

KET

adult learning

quarterly

Library Outreach Program Expands to Serve ESL Students

LOLA, MIGUEL, AND VICTOR SMILE

as they talk about learning English at Operation Read in Lexington, KY.

Their young faces full of hope, they tease each other about watching more American TV channels and fewer Spanish, about accessing closed captioning so that they can see words written as they are spoken. Occasionally, they pause to mentally search for the word they want

Lola is one of many students learning English at Operation Read.

and then, having found it, continue eagerly. There is a feeling of freedom, of ideas able to take flight through these new tools—these English words.

“If you want to stay (in the U.S.) a long time, it is necessary to learn English,” a smiling Miguel notes, “because not many Americans speak Spanish well. It is very necessary we learn English. We need the English for everything.”

Lola, whose husband is English-speaking, appreciates her teacher because he is married to a woman from China and knows “how it is not to understand each other.”

The teacher has a good sense of humor and class is not boring, Victor adds.

Approximately 35,000 Spanish-speaking adults live in the Lexington area, many working on horse or tobacco farms, or in restaurants, according to Gail Toye, Operation Read executive director. English as a Second Language (ESL) classes meet at the program’s downtown headquarters, neighborhood centers, and other community sites at staggered times to accommodate work schedules. In addition, tutors travel to area horse farms to work with Spanish-speaking employees and to teach Spanish to

continued on page 7

Lola, whose husband is English-speaking, appreciates her teacher because he is married to a woman from China and knows “how it is not to understand each other.”

what's inside

- Update Update2
- Creative Collaborations Support Transition from Welfare to Work3
- Seniors Have Much to Give, Much to Gain4
- TESOL Fosters Teaching Excellence5
- TESOL Winners5
- L.A. County Jails Help Inmates and Their Children6
- OMS Teachers Interact with Learners Online.....7

KET

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

SYNSOL—Synergetics Solutions
6416 Kiko Street
Diamondhead, MS 39525-3813
(228) 255-0369 / Fax: (228) 255-0169
synsol@cableone.net

Robert W. Boyet

Life Long Learning of Louisiana, LLC
5518 Antioch Blvd.
Baton Rouge, LA 70817
(225) 753-4396 / Fax: (225) 756-0760
rboyet@excite.com

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
eisyuga@cs.com

Jim Kirkland

2722 Franklin Court
Alexandria, VA 22302-3019
(703) 824-9374 / Fax: (703) 824-9375
kirkjim@comcast.net

Ann & Gary Lear

Resource Development Systems
P.O. Box 3185
Lake City, FL 32056-3185
(386) 754-0920 / Fax: (386) 754-0094
adlear@rds-net.com

Arlene Mickley

15235 Brand Blvd., Suite A107
Mission Hills, CA 91345
(818) 898-3440 / Fax: (818) 898-3342
edtextbooks@aol.com

Cheryl & Sam Wachtel

Designing Success
3800 South Ocean Drive, Suite #212
Hollywood, FL 33019
(954) 457-3330 / Fax: (954) 456-6700
cheryl@designingsuccess.us
sam@designingsuccess.us

UPDATE UPDATE

AS REGULAR LITERACYLINK

online users know, the Web site has undergone a few visible changes and one major behind-the-scenes change while the entire site has been updated and re-coded.

“The whole concept was ground-breaking when the site was launched in '99,” says Ron Griffin, KET’s director of sales and marketing, “but computers and Internet access are very different today. What was cutting-edge technology then had to be updated to address the ever-changing enhanced capabilities that are now standard in the industry.”

Here are some of the new features you’ll find at www.pbs.org/literacy:

Easy Navigation

- **Page-top navigation** (four gold circles at the top of every page) – quick access to information about LitLink features and to the order form.
- **Breadcrumb trail** – on the gray bar near the top of each page, you can see which pages you visited to get where you are. Click any of those links to go back to an earlier page.

