

adult learning quarterly



Effective orientation *doubles* retention rate in Wisconsin

The DROPOUT rate for the adult basic education program at Waukesha County Technical College, like adult literacy programs nationwide, hovered near 70 percent in the early 1980s when Judy Kihslinger was studying for her master's degree. Today, the RETENTION rate at the Waukesha program is near 70 percent.

What makes the difference may surprise you.

"When I was reading the literature for my master's thesis, I kept noticing how high dropout rates were for adult education programs," Kihslinger said, "but at the same time I was also reading about how important that first meeting with a prospective student is. At Waukesha and many other places that first meeting was haphazard at best and often depended on how busy the teacher was."

Kihslinger decided to develop a true orientation process for adult education programs as her master's thesis, and today the results of her work can be seen in Waukesha's carefully thought out, 10-hour orientation program. It can also be seen in the dramatic turnaround in retention rates.

"We believe strongly in the importance of that first impression and a welcoming environment," said Kihslinger, now lead instructor at the program. "We do not do any assessing during the first meeting."

Instead, the initial three-hour session is all about the students—providing them

with information, making them feel comfortable, motivating them, and perhaps most importantly, convincing them that they can achieve their goals right here, right now.

Walk in during one of the two orientation sessions offered each week and you might see film clips from *The Rookie*, the true story of Jim Morris, a baseball player who as a young man never made it out of the minor leagues because of a shoulder injury. Twelve years, two children, and a high school teaching job later, however, Morris was pitching in the major leagues.

"Every one of our students is coming back as an adult," Kihslinger said. "Like Morris, they face obstacles as adults they might not have had earlier, but we tell them they can still follow their dreams. If they believe in themselves, they can reach their goals. Most of all, we let them know we're glad they're here and that we care about their success."

When they return for part two of the three-part orientation session, they take the TABE test.

"This session is mainly assessment," Kihslinger says. "Every student takes the TABE, and we give them their test results before they go home that night. We explain what the

"We know that if they come to part one and two of the orientation, we will retain 80 percent of them." —Judy Kihslinger, lead instructor



INSIDE	
2	Iowa book club offers Latino families books and much more
3	Virginia Career Bridge adapts curriculum to workplace goals
4	Learning never ends in an IDEAL world
6	At-risk students stay the course with alternative approach
8	TV411 on DVD



Her work has likely touched your life or the lives of your learners. Meet Forum guest Sondra Stein at www.pbs.org/literacy.

continued on page 7



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
ecbrink@prodigy.net

Loren Brumm

One Foundation Circle
Waunakee, WI 53597-8914
608.849.2400, Fax 608.849.2468
foundation@wtcf.tec.wi.us

Tony Buttino

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

Keith Eisenberger

12 Snowball Ct.
East Brunswick, NJ 08816
973.844.1566 / Fax: 973.844.0351
eisyuga@cs.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

Amy Wilson

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



Families connect with each other and learning during book club events for Family Literacy for New Iowans.

Iowa book club offers Latino families books and much more

OPRAH'S IS A huge success, and Cheryl Mullenbach believes Iowa's will be, also.

We're talking about book clubs.

In October, 2006, Iowa Public Television (IPTV), the State Library of Iowa, and the Iowa Department of Education received a two-year, \$226,583 grant from the Institute of Museum and Library Services (IMLS) and the Corporation for Public Broadcasting (CPB) to develop a partnership that would increase practices in children's early literacy among Latino families in the state.

As a result, local partnerships are being formed within communities around the state. The local library, the adult basic education program, and a child resource center in each of the 14 counties now collaborate to offer book clubs which include fun, educational activities for the entire family. Each family also receives a free book to take home.

That fun has a domino effect. As families bring their children to book club events, they learn about family literacy activities

and ESL classes at the adult basic education program in the county, as well as services at the child resource centers and the libraries.

Family Literacy for New Iowans, as the new initiative is called, is off and reading.

"We wanted the whole family to learn together," said Mullenbach, adult learning coordinator at IPTV. "It's a healthier family environment when parents can help their children learn."

