

Oral History Interview *with* *Juliet E. Crutchfield*

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California Department of Education
Adult Education Oral History Project

Oral History Interview

with

JULIET E. CRUTCHFIELD

**California Department of Education
1981 - Present**

Adult Education Policy and Planning Unit Program Consultant, 1988 - Present
High Youth Risk Unit Program Consultant, 1985 - 1988
Adult Education Unit Program Consultant, 1984 - 1985
Adult Education Assistant II, 1981 - 1984

**Oakland Unified School District
1965 - 1967 and 1969 - 1981**

Neighborhood Centers Educational Advisor, 1978 - 1979 and 1980 - 1981
Neighborhood Centers Acting Principal, 1979 - 1980
Neighborhood Centers Instructor, 1969 - 1979
Madison Junior High School Instructor, 1965 - 1967

December 6, 1995

Sacramento , California

By Cuba Z. Miller

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None.

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

Juliet E. Crutchfield, Oral History Interview, Conducted 1995 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. As the century draws to a close, the growth and energy of California adult education in the sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, and the innovative uses of technology of the nineties will be recorded.

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. Seven interviews were added in 1994 - 95.

Significant assistance to the project was initially provided by the staffs of both the California State Archives and 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
June 30, 1995

INTERVIEW HISTORY

Interviewer

Cuba Z. Miller

Interview Time and Place

One interview was conducted in Sacramento, California, on December 6, 1995.

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.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

INTERVIEWEE: JULIET E. CRUTCHFIELD

INTERVIEWER: Cuba Z. Miller

[Session 1, December 6, 1995]

[Begin Tape 1, Side A]

MILLER: This is Cuba Miller interviewing Juliet Crutchfield, a program consultant in the Adult Education Policy and Planning Unit of the California Department of Education. The interview is being conducted in Sacramento, California, on December 6, 1995, for the purpose of recording her recollections of significant events and trends in California adult education during her career.

Juliet, you've spent nearly all of your career in adult education, but like the majority of your colleagues, you started elsewhere. Tell us a little bit about your background, your education, and your first job.

CRUTCHFIELD: The first job I had was for Oakland Public Schools. It's actually Oakland Unified School District, but internally in the district we like to call it OPS, so that's kind of a shorthand. I will fall back into that probably numerous times. I started as

a teacher in a junior high school, Madison Junior High School, which is in east Oakland, and I taught there for about one and three-fourths years, almost two years. I was a teacher of French and of English.

In terms of my educational background up until that time, I had attended San Francisco State University. I majored in French and I minored in English language arts. Two of the people from that time who went on to become [important] in my future were Dorothy Westby-Gibson and John Tibbetts.

MILLER: Now they were in secondary ed in the '60s, weren't they?

CRUTCHFIELD: They were in secondary ed. In fact, both were whatever they called them at that time . . . I don't want to call them master teachers, but they were overseeing the credential program. And at that time, there was a brand-new credential program that took a year to complete, where I believe before that it took about a year and a half. It was on the semester system, so you needed something like, oh, three semesters or something for your credential at that time. So I had what was called a General Secondary Teaching Credential.

I did teach French and English at the junior high school level at a very difficult school to teach at, at that time. I was very young and maybe a little bit naive. The types of courses that I had [in college], the academic courses, or even the teacher preparation courses, never dealt with those issues or concerns of discipline and how to teach maybe in an inner-city type setting, so I was really at a loss.

MILLER: I was even kind of surprised that French would be offered at the junior high school level at that time.

CRUTCHFIELD: At that time, there was . . . let's see, when was that? It was after *Sputnik*, and it was after. . . . I think *Sputnik* occurred somewhere approximately in 1958, somewhere roughly in there. There was a move in this country to beef up the areas of . . . foreign language was one of the areas, the other area was probably math and science. So there was a demand and, in fact, at the junior high school we had a brand-new language lab, so there was definitely an emphasis on that.

MILLER: Okay. Were you a native Californian? You went to San Francisco State, but had you lived here most of your life?

CRUTCHFIELD: I am a native, yes. I was born in Berkeley, California, at Herrick Hospital, which is—

MILLER: And still live in the neighborhood. [Laughter]

CRUTCHFIELD: I went to the schools. Actually, I went through the school system before it was integrated, so I had just a slightly different view of school than my brother, who is seven years younger. He came through with a little more . . . busing had been established and some other things, so there was a little more [integration]. So the experience I had in elementary school and then junior high school was really . . . the schools were all-black, those two schools.

MILLER: Okay, but they did just have one high school, though?

CRUTCHFIELD: Yes, so then you go to Berkeley High and you have an integrated school, although there was a lot of tracking going on. You had lots of students that were tracked out of the college prep, but I wasn't because of some statements I had made and support from my parents, so I was in the college prep track.

MILLER: Okay, you worked at the junior high school then for a couple years.

CRUTCHFIELD: Right.

MILLER: What led to your transition to adult ed?

CRUTCHFIELD: Okay, actually, as I say, I had a difficult time in the junior high school, and the school was a difficult school. And to give you an example of how difficult, and I'm going to . . . I'm leading in that way—

MILLER: Sure.

CRUTCHFIELD: To give you an example of how difficult, there was something like thirty-three teachers. At the end of each year, there was something like an attrition rate or a loss in teachers of about one-third, so you're losing about eleven teachers a year. You lost a number of teachers right after the Christmas break. You know, when the holidays are over and you come back? Some teachers just did not come back. So I taught there, and then I had a child and I retired. [Chuckling] And how I came back is by accident. Some of the types of ways of hiring nowadays, and the panel of your peers that you have to go before, and all that kind of thing did not occur in those days. There was a part-time job that was open at the to-be-built West Oakland Health Center or Clinic.

MILLER: Say that "to . . ." what?

CRUTCHFIELD: In other words, there was a building that was going to be built called the West Oakland Health Center. So that did not

exist yet, but Oakland Public Schools, or the adult ed program, was looking for teachers, or a teacher at least, to teach those students that were going to be employed at the health center when the health center was built and finished. And the health center was under construction, so I was hired to teach students. We happened to hold the class at the health department in Oakland. It was just a matter of this person knows that person who was fishing for a teacher, but for a teacher that was only going to teach part-time for something like three hours a day and for a six-month period. So I was at home, I had a small child, toddler. I think there's something that if you've ever worked, you want to work again, so I was getting just a little restless—not a lot but a little bit—and a job that was fifteen hours a week sounded kind of interesting. So Ed[ward] Shands, through this network, got my name, called me and said, "I understand that you are interested in a job teaching." And I said yes, and he said, "I want you to come and meet me for an interview." So we set up a time and I went to his site, which was in West Oakland. He was . . . let me get this right now. He was principal of the Neighborhood Centers Program. And in terms of the

concept of Neighborhood Centers, that means that there were satellite sites all spread out throughout the city where students could come for instruction. He was responsible for adult basic education [ABE] mainly, and for English as a second language [ESL] programs. So I met him in a very small, almost closet-sized office that was in one small section of a bungalow which was on an elementary school campus. The rest of the bungalow was a classroom for adult students.

MILLER: It sounds just like a typical adult ed location.

CRUTCHFIELD: Right. [Laughter] So I met him and I talked with him, and again I was very shy. People have a hard time believing now that I'm shy, but I was very shy, and I almost was telling him in one sense when he would ask me questions why I really wasn't qualified for the job.

MILLER: [Chuckling] That's a good sales pitch.

CRUTCHFIELD: Right. And he said, "Why don't you teach ABE?" And I said, "Well, just what is ABE?" He said, "That is all right, you will figure it out." [Chuckling]

MILLER: Good orientation.

CRUTCHFIELD: So he hired me, and I taught with the help of the other teacher there. So there were, oh, something like maybe sixty,

thirty to sixty students, I don't remember. And the other teacher's name is Robert Wakeland and he taught for the Neighborhood Centers Program. He mentored me, I would say is the best way to explain it, in terms of what ABE was about, how to set up the classroom, what to do in terms of your initial meeting with the students. We divided the students in half and he took the lower-functioning students and I took the higher-functioning students. We gave them, all students coming in, the WRAT test, which is the Wide Range Achievement Test, and that's how we made the determination. Of course, I didn't know anything about a WRAT test, but he walked me through that and helped me through that. We became friends and stayed friends, and, in fact, I still hear from him, so we're still close.

MILLER: In contact.

CRUTCHFIELD: Right.

MILLER: Is he still working?

CRUTCHFIELD: No, he's retired. So that's how that transition started. So I worked for fifteen hours a week until that program was over. And so I really enjoyed teaching, and I said, "My goodness! I'm really teaching somebody something, and I'm not fighting

with them, I'm not trying to maintain discipline for half of the class period or whatever, I'm not teaching in increments of fifty minutes with ten minutes for passing time, and so just as we start the ball rolling, boom, you have to go to something else. I have a whole block of three hours, I can divide it up how I want. I can teach two hours on this if I want and one hour on that, or fifteen minutes on this and the rest of the time. . . . This is nice. I kind of like this."

So I talked with Bob, Robert Wakeland, and I said, "You know, I kind of like this, but I know this sounds strange, but fifteen hours with a small kid is just a little bit too much for me." And he said, "Well, you know, in adult ed we have classes that meet twice a week for three hours a meeting, and we have classes that meet for three times a week for three hours a meeting, so that would be much less than you're doing now." And I said, "Well, yeah, but I'm not sure." He encouraged me to talk to Mr. Shands about that. And again I was shy, but I did talk to Mr. Shands and I said, "You know, I really like this, but it's just a little bit too much for me right now." He was very sympathetic to my role as a mother. In fact, that gave me more weight or more

importance through his eyes, in terms of values, than maybe through others' eyes because I had those experiences. So he said, "Well, I'm sorry, Juliet, I really don't have anything like that right now, but I will keep you in mind." The next week, he called me and he said, "I want you to do me a favor." And I said, "Yes?" He said, "James White is going to be running a program, and I would like you to help him out and help me out by teaching a class at the Church of the Good Shepherd for nine hours a week. It's three hours Monday, Wednesday, and Friday, and that's what you said you wanted." And I said, "Well, yes, but I don't know. I mean, I know you, I don't know this other person." And he said, "It'll be all right," [Chuckling] and it was all right. So that's how I got into that.

I taught there for quite a while. At some point during that time while I was teaching there—it was a church site, many of the students were older adults—it just happened I was able to go back to school. I went back to San Francisco State, I worked on a Reading Specialist Credential, I worked on a master's degree in education.

MILLER: Now, had your work in these ABE classes influenced what you did your master's in? I mean, is that why you took the reading specialty?

CRUTCHFIELD: John Tibbetts was heavy into reading at that time, and he encouraged me to. . . . He said, "What you can do is you can pick up both simultaneously for just a few extra courses, so why not do that? And that makes you more marketable," or whatever. So there had been quite a while, an interim there in terms of my being in school, and actually my work life, my work career, there had been a gap in there as I decided what I was going to do. You know, are you going to be a mother or are you going to be a worker, or what?

MILLER: Or part-time worker or what.

CRUTCHFIELD: Yeah, plus, there weren't many jobs in adult ed that were full-time. But anyway, I decided that I wanted to go back and pick up the other degree and that I also wanted to work full-time, but there was really no job at that time. So what I did is I called . . . no, I wrote two professors. I actually wrote John Tibbetts a long letter, and I also wrote a professor that I had in French a long letter, and in essence I said, "This is what I've been doing for the last few years. . . ."

And I had done some work with the Right to Read Program and some other part-time kinds of things. In fact, I had usually turned down things that would come [up] because James White was always looking for someone when, for example, the State Department of Education might call and say, "Well, we're looking for someone in Oakland, a teacher, to serve on this committee or to do this or to do that." And he would ask me and I would say no. And one time he asked me and I said, "Yes, I'd like to do that." And this had to do with the Right to Read Program. He said, "You would?" [Laughter] And I said, "Yes." And he said, "Okay, well, the person who is heading that up, they called me from Sacramento, is Carl Larsen [Adult Education Consultant, California Department of Education (CDE)] and he will call you. He will give you a call." So Carl called me. I was at home because, after all, I was only working part-time, and he explained what it was, and so that's how I got involved in Right to Read. But I'm rambling a little bit.

MILLER: Well, no, that's okay because I generally wanted a general overview of your time in Oakland. Overall, how long did you work part-time before you got into full-time work, about?

CRUTCHFIELD: About eight years or nine years, something like that.

MILLER: Okay, so you were actually part-time most of the time that you were in Oakland until just the last three, four years or so?

CRUTCHFIELD: Yeah, and a little more than four years, as far as full-time. Yeah, more than that. But I said I wrote the letter, and John responded. The other teacher responded also, and so I went over and I talked to the professor of French that I had and I said, "Well, what's the value of me trying to get a master's in French?" And then I went to John and I said. . . . Well, John immediately wrote me back, because the question was "Do you remember me?" Or one of the questions. And he said, "Yes, I remember you!" [Chuckling] "And thanks for your letter, and I'm glad to hear you've done this, this, and this. And in the interim, I've done this, this and this."

MILLER: Had he started working in adult ed in that same interim?

CRUTCHFIELD: No, he was in secondary ed. He was mainly telling me about his trip to Africa and the experience he had over there. So I met him again and we talked, and he wanted me to come into the Reading Specialist Program like right then, immediately. And I really wasn't quite ready to do that, so I came in . . . I

really started that summer with a few courses, and then from then on I pursued both the [master's and reading programs].

But in the interim, I was also pushing for a full-time assignment, and I had gone. . . . By this time I'm getting a little more comfortable with people and I talked with James White and I said, "You know, this job is really nice, I really enjoy it, but what I really want is a full-time job in adult ed." And he said, "No. We don't have full-time jobs in adult ed. There's only one or two people in the whole program that are working full-time, and so I'm sorry, no." A week or two later, he called me and he said, "Juliet"—

MILLER: Guess what? [Chuckling]

CRUTCHFIELD: "I have a full-time position—I have two, in fact—and I would like you to be one, and it would be in a CETA [Comprehensive Education and Training Act] manpower program, so you'll be teaching students whose skills need some brush-up to go on to become employed through the CETA program."

MILLER: But in point of fact, your very first job had been employment-related as well for the hospital.

CRUTCHFIELD: Yes. That's true, I never thought of it that way. Yeah, it sure was. So I've learned to ignore "No." I've learned that a lot of times if you just let people know what you want, if it doesn't cost them anything, [if] it's not putting them out or anything, many times you get what you want. [Chuckling] So you just have to verbalize it. So I worked there for at least three, maybe three and a half years. It was a tenure-track position, so I tenured there in adult ed. And at some point I went to James White and I said, "You know"—

MILLER: Now, was he a principal?

CRUTCHFIELD: Let's see, what had happened? Maybe Ed Shands had retired, because he moved up as the principal of the adult ed program for Neighborhood Centers.

MILLER: Okay, and the Neighborhood Centers have one principal. Is that right?

CRUTCHFIELD: Yeah, because you have. . . . Well, wait a minute, let me get this right. [Chuckling] Memory is something.

MILLER: It's okay.

CRUTCHFIELD: Yes, it's one principal, because then you had, at that time, and it may have changed, you had the older adult program, which was at Pleasant Valley Adult School, and you had a

substantially disabled program which was headed by someone else. So you had four principals is what you had, and so one principal was over the Neighborhood Centers [Program].

And so, at the time—

MILLER: Kind of the ABE/ESL principal, was called the Neighborhood Centers principal.

CRUTCHFIELD: Right, right. And during that time, Bob [Robert] Williams was the director of the whole adult program, so he was over the four principals. Yeah, that was the structure. And I did get to know Bob in the interim because he was interested in what was going on at. . . . The site was Clinton Park Adult School, and Adrian Bozzolo and I taught there. We were doing pretty well there, and so he . . . you know, he wanted to showcase us or whatever, and so he was very supportive of me through the years. So that was nice.

MILLER: Okay. These Neighborhood Centers, when they first got started though, it was considered a new concept.

CRUTCHFIELD: Most definitely, yes. So I taught in a church, and then there were sites at the health department, and there were sites at—

MILLER: Whereas that's more the norm now to have classes scattered around.

