

# ADULT LEARNING

QUARTERLY

## Learner-Centered West Virginia Program Strives To Provide Human Touch

**K**athy Winter believes that distance learning programs must be built around what students want and need.

"I have a file cabinet full of students; that's who I work for. They guide me in my work," says Winter, the Distance Learning Coordinator for West Virginia.

For two semesters each year, learners have access to *Another Page*, *Math Basics*, *GED ON TV* and *Workplace Essential Skills*, airing free on West Virginia Public Television. Support elements include workbooks, telephone tutoring and a hotline.

To recruit students, Winter may use paid TV and radio advertising; public service announcements, or posters in job and human services offices statewide. In addition, cards are placed in certain monthly food stamp mailings. "We get a lot of students that way," Winter notes. Word of mouth helps, too: many new students are relatives or friends of a learner who has successfully completed a program. "We get a lot of families that way, over time," she notes.

Through West Virginia Public Television, Winter for four years also conducted a telethon featuring celebrities like Waylon Jennings, Reba McIntyre and Billy Ray Cyrus. The goal was not to raise funds but to recruit students and to raise general awareness of adult education issues. In addition, former students could "get on TV and talk about

changes in their lives," Winter says. "Most of the students we had during those years were recruited through the telethon, and we tracked a 20% increase in retention for those students."

All promotional efforts provide the number for a statewide hotline, staffed by Winter; her half-time assistant Teresa Talley; and part-time student assistant Stan Carper. "We take about 1,000 calls per year," Winter notes. "We ask the caller's name, address and how he/she heard about the program." Those interested receive an application form which functions in part as a "contract," explaining the things that are required and the fact that the program takes six months to complete. This helps learners understand that there is no "quick fix" and that participation requires a commitment.

When applications are returned, a TABE assessment test is sent. "We used to take everyone," Winter notes. But if an applicant cannot handle that level of work, "it would just be frustrating for them" and represent another education-related failure.

Program assignments are made after assessing test scores. Learners who score 6.0 or above are put in the *Another Page* or *Math Basics* series;

8.0 or above, *GED ON TV*. The adult who scores 12.9 on reading, writing and math — all three — receives an option letter. He can either go through the program or move straight to the practice test. "About 10% of the students can go right on to the practice test, then take the GED test and get on their way to a job, college, or other goal without committing the six months," Winter says.

Those scoring lower than 6 are referred to an Adult Basic Education (ABE) program. Many such students call back later to enroll in *GED ON TV*.

"It's difficult to retain students," Winter adds. Some will call and say they can't continue because the house (and study materials) burned down;



continued on page 3

## WHAT'S INSIDE

- GED 2000: Everything You Need to Know ..... 2
- Replying to Census Has Many Potential Benefits ..... 2
- Third WES Teleconference Scheduled for May ..... 3
- GTE Checks into Literacy ..... 4
- Cincinnati YWCA/Library Program Staff and Volunteers Offer Multi-level Services ..... 5
- Behind Every GED Certificate is a Story of Courage and Perseverance ..... 6
- Teacher Questionnaire ..... 7
- Winners Detail Virtues of WES Materials ..... 7

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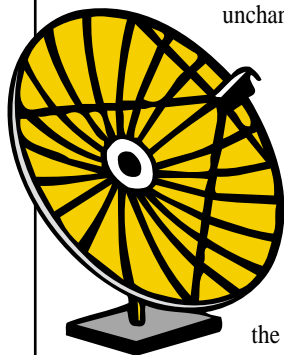
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# GED 2002: Everything You Need to Know!

The new GED 2002 exam was the focus of a recent videoconference co-sponsored by PBS LiteracyLink® and the GED Testing Service (GEDTS). The teleconference unveiled new GED 2002 items, highlighting those



unchanged, and pinpointing the specific tests affected. The session was designed to assist instructors and programs in preparing students and planning instruction.

January 2002 is the start-up date for the new exam (see *ALQ* Winter 2000), and test takers who have not passed the old exam in its entirety will have to sit for the new one.

During the teleconference, GEDTS Executive Director Joan Auchter discussed the revisions and why they were made.

A panel of teachers shared strategies on preparing students for new test items. Administrators learned how one GED program in Florida is already transitioning into the future and re-training their teachers. Handouts included samples of the new test items, new answer key formats, and scoring guidelines for the essay section.

