

adult learning

quarterly



Living, learning and working in the USA

"IT'S TRULY A pioneering project," says Fran Keenan of PBS, who has been involved in the development of Project CONNECT from inception. "Very few others have tried to create Web-based instruction for this audience – immigrants learning English in adult education settings. And these learners are eager to learn to use technology because they know it helps them in the job market and with their kids.

"We held to the ideal of doing just that over five years," she continues, "as

technology constantly changed, as access to the Internet became much more common – although not universal – and as funding for adult education remained unpredictable."

PBS Project CONNECT was funded by a grant to PBS from the U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE) in 1999 to create innovative, online instructional materials for English as a second language (ESL).

Project CONNECT consists of a basic computer tutorial and eight interactive instructional units, with Internet activities, audio and video passages, and recorded keywords for listening practice. Customized e-mail and discussion

boards create opportunities for 'real world' writing.

Learning units are grouped by theme:

Orientation – a program overview and basic computer skills instruction

Living in the USA – helping learners explore the meaning of citizenship and ways to be involved community members (two units)

Learning in the USA – familiarizing learners with the American educational system, as well as helping them plan for education and training and build academic language skills (three units)

Working in the USA – teaching skills to identify careers and find work in the USA, improve workplace communication, and learn about the culture of the American workplace (three units)

"Navigation is easy, and the language level appropriate," says Rosie Maum, one of the content writers and a resource teacher with the Jefferson County (KY) Public Schools Adult and Continuing Education Program, developer of the project with PBS, the National Center on Adult Literacy (NCAL), and KET. A portfolio feature allows students to save their work

continued on page 2

Vicky Cummings leads a Project CONNECT class in Louisville, KY.

INSIDE

- 3** Ride the educational technology wave with Jere Johnston
- 3** The Literacy Project brings in those who have been shut out
- 4** Family literacy programs and business: a winning combination
- 5** Hope for the future drives Toyota family literacy program
- 6** Sponsors use newspapers to win the literacy war in Massachusetts
- 7** No wrong entry point for adult learners in Utah



www.ket.org/ged

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
 SYN SOL—Synergetics Solutions
 6416 Kiko Street
 Diamondhead, MS 39525-3813
 228.255.0369 / Fax: 228.255.0169
 synsol@cableone.net

Deborah Bluestein
 Ira Platt & Associates
 2416 Blueridge Ave., Suite 305
 Silver Springs, MD 20902
 301.946.9466 / Fax: 301.946.3880
 i.p.a@verizon.net

Robert W. Boyet
 Life Long Learning of Louisiana, LLD
 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
 ecbrinkman@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
 Buttino Bunch Media
 87 Treehaven Rd.
 West Seneca, NY 14224
 716.675.5129 / Fax: 716.675.6580
 TButtino@wned.org

Keith Eisenberger
 750 Mill St., Suite D4
 Belleville, NJ 07109
 973.844.1566 / Fax: 973.844.0351
 eisuga@cs.com

Noreen Lopez
 2722 Franklin Court
 Alexandria, VA 22302-3019
 703.824.9374 / Fax: 703.824.9375
 lopezns@comcast.net