With the goal of supporting literacy development for the entire family, the communities themselves form the book clubs. IPTV, the state library and the Department of Education built on public television's tradition of providing resources for children and provided direction on the curriculum. They also trained child resource staff, provided professional development for the libraries, and English language learner (ELL) coordinators/adult basic education staff.

In addition, IPTV gave the group access to important resources such as *Crossroads Café*, an entertaining video,

print and online series designed to teach ESL (English as a Second Language) which is also broadcast on IPTV's statewide network.

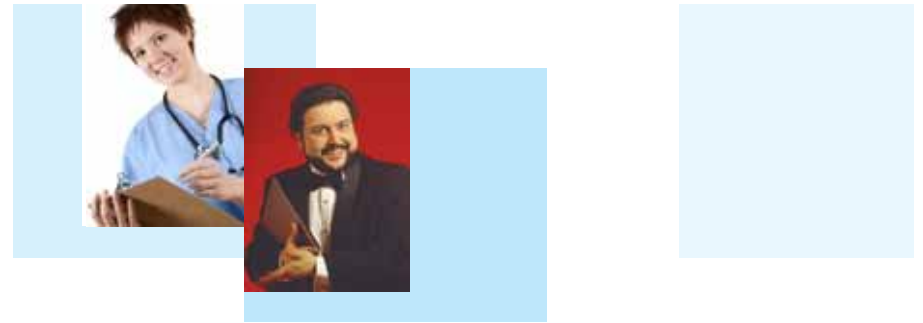
"We spent half a day with the educators looking at clips and correlated materials from *Crossroads Café*," Mullenbach said. "We did some of the activities and reviewed the Web resources that supplement the series. We were familiar with *Crossroads Café* and knew it was a quality program."

Mullenbach said they also spent time planning how the entities would collaborate and promote each others activities.

The counties plan eight book club events each year. Although it is too early to gauge success in some regards, one success is already evident. Everyone is working together, and the pages are turning. **KET**

For more information, contact Cheryl Mullenbach at 1.800.532.1290 or e-mail her at Cheryl@IPTV.org.

VIRGINIA CAREER BRIDGE ADAPTS CURRICULUM TO **WORKPLACE** GOALS



THE U.S. BUREAU OF LABOR STATISTICS predicts that the health care industry will add nearly 3.5 million new jobs between 2002 and 2012, an increase of 30 percent. Similarly, the hospitality industry—hotel/motel management, food services and entertainment parks—is predicted to grow 18 percent during the same time period, adding more than 1.6 million new jobs.

Where will all the employees for these jobs come from?



Susan Holt

Susan Holt, an instructional specialist and trainer with the Virginia Adult Learning Resource Center (VALRC) hopes many will come from special programs being piloted in Virginia.

The pilot programs are called GED Career Bridge to Health Care and GED Career Bridge to Hospitality, initiated by the Virginia Department of Education Office of Adult Education and Literacy. The idea is to blend preparation for the GED exam with basic information about a specific industry and workplace skills.

"The whole goal is to help our students earn their GED and then bridge them to employment," says Holt, the project's coordinator. "Of course, the most important priority is helping our students get their GED, but the health care and hospitality information really gives them a leg up when they get ready for a job."

One of the GED completers called to say that she learned a lot in the *GED Bridge to Healthcare* that helped her in her first year of nursing school.

To accomplish all this, Holt and her colleague, Marcia Phillips, created a special curriculum using materials pulled from numerous sources, including PBS LiteracyLink® *GED Connection*, *GED Connection Fast Track*, *Workplace Essential Skills (WES)*, and two Virginia-based products: *GED as Project* lesson plans and *GED Learning in the Workplace*, compiled by the Workforce Improvement Network (WIN) and funded by the Virginia Department of Education.

Some of the material was re-vamped so that it was situation-based for the health care or hospitality industry. In addition, career briefs from Career Prospects, an online adult learning resource, were included so that students know what kind of jobs are available to them. Lessons incorporating industry-specific vocabulary are also part of the package.

Michelle Rhodes, a GED teacher from Chesterfield County who is also a nurse, even wrote specific lesson plans that are more medically related and shared them with the other teachers. Carol Coffey, formerly with WIN, compiled a chart that shows students where they can get more lessons and extra practice on GED content in the GED and WES workbooks since students in the Bridge courses are using materials compiled from multiple sources.

