

adult learning

quarterly



ADULT LEARNERS have always faced a big obstacle on their road to a GED. It's called L-I-F-E, and there is often so much of it—children, jobs, bills, social responsibilities, everyday chores—that it's hard to schedule another thing in, even something as important as education.

Today, however, new technologies are giving learners the ability to schedule their education around their lives instead of their lives around their education.

That's especially true in Kentucky, Virginia, Alabama, and Ohio, where educators are using video

also pause, rewind, and fast forward the show.

Now *GED Connection* and *Workplace Essential Skills* are part of the VOD lineup. The same holds true for video streaming, which allows anyone with a computer and Internet access to view programs on their computer screen.

"Before students were tied to the broadcast schedule," says Tonya Crum, director of workforce development at Kentucky Educational Television (KET). "If they needed a science program and we were broadcasting math, they had to wait. It could be as long as 10 weeks before math was broadcast again. Now they can click a few buttons and get the exact program they need exactly when they



VOD AND STREAMING TECHNOLOGIES LET STUDENTS SCHEDULE LEARNING AROUND THEIR LIVES

on demand (VOD) and video streaming.

Video on demand is associated with cable television and devices such as TiVos. Using VOD enables viewers to watch shows on their own schedule rather than the network's. The same show can be viewed repeatedly, and viewers can

need it. Teachers were tied to the schedule as well if they wanted to assign homework. While they had tapes and DVDs to use in the classroom, students often didn't have access to these at home."

Crum says the other benefit of the new technologies is that they help teachers offer learning in a variety of ways.

"We've used workbooks, video-tapes, and DVDs," she says. "Now we have two new methods."

Richard Sebastian, instructional technology specialist for the Virginia Adult Learning Resource Center, says Virginia began offering VOD and video streaming of *GED Connection* on October 12, 2007.

continued on page 3

John Dobken (top), manager of corporate communications for Insight Communications was pivotal in getting GED Connection programming to cable subscribers in Kentucky. Insight worked with KET's Ed Mastrean (left), Tonya Crum (center), and Ron Griffin (right).



INSIDE

- 2** GED Connection helps transform inmates' lives through correctional education network
- 3** VOD and streaming technologies let students schedule learning around their lives
- 4** Murray Meszaros: IQ = IQ but EQ ≠ EQ
- 6** WorkKeys: Unlocking the skills needed for 14,000 jobs
- 7** NC community college cafés mirror Crossroads Café
- 8** Multimedia workshop coming in February

LEAPIN' LIZARDS!

It's Leap Year and we have a beautiful new website so we're celebrating. You can too! Visit us online at www.ketadultlearning.org and sign up to receive special offers via e-mail. We'll send you: A coupon for a 20% discount and a FREE DVD PLAYER for each complete set of *GED Connection*, *Workplace Essential Skills* or *TV411* DVDs you buy before February 29, 2008.

Happy New Year!



Let Our Educational Consultants Design an Instructional Program to Fit Your Needs

Ron Griffin, Director, Sales and Marketing
KET Enterprise
560 Cooper Drive
Lexington, KY 40502
800.354.9067 / Fax: 859.258.7396
rgriffin@ket.org

Dan Wooten, National Sales Manager
KET Enterprise
560 Cooper Drive
Lexington, KY 40502
800.354.9067 / Fax: 859.258.7396
dwooten@ket.org

Bill Anthony
6416 Kiko Street
Diamondhead, MS 39525-3813
228.255.0369 / Fax: 228.255.4482
synsol@cableone.net

Deborah Bluestein
P.O. Box 34208
Bethesda, MD 20827
301.946.9466 / Fax: 301.946.3880
i.p.a@verizon.net

Robert W. Boyet
5518 Antioch Blvd.
Baton Rouge, LA 70817
225.753.4396 / Fax: 225.756.0760
bboyet@excite.com

Covey Brinkman
1331 Hobson Street
Longwood, FL 32750
407.831.6058
coveyb@cfl.rr.com

Tony Buttino
87 Treehaven Rd.
West Seneca, NY 14224
716.675.5129 / Fax: 716.674.1169
buttinobunch@verizon.net

Keith Eisenberger
12 Snowbell Ct.
East Brunswick, NJ 08816
732.238.1964 / Fax: 973.844.0351
eisyuga@cs.com

Emory Gleason
218 Main St., Suite 122
Kirkland, WA 98033
866.205.1642
egEdrep@aol.com

Arlene Mickley
15235 Brand Blvd., Suite A107
Mission Hills, CA 91345
818.898.3440 / Fax: 818.898.3342
edtextbooks@ad.com

Vince Pecoraro
15612 Highway 7, Suite 245
Minnetonka, MN 55345
952.697.5062/Fax: 952.697.3346
vincent@educationaltechnologiesinc.com

Danny Smith
3345 West Manor Lane
Atlanta, GA 30311
404.696.4779
dks888@bellsouth.net

Amy Wilson
430 North Allegheny, Apt. B
Bellefonte, PA 16823
814.357.9127/Fax: 814.357.0342
amywilson@earthlink.net

"This gives offenders an opportunity to do well on a test and feel good about what they have learned."

