by others getting ideas on good cooking techniques, or whatever. (both laugh).

CM: Obviously, the whole new national emphasis on increased accountability points to the need for better evaluation. Do you have any conclusions about evaluation needs in adult ed?

RS: Yeah. We have critical needs. And I think we have a sophistication in the field that we didn't have twenty years ago. It was building incrementally. We also have a transient nature of our staff being ripped off to other programs like K-12. There are so many kinds of evaluations that we have. One is just institutional knowledge about a thing that I framed yesterday with the Department of Finance. They asked how much should our cap* be? I said, "That depends on the system you want to have in place." On one side, a superintendent will say, "I want a seamless delivery system,

* Cap is the maximum number of units of average daily attendance for which an adult school can receive state funding. It limits the size and funding for adult education.

K-adult." That's a different statement from saying, "We want to have adult education," especially with the audits, and things like that, that have happened. That emphasizes the division of lack of seamlessness, pull out that seam. So, what do you want? You can have either. That's a separate system then, adult education out there. Or is it a part of K-12? Or is it apart from? So evaluation could answer what are the needs that high policy decision-makers will say, where do you want to go? Typically, evaluation – and I was getting onto that when I came to California, the idea of evaluation by high people in this state. Because I was the program evaluation researcher reporting directly to the superintendent, and I was told, "Here are the results that we want to see. Now go design something that will get these results." That hardly could be a way we make a decision about adult ed, by the way, generally. It was so appalling. It's a different issue, I guess, and at this stage of my game, I'm not sure – I'd like to still know the truth, the lantern of truth, and all that. So I still hold that. At the same time, you can look at marketing and what do you need to know, and certainly do certain queries. But good evaluation, and a part of what my conversations have been with our contractors and with the department here, the critical leadership, is we need to have inner reports and outer reports. Now, the outer reports are the bring-and-brag of our successes – minimizing our failures. Here's what you've asked us. Here's our results. The inner reports say, okay, so how do we need to have better results, defray the failures that we have, and build a stronger system? So in a sense, you need an engineering report. How is the system really functioning and what can we do about it? And that's something that's sorely lacking that I think the department needs, the field needs. And its says, How come our small

schools aren't working? How come our larger schools aren't working? Can you somehow take a look at that and fix it, rather than just saying, you're to blame, and go take your money away because you're bad people. So yes, that's a continuing need. I don't know if that's ever going to be satisfied because it calls for a high policy decision.

CM: And good evaluation is expensive, and no one ever wants to pay for it.

RS: It doesn't have to be. Yes, it's expensive. It's expensive. If I had a corporation and I'd have my Ph.D.s and those people come in, then I can do an evaluation for you. That's going to be expensive.

CM: But it's also expensive not to do it.

RS: It's expensive not to do it. Well, it's also expensive to go to the doctor. But if you can get people involved in self-examination to know when they need to really go to the doctor and when not to, that's part of how I think. It's expensive because if we had to pay each person for self-examination, we couldn't do it. But going back to your other issue of doing that questioning of your process. If that's just a matter of our culture just doing that, it's going to save us in the long run. But each individual entity out there is going to have to answer that question of, are we seamless or not? Sociably, I don't know what the answer is. I tend to say, well, it should be whole. But when you have a whole system, then you do lose some things. So there are some downsides. But those are individual debates that have been had for several years about the place of kids in our program, the concurrent issue* and what does it mean. With the exit exam upon us, there's going to be more of an issue of superintendents putting pressure

* Concurrent students are high school students who also attend adult school.

on adult ed programs to say, we want you to serve them. I have the answer right away. That's use the remedial funds and use the adult ed staff to deliver it. You don't have to have it in adult ed, though. So it still serves the need. But again, you have to ask the questions of what we're trying to do, rather than just send the kids over to adult ed.

CM: Let's move on to your various management responsibilities. A major assignment you had was manager of the Amnesty Education Office.

RS: Yes, it was.

CM: Which started within the Adult Ed Unit and then moved to the Migrant and Amnesty Education Division. So let's start with, what was the amnesty program?

RS: It was my joy and downfall. (laughs) Sometimes you gradually lose your innocence and sometimes . . .

CM: (laughs)

RS: Amnesty was the educational piece from Immigration Reform and Control Act of 1986. Under that, they have provisions for State Legalization and Immigrant Assistance Grants (SLIAG), which funded amnesty education. With Jerry Kilbert's leadership, we had things called primus groups in the department. I'm still not sure where that came from, but at one time I think I knew. But they were much like Kathy's trying to do with having work groups – primus groups. They were also interagency. Jerry had a good vision that way. He was trying to get a lot of people involved going across agencies, going across office lines. He got hurt a lot by doing that, but he was an innovator, and I have a lot of good feelings about what he tried to do there.

So one primus group of which I had to be the chair was the GAIN primus group. It involved junior colleges. It involved DSS (Department of Social Services). And it had also other members. So it was that kind of thing that we looked at. And that's also what came out of – I don't think it's an annual thing, but they have the – now it's CalWorks (California's welfare to work program). [They have an] annual conference where you share the practices, the issues, and that sort of thing. We felt that the conference had a base where we share these kinds of issues with the field so that they – it was kind of an evaluation spotlight. A lot of it's bring-and-brag too and a conference type of network. That was one group. The other was amnesty. I was chair of that. But I didn't think I'd be administrator, but that's what happened.

One of my objectives as a career civil servant was to make manager. So I was a limited term manager. It means that the monies were not going to stay there forever, so I was a three-year manager. It could be up to four years. It seemed like a lifetime I was a manager. But I found out the duties of a manager, which would be the same as a principal in a lot of ways. That's why I don't like management. (both laugh) It's that supervision thing. You have the greatest staff in the world, but you turn your back, why does it have to be like this? That wasn't with all my staff. I had a terrific staff. You ask for a dream staff. I had Sylvia Ramirez* (Mira Costa Community College). I had Joan Polster* (Grant Unified School District at that time). I had Autum Keltner* (San Diego Community College). I had Carlos Gonzalez (Program Consultant for the Adult Education and Amnesty offices).

* All were on leave from their home districts while working as visiting educators for the California Department of Education.

CM: I didn't know Joan was on your staff.

RS: Oh, yeah, yeah. She was from Grant, I think, at that time.

CM: Was she on loan? I mean, did she work full-time?

RS: No. She was part-time. And Rhonda Slota* who's now Rhonda – I'm sorry, Rhonda. I forgot your last name now. Or is it Slota now? From Napa (Unified School District).

CM: I know, but I'm having trouble with her name also. (Slota is correct) Well, that's okay.

RS: And we had a lot of assistance from the field. And a lot of criticism too. (chuckles) And that was an opportunity, and it was a fiscal opportunity for the field, because what we did was we doubled the a.d.a. amount. I think the unit hourly rate was like $2.75 [per student hour of attendance] at the time. We were able to pay agencies $5 on average. Some schools were paid up to $10 an hour. So it was an opportunity to build the infrastructure. I don't know to what extent that happened because we didn't evaluate that. And it can build up the personnel services and the infrastructure. I think some did, and some cashed out. It was an opportunity for those who were here illegally to become residents and then pursue citizenship, which has been from 1986 to the present day, a problem and also a promise and a challenge for us, politically, as well as for the people themselves. It was also making high policy decisions about that border, is that seamless or not? Those are simple questions, but there are other downside kinds of issues when you make it seamless.

* Also was on leave from her home district while working as a visiting educator for the California Department of Education.

CM: In reality, it's seamless and legally it is not.

RS: Correct. What I learned in amnesty is a feeling of a love of our adults, our clients. I have a poster still in my office that shows the multicultural people and the eagle in the back, and it says something about the dream promise. That's what our mission is, to help them realize that dream as much as we can educationally. We are for the least educated, most in need, and disenfranchised.

CM: There were some major challenges in getting this program started. First of all, you didn't have control of your own funds.

RS: Right.

CM: You could tell us about that.

RS: You don't really want to know about that.

CM: Don't go into a lot of detail. Just . . .

RS: Around that time – I don't know if that happened before then, but all funds coming into California had to go through the legislature for redistribution. I thought before that we got direct grants from the feds, so that may have been a change in the law, but I'm not sure about that piece of the government. I wasn't that involved. But amnesty allowed us to have X-amount, 10 percent of the total funding. That's what we had to fight for to keep, with the legislature.

CM: Well, and the federal legislation required a 10 percent minimum, didn't it?

RS: But the state legislature had other ideas of how that 10 percent would be given to us. They could give us 5 percent and 5 percent could be given to other kinds of educational opportunities, whatever they might be. That's why I guess I really came to realize Will Rogers' statement about sausage.

CM: You don't want to know what's in it?

RS: Yeah. It's a process, and just because you win the battles, six months later we'd have an administrative edict from Governor (George) Deukmejian that would wipe away that win and take our money back.

CM: Did DSS control all – did you have to report to DSS about how you were spending your education dollars?

RS: Yes.

CM: Or, once you got the education dollars, could you . . .

RS: It wasn't DSS, though. It was Health and Welfare Agency.

CM: Health and Welfare, yes.

RS: Mark Helmar. Basically, we put the plan together, and it was much like we put the GAIN plan together. Then we developed the amnesty plan around the assessment process, and all that. And that was accepted by the feds as well as the state. And no other agency, really, was doing the same thing. We were really accountable for the way we did business. At one time, I was sitting at – we had meetings, it seemed like daily, weekly, maybe every other week, but it seemed like the process was always in my face. I was from education represented by a constitutional officer called the superintendent. The rest of the people at the table, which were numerous, were all from the governor's office.