Teacher’s Home Space Additions

- **Pre-GED Connection links to outside resources** – get to these links from the page that takes you to *Workplace Essential Skills* and *GED Connection* lessons.
- **Answer Keys** – for GED quizzes and GED practice tests
- **Broadcast Station Map** – click your state to find nearby PBS stations. Many listings provide air dates and times for *GED Connection* and *Workplace Essential Skills*
- **Crosswalk & Teaching Tips** – *GED/Pre-GED Connection* Crosswalk, Major Black Writers Matrix, Teaching Tips for the GED exam, and GED 2002 Tests at a Glance (overviews of each test)
- **Utilization & Training** – descriptions of LiteracyLink workshops and training,


and a link to free GED2002 online professional development

- **Journal** - teachers now have a place to store notes online
- **Learner Resources** – teachers now have quick access to the same online resources as learners (dictionary, thesaurus, encyclopedias, calculator, etc.)

Pre-GED Connection

From almost anywhere on the site, you can click *Pre-GED Connection* for a complete description of the new workbooks and how to use them. Registered users can get to the new links to online resources related to each *Pre-GED Connection* lessons (all 26 of them). The *GED/Pre-GED Connection* Crosswalk shows how the two versions of the series fit together for teachers in a multilevel classroom

External Web sites Open in a New Window

Now you can see and explore the external Web site while you’re still looking at the LiteracyLink page that led you there. Students can see a question and materials to answer the question on another site simultaneously. 

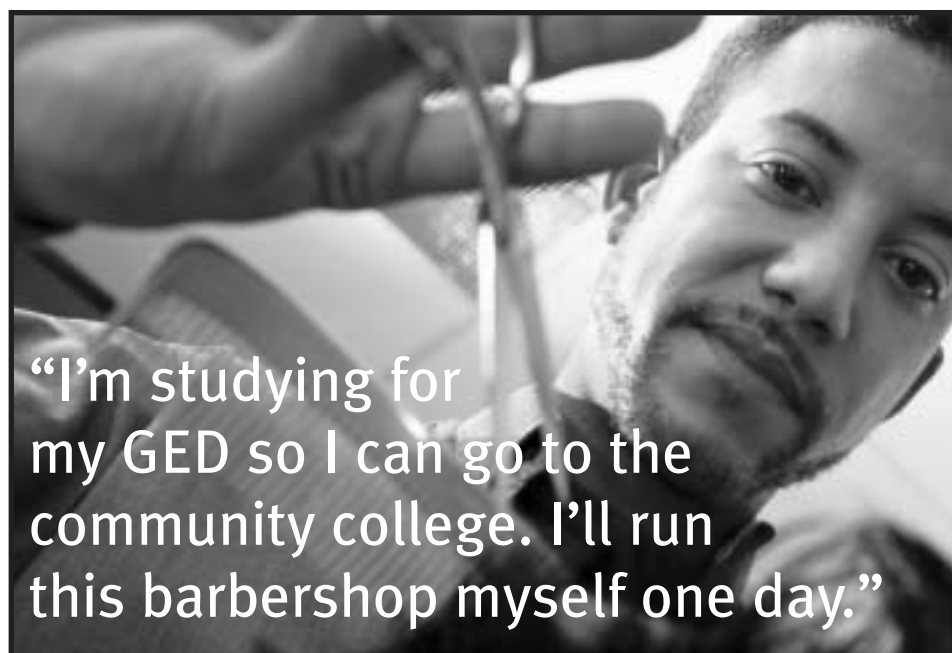
Meet Our Newest LiteracyLink® Forum Guest

For 10 years, Lynn Parr Bartlett and her team have produced two hours of live educational programming every weekday for adult learners in the San Juan Unified School District Adult Education Distance Learning Program. To accomplish this, they use a “wrap around” concept which pairs live introductions and follow-ups from teachers in the district with videos purchased from educational outlets such as KET.

Along the way, Bartlett has learned a lot about adult learners and the best ways to help them achieve their goals.

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

Meet Bartlett, hear her views on adult education, and ask her questions in our newest Forum. Simply go to www.pbs.org/literacy and click LiteracyLink Forum.



“I’m studying for my GED so I can go to the community college. I’ll run this barbershop myself one day.”

KET has been helping GED students succeed since 1975.