GED Connection helps transform inmates' lives through correctional education network



RESEARCHERS have found that a 5% increase in male high school graduation rates would produce an annual savings of almost \$5 billion in crime-related expenses.

The risk of incarceration, higher violent crime rates, and low educational attainment are concentrated among communities of color, who are more likely to suffer from barriers to educational opportunities.

These statistics from the Justice Policy Institute, a non-profit public policy and research organization, once again illuminate the link between lack of education and crime. The statistics can't show the individual lives behind the numbers.

Enter the Transforming Lives Network (TLN). The network provides programming specifically designed for people caught in these statistics, those in prisons, jails, and juvenile detention centers across the nation.

Offered through the Correctional Education Association (CEA), the network provides 1,500 hours a year of programming for offenders and 600 hours of staff training to more than 300 facilities. This winter, it will begin broadcasting 24 hours a day, seven days a week.

"CEA wants to make a difference, not necessarily a profit," says Anne Charles, project director for TLN.

Charles says the focus of the programming is education, and that now includes *GED Connection*.

"*GED Connection* is quality programming," she says. "It is very well done and makes a difference. It is presented in a succinct 39 sessions so our people can get through it.

"It also gives them an extra boost in their pass rate. So many offenders are afraid to take a test. This gives offenders

an opportunity to do well on a test and feel good about what they have learned."

GED Connection joins *TV411*, *Life Skills*, *Parenting with Dignity*, and *Words of Peace*, among others as regular programming on TLN.

Parenting with Dignity, for example, helps inmates learn to communicate with their children and teach values.

"Many don't know how to be parents," Charles says. "They were never parented themselves. This gives them a way to continue to build the relationship with their child and work with the child's caregiver while they are incarcerated."

Whether dealing with parenting or percentages, each of the programs helps offenders learn key skills that will help them get jobs, be better parents, or simply address the day in a positive way, according to Charles.

At Saint Marys Correctional Center in St. Marys, West Virginia, lead teacher Judy Burkle says inmates use *GED Connection* in a classroom with separate workstations containing televisions and VHS players.

"The Transforming Lives Network has been a great supplement," Burkle says. "It doesn't replace instruction, but it is always there to complement instruction. It has given us a variety of tools to choose from that we didn't have access to, and it adds some variety to our curriculum."

Perhaps soon the educational programming will also reaffirm another statistic from the Justice Policy Institute: States that have higher levels of educational attainment also have crime rates lower than the national average. **KET**

For more information, contact Anne Charles at 800.783.1232 or acharles@ceanational.org.

"It doesn't replace instruction, but it is always there to complement instruction... it adds some variety to our curriculum."

—Judy Burkle





Virginia is also partnering with cable companies to offer VOD. A partnership Sebastian says benefits everyone.

“The great thing about this new partnership with businesses is that everyone wins,” he says. “The cable companies are getting powerful educational content for their subscribers, and we’re able to make this programming available to a wider audience.”

Sebastian says educators in Virginia know they are serving only a small fraction of adults without a high school diploma, a statement that rings true in every other state as well.

“There are a lot of adults out there not seeking any formal education,” he notes.



“These new services will enable us to reach more of these adults. Maybe this program will be just what they need to pass the GED exam or it will spur them to seek classes and formal education. It will certainly put adult education and GED more on the radar of the public as well as give teachers another resource to work with.”

In terms of video streaming, Virginia is currently offering the service in three formats and on both low- and high-speed connections. In fact, Sebastian says even dial-up users should be able to access the service.

Sebastian says they are hoping to add another new technology as well.

“We are hoping to develop some podcasts targeted at learners and teachers too,” he says. “Initially, we would like to produce a series of

podcasts on GED test taking tips and accommodations—content that is more informational than instructional.

“Also, we hope to develop an interactive learning tutorial for potential online learners to ensure they have the basic technical skills required for distance learning.”

In Birmingham, Nancy Hill, director of educational services for Alabama Public Television, says VOD and video streaming are natural extensions of their successful program called APTPLUS, a digital library of videos available to K-12 students and teachers in Alabama via computer.