CRUTCHFIELD: Yeah, I think it was called. . . . I can't remember the acronym, but it was OCC or something, Oakland Chinese Community Center, or something to that effect.

MILLER: At what point did you take on the role of an advisor, and what was the advisor's job? Was it kind of a site coordinator, or what?

CRUTCHFIELD: Okay, I believe at some point I told Mr. White that I was enjoying teaching, but also there was a position called Teacher on Special Assignment, which was quasi-administrative. And I think I posed the same, again, question to him about becoming Teacher on Special Assignment, and I believe the answer was no again. [Chuckling]

MILLER: At least the pattern is consistent. [Chuckling]

CRUTCHFIELD: So that came up, there was a position, and I got that. And what that involved, and I stayed in there . . . that's why I'm thinking I was in Oakland in adult ed longer than what we had said initially, because I stayed in there about two and a half to three years in that position. But I was responsible for ABE and ESL, and I was responsible for meeting with teachers and seeing how they were doing, visiting sites, for gathering their attendance records cards and making sure

they were accurate and tabulating them in . . . for not so much putting together curriculum or books or anything, but for. . . . We had a curriculum library with books at the office. Oh, and by that time, the Neighborhood Centers office had moved out of its closet that I told you about to the downtown site in the Annex, which was called the Administration Annex, so we were in that building and we had a bit more room. So I was responsible for the curriculum library, I guess you might call it, retrieving or securing the orders for books for teachers, and maybe making recommendations for what might be appropriate, that kind of thing.

MILLER: And in point of fact, your background in French, plus the language development, really gave you a good background for the ESL supervision as well.

CRUTCHFIELD: That would be my argument. There was only one person that ever agreed with me—of course I never expressed that—but Lynda [T. Smith, Adult Education Consultant, CDE] and I used to talk about that. The way I was taught to teach French is basically the same technique [used] to teach a

student whose first language is something other than English, to teach them English. It's the same kind of a—

MILLER: Like teaching a second language is teaching a second language.

CRUTCHFIELD: Right, right. So I always felt early on I just happened to fall into ABE, but I felt that I was qualified or could very well have been an ESL teacher.

MILLER: But that's . . . ?

CRUTCHFIELD: I never went there.

MILLER: That expertise has never been called on in Sacramento.

CRUTCHFIELD: No.

MILLER: Maybe you're hiding it under a basket. [Chuckling]

CRUTCHFIELD: No. No, I'm not hiding it. But I stayed as a . . . they call that TSA, Teacher on Special Assignment. So I stayed there for three years, roughly, and then a job came up for principal. Mr. White, who. . . . I guess I should explain why I call him "Mr. White," but there are some people that it's just a formal thing, and it might even be cultural, but it's the kind of thing that certain people you just don't call them by their first name. So he said, "You know, I'm getting ready for a

promotion," because by that time Bob Williams had left Oakland and went to Contra Costa County, and he was—

MILLER: That's where he was when I met him.

CRUTCHFIELD: Yes, something like a superintendent at Contra Costa County. "And so I'm going to be moving up into the position of director of the whole adult program, and I would like you to serve as acting principal for Neighborhood Centers." So I did serve as acting [principal] for awhile. And maybe my politics weren't right, but anyway that's the best way to put it, so I did not get that job.

MILLER: You were there for a year, though, almost a year as acting principal.

CRUTCHFIELD: Yeah. I did bid on the job. And it was interesting, there were several of us who bid on the job, but when it came down to the final, there were four of us. . . . Let me make sure my math is right. There was one black woman, there was one white woman, and there was one Asian woman. Yeah, that's right, okay. So all three of us were interviewed by the then-superintendent, who was Ruth Love, and she in essence rejected all of us and said no. And then she was

receiving a lot of community pressure, so she opened it up again and she said, "The three of you need not apply."

MILLER: Need not apply?

CRUTCHFIELD: Well, of course I was hurt and crushed, you know, because there's a lot of ego involved in there.

MILLER: Sure.

CRUTCHFIELD: But in retrospect, and I even knew it then, that was a good thing that happened to Juliet because I really knew that that wasn't something I really enjoy doing. I really was not enjoying being administrator of the program. Your whole relationship with your peers. . . .

MILLER: Changes.

CRUTCHFIELD: Your fellow faculty members or whatever, suddenly there's a shift there. Sometimes you're caught or you must do things that are politically right but aren't things that maybe you want to do—you know, that kind of thing. So I was hurt because I wasn't asked, let's put it that way, but I really didn't want it. And then the end result, that was a good way for me not to have to have been formally asked [Chuckling] and then have to turn it down or whatever, or take it and be miserable the

rest of my life. So it wasn't too long after that that there was a job in Sacramento.

MILLER: Okay. Well, I want to talk about a couple of other things before we go to Sacramento.

CRUTCHFIELD: All right.

MILLER: Okay, I want to go back to the Right to Read program. And you said that Carl Larsen had called you about that.

CRUTCHFIELD: Yes, right.

MILLER: I had not understood that Right to Read was strictly an adult ed program.

CRUTCHFIELD: It's not.

MILLER: Okay, tell us what it was.

CRUTCHFIELD: Oh, I think it was the answer at that time . . . I think her name was Pat[ricia] Nixon?

MILLER: Yes.

CRUTCHFIELD: And that was: By whatever year, everybody in the country was going to be able to read. That was the answer. And it seems like we've been through a lot of versions of that. But there were three sites, and I'm going to probably not remember the three sites that I was responsible [for].

MILLER: That's okay.

CRUTCHFIELD: Basically, I went in and did something that was very similar to a compliance review with the sites to see how they were doing and write up a—

MILLER: Did that program give away books?

CRUTCHFIELD: Not in terms of what I was involved in. Mine was just to come in and to see what a particular site was doing and then report that back to headquarters, so to speak, which at that time Far West [Laboratory for Educational Research and Development] was doing the work, or had the contract, as I recall. So, to report back to Far West.

MILLER: Okay. Now, also while you were teaching in Oakland, you did some work with Sonoma State [University] on an instructional television project?

CRUTCHFIELD: Oh, let's see, now where did that come in, in terms of the. . . . Yeah, I was still in Oakland. By this time, John Tibbetts had shifted from the secondary [program] and he was now into adult ed, and there was a proposal made to us, or at least to him, or he found out about it, that some reading material and some videotapes needed to be made to teach reading. So the main publishers at that time were Steck-Vaughn and Cambridge, in terms of publishing adult ed

materials. There wasn't a lot of materials, especially for lower-level students. So we had been involved or knew of the APL study, Adult Performance Level study [University of Texas, 1975], and we had. . . . See, it's all blurring together and I can't put the lines . . . but we were attempting to write materials for people that were very low-level readers or nonreaders. We did, in fact, do some videos, and we wrote some materials, but it was like a false start. And so we did enter into a contract, but it was very limited. We did get a little money out of it, not much, but it was like there was a concept underlying what we were doing, a philosophy that really didn't bear out. And the philosophy was that you could just put somebody in front of a TV set and hand them a booklet, and then they could learn to read. That just didn't pan out.

Plus, we were dealing . . . we were all teachers, or teacher types, and we were dealing with businessmen, in terms of the publishing company. So, when the bottom line came, they always had the trump card, and the trump card was: "This is not marketable." So, we were looking through the eyes of education and they were looking through the eyes

of business, so we. . . . But it was a good experience because—

MILLER: It was really kind of a pilot that didn't go anywhere.

CRUTCHFIELD: Yeah. It was a good experience because I learned something about that aspect, the business part of it. We went down to Channel 5 in San Francisco and we used their studio and we brought some students in, a few, and we did some things. So it was an experience, in terms of learning how that kind of a set-up is done and what's a broadcast-quality videotape as opposed to what's used on your home VCR, and just things like that.

MILLER: Now, have you had any input into this current *Crossroads Cafe* project?¹

CRUTCHFIELD: No.

MILLER: Okay, because it sounds like you might be able to, although I know there have been many other pilots since then.

[tape turned off]

Okay, Juliet, you had mentioned doing workshops for several different kinds of conferences, and one of them that

¹*Crossroads Cafe* is an ESL instructional video series supported by published materials, available in the fall of 1996.

you mentioned was CABEL, the California Adult Basic Education League.

CRUTCHFIELD: Oh yeah, right.

MILLER: CABEL seems to have vanished. Can you tell us anything about it?

CRUTCHFIELD: Right. I don't remember actually when it was started, because it was probably started . . . because the date of that workshop that I have listed there is 1979, so it was probably started in 19 . . . oh, let's say '78 or '77, somewhere in there. It was functioning at that time. What I remember particularly about that is I did some presentation for ABE, but it was at Vacaville, and that was, I believe, my first experience in terms of going into a correctional setting. And we had a tour of the facility, and that was quite interesting.

MILLER: Was CABEL just a professional organization, like a reading association? I mean, similar to it?

CRUTCHFIELD: Right, but it was for—

MILLER: ABE teachers.

CRUTCHFIELD: Right, because there was, what, ESL . . . what is some of the . . . ? TESOL [Teachers of English to Speakers of Other Languages].

MILLER: Yeah, CATESOL [the California branch of TESOL].

CRUTCHFIELD: CATESOL. But this was small, but it was moving in that direction. But again since you have, and you still have, but at that time you had a small . . . you could count on one hand maybe ABE teachers, then that would . . . just for the whole state, it would—

MILLER: So it was an attempt to get ABE teachers together.

CRUTCHFIELD: Right, and it survived for maybe a year or two, but then it kind of fizzled out.

MILLER: All right. Okay, I know that you also worked on some of the federal projects during that time, but we're going to talk about the federal program a little later, so we won't pick up on that right now.

What influenced you to come to Sacramento? How was that decision made?

CRUTCHFIELD: Oh, well, I guess I was ambitious and I wanted to. . . . Remember, I did not attain the job of principal.

MILLER: Get the principalship, yeah.

CRUTCHFIELD: And I just wanted to do something a little more than what I was doing. So the opportunity presented itself and I came.

MILLER: Okay. And that was what, an open job announcement?

CRUTCHFIELD: That was a job announcement. In fact, John called me.

MILLER: John Tibbetts?

CRUTCHFIELD: Tibbetts, right. But maybe even going back further than John, because I was being pulled into things early on by John Camper [Adult Education Consultant, CDE] when John was a consultant in the unit. He was interested in maybe some ethnic representation, and so he'd call me, and he'd also call Aryola Taylor [Los Angeles Unified School District], and pull us into projects if we could. It was at that time, I think, that I got my— Yeah, it was at that time that I got my first taste of working on a committee that met in different places in the state, and so there were some flights back and forth from the Bay Area to Los Angeles, for example. And I just thought that was so glamorous [Chuckling] to get on a plane and fly off to L.A. or wherever I was flying for a meeting!

MILLER: Does it seem that glamorous now? [Laughter]

CRUTCHFIELD: Well, after you've done that hundreds of times, you know. . . . But it was just so exciting, and I'd come back to my local district or whatever and, "Well, what did you do yesterday?" "Well, I was in L.A. and I was doing work for the state!" So that was a big thing to me.

So he had talked to me about openings. Openings would occur and he'd say, "Well, you know such and such is happening, and that's for the state, and that's good money and that's a nice job," blah, blah, blah. And I'd see an announcement off and on, but I really wasn't ready to do anything at that time, and didn't even have the wherewithal to know how to do it. Then I renewed my acquaintance with John Tibbetts, and one day he called and he said, "There are two jobs open as a consultant for the state, and I've been asked 'Do I know anybody? Could I make any recommendations?' And I would like to recommend you. Are you interested?" And it was almost . . . the implication was, "Now, if you're not really interested, don't say you are. But, you know, if you are. . . ." So I said, "Oh yes, I'm interested." But then there was a big worry at that point if I were—and this is early on in the game, this was before the application was in or anything—how am I going to. . . . Do I have to live in Sacramento? That was the most . . . the largest concern that I had: how am I going to do that? So, anyway, the announcement finally came out and I put in my application and was interviewed. As it turned out,

Don[ald A.] McCune [Director, Adult Education, CDE, 1975-86] was the director of the program and he interviewed both Lynda Smith and I.

I need to take an aside here and tell you about some informal interviews, but in essence he interviewed both of us formally—you know, the formal state personnel board process. And I told him . . . or, you know, when you're doing an interview, you have your time to say what you want to say, and so I said, "I want the consultant job. That's my preference." I made some [comment, such as] . . . "I will settle for . . ." what is it? . . . "Education Assistant II, but I really want the consultant job." And he said something to the effect that, well, the consultant job, the two of those really were not open, the Education Assistant II was open.

Well, later on he explained the reason for that. And the reason for that was there were floaters, and so if he opened up the job, that he would not be able to receive someone from the outside. Like Lynda and I came in from the outside, he'd have to take whoever was floating and then that would be it. So he really wanted some fresh blood into the system. He knew that both Lynda and I had adult ed

experience, but not only job experience but also course work or academic experience, so he wanted that. And I really think he wanted . . . and we haven't talked about the *old boys*, but I think he wanted to have someone go out and do what was called Monitor and Review [MAR] at that time of adult programs who might bring a different perspective to it, to put it that way.

MILLER: Okay. Fresh faces.

CRUTCHFIELD: Yeah. But as an aside to the interview process, I'm always teased about this. Bob [Robert] Ehlers, who is retired, about a year ago, loves to tease me about this when he sees me, to say that I was hired in a bar. [Laughter] There's a little truth to that, but I bring my own perception to that. Let's see, it was Don McCune, Ray[mond] Eberhard [Adult Education Consultant, CDE; Ray later become State Administrator for Adult Education]—Ray was kind of acting as Don's assistant, I believe—and Bob Ehlers, who was a consultant. So they were all working in the adult unit, all in Sacramento, and they do their fieldwork, whatever it is. They said that they would be in the Bay Area such and such a date at such and such a time, and they would like to meet me and

talk with me, almost like off the record, before the formal interview. So I said, "Yes," and I thought, "Now I've got to get my clothes together and I've got to get my hair done," and all those kind of things. They said, "Meet us at Solomon Grundy's."

[End Tape 1, Side A]

[Begin Tape 1, Side B]

MILLER: This is the Juliet Crutchfield interview, Tape 1, Side B.

CRUTCHFIELD: Okay, I was saying that I was told to meet them at Solomon Grundy's, which is a restaurant on the Berkeley Marina in the Bay Area. So that was fine, but we were to meet in the bar of this restaurant. [Chuckling] And I said, "Oh, my goodness! I know Don McCune is a Mormon, and I know that alcohol is a thing that. . . ."

MILLER: That Mormons don't do. [Chuckling]

CRUTCHFIELD: Yes, but when one goes to a bar, one usually has something to drink. And I said, "Well, gee, let's think about this." Well, at that time . . . not Calistoga, what's the other?

MILLER: Perrier?

CRUTCHFIELD: Perrier, right, was very popular. It was the in thing to do. I said, "Oh, that's perfect, a bottle of Perrier. I'll sip on that,

and if they want to have cocktails or whatever they want to do, that's fine. Plus, I don't want to have a glass of wine and then they ask me a question and I may not be as sharp as I should be, so I don't want to drink anyway." So they were a little bit late. I was there well before the time, but they were running late, and so the waitress kept coming around, "Well, wouldn't you like to order something?" I said, "Oh, shoot, all right, order something." So I ordered a bottle of Perrier. They came in, and I was sitting down at a table waiting for them, so there was a place for them to sit. And I had a *green bottle of some liquid in front of me, and I realized:* Oh, my goodness! This doesn't look like Perrier, this looks like Heineken [beer]. It comes in a little green bottle. [Chuckling] So I said, "Okay, I know what I'll do." So I kept twisting the bottle and I kept making sure that the label faced in their direction. So they asked me questions, just general questions, and I thought when I was talking to a friend later on, I said, "I think the purpose of that meeting was to see my social graces and how I handled myself in public." [Chuckling] So, anyway, that's the story of Juliet being supposedly hired in a—

MILLER: Well, needless to say, Bob and Ray were drinking, whether you and Don were or not. [Laughter] So, well, yeah, that's okay. It sounds good to say that you were hired in a bar. [Chuckling] Okay, who else was on your formal interview committee?