We’re still at it. PBS LiteracyLink® GED Connection™ online, on air, in print.

www.ket.org/ged • 1 800 354 9067



Creative Collaborations Support Transition from Welfare to Work

WELFARE-TO-WORK INITIATIVES require that participants seek education and/or training to help them move into the workforce. In rural areas, however, transportation issues, childcare needs, and other factors can keep people from accessing those services. In Kentucky, collaborative partnerships are helping people solve those problems and get the help they need.



From the front: January Oliver, Sylvia Owens, and Audrey Begley.

Job readiness classes are set up at sites such as the Grant County Adult Education Center in Dry Ridge, where the first series concluded recently.

The Department for Employment Services is involved, so “people have to come,” explains Amy Cloud, director of the Center. “Now, there are consequences for not attending; they won’t get benefits if they don’t participate. It’s just like a job. If they miss classes, they can’t continue.”

Cloud, who taught job readiness in Lexington, KY before coming to Dry Ridge, uses materials gathered over the years and invites speakers from Gateway, the National College of Business, Women’s Crisis Center, and others. She also uses videos and finds KET’s *Workplace Essential Skills* (WES) especially helpful.

In the past, Cloud says she was struggling to find tapes—one here on interviewing, another there on skills. When she heard about the WES series at a conference, she watched some tapes and declared them “fabulous.” “These are great videos,” she says. “I think they’re so wonderful.”

Five women came to Grant County’s first job readiness classes, and three earned a certificate of completion.

“They bonded—traded children’s clothes, car pooled, and went together to gather the 26 job applications required in the course,” she says. After learning basic computer skills, all attended a free Microsoft class. Now, one has a job. The other two are waiting to train in phlebotomy and, meanwhile, are volunteering to hone office skills and earn a recommendation to show potential employers. In addition, two of the three have now earned their GED certificates. The third already had a high school diploma.

“It was wonderful to see,” Cloud says. “It worked as it was supposed to.”

Cloud envisions additional uses for job readiness training and WES.

Early morning and evening sessions, she believes, would benefit some of the Center’s GED students, who also need job skills. In addition, she dreams of speaking to high school seniors just before they graduate about the need for job skills. She envisions a two-week intensive course using the eight WES employment videos and outside speakers. The WES Orientation video could be part of her initial presentation.

Already, the Center works with the Positive Outcome Program (POP), serving teen dropouts or potential dropouts, to provide job readiness training.

Such collaborative action is typical in Grant County.

For example, the area Cooperative Extension Office worked with program participants on nutrition, and the nearby middle school cafeteria also provided the three women in the jobs program with lunch, saving time and expense for the learners.

“That’s the blessing of working in a rural county,” Cloud notes. In rural areas, funding and resources may be limited, so agencies must be creative. They may approach problems from different perspectives, but they’re all working toward the same goals and, often, with the same people.

“We know we have to work together,” she says. “Family resource centers, the health department, hospital, community college and adult education centers—all meet once a month over lunch. Business gets involved, as well. It brings the community together.”

Just a few other Center services include free basic computer classes; opportunities for adults to polish basic writing and

math skills; English as a Second Language for Latino farm workers; and, of course, GED classes.

Since there is only one large classroom at the Center, tapes come in handy here, as well. Some GED students watch videos with headphones and then complete workbook lessons. Others watch KET broadcasts or check out tapes and work at home. At the county jail, the Center also provides teachers and *GED Connection* tapes for prisoners.

In June, GED graduates, adults receiving job skills certificates, and other learners are recognized.

“Some have never had a graduation ceremony in their life,” Cloud notes. “We borrow the high school auditorium and hand out diplomas or certificates.” Last year, the Center also nominated about 10 learners to the National Adult Education Honor Society, and awarded pins and certificates. There was even a drawing for three refurbished home computers. There are caps and gowns, and learners get to keep their tassels, as well as a silk rose. Businesses attend and provide giveaways, and a local company provides sheet cakes and punch.

“We know we have to work together,” she says. “Family resource centers, the health department, hospital, community college and adult education centers—all meet once a month over lunch. Business gets involved, as well. It brings the community together.”

“This is their one big moment to really shine,” Cloud says. “It’s the reward for a process that begins with each learner’s first visit to the Center. The hardest thing that the learners do is to come back, as adults, to a school setting, to walk up and turn our doorknob, but once they get to that point, we can help.” 📖

For more information about Workplace Essential Skills and GED Connection, visit KET’s Web site at www.ket.org/GED.