CM: Because there was the political . . .

RS: Every time I took some money for us, I was taking from them, and that was clear and evident. They asked for an estimate at one time, and I was conscientious in developing it using the cost theory we had at the time and gave them some semblance

of where our students with amnesty were – two-thirds of them were below two hundred* – and what it would take to bring them up to a high school level. That was acceptable. Actually, it was a 215 level because that was a GAIN benchmark. And I came up with something like – I'm making something up here – $2-1/2 billion.

CM: Ha, ha, ha.

RS: You can pay us now to intervene in their life to do this or they can go on welfare, which is happening now, and all those other things. Going back to evaluations, it's asking the right questions and making a policy decision. But the policy decision was fraught with politics and other things, and it just went like this. Even at sixty-one years old, it's gone. It doesn't have to be truth and beauty, but it's a different kind of reality. It's multidimensional. I wanted to say two-dimensional, but it's multidimensional where you have to ask your questions and deal with reality and deal with their decisions. I don't know about this Bin Laden stuff and all that. That's another issue. But it's like the same thing. How can that happen in a civilized world? Well, people are not all civilized. They don't all march to that same drummer. I got off the subject.

CM: That's fine. You had some – I don't want to say particular problems – the CBOs (community based organizations) presented some special circumstances that you needed to deal with. Do you want to . . .

RS: Well, actually, to get the money, I could only give money to Attorney General schools.

CM: I don't know the term Attorney General schools.

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* A CASAS scale score of below 200 places the student at the low beginning level.

RS: Well, Attorney General schools were qualified designated entities, QDEs, and I don't know of an adult school that was a QDE. So we spoke with our INS (Immigration and Naturalization Service) directors. We have three regions in California, and they didn't see eye-to-eye. We had a fairly liberal one in L.A. and a very conservative one in the Bay Area. And we had a somewhat neutral person down in San Diego region. And they all had to agree on if they could allow adult schools because they were certified and good entities for providing education for literacy, but they weren't Attorney General blessed. (both laugh) That was a big tooth to pull. It was a very political thing. And I won on that one. And that was with Jerry's help too. The 40 hours. They said, How much should they have in terms of education? Well, I come from adult education and innocently said you got to give them as much as possible. They have many hours to go before they're going to be English-speaking, proficient, da, da, da.

Besides that, they had a big meeting of INS folks down at L.A. This is a national meeting. There must have been 150 or so people and got to hear the INS folks from the various districts talk. It was this eyeball-to-eyeball lack of trust, and I heard it loud and strong. It was enforcement and control. Well, immigration and enforcement, okay, I understood that. But I didn't hear anything, going back to the Spady stuff, about the enrichment and the development of these human beings as a workforce that could be functional in our society. "Live the Dream." So we were talking about thousands of hours that should be available to them. Well, they were saying – all of a sudden, we got some problems from CHIRLA* and a few other of the

* A consortium of community based organizations in Los Angeles that were working with the amnesty program.

immigration spokespersons that they wanted zero hours of education. I thought, what is this all about? Well, it was going to be the requirement. There are hurdles to jump in order to get residency status. Well, we had to side with them that it should be zero hours. There shouldn't be an artificial hurdle. But there should be an opportunity for them to have the educational opportunity to develop naturalization skills, as well as language acquisition skills, and even vocational skills to be able to be productive in our society. INS had a thousand on the board; CHIRLA and its group had zero; and somehow it came up with what a semester would be for an average student. So it would come to maybe 60 hours.

CM: I believe we started out with 100.

RS: I believe it was.

CM: And then it was . . .

RS: Down to 60.

CM: Down to 40.

RS: Well, 40 hours of a 60 hour curriculum.*

CM: Oh, okay. But of course, it came across as 40 hours.

RS: Oh, yes. That's what they did. So the good news about all of that is that we had a requirement – much like the other things I talked about – a requirement people do comply with and do good business. I can remember the pictures of L.A. and Orange County with people out in the parking lot trying to get into classes to meet the requirement.

CM: I had a good picture like that also.

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* Minimum education requirement for those individuals seeking legal status.

RS: So it was statewide. Bam! Overnight, there we were. The other good news is there was no recruiting problem.

CM: No. (chuckles)

RS: We also had a chance to expose a whole bunch of new people to the benefits of our educational systems. We also had some new stakeholders at the table. We only had a couple of CBOs in our federal program before amnesty. One was Chinatown, CRDC (Chinatown Resource Development Center). Then there was a cerebral palsy program and maybe a couple others, but very small, very minimal. Now they're being fully funded. They're getting double a.d.a. That's pretty close to the 12-unit rate to offer this program. So now you have a bunch of new programs, about 78 new programs in the state, CBOs, that were QDEs, qualified designated entities. They are staffed with the approval of the Attorney General. Including some that were later found to be related to fraud and other things. I won't get into some of the other things that I had to do because I'd have to shoot you and anyone that listens to this tape. But it wasn't pleasant in terms of the things that we had to do with some of the money – with some of the providers that were doing other things.

CM: Of course, Dick, CBOs do great things.

RS: They do.

CM: Yet, a lot of times they don't have the infrastructure to handle . . .

RS: True. Especially overnight. Because a lot of the churches were involved. The typical one – just heart-rending. But then they all of a sudden had resources to run their programs. So that was the benefit. [They became up and running, but without certificated staff, and needing massive technical assistance.]

[end tape two, side A; begin side B]

CM: This is tape two, side B of the Dick Stiles interview. Dick, what were the numbers that you served in California? About a million or so?

RS: Over a million. We had 60 percent of the nation's eligible immigrants.

CM: I remember, and it was at the conclusion of a CASAS Institute when this legislation had just been passed. I don't think you'd even started working in state planning yet. But you stood there and said, "This is going to double your programs." We physically heard you say that.

RS: That's just a number doubled.

CM: But it didn't sink in until they showed up at the door. What are all these people doing?

RS: Lack of skills.

CM: Yes. It was a very different population.

RS: It was an agrarian population in Mexico. They had less than six years of experience of any kind of education.

CM: We had lots of people in our regular classes that had just gone through the three years or the six years, but this population was decidedly lower skilled, older, poorer.

RS: Yes. They'd been hanging out, hiding in the shadows. And some of the providers that – we needed a whole bunch of staff development. I had a cracker-jack team to do that, but there was so much for them to learn from zero base. I'm talking about the providers. This is the CBOs. But also adult schools in the Sacramento Valley hadn't been exposed to these folks. They were truly hiding in the shadows. They were very . . .

CM: They didn't want to come to anyone's attention.

RS: No. They didn't want to disclose themselves for fear of the green van coming in and taking them back to Mexico, or wherever. So it was a different kind of issue. It was an exciting time, but at the same time, I didn't believe in it. I had a problem with the mission. I'm thinking of my immigrants way back in my background. They were Irish. They had to wait in line someplace, must have been Ellis Island, before they were allowed to come in. And if they were about to do that during the eighties, they still had to wait at Ellis Island because the ones that were already here illegally got first in line. That bothered me from a policy standpoint. But, okay, when you're in government, you take what you have and then you make a winner out of it.

CM: And when you're an educator, you take who comes to you.

RS: Exactly.

CM: And you educate them. Dick, what would you say were your major accomplishments during that – it's really almost four years that you worked with them, because you worked a year within – at least almost a year – within the Adult Ed Unit before your separate office was set up.

RS: Well, we did set up a system, and I think we were able to get the field used to a system. We had a lot of accountability. Locals had to turn in quarterly reports. We actually came and reviewed programs, and if they over estimated or over counted then funds were taken away, which hasn't happened – I was going to say since – except for what happened with the concurrent [program]. But we haven't done that kind of auditing of programs. But that was through the Inspector General's office. That wasn't instituted by CDE staff.

CM: I made some of the visitations.

RS: Counting the folders. We have the documentation.

CM: Obviously, the department thought you did a good job because . . .

RS: We got the Unit Award.

CM: Outstanding unit within the department.

RS: As I said, I had a stellar staff.

CM: It should have been very satisfactory.

RS: It was.

CM: Because not only were you starting from scratch, but it was a hurry-up – the pressures were enormous.

RS: Yeah. I took that award for all of adult ed because it's what we proved in GAIN. There's a poster that's hanging that Ray gave me from Will Hopp in Simi Valley, about the dandelion with reference to adult ed being like a dandelion. They dug us up and threw us away but we keep on coming back. (both laugh) That kind of stuff – but we are just a committed staff in adult education. It's so exciting that way. Than I lucked out to have a personal staff that actually worked with the [local] staffs, and they knew what excellence was. It had to do with that same cadre that we started in the eighties, in a sense, and go from there.

CM: You mentioned that you had a lot of staff development, so you made big use of teleconferences.

RS: Yes. I spearheaded a lot of that, before distance learning was really that big. (laughs)

CM: I mean, that was really kind of a breakthrough on that. Also, I've got a story that I've

got to tell you. You know about it, except you didn't hear this story as it was told to me. Sylvia Ramirez once was telling me about her – she said she got to the point that she was having weekly meetings with Bill (William) Dawson (Acting Superintendent, California Department of Education), and she thought that was just the normal thing – (laughs) weekly meetings.

RS: This is what Bill . . . .