“We have broadcast *GED Connection*, *Workplace Essential Skills*, and *TV411* over our television network,” Hill says. “Now we are able to stream it on our website through APTPLUS, and we are promoting the online service.

New technologies are giving learners the ability to schedule their education around their lives instead of their lives around their education.

Educators can search six key databases of educational content, which include

GED Connection, *Workplace Essential Skills*, and *TV411*. This is an opportunity for students and teachers to have access to quality educational materials in an efficient and effective manner.”

One of the first to offer these services is the Ohio Literacy Network (OLN), who coordinates the license for *GED Connection* series in Ohio. In August of 2007, a partnership with Time Warner Cable (TWC) Mid-Ohio Division produced a video interview, which featured TWC’s Mid-Ohio President Rhonda Frass and Ohio Literacy Network Executive Director Alan Toops.

The interview ran on TWC’s Local On Demand Channel (LOD) during August in conjunction with an extensive statewide media campaign aimed at increasing awareness of adult literacy. Additionally, TWC Mid-Ohio Division

has added the entire *GED Connection* series to run continuously for the next 12 months on their LOD Channel.

“OLN is grateful for this partnership with TWC, because now digital tier customers in 35 counties in Ohio have the opportunity to learn and earn on their schedule,” says Lisa Larson, special projects coordinator. “Our overall plan for Ohio is to make the *GED Connection* series more available. Historically, Ohio learners were tied to the broadcast schedule of the PBS stations airing the series.”

Larson says that Ohio is building partnerships with the State Library of Ohio and the Ohio Community Computing Network (OCCN), which will make the series available in local computer labs and technology centers across the state. In rural areas they will establish DVD loaner programs that allow learners to study from home.

“When we did research to address the access issues in Ohio we found some interesting statistics from the Pew American Life Survey (2006 & 2007),” Toops said. “The survey found that 88% of adults aged 18-49 access online resources on a regular basis and 40% of these adults are non-high school graduates. An astounding 72% of adults who use the internet at home have broadband access, and the total number of households with broadband is at an all time high of 42%. The 2007 Pew survey on usage found that 22% of internet users are doing so to access educational services.

“We believe that these technology partnerships will help us accomplish our goals,” Larson says. With VOD and video streaming technology we are answering real access issues. If you are in a very rural community or work the

second shift, you’ll still have access.”

While the new technologies offer new opportunities to reach adult learners, they do require a significant investment of time to put together partnerships and work out technical needs.

In Kentucky, Ed Mastrean, director of community relations for KET, started talking with executives at Insight Communications in December of 2006. On Friday, September 21, 2007, GED was available on VOD in Kentucky.

During those months, KET’s team included Mastrean and Crum as well as Ron Griffin, director of sales and marketing, and Mike Clark, director of technology services. Mastrean says they are currently approaching other cable companies in the state.

Virginia’s Richard Sebastian brings up another important point.

“We are keenly aware that many adults are ready for distance learning,” says Sebastian. “If they have some technical skills and motivation, it is a nice fit. But adult education teachers need more training and familiarity with online learning. They need to buy in.”

Those offering these new services will also have to evaluate their effectiveness, but initial results look promising. Kentucky’s Insight Communications reported 949 orders for *GED Connection* programs in the first two months from 607 boxes, according to John Dobken.

Meanwhile, although everyone says it takes time and effort to get the services established, they believe VOD and video streaming are well worth the effort because of the potential to reach more adults. And now those adults

won’t have to choose between their life and an education that will help them create a better one. **KET**



For more information about getting VOD or streaming video in your area, contact Ron Griffin at KET 800.354.9067.



Murray Meszaros pauses for a moment with Reginald Allen, a student who was displaced by hurricane Katrina and is now enrolled in SLC's Horizonte Instruction and Training Center. In the background is Peter Gatoro from Jamaica. Both are pictured in a pre-algebra class.

MURRAY MESZAROS: IQ = IQ, BUT EQ ≠ EQ

Murray Meszaros has been with the Utah State Office of Education for more than 18 years and has served as Utah's state administrator of GED Testing for 12 years. In 2007 he was honored with the Distinguished Service Award from the GED Testing Service.

We spoke with Meszaros late on a Friday afternoon when most everyone else had already slipped into the weekend. Meszaros was still on the job. He talked with us about a host of topics, most importantly his views on adult education, which have been sculpted from a lifetime of work in the field. The following synopsis is in his words.

To read the complete interview, including lessons learned about teaching, learning, listening and sharing, go to www.literacylink.org and click "LiteracyLink Forum."