"In class, they study GED content, work ethics, and career-specific pieces," Holt said. "They read passages taken from health care and hospitality situations and Internet stories about their field."

Each of the curricula encourages students and teachers to include the *Workplace Essential Skills* Employment Skills workbook as a companion piece, since WES focuses on entry-level career preparedness, according to Holt.

"We think WES is great," Holt said. "It helps you learn about resumes and applications. The Communications Skills book tells you how to speak to colleagues and your employer. The whole series is great for them because it is written for entry-level workers."

Classes for the program are intentionally small and fast paced, typically involving only four to six students. Instructors from each of the participating programs adapt the curriculum to meet their needs.

"The first GED Career Bridge to the Hospitality Industry class was quite a success," said Paul Smith, outreach coordinator for Henrico County Adult Education, one of the programs participating in the pilot. "We had four completers, local partners allowed us to visit their sites, and partners made classroom visits where invaluable information about their individual companies was shared."

In Chesterfield County, Dawn Wells, an administrator of the program and a GED examiner, said that one of the GED completers called to say that she learned a lot in the GED Bridge to Healthcare that helped her in her first year of nursing school.

In Abingdon, Susan Seymore tells us this story about Susan Coleman, one of six graduates of the Health Care pilot:

Susan completed the Health Care class with her GED in hand and soon thereafter completed a phlebotomy course at East Tennessee State University. She finished 120 hours of clinicals in mid-January and is now eligible to sit for her ASP exam in March. Susan has applied and expects to get a position at the Bristol Regional Medical Center as a phlebotomist.

Coleman commented, "It's so scary when you have worked in one place all your life and you have to start all over again. Without a GED, you can do nothing. Even if the lay-off had not occurred, doors would still have remained closed to me. You are just stuck! This Health Care class and my GED have opened a whole new world for me. The more I go to school, the more and further I want to go. I am so proud of myself!"

Holt said several participants have obtained jobs after completing the course.

"The health care and hospitality industry folks are telling us that they need anyone who is up and coming," Holt said. "If we can get them through GED and the basic industry information, they'll be a step above other GED graduates. In some cases they are even guaranteed an interview."

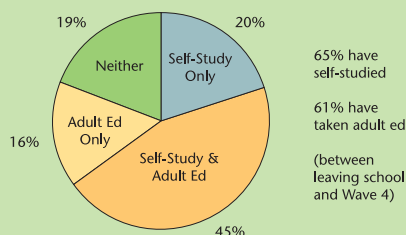
Holt said they also have plans to put the two curriculum packages online. A notice will be posted on www.valrc.org when they are available. **KET**

For more information on the programs, contact Susan T. Holt of the Virginia Adult Learning Resource Center at 804.828.7166 or 800.237.0178 or e-mail her at stholt@vcu.edu.

OOPS

Our mistake... A pie chart on last issue's page 4 contained an incorrect piece of information. The 19% portion of the Self-Study and Participation graph should have been labeled "Neither" rather than "Self-Study Only."

FIGURE 1: Self-Study and Participation



Learning never ends in an

IDEAL world

IT'S CALLED IDEAL, which stands for Integrated Data to Enhance Arizona's Learning, but attempting to describe it is a bit like being cast into the parable of the blind men and the elephant. What it is depends on which part of the elephant you interact with.

If you're a teacher or administrator in Arizona, IDEAL is a free site for online training, resources, and instructional videos aligned with Arizona's academic standards. It's also a place where you store feedback on student performance for parents and other teachers.

If you're a student, it is your lifelong learning portfolio and software source. You can take classes online, download course materials, and use all manner of free software, including word processing and spreadsheet programs. In the future, students will be able to engage in Web-based assessments that pinpoint areas where they need additional support as well as get help with Arizona's graduation exam.

If you're a techie, it's an example of Web-based applications, which means the ability to access software and other resources over the Web at no cost. This not-so-new idea is now suddenly practical because of the spread of broadband and the development of new software technologies.

If you are community-minded, IDEAL is "a model of cooperation and community connectivity." That's what WCET said when recognizing IDEAL with the 2007 WOW Award.