CM: (laughs)

RS: Those were Monday morning meetings at 7:45 in the morning, and that was where – we were under Shirley Thorton (Deputy Superintendent, Specialized Programs). Then we moved under Currulicum and Instruction Leadership Branch under Jim Smith (Associate Superintendent, Curriculum and Instruction). One of the good things that happened out of all that – Jim has gone on to do other things, but when he was deputy and Autumn and the staff put together our curriculum for city schools, and we took – because if it's developed under the department, then the department has to publish it. It has to have a deputy's signature. So Jim was looking at this and said, "This is really low." (both laugh) "You don't realize," he said, "they're adults. They should be able to read." So at least Jim was, all of a sudden, a supporter of ours. Jim was out of favor at the time, but he showed up at the reception. I don't know where he is now, but thanks, Jim.

CM: Yeah. Okay. I want to move on more generally to some leadership at the state level and the Adult Ed Unit. I'm going to start by reading you a list of names.

RS: Okay.

CM: Al Koshiyama, Roberto Cervantes, Ted Zimmerman, Gabe Cortina. What do they

have in common?

RS: They're all gone.

CM: How long were they here?

RS: Well, Kosh was basically a consultant.

CM: But in adult ed.

RS: Yeah. And he was here for – that's when we divided the one office into two, and Al had charge of the field group, the technical assistants.

CM: For one year.

RS: For one year.

CM: And he actually had come from another part of the Division.

RS: From OPER, Office of Program Evaluation and Research. Then Claude Hansen was in that also. You didn't mention him.

CM: He was here four years.

RS: Okay. It was four years.

CM: This group of gentlemen all came . . .

RS: All were – Gabe was here for a couple years, though.

CM: Not here, was he?

RS: Yeah, I think he was.

CM: Okay. I was thinking they had all come and gone within a year.

RS: And also Dhylan Lal. He was less than a year. (laughs)

CM: Who?

RS: Dhylan Lal. He was the principal at Carson High School, I think, in L.A. Unified. He was the deputy. Then Gabe took his place.

CM: Okay. If Gabe was here two years, Joan (Polster)* was here two years.

RS: Joan was here two years.

CM: Anyway, obviously, it was all a period of very rapid turnover . . .

RS: Yes.

CM: . . . at the two levels of management, at the Unit and the Division.

RS: [Three levels: Deputy,] Division, and Unit.

CM: Now, Kathy Block-Brown (Administer, Adult Education Office) is another visiting educator, as Joan was. Doesn't the state even have a limit on how long visiting educators can . . .

RS: Up to four years.

CM: Oh, they can stay up to four.

RS: Or three.

CM: So she may be here longer than two years.

RS: My prediction is that she'll take the exam and – she wants to be an adult administrator.

CM: That's very encouraging to hear.

RS: She spent several years – she's had a background in a CBO, an adult school, and also a jail program – and also an adult alternative program. So she has a rich background, although limited. She's a marvelous leader. I've know Kathy for, I guess, about twenty years. She's part of the group that would meet annually with the CASAS group. She was from the jail ed. But the kinds of things that she brings to adult ed

* Joan Daily Polster was a visiting educator serving as Administrator, Adult Education Unit. She currently is Assistant Superintendent, Sacramento City Schools.

are taking things to a neutral point and problem solving. We've had some very hostile situations in this last year, and she's diffused them and gotten down to the core. And I haven't seen that in our office, in our department – I want to say ever. She has some gifts that are just so outstanding. And then just her delightful personality, wanting to do the job. I think the field will help her. If they don't, then that's going to be a problem. But she's committed to serving the clients. She has that vision too.

CM: Oh, good. As I say, I hope she does stay. Anyway, from the time that Xavier Del Buono and Don McCune came in 1974 and 1975 until Ray left in 1997, adult ed leadership had been stable.

RS: Yes.

CM: Always with an overlap.

RS: Perhaps even stagnant . . . . (laughs)

CM: No, I don't think so.

RS: There was a lot of stability.

CM: Always with an overlap at either the Division or the Unit level.

RS: Correct. There was always coverage.

CM: We were never left – okay. Then, as I say, we went through that period of time of turmoil. Now, what impact did all this turnover at the management levels have on the Unit, on the state programs, on . . .

RS: Along with that, you have the initiatives that were foisted upon us at the same time. We had the citizenship issues, the ESL Citizenship issues. We had the FBI investigations.

CM: Yeah. I have something about that a little later on down.

RS: It felt very similar to the first years, for me personally, with amnesty, sitting at the table with all these other agencies. I was from another place. There was a morale problem here, I think, in the office. The office tended to – it showed chaos to me. There was a lot of disruptions and choosing sides and going in different directions, rather than trying to coalesce. Again, like Kathy, who was a team builder. There was a lack of team. They took away three levels of leaders. All the names that you mentioned had their own gift, and some were positive and some were . . .

CM: Except that they weren't here long enough to do anything.

RS: Right. And each had a short agenda but did not realize any long agenda. Yes. I think any one of them, if they had stayed long enough, with additional support, could have made the grade. But when you added Joan, with Mary (Tobias Weaver, Director and Assistant Superintendent Education Support Systems Division), with Henry Der (Deputy Superintendent, Specialized Programs Branch), and by hiring Joan the way we did, showed the support for adult ed.

CM: Well though, Dick, within four years, there were four different division directors. Now, the fourth year, I think, was Mary coming in, her first year. But within four years, there was a different person there every year. That's got to just really be disruptive.

RS: Different styles.

CM: When I interviewed Ron Pugsley this fall, I was asking him something about California leadership and the recent turnover, and his comment was that he needed California to be strong because it made up a third of the federal program. Certainly, one impact of all that turnover was that you became what I call the go-to guy in adult ed. You had the experience of managing the Amnesty Unit, and you had served as

Ray's administrative assistant when you returned to adult ed. So you certainly had the experience, so whenever there was a vacuum in leadership – specifically after Ray left because that's when all the frequent turnover started – you were called upon to fill the void as acting administrator and then left with the job of training a new supervisor.

RS: Yes, twice.

CM: Can you elaborate on those times when you were kind of left holding the bag? I know that you didn't want to assume the job permanently.

RS: True.

CM: But you had it. That was also when there was, as you mentioned, the FBI investigation. So would you just kind of talk about when you were in this position?

RS: I'll go back to amnesty very briefly. My joy, and I think my gift to the field, my clientele, are the ways I see things and the way I can develop things and the kind of informal style. I have a confident style of leadership, and that doesn't work too many places, for openers. And it didn't work in amnesty either. It did work with the people I've mentioned because they're natural leaders; they were phenomenal. And in the department, it really hasn't been okay to be a consultant. I'm talking about old talk along the line of, ". . . sweat hogs in the field," and, ". . . did you see who I got as consultant . . .?" But it's never been an inspired position to be. And I've always taken pride in being a consultant, because consultant in its broadest terms and what it could be, it's really helped others, like a counselor rather than a consultant.

CM: Lynda Smith had that approach also.

RS: Yes. And Jim Lindberg did in a lot of ways too. That's another issue. But Ted talked

to me a lot and he was trying to get me to – he said, "You have to take the exam, and all that," and I did do that. Then I made the decision when I got to amnesty that this was not a thing I want to do to myself. A manager's life is short in terms of the kind of environment you had to deal with, in terms of the politics, and just doing the job of supervision as well. It's all those things. I found that I'm a great number two, and I felt that Ray (Eberhard) and I did a real good job together. But you have to have a number one to be a good number two. So Ted was trying to aspire to be that number one for me. I can remember at the ACSA (Association of California School Administrators) conference in Santa Barbara, he said, "You just have to do this, especially just to fill the void until we can find someone that's quality." Not whatever, but okay, I'll do this.

I think I had a vacation planned, which I took. Came back from vacation. Was anointed as the administrator for real and then Ted left. So I felt like a quarterback with the ball and my line disappeared. I had no one to throw the pass to. The deputy and I didn't see the same way of what should be at the time. So I had some problems that I just couldn't go to my up lines. Then the staff in the department that I had to deal with were divided.

CM: They had become fragmented from all the change.

RS: And the environment was divisive. It was painful, very painful. Then these investigations. And Mary stepped in. She became the director. And the two of us worked together trying to put stuff together. There was always documentation stuff.

CM: Tell me as much as you can or care to about these investigations and what prompted them and the resolution of them.

RS: I think the resolution is still to be had. Still is up in the air. What prompted them? I think, one that I referred to before related to CBO activities – not all of them, just a couple – that really did fraudulent things, and we weren't ready to deal with it. And they had some support from other places.

CM: Namely, the legislature.

RS: Yeah. So it was just a terrible place to be. Even when I had amnesty, in this one particular agency, we'd get a call from the legislator of that district saying, "Pay them." "Well, we have to have the bill and the invoice before we can pay them." Just the way they operate, always hot. By and large, CBOs are not that way, but the ones that are, they are just – it's like dealing with the underground.

CM: Was it the Finance Department that finally brought this stuff down, or was it some other . . .

RS: I don't think we need to discuss how it actually came down, because that's still under investigation in terms of – some of it was internal; some if it was external. The actual fraud, I think, was investigated by the FBI and was really triggered, actually, with about ten agencies that were involved in that.

CM: And what did you have to do for the FBI?

RS: Not supervise.

CM: No, I know that. (both laugh)

RS: Although that was part of my job, and that's when I took things to Mary. No, I'm a lead consultant in this world, not a supervisor. It's a union kind of issue. I'm staff and not line. So that's a problem I had to deal with. And Mary and I worked it out, I think. It did work, but it was painful, very painful for both us dealing with the staff.

But what the FBI meant, we had to get documentation for that to – well, actually, to go back to amnesty, but it was most relevant '94, '95

CM: That was ESL Citizenship.