There's more, lots more. Murray Meszaros is the latest in the adult education superstars featured on the PBS LiteracyLink website at www.pbs.org/literacy. Click "LiteracyLink Forum," and at the bottom of that page, click "Meet some other Forum Guests." Here's a sample of what you can find:

I WAS NOT GIVEN A SILVER SPOON, but I was definitely given a ladder.

That ladder was education, and I loved nothing better than climbing it.

My parents emigrated from Hungary to Canada in the late 1920s, and I grew up on a farm with no running water, no central heating and poor, silty soil. My parents had only third- and sixth-grade educations.



HASAN DAVIS

A GED graduate, educator, performer, a literacy activist Hasan Davis, J.D. works with young people and adult learners alike to help them find their voice, sense of personal power, sense of self-respect, and dignity. (He also makes a mean peanut butter pie.) Read about how he teaches students to write a bio poem—an 11-line poem about who they are in relation to others, their fears, their dreams, and three things they would like the world to say about them that would really be true.



SONDRA STEIN: A LIFETIME IN LITERACY

Adult educators know Sondra Stein from her extensive work with the National Institute for Literacy (NIFL), Equipped for the Future (EFF), and, most recently, the new National Work Readiness Credential.

"Because we were formed by the civil rights movement and the anti-war movement, I think my generation began in adult education with a vision of empowerment—of giving adult learners the tools they need to improve their lives," she says. "We have to remember that all the time. Adult education is not about schooling.



KEITH RINKER: THERE IS ABSOLUTELY NO EXCUSE FOR NOT GETTING A GED. IT IS A MUST."

It took educational opportunities he found as an enlisted man to teach Keith Rinker that school could be fun. Self-motivation, a GED and skills acquired during his military life continue to support Rinker's mission. Meet Keith Rinker, certified nuclear welder, ordained minister, family man, and life-long learner.

But they had incredible common sense. My dad could walk into any store and get credit because of his work ethic and integrity.

Today, I worry about our almost careless attitude of "needing"—really "wanting"—so many things. Though a market economy is better than whatever currently is in second place, our national obsession

with getting rich at all costs leads people to make poor decisions—imprisoning themselves in debt.

This artificial perception of wealth also lures people into a dangerous entitlement mentality ("I deserve better than this"), particularly the young people, who have, in many cases, poor role models. For some, their lives are too easy, too distracted, and often they are not willing to pay the price to have the prize in our heavily marketed instant-gratification society.

Eventually, with all these issues, when expectations are not met, disappointments and frustrations set in. This leads to one of three personal responses: fight, flight, or freeze. With students, in about the 9th grade—often sooner—if something is perceived to be too hard, many kids just freeze or flee. If willing hands and hearts are not there to help rescue them, they leave the educational system looking for something on the other side of the fence that many perceive to be better than what they have now.

One of the creeds I now live by comes from the story of the man and the fish, which says if you give a man a fish, he will eat for one day, but if you teach him how to fish, he can eat for the rest of his life. Education is the chief key that will make a difference.

Paying attention to diverse needs is particularly important in adult education. It comes into play in four of my roles: state administrator for GED testing, head of a scholarship program, onsite reviewer of

educational institutions regarding civil rights, and my direct work with adult education.

Considering the research suggests that 40 to 80% of individuals enrolled in adult education have some form of disability—emotional, learning, etc.—one must be careful not to approach adult education as one size fits all.

Just after I was hired as state administrator for Utah, I was researching trends in adult education and uncovered another important factor in successful programs.

There are two different factors that influence how people do in formal education. There is the intellectual quotient and the emotional quotient. I've found that when you're comparing high school students to adult learners, IQ equals IQ, but EQ does not equal EQ.

In other words, the intellectual abilities of students who stay in high school and those who don't are virtually equal, but the emotional intelligence differs.

There is a tendency or a history among many adult education students to quit things quicker than their regular K-12 counterparts. Most are as intellectually gifted, but for whatever reasons—substance abuse, challenging socioeconomic background, poor parenting, etc.—many seem to be less emotionally mature. The K-12 arena is very similar for most people. It's a cookie cutter experience, but not everyone is the same shape of cookie. Those who are shaped differently struggle. You see the same thing with lots of inventors and many millionaires. They just don't think the same way.

To overcome this, students need strong connections with counselors and mentors.

In many ways, adult students are teenage spirits surrounded by adult bodies. They need as much support and guidance as many teenagers. It is an issue of caring. It goes back to the saying that "no one cares how much you know until they know how much you care." This really holds true in adult education.

An experimental project looked at factors that would enhance the quality of adult education. Several factors stood out. In addition to more counseling, adult students also benefit from connectivity between classroom work and the real world and a curriculum that is more customized.