**Specific topics include:**

- What's different and what's the same on GED 2002.
- New math items: the calculator and more.
- New answer sheet format using grids.
- Writing topics and the new scoring guidelines.
- Reading in a workplace context.
- Case study: how GED prep programs can make the transition.
- Strategies for teachers to implement with students right now.



Videotapes of the teleconference produced by PBS *LiteracyLink* and WHYY/Philadelphia, are available from PBS. Call (800) 257-2578 or visit the *LiteracyLink* website at [www.pbs.org/literacy](http://www.pbs.org/literacy).

With their project partners, the National Center on Adult Literacy (NCAL) at the University of Pennsylvania and Kentucky Educational Television (KET), PBS LiteracyLink is also developing a broadcast video series and accompanying Web-based,

on-line instructional program to prepare learners for the GED 2002 exam. That series, called *GED Connection* will be available in Fall 2001. 📖

Contact your area representative to ask about special pricing.



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See the list on this page or call Ron Griffin at KET (800) 354-9067.

## REPLYING TO CENSUS HAS MANY POTENTIAL BENEFITS

As we go to press, 65% of American households have responded to the United States Census 2000 survey.

Educators around the nation should encourage adult learners and colleagues to fill out the form, because Census results can be important to local communities, federal officials say. The amount of government money received by a community can be effected by the number and type of answers received from that area. Funding is potentially available for education at many levels; employment services; housing assistance; roads; services for children and the elderly, and other local needs.

A short form of the survey requests only basic information about each person living at that address — people of all ages, both citizens and non-citizens. A more detailed form — sent to one in six of America's 115 million households — contains 53 questions, including items like, "Do you have a telephone?" or "Are you a veteran?"



News reports indicate that some Americans have considered some of the questions intrusive. If an individual has concerns about a particular question, many officials say, he/she should leave that item blank, but still return the form. Census information is needed, and individual privacy is protected by law (Title 13 of the United States Code), with data being used only for statistical purposes. "No unauthorized person can see your form or find out what you tell us — no other government agency, no court of law, NO ONE," says Bureau of the Census Director Kenneth Prewitt in published materials. 📖

there has been a death in the family; caring for small children makes studying difficult; or other reasons. "So we carry them over until they call and say, 'I'm ready,'" Winter says. "I would guess that 20 to 25% (of those enrolled) are students we pick up again later. Some do come back. They don't forget us."

Students completing a program are post-tested. Those finishing *Math Basics*, for example, take another TABE test and, if they pass, receive a certificate and the opportunity to take other courses. GED students take the official practice test, and those scoring over 50 receive a voucher to take to the GED testing site, which bills Winter's program for the fee. Students pay nothing. "Even \$15 can stop people from taking a test," she says.

Services do not end when a learner graduates. "We do intense follow-up," Winter notes. Tracking cumulative statistics from Fiscal Year 1988 through FY 1999:

✓ Adults who called and received an application — 64% of that group reached in follow-up calls had received their assessment test and participated in a program.

✓ 72% of those responding to marketing for the programs were placed in *GED ON TV* as opposed to *Another Page* or *Math Basics*; or referral to an ABE service.

✓ 24% of those eligible for the GED test took it; and 95% of that group passed.

"Numbers are nice," Winter cautions. "But this is not really a numbers game. It's a performance game."

Winter and her staff concentrate on accountability — on the quality of the service. Students identify the course they took; their average scores (for the GED program); and what they're doing now — a job, further education, etc. Through conversation, student also can identify strong points and/or concerns about the services.

Results tell stories. For example, Winter has just completed follow-up calls to students participating in the first semester of *Workplace Essential Skills*. Of 100 students who enrolled, 63 were contacted. Of the 63, 17 had jobs. "They had gained confidence; were motivated," she said. Some were working at WalMart, which does not require the GED, and were also pursuing the GED program. One was

at a window manufacturing plant; another had started her own business. Several had applications in, and others had not decided what to do next. (About 12 never watched the series, she said; "it's human nature.")

"*Workplace Essential Skills* is very well produced and right on target," Winter says. The situations depicted resonate with students, she adds, noting that the on-line component should be very appealing to many adult learners, as well. Another state program, West Virginia Workforce Services, hopes to use the *WES* tapes as part of its on-site sessions for people who are employed but still need basic skills.