RS: Yes. And then just a lot of document reviews that we did. And under Cervantes we did some audits – not audits but much like we did with amnesty, of looking at the files and copying them and see if they had the information. And that information had disappeared because it was – so there was another problem there. So it was like, were we hiding something? *There was the lack of leadership because we had, like* you mentioned, four different leaders. So you have the information, what do you do with it? And it was floating. To this day, we find fragments of the information, not all of it. So all kinds of suspicions and questioning of purpose. And was it shredded, wasn't it shredded? It was unknown by me, but at least, that's still up for grabs.

CM: So that hasn't come to any conclusion.

RS: No.

CM: I understand that Delaine (Eastin; Superintendent of Public Instruction, California Department of Education) was very supportive of the staff here when the FBI got involved.

RS: Yes, I think so. In fact, we hired outside staff, counsel, and when I was called by the FBI, that person went with me to the FBI, but the FBI wouldn't let him in. I had to be alone with the FBI to answer their questions. I had nothing to hide.

CM: Well, of course not.

RS: Just another lifelong experience that I'd care not to have again. But it's how the – like I said, *multidimensional. It's how you deal with all those things, and it's adversity.*

Then there was some truth in some of those claims, and there was a lot of hyperbole. So it's like I'd separate one from the other, and this little grain grew up to be this, and then some things that were bigger were hidden. So it was like all that stuff must be sorted. Part of the problem, too – and let's go back to amnesty – a good system . . . . But you do annual audits. And you should do that. When you don't, then there's a possibility of things happening that shouldn't happen.

CM: Then this outside pressure that kept coming in.

RS: A lot of what we had in the eighties was do it, keep it on file, and then we'll check with you. It was based on a level of trust. That worked because we were, in a sense, a mom-and-pop program. We've moved to main stage since then, providing services for people who are very much in the limelight – not limelight, but spotlight on the undocumented seeking literacy and residency.

CM: And of course, you're supposed to keep your records for five years.

RS: Three years for state and five for federal.

CM: Yeah, that's what I was thinking, federal funds, and that's what all these were, federal funds. Then certainly you ended up training both Joan and Kathy.

RS: Luckily, both of those had a lot of skills to bring to the job. I was trying to put myself in each of those positions as the resident whatever. And I think successfully with Joan, being a nice number two with her, and with Kathy. At the same time, it was time for me to step down. There's a number two and then there needs to be another number two. In the various agencies, they have to encourage that leadership from the teaching ranks, or wherever it comes from, to understand what adult ed is. And also at CASAS, like we talked about, someone to take over that leadership role. Maybe

three or four people have to take it over, rather than just one.

CM: In addition to this recent turnover in management, there are also a lot of relatively new consultants, in fact, most of you.

RS: Yes.

CM: With both you and Juliet Crutchfield retiring this year, what's going to happen to institutional memory?

RS: Let's go with the dandelion. You've got the roots there. You've got a well-informed field. They are also turning over. We have Kathy at the helm, who has had several years of adult ed, maybe not with one agency, but she's a quick learner. In a sense, she has an opportunity to mold things her way, and she tends to be a T.Q.M. (Total Quality Management) kind of person and she walks the walk. But I think that – not that I get in the way or Juliet gets in the way, but she won't have to deal with institutional memory on one side. The agency will have to deal with institutional memory in terms of when we negotiate, like we did yesterday, with the Department of Finance. I happen to have the memory of something that happened back here and bring it up, well, this isn't something new. But it takes time, just like research and evaluation, you have to do the study and figure out what are those things that we need to know, or who can we call on to know. I can't say enough about OTAN and their role in all this. They'll have to play a vital role also. But sometimes you don't know what you need to know. That's part of the stuff that's hard for me to put down on paper, what I do know and don't know, but when a problem comes up, well, this fits with this and it's . . .

CM: It kind of helps to have someone around to say, "Hey, wait a minute. We've been

through this before. You need to talk to so-and-so about that." What kind of orientation do the new consultants and new managers have? Are they given the written history? Are they tested on it?

RS: No, I don't think so. They are given a better orientation through Kathy's guidance now than ever before. My orientation was they threw me in a canal. I had to swim. (chuckles) Just do a it!

CM: Well, you had Bob and Ray, so the three of you were kind of . . .

RS: They were the ones throwing me in the canal. (both laugh)

CM: But they knew you could swim.

RS: That's true. I didn't know I could swim. I think we're doing more and more with our staff meetings. Each staff meeting, even though it's not – it's just issues. We bring a lot of issues up and discuss them. So it's not a one-way communication, it's a multi-way. Our agenda is every week that there's a lot shared. There hasn't been a separate issue to say, okay, let's train all our consultants in terms of the history of adult ed, although it might be. But a lot of stuff happens as the teachable moment comes. I was planning on retiring last December. I've seen this whole year as a transition, sort of work in that regard of passing it on, because what all of us – not all of us – tend to do is, if there's a problem, I'll go ahead and fix it, rather than calling someone else. So I've been passing on, and I'll get an e-mail back saying, "What do you think about this?" And I say, "Well, shall we talk." And talk about things. If you can't answer it yourself, that's good. I got one of those today, and it's like, okay, I'm going to have to check back. If I don't check back with them, then I'm not doing my job, as I see it, for the next couple weeks. But that's how it will happen, I think. Mary's not shy, and she

knows where I live. (both laugh) And Kathy's far from shy too. But neither one tends to take advantage, and that's a nice thing from a – it's hard to recruit a staff at the state level now.

CM: They're not paying as well as the districts are.

RS: No, not at all, not even close. And that's going to continue to be a problem, I think. So what that does is, it puts more pressure, I think, on the professional organizations that they have to take a step higher for leadership and become involved and informative and work collaboratively with the department. But it's going to be a different kind of relationship than it has been in the past. But I think that's been evolving. Not the quarterly meetings anymore. (chuckles)

CM: Absolutely. You've worked under three state superintendents, four counting Bill Dawson. What is the relationship between the superintendents and adult ed? Benign, supportive?

RS: Fairly uninformed, generally. But each brought their own gifts. Wilson Riles* was a person that's kind of hard to describe all by himself just in terms of he came from Title I, Head Start, all those categorical programs, so he really understood our population. Bill Honig* came from K-12, college, and college prep. He brought some accountability to the program that I think was a vast separation from adult ed and from our clientele.

CM: He was supportive of the strategic planning process that was going on.

RS: Yes, he was. But I'm just talking philosophically. He supported our attempts with amnesty too. And sometimes he accompanied me personally to those hearings, which

* Superintendents of Public Instruction, California Department of Education.

the superintendent tends not to do. His vision was not one that was exclusive of adult ed in terms of strongly supporting adult ed programs. Mr. Dawson was, I think, very supportive and very knowledgeable. Our vision statement [under him] included "learners" rather than "kids."

CM: That's nice.

RS: Yeah. William David Dawson –got to visit with him weekly. (both laugh) Bill is just the kind of guy you'd like to hate because he was really a strong administrator. At the same time, you knew what was coming, you knew what was expected. He also had an open mind. I have a lot of favorable feelings about Bill Dawson in terms of what he's done and what he's helped us with. He had my role in a lot of ways after Bill (Honig) left. He had to steer the ship under all kinds of turmoil just off the superintendency. And he did a darn good job. It's not rock the boat and it wasn't leadership, but that wasn't his job. He was a deputy to administer the staff. He continued to keep the ship of state afloat.

Delaine (Eastin) has an excellent understanding, I think, of – I was thinking of the first time I heard her publicly speaking. It was at a GAIN conference down here at the Holiday Inn. She very well portrayed our clientele and their needs. The speech was prepared for her, but it was – so I felt very encouraged by her ascendancy to superintendent. I was disappointed, I think, throughout her initial term. She ran it very much like a legislative office. We all have problems in terms of jobs. She was an excellent legislator and most likely – at least started out as a mediocre superintendent and manager. And I'm not sure how to grade her generally in terms of her job. She has supported us through Henry Der and Mary and Joan and then Kathy.

And she's been very supportive of the kinds of decisions we've made. I think we've got it back to learners again. It went back to kids when she first came in. It's such a slap in the face, even for high school students. They don't like to be called kids. I know it's a nice buzz word. And that's part of what legislative offices are about, to reelect the talent. And part of that was too obvious, I think.

I hope the next superintendent has a strong educational basis. I think that's needed more than the political. I think you can always hire political talent to deal with the politics, effectively or not. I think if we don't have that kind of stance the next time around, I think the department's going to be in jeopardy of existence. Because then, I think, then the governor should choose and have the Secretary of Education be part of the cabinet and just run it that way. Otherwise, you're at war. So it doesn't do anybody any good. But we get our share, so all the rest are clamoring for support. We talk about multiagency, multidisciplinary work with CalWorks, and whatever, and case managers. Well, it takes more of us – Mrs. (Hillary) Clinton talked about that. It takes more than one person. It takes a whole community.

CM: It takes a village. It takes a community. Okay. I would also like to get your take on the previous state adult ed leadership at the Unit and Division levels since you started here in 1979.

RS: I think there were people before Don, but Don certainly had a vision. Ray and I were close through all those years, I think. And when you get close, you also have your own blind spots. There's been times that we haven't really communicated, but it's been nice teamwork. When Ray left, it was hard. I didn't have a mentor.

CM: Did you have much contact with Xavier?

RS: Yes. Well, Xavier is the one that talked me into . . .

CM: Yeah. You mentioned that.