IDEAL's directors also have descriptions for their innovation.

"IDEAL is a means for connecting and communicating," said Dr. Angel Jannasch-Pennell, assistant vice president and IDEAL co-director. "IDEAL is an exemplary model in instructional delivery and community connectivity."

Co-director and associate vice president for information technology, Dr. Samuel DiGangi, described it this way: "IDEAL is an innovative, open course, online learning environment

available to every Arizona certified teacher and student. The IDEAL partnership enables a pathway to lifelong learning."

Technically speaking, IDEAL is a portal—a collection of resources grouped together—that was developed as an extension of Arizona State University's (ASU) Applied Learning Technologies Institute in partnership with the Arizona Department of Education.

Despite the difficulty describing it, the goal for this technological powerhouse is actually quite straightforward: to establish a lifelong learning environment—complete with both informational resources and tools such as computer software—that students can use from kindergarten throughout their lives.

The operation is also quite simple for the user. Each teacher and student in Arizona receives one user ID and one password. When they use the system, the ID associates that individual with all the resources they have access to. Currently, 70,000 teachers have access to the system, and some one million students are being phased in as fast as possible. IDEAL should be particularly helpful to the 40,000 students enrolled in some 5,000 ASU online courses, including certification and continuing education. Once a person has access, it is permanent. There is no expiration date.

"Say you are a high school science teacher," said DiGangi. "IDEAL would know that you are part of the community of high school teachers and would make all the resources associated with that position for your district and school available to you."

DiGangi said you see those resources directly when you sign on. "Typically, you have to go to many locations to find resources and keep track of them," he said. "That's why the integrated data aspect is so important. You see the resources immediately. You don't have to go anywhere else to retrieve them."

Once in, a user can open a document, create a document, edit, and collaborate with others. Work is saved automatically and you can have access from any computer.

Questions from teachers were the spark that fueled creation of IDEAL.

"Historically, we tended to view K-12 as separate from higher education," DiGangi said, "but teachers saw and expressed a need for lifelong learning to drive the educational environment. We (ASU) discussed it with the Arizona Department of Education and talked about shared goals. We then looked at ways to bridge the gap between higher education and K-12. We then identified ways we could construct an environment that enabled ongoing support."



"IDEAL is a model of cooperation and community connectivity."

That is what WCET had to say about IDEAL when awarding the project at Arizona State University one of only four WOW awards nationwide. WOW awards recognize innovative and effective use of technologies in educating and serving students. WCET (formerly the Western Cooperative for Educational Telecommunications) is a membership-supported organization that advances the effective use of technology in higher education.

Tom Horne, superintendent of public instruction for Arizona, interacts with a group of young students—the beginning of their journey in Arizona's new lifelong learning program called IDEAL.



Dr. Samuel DiGangi (right) and Dr. Angel Jannasch-Pennell are the co-directors of IDEAL.

The Arizona Department of Education provided \$5 million in funding for the three-year start-up, and ASU matched the investment with people, resources and equipment.

Teachers even provided a test case.

“We have one of the largest teacher preparation programs in the country,” DiGangi said. “The question was: how do we help them make the transition from preparing to lead a classroom to ongoing support for them once they start teaching?”

All of this took place just a year ago. DiGangi said the next phase extends past higher education to enable lifelong learning.

“If someone goes into the workforce and seeks additional training, this user ID remains with them,” he said. “We are exploring ways to make resources available for those who are beyond higher education or those who have gone from high school to workforce and are now seeking ongoing support. It has applicability for ongoing training. The structure can be applied to any content area such as the mastery of objectives toward a GED or professional certificate.”

“Our approach is to look at instruction as a continuum. We also want to use a blended approach—some instruction in person and some online.”

DiGangi also hopes the system will help people make transitions easier, such as the one from high school to college. “As someone makes a transition, they are still able to use a tool they already know,” he pointed out.