It comes down to setting a culture. Is it stale or inviting? Are there pictures that invite students to be in the classroom, to be emotionally invested? Does the teacher use a tone of voice that is exciting, one that says I value you and your opinion? Is the environment one that allows experimentation with concepts freely? Is the environment one that suggests the teacher knows it all or can the teacher also be learning? Are relationships important?

For adult educators, there are three primary goals:

- **Instructors must create a culture in their classroom that is inviting and inclusive and sets expectation of performance.**


No one receives an emotional boost from mediocrity. The role of the instructor in helping people to succeed is to teach, coach, mentor, and follow up.

- **Teachers must be technically sound.**

If you do not know your subject matter, including adult learning styles and techniques, neither you nor your students will go very far.

- **Educators must be genuinely caring.**

We have to care about people before moving on to the business side.

Boiled down to one sentence, my approach is to seek first to understand the needs and situations of others and then to help people help themselves. I am always looking for a way to make a difference in people's lives and to help people help themselves. 

No one cares
how much you know
until they know
how much you care.



Students from Mark Jensen's pre-algebra class are hard at work (above) while (left) Murray Meszaros enjoys a moment of laughter.



ALEX QUINN: ON A LEARNING JOURNEY

Long ago, Alex Quinn discovered a common theme in stories from many cultures: the main character had to overcome many obstacles on his journey to reach his destination. Sound familiar? It will to your students.



ROSIE MAUM: MAKING CONNECTIONS FOR ENGLISH LANGUAGE LEARNERS

Rosie Maum brings firsthand experience to adults learning English. Now learners across the country can benefit from her experience through *Project CONNECT* online. She was part of the team who developed and tested this Internet-based program to help non-English speaking adults become literate in English. "When you find yourself in a new culture, you have to figure out how to fit the old and the new together," Maum observes. "A lot of it is cultural. A lot of teachers don't deal with that at all, but it is a very important aspect of keeping adults motivated and helping them be more comfortable learning."



DR. JEROME JOHNSTON: RIDING THE TECHNOLOGY WAVE

A researcher who studies technology as a medium for teaching and learning, Jere Johnston supports teachers of adult learners through *Project IDEAL*. Share his ideas on technology's use to enrich professional development and empower the learner.



TONYA CRUM: MEET ONE OF THE PEOPLE BEHIND THE EDUCATIONAL MATERIALS YOU LOVE

Crum is director of workforce development and training at KET and one of the people involved in creating programs such as *GED Connection* and *Workplace Essential Skills*.

"The majority of our time is spent focusing on student and teacher needs," says Crum. "When teachers discover our materials they often tell me they didn't know we had already done the work for them. What we did at KET is pull together the best resources so teachers can spend the majority of their time focusing on student needs."



ON AIR WITH LYNN PARR BARTLETT

Lynn Parr Bartlett is production developer for the San Juan Unified School District. Lynn couples instructional materials from KET with live teachers on air to create unique learning experiences for adults in northern California.

"Adult learners have a very different approach to learning than kids," Barlett says. "Adults seek out the education they need. Our students are our ultimate partners every step of the way."



MOLLY ROBERTSON: A BIGGER PLAN

This former teen mother and high school dropout who returned to get her GED degree now directs a successful GED support service for adults. Robertson was also a founding director of the Indiana GED ON TV/ Learn at Home Project. In 2007, she was honored with the Cornelius P. Turner Award, which is presented for outstanding public service achievement since earning a GED diploma.



Find a job Keep a job Get ahead

Here are just *some* of the lessons covered:

- Matching skills and jobs
- Showing up on time
- Reading, understanding and following directions
- Estimating and problem-solving
- Communicating clearly with customers and co-workers

