

KET celebrates partnerships

PARTNERSHIPS ENRICH OUR LIVES.

Most fundamental is the partnership between teacher and learner. And there are many more.

Today, senior citizens tutor GED students, family resource centers work with health departments and community colleges, banks and hospitals are joining forces with television producers, libraries team up with community centers and schools, public television stations work with state departments of education to air instructional programs, and correctional facilities bring in adult educators. The possibilities are only limited by our imaginations.

If you'd like to know more about creative adult education partnerships, you'll find some wonderful examples in our newsletter, our new catalog, and on our website at www.ket.org/ged. We hope these stories will energize and inspire you to find partnerships of your own.

If you haven't received a catalog in the mail already, please give us a call at 800.3554.9067. We'll send one out right away.

WHEN DOES ONE PLUS six total into the hundreds?

The answer is when one innovative adult learning manager forms partnerships with educators at six agencies to help thousands of adults in need of workforce training.

In 2003, Ayla Tiago, manager of adult learning for KQED TV in San Francisco, received a grant to start a pilot program in the Bay area to train adult educators who help their clients prepare to enter the workforce. The goal was to introduce the educators to KET's Workplace Essential Skills (WES) as a tool for use in job training classes. Once trained themselves, the trainers would then use WES to prepare their clients for work.

San Francisco PTV station, partners pro

Six agencies submitted proposals to participate in the program, and Tiago decided to accept all of them because collectively they serve such a diverse group of people. In fact, the partners serve clients ranging in age from high school students to the elderly and representing all ethnic backgrounds. Most are non-native English speakers. Some are refugees, displaced workers, and workers' compensation clients. One group was made up entirely of transgender inmates.

The participating organizations are important to note:

Mission Language and Vocational School – Part of Centro Obrero, this 37-year-old community-based organization offers medical assisting, clerical, CISCO networking, accounting, and culinary courses.

Mission Valley Regional Occupational Program (ROP) – This ROP serves three South Bay unified school districts that provide job training to high school students and adults. They have 2,300 students in their high school program and another 2,300 attending their adult courses.

7th Step Foundation/Freedom House – They serve adult male parolees who participate in a comprehensive program of substance abuse recovery, basic adult education, and job training.

English Center for International Women at Mills College – The Center serves women ESL students, providing English instruction combined with job training services.

San Mateo County Regional Occupational Program – This ROP serves adult learners between the ages of 18 and 65. All students are ESL learners and attend beginning office skills and English language communication classes.

San Francisco Sheriff's Department/Five Keys Charter School – They have been working with about 55 students a week and have used WES as their employment training curriculum.

Each agency received at least a \$600 grant along with 20 sets of workbooks and video

tapes of the first eight WES programs. Partners could spend their money freely, as long as it was related to the pilot. Some used the money to buy sorely needed equipment for their classrooms such as TV sets and VCRs; Mission Language and Vocational School bought a video camera for filming and critiquing students' mock interviews.

Each organization was also part of an initial training session conducted at KQED by Milli Fazey, former director of sales and marketing for KET's Enterprise Unit and now a trainer herself. Fazey provided participants with models and strategies for using WES as a tool in the workplace training. In addition, KQED conducted training sessions and ongoing activities with Mission Valley ROP, Mission Language and Vocational School and the 7th Step Foundation.

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—Ayla Tiago

“This was an excellent example of the ‘train the trainer’ model, which extended the value of the initial training and introduced WES to a larger number of educators,” says Tiago. “In addition, many of our partnering organizations work with a majority of ESL (English as a Second Language) students.

These teachers adapted the materials for this population, which was not a targeted audience in the original development of WES.”

Partners focused on the first six tapes and workbooks—the employment section.

“This made perfect sense since our partners work with students who are currently seeking employment and need these skills,” Tiago notes. “One of our partners used programs 17 and 18, which cover working on forms and charts, and following instructions and directions. These were ESL students and materials had to be adapted, but they proved to work well in improving vocabulary, developing reading proficiency and the ability to follow instructions. The 7th Step

Foundation used mainly tapes 2 and 5 to prepare their clients to re-enter the job market.”

Building on the training provided by KQED, the partners used selected segments from the tapes, preparing activities to support the extracts. They used role-play and discussion along with exercises designed to practice the skills demonstrated in the programs, as well as pair and group work to stimulate group involvement and interaction.

Although Tiago initially planned to host only one post-training meeting for the partners, it soon became clear that a more collaborative and supportive framework would be productive.