CRUTCHFIELD: I cannot remember, but it was somebody from state personnel board and somebody from probably the fifth floor [CDE administrative offices]. Xavier [Del Buono, Deputy Superintendent, CDE], I'm sure, was not part of that team.

MILLER: Okay. Throughout your tenure with the Department, Juliet, you've been the key staff person for all matters relating to elementary and secondary basic skills, and as such, you're looked upon as the departmental spokesman for ABE and literacy programs, and indeed, you even refer to yourself as an advocate for ABE.

CRUTCHFIELD: Well, I try, I try.

MILLER: Are there other strong ABE advocates in the state?

CRUTCHFIELD: Oh, I would say so.

MILLER: Can you name a couple?

CRUTCHFIELD: I would say that . . . I would name Aryola Taylor.

MILLER: Okay, from Los Angeles.

CRUTCHFIELD: Right. I would name . . . well, this is also L.A., but Lydia Smith.

MILLER: Okay.

CRUTCHFIELD: All right, well, I'm going through the whole ALIT [Adult Literacy Instructors Training Institute] staff now. [Laughter] Pearl Baker [Los Angeles]. I would say Margaret Rogers [San Juan Unified] always comes to mind, in terms of the Sacramento area, for some reason. I would say that maybe perhaps, and I can't name them all and so I won't even attempt, but the people that eventually became trainers for the ALIT Institute, the Adult Literacy Instructors Training Institute, I believe that those would be strong advocates for. . . . Oh, one other is Wanda Pruitt in Berkeley.

MILLER: Yes, from Berkeley. I was going to say Oakland, but it is Berkeley that she's from.

CRUTCHFIELD: Right.

MILLER: I know that it's really dangerous to stereotype, but I'm going to ask you to do that anyway and see if you can just give us a couple of profiles of a typical ABE student.

CRUTCHFIELD: A typical student? And it is [a stereotype], so we have to put those quotation marks or whatever around this, what I'm

going to say now. But my perception, and that may have changed too, I'm not in the classroom so much anymore like I was, but I would say that the typical adult basic education student may or may not be a dropout, perhaps has not valued earlier in life too much education, but has been in the world and knocked around a bit and found out how difficult it is without education to make it—especially when I say "make it," I mean financially, in terms of employment and that kind of thing—and so comes to a realization about somewhere in the early thirties, that "This is something that I really need. I need it desperately." And as a result of the experiences they've had, then tends to come to the class or the classroom very eager to learn and very receptive. It's almost that the teacher can almost become God, and the teacher has to almost be careful that they don't step into that role because then you have too much control. And you want the individual, the student, to assert themselves and to take control of their whole life, the education component as well, and if you're playing this role of God, you're the answer to everything and they're not. So that's the stereotype maybe.

But as a result of those kind of statements that I have made, I think that's where the joy or the pleasure in the teaching [comes], because you have such a receptive person that you can teach them, you know, and they believe you so strongly. I think there has to be a level of trust between student and teacher. I taught swimming for a while, and there's a lot of fear that goes on in learning to swim, or there can be at least. So there's fear in coming to a classroom and to have to admit that I don't know how to read, perhaps. So, if there's trust, then you as the student trust the teacher enough that you're willing to hear them say, "It's time for you to go to the deep end of the pool," and you're willing to actually do it. So I think it's the same kind of analogy there.

MILLER: The same concept in the basic skills classroom.

CRUTCHFIELD: Right.

MILLER: You mentioned that they may or may not be dropouts. Are you apt to find people with undiagnosed learning—

CRUTCHFIELD: Oh, I would say definitely that you're apt to find those. In my very first experience in teaching—no, my second experience in teaching basic skills, because the first experience for the health center, those were really higher

functioning students and what they needed more was a refresher or a brush-up, so I don't really call that ABE. But in my experience in trying to teach ABE students, what I call real ABE students, [Chuckling] there were obviously students that had some kind of, let's say, learning processing difficulty, and I just wasn't aware of it. That was one of the reasons why when John Tibbetts said, "I want you to go into reading as well as work for your master's," I was receptive to that, because I had had experience in trying to teach someone to read and just wasn't getting anywhere.

MILLER: And not knowing what the difficulty was.

CRUTCHFIELD: Right, right, and I was just not making any progress.

MILLER: And difficulty in school often leads to dropping out of school.

CRUTCHFIELD: Right, right. So I think in many cases, like you say, there's undiagnosed difficulties there. I had a few students, and I don't want to say that they were typical, but there was one man in particular that was afraid, literally—I mean fear. My technique or habit was to have them sitting at a table, and then I would find an empty chair next to the student and sit side-by-side with the student. And every single time I'd sit next to him, he'd start trembling. And I was not

authoritarian, or I didn't speak loudly, any of those things, so one day I just said, "Well, why is it you seem to be afraid of me?" And he said, "Well, that's because when I was a child and I was learning to read, every time I would make a mistake I was hit with a ruler across the hand. And you're Teacher, and I just. . . ." And so it's those kind of things that we have to deal with, also.

MILLER: It may be especially important in California that we have some of these strong advocates for our ABE programs. Why has it been such a struggle to maintain strong basic skills instruction in the state?

CRUTCHFIELD: I would say human nature—that's what I'll call it. If I am administrator, let's say, of a program, and let's say like one that I worked in where you have ESL and you have ABE, and the ESL students are coming in droves—literally, not figuratively, they're knocking on the door, they're knocking the door down, and they're eager to learn—and all I have to do is sit back as the administrator and count my a.d.a. [average daily attendance], just collect it, then human nature dictates or says that I'm not going to put forth. . . . And you know this is in general terms and it's not everybody, but I'm

not going to put forth that extra effort that's required to bring [in] the ABE students. They are not breaking my door down, and I have to spend time, energy, maybe even financial resources to recruit them, so why should I do that and make my life more difficult when I can [Chuckling] sit back and relax and have my a.d.a. assured? So I think that's a great deal to do with that.

MILLER: We frequently say that "program follows funding," and the ESL students are the guaranteed funding and the ABE student costs more to educate.

CRUTCHFIELD: Right.

MILLER: Classes are smaller, and then the recruitment effort is such a—

CRUTCHFIELD: Right. And I personally believe the classes should be smaller for ABE, because I think you're dealing with. . . . To me, the ideal ABE classroom is: Whatever the student wants to learn, the teacher teaches. So, whether it's in a content area, history, government, law, health, safety, whatever, or whether it's some kind of basic skills, reading, writing, computation or whatever, that's what the teacher teaches. So that's much

more, much more complex, if that's the given, than teaching one English.

MILLER: Now, you mentioned the ESL student knocking down the doors.

CRUTCHFIELD: Right.

MILLER: Why is it possible that the ABE students don't have to come knock down the doors?

CRUTCHFIELD: Oh, okay. They . . . first of all, they speak the language, so they are able to deal with a lot of things. Language is no barrier, in other words. And some of them have become very, very skillful at hiding the fact that maybe they can't read or. . . .

Most of them can compute pretty good. You try to shortchange them on change for a dollar or a twenty, and usually you can't do that. They're pretty good with money, and maybe that's because that's something that brings in another modality, you're handling it or whatever, but [they're] pretty good with that. They've learned how to get by without being able to read.

And actually, our society as a whole, this is Juliet's opinion, is drifting in that way. Because you go into

McDonald's or somewhere like that and there's an icon.

There's a lot of icons in the world now. There's an icon of the hamburger and the shape of fries or whatever, so you press that as the clerk in the restaurant. The street signs, by and large, if you want to think of them that way, you have a stop sign that's standardized. You don't need to read S-T-O-P. So they're able to get by. They're skillful, if there's really something that's text, written text, and it's, oh, what's the word, it's. . . ?

MILLER: Dense?

CRUTCHFIELD: Dense, yes. Then they have learned, "Well, I left my eyeglasses at home. Would you read this for me?" or something. So they've learned to get by that way, wherein the ESL students. . . . Also, there's a stigma attached for the ABE students, so they may be very well ashamed to come and admit that they can't do this or that, where there's no stigma attached for the ESL students.

MILLER: Okay. Not always successful at their efforts, but anyway, the state has not been totally indifferent to this discrepancy between the ESL and ABE programs. What have been some

of the specific actions that the state has taken to try to promote basic skills instruction?

CRUTCHFIELD: Well, in terms of the federal program, and in terms of that section which we call Section 321 [of the federal Adult Education Act, later changed to National Literacy act], which are local assistance grants to agencies, qualifying agencies, there has been a differential in the amount of money given per increment, let's just call it that, for ABE programs in contrast with ESL programs. So there's been a higher unit rate or a higher dollar amount given to adult basic education programs. And I can kind of remember when that came about, and I would like to claim credit for that.

MILLER: Take the credit for it! [Chuckling]

CRUTCHFIELD: Maybe somebody else would not agree with that statement, but I remember we were sitting at a staff meeting, and all the reasons that I've told you, it's harder to serve ABE and etcetera, and I made the statement that I thought there should be a different rate. And I remember the reaction of some of the people, other consultants around the table, was very hostile, in fact, because the argument was made that the need might have been greater for the ESL students. So that's

a legitimate argument, in that there's no doubt that there's a need there. But when you look at some statistics we had collected at that time, you just have a pocket of people out there that aren't and weren't being served.

MILLER: Aren't being served. And still aren't.

CRUTCHFIELD: Right. So there was a differential made, in terms of a unit rate or funding, but we never really held programs' feet to the fire, in terms of making sure that that money really went for an ABE classroom or setting. And, in my opinion, the money was not significantly greater than . . . to really jazz local programs up. Remember, I said it's much easier for the local administrator to just sit back and let the money roll in, so to speak, let the a.d.a. roll in, so it wasn't motivating enough.

MILLER: There's a lot of these kinds of specifics that our compliance reviews just don't really touch.

CRUTCHFIELD: Right. And then there was a little . . . you know, the field is creative, so they were doing things like changing their upper-level ESL classes, which were really ESL classes, should I say, what we were calling advanced classes maybe, to just switching them and making them ABE, you know.

- MILLER: Yeah, whereas the true need is with the native speaker that has the low educational level.
- CRUTCHFIELD: Right.
- MILLER: Do you have any kind of an approximation of what the unmet needs are in California for—
- CRUTCHFIELD: Oh, it would only be a guess, and it would be based . . . that guess would be based on a study that's several years old now, so it would be hard, but we know they're out there.
- MILLER: They're out there, yeah. What's the role of the library and the volunteer programs in serving this population?
- CRUTCHFIELD: Okay, libraries have programs for . . . well, for native speakers, and they tend to work one-on-one with students. Volunteer organizations have programs, and they tend to work one-on-one also. I would say that in many cases their role. . . . I'm not dictating that this is their only role, but that their role has been to do one-on-one tutoring with students, making the student comfortable and increasing their basic skills to such a level that then the student would be comfortable in going into a classroom. But that doesn't have to be their role. So I would say that it might be. . . . You know, there's a lot of self-esteem built into this.

MILLER: Sure.

CRUTCHFIELD: So it might be, if my self-esteem is low, it might be much easier for me to go to a library and have some tutoring than to go to a school site where someone might see me go into the site and question my reason for going there. It also might be easier for a volunteer to meet me at a restaurant or meet me at my home and receive this tutoring than again for me to go to a school site. And I think that kind of a comment is one of the reasons why the community colleges might have, just in that area, one leg up on us in terms of adult school adult ed because of the esteem issue. I can tell my friends and family that I'm going to community college. I'm not telling them that I'm going to the noncredit program at the community college.

MILLER: Or that you're going to learn to read.

CRUTCHFIELD: Right.

MILLER: Yeah, okay. So, anyway, the programs are not really in conflict, but they do complement one another.

CRUTCHFIELD: I would think they complement each other.

MILLER: Juliet, you've been departmental liaison for the California Alliance for Literacy. What is that?

CRUTCHFIELD: Well, that's not in existence anymore, but it was a group of people from business, industry who had an interest or who had a stake in literacy. So that's what that was all about. And they met about three or four times a year, and that was. . . . I was a staff to that, so I was like CDE's representative or whatever with that group. And there was staff which was state library staff, so there was my counterpart at the state library. Basically, our function as staff was to organize the meeting, get it together, get the agenda together, make the contacts with people. There was no funding to pay for people from an organization, let's say, to come to a meeting, and we would also make meetings in the north or in the south, so it might be an airline ticket, so that was part of the reason I think it didn't continue on. So there was no funding there. And we needed to have a focus. In other words, it's good to come to a meeting as an agency and say, "This is what we're doing in our organization for literacy," but you need something a little more than show and tell. So, at one point there was a specific purpose, and that was that there was a study being done by SRA [Stanford Research Associates], something like *Illiteracy in California*

was the name of the study [*Illiteracy in California: Needs, Services and Prospects*, 1987].

MILLER: Yes, I recall that.

CRUTCHFIELD: And so that was the charge or the task—something really tangible for the group to work on. But as the time went by. . . . And that particular project there, that was funded by the Gannett Foundation.

MILLER: The SRA study or the alliance itself?

CRUTCHFIELD: No, the study was.

MILLER: The study.

CRUTCHFIELD: Right. So there was something there to really focus on other than, "Gee, this is what I'm doing at my local agency." So, because of that, it kind of died of it's own. . . . And I think also sometime in that period we were gearing up and moving toward a committee that we later called . . . at some point we called the Interim Steering Committee, which we could support in terms of travel and coming to the meetings, and it had a purpose, which was to put together the strategic plan. So there wasn't that need so much for the California Alliance.

MILLER: Okay. Juliet, sometimes I have personal difficulty with the term *literacy* itself.

CRUTCHFIELD: Oh, sure.

MILLER: Do you share that at all, or is that a personal hang-up of mine? [Chuckling] You know, rather than adult learning programs or whatever, but just. . . .

CRUTCHFIELD: Okay. Yeah, I don't know that I have trouble with the word *literacy*. I think I have trouble with the word *illiteracy*. So, if you were telling me California—

MILLER: California's illiteracy rate is such and such?

CRUTCHFIELD: Yes, right, I would say, "Well, let's flip it or something, and let's say what is the literacy rate, in terms of. . . . You're telling me who can't read or who can't do this or do that, that's all negative. Tell me how many can do such and such." So I per se don't necessarily have any trouble with the word *literacy*.

MILLER: It's kind of that negative connotation that goes along with whether you can read or not, which is—

CRUTCHFIELD: Yes, and I guess the definition of literacy is kind of. . . .

MILLER: Vague.

CRUTCHFIELD: Vague. So, in terms of using it as a word, what does it mean to be literate? Maybe that's a little difficult.

MILLER: Yeah, because literacy programs, in fact, go up through GED. I mean, they don't talk about diplomas but they do talk about GED in literacy programs. Okay, let's move on. You and Lynda Smith came to the department at the same time, in 1981.

CRUTCHFIELD: Right.

MILLER: And you were hired for some very specific tasks. You sort of touched on this when you were talking about whether you would come in as this Educational Assistant II or whatever. But what was that position originally? I know you very quickly moved on to the consultant status and took on more tasks, but what was your original—

CRUTCHFIELD: No, I would disagree with that statement. [Laughter]

MILLER: Oh, okay. All right.

CRUTCHFIELD: First of all, I would say we did not very quickly move on to. . . . [Laughter]

MILLER: What was it, two or three years?

CRUTCHFIELD: It took a while. I would have to almost go back again and look at the dates, but it wasn't quickly.

MILLER: Okay, it doesn't matter. [Chuckling] Not fast enough for you.

CRUTCHFIELD: What happened was basically when we first came in, and I would tease her and tell her I was two weeks older than she was because I came in two weeks ahead of her.

MILLER: You had seniority over her.

CRUTCHFIELD: Right. [Chuckling] But we came in and we basically were hired to do what was called Monitor and Review, which now has evolved into CCR, which is Coordinated Compliance Review. So that's what we were hired to do, and we went through a training period. Bob Ehlers took us under his wing, [Chuckling] and so that was part of being Education Assistant II is that you were assigned to a consultant who was kind of . . . not really supervising you, because you had a boss, but in a way showing you the ropes. And so your duties were maybe in a program area perhaps, but in the state civil service rules and regulations, you were doing less sensitive type work with less [stringent] requirements. And so, over a period of years things were added to our assignment, to our role. And we were both very conscientious and we were both good at what we did.