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

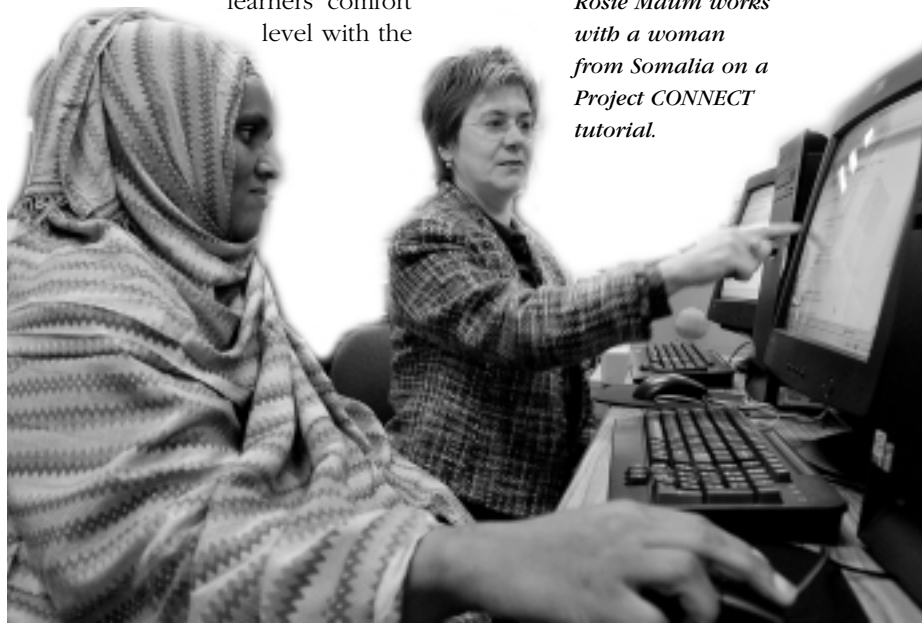
from page 1

for a teacher's review. Listening practice includes video clips from the LiteracyLink® *Workplace Essential Skills* series; and audio activities, "There is a difference between accent and pronunciation," Maum notes. "As an adult, it is almost impossible to lose the native accent. What is important is to learn how to pronounce English so that a native speaker can understand you. That's why audio is so valuable." As on-screen text is read aloud by a native speaker, learners can practice coming close to the sounds they are hearing.

Learners also communicate with other registered CONNECT users via e-mail.

"That was a most successful feature (at test sites)," Maum notes. "Students got so excited. Once they learned basic computer skills, they would be talking to each other, then going back online. Some teachers would connect their class (via e-mail) with programs in other parts of the country."

Using Project CONNECT increases learners' comfort level with the



Rosie Maum works with a woman from Somalia on a Project CONNECT tutorial.

Internet and computers, and helps them link these skills to the real world. Project CONNECT has units that can be woven into lessons on life skills, work skills, or citizenship.


"We did not want a stand-alone program," Maum stresses. "This is a supplement to the teacher's curriculum."

Because the language on the CONNECT site was all carefully written for and tested with intermediate level English language learners, it is not overly difficult and a few teachers at some test sites even used Project CONNECT units in GED classes.

An "Especially for Teachers" section provides lesson plans written by instructors at test sites. "If your focus is life skills, for example, you can use units on preparing resumes and interviewing, or on managing your money," Maum notes. "There are all kinds of ways it can be used. We asked teachers for ideas and we got great feedback. Some of the results

will be presented at the TESOL Conference in March."

"Classroom dynamics change when the Internet is involved," Maum adds. "Students mentor and work together on solving problems or finding answers. The learner can move back and practice, as he deems appropriate. The student takes ownership of his own learning."

To learn more, visit Project CONNECT online at www.pbsLearnEnglish.org, where you can take a tour and try a sample lesson. 

Tips from Pilot Study teachers

PREPARING YOURSELF

- Get ideas and lesson plans from the online teacher's guide
- Visit the Orientation unit to become familiar with navigation and features
- Get to know your school's IT expert

PREPARING LEARNERS

- Introduce topics before accessing the site to help reduce students' cognitive load
- Prepare a "How To" worksheet for new and latecomers
- Prepare handouts with daily assignments based on Project CONNECT's content

USING PROJECT CONNECT E-MAIL

- Communicate with students via e-mail
- Encourage students to e-mail each other
- Use e-mail or online discussion for writing practice following in-class

USING ONLINE DISCUSSION

- Use online topics as a basis for in-class discussion
- Post questions related to the units linked to in-class topics
- Encourage students to post responses
- Create new topics
- Find "weak" language and create a Word document for group correction

ESL for adult learners and teachers

Project CONNECT & ESL/CivicsLink

www.pbsLearnEnglish.org www.pbs.org/civicslink



Ride the educational technology wave with Jere Johnston



SINCE HE TAUGHT high school history in the 1960s, Dr. Jerome "Jere" Johnston has been fascinated by how people learn or don't learn using technology.

Johnston has been delving into the subject as the educational community rode the technology wave from its crest in the early days as a purported silver bullet that could do things human teachers never could to the current realization that good teaching can't be entirely captured by technology.

Today, Johnston is a senior research professor at the Institute for Social Research at the University of Michigan and a driving force behind Project Ideal, a consortium

of states working to develop effective distance education programs and products for adult learners and their teachers.

Johnston is also the latest guest on Literacy Link Forum.

Join Johnston as he discusses his research into the professional development of teachers as well as how teachers can use the Internet to examine their own teaching behavior, particularly as it relates to the challenges of distance learning. Go to www.pbs.org/literacy.