Seniors Have Much to Give, Much to Gain

BY 2030, 70 MILLION AMERICANS will be age 65 or older. That's 20 percent of the population. The looming wave of older adults, benefiting from scientific advances and lifestyle changes, will generally be healthier and more active than their own elderly parents and grandparents. But they will still need health care, nursing home, social services, and other programs.

"Most of our key social institutions haven't really grasped what is coming," says Anthony R. Sarmiento, executive director of Senior Service America, Inc. (SSAI).

One answer to the major challenges created by this sharp and steady graying of the population may lie with the older citizens themselves. Healthy and active older Americans, for example, would be ideally suited to volunteer in many capacities, not only to assist their less healthy counterparts, but also to tutor and mentor in schools, for example.

The coming wave could also help us meet our workforce needs in the future.

"Given current immigration policies and retirement trends, combined with lower birth rates in recent years, the aging and retirement of the baby boom generation will

likely result in a shrinking workforce," according to David Dye, U.S.

Department of Labor deputy assistant secretary for employment and training. Employers in high growth industries already face labor shortages, and this can only intensify with time."

"Older workers can represent a tremendous source of human capital, with excellent judgment skills, flexibility in work arrangements, and a high degree of loyalty to the employer," said Dye, speaking recently before an appropriations subcommittee of the U.S. House of Representatives concerned with the funding for the Senior Community Service Employment Program (SCSEP).

Dye points out that between 1970 and 2000, the percentage of Americans 65 and over who completed high school rose from 28 percent to 70 percent. This "greater level of educational attainment may result in a broader array of employment opportunities for the aging baby boomer population," he notes.

But Dye also points out a significant concern: Nine million of those born between 1946 and 1964 did not graduate from high school.

If they are to keep pace with their degreed counterparts, they must have access to education, "training programs

and employment opportunities that help increase their earnings and foster successful careers in emerging industries," Dye says.

One step is to help these older Americans earn their high school diploma. But sending 9 million people back to their local school systems simply isn't likely or practical, Sarmiento points out. That's why SSAI is working with various organizations in several states to encourage and assist seniors in studying for and passing the GED test.

The GED diploma is recognized as a valid credential by more than 95 percent of U.S. employers, according to the Society for Human Resource Management, as well as by nearly all colleges and universities. To pass, GED candidates must meet or surpass the performance of the top 60 percent of traditional high school graduating seniors. GED diploma holders demonstrate the skills of communication, information processing, problem solving and critical thinking.

"Older workers can represent a tremendous source of human capital, with excellent judgment skills, flexibility in work arrangements, and a high degree of loyalty to the employer."

"The GED isn't just for young adults," Sarmiento notes. Americans 65 and over can take the tests and benefit.

"Seniors who earn their GED diploma serve as great role models for their peers—and their children and grandchildren," he says. "Earning a GED diploma increases senior adults' chances at better employment, in part by showing prospective employers they are motivated to take on challenges. It also opens the doors to higher education."

One older adult with a GED is Maria Villaran, 67, of Danielson, CT. As a participant in SSAI's SCSEP program known as the Senior AIDES Program, Villaran prepared for the GED test as she served as a job coach for mentally retarded adults at the Eastern Connecticut Regional Education Service Center. That experience, and earning her GED diploma in 2001, led to her current position as a GED testing proctor.

Louise Sinclair, an 83-year-old great-great grandmother in McComb, MS, also earned her GED in 1999 while she was in the Senior AIDES program sponsored by nearly

Who is Maria Villaran?

- 1 Salvadoran immigrant
- 2 Grandmother
- 3 Spanish instructor
- 4 GED graduate, Connecticut
- All of the above



More Americans than ever are passing the GED Tests to earn what they missed years ago—a high school credential. Senior Service America helps 15,000 seniors a year get training and jobs through the Senior AIDES Program. With the GED diploma, you can prove what you know. With Senior Service America, you can make it work for you.

 **GED**
prove yourself.
www.seniorserviceamerica.org/ged
 1-800-62-NY-GED

Maria Villaran, 67, GED Class of '01

This poster is part of the GED Testing Service's "Prove Yourself" campaign.