MILLER: Yes, you were, and are.

CRUTCHFIELD: So, again it's human nature. If I have a person here who will do a good job, and I don't have to fight them to get the job done, then I will give it to that person to do, as opposed to here's someone over there who is resisting. And there were all kinds of horror stories about consultants going out in the field and getting their cars repaired—all kinds of stuff we heard, okay—whether that's true or not, but anyway. . . . So we weren't doing any of that kind of stuff and we were good at our job. So, as the years . . . it's kind of like your neighbor encroaches on your property. You know, he moves the fence over a little bit, and then [a little more], and you look up and you don't have any back yard. [Laughter]

So, initially I was only doing ABE, and then at some point I was given high school, and then I was given a major assignment, and that dealt with SB 813 [Senate Bill]. And within SB 813 there were rules, statutes dealing with high school requirements. So, at that time, those were the new high school graduation requirements. And we had diploma programs in adult ed, but how were we going to beef up whatever we were doing in adult ed to match the requirements under SB 813? That got into an area of

sensitivity and politics and all the rest because you had a group of programs that were happy with the status quo. And so now you're going to tell us we've got to do it this way. So now suddenly Juliet's assignment is a little more sensitive. So now I have two content areas, and then somewhere in that stream of events there was regional assignments. Well, initially I didn't have a regional assignment. But then I looked up one day and I had a region, which initially was the Bay Area. I had that.

So, somewhere during that time, MAR, as we called it, Monitor and Review, came to an end and CCR came to be the thing and we started doing work with the CCR teams. We were assigned to a team. So we'd go out into the field, and our fellow colleagues from other units in the department would look at us and they would say. . . . If they'd introduce us to the district we were going into, "Well, here's Consultant Crutchfield and here's Consultant Smith," or whatever, and we would always correct them and say, "No, we're not Consultants. We are Ed. Assistant IIs." Well, after a while, I formed a relationship with some of those people on a team because you're eating with them and you're with them day

and night and you're traveling with them, and they'd say things like, "I don't see why you are not a consultant. You have a master's degree, don't you?" And I said, "Yeah." "Well, there's nothing that you're telling me that's a barrier to you becoming a consultant, so you should proceed and become a consultant." Well, that's easier said than done.

But anyway what happened, and to make this story short, is that Lynda and I formed a bond and we started working together. Rather than I pursue becoming a consultant, just say, "Well, the heck with her, whatever she wants to do is fine," we double-teamed the administration, is the best way to put it. We would meet and I might say, "Well, I'm going to turn in my updated resume and I'm going to turn in a justification statement on why should we. . . . Do you want to see mine?" Or vice versa, you know, and so we were in it together.

MILLER: And eventually got reclassified.

CRUTCHFIELD: Yeah, but it took a while.

MILLER: Okay. Now, I remember the regional meetings that you had on the new graduation requirements.

CRUTCHFIELD: Oh, you do?

MILLER: Yes, I do.

CRUTCHFIELD: Oh, okay. [Chuckling]

MILLER: And you actually produced a document for that, called. . . ?

CRUTCHFIELD: Yes, right. *Meeting the New High School Graduation Requirements*. [Chuckling]

MILLER: Yes, okay. And, let's see, part of your work with compliance involved writing the instrument for adult ed?

CRUTCHFIELD: I did some of that. Lynda was assigned to that before I was, and I don't know why the change, but you know frequently they would change assignments. Part of that might have been to let you grow in another area or something. So I was definitely heavy into the CCR process, in terms of taking the instrument, editing it, rewriting it, in terms of going out and, quote, training the field in what the part of it was—even more so than just the adult ed stuff, but the overall . . . you know, when they talked about compliance ethic, all of it.

MILLER: All of it, yeah. Okay. Now, you left the unit for a while in the '80s.

CRUTCHFIELD: Right.

MILLER: Left the adult ed unit, didn't leave the department.

CRUTCHFIELD: Right, right.

MILLER: And went to the High Risk [Youth] Unit. What was involved in that move?

CRUTCHFIELD: Okay, I left, and you have the dates there, but—

MILLER: Yeah, '85.

CRUTCHFIELD: Right. I left for about three years. Ray had transferred to that unit, and he was manager of the High Risk Youth Unit, and there was some legislation that allowed those kinds of programs to be a reality, and he was instrumental in writing some of that legislation and putting some of that together, so he had a very strong interest in that. And so, you know, he was used to working with me, and he asked me, and maybe I even put some feelers out there, but I think he really asked me, "Would you like to come and work in the unit?" And I thought this would be nice, in terms of broadening my base of understanding. And even though I had had the negative experience in Oakland, in terms of not receiving the job, I still had little inklings that maybe at some point I would want to move up to program manager in CDE, and this would be a good thing to do to give me—

MILLER: Because it would broaden your scope.

CRUTCHFIELD: Right, right, and not so. . . . Adult ed is so narrow, you know, the focus would be so narrow there, that all I could say is that basically all the kinds of experience I've had is the adult ed. So I did. And so when I was there I worked . . . well, there were three main . . . no, four main kinds of programs we had. One was M and M's. We called them M and M's, which were Motivation and Maintenance programs. Another was what we called AWECS, which were Alternative Educational Work Centers, I think. There's something wrong with that acronym.

MILLER: Yeah, there is.

CRUTCHFIELD: So that was another one. There were—

MILLER: Alternative Work Education Centers, probably.

CRUTCHFIELD: Something like that. There was exemplary programs. Is that four? Well, anyway. . . .

MILLER: It's three.

CRUTCHFIELD: So, anyway—

MILLER: There were recovery programs also.

CRUTCHFIELD: Yes. Oh, that's right because Bob Rowe did those.

MILLER: I don't know what they were called.

CRUTCHFIELD: Yeah, you're right. So we all had input into . . . all of us that were in the unit, we had input into, "Here's the legislation. It's passed, it's been put into place, but now how do you start the program up?" So all those were brand-new things. Even something as simple as: What kind of form do you send to the field to tell them that they can apply for such and such funds? So I was part of that. And that was kind of an exciting time initially because it was new and we were doing something that basically hadn't been done before, and the need was great. And until the politics got involved in it, it was really nice.

And I guess the first. . . I'll just talk about the first wave of politics that got involved, and that was we had finally gotten the money out to the districts or the programs that needed the money for the work centers and for the M and M programs, like I call them. They only had it when there was a planning phase, there was a planning grant and we had to get that out, but then there was the actual implementation, right? And we had only just . . . you know, there were just like two months that they had to really start working after their planning. And then we got the call from up high, like

from the superintendent's level: "We want to see how the dropout rate has diminished," you know? [Chuckling] And then from then on it was that kind of assault, so to speak, on the unit.

MILLER: You know, it's the same thing with most any kind of reform movement. They started the GAIN [Greater Avenues for Independence, California's welfare reform legislation] program, and before it had a chance to kick in, they cut funding for it.

CRUTCHFIELD: Right.

MILLER: So, much the same thing.

CRUTCHFIELD: Yeah. So then you start losing some of that newness and your enthusiasm, and so at some point Ray went back to adult ed and then things were changing. They brought in C-LERN [California Local Educational Reform Network], which was another variation of it.

MILLER: It was a remediation model, wasn't it?

CRUTCHFIELD: But let's call it a variation of the theme of what the initial legislation was about. So it was changing and it was becoming fragmented, I thought, and it was losing its initial focus. So he left, and then we went through a . . . was it a

series? I can't remember exactly, but we went through a new admin for the unit and things were changing. So there was an opportunity to come back to adult ed, and I took it.

MILLER: And you did.

CRUTCHFIELD: Right.

MILLER: Juliet, Don McCune died in an air accident in 1986.

CRUTCHFIELD: Yes, right.

MILLER: What was he like as a boss?

CRUTCHFIELD: Well, he was a little difficult, for me. I think that he had a little difficulty with me, maybe because I was a woman, maybe even because I was black, okay? And it was very, very difficult for me to talk to him and just gain entry into his office and say, "Let's just sit down and have a talk." So, when Lynda and I . . . And she shared also that it was difficult for her to talk to him. And so when Lynda and I, when we'd do it separately, we'd go in and we'd talk, invariably when I would go in and say something like, "I want to talk to you about this," I was kind of brushed aside real . . . but someone else could go in his office and they could spend an hour or whatever. And so I felt that I was not necessarily trying to take it personally, but I felt that way. But I would say, "Well,

this is the situation, in my perspective, so now I've got to learn how to deal with it." And I've had people through the. . . . But I guess the other thing is that even that aside, he was still instrumental in hiring me, okay? So I can't be too negative because otherwise I wouldn't have had the job. But I've had people in my life, and I'm talking more about professional life, that have been very positive and have bent over backwards to help me out—

MILLER: To help you, promote you.

CRUTCHFIELD: And promote me or whatever. So I could kind of balance some of that with the positive.

MILLER: Sure. I actually had this somewhere later on in the interview, but it may fit in here better, in terms of . . . I know I've heard you and Lynda both talk about your reception in the unit when you first came.

CRUTCHFIELD: Oh, well, yeah.

MILLER: Was Marian Marshall [Adult Education Consultant, CDE] still here when you came?

CRUTCHFIELD: No.

MILLER: She had already gone.

CRUTCHFIELD: No, she was gone.

MILLER: So you were the women in the unit.

CRUTCHFIELD: And I really didn't know her. Lynda knew her.

MILLER: Okay, but you were the women in the unit.

CRUTCHFIELD: Oh, definitely, yeah.

MILLER: And for so long adult ed was really just an old boys' club.

CRUTCHFIELD: Yeah, right.

MILLER: And that was true throughout the state. So maybe you could just kind of—

CRUTCHFIELD: Well, that was difficult because there were certain people that were in the unit that. . . . Here you are, you're brand-new, you don't want to be running to somebody every day and say, "Well, what do I do about this? What do I do about that?" But you do need a little guidance, okay? Now, Bob Ehlers was not like that, okay, but you need some guidance: "Well, point me in the right direction," you know? And so you'd have just a routine question about something and you'd want to go to talk to somebody and they would not talk to you.

MILLER: They would not respond.

CRUTCHFIELD: Yeah, they would not answer your question or talk to you, or they were busy or whatever. So I have always been, and this

is my personality, I consider myself a loner, really. It's not to say that I'm not sociable, but I consider that I find my strength and whatever internally and that I have people in my life that are important to me that I can hold and embrace. So, in a sense, I would say to myself, "Well, I don't need you," you know, and I'm happy. So I'd come into the job happy every day. Well, I think that has a way of wearing off or wearing onto other people. So, gradually they all started coming around. Every single one of those individuals that were like that started coming around and started including. . . . They'd say, "Well, we're going out for coffee. Would you like to join us?" Well, sometimes I didn't want to join them because I was busy, and I'd say no, but a few times I'd say yes. And then maybe you had to go out in the field with them for something, and they find out, well, she's all right, you know? So that really broke up through the years. But I had people that were very positive and very supportive of me.

So, going back to the promotion that just did not happen, it was caused to happen. I don't know what Lynda had, but I had some coaching from someone outside of the

department—not John Tibbetts, someone else—and I had some coaching from someone inside of the department. And they'd say things like, "Okay, you go in the office and you sit down. You make an appointment first of all, and if he doesn't have time because the phone would ring or this would happen, you say 'Okay, that's fine. I will come back such and such a time when *you* have time,' because you want their full attention to be able to say what you've got to say." So I had coaching, and that's a very dear friend. The people that are important to me in my life, I hold onto them and I know them for twenty or thirty years, and I don't have that relationship with many people.

MILLER: With a lot of people.

CRUTCHFIELD: Yeah, because I don't let people get close to me. But when you're close to me, then you're really my friend.

MILLER: So you and Lynda really had a lot of things then that bonded you, both starting in together, I mean, just those circumstances.

CRUTCHFIELD: Oh, yes, yes. That's right.

MILLER: Plus having to make your way into the unit.

CRUTCHFIELD: And both having. . . .

[End Tape 1, Side B]

[Begin Tape 2, Side A]

MILLER: This is the Juliet Crutchfield interview, Tape 2, Side A.

Okay, Juliet, you were talking about similarities in yours and Lynda's circumstances.

CRUTCHFIELD: Well, yeah, because we both, in essence, left our husbands [at home and established second households in Sacramento] and came to Sacramento to work. [Chuckling] So we both were commuters in and out, and we both had taught and studied a foreign language.

MILLER: Hers was French also, wasn't it?

CRUTCHFIELD: She taught two, in fact, Spanish and French. But I used to call her my *petit chouchou*, which is French and means "little cabbage," which is an affectionate term, so it was things like that. And we didn't start off friends, but through the years we became friends.

MILLER: Okay. All right, after you got back, just as the '80s were closing, there was a California Education Summit.

CRUTCHFIELD: Right.

MILLER: Okay, and you were the adult ed liaison for that activity.

What did that involve? What was the Summit and what did you do with it?

CRUTCHFIELD: [Chuckling] A good friend of mine, who is interviewing me. . . . [Laughter] Let's see, you were working for PMRA [Pacific Management and Research Associates] then.

MILLER: At the time, mm-hmm.

CRUTCHFIELD: Right, and PMRA was supposed to, at least we were told at some point, that anytime we needed a paper or whatever we could just run across the street and they would write it for us. [Laughter]

MILLER: Well, let's at least refer to it as the Adult Education Institute [for Research and Planning].

CRUTCHFIELD: Oh, okay. All right, you're right. Adult Ed, okay. So I was given the assignment, because I was the, quote, literacy person for the state at that time, to do really the gofer work or the groundwork for the Ed Summit, the piece that dealt with adult ed. Adult ed had a strand in that summit, and so Jerry [Gerald H.] Kilbert [Assistant Superintendent, CDE, 1986-95] wanted a paper written. And I believe . . . well, the other strands too, they had a paper. Yeah, they sure did.

MILLER: Yeah, background materials.

CRUTCHFIELD: Right. So, actually, with your help and cooperation and work, we, the two of us, put that together. And then probably the part that maybe I was involved in that maybe you weren't involved with was numerous meetings with Jerry Kilbert putting together a packet. So that document was one document in a packet. We had the Strategic Plan by that time, didn't we?

MILLER: Yes.

CRUTCHFIELD: So our Strategic Plan, our [federal] state plan, and some other works even from the Institute went in that packet, and those were given to the people, mailed out ahead of time. So those were given to the people that were going to be participants in the adult education strand. So that's how that worked.

MILLER: But it was not just adult educators that were in that focus group. Is that correct?

CRUTCHFIELD: That's correct. I believe there were some business types and . . . again, those who might have an interest in adult education for some reason. And I believe that Jerry did not have the final say on who the people were that were going to

participate in that. I believe he was given a roster prior to the summit, and if there was some comment he had on a particular individual for some reason he could react. But I think the final say-so was with then-Superintendent Bill Honig [Superintendent of Public Instruction, 1982-93].

MILLER: Now the best I remember, there was a cross-section of school board members and, as you say, people from the business community and district level administrators.

CRUTCHFIELD: Right.

MILLER: But not necessarily a lot of adult ed people in that focus group.

CRUTCHFIELD: So I might have come from, say, District X, but may not have been the ultimate or the final administrator of adult ed. I might have been the superintendent over the adult ed director or whoever. So we met for. . . .

MILLER: Two or three days.

CRUTCHFIELD: Yeah, it was longer than one day. Yes, we sure did because Aryola stayed with me during that time. She sure did. So we met there at the convention center, and we met as a full conference and we got a chance to look at the papers of other strands, but then we also met as a breakout group. We

had a task, and it ended up with . . . the goal was to come up with some kind of statement on how we were going to deal with literacy. And I guess I can say this because it's a former administration, but it was very interesting to me that while we were meeting as a group on the adult ed strand, Superintendent Honig peeked in the room to see how we were doing. And somebody said, "Well, we're not really clear about our task or our thinking. Now, just what do you want us to say?" And he said, "By the year 2000, we will reduce illiteracy in California by 50 percent. . . ." And that's how that statement came to be.

MILLER: [Laughter] Okay. So the ultimate outcome from the focus group came directly from Honig's mouth.