The Literacy Project brings in those who have been shut out

IN THE REMOTE TOWNS of western Massachusetts, the mills are gone and along with them the good-paying jobs. Many of the residents have left school as well, but with no job and little education, they haven't gone far. Few have traveled more than 50 to 100 miles from home.

"We work with people who have essentially been shut out their whole lives," says Hollyn Green, executive director of The Literacy Project, Inc. (TLP). "They are so hardened and so angry we must say, 'You're a worthy person, and I'm going to listen to you.' We must listen to them and reach them to give them the opportunity to succeed.

"It's like throwing a pebble in a pond. If one person operates at a higher plane, everyone he touches will be impacted: his children, parents, neighbors, cousins, society. Mothers with a GED are more likely to help children with homework, more likely to read to their children, more likely to vote. With educational tools, people have options for choosing various life paths. We are not dictating a path for anyone, merely providing the tools to make choices possible."

To create those choices, the non-profit TLP annually serves 500 students aged 16 and up through learning centers in Greenfield, Orange, Northampton, Amherst, and Ware. Free classes cover reading, writing, math, GED preparation, computer literacy, creative writing, science, social studies, humanities and the arts, leadership development, and job training. Curriculum is responsive to the individual's needs.

One new tool at the five sites is the *GED*



Above: Julie Wright teaches a writing class at the North Quabbin Adult Education Center. Right: Michelle Aguilar works one-on-one with a student at the Amherst Adult Learning Center.

Connection series of videos, workbooks, and online activities. These materials are being worked into existing curricula, according to Sharon Feeney, TLP distance learning coordinator. "The videos are very complementary to our classroom and use of computers," she says. "For the culturally diverse communities served, it's nice to have the cultural components of the series."

Workplace learning is offered through Learning on the Go, a TLP program in partnership with two area employers: Lightlife Foods and Yankee Candle. Employees come from a radius of 70 miles.

"Workers have jobs and child care respon-

sibilities and lives," Feeney notes, "and they find it's a lot easier to enter into this kind of education when it's right there at the work site." Employees can pursue their GED and study resume writing, work responsibility, and ethics, as well as other job-related topics. TLP supplies instructors, and the companies provide computer sites.

Involving business in adult learning is crucial, Green notes. "If we want a stronger workforce, we need adult basic education."

With Yankee Candle, TLP could point out the bottom-line benefits in nurturing on-site education: employees who would

know the metric system, be able to write reports, know the business, and have the potential to be promoted.

To reach area young people who are parents or soon will be, TLP partners with Even Start, providing the program's adult education component in three communities. The learners have dropped out of school and now are responsible for new lives. TLP hopes to break the cycle of poverty and hopelessness.

"We must reach them to give them the tools to make good decisions," Green says. "They have a right to have those tools to decide who they are, for themselves and their communities."

TLP also features a citizenship outreach.

"From an early age, many adult learners have been given the impression that they don't have the skills or the right to speak up at work, in politics, at their child's school, anywhere," Green explains. Through TLP, "they learn that they have the right to get information and then *act* on it."

This program includes teaching adults to articulate their ideas, both in writing and through public speaking. During the 2004 national elections, materials were designed for adult basic education (ABE) classrooms on such topics as voting, filling out voter registration cards, absentee ballots, and more. This outreach has been "a prime teaching topic," Green says. "Adults flourish when topics apply to their lives."

To learn more, visit www.literacyproject.org or call 413.774.3934.

“Adults flourish when topics apply to their lives.”
—Hollyn Green

Family literacy programs and business: a winning combination

ELICITING BUSINESS support for education programs means painting a clear picture of what the American workforce will look like if literacy problems are not dealt with, according to Sharon K. Darling, president of the National Center for Family Literacy (NCFL).

To remain a world-class competitor in the 21st century, the United States must have a workforce capable of processing complex information, analyzing problems, and making effective decisions. Yet, consider these statistics:

- The American Management Association reported in 2001 that more than one-third of all job applicants given literacy tests by mid-sized or larger businesses could not pass.
- A 1997 survey conducted by the National Association of Manufacturers

NCFL partners with some of the nation's most committed corporations and foundations. These partners include The William R. Kenan, Jr. Charitable Trust, the Toyota Motor Corporation, the UPS Foundations, Verizon Communications, and the John S. and James L. Knight Foundation.

and Grant Thornton LLP revealed that while roughly six in 10 companies receive more than five applications for each position, one-third of those applicants are rejected for inadequate reading or writing skills and nearly one-quarter for poor communication or math skills.