The follow-up surveys and other telephone contacts also help Winter and her staff "know the students, even though we don't see them daily in a classroom setting."


If they are "considering vocational school, we can refer them; if community college, we can tell them how to make contact." Information on scholarships also is available. "The GED certificate is not the end; just the beginning."

Some learners may be eligible for the GED test, but lack confidence or transportation to the site. "We can help them."

Some GED students "may score high on everything but math; we can tell them they *will* succeed in completing the GED. We can refer them to a local class or tutor. With students'

permission, we can talk with the local teachers, and they with us." Different services cooperate to try to make sure that the student doesn't get lost in the system, or become discouraged.

Impromptu counseling also comes into play. A husband may have walked out, and the student will call and talk to us about it. "We have a list of resources in each county, and we can refer them to services to help with all aspects of life, not just education. We look at the whole person — mental, social and academic; students can't learn if three kids are screaming and the husband just left. We're here to help. Not everyone discusses their problems, but if they do, we have the resources to help them get started on the road to recovery and they'll call back and say NOW I'm ready to study again.

"We do what we can. Nothing replaces the human touch." 


**"We have a list of resources in each county, and we can refer them to services to help with all aspects of life, not just education. We look at the whole person — mental, social and academic..."**

## Third *Workplace Essential Skills* Utilization Conference Scheduled for May

**W**e've gotten many calls asking that the next *Workplace Essential Skills* Utilization Teleconference talk about who's using the series and how it's working. We're happy to share what we're hearing.

Noreen Lopez, director of the PBS *LiteracyLink* project, will again host the teleconference. We've invited Patty Knight from the Community Learning Center in Bakersfield, California, Terry West Valentine of Des Moines Area Community College, and Salvatore Mancini from the Center for Continuing Education in Yonkers, New York to share their experiences.

Now that so many stations are broadcasting the series and developing outreach plans and activities, we're delighted to know the creative ways you're using *Workplace Essential Skills*. This teleconference will allow you to share what you're doing and get new ideas from your colleagues.

This free one-hour teleconference is scheduled for 3:00 PM, EDT, Thursday, May 24. As always, we invite viewers to call or fax questions during the teleconference, but we'll be happy to take your questions ahead of time. To find out how you can participate, or to submit questions before the teleconference, call KET at (800) 354-9067 or PBS *LiteracyLink* at (800) 257-2578. 

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# GTE CHECKS INTO LITERACY!

## A company committed to being America's Literacy Champion.

By Debbie Johnson, GTE



As one of the nation's leading telecommunications companies, GTE understands that advanced technology requires increasingly high levels of literacy and other skills. Moreover, GTE understands the importance of developing a regimen of lifelong learning in building a highly skilled workforce.

GTE has made a commitment to increase community awareness of the importance of literacy, create opportunities for community members to support literacy efforts, provide grants to literacy programs and providers and serve as a catalyst to encourage collaboration of literacy providers. GTE funds adult, family and children literacy programs.

### Check Into Literacy! Customer Literacy Donation Program

GTE's new Customer Literacy Donation Program — the first of its kind — hopes to raise millions of dollars for literacy programs nationwide through a bill check-off system available to GTE telephone customers.

This marks the first time a major telecommunications company has launched a charitable effort of this kind. "By supporting literacy initiatives across the country, we are addressing the critical issues of education, economic development and crime in our communities" says Andrew Brown — Assistant Vice President, GTE Community Economic Development.

GTE telephone customers can donate \$1 per month to literacy programs through a simple check-off on their telephone bills. The money will go to GTE Reads, a newly formed public non-profit organization, which will distribute the funds to existing national, state, and community-based literacy organizations.

The potential benefit to literacy programs is enormous. Millions of dollars could be raised from the new program by the end of 2000. GTE Corporation, through the GTE Foundation, will match up to \$1 million in customer donations to literacy organizations.

If you are not a GTE customer, you can donate to GTE Reads through GTE's on-line directory website, [www.Superpages.com](http://www.Superpages.com).

Contributors will see their donations used to the benefit of their own states and local communities. Grants from GTE Reads will be allocated proportionately to the regions from where the money was donated, or will be given in support of "upstream," national programs that benefit all Americans. GTE Reads will be an ongoing effort that raises awareness and provides funding to new and existing literacy programs across the United States.