Copiah-Lincoln Community College.

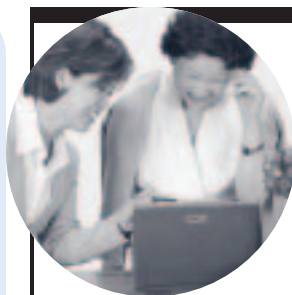
These are the kinds of successes SSAI is encouraging through its GED outreach with its Senior AIDES program. Senior AIDES (an acronym for Alert, Industrious, Dedicated, Energetic, Service) is designed to help low-income people age 55 and older build skills and confidence through paid work experience serving their community. The program provides participants with part-time work (20 hours a week) a library, school, shelter, soup kitchen, or other organizations. The seniors gain access to on-the-job training and new skills and build the confidence and work history that can help lead to non-subsidized employment. As part of their initial Senior AIDES assessment, older adults who need and express interest in the GED are referred to appropriate local educational programs.

“The Senior Community Service Employment Program and the GED are synergistic,” Sarmiento says. “Through SCSEP, older adults can earn and learn as they help meet the needs of their community. At the same time, these seniors can study for and earn their GED diploma, proving to themselves and to others what they know.”

Established more than 40 years ago, SSAI serves more than 10,000 economically disadvantaged seniors each year through its Senior AIDES program. It is one of 13 national organizations awarded grants by the U.S. Department of Labor funded through Title V of the Older Americans Act. With its grant, SSAI currently funds 107 local grantees, including community and faith-based organizations, and local and regional government agencies.

“We are striving to bring together our local grantees with their local GED testing agency and Adult Basic Education network. Connecting these local resources more effectively can result in major, positive life changes for today’s seniors,” Sarmiento says. In addition, SSAI is working with the American Association of Community Colleges to foster postsecondary education beyond the GED for interested seniors. With the U.S. Chamber of Commerce Center for Workforce Preparation, Senior Service America is also exploring ways to promote employment of SCSEP participants and other older adults. 📖

For more information, visit www.seniorserviceamerica.org; call (301) 578-8900; or write to Senior Service America, 8403 Colesville Road, Suite 1200, Silver Spring, MD 20910.



TESOL Fosters Teaching Excellence

BEING A NATIVE SPEAKER OF ENGLISH

does not automatically qualify one to teach the language to others.

Quality instruction is essential to assure maximum benefit for the student. Moreover, mutual understanding among widely diverse cultures and traditions is critical in fostering peaceful coexistence. And mutual understanding depends on clear and accurate expressions of ideas and goals.

These beliefs make professionalism in language education a major concern of Teachers of English to Speakers of Other Languages, Inc. (TESOL), whose 14,000 members work with learners in more than 120 countries. Teaching English to speakers of other languages is an academic discipline that requires training in linguistics, testing and research, curriculum and syllabus design, and more, according to information on the TESOL Web site.

“The constant flow of information from country to country and continent to continent in our shrinking world creates the need for institutions that encourage and support the development of language and intercultural communication skills. TESOL...is uniquely positioned to give coordinated, knowledgeable response at the international, national and

local levels to issues affecting institutions that foster the development of effective human communications.”

Founded in 1966, TESOL is designed to foster teaching excellence through a wide variety of services and opportunities for professional development. For example, the TESOL International Research Foundation (TIRF) is inviting proposals for doctoral dissertation grants and priority research grants in the field of applied linguistics and/or English language education.

For teachers focused on day-to-day techniques, TESOL offers its “Principles and Practices of Online Teaching” certificate program. Designed for both experienced and inexperienced teachers and course designers, the program can help in developing the skills to teach English online or weave online segments into more traditional course plans.

Additional TESOL services include a variety of books and other materials; electronic job listings; a scholarly journal; a teachers’ magazine; resource links; workshops and national conferences; directories of teacher education programs, and more. 📖

For more information, visit www.tesol.org; or contact Teachers of English to Speakers of Other Languages, 700 South Washington Street, Suite 200, Alexandria, VA 22314; or call 703-836-0774.

