Four Corners Online Project

Guide for Instructors Using McGraw Hill
GED Online Resources

Leecy Wise
Project Coordinator
November 2007

Contents

Supporting Documents: APPENDICES -
A - Quarterly Report (June 2007)
B - a. Summary of Findings and Recommendations (October 2007) b. Excel progress summary of students (See last PDF page for total hour reports)
C – Program Documents Adopted or Created (All online) • Letter to Students • Student Contract • Marketing Templates • Computer Knowledge Checklist • Training Agenda
E – For access to documents and other resources used as guidelines for this project, go to the Project's site and click on Resources: http://www.coloradoadulted.org/4CO/4COhome.htm

_____

I. 4CO PROJECT DESCRIPTION

The Four Corners Online Project (4CO) is a pilot project designed to create a web-based classroom environment that may be eventually used by adult education, community college, BOCES, workforce, vocational and post-secondary teachers and their adult students. This project was designed not as a replacement for the classroom, but rather as a supplement to it, allowing greater access, communication and sharing of information among students and between teachers and their students.

The curriculum purchased for 4CO was McGraw Hills GED Interactive, GED Integrated Online Solution, Version 3.2, which provides online tracking and management for students using the curriculum to pass their GEDs.

Selected for 4CO participation were four AEFLA-funded adult education programs reaching out from Cortez, Durango, Ignacio and Pagosa to students in the Four Corners rural, multi-cultural region.

The project was first implemented in February 2007 with a projected end date of June 30, 2008.

This guide is being produced as a resource for other projects which are currently funding their own students and participation in McGraw Hill's GED Online curriculum.

The 4CO Project is still young and "in process," with less than one year of experience recruiting and keeping students online as they pursue GED completion.

_____

II. LESSONS LEARNED IN THE FIRST EIGHT MONTHS OF IMPLEMENTATION
(2/07-7/07 and 8/07-11/07)

A quarterly report (June 2007) is attached as Appendix A, covering project activities to the end of the Spring Session, 2007)

A summary of findings and recommendations is included as Appendix B, which reflects the discussion in our first staff meeting to launch the project this Fall of 2007. Those findings support the research and conclusions published by other project of similar nature: Yuma Project; Universities of Pennsylvania and Nebraska; Project IDEAL Support Center (University of Michigan); NRS Recommendations (Draft); along with field experience to date.

NRS recommendations are presently being drafted to provide stricter guidelines for reporting, participation and progress. At this point, program staff has followed the guidelines stated below.

Recommendations

1. Recruit non-traditional populations. The successful GED Online student…

- is employed.
- has high speed connectivity at home or at other accessible sites.
- is computer literate or willing to complete training.
- has a reading level at 9th grade or above.
- has the ability to organize personal time and work.
- has a clear goal that the project can support.

2. Conduct a thorough intake procedure that discusses the limitations and potential of the project, as well as the requirement for high-speed Internet access. The initial screening and orientation process needs to be thorough, friendly, and clear. Initial contact must be face-to-face, followed by scheduled face-to-face contact during the students' time with the program. Orientation needs to address expectations, site navigation, and procedures for reporting and maintaining contact with the instructor.

3. Require a minimum of 12-hour participation in the onsite program whenever possible before enrolling a student in the online project. Present recommendation drafts from the National Reporting System suggest that *"Students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of direct contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable."* This project recommends that the contact be onsite for 12 hours.

4. Complete a student contract which includes a time commitment and an agreement to initiate weekly contact with the instructor, by phone or email. Contract can be modified in the following weeks, as long as the student shows some participation.

5. Collect a $25 fee, which will be refunded when the student completes his or her goal, or which may be forfeited after one week of breaking the contract without notice or renegotiation.

6. Mentor students according to best practices: weekly contact; inclusion in onsite activities such as picnics and social gatherings; fast feedback and response to questions and issues; recommendation of support sites and materials; certificates when completing any segment.

7. Admonish students to use the McGraw Hill tests as tutorials and mentoring items rather than progress landmarks. The tests are very difficult and even more demanding than the GED itself. Student may get easily discouraged if they take the quizzes and tests too "seriously."

_____

III. PROJECT DATA

We have five sites offering McGraw Hill GED online: Cortez, Durango, Ignacio Bayfield and Pagosa. An additional program has purchased three seats for students at Morgan Community College. There are presently six active teachers under the state license, who play unique roles, depending on the needs of students in their regions.