CRUTCHFIELD: Yes, it did.

MILLER: Okay. Well, it's quite a task to keep working on.

CRUTCHFIELD: Right. The problem with that, as far as achieving a goal, so I have to say this to keep it honest and everything, is that if you look at the population and say that X-amount of people, whatever number you choose, are illiterate in California, if we could magically wave a magic wand and make those people literate tomorrow, you will have a cohort coming along that

immediately fills that slot. So it's almost a goal that maybe you keep striving toward, but I don't know how you reach it.

MILLER: And particularly in California where we get so many immigrants.

CRUTCHFIELD: Right.

MILLER: And indeed they are considered in that—

CRUTCHFIELD: They are in that count.

MILLER: You know, need-to-be-educated category.

CRUTCHFIELD: They are in that count, right.

MILLER: Okay, let's move on to the federal program. Federal adult education funds come to the state, and the means by which they come have occasionally changed through the years, the name of the act has changed and so on, but the program remains basically the same. Can you just briefly describe that program and tell us what determines how the funds will be spent and how the money is allocated?

CRUTCHFIELD: Okay. We have some discretion as a state as to, for example, how we. . . . Part of the funds are what are called 353 [Section 353 of the National Literacy Act] funds, and those are for special programs, and we can allot those funds maybe as a direct grant to . . . we can do it in little tiny pieces to

various entities or we could do as we do. We have big projects, like in the past we've had, well, DNAE [Dissemination Network for Adult Education], and we've had CASAS [Comprehensive Adult Student Assessment System] and we've had [various] staff development projects. So we can do it, you know, large or we can do it small, that's our discretion. I think there's some discretion that we have in terms of the total money coming in. Some of it we give out as what are called local assistance grants, and that's Section 321. Maybe we could make, if we just wanted to, we could make the 353 a little smaller and have more go out in local assistance. So, some of that's state discretion, some of it is not; it's dictated by the Literacy Act, so it's prescribed. We have to give, for example, a certain amount of the pot, something like 10 percent or something, for institutionalized programs.

MILLER: That's like corrections and the state mental hospitals.

CRUTCHFIELD: Right, so we don't have any discretion over that particularly. And there were funds that I believe are not being given anymore, but that was the McKinney Act funds for homeless

programs, and so that was a little more structured in what you could do and what you couldn't do.

MILLER: Okay. Perhaps we ought to just clarify that the money that goes into the projects, or these special demonstration projects, are actually in support of the local programs then.

CRUTCHFIELD: Oh, sure.

MILLER: Okay. Now, these federal funds account for a little less than 10 percent of what California spends on adult education, but they seem to exert much more influence than that figure would indicate.

CRUTCHFIELD: Right.

MILLER: What accounts for that influence?

CRUTCHFIELD: I think that's maybe just the way we've used them. We have literally leveraged certain types of activities with those funds. You have a choice. As a local program, you have a choice as to whether you want to apply for those funds or not. You don't have to apply for them, but once you apply for them it's almost like a contract or an agreement between you and us that you will jump to our tune, so to speak. So I would say by and large it's been a good thing, and I would say that just in my experience—and this is just gut level experience, I

didn't do any study on this—but that those programs that do participate in our federal program do better or have a better quality in their program or have a richer program than those who don't.

MILLER: That don't.

CRUTCHFIELD: Yes. I think that those programs that are under that federal umbrella and do that tend to be more on the cutting edge of what's going on in the world, and those that don't participate tend to be. . . .

MILLER: Lag in the backwater? [Chuckling]

CRUTCHFIELD: Yeah, they tend to be ten or fifteen years behind the curve, to me.

MILLER: Okay. You mentioned that our state has chosen to use these funds to leverage what goes on in the local programs, and probably a really good example of that was the Competency Based Adult Education [CBAE] movement.

CRUTCHFIELD: Right.

MILLER: That was introduced in the '70s, and it certainly dominated our state during the '80s.

CRUTCHFIELD: That's right.

MILLER: Can you define the term, tell us something—

CRUTCHFIELD: [Chuckling]

MILLER: Well, the philosophy behind competency based education. It doesn't have to be the definition.

CRUTCHFIELD: Well, okay, to me it's just that basically you use it at the classroom level, okay? I'm not going to teach a student something that the student already knows. I'm going to find out what they want to learn and what they need to learn, by some kind of measurement, whatever that might be—interview, assessment, or whatever—and I'm going to teach them those things that they need, rather than here is a curriculum that's prescribed and it's a cookie-cutter approach and I'm just going to superimpose that on everybody. That's my definition of CBAE. [Chuckling]

MILLER: Okay, very good. Assessing needs and meeting the needs. Simple enough. Certainly our state mandated that during the '80s.

CRUTCHFIELD: Right, "Thou shalt be competency-based, or else."

MILLER: Yes, and carried with it the implication of a heavy emphasis on life skill instruction, what we would call functional competency. What spawned this movement? How did this—

CRUTCHFIELD: Oh, now, I don't know, except that early on at the University of Texas at Austin there was a study about 1975-ish called the Adult Performance Level Study. That was a federal study and it went across the country and it looked at the levels of individuals in the country and determined that many adults were deficient in a whole lot of things. And instead of just saying, "Well, adults need to learn to read and write," basically what it was saying is, "Yes, they need to learn to read and write, but they need to learn to read and write in context." So there were about five or six contextual areas that were identified, consumer economics, health and safety, occupational knowledge, and I'm forgetting some, but. . . .

MILLER: Government and law.

CRUTCHFIELD: Right. So those, and they were also the skills, the basic skills, reading and writing, computation, problem solving, and those were laid out in a matrix that was very easy to understand, that I can read, oh, in the area of occupational knowledge, I know how to do an application and blah, blah, blah, but I can't read in the area of health and safety, or whatever. So that's my weakness." So that was done, and sometime in that era, I believe, San Francisco State got involved in that. Then

from the APL study, there was almost like a replication of that study in California, and that was called the NOMOS study [California Adult Competency Survey, 1978-81], and so. . . .

MILLER: And you helped work on that, didn't you, in California?

CRUTCHFIELD: Just some, yes. That was one of those projects that somebody from [Sacramento], like a John Camper, was always pulling me into. I was still in Oakland, working for the Oakland school system, but that was. . . . In essence, we looked at items to decide whether they would be suitable for California, just like there were items for the APL study. So that's what that was all about, basically, at least my part.

MILLER: Okay. And that NOMOS study actually confirmed the—

CRUTCHFIELD: Pretty much so for California; we weren't that much different from the rest of the country.

MILLER: And so part of that then was used in the decision for the mandate.

CRUTCHFIELD: Yeah.

MILLER: You said that you got here for a little bit of the discussions leading up to the mandate. Do you remember anything specific about those?

CRUTCHFIELD: No.

MILLER: Okay. Also while you were still in Oakland, another one of these federal projects that you worked on was one from Palomar College.

CRUTCHFIELD: Oh, yes.

MILLER: What was that all about?

CRUTCHFIELD: That was . . . what did they call them in those days? I think they were called 306 projects.

MILLER: No, 306 was the local. They were 309. [Sections 306, 309 of the federal Adult Education Act.]

CRUTCHFIELD: They were 309, okay. So 309 was that section of the act dealing with, what, special, exemplary [projects] or whatever? And so Palomar received a grant to do a videotape bank, or something to that effect, and they came to my classroom in Oakland when I was with the Neighborhood Centers program. That was when I was. . . . That was when I was with the CETA manpower program—yes, it was—and they taped me instructing students. The problem with that was that they wanted a script and they wanted this and that, and so—

MILLER: And that wasn't the way you instructed. [Laughter]

CRUTCHFIELD: And then, "All right, let's take that one again. The lighting wasn't good, or. . . ." I was one of the very first ones they did. So, again that was a learning [experience] for me, and it was also a learning for. . . . I don't think that was some of my better work, but in fairness to me, it was. . . . As you say, you don't teach and then stop, and then you adjust the lights.

MILLER: And do it again. [Chuckling]

CRUTCHFIELD: And then you do it again. You know, you teach and then you go on to something. But I was trying very hard to have those components of a good lesson plan to demonstrate. That was what I was trying to demonstrate, so you'd have like an opener where you warm the class up, and then you proceed into the actual lesson and so on. And so some of that was getting bogged down. But it's something I did and something that was worthwhile.

MILLER: Do you know how wide a distribution that project had?

CRUTCHFIELD: I think it was pretty widely distributed at the time, yes.

MILLER: I don't know whether our adult ed archives have copies of those tapes or not.

CRUTCHFIELD: I don't know, they should. I mean, it's something they should have.

- MILLER: Some of the materials through the years have been lost.
- CRUTCHFIELD: Yeah, because, let's see, DNAE probably had those. But why I think it was—
- MILLER: See, that was some of the material that when it was returned here, part of it was given to ETN [Education and Training Network].
- CRUTCHFIELD: Oh, that's right!
- MILLER: And they lost some of it. And so some of the materials have been lost. And some of them we have found in various and sundry closets throughout the state.
- CRUTCHFIELD: That you wouldn't think. . . . Yeah. But why I think it was used is because there just wasn't anything like that, and so that's my sense of. . . .
- MILLER: Okay, you talked about the Adult Performance Level study and the NOMOS survey here in the state, and recently there have been national surveys and state surveys again: the National Adult Literacy Survey [NALS] and the State Adult Literacy Survey [SALS] twenty years later here in the '90s.
- CRUTCHFIELD: Right. Oh, has it been that long?
- MILLER: Yeah, well, see, those were in the '70s.
- CRUTCHFIELD: Yes. Yes, it has been that long. Wow!

MILLER: Yeah, and these are in the '90s. Is there any correlation between those? Have you made any general—

CRUTCHFIELD: Well, maybe the format or the layout is a little different. But I would say basically the findings, the general findings, are the same.

MILLER: Are about the same?

CRUTCHFIELD: Right. And I always try to personalize everything, but I remember talking to a group of people and saying that the NALS, the National Adult Literacy Survey, if you want to use jargon, it was like, "Gee, ain't it awful?" And when we got to the SALS, the State Adult Literacy Survey for California, it was, "Gee, ain't it awful?" [Chuckling]

MILLER: And as you indicated, you get one group educated and there's another group that comes in to replace them.

CRUTCHFIELD: And there's another, exactly.

MILLER: So there's always a bottom quartile or whatever.

CRUTCHFIELD: Right, yes.

MILLER: Okay. Now, you've had some other specific responsibilities in the federal program. You've monitored some projects, and at one time you were responsible for the State Plan. Let's talk about a State Plan. What's involved in developing that? And

you've mentioned that it's kind of the guideline of how we spend the money.

CRUTCHFIELD: Right. I'm trying to think, it seems to me that. . . . You know, we do a lot of contract work, and Ray came to me and he said, "Okay, you're going to be responsible for the State Plan." And I had a choice. I really had some choice there. It was my decision to put that together myself or to hire it out and have it be a contract. Because the previous State Plan had been a contract, and PMRA had won the contract, so they had done the State Plan. Right?

MILLER: Yes.

CRUTCHFIELD: Yeah, okay. [Chuckling] You were looking like that. . . .

MILLER: No, that's right. No, I'm not questioning you.

CRUTCHFIELD: Oh, okay. So I thought long and hard, and I had had experiences with trying to go through the contract process internally in the Department, and some of my colleagues had also, and it was taking a long time to get a contract all the way through the system. So I said, "Gee, my goodness, if I go that way, I would be the monitor of the contract, which I'm comfortable in doing that, but if I don't get this thing out because of the red tape, which I have no control over, we're

going to need this State Plan and here California is going to be sitting without a State Plan. I don't think"—this was my thinking—"I don't think I can afford to trust the system to get it through." So I thought about it for a while, and then I told him, I said, "Well, the way I see it. . . ." Or even if I get a contractor and we don't like their work or whatever, or they're difficult to work with, it's still resting in my lap. So I said, "I know this is going to kill me, but I'll just do it." So that's what . . . that decision was made consciously.

So then there were a series of training workshops to go to that the feds put on, and they in essence give you a boilerplate of the key components that have to go in the State Plan—they're not negotiable at all. Then I did have the old State Plan. So, with doing kind of like . . . I stole some quiet time by myself, to do a side-by-side of what the old State Plan looks like and what's still good and we want to salvage, and the boilerplate of what the feds want, kind of putting them together. Then [we had] some discussions among staff of what staff thinks should go into the State Plan, then I came up with a kind of first cut at a document. From there, probably, and I can't remember, but probably the 353

Coordinating Council, which was kind of like our sounding board at that time, taking a look at that and, well, you don't have this represented in it, or you don't have that, or, you know, what about this?

But I would say the most difficult job of that whole process was going to the field and hearing the comments, "I don't like such and such in the State Plan. Now, why does that have to be. . . ?" when that wasn't a thing that was negotiable. That was a thing the feds were saying: "You will have this in your State Plan." So that was the most difficult thing. So we had the field review and we had the necessary steps that were part of the actual process, and so then we had a plan.

MILLER: It's time for another one. Are you working on the new one?

CRUTCHFIELD: No, that's not my responsibility. Richard [Dick] Stiles [Adult Education Consultant, CDE] is the person that is doing that, and I believe that Lew[is] Pebbles [retired administrator, CDE] who is a hired contractor is going to really do the writing of it.

MILLER: The nitty-gritty writing of it, okay. And Lew is . . . he used to be with the Department, but you say he's a hired contractor now.

CRUTCHFIELD: Yes.

MILLER: Has he retired?

CRUTCHFIELD: He is a retired annuitant.

MILLER: Okay, so he's working on this as an annuitant or as a private contractor?

CRUTCHFIELD: Oh, I see, you want to make a distinction there.

MILLER: Well, no, I was just. . . .

CRUTCHFIELD: I think he gets a contract of so many days per year. So, under his so many days per year, this is one of his things.

MILLER: This is one of the things that he's helping work on.

CRUTCHFIELD: Yes.

MILLER: That's great. That's great. You also sort of honchoed the federal compliance visit to the state. Was that difficult or a pleasure? [Chuckling]

CRUTCHFIELD: Well, the pleasure was the outcome, the final outcome, because I did a lot of it. To be honest, I did a lot of that work of putting that together. And so, what was difficult with that is I . . . it's like planning a wedding. [Chuckling] You

know, I had all the bridesmaids invited or whatever, and all the ushers, and then the feds kept changing the date of the wedding. At the last minute they would change the date of the wedding. [Chuckling] You know, it was almost like I had to send it out on OTAN and hope that they didn't miss it or something.

MILLER: Hope that they had coffee ready when the visitors got there.
[Chuckling]

CRUTCHFIELD: So, what I coordinated was two things on that: internally, which is almost like a paper review here in Sacramento; and then externally, which was like site visits. So they were interested in certain sites that we had. One place we sent them to was L.A., L.A. Unified, and Lonnie Farrell [Supervisor, Adult Basic Education Programs, Los Angeles] met with them. They were interested in San Francisco, and we had a good homeless program there with Chris[tian] Nelson [Episcopal Community Services]. And it seems to me they wanted something to do with jails or those kind of programs, and I believe Elk Grove Unified had a visit from them. And then we had a day or a time, if I remember correctly, where we brought the 353 Coordinating Council in

and we had [the feds] talk with them, the 353 people. We gave the 353 projects a chance to explain their projects. That worked well. One of the reasons I think that worked well, and I'm going to give you credit where you're due, because we had the 353 Coordinating Council, which you had a big part in initially early on, and then it kind of got shifted entirely to me, but the group, just the group—

MILLER: Had melded.

CRUTCHFIELD: Having the experience of meeting together and doing the report-backs that they would do in meetings made it more natural for them with the feds to report. Let's see, we had. . . .

MILLER: Did they pull any surprises on you once they got here?

CRUTCHFIELD: No, and that wasn't the issue, to pull any surprises. That wasn't part of their. . . . They assured me that they wouldn't. And Carroll Towey [U.S. Department of Education] was the person who was really the lead for the feds. And I didn't know him initially, but I had a lot of telephone conversations with him. In fact, the original conversation I think that I had with him was, "You know, your federal report is due in," or something to that effect.