### GTE Literacy Champion Celebrities bring attention to literacy.

GTE takes on the challenge to impact literacy with its Literacy Champion program, one component of GTE's literacy initiative. It consists of several elements: using local celebrities to increase public awareness, inviting other businesses to become co-sponsors to support literacy, providing grants to literacy programs and providers, and raising funds through special events linked with literacy champions.

### John Michael Montgomery and GTE are putting literacy at the top of the charts!

GTE's Literacy Champion for Kentucky, John Michael Montgomery, held a fund-raising concert in December 1999 to raise money for the Children's Charity Fund of the Bluegrass. This campaign raised \$155,000 for children's literacy programs.

### Chi Chi Rodriguez sinks a hole in one for literacy at the GTE Classic

Because Chi Chi Rodriguez believes in helping children reach their full potential, he became GTE's *Literacy Champion* in the Tampa Bay Area benefiting Tampa Bay Reads. Two hundred and fifty thousand dollars were raised to support many of the local school literacy programs.

### Expanding Literacy Champions to Hawaii

With a contribution of \$50,000 in July of 1999, GTE joined Borders Books and Music, *The Honolulu Advertiser*, Lucent Technologies and Pizza Hut Restaurants to raise more than \$200,000 to provide literacy services to Hawaiians. Spokesman for the campaign is Hawaii resident Wally "Famous" Amos, who for the past 20 years has been a national spokesman for Literacy Volunteers of America. Amos also serves on the board of directors for both the National Center for Family Literacy and Communities in Schools. Wally Amos is well known to adult education students and teachers as host of the *KET/GED Series* orientation program, and the *Learn To Read* and *Another Page* series, produced by KET.

### GTE Dedicated to Literacy Initiatives

"This year, GTE is committed to giving million of dollars in grants to literacy organizations nationally," according to Lance Chrisman, director community economic development. "Literacy is the key that opens the door to learning. It is a range of tools that help people help themselves and their children. It is not an end in itself, but a means to a better quality of life."

GTE is a strong supporter of a better quality of life for all Americans.

To find out more about GTE's literacy initiatives go to GTE Reads' website [www.gtreads.org](http://www.gtreads.org).

### Other recent GTE Literacy Champions

Wade Boggs - Tampa Bay Devil Rays  
Kobe Bryant - LA Lakers  
Daryl Johnston - Dallas Cowboy  
Detlef Schrempf - Portland Trailblazers



GTE has enlisted the help of John Michael Montgomery and other celebrities to promote the cause of Literacy.

# Cincinnati YWCA/Library Program Staff and Volunteers Offer Multi-level Services

Local agencies communicating and working together — and making good use of dedicated volunteers — can create a strong and seamless circle of services to their communities.

One example is the interaction between the Public Library of Cincinnati and Hamilton County (Ohio) and the YWCA's LEARN program. The library has provided spaces for LEARN literacy tutoring for many years, and now the library has gone one step further by allowing staff to do literacy tutoring on work time after attending LEARN training. To date, 36 staff members have received 12 hours of tutor training. Each library tutor will be given 1½ hours of work release time each week for tutoring.

LEARN, an acronym for Let Every Adult Read Now, began in the 1950s and in the late 1960s joined the Y's family of social service programs, according to Marlene Berning, Director of LEARN.

Tutor training, like that conducted for the library, is available to the public through an average of four workshops per year. In addition, LEARN volunteers work with low-level readers at the River City Correctional Center. LEARN also conducts tutor training workshops at River City to train residents to be peer tutors.

LEARN's literacy services have always featured one-on-one tutoring, Berning says; "but four years ago, we added an on-site GED program. Now serving an average of 20 to 25 students each day, that program functions with one paid program assistant and 17 volunteer tutors and teachers. About half of the volunteer force comprises professional teachers who are retired or not working. One-on-one tutoring is also available for adults needing to brush up before entering the classes. Soon, night classes also will be offered. "Now, services are available from 8 a.m. to Noon, four mornings a week," Berning explains. "But many learners have jobs and need night classes or tutoring."


Whether students are involved in GED classes or one-on-one literacy tutoring, they are pre- and post-tested to assess progress and learning needs.



higher level of literacy; and 151 worked until they reached a goal.