- The same survey revealed problems in those already employed: more than half of the companies reported serious shortcomings in basic math, written language,

and comprehension skills among workers.

The picture must change, and business

A family shares the joy of reading in a Toyota Family Literacy Program at Chicago's Stockton Specialty School.

can help effect that change, but to forge partnerships with businesses, program providers need to focus "right at the beginning on what they will want to report to stakeholders later," emphasize

“There was a time in education when we thought that if we just put more money into the system and did more, problems would be solved,” she recalls, “but we did that and didn’t get the desired results. We’re asking different questions now; there are better discussions, better debates. That is encouraging to me.”

accountability, and demonstrate a track record of success, Darling says.

“We hear business leaders so often say, ‘I felt like I was throwing money into a hole and didn’t see anything changing’” she says. “Business wants to know where their money is going and what it is accomplishing. If business leaders feel they can invest in something that will get results, they will.”

Funding is not the only benefit of business partnerships, Darling adds.

“We need them in other ways.” For example, NCFL staff visited Toyota Manufacturing facilities and learned the problem-solving systems at Toyota, a program

partner, and then a loaned executive “helped us put our management systems in place. Dr. Toyoda visited our programs in the United States, and the people in Japan were wonderful.”

Another result of business collaboration is getting into the habit of “long-term thinking,” she says. “If I make this decision now, what will the result be in five years? What makes me think this particular action will produce long-term results?”

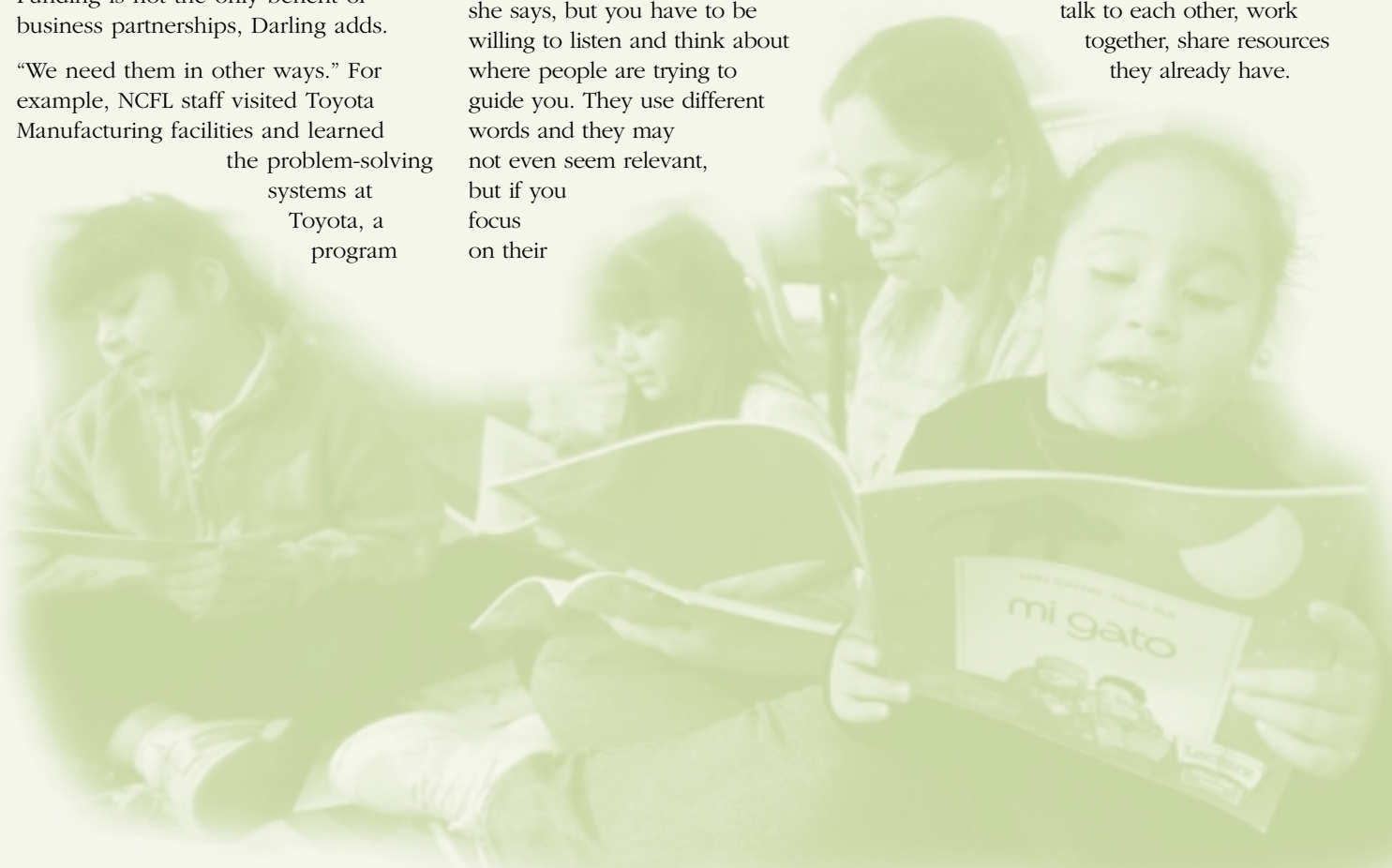
In addition, Darling says business people ask questions. “They use different words or come at things from a different angle, and that may be frustrating at first,” she says, but you have to be willing to listen and think about where people are trying to guide you. They use different words and they may not even seem relevant, but if you focus on their