RS: Then Xavier, again, when he left the department – he's a politico. People have to do that job, so it may as well be Xavier. So he does a lot of the crafting and a lot of the stuff that's behind the scenes. I think he still does sometimes. I'm not particularly close with Xavier, but he certainly had a nice vision. He had a nice vision for me, helped me with my career. Had me go a road that I wouldn't have gone. We wouldn't be having this conversation without him. So I feel good for that.

Shirley Thorton, I could say a lot of things. She was supportive when I needed support. The department needed support for adult ed and she was there. Rather than saying other things, Henry Der has been very supportive. Mary's efforts have been growing stronger. And Paula (Mishima) certainly has a strong legislative background and has helped us in the past. She's the new deputy.

CM: Okay. I don't even know her.

RS: She was Delaine's assistant, and so Delaine lost a personal assistant. So that says something about Delaine's support of adult ed. Those are all strong things. I skipped over a few names because . . .

CM: Well, you talked about Jerry.

RS: Oh, yes. Jerry was very strong.

CM: Well, I mean, you've already talked about him, and you've made comments on Mary and Joan and Kathy. Okay. State legislatures set policies through the legislation they pass. And our state legislature keeps monkeying around with federal adult ed funds that come to the state. Can you give some examples of that and the effect that it has?

RS: The first time it was blatant and happened in 1994, June. There were two pieces of legislation that happened, and one was from our deputy at the time, who submitted a piece of legislation that allowed separate appropriations to be made for her program. And the other was made by (Assemblyman Richard) Polanco. At that time we knew that money was not secure – we were vulnerable. And since 1994, it has been all political. This other side of $7-1/2 million. The background on that is all political. Art Torres, who was a senator in the late eighties, early nineties, advocating for CBOs and other folks – with the amnesty program, they got a double a.d.a. to run the program, so they had plenty of cash. And also, adult schools did to. But all of a sudden, the CBOs said, "Well, we can run a program like this." Also, there were expenses that they didn't have that the schools had, so that's just cutting their throats at some points. But then when SLIAG money disappeared, they were looking for continued funding. Art Torres proposed that he set aside the new funding. Because they do a census every ten years, and the result of that census reallocates the amount of funds going to the states. Well, California has continued to grow, so we would get a bump in funds. That bump in funds was going to be around $7-1/2 million. It didn't come in '92 as it was proposed. That's another political thing. Because the eastern seaboard has more people than we have in California. So they delayed that application of the census findings to '93, '94. So in '93, '94, the set asides of the $7-1/2 million were for CBOs strictly. But the new National Adult Education Act really said something about access, that everyone had to have access to the money. So we couldn't do a set aside for provider types. We could do a set aside for a program but not for provider types. So we informed Torres of this . . .

CM: Little requirement.

RS: And it was kind of buried. So what do we do about this? Nothing was done. So '93, '94 came along. We were operating at $10 and $13 per HHU (hundred hour unit)* while we had the new money, so we had to bump it up to $20 and $23, or $25. I've forgotten what the figures were, but we had to double the unit rate because we weren't setting aside, this was for everyone. So '94, '95 came along. Did the same thing. Had the funding letters ready to go, and there was a set aside for $7-1/2 million for a thing called naturalization education, or some darn thing like that. We had talked with Ron Pugsley at the time. Again, adult ed said, "How can we make this work?" not, "How can we oppose this?" We do oppose the idea because that's not the way you fund business, but if that's what the law's going to be, then how do we make it work? So we came up with this idea that naturalization – we can only do literacy training, but that's what the bill's all about. We can do it in context with ESL. Well, we came up with that moniker ESL Citizenship. That we worked – Jerry worked it, Ray worked it. It was for a year or so, and that's when everything became disassembled. So there were other issues. Because it's not only on a California level, but it's also on a federal level of policy and lobbying and political kinds of issues. That's been a thorn in our side even today.

CM: The current EL Civics (English literacy and civics) program is almost a direct outgrowth of that technique . . .

RS: As bad as our program was, supposedly – nod, nod, wink, wink – in terms of the

* An HHU was 100 hours of student attendance. For several years, the adult basic education grants to local agencies were paid on the basis of x dollars per HHU.

FBI's look at the ESL Citizenship program, how come the feds used our program as a model for the Omnibus Budget Act to set up this EL Civics? So it's not the program. It never was. It's the providers that were users, abusers. But I think we have a positive state, even in the dire straits that we're in now in terms of funding and the energy crisis and then the international affairs that are draining our resources. I think in the next couple years – I think we're going to have a rough year this year, but I think – what I haven't seen in the legislature, and I saw this last year, is knowledge about adult education, about the adult ed client, and a willingness to say, "We need to have full funding for this disenfranchised population."

CM: Well, that's encouraging.

RS: And it comes from Palo Alto, of all places, (Assemblyman) Smythian. We had our testimony, and then Smythian, he was the chair of the committee, and he gave a ten minute testimony about what should be and where it should go. It was just heartwarming. He should be standing at the stand rather than chairing the meeting. And this was followed by (Tom) O'Connell's endorsement of what Smythian said. So it would have been a great year this year except for the energy crisis and 9/11. The caps, the revenue limit, how adult ed was funded, how to fully fund access throughout the state [were all promoted]. I think that will come with that – but again, we have term limits, so we have to have the political process of power and pressure by our lobbyists. Our lobbyists being the leadership . . .

CM: CCAE (California Council for Adult Education) and ACSA (Association of California School Administrators).

RS: And CAAEA (California Association of Adult Education Administrators). We have

to be ever vigilant.

[end tape two, side B; begin tape three]

CM: This is tape three, side A of the Richard Stiles interview. Okay, Dick, do you remember what you were saying?

RS: Even though California is so richly funded compared to other states for serving their adult clientele, given what we need to do and to do it with quality, we're approaching that quality, but it's coming out of the hides of our individual providers and their personnel that are overburdened with tasks that they weren't prepared to do, all those things. We're drastically underfunded. So resources should be made available so that we can deliver through a seamless program or an adult ed program by itself with the quality – and using a phrase from amnesty – "Live the Dream." They had the gumption – and I'm talking about the ABE students. They had the gumption to come back after they'd been kicked out, shoved out, squeezed out, and had more or less a bad experience, come back to some kind of institution of learning. We have to have confidence. We have to have a guidance program. We have to have an orientation program. The amount of what we have to do, that takes tons of resources by itself and training of those folks to do that, case workers, all that that we need in our adult programs. They should be fully funded. If they would treat our programs more like the court schools in terms of their funding, because we know that they're high risk. So are our folks high risk if they don't get those funds. But I think we're on the verge of that. This is just the tip of what I saw last year, but they were important people that were saying that, both in the Senate and state Assembly. If their leadership handling our LAO, our legislative analyst office, a very supportive plan to study the

implications are in a positive way, what is really needed to serve the kind of people that we're almost mandated to serve, as well as our mission about other kinds of programs, and do it with quality that takes the resources. And it takes accountability too. And we've more than complied with the accountability. I'm sorry it took a mandate and we're paying ten cents on the dollar to do that accountability, but there's a commitment by adult education, at least 90 percent across the board that they're complying with it and trying to do the right thing. And the sophistication of knowing what to do with the data is quantum leaps from where it was in the past. So there's a whole readiness that can be there in the future. I think we're well on the verge of that. Right now, there's a lot of bleakness out of that turmoil, out of the Twin Towers, attacking like they did. Out of ashes will come the phoenix. And I think we'll really rise to the occasion.

CM: You're talking about the effect that our increased accountability has had with our legislature. Again, Ron Pugsley has made reference to how he has used California data with the Congress.

RS: Yeah, to get the increase that we have. Unfortunately, he didn't say quality with the Congress. He said numbers of people. There's accountability. So it's a problem that Ron's had to somehow deal with and work with, and there's some hard feelings with California. But when you deal with unduplicated counts and deal with benchmarks and all the things that we've laid on the local providers, you're going to have to adjust to reduced participation, like in half.

CM: Okay. Dick, you're approaching conclusion of thirty-six years in public education. That's scary, isn't it?

RS: I thought I was about that age. (both laugh) I was thirty-five when I came here.

CM: Twenty-six of them in California and twenty-two in adult education. As you look back at the time that you've spent in adult education, what major changes have you witnessed?

RS: This is abstract, but sophistication in the field. I think the commitment was always there, because I didn't see too much in the seventies programs, but I look at the data, and we offered everything: macrame education. (chuckles) But those have places too. I'm not being negative about it. Learning exchanges, that kind of stuff. Lifelong learning. I think that's excellent that – we should be able to jump on that somehow. But we have fee based programs, and I think that's great. So I think we've become more sophisticated in our delivery. At the same time, we're losing sophistication because of turnover. And importance and prominence. When we deal with the seamless program, it's leveraged to be supportive of the K-12 period, so there's the problem there that's happening. It's going to have to be resolved somehow with the exit exam, and all that. But I think we have more qualified people in the field now, over the last twenty years. And more people with more commitment to adult ed, more to competency based approaches, the client centered rather than teacher performance. We do have a community to help raise the least educated, most in need client. We need more of that. North of Sacramento, we have outposts there that are flying by the seat of their pants. They have no model to follow.

CM: Certainly, the reform legislation that we had that made these new schools possible.

RS: The problem then was opportunity. And we get a two-year job. (chuckles). But they're too small to have the same person that was there two years ago, four years

ago, five years ago. Just the money's there, and sometimes the money's not used. When you look at unused a.d.a., you can count on at least three-fourths of the agencies being the ones that are at the lowest funding level.

CM: Of course, they don't have the support to really run their program, so that's something that's still really needs to be addressed.