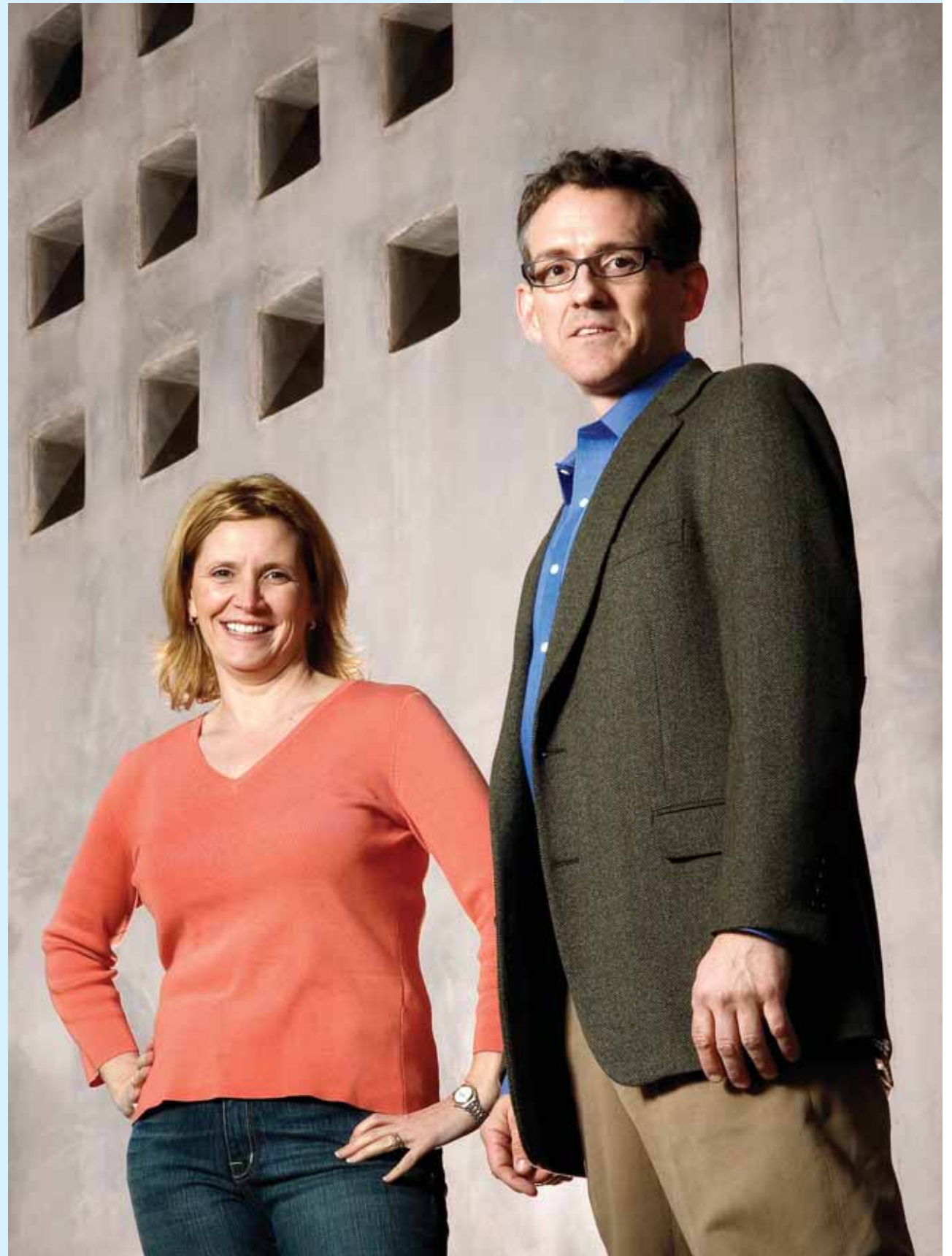
But although it looks the same to the user, IDEAL will not be static, he said.

“We are able to provide consistent changes as technology and resources change,” he said. “Because we are using Web-based applications we are not beholden or locked into any specific applications or program. We are able to change and refine and advance.”

Not surprisingly, the project has attracted national and international attention.

“Our goal is to make available our experiences and the structure itself,” DiGangi said. “We contribute back our design and code to our community.” 

For more information, Contact Dr. DiGangi at 480.965.2047 or e-mail him at sam@asu.edu.