TESOL Winners



Eight visitors to KET’s booth at the national TESOL (Teachers of English to Speakers of Other Languages) Convention won six months free access to the new *ESL/CivicsLink* online professional development Web site.

Congratulations to the winners:

- Kathleen Bywater, Riverside Adult School, CA
- Gary Fellow, Chemeketa Community College, OR
- Gustav Kocsis, Santa Fe Community College, NM
- Patricia Kerns, Sacramento City USD, CA
- Nadene Lana, Kent School District, WA
- Irma Lance, Borough of Manhattan Community College, So. Orange, NJ
- David Lisker, City College of San Francisco, CA;
- Anne White, Project Reach Youth, Brooklyn, NY

Irma Lance is manager of adult basic education/ESL in a program serving some 500 ESL students. Their lower Manhattan classes serve predominantly Chinese speaking students, with Spanish speaking students in Washington Heights and a wider mix of nationalities at their main campus.

Says Lance, “I was very pleased to have won the six-month free license to the *ESL/CivicsLink* at the TESOL convention. This summer we are planning to use the *ESL/CivicsLink* as a focus of our ESL staff development. What a wonderful opportunity for us and what great timing. Thanks!”

ESL/CivicsLink was developed by PBS, NCAL (the National Center on Adult Education at the University of Pennsylvania), Jefferson County (Kentucky) Public Schools Adult and Continuing Education, and KLRN-TV in San Antonio, TX. The Web site is now managed by KET, which is also home to PBS LiteracyLink®. 📖

For more information, visit the *ESL/CivicsLink* Web site at: www.pbs.org/civicslink.

L.A. County Jails Help Inmates and Their Children

A CHILD ANSWERS THE DOOR, and a police officer enters to take mom or dad away. The child feels that it was his fault, and that police are the enemy. Or perhaps a child is told that a missing parent is “on a long trip.” He moves in with relatives, has to change schools, and then overhears adults discussing jail. He can’t ask questions. He’s not supposed to know.

This is incarceration from the *child’s* perspective. The confusion and anger can leave emotional scars, as well as a distrust or hatred of authority.

Teaching and Loving Kids (TALK) is a program in the Los Angeles County Jails designed to help children from infancy through age 12 deal with these issues, while moms and dads learn parenting and literacy skills.

This is just one program in a system that also offers GED studies, vocational classes, and other educational services for 18,000 to 20,000 inmates, according to Vicky Rossier, director of Adult Education for the Hacienda La Puente Adult & Continuing Education Department. Providing a wide variety of adult services throughout the community, Hacienda La Puente also contracts with the Los Angeles County Sheriff’s Department to provide education services on AIDS, drugs, family relations, parenting skills, domestic violence, and more.

Focusing on the family is one way to help both child and prisoner, says Doris Meyer, Hacienda La Puente’s assistant director for adult education.

Children do better when they know first hand that the incarcerated parent is okay. Many programs “bring in children for the moms, but my focus is the child. Jails are not child friendly.” A child talks to the parent on a telephone through a plexiglass window. Or, in contact visits, the child is sent to a corner with a couple of broken toys while the adults talk. In collaboration with the Los Angeles County Sheriff’s Department, “we set up an environment where the child feels secure and can visit in a way that is meaningful for a child.”

“From our perspective, the last time a child saw mom or dad, the parent was being hauled off by a ‘mean’ policeman,” says Karen Dalton, director of Bureau Operations, Los Angeles County Sheriff’s Department. This program provides “an opportunity for a law enforcement officer to be seen as friendly, kind, helpful.”

The visit environment is child centered, with low tables and chairs, and an emphasis on play. There may be glitter, crayons, and cardboard, or a doll corner. Sometimes, mom has made play dough or colored macaroni in her

parenting class. When the child comes, she can say, ‘I made this for us, and we can play with it together.’ There might be a sandbox, a tricycle, or even a pond where parent and child can explore what floats and what doesn’t.

Meyer adds: “Our teachers look for *interactive* items – two-seat tricycles; a ball so the child has to play with the parent; a tea set so the child can serve mom. The child can move to different areas as his/her interest changes, and the parent goes along. The parent is in the *child’s* world for a couple of hours.”