advice, there is usually a jewel in there.”

Some programs tend to report only successes, but she says it’s important to be honest with your funders. “Report a challenge,” Darling encourages. “Business partners can advise; encourage solving the problem and not giving up. In that way, partners really become invested. The program becomes their baby, too.”

In NCFL outreaches, local programs are funded for three years. By the end of that period, the programs not only have a solid foundation in practices, training and resources, but also in collaborating with other agencies, seeking funding and being self-sustaining, and working effectively with political leaders.

“It’s important for a business to leverage their dollars,” Darling says. “We invest \$100,000 in a city and leverage five times that in the community. We don’t fund individual organizations; we make them come together and then we fund that coalition. This causes them to talk to each other, work together, share resources they already have.”



“In the beginning, I assumed programs would go on after we left, Darling says, “but some would say, ‘well, the money is gone; how can we continue?’ Now, we help communities build their own program. It’s theirs. We get out of the way, and the baby bird flies. Programs we started have resulted in community-wide initiatives, state legislation, all kinds of things. It’s very gratifying. It was our partners asking those long-term questions that forced us to think about



the process in a different way.”

As for the future, Darling is hopeful.

“There was a time in education when we thought that if we just put more money into the system and did more, problems



would be solved,” she recalls, “but we did that and didn’t get the desired results. We’re asking different questions now; there are better discussions, better debates. That is encouraging to me.

“We need to focus on what we know

Opportunity for educational success increases when families learn together.

works, what research tells us works. Then let’s look at wraparound systems that need to be part of education, like home and family. If we work with families, we can overcome.” **KET**

Hope for the future drives Toyota family literacy program

THE TOYOTA FAMILY LITERACY Program (TFLP) offers hope for parents and children, and for the nation’s future.

An initiative of the National Center for Family Literacy (NCFL) and funded by a \$3.2 million grant from Toyota, the program is designed to benefit all immigrant families but has a special concern for Hispanics. “These are hard workers with a strong work ethic, doing jobs our people don’t want to do,” explains Sharon K. Darling, NCFL president and founder. These look like positives now, but the future offers a different picture: Two-thirds of Hispanics live in poverty, and they record the highest drop-out rate.

“We’re not doing as good a job as we need to do to educate them. They’re at the bottom on achievement scores all through school, and when they reach the age to drop out, they do so. It’s not part of their culture for parents to talk to teachers or question the school and, in any case, parents do not speak the language. All of this will lead to a huge unskilled labor pool and not enough unskilled jobs for them. We have to capitalize on the strength of this culture: the strong family, the religious/ethical foundation. Otherwise, we miss our chance to build a positive future for everyone.”

Darling believes the answer lies in family literacy programs.

“Family literacy programs help parents and children,” she says. “Adults come to the classrooms with their children and learn. Family is such a strong part of their culture. If we can preserve that and educate both adults and children, we ensure that they can be our next generation of leaders.”