Students come in with a wide variety of needs, and occasional surprises, Berning notes. "When training tutors, we say, 'Don't be shocked if you discover you're working with a high school graduate.' Many of them are very bright people and found that they could bluff (in school). We

A tutor and a student pause briefly during their tutoring session at one of the branches of the Public Library of Cincinnati and Hamilton County.

suspect that many of our participants have some type of learning disability; thus, they were not able to do well in the traditional classroom setting. They will say, 'I thought I could bluff for the rest of my life.' Then they got out into the real world. That's when they come to us." 

LEARN also offers an English For Speakers of Other Languages (ESOL) tutoring. Today, the ESOL segment of LEARN has a very international flavor, with participants from China, Thailand, Korea, Colombia, Venezuela, Bosnia and the Ukraine.

Last year at LEARN, seven people earned the GED; 19 entered another academic or vocational program; 200 were making progress in various levels of literacy; 22 moved to a



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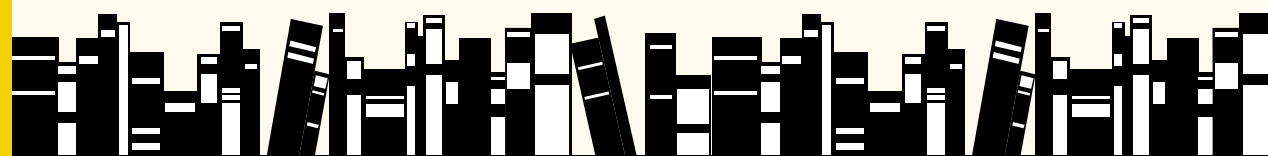
- AAACE Conference**  
May 4-5, French Lick, Indiana
- Workplace Learning Conference**  
May 7-9, Dearborne, Michigan
- Summer Institute 2000**  
May 17-19, Toronto, Canada
- ALT (Adult Learning and Technology) Conference**  
June 14-17, Washington, DC
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- CEA (Correctional Ed. Assoc.) Annual Conference**  
July 16-19, Cincinnati, Ohio

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# Behind Every GED Certificate is a Story of Courage and Perseverance

*“I only finished the ninth grade. I had a very dysfunctional ‘growing up life.’ I don’t want to use the word tragic, although some would.”*

This is the way Barbara Neese begins the story of her life. Today, she holds a bachelor’s degree; has completed course work toward a master’s, and is the former director of GOALS (Gainful Occupational and Academic Learning Services) at Redlands Community College in El Reno, Oklahoma. Her career has been one of service and success. But the path to that career was one of sacrifice and determination. The voice that is usually so cheerful, the personality so outgoing, become pensive in the look back toward childhood.

Already rearing a son, Neese’s mother married when her daughter was born. But the father left, and the mother was diagnosed with cancer. “They told her she would die,” Neese recalls. Her brother was adopted. Neese, who refused to be adopted, spent time with her father and other relatives, in foster homes, and in an orphanage.

When her mother — against all odds — licked the cancer, Neese went home, cooking and doing other housework. The illness, medication and other treatments had taken their toll on her mother, whose “mental health was not the best,” Neese recalls. When the mother married an alcoholic, Neese ran away and spent time in a juvenile detention center. “I refused to go home. What else was there to do with me?” she notes.

The mother and her husband were transferred from Maine to Arkansas and told Neese she could “go. Or stay.” Neese went, “but I also tried suicide. When people see no option... Now, I know that isn’t the only answer.”

At 16, the young girl left home again and spent the first summer as a live-in babysitter. But she wanted an education, so she contacted a social worker who placed her in yet another foster home. Then she was attacked. On the street. By a stranger.

At 17, Neese had three options: Stay in foster care; move out of the state; or go back to her mother and stepfather. She chose to move to New Jersey with a cousin, and worked until she turned 18 and went back to Minnesota.

“I had to work, of course,” Neese recalls. “And when you’re a ninth grade drop-out, work is what you can get your hands on: waitressing, dishwashing, service industries.

“I knew I didn’t always want to do that.”