RS: There's also that vision of adult ed, and we've been struggling with that for a while. I think one of the impediments of that is, are we seamless or are we adult ed as a separate entity? And I don't know if it needs to be either/or or some type of a – that vision could be put down in several ways. [It] doesn't come out as a phrase on everyone's lips. Every time you go to explain adult ed, you get a mouthful of marbles about this and that, and you get to the state funding level, and you get more of this and that. Then you have the ten mandated areas, but we have this – and we have community colleges. It's like it's all over the place rather than cohesive. What are we about and what are we trying to support? What are the problems that we've had? We started with the state literacy centers. Then there was a strong – because it was funded, for openers – federally funded part of the national Adult Literacy Act, to have a state literacy center. And we chose multi agencies and multi places. We had the OTAN centers way back in the early eighties.

CM: Of course, we had our state centers before the federal legislation.

RS: Yes. So you wanted to have that, as well as deal with the council, not a literacy council but of places where adult funds are. CCC (California Conservation Corps), the state library, the community college, DSS (Department of Social Services), Department of Corrections, just for openers, sitting at the same table to talk about the

same disenfranchised folks. The people in Corrections are there to be incarcerated and kept away, but the people and out here in education have the same mission that we do, to develop these people so they will come back until they're self-sufficient. DSS, the same thing.

CM: When you started holding those regular meetings with those like organizations, you were put in charge of that.

RS: Yes.

CM: Okay. We've talked about accountability, but also – it's another side of that, and that's all the courses have model standards now, and that has come about in the past . . .

RS: We have about two more years to finish. I think all of them need to have, and have it as a living document rather than, okay, here's the list of standards. You don't know what's going to happen the next day. The next day there may be some major shifts that won't work or we move into another area or emphasize something different. You do it almost like the Constitution, then it's broad enough to be all-encompassing but flexible enough to be included in modules to say what we need to address. Then put the standards there and put the performance that we really intend. I think competency based, objectives based, standards based, whatever it is, it should be there and clear to the learner and clear to the funder what we're about. We can't say, "Just trust us." I think those days are gone.

CM: You earlier mentioned OTAN and the increase in technology. You might want to make some general comments about that.

RS: It made everything possible. Just what's happened in spite of us. We were pioneers in terms of web base. John Fleischman and Linda West (Executive and Managing

Directors, OTAN) have provided strong leadership in training the field in the use of technology. We had the funds to do that, also. Our funding formula we had to spend at least 15 percent for state leadership activities. We tend to typically spend around 23 percent or 25 percent. We're able to fund those efforts so we have quality because of OTAN. And John and his staff have done that. We have a communications system that we link up every adult school, every adult provider.

CM: That was a major leap forward.

RS: Before it was letters in the mail. And where's the letter go to? In the early days, in the early nineties, there was all this funny script, and things like that. In the last ten years, those giant leaps have been taken. I feel that through OTAN and through CASAS that we're able to do a lot of things on line. Dennis Porter's distance learning that he's heading up (California Distance Learning Project). Although not totally appropriate for the brand new lower learners, but there will be a way to have a community of learners, maybe family literacy and other things that could be resources. The advent of fiber optic connection to homes where they have their telecommunication and their telephone lines and their cable. There's a whole bunch of things that would be possible that we can't even dream about now.

CM: Which may be the solution to the very small schools.

RS: Where you could have a big server for northern California but then develop a technical assistance branch, much like we're trying to do now but maybe it could be more fully funded. Because right now, what is it? $48,000? It doesn't buy much. Right now, they're contributing more than we're contributing to them. I'd say that technology is going to be a strong assistance, as long as we don't forget that the

human face has to be there too. You can't just rely on OTAN to send out the message, to span the rest . . .

CM: Span the world. One of the major movements throughout your tenure also has been the different periods of social upheaval, the refugees and the amnesty program and the . . .

RS: Citizenship.

CM: Welfare.

RS: Welfare for work, all that social reform. Get off welfare and get a job or get off welfare.

CM: What do you see as weaknesses in our state's adult education system?

RS: Again maybe not a popular answer. I've been working with the small schools, in my head, at least. (chuckles) Bob Ehlers has been doing the lion's share of the work. We need to have some organizational mechanism to bring the critical mass together. I had a region just recently in San Diego, which is an area with very few problems. You have Fallbrook, you have Julian, you have a whole bunch of little districts that are in the same position as northern California. Of course, when you have a Susan Yamate (San Diego County Office of Education) there that's committed to adult ed, as well as the Regional Occupation Program that pays her salary, she can give assistance. But then, I think the county office – and maybe I'll get criticized for this – but the natural organizational structure in Washington state was the county office. In California adult ed [at the county level has been] virtually non-existent. But it's happening, I think, in some of the county offices north of Sacramento. If you can garner that critical mass on a county level or a regional level where two or three

counties can band together, you can hire a full-time person.

CM: To be an adult ed consortium.

RS: Yes.

CM: I don't know if you remember this or not because you probably were in the amnesty office. We tried to run a pilot of something similar to that out of Glenn and Tehama Counties. But we didn't get – the funding was cut off. We got the infrastructure set up and kind of ready, and then there was no more funding for it. And of course, that was before the new school funding at all. So once the funding for that was gone, that pilot just kind of died on the vine. But it's still a way to think about this more than just small schools.

RS: And given any state, over half of their entities would be small. I started my career in a small school, but I knew who to go to to get some more information. So there can be major pipelines, especially with technology. But you have to know that somebody else is at the other end of that pipe. Just spewing out the information. You have to have the human touch and marketing to get those entities together. That's one thing I think is a weakness that we have that needs to be solved. Just the ongoing staff development from the key communicators. Just to have a key communicator cadre along the state all by itself would be a nice thing to try to develop, let alone the teachers. I think we have to try to strive for more full-time teachers, not to dismiss the part-time teachers. They like adult ed because it's part-time, so we have a lot of those. But to make it a full-fledged career for those who want it.

CM: You need that mix. You need a core of full-time.

RS: More of a core. And then the ability to have the part-time teachers get paid for their

staff development, or somehow defray that they fully participate, that they're not substitute teachers, in a sense. So those are the weaknesses if we're going to take more and more of a critical piece of education. And it's going to be incumbent on our state leadership professional organizations. I think the department can do some things, but it gets out of their role. We can configure resources in different ways than we are, but we can only go so far because we can't go across the street and talk with the legislature in depth or the legislative analysts in depth . . . but we can . . .

CM: Whereas professional organizations can.

RS: Yes. And the local agencies. You don't have to wait for the state. Joan Polster keeps her constituency informed from her offices at Lemon Hill. They're out there, and I know she has a parade of legislators visiting her program. We don't have to have travel. We can drive them out there. But each of us should get out there and get involved with our representatives. They want the votes. Hey, our adults vote. You don't have to wait for the kids to grow up to vote. These people vote. But it takes a critical mass to be able to do that.

CM: If you could wave a magic wand and just get a short wish list of what you would like to have for the state's program, what would be the top two or three?

RS: I think I've kind of commented on that.

CM: Okay.

RS: Coming from a guidance and counseling background, I think that's critical, along with case workers, that whole structure. The funding to support that needs to be there if we're going to do anything. We talked about learning disabilities. We don't have diagnosticians, we don't have social workers, we don't have occupational therapy

services. That has to be made available somehow to adults. That's one big one that's really missing throughout our whole system. And where we are with guidance and counseling. Generally speaking, the old counselor, assistant principal, is mainly scheduling. It's not really counseling. Duties may even include financial management, and there are a whole bunch of things. So that's one big one. And the idea of dealing with the key communicators and building it that way, just as another support system so we have access from border to border. Those are two big ones.

CM: You made frequent reference to lifelong learning.

RS: Oh, yes. Well, that's seamless also. It would be nice to have – especially in my retirement years. I'm excited that we built in Natomas here a library and community center. I talked to the mayor, the one that really pushed the thing, and got – it was like a ten or fifteen year dream. But look at what they have. We have a learning center here, computers. We also have an exercise room. We have a place for if you want to dance. And there's also inter-generation rooms where I can go and read stories to the kids. So as part of that, I think that the aging of America, we have to fight for those kinds of centers. And they might have the adult schools partner in the community centers.

CM: Xavier used to talk about those. I was going to say something when you said something about Xavier earlier, but then I thought that he was much more into what we consider community education, and those types of centers are where different groups can come in. Okay, Dick. This is going to be a hard one because you're going to have to limit it.

RS: Okay.

CM: What do you consider the highlights of your career? Of what are you the most proud?

RS: I guess I'm most proud of how I've managed myself through the years. I haven't betrayed myself. I tend to be a truth teller. I feel I've always told the truth, even when it hurt. I've appealed to colleagues, to intimates, whatever it might be, and I tried to be truthful. I've had to lie, and it's been a downer. Or don't lie, but we obfuscate the truth.

CM: So you're not forthcoming.

RS: Yeah. When I was placed in those positions, it didn't feel good. So I feel that wherever I've been, I've been that. Part of the truth telling is being able to see the truth. Part of the truth seeing is CASAS. I certainly feel very proud of that. I feel proud about the network of colleagues that I've worked with, that seemingly they were [more than just the] good old boys that drank in the bar at those quarterly meetings. Somehow I was able to assemble a cadre of people – my friends – to really be seriously thinking about how we can reform education. We've done it. We've done that. I haven't been the appointed leader always. But I've had a leadership role, and given the counseling background, I had to deal through others, and they had to deal for themselves. I see that happen as well in the field. The sophistication of the field has grown so much. They're talking – if they could listen to their talk and go listen to a group of secondary teachers talk at their meetings, I wonder how it would be there.