And Jerry Kilbert had started leaning on me about the federal report sometime in August or October, and I knew that it was due then, but I had looked at the date of the prior years' federal reports and I wasn't concerned at all because the federal report never had made it in before the first of the year, somewhere in January or February, so I knew I had six months or whatever. And he said, "No, we're going to get this in and we're going to get it in *now*!" Boom! And I didn't tell him what I was thinking was, "Well, why is Juliet being held to a different standard?" But anyway, that's just an aside.

So, when he called me about the federal report too, I didn't even have . . . at that point, I didn't have the forms, the papers, hardly anything, I didn't know what he was talking about. And he was a very nice and kind man, very nice and very kind, and he said, "I'll fax you some things and we'll spend some time on the telephone and I'll explain to you what it is." And he really took the time, we had maybe an hour conversation or more. So I was able to put it together, you know, and he wasn't pressuring me, he was just being very helpful. So that was my initial meeting, and I really

appreciate that when you go out of your way and you realize that this person is under a lot of pressure internally from whatever is going on, the dynamics there. So I got to know him, I met him . . . I guess I met him at one of the trainings or something like that. So, when it came time to put this review together, I wasn't concerned that I was going to have any flak from that end of it. And the other thing was I had been used to compliance reviews and teaching people how to put together compliance reviews under the CCR, and writing part of or updating part of the items. So I took the information that they had given us, because they had given us something that was very . . . just kind of general, and I broke it out into what would be like CCR items. I just used that kind of concept.

MILLER: That format.

CRUTCHFIELD: Yeah, and I had basically a folder for every item on the instrument. So that was a lot of work for the secretary scurrying around and jumping around and finding that, but it was all there, so they could do a paper stream.

And then I more or less handpicked the people that I was compatible . . . which this has tended to be my style now.

If I know I can work with you, we're compatible or whatever, I tend to want to work with you. So I just started picking those people that I knew that would come through for Juliet. And they did. Like, for example, Chris Nelson. I think, if I recall correctly, he went to the airport and picked them up, things like that that makes the. . . .

MILLER: Makes things go smoother.

CRUTCHFIELD: So we came out with glowing recommendations. Well, with glowing commendations, and then with a list of recommendations. And they were recommendations. They were not, "You're out of compliance here or here. . . ." And we did, we reacted to some of those recommendations. So it was very positive.

MILLER: Okay, at various times you've been the key contact for the different sections, the 321 and the 353. Are you doing any of that now?

CRUTCHFIELD: No.

MILLER: No? And you've been monitor for some of the projects.

CRUTCHFIELD: Yes.

MILLER: The State Evaluation Plan, is there anything you want to say about that?

CRUTCHFIELD: No, other than I would say that the very first, and I won't name the contract, but the very, very first one. . . . I came back from the High Risk Youth, the very first contract I had, it was that the contractor was very difficult to work with and it was almost a gray line between who's working for whom. And so they would say, "Well, I want this from you, and I want that from you," and I didn't. . . . So I ended up doing more than I should have done, but actually that was the first contract I had ever monitored, so maybe that was a learning experience for me. But from then on, I had CASAS, I had ETI, (Evaluation and Training Institute contract), the ALIT with L.A. Unified. All of those have been very cordial, very good working relationships. And even to the extent when I've needed something kind of at the last minute for some other kind of activity which was outside of the scope of their project, I would just mention that and they would—

MILLER: Come through for you.

CRUTCHFIELD: Yeah, which is kind of refreshing.

MILLER: Okay. I want you to elaborate some on the Adult Literacy Instructor Training.

[tape turned off]

Why don't you describe that project for us, its scope and some of the impact that it's had.

CRUTCHFIELD: Okay. I guess let's go back in time a little bit and let's go to the strategic plan, and within that strategic plan there was the mention for a need for what was called an ABE, an adult basic education institute, that would be modeled after the English as a Second Language Institute. So we let a RFP [Request for Proposals] and L.A. Unified School District won the bid process. And Aryola Taylor, who I think you asked me earlier about who might be an advocate for ABE, this was something that she had been pushing for, for years also. So it was fortunate that she was the project director because she probably . . . in the whole state, she's probably the most qualified and also the most . . . the one who really wanted this in the worst way. So that happened, and it started off slow. Most of the projects that I've been involved in start off slow, with growing pains, I call it. But anyway, it was modeled after the ESL Institute, and there was a series of trainings for literacy instructors to become certified.

MILLER: Certified as trainers.

CRUTCHFIELD: Right. And they actually wrote . . . the trainers actually wrote modules. They became a close-knit group, and I'm sure friendships formed through that project that would not have formed if the project hadn't existed.

MILLER: Again, ABE teachers remain fairly isolated, don't they?

CRUTCHFIELD: Yes, they do, right. Some teachers, however, were teachers that taught ESL, because maybe they had their hand in both pots, so. . . . Which was a benefit, I think, especially if they participated in the ESL Institute, then they had a. . . . So a lot of work was done. Aryola and her staff did a lot of work. They gave a series of workshops on various subjects, like learning processing difficulties, how to organize a multilevel classroom, you know, and so on. I can't remember all the titles. They were fairly well attended, and I think they grew and had some momentum as the years went by, as they went through. They produced an introductory video, they did a specialty set of workshops on using technology in the literacy classroom. The basic concept behind that was that a lot of districts or programs have equipment that is just sitting in closets, so it may not be state-of-the-art or the most modern equipment, but it's certainly usable in a classroom setting.

I guess one of the big outcomes of the project was I was constantly being asked whenever there was a conference, like, say, CCAE [California Council for Adult Education] put on a conference, or ACSA [Association of California School Administrators] or some general statewide conference, "Oh, we need a strand on ABE. Juliet, call somebody who is an ABE teacher or whatever and see if you can get a presentation on ABE in this strand. We don't have anything and we're weak there." Which it seemed as the years went by it was more and more difficult to do, and I was always calling the same one or two people over and over. So through the project, a roster or a list was generated of those people that do teach ABE. Maybe they only teach one class, you know, so that was actually identifying where that need was. That was a good thing. To have the certified trainers, just to see individuals grow in terms of their, well, their own self-esteem and their own skills as a professional, that was refreshing to see.

MILLER:

Did they have modules on actual . . . like techniques of teaching reading? Teaching writing? I mean, that was all part of it?

CRUTCHFIELD: Oh yes.

MILLER: Now, the project is over now.

CRUTCHFIELD: Yes.

MILLER: Did it have four years?

CRUTCHFIELD: It actually had five years.

MILLER: Five years.

CRUTCHFIELD: Yes, because there was . . . you know, you write the contract, you get it for three years, and then you extend it or whatever. So, in the end result, it was a full five years. Some of us argued, "Gee whiz, you had CASAS that's gone on forever, fifteen years or whatever, you had the ESL institute that had a good ten years, so we want equal time." But of course that didn't fly.

MILLER: Any thoughts on why it didn't fly? [Laughter] Okay, we'll drop that. We won't talk about it. Where are the modules now? What's happened to them?

CRUTCHFIELD: Okay, those are with the Staff Development Institute, because you know that our major projects, Leadership [Training Institute], ESL Institute, ALIT, all of those type of programs have folded or have gone under the umbrella of the Staff Development Institute, so that's where those are.

MILLER: Okay. So the same materials will be used, the same trainers will be used.

CRUTCHFIELD: Right, yes.

MILLER: But there's no provision for development of any more modules, is there?

CRUTCHFIELD: No, no.

MILLER: So that's what got cut short was the. . . .

CRUTCHFIELD: Yeah, that's true, those units.

MILLER: The module development. Okay, a new thrust of the '90s has been the development of the model standards. Have you worked on those for the ABE?

CRUTCHFIELD: Yes.

MILLER: And what about the secondary programs?

CRUTCHFIELD: High school, yes.

MILLER: Okay. Can you tell us a little bit about that process and—

CRUTCHFIELD: Well, let me think now. We had a recommendation also from the strategic plan that there will be model program standards in programs for adults, something to that effect.

MILLER: Yes.

CRUTCHFIELD: We looked at—we meaning the Adult Ed Unit—looked at five program areas: adult basic education, adult secondary

education, programs for older adults, programs for substantially handicapped, and parent ed. [ESL was already completed.] Initially, when Lynda was still with us, she had the responsibility of coordinating all of the five, with some of us, like me for example, having the responsibility of being staff to the ABE and the high school, like Jim Lindberg was staff to the . . .

MILLER: The handicapped.

CRUTCHFIELD: Handicapped. Then, after her death I inherited all five, in the sense of kind of shepherding them through the Department.

MILLER: I hadn't realized that.

CRUTCHFIELD: Yeah. Now, I'm not the specialist for parent ed, so I would not have any say-so in a particular comment on content.

MILLER: On content.

CRUTCHFIELD: Now, I may do some editing, which I have done editing on some of them, in terms of trying to get them through the Department. But I am the person that's responsible for getting the adult basic education one through and the adult secondary education model program standard. And so that's a very slow process, and it shouldn't. . . . It would appear

from the outside that it should not be a slow process, but any publication at all going through the Department, it's a lengthy, time-consuming process, with a lot of different people, a lot of different people in the organization, your own organization looking at it, and maybe even people outside of your organization looking at it. So, in essence, by and large those model program standards have been written through a group process as opposed to an individual writer. So when you have a group working on something, that's more combinations and permutations, okay?

MILLER: Yeah. And my guess is the ABE group was made up of people who were ALIT trainers.

CRUTCHFIELD: I had quite a few. . . .

[End Tape 2, Side A]

[Begin Tape 2, Side B]

MILLER: This is Tape 2, Side B of the Juliet Crutchfield tape.

CRUTCHFIELD: Okay, I did have some discretion or some input into the process of who would be on the writing task force. So, for the ABE, as you say, we did have trainers. And for one example, Lydia Smith, who is on the ALIT staff, was the

chair of the model program standards for adult basic education.

MILLER: Did these groups do quality indicators also?

CRUTCHFIELD: No.

MILLER: No? So it is the standards.

CRUTCHFIELD: Right.

MILLER: Is implementation being held up until the documents get through publication?

CRUTCHFIELD: Okay, now, we did—we meaning the Staff Development Institute—

MILLER: Collectively, yes. [Chuckling]

CRUTCHFIELD: —did workshops on both the ABE and the high school. The booklets or the documents are in draft form, and it is our hope that we will do a video conference on the drafts when they are finalized—*finalized*, meaning actually published—so right now I'm working feverishly to see that that happens. It'll happen, but just whether it'll happen in the time line that they want it to happen is . . . because again it's all the sign-offs that you have to get. And I get maybe my immediate supervisor to sign off, he's happy with it, but then the person above him has to look at it, and then maybe he bounces it

back, and [those] two are happy, and then it goes up to the next level, and then they're not happy. So that takes quite a while.

MILLER: Yeah. The same process with the contracts.

CRUTCHFIELD: Yes, exactly.

MILLER: They don't let everyone look at them and get a list of what's wrong to come back to fix it, it's one at a time.

CRUTCHFIELD: It's one at a time, yes.

MILLER: Yeah. On the secondary group. . . ?

CRUTCHFIELD: Yes?

MILLER: Did they build on the work that CASAS had done on the secondary model standards? You know, they had taken the model standards from a number of years ago from the regular high school system and had adapted them.

CRUTCHFIELD: Not exactly.

MILLER: Okay.

CRUTCHFIELD: Okay, the chair of that group is Joellen Bruce [Watsonville]; in fact, at one point Joellen was busy or something, so we had like two chairs. So Joan Polster [Sacramento] was the . . . like the co-chair. But that was a harder document. You see, you have the concept of model program standards,

and you have the concept of English as a second language as the prototype. But when you say "high school subjects," you're talking about any number of subjects. So you might be talking about English, but then under the umbrella of English you've got da-da-da-da-da-da-da-da. And then you're talking about history, and under history you've got da-da-da-da-da-da-da, as far as courses. So we really went around the table: "How are [we] going to cover the whole world on what's required to get a high school diploma?" And so we came to the conclusion that we can't cover the whole world that way, so we're going to make reference to things like CASAS or reference to the current model program standards—they were current at that time—done in the 9 to 12 program. Because, see, what they did is they actually . . . they weren't model program standards, they were model curriculum standards.

MILLER: Curriculum standards, that's right.

CRUTCHFIELD: Which is a semantic difference. But we said, "We can't go into detail for language arts, history, social science, foreign language like that. We can't do that." So what we have to do is, say for that content specificity, you look at that [the 9-12

program document] and you see where that applies to your adult ed program. But we talked about things which would really be common to just about any program: A good program has staff development going on; a good program has an appropriate assessment system going on; a good—

MILLER: See, and that kind of lops over into quality indicators.

CRUTCHFIELD: Yeah. So that's how we came at it, okay. So we might have had an example or two in the curriculum area. The high school curriculum in a social studies class would take into consideration X, Y, Z, and that's where we might have stole something from a CASAS kind of thing.

MILLER: Okay. Yeah, that makes sense. Okay, for the first time since Prop[osition] 13, we've got some new programs in the state.

CRUTCHFIELD: Oh yes.

MILLER: And after you were telling me what you had done in the High Risk Youth Unit, of taking new legislation and working out how to implement it, maybe that's why you got that assignment for the new programs. [Chuckling]

CRUTCHFIELD: Oh, maybe it was.

MILLER: But you did have a lot of responsibility for those.

CRUTCHFIELD: Yes, I did.

MILLER: Tell us how the new programs came about, how the start-up programs came about, and what you did to help get them underway, and that kind of stuff.

CRUTCHFIELD: Well, initially we met together. I think by that time we had two entities: we had a policy [unit] and we had a field [unit]. I don't recall two managers. I'm sure there weren't two managers, but we had two. . . . Oh, their might have been. Al[bert N.] Koshiyama [Administrator, Adult Education Field Services Unit, CDE] might have been it, but there were two things going on there. And so we had the legislation. So the first business was to write at that time—

MILLER: You're going to have to specify what the legislation was so that we'll have it.

CRUTCHFIELD: I'll just call it start-up legislation because I can't remember the bill number or whatever.

MILLER: That's fine, sure.

CRUTCHFIELD: It was really reform legislation because we had three bills that went forward, but one of those bills had the language that would allow us to start up new adult ed programs. So, what we were supposed to do is write up at that time—Ray was all excited, and he called me back from wherever I was to come

to this meeting—we were to write up advisories, program advisories, and so there were several areas in which one could write up a program advisory [to provide information and procedures to the field]. So Ray kind of went around the table and said, because we'd had it off-site, "What are you interested in? What are you [interested] in?" So I was thinking, Well, gee, something new would be kind of a challenge or interesting, so I'll do that. So that's how that started, okay?

So from that, which was . . . we never really did come up with the advisory because we were moving so fast we couldn't have ever gotten the advisory for start-ups through the system.

MILLER: Approved.

CRUTCHFIELD: Right. But we did come up with a draft, and so from that then the next step was, okay, well, the logical step is, Juliet, you've done that, so let's put together some kind of process for getting the district started. So then we had Ted [Theodore H.] Zimmerman come into this, because he was with the EDP, which is the Executive Development Program, and he had a group of people that were . . . let's call them

seasoned administrators, as opposed to new to adult ed. We put together—he did, Ray did, I think Lynda was there—a training for them. And they [the experienced administrators] were to go out and help school districts that wanted to start . . . [new adult schools]. Now, that was a general kind of training, but then we put together a series of workshops or meetings for the [new] people. We had those all up and down the state and we were on the road for several days. You know how something that you don't think is important surfaces as the most important thing?

MILLER: Yes.

CRUTCHFIELD: The most . . . and I mean there were other things, and somebody else may have another perception, but the most important thing that came out of that at that time was the start-up kit, or the starter package, as we called them. Because we put together a package which was about four to five inches high of the Attendance School Accounting Manual, various documents, the strategic plan, various things that the programs would need to know—probably to the extent that we were overwhelming them with the amount of

information—but we put that together. An application, steps to go [through] to get a—

MILLER: What did the application look like? I assume that districts had to literally apply to start a new school.

CRUTCHFIELD: Yes.

MILLER: What's on that application?