By 19, Neese was part of a CEPP project, attending college-level courses off campus while earning money in subsidized employment. “They let you create your own position, and I created a ‘Recreational Activity Director’ for a police drop-in center. The function subsisted, of course, on a shoe-string budget “and I begged for everything, like using the bowling alley at a local college.” Meanwhile, she was earning credits through the University of Minnesota/Duluth.

“And I thought, I want to GO to college.” That meant earning the GED certificate and, owing to circumstances, Neese had to take the test without studying. “Fortunately, I passed. And I thought, ‘Look at ME. I really CAN do things.’ I was on top of the world.”

That experience taught Neese to lean on pre-GED testing for her Oklahoma students. “If they met or exceeded established levels, we sent them to test immediately. (Passing) was a great self-esteem builder.”

Neese built on her new-found success by applying for aid and enrolling in college. “I wanted it all, and I tried to get it all at one time,” she says. “I had no family or support system — no one to get advice from. I had no concept of studying.” The result was an 18-credit schedule in classes “held in auditoriums”; two jobs; and pledging a sorority (“I spent a lot of time in the cafeteria playing cards with the fraternities”). And, “I must have felt a civic duty, because I became a student counselor and Girl Scout leader. I thought I was Wonder Woman.

“It all fell apart. I crashed and burned.”

Then it was back to the service industry and no goals except that “I knew I wanted to help teens. I knew how hard it is to be a teen-ager facing challenges.”

Five years later, Neese re-applied at a smaller school, the University of Wisconsin/Superior and “went six years straight. I was

determined this time, and I had wonderful teachers.” She earned her bachelor’s degree and completed all requirements but the thesis toward a master’s in adolescent studies.

“My goal was to work with young people and help them realize that life is FULL of hope and possibilities — I am an example. I wanted to help them realize that they can build any dream they want — they don’t have to settle for whatever comes their way and that goes for everyone — for every human being.”

Neese is a strong believer in what the GED did for her and does for others. In GOALS, she has seen what it can do. “In Oklahoma, if you’ve gone to any school — including grade school — a resident can go to college and, after completing 30 college level credits, submit an application and fee, and receive a high school diploma. But many learners are not ready for college courses.” They can’t work at that level. “Then they have zero confidence — no high school OR college degrees.” She believes it helps to take the time to study for the GED; smaller “victories” in passing pre-GED tests and other accomplishments along the way prepare the learner to face the challenge of the exam and succeed. “Especially for women — they have had people in their lives for so long, telling them — in words or in actions — that they are worthless.”

“I know what it is to feel helpless and hopeless. It is not a good feeling. People need things to give them hope...”

I have seen dramatic examples of change when people get the GED. People need that stepping stone — it helps build the foundation. They need that success experience of working and passing... When there is support for people’s immediate needs combined with the experience of succeeding at something, people begin to see that they CAN do things. It is important to have goals in life and strive to achieve them.”

“I have had an excellent staff, a caring staff,” she adds, “and I’m thrilled that I’ve been able to be a proponent of the GED. Before I took the position, few in the GOALS program got the GED. It wasn’t a priority. With me, it was a priority. And after that, an associate degree — as much as they can, so they have a ‘ME File’ to look at and realize what they can achieve.”

The year 2000 has brought Neese a new opportunity for challenge and success as she and her husband, who is civil service for the Navy, moved to Japan. She is anxious to learn a new language and observe a different culture.

“Life is too short to let opportunities go by,” says Neese, who is already planning to spend part of the next five years completing her master’s degree, and “then I will go for a doctorate.”

“When challenges enter your life, you can meet them, and get up and brush yourself off if you fall. Or, you can just fall and not get up. But if you’re just sitting and feeling sorry for yourself, you may be alive but that’s not living. You must take responsibility for yourself and your own happiness.”



Barbara Neese (left) celebrates the success of a student who passed the rigorous GED exam.

# Teacher Questionnaire

**W**e'd like to know how you're planning to get ready for the new GED exam. Will you please help us by taking a few minutes to answer these questions? You may answer the questions on this form or attach another sheet.

1. What challenges do you think the new GED Test will present for you and for your learners? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How do you plan to address these challenges? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. When and how do you plan to begin preparing your learners for the new GED Test? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. When will you begin looking for and purchasing new materials for the new GED Test? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. When and how will you prepare yourself as an instructor for the new GED Test? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_  
Organization \_\_\_\_\_  
\_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Phone \_\_\_\_\_  
E-mail \_\_\_\_\_

To **THANK YOU** for your time and input, we'd like to send you a free videotape from our new PBS LiteracyLink® *Workplace Essential Skills* series. After you've answered the questions and filled out your name and address, please select the program you want from this list below:

Please **SELECT ONE** of these *Workplace Essential Skills* videotapes.