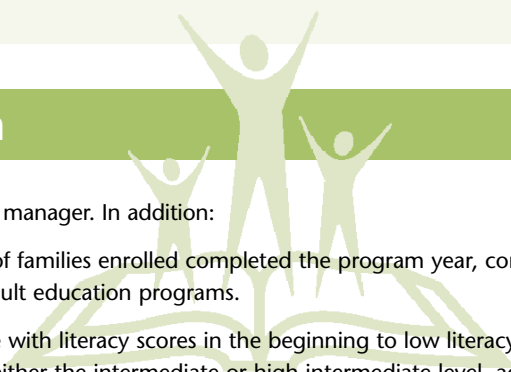
TFLP was implemented in August 2003 to increase the academic achievement of both children and adults. Programs were set up at three elementary schools in each of five cities: Chicago; Los Angeles; New York; Providence, RI, and Washington, D.C. Goals were to:

- meet the needs of English language learners (ELL) by addressing the population’s unique needs rather than retrofitting existing programs
- develop and share training and support materials
- use models to influence policy in support of family literacy

At the end of TFLP’s first year, several cities reported waiting lists at some program sites, according to Ginger Wilding, NCFL public

relations specialist project manager. In addition:

- More than 70 percent of families enrolled completed the program year, compared to 40 percent in typical adult education programs.
- Adults entered year one with literacy scores in the beginning to low literacy level and completed the year at either the intermediate or high intermediate level, according to National Reporting System standards (as measured by the CASAS Reading Instrument or the BEST oral language instrument).
- Teachers reported that TFLP children are succeeding at rates higher than children not enrolled in the program. For example, in overall academic performance, TFLP children were rated at 80.3 percent, vs. 71.8 percent for non-TFLP youngsters, and in likelihood of future success in school, TFLP children were rated at 91.7 percent vs. 86.1 percent for the non-TFLP group.



Dr. Toyoda visits with family literacy students at Hazelwood Elementary School in Louisville.

The White House Initiative on Educational Excellence for Hispanic Americans periodically convenes experts who work to improve and expand learning opportunities for Hispanic families. Representatives from NCFL are regular participants in meetings and panel discussions hosted by the White House Initiative where TFLP is regularly referred to as a quality family literacy program designed to address the educational needs of Hispanic parents and their children. TFLP is only one of many NCFL programs focusing on family literacy, training for teachers, research and more.

Undereducated adults find increasing challenges in the 21st century world of work, according to NCFL. For example, 75 percent of unemployed US adults have difficulty reading and writing, and 43 percent of low literacy adults live in poverty, compared to less than five percent of those with high-level skills.

If these numbers are to change, there must be strategies for strengthening families through education and moving them toward literacy and self-sufficiency, Darling says. “This is the key to breaking the intergenerational cycle of poverty.”

To learn more about the National Center for Family Literacy, visit the website at www.familit.org. **KET**

Sponsors use newspapers to win the literacy war in Massachusetts

MORE THAN 750,000 Bay State adults don't have a high school diploma.

The Massachusetts Literacy Foundation (MLF) is teaming with the Nellie Mae Education Foundation and the American Council on Education (ACE) to change that. MLF is a program of Herald Media, Inc., parent of the *Boston Herald* and four other daily newspapers, 89 weeklies, 21 specialty publications, and many online materials.

Founded in 2002 and dedicated to the development of a fully literate population, MLF realized that it had a unique weapon: newspapers. Herald Media products link communities statewide and can provide both tangible resources and visibility for literacy programs, says MLF President Carol Anne Conroy.

MLF "could connect schools, families, and the workforce by using the newspaper as the common denominator," Conroy says. "Newspapers have a natural link to literacy. Some papers say they can't reach the 18-24-year-old market. This *is* that market."

In March 2004, MLF and its partners launched a 9-week GED Preparation Program (GEDPP) series in the *Herald*. Once a week, one page featured practice questions in math, language arts, science, writing, and social studies; study hints; and information on other resources, including the Massachusetts Department of Education Adult Literacy Hotline at 1.800.626.9433 and program times for *GED Connection*, telecast on the City of Boston's local access channel.

"With a GED certificate, adults are better prepared for employment opportunities and eligible for continuing education," says Conroy. "Yet, many who need the

certificate are embarrassed and hesitate to seek help. By providing free study material in the paper, we offer an anonymous and easily accessible way for readers to practice for a GED exam in the privacy of their own homes."

Readers who register by mail with the *Boston Herald* receive annotated answers to each week's questions. The answers are provided by the ACE. Additional GED resource information provided by the Massachusetts Department of Education are included with the answer sheet.