✓ Present enrollment from October 2007 to Present:
- Active: 21
- Total Archived: 52

✓ Completion: 8 GED graduates over eight months

_____

IV. CONCLUSIONS AND RECOMMENDATIONS

The Curriculum

The McGraw Hill GED online provides a beautiful and easily-managed interface for students. The materials are well illustrated, with attractive and well-supported tools that allow students to navigate options and record progress through each unit.

The curriculum content provides sometimes insurmountable challenges to students who are just starting to develop GED skills. Instructors state that in order for students to succeed, they must read at the 9th-grade level or above. That feature eliminates a large number of our prospective students, who have consistently enrolled only to immediately drop the project, despite efforts to help them, tutor them, and otherwise mentor their progress online.

One of the recommendations made by project instructors is to discourage students from taking the pre and post quizzes and tests in the McGraw Hill program. Those tools are very difficult, requiring more knowledge and skills than the actual GED in their opinion. Instructors who choose to have students take the assessments do so with the following statement: "Go ahead and take the pre test. Bring it to me. We'll work on the questions together. Please don't take results as an indication of how little you know. Instead, let's do it as a tutorial and we'll both learn."

Adult Education Students in Colorado

As stated earlier in this guide, to succeed through online instruction, students need to be highly self-motivated and independent learners. They need to have access to high-speed Internet connectivity. Traditional students in most of rural Colorado Adult Education programs do not fall into those categories. They tend to be disillusioned people who depend highly on face to face contact. They give up easily on their own goals, if, in fact, they are able to state them at all.

The students who have succeeded in 4CO are those who are very close to completing their GED exams and simply need a little more help in reaching their goal. They are very good readers who can plan their use of time and participation. They know how to ask for help when and if they need it.

Programs in the rural Four Corners made a decision to follow the models mentioned and recruit outside of their traditional population of students. To date, that approach has not brought new students into the program, but it has only been in place for one month. Even when recruiting employees who might fit the profile for success, potential students do not have high-speed Internet at home. That means that they would have to travel to a site with access, a demand that cancels out much of the benefit of taking online classes.

Adult Education Instructors in Colorado

Adult education instructors in general do not enjoy recruiting, and some are only beginning to acquire the technology skills to feel comfortable using an online environment. They make wonderful facilitators, mentors and tutors. However, they do not make natural recruiters and online communicators, especially if students do not show interest. Instructors in the 4CO project have reported many challenges in recruiting and keeping students, partly because they also teach students onsite during weekdays. In addition, they, themselves, often do not have high-speed Internet at home.

Note: The Cortez program is considering having two people working on the 4CO project: a recruiter and an online facilitator, who will also refer students to face to face tutoring when needed or wanted. The same program has its data collector/reporter for the program access data and report progress along with all other students. If it works, other programs may want to follow that model as long as money is available to pay the personnel.

Finally, The McGraw Hill GED online curriculum should be used in areas that have high-speed connectivity and a pool of potential students that meet the characteristics described for success. The Four Corners region presently does not meet that criteria, but programs with higher population density and accessible college facilities promise better results.

FIRST QUARTERLY REPORT
June, 2007

INTRODUCTION

The 4CO project has completed its first two phases of activities: (1) planning, training
and recruitment, and (2) initial implementation. This report summarizes the activities
and accomplishments of the project among four programs in the Four Corners region of
Colorado, during its initial implementation stage.

PROGRAM DESCRIPTION

The Four Corners Online Project (4CO) is a pilot project designed to create a web-
based classroom environment that may be eventually used by adult education,
community college, BOCES, workforce, vocational and post-secondary teachers and
their adult students. This project is designed not as a replacement for the classroom,
but rather as a supplement to it, allowing greater access, communication and sharing of
information among students and between teachers and their students.

The curriculum purchased for 4CO is McGraw Hills GED Interactive GED Integrated
Online Solution, Version 3.2, which provides online tracking and management for
students using the curriculum to pass their GEDs.

Selected for 4CO participation were four AEFLA-funded adult education programs
reaching out from Cortez, Durango, Ignacio and Pagosa to students in the Four Corners
rural, multi-cultural region.