CRUTCHFIELD: Basically, it said something to the effect, "Do you want to start up a new adult program? And you agree to start it up in these specific areas: adult basic education, English as a second language, immigrant education, high school subjects. Those are the four priorities, you understand that, and it'll be for this amount of a.d.a., and it'll be for this year, and you need an authorized signature, board approval. Has that been done?" Basically, it was as simple an application— I created the application. It was as simple an application We didn't want it to be complicated, so we wanted it to be succinct and to the point, and we wanted. . . . It was basically one page, with the . . . the extra pages were a little history or an explanation.

MILLER: Attachments, yeah.

CRUTCHFIELD: And then another page in the back with a checklist: Did you do this? Did you do that? Did you do that? You know, as a reminder. So it was very cut and dried, kind of on the order of our letter of intent for 321s, very, you know. . . . But we had the trainings and we mailed the packets ahead of time to the sites where we were going to be having these workshops, and those packets went like hotcakes. And even the people that have programs, adult programs, and have had them for years wanted a packet. So we did get together some more packets, but they just kept disappearing. And I hid them, literally, because we had a few left over from. . . . I hid them in my office for those programs that we knew wanted, had expressed some interest, but for some reason they couldn't attend, some last-minute thing occurred. And when I would come back after my break or the next day, I'd be short a few packets. And then I'd come back . . . in about a week, those packets were gone. That's how hot they were.

MILLER: Even the ones that you had hidden?

CRUTCHFIELD: Yes. [Laughter] I think I took a few home because Ray said something like, "Now hide these two real good. We don't want them all gone!" [Laughter] So that kind of stands out

in my mind. But anyway we started over 150 new programs, and gave them, in most instances, one-on-one, because those were the general meetings that I was talking about. One-on-one hand-holding or information, you know. They had a visit, if they wanted it, to their site from one of the EDP people. And then numerous phone calls I received every day until I just about couldn't talk anymore, because "So and so told me this and so and so told me that, and I'm confused, so I decided to come to the state department and get it from you rather than from somebody else."

MILLER: Has that contact with you carried on? I mean, are they—

CRUTCHFIELD: No, they're not still calling.

MILLER: They're not still calling you? They are now referring to their field representative?

CRUTCHFIELD: Yes.

MILLER: Okay. Generally speaking, how are the new programs doing?

CRUTCHFIELD: I just have a suspicion, I don't have a real good sense of that. I think that some of them didn't. . . . You know, the greatest amount they could get at one time was like 15 [units of a.d.a], and then they were going to get another 15 to be 30, and things changed in the world and they were at 15 or 18, they

really didn't go all the way up to 30.² And let's say you had 15, for sake of argument here, I don't think they realized, even though we gave the workshops and we presented how much a unit of a.d.a. is and what's the statewide average dollar amount for a unit of a.d.a., I don't think they realized how much money 15 units of a.d.a. really is. And so some of them were kind of surprised because they had needs, they had staffing needs or whatever, and it became a little difficult for them to run this program at 15 units.

MILLER: To handle the budget, yeah.

CRUTCHFIELD: Yes.

MILLER: Yeah. Okay. Juliet, by the time you came to work for the Adult Ed Unit, you had extensive background in the field, ten years of teaching and three years of support and administrative services, and substantial involvement in these federal projects that you had worked on.

CRUTCHFIELD: Yeah, I did.

MILLER: And we've mentioned that Lynda came at the same time and that she also came with a really solid background in adult ed.

²The growth from 15 to 30 units of a.d.a. was delayed by the State Legislature for three years. Effective July 1, 1995, that growth was re-authorized.

CRUTCHFIELD: Right.

MILLER: But it seems like that you were the last people that were hired into the unit with that kind of background and that a lot of the people now in the unit don't have a background in either adult ed or even necessarily in the content areas. How has that impacted the work of the unit?

CRUTCHFIELD: Well, again I think it's human nature. You go to who you feel comfortable when you have a question, who you feel comfortable with. So many times I might get a question that really more appropriately should go to someone else, because I'm a known quantity. So I think it impacts that way, I really do.

MILLER: I know that the Department just transfers people in. Is there anything . . . or any bright horizons [Chuckling] on changing that?

CRUTCHFIELD: I think probably just . . . let me see if I can give you an example, and this is an organizational kind of thing, this is not just the Department of Ed. But I remember talking to a colleague and him saying to me something like, "You know, I need to do X, Y, Z." And I said, "Why are you doing X, Y, Z? That's this other person's job." "Well, they won't do it,"

or "I know it better than they. . . ." I said, "Well, yeah, I agree with you, but how are they ever going to learn it if you don't give it to them to do?" So I think it's a matter of when it's really that person's job to do, they ought to have to do it. Because I learn by doing. You know, that's the way you learn. So you brought me in, let's say, and I had no adult ed background and I had no [specific] content area. But if you plug me into a slot, and if I'm conscientious at all, I'm going to learn it, you know? And to me that's the only way for them to learn. So we have to stop in those instances where we carry the load for someone else. I've been told things like, oh, when Bob Ehlers retired, I went to a meeting . . . that . . . I attended a meeting and gave the kind of talk and the work that he would have done because he was retired. The people at that particular—it was a regional kind of thing—they were very happy they knew me, they were very happy to have me there, and I was told kind of like an aside, "I hope X doesn't come, because if they come, I will call the State Department of Ed. to tell them I don't want X to be my regional rep. Are you going to be the one?" And I said, "Well, no, I'm really just coming today because I'm really not

in the regions, I'm a policy person." So it's that kind of thing. If the administration gets enough of those kind of calls and they don't . . . and they just say, "Well, let Juliet or someone else do it," then that person never carries their full load, nor do they come up to speed.

MILLER: Yeah. How has this split between the policy and the field worked out? Do you miss an ongoing contact with the field?

CRUTCHFIELD: Not particularly.

MILLER: Not particularly?

CRUTCHFIELD: Yeah. What I appreciate about it is that to me there is a distinction between. . . . See, we always had two assignments.

MILLER: You had two assignments. You had—

CRUTCHFIELD: We had a specialty area and we had a field area. And my argument always was—and it always seemed to fall on deaf ears, but now it's borne fruit, which makes me happy—that if I am [the] ABE and high school [contact], then any question for the whole state of California comes to Juliet—ABE and high school. Okay, I'll buy that. I mean, I would say that at that time. But you're telling me also that if I have a region, then all those regional questions come to me; even though they're in handicapped or voc ed or whatever, they come to

me. Well, it seems like to me you're having it both ways, so now we've got two [units], which makes me happy, I'm comfortable. Let me be the specialist in ABE and high school. But I don't have to focus on a particular region, and I don't have to deal with those other areas like parent ed or whatever that I really don't feel comfortable. . . . Don't come to an [ABE] specialist for parent ed. So, to me that was fine, that part.

MILLER: All right. All right, we've talked a little bit about what your and Lynda's reception was when you first came to the state. Let's take that just another step further. Have you seen a change in the status of women in adult ed throughout the state?

CRUTCHFIELD: It's kind of, yeah, subtle, subtle, but I have. There are some directors of programs now that didn't exist when we first came. We used to see a lot of maybe assistant directors or something, but they weren't *the* director. So, yes, it has changed.

MILLER: Okay, and—

CRUTCHFIELD: I don't think that has anything to do with her, Lynda and I coming to the state, though. [Chuckling]

- MILLER: No. No, I don't either, but I was just saying we had already talked about how you were received when you first came.
- CRUTCHFIELD: Right.
- MILLER: And sometimes I think that the CBAE movement almost did a lot for. . . .
- CRUTCHFIELD: For women.
- MILLER: The professional growth of women, because—
- CRUTCHFIELD: They were doing all the work. [Laughter]
- MILLER: Yes. Because that movement so much involved the coordinators and the . . . you know, where the women were.
- CRUTCHFIELD: Right, that's true.
- MILLER: And sort of by taking on more responsibility there, then they kind of start moving up.
- CRUTCHFIELD: Right.
- MILLER: There may not be a correlation, but when I look at the women in top positions now, I first met them at those meetings.
- CRUTCHFIELD: Yeah, and then I guess it's just across-the-board in jobs, period, women are. . . .
- MILLER: Women are advancing, yeah. And I think we also need to talk about the status of minorities. At least half the students

we serve—at least half—are minorities, and that's certainly not reflected in our staffing.

CRUTCHFIELD: No, they're not, no.

MILLER: Do you have any comments on that?

CRUTCHFIELD: Well, I think it has to do with, well, several things. One being that, by and large, and I'm talking at the teacher level, by and large, it's a part-time job.

MILLER: Yes.

CRUTCHFIELD: Well, I can personalize it and take my situation.

MILLER: Sure you can.

CRUTCHFIELD: I had a choice whether I was going to work or not work, and so I could work part-time very comfortably and not worry about being the full support of my family. If I'm in a position where I really need to work, then you're going to probably find the minority teachers who probably need to work as full-time teachers in the regular K to 12 program because that's where their regular full-time salary is. So you're not going to find them so much if they . . . because you were not full-time, so I think that has a great deal—

MILLER: So, when we can't get them in at the entry level, we're not going to find them so much further up the—

CRUTCHFIELD: Right, in the administration. So I think it's that kind of thing.

I think for me working was a luxury in that sense, that I could do it or not do it, and that's not true for everybody.

MILLER: You can almost count on your fingers the people of color who have become recognized leaders in adult ed in the state.

CRUTCHFIELD: That's true, right.

MILLER: Who are some of the ones that you have found outstanding, recognized leaders that could serve as role models for others who may be interested in entering the field?

CRUTCHFIELD: Well, I think I've mentioned like Aryola and Pearl Baker and Lydia, and I mentioned. . . . I didn't mention Bishop. I'm drawing a blank on her first name. It's not Susan. Saundra? Saundra. Saundra Bishop. I mentioned Wanda. But, you know, then I start running out . . . who am I going to call names to the fore? And I'm talking about African-Americans, as far as those who are women. I guess I can mention Percy Julien [Oakland] and Henry Page [Palo Alto], as far as men, and Lonnie Farrell. It would seem that mostly they're in the inner cities or big cities, you know, like Oakland, L.A., that kind of thing.

MILLER: It's just still a problem for us though, isn't it?

CRUTCHFIELD: It's a problem. I'll tell you another problem that doesn't get mentioned, but somebody pulled on my coat, as the expression is, years ago. She told me, "Don't let them burn you out or wear you out." And what she was saying, in essence, was that once you're a minority and you're in a position, like I am, or any of the ones that we have named, that when there is an issue or when there is a need for a minority to be visible or be at a workshop or be at this, they're going to come to you. And because there's not enough in the system, they're going to—

MILLER: They're going to come to you frequently.

CRUTCHFIELD: Yeah. So I've been conscious of that. You know, that was, I thought, very good advice. So, yeah, it's different.

MILLER: Okay, we're about to wind up here. Have we left out things that you would specifically like to talk about? Have we reminded you of anything that's. . . ? [Chuckling]

CRUTCHFIELD: Maybe just a little kind of, again personal, but you had mentioned the reaction of the men to Lynda and I, and I can remember some of those initial very first compliance reviews I did. I pride myself on trying to be very fair and impartial and . . . you know. As I said, Bob Ehlers had trained us, and

he had gone out with us initially, so then I had a few early on just all by myself. And we used to do them in series, so you'd be in this city for a couple of days and then you'd go to the next one. So I remember one that I did, and I don't need to mention names or even the area of the state, but I went in, and the administrator was really up-tight. And I felt he was up-tight because I was a woman, and I was a minority, and he didn't know what I might find out of compliance or not find out of compliance.

MILLER: Not much of a level of trust.

CRUTCHFIELD: Yeah, right, and so if the good old boys had been letting him skate by . . . and I don't even think in this case it was a question of that. I did find a few things, but his program was okay. It wasn't like bad or anything. So he went out of his way to treat me nice, to. . . . There were only a few places in town, because it's a fairly small town, to stay. So, when I got to the motel, and he knew where I was staying, the people just about greeted me by name. "Oh, you're for the State of California," blah, blah, blah, you know, and it was that kind of thing. Making sure I had a good meal for dinner, or lunch or whatever. To me, a little extra. You know, you want to

make sure, but this was a little bit too ingratiating. And so then the review was over and he breathed a sign of relief and I said my farewells and everything. So I got in my state car and I was on my way to the next—

MILLER: School down the road.

CRUTCHFIELD: Yeah, walked in the door, and the guy says, "Welcome! I hear you are all right. I just got a call from X." And I said to myself, "Wow! I can't even get to. . . ." [Laughter] So it's things like that that are different, very much different.

MILLER: "I hear you're all right." Sure.

CRUTCHFIELD: Yeah. [Laughter]

MILLER: Okay. You've been in adult ed for quite some time now. Have you seen any changes in the ABE classroom from the time you started until now?

CRUTCHFIELD: Oh, now you have to realize that I don't traipse through a lot of ABE classrooms.

MILLER: I know you don't.

CRUTCHFIELD: My definition, I think, earlier to you, or my concept, was that you teach everything. And I do think there may be more emphasis on reading. We have a course approval process

now, and I think it's driving some of the districts up the wall.

[Laughter] Especially in something like ABE, because. . . .

MILLER: The breakdowns are so picky.

CRUTCHFIELD: Yeah, minute or whatever, yeah, so that kind of thing. But then more technology in the classroom. I think I had something like when I taught a . . . what did they call that? Some kind of reader, a card reader or something. Well, that's definitely passe, you know, that kind of thing. I was lucky if I could get a tape recorder. Now you have Plato as a system, you have computerized systems for teaching reading and things. You have [more] instructional materials. I can remember going to the Oakland Public School discard warehouse or whatever [for] the books that they were no longer using—even though I knew it was wrong; picking up the first-grade primers, I guess they called them, kindergarten, first, second grade, that kind of thing; taking them back to my adult ABE students and saying, "Now, I know this is wrong, but this is what I could get a hold of easily, and think of it as something you want to learn to do because you're going to help your child with their reading" or something, and trying to do it that way. And then as the

years went by, as I say, Steck-Vaughn and Cambridge at that time seemed to be the main [publishers], and they only had a few [materials]. I guess they were a little fearful that the market wasn't that great. But now there's all kinds of things. You go to a—

MILLER: And adult-appropriate. . . .

CRUTCHFIELD: Yeah, you go to a conference and you're bombarded with materials. So, yeah, that's changed.

MILLER: So that really is a major change.

CRUTCHFIELD: Yeah.

MILLER: Okay. Do you have any predictions on what our programs will look like when you retire, say in ten years or so from now? [Chuckling]

CRUTCHFIELD: Well, let's see, let's use some of the buzz words. Computers are more and more important, and I really do believe that if one doesn't have some kind of an idea of how to use a computer you're going to be. . . . It's like now if I can't read I'm really handicapped; but I think another level of that is if I can't use a computer I'm going to be handicapped. The computer aside as an instrument, but things are more and more computerized. I need to know how to program my

VCR, I need to activate my telephone to punch in the codes, or for my answering machine, I need to be able to call an office and leave an appropriate voice mail message.

MILLER: I hate voice mail! [Chuckling]

CRUTCHFIELD: And you think that's not fun? And those are becoming more and more complicated. I consider myself literate, I consider myself to have some knowledge of technology. I call an office and I listen, and then I hang up because they went by my thing or whatever.

MILLER: Too fast.

CRUTCHFIELD: It takes me one or two times to call and leave the message or punch 1 or punch 2. And so I think that's part of the way the world is going. We're just breaking the surface of Internet, and I think that could become a teaching tool. There's all kinds of things that you. . . . I'm thinking of my personal life and what I do with it personally, but I can access libraries and I can actually download text of certain things, like the Bible, for example. The whole Bible I can download. I can download maps, so there you've got your geography class and things like that. So that's coming.

MILLER: Okay. Think we'll have the funding to get it all in the classroom? [Chuckling]

CRUTCHFIELD: Well, not necessarily, but I have to give credit to the public libraries. If I don't have a computer and I want access to the Internet, I can go to Sacramento Public Library. They have at least six terminals there, I can get on the Internet for two hours. Berkeley Public Library, I can get on the Internet for two hours there at all their branch offices. I understand Oakland is doing something. So that's coming.