"It's important to remember that many adults dropped out of school for personal reasons, not because of poor grades," Conroy notes. "Many can take the GED exam after completing the practice tests."

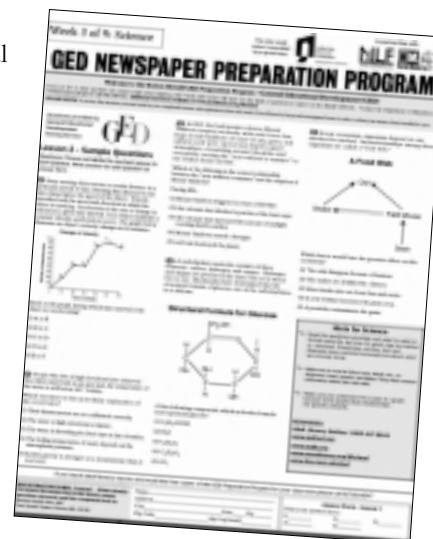
The *Herald* also supplied newspapers and supplemental study guides to 44 adult education programs, ESOL, and other community learning centers, and corrections facilities.

Initial results of the prison outreach are intriguing, Conroy says. "The motivation level is higher," she says. "Inmates enjoy reading the paper and feel that if it's in the paper, it must be important. Using the newspaper seems to render GED programs more relevant to the incarcerated students."

The program is "a natural," Conroy adds.

The state Department of Education offers assessment and referral, as well as centers providing classes and other services. ACE contributes the official practice questions, Nellie Mae provides funding, and the newspaper makes it all visible.

"Not only are learners getting the help they need, but other readers can really see that the GED is not an easy test, and that anyone



“Not only are learners getting the help they need, but other readers can really see that the GED is not an easy test, and that anyone who passes it is ready for the workforce.”

— Carol Anne Conroy

who passes it is ready for the workforce," Conroy says. "It's fun to go to meetings, and other professionals will say, 'I tried to take the test and I couldn't answer some of the questions.' We say that."

In the first series, lessons 1 through 7 garnered an average of 100 responses each week. Surveys conducted after the first series led the *Herald* to move up the timetable for the second series, which started in February. The results were encouraging in other regards as well. Sixty percent of respondents finished


the entire series, 41.5 percent indicated they would be taking the GED exam in the next six months, and 60 percent said the series influenced their decision to do so.

Asked if they found the program useful in prompting students to take the exam, 100 percent of instructors answered yes.

Conroy believes other cities could launch similar programs.

Implementation involves a partnership: a newspaper; an educational component, perhaps a community college, local school system, or area university; close collaboration with GED officials at the state level; and a funding source.

This program is "so visible" that local businesses might be interested in funding an outreach, Conroy theorizes. Partnerships among private businesses, civic organizations, educational institutions and not-for-profit groups are the key to generating community dialogue and helping to conquer literacy and education issues.

For more information, visit the Massachusetts Literacy Foundation website at www.massliteracy.org. 

A GEDPP series package is available to other newspapers. For more information, contact Carol Anne Conroy at cconroy@bostonherald.com



GED
Connection

Coming soon in Spanish
Muy pronto en español

No wrong entry point for adult learners in Utah

IN UTAH, THERE IS “no wrong entry point” for adults seeking education and/or employment services. That is because of enthusiastic and effective collaboration among several agencies, with *Workforce Essential Skills* as one essential focus in the process.

Partners include the Utah Department of Workforce Services (DWS), the Utah State Office of Education, the Utah State Office of Rehabilitation, the Utah System of Higher Education, and the Utah Education Network (UEN), Utah’s public television network, according to Suzette Hudson, DWS Program specialist/education liaison.

“Utah is on the cutting edge in a lot of things, especially collaboration,” Hudson says.

In part, “collaboration is built around specific valuable products, and one of them is *Workplace Essential Skills*, (WES)” she notes. WES is The Literacy Link 25-part video series that teaches basic reading, writing, and math skills in the context of real-life work settings. Hudson reviewed the series and, through funding under the Workforce Investment Act, was able to provide complimentary copies to adult education centers.

“It’s very easy to understand and real life; it’s great for soft skills,” she notes. “Many of the educators were really impressed. Our education counterparts refer to employment centers (and vice versa), so they also have copies for their resource rooms, where clients can study at their own pace or review material telecast on UEN.”