The following activities were implemented in the first two phases designed for the
project:

PHASE I

PROPOSED	**COMPLETED**
- Established a training format and agenda, and plan trainings with the McGraw Hill trainer. - Scheduled and helped implement initial training of staff on the McGraw Hill On-line Instruction software. - Provide a laptop computer for each 4C Project adult education site. - Troubleshoot technical and program launching issues. - Meet with Arizona and 4CO for guidance and planning. - Address issues to be resolved in enrolling students. - Launch and support a project	1. Programs were contacted and faculty selected to participate in the project. 2. Training was scheduled and completed for faculty and program directors during two days in Durango, in January (23 and 25). Day one was dedicated to technical skills required to use McGraw Hill's resources; day two covered program and student issues related to administrative issues along with intake, orientation and support of participants. 3. Each program was provided a laptop and given instructions on how to use it. 4. On February 9, project faculty and staff attending the Rendezvous 07 Conference in Denver met with the Yuma, AZ project director for a question and answer session on using the system, and recruiting and retaining students in the project.

Website with project resources and information. Create a listserv to facilitate project staff communication	5. Programs began to recruit, orient and enroll students in February, 2007, troubleshooting problems with McGraw Hill tech support and among project personnel. A listserv, 4CO@coloradoadulted.org provided the tool for communication on different issues. The online Project Blog (http://4cornersonline.blogspot.com/) proved to be less useful that the email list as a dialoguing tool. A project site was also launched, where project resources were made available for download at http://www.coloradoadulted.org/4CO/4COhome.htm.
PHASE II	
- Begin gathering data about student enrollments, course segments completed, lessons studied, pre- and post-testing results, and progress made by students.	
- Continue to oversee enrollment of students in course segments as virtual seat licenses become open.	6. In April, programs began to track student progress and deal with issues that are typical of online learning projects.
- Troubleshoot technical and program issues as they arise.	The following issues began to be addressed:
- Begin compiling information to develop an on-line, Distance Education Guide for GED instructional practices.	➢ Students who enrolled for study but never used the system or used it for very short times
- Summarize implementation data for the first phase of the project, and include a status report about student enrollments, course segments completed, lessons studied, pre- and post-testing results, and progress made by students in quarterly progress report.	➢ Technical problems related to different types of connectivity and browser choices
	➢ Students (ABE and ESL) who wanted to enroll, but did not have the language skills to use the curriculum.
	➢ Students who were ideal for the project but could not enroll due to lack of Internet access in their communities. Some of these preferred the distance learning format, but had to drive or get rides to the program centers to access the Internet connection.
Meet with project staff as needed. Submit a progress report to CDLE.	

4CO was allotted 50 seats to be distributed among four programs: Durango, Ignacio/Bayfield, Pagosa Springs, and Cortez/Manco/Dolores. Each program was allocated 10 initial seats, leaving 10 seats to be used by guests and additional students, at the discretion of the project, depending on need.

4CO has 62 students presently enrolled. The following sessions are currently open with 37 active student listed:

Durango GED Charles Love	9
Ignacio Bayfield Jackie Candelaria	9
Mancos/Dolores Gwynne	10

Spence	
Mill Street Luri Owen (Bayfield)	2
Pagosa GED Mark Wardell	4
PagosaGED1 Kathy Calderone	3

At the time of this writing, students are still taking their GED exams. Total GED completion will be submitted after June 30.

REPORTS

The following section summarizes the initial experience of each program in response to issues relating to implementing 4CO activities.

1. Recruitment and Orientation Approaches

DURANGO

Durango called students who seemed like strong candidates, based on reading level and subjective measures, who had not been attending regularly but were already enrolled in the program. It also approached attending students who might want to supplement what they were already doing. This strategy did not prove to be particularly successful. Although students filled the slots, a few students studied only for a small amount of time, and some that were registered and oriented never logged on once. A few students worked on the program at the school on a semi-regular basis.

Plans: Develop new marketing tools in the summer to be launched in the fall to attract a niche of students who may not enroll with for classes but are interested in distance learning.

 PAGOSA

Pagosa used the newspaper, radio, and fliers as recruitment tools. Most participants had either heard about the program from a friend or someone in another GED program. The program also got some existing students that scored high enough on the TABE enrolled. The project was offered to all newcomers that scored high enough and had a computer. Often they would not use the system even after their PCs were fixed to run the program. The best tool to get them to work was to call and ask how things are going. About 1/3 of the participants used the program regularly and they did very well in the GED testing. For Orientation students were taken through the program, and shown the lessons along with the testing features and communication options, and how they connected to the BIG BOOK.