MILLER: Yeah, definitely on its way. As you review your career thus far, can you identify who or what you consider the key driving forces of adult education programs in California? Kind of who or what made things happen?

CRUTCHFIELD: Oh, gosh! [Chuckling] Okay, let's talk about *what*. My first experience with *what*, and even though I was in ABE, basically I was in ABE, was about 1975, and the. . . . I guess it was the end of the Vietnam War and the influx of . . . they were Vietnamese.

MILLER: The refugees?

CRUTCHFIELD: Right, and some Cambodians. That was the first wave, I would say, the first group that came in. And we, meaning

adult ed programs, had to gear up for them like right now. And those tended to be, and I'm talking in stereotypes, but they tended to be highly educated in their first language and they tended to be professionals.

MILLER: The first ones that came, yes.

CRUTCHFIELD: Yeah. And then there was the second wave, or whatever wave, and they were some Vietnamese and Cambodians, but they were Hmong, if that's the correct way to say it, and they tended to be from rural areas and not literate in their own language. So that was a *what*, in terms of gearing up. And even though I wasn't in that, it was when I was a TSA and a principal, but I wasn't in the classroom so much. But I was still interfacing with them, in the sense that there were teachers that were teaching those students, and I was part of the faculty and the students were sharing . . . or those ESL classes were sharing a facility with the ABEs, so I was part of that mix, in that sense.

MILLER: So the flexibility or the necessity to meet new conditions have driven our programs?

CRUTCHFIELD: Right, yeah. I think that's a major one. I think I'll leave it at that. As far as *who*—

MILLER: You know, there have been a series of those. I mean, we've had a series of crises, and so just the flexibility to serve students. . . .

CRUTCHFIELD: Yeah. And I have to go back to my experiences or whatever. As far as *who*, I would have to count people like Jack London, who was at the University of California, Berkeley; I have to count Jack Mezirow [Columbia University], who wrote, I believe if I'm not mistaken, the *Last Gamble on Adult Education*, or . . . yeah, something like that [*Last Gamble on Education: Dynamics of Adult Basic Education*], who really captured, as far as I'm concerned, that ABE kind of population that we talked about and some of the reasons why they don't come to class and that kind of thing. He really had that down pat. I would have to count Dorothy Westby-Gibson, who was really trained—she studied under Jack London, by the way, if I'm not mistaken—who was really trained in adult ed, you know, who really had that background and did some early work on in-service education. Let's see, I'm trying to think of somebody at the federal level. Oh, I know who I wanted to say: Malcolm Knowles [leading theoretician on adult education], who, in terms of pedagogy

versus andragogy, I would have to say that. I'd have to say John Tibbetts, in terms of staff development, because all that we're experiencing now, like we're talking about the Staff Development Institute and we're talking about these various projects, like ALIT and—

MILLER: He and Dorothy really set the pace for those.

CRUTCHFIELD: When you look at any of those projects and you look at modules, that kind of boilerplate, the way you put together, the way you present, even like the term I use, *opener*, the way you plan the workshop, all that came from them. And it's just been regenerated—

MILLER: Refined.

CRUTCHFIELD: Regenerated over and over.

MILLER: Sure. Okay. What do you find most rewarding about your work?

CRUTCHFIELD: You know, sometimes I'm asked, "Do you ever regret leaving the classroom?" And I never really have looked back and yearned. You know, I could see maybe going back teaching—it would be nice, but it hasn't haunted me. And I think the reason is because the classroom is very structured, and I'm a structured person, I like that structure in my life,

but it's the same thing basically day after day, it's very lock-step. Whereas the job I have now, every day you don't know what it's going to bring. And I have had the chance to travel both in and outside of the state because of the job, and that gives you another. . . . You know, they say traveling broadens you or whatever, so that gives me another perspective that I wouldn't have had. I have had the opportunity to see the good and the evils of a large bureaucracy in operation, that I think those are things that have strengthened me as an individual. So, the question is, "If you had it to do over again, would you choose to do what you're doing now?" And without a doubt. . . .

MILLER: You would?

CRUTCHFIELD: Yes.

MILLER: So the variety and the challenges and the broadening experiences. . . .

CRUTCHFIELD: Yeah, right, and I guess the negative thing is that we work . . . basically we work all year round. We have a twelve-month. . . . What I do miss about the school system is that they have the summers or they have the Easter week and they have. . . . So if I could have that—

MILLER: That work year with your job tasks.

CRUTCHFIELD: Yeah, with this, then that would be utopia for Juliet.
Because I've had this kind of discussion with my family, and it was: "What would you do if you won the lottery?" And I said, "I think I would continue to work." And they all look at me like I'm crazy! [Laughter] Because basically I like what I'm doing, it's just that sometimes there's too much of it.

MILLER: I think this is common among adult educators.

CRUTCHFIELD: Oh, you do?

MILLER: No, but I mean I think adult educators tend to like what they're doing.

CRUTCHFIELD: Oh, okay. So I'm not such an odd bird, huh? [Chuckling]

MILLER: Or they would take something with more regular hours or something that didn't have a new challenge every year, because there's not much about the field that's stable.

CRUTCHFIELD: No, that's true.

MILLER: And it keeps going. Okay, anything else, Juliet?

CRUTCHFIELD: No, I can't. . . . I think we did pretty good as far as exhausting topics.

MILLER: Okay. [Chuckling] I want to thank you.

CRUTCHFIELD: Oh, okay, thank you.

MILLER: Both for the interview and certainly for the contributions that you've made and are continuing to make to California's adult education programs.

CRUTCHFIELD: Oh, well, thank you for saying that.

MILLER: This interview was completed as a part of the California Adult Education Oral History Project.

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- 9/88 - present Programs Consultant, California Department of Education, Adult Education Unit: Served as Project Monitor of Adult Literacy Instructors' Training (ALIT) Institute, CASAS, and the Evaluation of the Federal Four-Year Plan; served as staff to the California Alliance for Literacy; responsible for the oversight of P.L. 100-297, Section 321 programs in addition to elementary and secondary basic skills programs.
- 5/85 - 8/88 Programs Consultant, California Department of Education, High Risk Youth Unit: Funded, monitored reviewed and assisted SB 65 Motivation and Maintenance, Alternative Education Work Centers, and Model Program implementation.
- 1/85 - 4/85 Programs Consultant, California Department of Education, Adult Education Unit: provided assistance to local administrators; monitored program components, prepared reports and made recommendations for improving projects; participated in developing the annual work plans as part of the program budget.

- 9/81 - 12/84 Adult Education Assistant II, California Department of Education, Adult Education Unit: Monitored and reviewed state and federally supported adult education and GED testing programs; served as unit liaison to the Department's Coordinated Compliance Review program, i.e., assisted in training CDE personnel and LEAs in CCR and district self-review processes; coordinated the External Diploma Program; reviewed applications for federal funds under the Adult Education Act; approved courses of study for LEAs; and conducted regional meetings on the impact of increased graduation requirements.
- 1/78 - 1/79
and 7/80 - 9/81 Educational Advisor, Neighborhood Centers Program, Oakland Unified School District: Supervised the development, use, and evaluation of curriculum relating to student learning needs in Adult Basic Education and English as a Second Language; secured, demonstrated, and distributed curriculum materials relating to teaching techniques and subject content from current research literature and conferences; interpreted state required testing materials; scheduled periodic visits to class sites to provide appropriate support services to teachers; and acted as referring agent for students needing assistance from public agencies.
- 11/79-6/80 Acting Principal, Neighborhood Centers Program: Organized Adult Basic Education and English as a Second Language classes; prepared federal program budget and appropriated funds; monitored program in order to meet project objectives; supervised and provided staff development; and assessed the needs of students, program and staff to establish priorities and goals, and subsequent planning, program development, implementation and evaluation.
- 1978 Summer Session Lecturer, Department of Secondary Education, San Francisco State University: Taught a university graduate level course in reading and language development.
- 1976-77 Design Team Member, California Instructional Television Consortium, California State University, Sonoma, co-sponsored by Westinghouse and Cambridge Publishing Company: Wrote lessons/scripts for the Consortium on Health and Consumer Education.
- 1975-79 Teacher, Adult Basic Education, Neighborhood Centers Program: Taught an ABE class for a CETA/Manpower Program.

- 1969-75 Teacher, ABE, Neighborhood Centers Program: Taught an adult literacy class at a community-based site.
- 1965-67 Teacher, English and French, Oakland Unified School District, Madison Junior High School.

SPECIAL CONSULTANCIES

Assisted in the identification and writing of adult performance level indicators of competency for Nomos Institute (1978); served as advisor in the writing of staff development materials for the Project on Competency-Based A.B.E., San Francisco State University in conjunction with Staff Development Project of the Far West Laboratory for Educational Research (1974-76); served as Demonstration Teacher for the Palomar College Video Tape Bank 309 project (1977); monitored Right-to-Read community-based sites in California (1972-73); gave educational presentations at numerous workshops and conferences, specifically for the California Council for Adult Education and the CDE in San Jose (1975), Sacramento (1975), and Clovis (1974), California Adult Basic Education League (CABEL) (1979), International Reading Association (1976), and the California Adult Competency-Based Education (CACE) Project (1977).

OTHER RELATED EXPERIENCE

- 1994 Presenter, "How to Incorporate Adult Independent Study in Adult Education Start-Up Programs: An Option," California Consortium for Independent Study, San Diego.
- 1993 Speaker, Adult Education Legislative Conference.
- 1992 Presenter, "Reducing Adult Illiteracy in California," American Newspaper Publishers Association (ANPA) Foundation Conference on Newspapers and Education, San Francisco.
- 1992 Presenter, "Model Program Standards and Frameworks: An Update," 50th Anniversary of CCAE: Let's Celebrate 1992 State Conference, Los Angeles.
- 1992 Presenter, "State Department Advisories," Adult Education Legislative Conference, San Diego.
- 1990 Presenter, "Implementing a State Performance Management System," Building Alliances: National Governors' Association Conference, Pennsylvania.

- 1991 Presenter, "321 Make-Up Session," Adult Education: Power in Diversity Conference Table Talk, 19th Annual Adult Education Workshop, Burlingame.
- 1989 Presenter, "Working Together to Maximize Literacy Resources," From Vision to Reality: Annual Competency Based Education Conference, Sacramento.
- 1989 Presenter, "Course Approval Process," The Winning Combination: ACSA Foundation for Educational Administration 17th Annual Adult Education Conference, Ontario.
- 1986 Presenter, "CBAE Reading," CBAE in Action: California Competency Based Adult Education Annual Conference, where?
- 1985 Presenter, "Adult High School Diploma Requirements," Adult Education-- Open Door to Opportunities, 13th Annual Adult Education Conference, Ontario.
- 1985 Presenter, "Implementing the External Diploma Program in California" and "Techniques for Teaching CBAE Reading," Competency-Based Adult Education Ninth Annual National Conference and Annual California Conference: Putting the Knowledge to Use, Los Angeles.
- 1985 Presenter, "Adult High School Graduation Requirements," ACSA State Conference.
- 1984 Chairperson and Presenter, "Cognitive Styles of Students: How Do We Teach?" Also "External Diploma Program, " California CBAE Conference, San Diego.
- 1984 Chairperson, "External Diploma Program: Evaluation," CASAS Summer Institute.
- 1983 Chairperson of a Session, "External Diploma Program," and Facilitator of a Table Talk on "Developing 306 Applications; and Completing ABE 1 and Final Claim Forms," Second Annual California CBAE Conference on CBAE, Sacramento.
- 1983 Presenter, "Planning and Evaluation," CBAE Staff Development Project, South Bay Area Workshop, Santa Clara Adult Education Center.
- 1983 Presenter, "Program Evaluation," Fall CBAE Implementation Workshop for the North Bay Area, Berkeley Adult School.

- 1983 Presenter, "Program Evaluation," CBAE Staff Development Project, Manteca.
- 1982 Chair, "ABE/High School Completion Implementation of Assessment: Linking Curriculum Instruction, and Assessment Within a CBAE High School Diploma Program," California Adult Student Assessment System (CASAS) Summer Institute.
- 1982 Chair, "CBAE High School Diploma Assessment Concerns: Linkages with ABE and ESL Programs," CASAS Summer Institute.
- 1979 Presenter, California Adult Basic Education league (CABEL), Northern Conference, State Medical Facility Training Center, Vacaville.
- 1978 Chairperson of a Session, California Reading Association, State Convention, San Francisco
- 1977 Presenter, "Focus on APL Content and Skills in Consumer Education: Reading in Consumer Education," National Conference on New Directions in Adult Competency Education, San Francisco, California, Adult Competency- Based Education (CACE) Project.
- 1976 Presenter, International Reading Association, National Convention, Anaheim.
- 1975 Presenter, California Council for Adult Education (CCAЕ), Annual State Conference, San Jose.
- 1974 Presenter, California Council for Adult Education (CCAЕ), and California Department of Education Workshop, Clovis.
- 1973 Presenter, "In the Beginning, There was the Word: Inservice Workshop," Oakland and Berkeley Unified School Districts, Oakland.

PUBLICATIONS

- 1990 Co-author, Meeting the Challenge--The Schools Respond: Background Papers. California Education Summit. California Department of Education, Sacramento.
- 1988 Compiler, Alternative Education Work Center Guidelines. California State Department of Education.
- 1986 Compiler, Meeting the new High School Graduation Requirements for Adult Students. California State Department of Education.

- 1984-85 Contributor, Coordinated Compliance Review Manual, California Department of Education, Sacramento.
- 1981 Author, "Using LEA to Improve Adult Reading Skills," ERIC Clearinghouse on Adult, Career, and Vocational Education. ED 217-153.
- 1980 Author, "Teaching Unemployed Urban Youth," California Journal of Teacher Education. Winter, Volume 7, Number 1.
- 1980 Author, "The First Minutes," Lifelong Learning: The Adult Years. Adult Education Association of U.S.A. November.
- 1978 Author, Curriculum Team Writer, Adult Education Curriculum Guide: Basic Education. Oakland Unified School District.
- 1977 Where Do Pigeons Come From? [An Adult Reading Text on Consumer Fraud] Jodor Publishing Company, Upland.
- 1974 Reviewer of People, Evaluation and Achievement: A Guide to Successful Human Resource Development in Adult Leadership. Adult Education Association of U.S.A. September. Volume 23, Number 3.
- 1972 Curriculum Team Writer, Reading Curriculum Guide Adult Basic Education. California Department of Education.
- International Reading Association 1969-1984
 - Adult Education Association of U.S.A. 1975-1993
 - California Council for Adult Education 1975-85

Other Contributions to Adult Education:

- 1991 Put together the most recent California State Plan for Adult Basic Education June 30, 1992 to July 1, 1995.
- 1990 - 1995 Project Monitor for the Adult Literacy Instructors' Training (ALIT) Institute. The project's purpose is to train literacy instructors, administrators and coordinators to more effectively identify, recruit, and retain marginally literate adults in literacy programs.

- 1991-93 Provided oversight for major findings from the evaluation of the federal four year plan. The study identified strengths and weaknesses of the California State Plan for Adult Education and examined implementation of State Plan goals at the local level to improve access, accountability, program quality and coordination.
- 1993 Facilitated the Federal Compliance Review on programs implemented through the California State Plan for Adult Basic Education June 30, 1992 to July 1, 1995.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

RELEASE FORM

For and in consideration of the participation by the *California Adult Education Oral History Project*, funded by the *California Department of Education*, in any programs involving the dissemination of tape-recorded memoirs and oral history material for publication, copyright, and other uses, I hereby release all right, title, or interest in and to all of my tape-recorded memoirs to the *California Adult Education Oral History Project* and declare that they may be used without any restriction whatsoever and may be copyrighted and distributed by the *California Department of Education*, which may also assign said copyright and publication rights to serious research scholars.

In addition to the rights and authority given to you under the preceding paragraph, I hereby authorize you to edit, publish, sell and/or license the use of my oral history memoir in any other manner which the *California Department of Education* considers to be desirable, and I waive any claim to any payments which may be received as a consequence thereof by the *Department*.

PLACE Sacramento, CA

DATE December 6, 1995

Walter E. Crutchfield
(Interviewee)

Emilia Z. Miller
(Interviewer)
(for California Adult Education
Oral History Project)