If adults visit careers.utah.gov – a project of the Departments of Workforce Services, Education, Rehabilitation and Higher Education – they find everything is on *one* page – distance learning, career planning, hot jobs, and links to telecast schedules for *Workplace Essential Skills* on UEN.

“There are so many ways a person can move around and



Above: Rick Little, information technology supervisor, makes a presentation at a YODA conference. Left: Gov. Olene Walker launches the online system www.careers.utah.gov.

get information specific to them,” Hudson says. “Adults visiting the home pages of individual departments or UEN enjoy the same benefits: links to services offered by the others, toll-free numbers, and other information.

Our state agencies are really committed to meeting citizen’s needs, and that helps collaboration succeed, Hudson says.

“Collaboration is exciting,” she says. “There are metropolitan areas like Salt Lake and Provo, but other parts of the state are rural, so travel to access services becomes an issue. We want to reach as many people as possible, and we are working together to increase options. We are all learning from each other how to serve every citizen, urban and rural. Anywhere in Utah, people can access services and there are a variety of mechanisms to help.”

An especially colorful example of collaboration is a “Just For Youth” Web page, with bold design and bright graphics. “We involved the customer; in this case, foster youth,” Hudson says. “How things are placed, how it clicks – it’s all a result of working with the youth. They told us how to serve them better.

“It all depends on the customer’s needs and what he or she sees as needs,” she adds. “Working together is really resulting in services that people are benefiting from.” **KET**

Career awareness is an integral part of connecting education and real-world jobs.



Tune in to learning with Emmy Award-Winning TV411

30 ENGAGING HALF-HOUR VIDEO PROGRAMS teach practical life skills and basic skills with an emphasis on health, parenting, people, and money. Individual workbooks and online lessons accompany the series.

FOUR PORTABLE, AFFORDABLE, MULTIMEDIA LEARNING KITS offer rich, flexible opportunities for learning, with segments from the video series, and print materials and Internet resources for teachers and learners:

- Family Learning Kit
- Read All About Kit
- Financial Literacy Kit
- Health Smarts Kit

Produced by the Adult Literacy Media Alliance (ALMA), TV411 is now available from KET.

Call KET to find out more 800.354.9067

KET

Workplace Essential Skills on DVD!

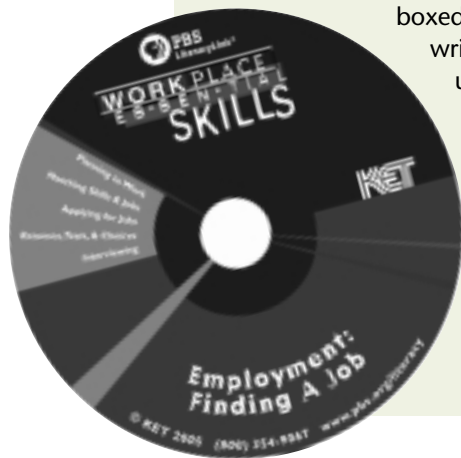
WANT YOUR CLASS TO SEE that segment on writing a resume or reading for a purpose? No more rewinding – just pop in the DVD and click on through to that scene, or any other. Workplace Essential Skills is coming out on DVD!

“The timing is perfect,” says KET’s director of sales and marketing Ron Griffin. “We’ve been preparing for this conversion for some time, and now that the DVD is about to be released, more and more teachers are asking for it.

The complete set of 25 programs comes in a boxed set of seven DVDs. Communication, writing, reading and math each take up one disk; employment takes two disks, and the orientation is on a disk by itself, with two complete preview programs.

Call KET at 800.354.9067 to request a free preview.

We think there’s more than a remote possibility you’ll love it!



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 Norman, editor, or Phyllis Youngerman, 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.”

KET Enterprise
560 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
Lexington, KY
Permit #377



INSIDE

- 1 Living, learning and working in the USA
- 3 Ride the educational technology wave with Jere Johnston
- 3 The Literacy Project brings in those who have been shut out
- 4 Family literacy programs and business: a winning combination
- 5 Hope for the future drives Toyota family literacy program
- 6 Sponsors use newspapers to win the literacy war in Massachusetts
- 7 No wrong entry point for adult learners in Utah

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 Division
560 Cooper Drive, Lexington, KY 40502-2200
or call 800.354.9067, fax: 859.258.7396

spring 2005