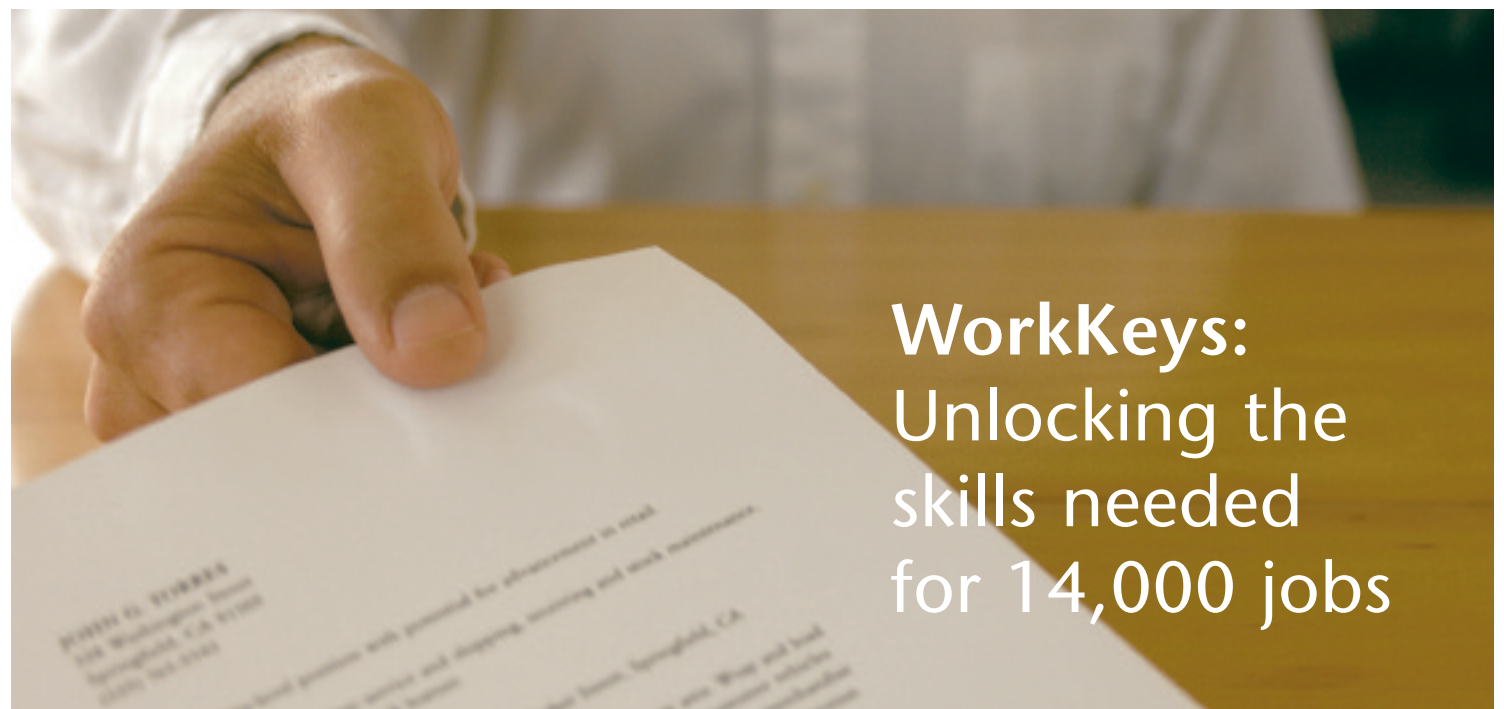
That's why we call it

Workplace ESSENTIAL Skills

video • print • online

From PBS LiteracyLink® and KET

Call 800.354.9067 for
a free preview.
Now on DVD.



WorkKeys: Unlocking the skills needed for 14,000 jobs

WHAT ARE THE FOUNDATIONAL SKILLS NEEDED TO SUCCEED IN A JOB?

After profiling more than 14,000 jobs and meeting with employers and educators, the folks at ACT, Inc. have developed a tool that shares those answers with employers, employees, and educators alike.

The National Career Readiness Certificate is an assessment-based credential that provides a uniform, objective measure of key workplace skills. The system is driven by ACT's WorkKeys career skill assessment system, which has been used by companies for nearly 15 years to hire and promote skilled workers. Employers can use the certificate to assess whether an applicant has the right skills for a job. Potential employees can use it as proof they have those skills. And educators can use it to ensure that their students are ready to take that giant step from the classroom to the workplace.

Launched in September 2006, the National Career Readiness Certificate is the culmination of efforts in states and regions around the country as well as years of discussions between employers and educators, according to Richard L. Ferguson, CEO and chairman, and Martin Scaglione, chief operating officer of ACT's Workforce Development Division.

"We put together a large number of educators and employers and quickly confirmed that there was often a failure for educators and employers to communicate effectively about the skills

needed to be successful and productive in jobs," says Scaglione. "This certificate seems to be this great connector. It is a common system of core skills that we know are relevant to our national workforce and that we can rally around to make sure everybody gets skills at the level they need."

The team creating the WorkKeys system and the certificate looked at the skills issue from two perspectives.

First, there is the individual. Taking WorkKeys assessments creates a profile for an individual that measures what specific skills the individual possesses. The National Career Readiness system is also tiered; awarding gold-, silver- or

skill levels are needed to perform those tasks. According to ACT data, a computer programmer would need to be highly skilled in applied mathematics, locating information, observation, reading for information, teamwork, and writing skills.

Some 14,000 jobs have been profiled using the WorkKeys process, and ACT has compiled them into a database of more than 400 Occupational Profiles, available on the ACT website at www.act.org/workkeys/analysis/occup.html. This allows certificate recipients to find which careers match their skill levels.