“Our project worked very closely with the teachers throughout the pilot,” she says, “and a curriculum-working group met several times to discuss progress, review testing and assessment strategies, and share lesson plan ideas. The working group also generated a wealth of lessons that will be collated into a large volume.”

Tiago says the partnering agencies were extremely committed to this pilot and saw it as a great opportunity to enhance their work.

The results confirm her beliefs.

“Overall, the pilot exceeded our expectations,” she says, giving much of the credit to the excellent teachers they worked with. “One of the best outcomes from this pilot



Graciela Tapia (center) poses for a photo with Xuan-Vu 'Sunny' Nguyen, EL Civics coordinator (left), and Lynne Wilkins, associate director of programs at the English Center for International Studies at Mills College.

"They are making it possible to continue the work, not only with WES, but also with other series and projects," Tiago says. "In addition, our division (Education Network) has been using the catering services of their Culinary School for our events. This is especially positive since the school is in our neighborhood and it allows us to support their efforts and students in yet another way.

"We would also like to involve partners in future training sessions and eventually have a pool of trainers to work with us. We have already started this model by having a Mission Language and Vocational School teacher participate in one of

promote work readiness



Career Coordinator Lisa Johnson celebrates graduation with Han-jia 'Don' Liang from China.

Ayla Tiago, manager of adult learning for KQED TV, takes a popcorn break.



has been the fact that most partners will continue using the series on an ongoing basis. In fact, the San Francisco Sheriff's Department has adopted WES in its workplace curriculum as a permanent component to be offered every other month. Mission Language and Vocational School will also continue to use the series, and the teacher who received the initial training has now trained another five teachers who have adopted WES into their curriculum."

Tiago says yet another benefit is the connection and working relationships KQED established with the agencies.

our trainings. Having teachers illustrating good and effective use of video, and more specifically demonstrating their experience with WES and other series will be very helpful to other educators."

Tiago said there were several surprising results of the project.

"The first was the quality and amount of material produced by the partners," she says. "It was very rewarding to see teachers take the series and, building on their initial work with us, make it their own, creating a real resource for their students."

ESL teachers were particularly creative.

"This was especially positive because it points to the power of using video and making the material relevant to each group of students," she says.

Measuring the precise change in the students' workforce readiness was more difficult, according to Tiago, largely because WES was only one variable among many.

"What we can say with certainty (from the informal and formal feedback from partners) is that the use of WES made a positive contribution to their work and was without doubt one of the factors in students' progress," Tiago says. "Teachers were happy with the WES materials and found that they enhanced their curriculum and provided them with an opportunity to use video creatively and interactively with their students." **KET**



New York City hospital waiting rooms become classrooms

BESIDES THUMBING through old magazines, there is little to do in a physician's waiting room besides wait—unless you are at one of five New York City area hospitals. At these hospitals, the wait could be an opportunity to expand your health literacy.

Through a partnership between the Adult Learning Media Alliance (ALMA) and the New York Methodist Family Health Center in Brooklyn, patients are provided with videos and print materials about health-related matters as they wait to see their physician. Volunteers are trained to do mini health literacy workshops right in the waiting room.

The workshops include three primary units. The first is about active ingredients and measurements. The second explains what to consider when taking multiple medications, and the third discusses how to properly prepare for a doctor's visit.

We have had a tremendous response in New York," says Alex Quinn, executive director of ALMA, "and with support from the Josiah Macy, Jr. Foundation, we will be expanding the project to five additional hospitals next year."

Materials for the project were adapted from the TV411 Health Smarts Kit. The partnership with New York Methodist Hospital was funded with a grant from the United Hospital Fund. ALMA trains the volunteers who then bring the materials—videos and supporting print materials—to the waiting rooms. They then gather a group of patients together, show a video, and discuss the topic.



"The first is on understanding an active ingredient," says Quinn. "They show the patients a five-minute video and then talk about points raised in the video. They also have handouts and a poster-size enlargement of an over-the-counter drug label, similar to what was shown in the video. The volunteers talk about over-the-counter medications—how to determine the active ingredients and how to make sure you have the correct dosage. The entire session takes about 20 minutes. Someone might get called away during the session, but people are often there for quite some time."

Quinn says the partnership is a natural for ALMA.

"It's what we do," he says. "We try to model real situations. What can be more real and necessary than managing your health care? Although we love working in adult education classrooms, we need to find other ways of reaching people. Not everyone has the time to get to classes. Bringing literacy into the community and hospital waiting room is a really vital way for learning to happen." **KET**

The TV411 Health Smarts Kit is available from KET. Call 800.354-9067 to learn more.