- |  |  |
|--|--|
| <input type="checkbox"/> Planning to Work      | <input type="checkbox"/> The Language of Work  |
| <input type="checkbox"/> A Process for Writing | <input type="checkbox"/> Reading for a Purpose |
| <input type="checkbox"/> Number Sense          |  |

Now just clip this questionnaire (please leave the mailing label on the back), attach your answer sheet, if necessary, and **SEND** it to:

Teacher Questionnaire  
KET, 560 Cooper Drive  
Lexington, KY 40502

## WINNERS DETAIL VIRTUES OF WORKPLACE ESSENTIAL SKILLS (WES) MATERIALS

**W**e congratulate Teresa Smith and Joyce Heap, recent conference participants and winners of KET materials. Smith, with Lincoln County Adult Education in Fayetteville, TN, won *Workplace Essential Skills (WES)* Series Employment tapes (programs 1–8); corresponding workbooks, and a teacher's guide.



"I really love the tapes," Smith says. The situations depicted "don't seem scripted," she notes; job interview scenes, for example, show "what the situation really is."

She believes that students can readily identify with the life-like situations and learn from the material.

She plans to utilize the tapes in various classes, including writing and math.

Smith also had high praise for the Teacher's Guide and the LiteracyLink® web site.

Heap, who serves on the Workforce Development Board for a three-county area near her home in Newark, Ill., won 24 program tapes and workbooks.

The Board, one of many across the nation mandated by the federal Workforce Investment Act, is in a study and planning phase. Board members, including representatives of the business community and of the general public, are looking at programs in other areas and assessing potential means of serving a population that has both urban and rural components. The population to be served includes young people with low skills; adults needing basic education; and people who, through loss of a spouse or an existing job, need retraining before seeking employment.

Heap says she likes the materials and says she is eager to share them with colleagues and staff.

# 47,000,000

## WES Broadcast Grows

***With 113 public television stations carrying Workplace Essential Skills, approximately 47 million people in the US now have access to the series through their local PBS affiliates. If you want to find out whether or not it's in your area, and you have access to the Internet, go to: [www.pbs.org/literacy/stations/stationshome.html](http://www.pbs.org/literacy/stations/stationshome.html) or call PBS at (800) 257-2578. If it's not showing in your area, please ask your local PBS station about carrying it.***



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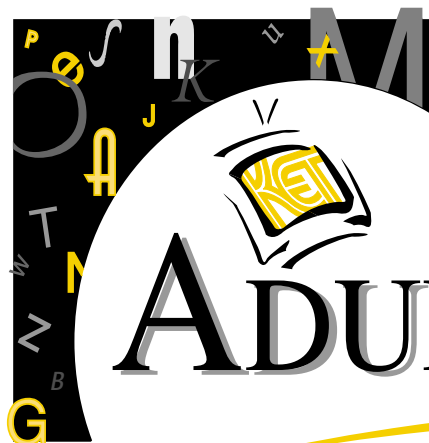
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If you have comments, questions or story ideas, please send them to Margaret Norman or Phyllis Youngerman, by mail: KET Enterprise, 560 Cooper Drive, Lexington, KY 40502-2200; by phone: (800) 354-9067; by fax: (859) 258-7396; or by e-mail: AdultEd@ket.org.

You can see this issue on our web site at: [www.ket.org/GED](http://www.ket.org/GED)



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- Learner-Centered West Virginia Program Strives to Provide Human Touch..... 1
- GED 2000: Everything You Need to Know..... 2
- Replying to Census Has Many Potential Benefits ..... 2
- Third WES Teleconference Scheduled for May ..... 3
- GTE Checks into Literacy ..... 4

- Cincinnati YWCA/Library Program Staff and Volunteers Offer Multi-level Services..... 5
- Behind Every GED Certificate is a Story of Courage and Perseverance..... 6
- Teacher Questionnaire..... 7
- Winners Detail Virtues of WES Materials ..... 7