At-risk students stay the course with alternative approach

“The most important thing to all students is to **develop a relationship** piece to your instruction. You are not teaching math or science. You are teaching **people**. If you build a connection with each person, based on respect and trust, you can get them to **accomplish anything**.”

—Troy Brock, program director of Gateway Academy High School

WHITNEY KENDALL'S FUTURE IS LOOKING bright these days. The 19-year-old is enrolled in cosmetology school, and she already has a job lined up for when she completes the 14-month program. But less than two years ago, Kendall was considering dropping out of high school.

About that same time, Kentucky passed a new law allowing high schools to offer GED programs for students who were at risk of dropping out and met certain criteria. Kendall was one of the first to take advantage of Gateway Academy High School's secondary GED program and is one of 11 students (out of 12) to pass the GED during the program's first year.

“The teachers are willing to do anything for you,” Kendall said. “They push you to be there every day, but they are willing to work with your schedule if you work full-time.”

Kendall said the decision to enroll in the secondary GED program was an easy one for her.

“A friend of mine had talked to the assistant principal at our high school about it,” she

recalled. “I talked to him, too. They tried to get me to stay at the regular high school one more year, but finally said I could go to Gateway and talk to Mr. Brock. He sat down and talked with me and my mom. I knew then that this was what I wanted to do and my mom supported my decision.”

Mr. Brock is Troy Brock, program director of Gateway Academy High School in Mayfield, Kentucky.

“The secondary GED program has given us an opportunity to really reach out and help a group of students who for one reason or another were having difficulty staying in high school,” Brock said. “Our intent is not to issue a get-out-of-school-free card but to keep students from just dropping out of their education.”

Brock said the GED program is intentionally limited to a very few students and is aimed at those who completed several years of high school but have only earned a few of the 22 credits they need to graduate.

Gateway Academy High School began five years ago as an alternative to the regular high schools for students who were not going to be able to graduate with their class but only lacked a few credits.

“Even though the Academy allowed us to serve students who were dropping out before, we were still losing a group of students who just couldn't or wouldn't hang in there to complete the full 22 credits,” he said.

In its first year, the In-School GED program enrolled 12 students. Eleven passed the GED on the first attempt. One had to leave the testing center due to a family emergency. In the second year, two students have already earned a GED.

Kendall said the school's approach worked well for her.

Study materials are divided into packets by subject areas such as reading, social studies, science, algebra, etc. Students are to complete a specified number of packets at the end of each week based on goals

“The secondary GED program has given us an opportunity to really reach out and help a group of students who for one reason or another were having difficulty staying in high school,” Brock said. “Our intent is not to issue a get-out-of-school-free card but to keep students from just dropping out of their education.”

—Troy Brock, program director of Gateway Academy High School

set with their instructor. All work is done at the school, but students work at their own pace and can use reference materials, the Internet and confer with each other.

“It is a more interesting way to learn,” Kendall said.

It is also more “interesting” for the teachers because students have no set schedule and they are all at different points in their learning.

“You tailor the day to the students,” Brock said. “It creates a different classroom environment. You almost have to work on the fly and tailor that day’s instruction to the needs of the students who are there.”

Like many GED programs, the process begins with a baseline assessment. Brock and his colleagues then build what he calls a prescriptive curriculum for each student.

Unlike most GED programs, there is a mandatory attendance requirement of 20 hours a week (state law requires 15 hours).

Lessons come from *GED Connection* and *Pre-GED Connection*.

“We think it’s really good,” Brock said of *GED Connection*. “From what I have seen in terms of success, I am sold on the curriculum. Pre-GED is helpful for students who qualify for the program but are not at a high reading level. For those students, our sole mission is to get them to an eighth-grade reading level and transition them into the regular GED program. Once in the regular program, we begin using *GED Connection*. We also work in a transitional piece—a school-to-work experience and technology literacy. The technology

literacy piece can also be used as dual credit with KCTCS schools.

Every student gets to meet with an advisor at least once a month.

“We meet with them to see where they are in the process,” Brock said. “We want to know if there is anything going on that might be an obstacle to their attendance or preparation. The great thing about being a small school is that we can do that.”