CM: Let's go back just a little bit to changes that have taken place, because you just alluded to developing a cadre of workers to help implement things. I think that through CASAS and through this network that you're talking about that the status of

women in adult ed has changed dramatically.

RS: Right. And actually recognized leaders rather than real leaders. I mean, both recognized and real. They had a lot of coaches, but I'm talking about – that's a negative statement. [Adult ed] was a dumping ground for the right to retire while employed. He had a heart attack so put him in adult ed. I'm overstating it.

CM: But if you look at the people who attended the CASAS consortium meeting, most of them were women, not all of them, but most of them were. And you look around now, so many of them have their own schools. Or at least they're an administrator in a school.

RS: And they know their stuff.

CM: When they came it was as a classroom teacher or a department head.

RS: Obviously, they didn't know their place. (both laugh)

CM: So you taught them what their place was, up there.

RS: Yeah, and it was, and it is, and they are. And Joan is a good example, Kathy and Pat. They're not followers. They're able to step forward and – I'm not being critical, but we have good, strong women, and there's nothing wrong with that. We need stronger males too, but the women have stepped forward.

CM: I know that, but there were always males in leadership positions.

RS: In administrative positions.

CM: In administrative positions, okay.

RS: I see we're coming together. We've always been, quote, "family." But the family that just drank at the bar versus the family that got together and worked the midnight hours. I guess it's a work ethic, and I feel real good about that and being part of that.

And being part of adult ed. It was a good thing for me. It would have been special – if I had been in another place, it would have been a natural thing. But adult ed has been a big part of my life and I feel good about that.

CM: Okay. We do know that formal retirement doesn't necessarily mean full retirement. It's really sort of a change of emphasis and pace. You have made allusions to some of the things you're going to be doing and also your background. You've done university level teaching and a lot of private consulting. So as you look to the next few years, how do you see you structuring your retirement years?

RS: My second career?

CM: Yes.

RS: This is not a negative thing, but I'm not going to model after Autumn Keltner, who has miserably failed retirement.

CM: Yes. She absolutely has. But now, you know, Pat doesn't let people retire.

RS: That's true.

CM: Does she have things planned for you for CASAS?

RS: She does. And I think I will involve myself somewhere. But there's a time to step aside too. I'll most likely step into what I think would be the best use for limited time and dollars, and that would be evaluation. Maybe some new emphasis on computer adaptive testing, which is another application which is online. That would be in the future. I could assist with some of that, but not in a major way, maybe just to market it and shepherd some of its shaping.

CM: You're still going to be doing some work for the state.

RS: No.

CM: You're not?

RS: No.

CM: Okay. You're not going to come back on a . . .

RS: No, that's all frozen. The plan was, yes, I'd be coming back, most likely half-time, to assist with the evaluation of the federal program. As of January first, it would be prohibited.

CM: That's going to be a real loss to the department as a whole.

RS: Yeah, it will be. For instance, you mentioned Bob Ehlers, who has been a champion as a consultant, just a model of what a consultant should be, has the cup filled with all kinds of goodies to share with the next person if he were to go. He's been a good model for the youngsters, the newbies, the new people in the office. I would hope that they could find someone to do a freeze exemption for Bob because that's more critical in terms of how the office functions. I've been approached in terms of doing some evaluations. I'm going to pick and choose. Most likely, I will not do commercial types of things as I did at one point. Because that's not where my heart is. I've been spoiled in dealing with the mission of adult education and also with the disenfranchised. My days in Washington state were dealing with junior high school students and projects and evaluation with that. So I might deal with some things dealing with that population in terms of evaluation skills. I [thought about] going back into clinical work and was reminded why I got out of that. I can't relate to the drug culture at all. It's not part of mine. So that's out. It's a strange world, and it's one that, most likely even in the best of times, I was good at, but it was detrimental to me, much like administration was compromising me. But to be a number two, to do

evaluation. Those are strong things. I've married again. Sandy wants to retire with me, but she's too young. We're building a home-based business. I'll be doing some of that, but again, she's the one that's doing the home-based business. I'll be doing some follow up. I've considered university work. I've had a couple inquiries. The problem with that is it takes some concentrated time on a scheduled basis.

CM: It's hard if you get right back into another schedule that you have to follow.

RS: And I'm going to try to avoid that. Even Bob has failed retirement. Bob Ehlers.

CM: But he stayed out for a few years before he came back.

RS: Yeah. I think that's a good thing to do, and that's what I plan to do, somewhat. There are some things . . . major issues, but there aren't a lot of evaluators in health ed.

CM: That's true.

RS: So, however I can get paid and do some of that stuff that's vital, I will continue to do that.

CM: I wish that Pat could get the funding for you to do – I've talked about it for several years now. This state needs a really thorough longitudinal study . . .

RS: A real one.

CM: A real longitudinal study that is statistically valid in trying to trace our dropouts. I mean, we know there are very many things that they can do, but we don't have it documented.

RS: We were doing some of that initially this year. These are just – not even beta testing. This is just - we're complying with what the feds are having us do. Maybe some of that and maybe . . .

CM: I'd like a three-year longitudinal study.

RS: Uh-huh. That takes us to some good programs. Not only bad programs because you don't have a base there. But one where you have good data, that you know what the effect could be to the program and take some pictures of that. Start with the cohort of maybe thirty people, and they'll have maybe fifteen in three years.

CM: I was thinking in terms of – when CASAS testing was just done on a sampling basis, and yet ten districts were done every year because of their size and the breadth of their program, not just numbers. But to start out with a certain percentage one year where you have paired scores and then follow those paired scores for the next couple of years.

RS: Fortunately, you can do that now with the software.

CM: But then, as I say, from the readings, we don't know [about those who leave], and that's what I want to know.

RS: That's what I'd want to know too. Also, one thing I haven't emphasized at all in this interview, but at one point when I came back, I looked at the homeless and also with setting up sentence deferral or reduction for [participating in] literacy [programs]. It's like dealing with someone who's incarcerated. Not directly but looking at other ways to intervene in their lives. We have jail education, we have probation, and we have prison education. We have probation officers and parole officers. And maybe intervening there somehow to see what significant interventions could be made to keep clients from making the second strike or the third strike and keeping off welfare. That one, I'm negotiating in my home state of Michigan and it's about troubled youth and deterrent programs. A lot of those things, there are other people that need to take a lead, and I don't think I'll be taking a lead role. But do a follow-up role, a teaching

role in terms of the evaluator or assessor in terms of good assessment. Because I think I have a good sense of design – statistical design – do the follow up to make sure that we're on track.

CM: We've kind of lopped over into this, but I do want to ask you if we've left anything out. Is there just anything else that you specifically think you ought to . . .

RS: It's too late. I can't remember. (both laugh) I sound like a videotape that John made of out takes. (both laugh)

CM: Well, thank you, Dick.

RS: You bet. It's been a pleasure.

CM: Both for the interview and for your twenty-two years of service and guidance and leadership for California adult education. And happy retirement.

RS: Thank you.

CM: This interview has been completed as a part of the California Adult Education Oral History Project.

END OF INTERVIEW

RESUME

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Education:

	Major:	Institution	Year
High School Diploma	College Prep	Muskegon Sr. H.S. Muskegon, Michigan	1958
BS(Ed)	Education Psychology Sociology	University of Idaho Moscow, Idaho	1962
MS(Ed)	Education Psychology Guidance and Counseling	University of Idaho Moscow, Idaho	1965
Ed. D.	Education* Psychology	Washington State University Pullman, Washington	1971

*Measurement & Evaluation, Guidance & Counseling, and Higher Education

Professional Experience:

December 2001 to Present. *Private Consultant.*

February 2001 to December 2001. *Adult Education Programs Consultant* in the Adult Education Office. Responsible for assisting the State Director of Adult Education and the Administrator of the Adult Education Office in the coordination of both the State Funded programs (373 Adult Schools) and the federal plan for Workforce and Investment Act, Title II (WIA, Title II)--local assistance funding to over 200 local providers of literacy.

Sacramento, California Supervisor: Kathy Block-Brown, Administrator, Adult Education Office.

Accomplishments. Continued to assist in the development and implementation of the National Reporting System, a State Plan for the state administration of the WIA, Title II, and Performanced-Based funding of the Federal Funds for local assistance. Provided advice and guidance to both State Adult Education Director and the Office Administrator in matters pertaining to both State Adult Education Code or WIA. Title II. Transitioned major data collection efforts and knowledge bases to other members of the Adult Education Office.

August 2000 to February 2001. *Lead Consultant* in the Adult Education Office. Responsible for coordinating both the State Funded programs (372 Adult Schools) and the federal plan for WIA, Title II local assistance funding to 200 local providers of literacy.

Sacramento, California Supervisor: Mary Weaver, State Director of Adult Education.

Accomplishments. Assisted Division/State Director of Adult Education manage the Adult Education Office in the absence of an Office Administrator.

April 1998 to August 2000 *Adult Education Programs Consultant* in the Adult Education Office. Responsible for monitoring outside contracts for assessment, data collection, evaluation, and distance learning. Liaison between the Division Director and two outside contracts -- Staff Development and electronic networking/communications/technical assistance and resources on-line. Assisted State Director of Adult Education coordinate the administration of both the State Funded programs (373 Adult Schools) and the federal plan for the National Literacy Act of 1991--local assistance funding to 200-400 local providers of literacy

Sacramento, California Supervisor: Joan Polster, State Director of Adult .