A lot of these parents never *were* children, Meyer says. “Moms need to sit and play with the glitter before the visit; many never did.” In addition, “we read to the inmates. They were never read to, but now they want to read to their child and they actually learn to read using a child’s library. If they express interest, we move them into Adult Basic Education and then GED studies.”

In classes, inmates learn that twice during a visit, “the parent must say, ‘It’s *NOT* your fault that I’m here.’ Five times, the parent must say, ‘I love you.’ And if the child does not say ‘I love you’ back, mom or dad can’t complain. We work very hard on that in classes,” Meyer says.

If a parent has more than one child, he/she must spend at least 10 minutes alone with each one. (Parents who don’t have visitors that week keep an eye on the other children). In class, parents learn that they must go to the oldest child first, not the youngest. Parents are told, “The oldest remembers when you were high or didn’t come home; that’s where you have the most healing to do.” This way, the oldest gets to feel special; when it’s time to leave, the oldest leaves last.

After a visit, parents fill out worksheets in class: What words did the children use today? Do they know their colors? Were there questions you couldn’t answer? Parents write what they learned about the child. They are taught to talk about the visit and support each other. “Mothers often cry after the children leave,” Meyer says.

Parents glean an understanding of developmental stages—what a two-year-old can do and what a six-year-old can do. This helps them establish *realistic* expectations.

To help solidify parenting lessons for male inmates, the wife, girl friend, or mother who brings the child also attends a special class, Rossier says.

“They learn the same things the inmate did,” she notes. “We hope they’ll talk and write, and present a more united front on raising children. When the inmate returns to the family, he can’t just take over. He wants his power back, but that can be very disruptive. He needs to ease back in.”

TALK wouldn’t be possible without the support of the Los Angeles County Sheriff’s Department, Meyer says. She cites Karen Dalton and “people like her who support and believe in” the program. “At first, some deputies didn’t warm up to the idea, but now that it has been shown to be successful, there are deputies who have bonded to the program and bring cookies.”

For more information, contact Vicky Rossier or Doris Meyer at Hacienda La Puente Adult & Continuing Education Division, 14101 East Nelson Avenue, La Puente, CAL 91746; or e-mail vrossier@hlpusd.k-12.ca.us. TALK curricula may be obtained for \$50 by contacting Rossier or Meyer.



English-speaking supervisors.

At several elementary schools, Operation Read is planning ESL sessions for stay-at-home moms, timed to end with the school day so mother and child can go home together. ESL services also are available to other members of the city's growing international population, including immigrants from China, Bosnia, Russia, Jordan, Mali, and Japan.

"We believe that the ability to read and write, to understand and be understood, is critical to personal freedom and the maintenance of a democratic society. We recognize literacy as an integral element in the broader goals of economic opportunity and security, social justice, and dignity."

ESL is only one facet of a program that began in 1979 as an outreach of the Lexington Public Library. The mission, Toye says, "is to assist adults in acquiring the reading and writing skills they desire to achieve their personal goals. We serve adults who have never learned to read and write and immigrants who are just learning to read English."

"When adults' basic skills are low, they are more likely to be on public assistance, less likely to be involved in their child's education, and less likely to vote," she says. "We believe that the ability to read and write, to understand and be understood, is critical to personal freedom and the maintenance of a democratic society. We recognize literacy as an integral element in the broader goals of economic opportunity and security, social justice, and dignity."

Other Operation Read services include:

- **Family Literacy:** Parents and children are the audience for interactive learning opportunities
- **GED:** In partnership with the Central Kentucky Technical College, Operation Read offers assessment and preparatory classes
- **Correctional Literacy:** Operation Read trains inmates to tutor other inmates at the Federal Medical Center


- **Computer Assisted Learning:** Learning labs utilize educational software for adult new learners

- **Basic Literacy:** An estimated 15 percent of Lexington citizens can't read above the 6th grade level, and most who come to us can't read at all, Toye says. Operation Read matches learners with volunteer tutors. The pairs meet three hours a week to work on basic reading and writing skills. "We try to get the learners to come to small group sessions also," Toye says, "because they can interact and learn from each other, but some are not ready for a class setting."

In addition, Learner Support Specialist Patsy Golden, herself an Operation Read participant, organizes social activities, as well as group volunteer opportunities to help the learners contribute and build self-esteem.