“We also talk about transition. If you don’t have a goal or vision for yourself, you don’t have a point to being here. We don’t want them to come because ‘mom said I had to.’ We



are trying to make sure they have a personal vision and are on track to achieve that vision.”

Still, Brock said the most important step teachers take is not unique to this particular group of students.

“The most important thing to all students is to develop a relationship piece to your instruction. You are not teaching math or science. You are teaching people. If you build a connection with each person, based on respect and trust, you can get them to accomplish anything.”

For more information, contact Troy Brock at 270.328.4828 or e-mail him at Troy.Brock@Gravesschools.us.

results mean and look at the program they have selected and the timeframe they want to complete it in. We ask them about what kind of outside forces they have to contend with and how much time they are willing to devote to achieving their goal.”

But this session is also the beginning of a personal education plan that is designed for each student.

The third and final orientation session focuses on goal setting, for both the long- and short-term.

“We set real concrete goals and go through decision making and time management,” Kihlslinger says. “There is a lot of group work. We are trying to help them establish realistic goals. We do some career exercises with programs such as Self Direct Search, a psychological assessment program that asks a series of questions to help match interests and aptitudes with careers. A career counselor then follows up with the student and

Both the content and the length of the orientation have evolved over the years, according to the educator.

“We meet regularly to talk about it,” Kihlslinger said. “We keep asking: are we doing the right thing? Do we need to add anything else? We are constantly looking at best use of those 10 hours.”

“I know from experience how frightened and embarrassed many of our students are,” Kihlslinger said. “We keep looking for ways to make them feel successful and make them want to continue. We want them to believe this is a place where they can be successful. This is a place where we will meet their needs, recognize their life, and be willing to work around some things.”

That clear connection with the students is what Kihlslinger said makes all the difference, and she said it has to come from the very beginning.

“Most of all, we let them know we’re glad they’re here and that we care about their success.”—Judy Kihlslinger, lead instructor

interprets the results.”

Kihlslinger said the point of the entire process is designed to “clear all the pathways to success.”

“We develop a program, a personal education plan, so students know what it will take to make that happen,” she said.

There are also strong follow-up procedures built in.

“If someone comes to the first part of the orientation program and doesn’t return for part two, they automatically receive a phone call,” she said. “We call two or three times. We know that if they come to part one and two of the orientation, we will retain 80 percent of them.”

“If I had to go on tour about what makes successful ABE programs, it is that connection I would talk about,” she said. “For me, it’s not something I have to make up. I have the strongest respect for those who are willing to give education a second try with all the things they have going on in their life. That comes across. The more they tell me about themselves, the better job I can do. But they don’t tell you anything unless they trust you. And if they don’t trust you right from the very beginning, it’s not going to happen. We still lose some, but for the most part those are ones who don’t go through the orientation process.” **KET**

For more information on their orientation process, contact Kihlslinger at 262.695.6525 or e-mail her at jkihlslinger@wtct.edu.

TV411 on DVD!



To request a FREE PREVIEW with three full-length programs, call KET at 800.354.9067.

What could make Emmy Award-winning TV411 even better? Clickable menus! Want to show your class that segment on deciding whether it's better to rent or own, or the one about reading medicine labels? Each DVD has clickable onscreen menus that take you right to the segment you want—or allow you to play any of the 30 programs straight through.

Because TV411's curriculum consists of discrete, non-sequential units, teachers can pick and choose from the video segments and accompanying workbook and Web lessons to accommodate the needs, interests, schedule, and pace of the learners. They can also design units along the TV411 themes of money, parenting, and health or just as easily select segments according to the skills taught.

"This will make TV411 an even more flexible learning tool that can be integrated in many creative ways," says Alex Quinn, executive director of Adult Literacy Media Alliance, who produced the series.

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.ket.org/ged. Click "Newsletters."

INSIDE

adult learning quarterly

March 2007



- 1 Effective orientation doubles retention rate in Wisconsin
- 2 Iowa book club offers Latino families books and much more
- 3 Virginia Career Bridge adapts curriculum to workplace goals
- 4 Learning never ends in an IDEAL world
- 6 At-risk students stay the course with alternative approach

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

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