Accomplishments. Assisted in the development and implementation of the National Reporting System (National Advisory Member), a State Plan for the state administration of the WIA, Title II, and Performance-Based funding of the Federal Funds for local assistance. Provided advice and guidance to both State Adult Education Director and Division Director in matters pertaining to either State Adult Education Code or WIA. Title II.

July 1997 to April 1998. *Acting Manager* of the Adult Education Unit. Responsible for coordinating both the State Funded programs (372 Adult Schools) and the federal plan for the National Literacy Act of 1991--local assistance funding to 400 local providers of literacy and funding research/development.
Sacramento, California Supervisor: Dr. Ted Zimmerman, State Director of Adult Education -- Gabe Cortina , Deputy Superintendent, Specialized Programs Branch.
Accomplishments. Developing and implementing a management plan for the day to day operations of the Adult Education Unit as well as identifying and prioritizing the Unit's Objectives for 1997-98. Develop strategies for dispatching personnel and other resources to accomplish those objectives.
June 1993 to July 1997. *Administrative Assistant* to manager of the Adult Education Policy Unit. Responsible for coordinating federal plan for the National Literacy Act of 1991--local assistance funding to over 500 local providers of literacy and funding research/development.
Sacramento, California Supervisor: Dr. Raymond G. Eberhard, Administrator Adult Education Unit.
Accomplishments. Managed California's Federal Adult Basic Education Funded Program. Established a collaborative literacy council involving six state-level agencies to focus on the literacy needs of adults. Fostered the continued development of OTAN, CASAS, Staff Development Institute and currently am collaborating in the leadership and development of an interactive-on-line data base and distance learning project.
August 1991 to June 1993 *Coordinator* of Adult Literacy for the California Department of Education, Adult Education and Job Training Unit.
Sacramento, California Supervisor: Dr. Raymond G. Eberhard, Administrator Adult Education Unit.
Accomplishments. Managed the Federal Adult Literacy Program for the Homeless and coordinated the myriad of literacy efforts provided adults throughout California ranging from adult basic education and English as a Second Language to Even Start, Family Literacy, Judicial Literacy, Work Force Literacy and the infrastructure that supports them. Initiated a teacher-level evaluation and research of instructional approaches and reporting structure using a computer-based electronic nationwide communications network.

August 1988 to August 1991. *Manager* of the Amnesty Education Office within the Migrant and Amnesty Education Division (MAE), Curriculum and Instruction Leadership Branch, California State Department of Education(CDE)
Sacramento, California Supervisor: Dr. John R. Schaeffer, Director MAE Div.
Accomplishments. Managed a governmental unit in CDE that established and maintained fiscal controls and a system of disbursing, during a four-year period, State Legalization Impact Assistance Grants (over $300 million) to more than 250 local education providers serving approximately one million newly legalized adults adjusting to permanent residency in California. The Amnesty Education Office was one of five units recognized, from over 200, by the California State Superintendent of Education for its exceptional teamwork representing the highest standards of performance in public education.

May 1987 to August 1988. *Lead consultant* and *acting administrator* for the implementation of the educational provisions of the Immigration Reform and Control Act of 1986, Youth, Adult and Alternative Education Division (YAAES), Specialized Programs Branch, California State Department of Education
Sacramento, California Supervisor: Dr. Gerald H. Kilbert, Director YAAES Div.
Accomplishments. Served on three of five YAAES primus groups addressing significant issues for which YAAES Division had responsibility. Peers chose me to co-chair an internal personnel primus group to open communication channels among employees of the Division. Multi-agency peers elected me to chair two other primus groups: GAIN -- gave impetus for the first of several successful statewide GAIN Conferences jointly sponsored by the Chancellor's Office of the California Community Colleges, California Department of Education and State Department of Social Services, helped establish working relationships among those three agencies and provided a forum to establish relevant policy, and; IRCA -- gave direction for the development and implementation of a five-year educational delivery plan to help newly legalized persons meet their education requirements under the Immigration Reform and Control Act of 1986.

October 1986 to May 1987. *Special projects coordinator*, Program Support Unit, YAAES Division, Specialized Programs Branch, California State Department of Education
Sacramento, California Supervisor: Robert L. Evans, Administrator Program Support Unit
Accomplishments. Coordinated the cooperative working and contractual funding relationships among the three program units in the Youth, Adult and Alternative Education Division. Assisted the YAAES Director

with a variety of administrative and accountability tasks across the Division including GAIN, JTPA and adult education.

November 1979 to October 1986. *Consultant (Adult Education), Coordinator* Adult Basic Education Research and Demonstration Projects, Adult Education Unit, Adult and Continuation Education Division (ACE), Special Programs Branch, California State Department of Education
Sacramento, California Supervisor: Dr. Donald A. McCune, Director ACE Div.
Accomplishments. Helped plan, develop, implement, and coordinate a statewide competency- based educational delivery system(CBAE) for adult education students below the high school graduation level. The system integrated the planning, development and implementation of: Staff development, assessment, program evaluation and the dissemination of support materials and personnel to aid in the implementation of CBAE. The program evaluation and assessment efforts were recognized by the federal government for its significant contributions to the progress of education in the United States of America. The Adult Competency Education Unit of the American Association for Adult and Continuing Education awarded the California Adult Education Program the Organizational Award for outstanding contributions to competency-based adult education.

July 1975 to November 1979. *Consultant (Research and Evaluation)*, Office of Program Evaluation and Research (OPER), Executive Branch, California State Department of Education
Sacramento, California Supervisor: Dr. Alexander I. Law, Director OPER
Accomplishments. Planned, developed, authored and implemented the California High School Proficiency Examination. This included: Coordinating test and item development; program planning and administration; and research and evaluation of the program. Lead the planning, development, writing and dissemination of the Technical Assistance Guide for Proficiency Assessment, a California State Department of Education Publication designed to assist local educational agencies meet the requirements of a state law requiring them to adopt standards of proficiency for high school graduation.

September 1974 to July 1975. *On-Loan Consultant,* Office of Evaluation and Research (OER), Washington State Superintendent of Public Instruction
Olympia, Washington Supervisor: Dr. Al Rasp, Director Office of Evaluation and Research
Accomplishments. Assisted the department in: Establishing a statewide assessment program; development of means to identify gifted and talented youth; development of means to identify learning disabled students; and develop procedures for reviewing educational programs across funding sources.

September 1968 to September 1974. *Research Associate,* Office of Research, Pupil Personnel Services Division, Tacoma Public Schools
Tacoma, Washington Supervisor: Dr. James A. Laurent, Director of Research
Accomplishments. Assisted in establishing a district-wide testing program, wrote several educational research and demonstration federal grants, conducted district research studies, provided evaluation of federally funded projects, and administered a program to determine the educational needs of the community. Participated in establishing a bi-state (Oregon and Washington) assessment and evaluation consortium (Northwest Evaluation Association) that: Investigated, developed, and implemented test item development and banking procedures; and conducted extensive field research into testing the applicability of and the assumptions underlying "item response theory" (IRT).

September 1966 to July 1968. *Teaching Assistant,* Educational Psychology, Department of Education, Washington State University in Pullman, Washington
Accomplishments. Taught undergraduate course in educational psychology and completed the requirements for a doctorate in educational measurement and evaluation.

September 1964 to September 1966. *School Psychologist,* DuPont-Fort Lewis Public School District
DuPont, Washington Supervisor: Russell Neff, Superintendent
DuPont-Fort Lewis Public School Dist.
Accomplishments. Established an operational district-wide program of psychological services and coordinated the administration of pupil personnel services to students in grades K-12.

August 1963 to September 1964. *Guidance Director,* Buhl Public School District

Buhl, Idaho Supervisor: George Goodner, High School Principal
Accomplishment. Provided guidance services to students in grades 7-12 and established an educational testing program in the elementary school.

September 1962 to July 1963. *Men's Residence Advisor,* Upham Hall, Student Services, Men's Residences, University of Idaho
Moscow, Idaho Supervisor: Dewey Newman, Dean of Men
Accomplishment. Managed a men's residence hall while pursuing graduate studies in psychology and education.

September 1962 to July 1963. *Campus Activities Director,* Student Services - Associated Students of the University of Idaho, University of Idaho
Moscow, Idaho Supervisor: Gale Mix, Director, Idaho Student Union
Accomplishments. Directed student activities connected with student government and the student union while completing the course requirements for a masters in education degree.

Other Professional Employment:

March 1991 to 1994. *Private Consultant,* Contracted to assist in evaluating the effects of the Federal Adult Education Act nationwide.
Washington DC Developmental Associates
Also worked with enterprises in the private sector such as Educational Gateway Products, Inc., Levi Strauss Co., Fieldcrest Cannon, Miller Brewing Co.

March 1988 to 1994. *Private Consultant,* Contracted to assist in developing Competency Training Systems Project, Human Resource Center, UAW/GM
Auburn Hills, Michigan Supervisor: Paul Delker, President, Strategic Educational Systems

September 1974 to June 1976. *Private Consultant,* Contracted to help evaluate effects of the Artists-In-Residence program in Western United States, Western States Regional Arts Foundation
Denver, Colorado Supervisor: Dr. Joseph Wheeler, Study Director

July 1968 to July 1975. *Visiting Professor in Psychology and/or Education* at:

Central Washington State College	Ellensburg, Washington
Western Washington State College	Bellingham, Washington
Pacific Lutheran University	Tacoma, Washington
University of Puget Sound	Tacoma, Washington

Current Professional Memberships:

Phi Delta Kappa (PDK)
Amer. Psych. Assoc. (APA)
National Council on Measurement in Education (NCME)
American Educational Research Association (AERA)

INDEX