The certificate is particularly relevant for adult educators, Ferguson says.


Educators can use the system to tailor curriculum for individuals and show them exactly what skills they will need to possess to be hired.

bronze-level designations, indicating which skill level the recipient possesses.

The second part is a job profile. This brings the skill specifics of a job into focus. For example, exactly what skills, and at what level, are needed to be a computer programmer?

To find out, an ACT-authorized job profiler would visit a technology firm and facilitate a group meeting with computer programmers to determine the tasks of the job. Then they determine which WorkKeys skills and

"Educators can use the system to tailor curriculum for individuals," he says, "and show them exactly what skills they will need to possess to be hired."

More than 100,000 individuals have already earned a National Career Readiness Certificate. Ferguson projects 700,000 will earn a certificate by 2010. 

To find out more about the certificate go to www.nationalcareerreadiness.org



NC community college cafés mirror Crossroads Café



CLUSTERS OF STUDENTS linger over cups of coffee, talking about all the usual things—classes, their lives away from school, recent experiences. It's a scene played out on every campus in the United States.

This time it is played out in Raleigh, North Carolina. And this time, the conversation is not just social; it is a major part of the curriculum.

"Our ESL (English as a Second Language) students, even the advanced ones, may read and write well in English, but most don't communicate well," observes Lou Ann Parker, GED jurisdiction administrator for North Carolina, and coordinator of GED and Adult High School Programs with distance learning as a method of instruction. "That's why we formed small social groups and ESL clubs. They go out to dinner and speak in English to improve their skills. They also go on a lot of field trips."

Perhaps this sounds familiar. It should: the real-life experiences in North Carolina mirror the ones students see in the popular ESL series, *Crossroads Café*, according to Parker, who says the series is one of only three required in the system's 58 community colleges.



"The series is really good because it's student-centered," Parker says. "*Crossroads Café* pulls in a lot of different skills, and it's easy to incorporate the series into what you are doing with students. It is very relevant to what ESL students are finding here in America, and makes a big difference."

It also fits well with Parker's mantra for adult students: "You have to entertain to retain."

These ESL and GED programs are part of the North Carolina Community College System, most under the director of basic skills (adult literacy). The entire program is competency-based for adults. Sixteen- and 17-year-olds can also attend the program with referrals from the local public schools or with notarized petitions. There are some 110,000 students enrolled in the total basic skills program and 2,207 are adult high school students enrolled in 43 of 58 community colleges in the program. Courses include ABE, ESL, GED, AHS, and Compensatory Education.

The North Carolina system does other things differently as well. For example, they don't require "seat time" (classroom attendance) to work on an adult high school diploma or GED diploma or high school equivalency.

"We don't hinder people that have knowledge," says Parker. "We look at the competencies they

need, take them where they are, and help them finish. If they can buzz through the first three or four chapters of a subject, for example, we don't hold them back because others aren't there yet.

All students are required to attend an orientation and complete pre- and post-assessments.

Once placed in the proper track, students use a variety of programs, including *GED Connection*, *Skill Tutor*, *GED OnLine*, and *Project IDEAL*. Students check out a video and related materials, and then bring their work back for grading and discussion with an instructor. This allows the system to help the maximum number of students, Parker says.

Furthermore because the students are already in the community college system, it is easy for them to transfer to other classes, to a university, or get skills they need for a specific job through Job Link, a one-stop career center.

"It really is a seamless operation," Parker says. "They can finish our program one day and go on to an associate degree the next. They can get the basic skills needed for a job such as computer skills as well as the skills to look for a job. They can go on to whatever they need next." **KET**

For more information, contact Lou Ann Parker at 919.807.7214 or parker1@nccommunitycolleges.edu.

"We don't hinder people that have knowledge. If they can buzz through the first three or four chapters of a subject, for example, we don't hold them back because others aren't there yet." —Lou Ann Parker

OUTSTANDING ADULT EDUCATION MATERIALS FOR ENGLISH LANGUAGE LEARNERS

Project CONNECT

online intermediate-level preparation for living, learning, and working in the USA.

ESL/CivicsLink

online professional development for teachers of adult education English language learners.

Crossroads Café

26 award-winning half-hour video programs on life in the United States.

Culture Clips

26 documentary short segments from Crossroads Café.

On Common Ground

15 half-hour video programs on civics and government.