Operation Read served 1,140 students in the last fiscal year, says Michelle Adomitis, systems & financial analyst. Financing comes through fundraisers; contributions from the United Way and the Lexington-Fayette Urban County Government; grants from Keeneland, LexMark, Starbucks, Toyota, and Wal-Mart; and individual donors. "Every dollar is used fully," says Adomitis. "We get a big bang for our buck. And for every \$3 spent, \$33 comes back to the community."

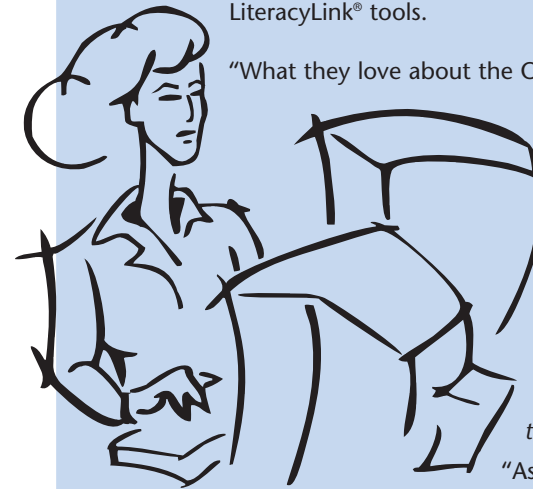
More than 300 volunteers serve the students and "we need more," Toye says. After 14 hours of training, volunteers are certified through ProLiteracy America. Other volunteers, including members of RSVP (the Retired and Senior Volunteer Program) and PACE (Prepare Adults for Community/Competitive Employment), help with child care while parents are in class.

"Our volunteers make this work," Toye says. "Volunteers are our program." 

For more information, contact Operation Read, 251 West Second Street, Lexington, KY 40507; call (859) 254-9964, or visit the Web site at www.opread.org.

OMS Teachers Interact with Learners Online


"Teachers are thrilled with the Online Management System," says Milli Fazey, former director of sales and marketing for KET's Enterprise Division, now a busy trainer helping teachers make the most of PBS LiteracyLink® tools.



"What they love about the OMS is that learners can work online at their own pace, and teachers can see what learners in their virtual classroom have accomplished – online and in real time," says Fazey.

"As soon as a learner clicks the 'save' button, that work goes into an online portfolio. In seconds, the teacher can see the learner's work online on the teacher's computer screen. And teachers can use the messaging feature to interact with their learners online one-on-one. They can comment on their learners' work, offer suggestions, instruction, and encouragement, immediately or at a later time. The OMS also has a reporting function that allows teachers and administrators to run reports showing the amount of work their learners have accomplished over a given period."

LiteracyLink lessons, activities, and pre-tests are available free, 24 hours a day, 7 days a week to any learner with access to the Internet. For a moderate fee, the LiteracyLink Online Management System gives teachers the advantage of interacting with learners and keeping track of their progress.

"Learners can work at their own pace, and teachers can review the work online at their convenience – whether they're at a learning center or at home," says Fazey. "It's a big help to busy teachers who want to stay in touch." 

For more information, visit LiteracyLink online at www.pbs.org/literacy, or call KET at (800) 354-9067.

Sometimes you CAN take it with you

Now you can get targeted topics from award-winning TV411 in a portable package.

- TV411 Family Learning Kit
- TV411 Read All About Kit
- NEW! TV411 Financial Literacy Kit
- Coming soon: TV411 Health-Wise Kit

Call KET at
(800) 354-9067
to find out more.



Kits include segments
from 10 new episodes!

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 Web site 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**

spring 2004



adult learning

quarterly

what's inside

<ul style="list-style-type: none"> • Library Outreach Program Expands to Serve ESL Students1 • Update Update2 • Creative Collaborations Support Transition from Welfare to Work3 • Seniors Have Much to Give, Much to Gain4 	<ul style="list-style-type: none"> • TESOL Fosters Teaching Excellence5 • TESOL Winners5 • L.A. County Jails Help Inmates and Their Children6 • OMS Teachers Interact with Learners Online7
---	---

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 2004