Available from KET 800.354.9067 www.ketadultlearning.org



Multimedia workshop coming in February

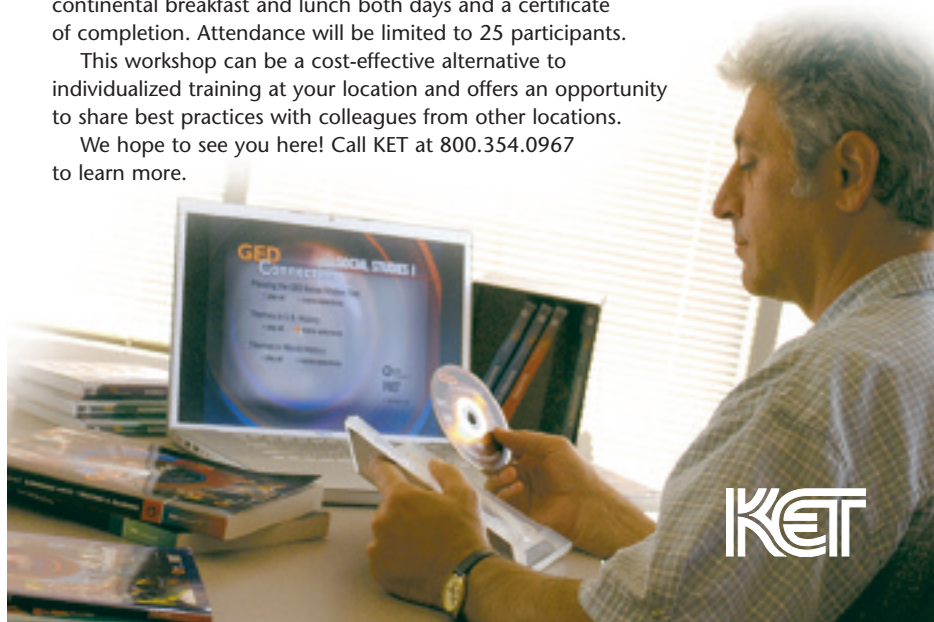
Would some top-notch training help energize your adult ed and GED preparation programs? KET will host a **Multimedia Utilization Workshop, February 25-26, 2008** in Lexington, Kentucky.

Presenters will use PBS LiteracyLink *GED/Pre-GED Connection* and *Workplace Essential Skills* along with *TV411* to teach best practices for combining video, print, and online materials in the classroom and for distance learning.

The \$225 fee covers the workshop, computer lab, trainer's manual, teacher's guide, orientation, DVD and workbooks to take home, plus continental breakfast and lunch both days and a certificate of completion. Attendance will be limited to 25 participants.

This workshop can be a cost-effective alternative to individualized training at your location and offers an opportunity to share best practices with colleagues from other locations.

We hope to see you here! Call KET at 800.354.0967 to learn more.



KET Enterprise
600 Cooper Drive
Lexington, KY 40502-2200

If you do not wish to receive this newsletter, or are receiving more copies than you know what to do with, please cut out the complete address label below and send it to our return address. Help us save trees!

NON-PROFIT ORG.
U.S. Postage
PAID
Ripon, WI
Permit No. 100

The **KET Adult Learning Quarterly** is produced by KET's Enterprise Division and is distributed nationwide to adult educators and those with related interests.

Articles examine methods and technologies; explore locations and applications; and feature leaders who find successful, innovative ways to reach adult learners using KET materials. Unless otherwise noted, the material in this publication is not copyrighted. Please feel free to use it in the cause of adult education.

If you have comments, questions, or story ideas, please send them to Margaret Townsley, editor, or Debra Gibson, writer, by mail: KET Enterprise, 560 Cooper Drive, Lexington, KY 40502-2200; by phone: 800.354.9067; by fax 859.258.7396; or by e-mail: adulted@ket.org.

You can see this issue on our website at www.ketadultlearning.org. Click "Newsletters."

INSIDE

adult learning quarterly

January 2008



- 1 VOD and streaming technologies let students schedule learning around their lives
- 2 GED Connection helps transform inmates' lives through correctional education network
- 4 Murray Meszaros: IQ = IQ but EQ ≠ EQ
- 6 WorkKeys: Unlocking the skills needed for 14,000 jobs
- 7 NC community college cafés mirror Crossroads Café

Address Change / New Subscriber

If your address has changed or you know someone who would like to receive the KET Adult Learning Quarterly, please send us the information below. If changing an address, please include the label from this issue.

- New subscriber
- Address change (Fill in new information below and attach mailing label.)
- Please send me a KET catalog
- Please send me special offers via email.

Name _____

Title _____

Company _____

Address _____

City _____ State _____ Zip _____

Phone _____

E-mail _____

Send to:
Circulation Dept., KET Enterprise Div., 560 Cooper Dr., Lexington, KY 40502-2200
Or call: 800.354.9067 Or fax: 859.258.7396