IGNACIO

Because the program wanted a quick start, it signed on students who were currently attending class and whose reading levels were 9th grade and above. Letters were sent out targeting prior students who had the reading levels required. Advertisements were placed several times in the Durango Herald, the Southern Ute Drum and the Pine River Times. Additionally, the programs followed up with phone calls to students when no response was received.

None of these techniques were really successful. Current students, even though the TABE showed their reading levels were 9th and above, complained the lessons were too hard and didn't want to continue the process.

Only one student was interested in doing the online course at home. However, she had technical problems even though her computer was brand new. The problems were solved, problems, but she finally just gave up on it.

CORTEZ/MANCOS

Cortez feels it has little to report due to a lack of original rubrics for the success of the program. However, the project has possibility since it gets people away from workbooks and paper sheets, into the mode of getting ready for a test by TAKING A TEST, which after all is the sort of state-dependent learning the project is trying to promote.

2. Support features of the project: reaching and encouraging students; MCH's response to technical and other support issues; staff sense of having been supported when needed it.

DURANGO

The tech support phone number is great. There was no response from the email tech support that is linked within GED Online program. Students were given the instructor's phone number and the number for tech support when they are sent home with the CD-ROM. It takes me about 45 minutes to introduce students to the program and explain how to get started.

PAGOSA

The tech support center offered easy solutions to all questions. E-mail tech Support was not tried. Online students were given the instructor's phone number and tech support numbers upon enrolling. Most called the instructor with problems and the instructor called tech support.

IGNACIO

Project staff felt supported when needed, but it would have been helpful for instructors to have more previous exposure to technology. The project posed more technical challenges than expected.

CORTEZ/MANCOS

It would have been helpful to have the site's email reach people outside of the environment. Also, when several students had difficulty logging they were told to use the Internet logon. However, that information was not included in the training or instruction, and it should be in the future.

3. Characteristics of students who joined and dropped as opposed to those who joined and stayed?

DURANGO

Dropped- the same students who signed up for classes and stopped coming. *Stayed*- students in youth corrections, even there they eventually fell off even though I stopped by most weeks. Also, students who are close to earning GED stayed longer.

PAGOSA

The students that start the program and never log in are the same ones that don't show up or only come when they get some sort of external pressure. Finishers have been people that wanted to make themselves better, usually those that score higher on the TABE. Some home school kids are motivated by their need for he paperwork. One-on-one tutoring was offered, but very few have wanted it.

IGNACIO

To the surprise of the staff, none of the Ignacio students really stuck with the project or took advantage of its resources. Perhaps those students felt that the approach was so totally new that they could not cope. They had not worked on GED level materials on the computer before. Some people in the community did not regard studying at home as an advantage and may not have perceived to get a GED in the first place. Clearly, an adult has to be pretty self-motivated to study at home without the support of a classroom environment.

CORTEZ/MANCOS

Most students simply dropped the project after one hour of activity. However, the resources did serve older, at-home, independent students well. For those who are dependent on external reward, constant praise is needed for their most minimal efforts. There were students on probation who regularly misrepresented their efforts to their Probation Officers,. In the future, the project may state that students will lose the privilege of using resources unless they log in 20 hours a month.

4. Planning Ahead

DURANGO

Plan a lot of time to provide additional support. Consider seeking out a volunteer to help.

Have the project identify something that is computer based at ABE level as opposed to the high level of GED Online. Plan for what to do if the program has a number of students in the fall who are ABE level and want distance learning. -- Tell them they must attend classes until they raise their reading levels? Complete bookwork? Try a different computer program? Skills Tutor (I think that's the one Doug sent out a link to) was not very impressive. Has anyone used Rosetta Stone?

PAGOSA

It would be nice for updated program CDs. Most participants have had to download some kind of patch to be able to use program. The project also needs something online for the lower level students. The lower leveled ones seemed to be the hardest to get into the building.

IGNACIO

There are many in the community how do not have a GED, and the project must begin to identify ways to reach them. The words to use to "hook" or interest them are important! Privacy is another issue that must be addressed since students do not want to be known for their limited education.

CORTEZ/MANCOS

Perhaps Qwest would help promote the project to new DSL customers, or cable installers?

5. Ideas/Resources/Tools to improve the project

DURANGO
Most students will require regular face to face contact and textbook and worksheet assignments and maybe some sort of contract and/or deposit to increase retention and progress.

PAGOSA

More intense advertising, along with a great deal of time on the telephone and one-on-one we will increase graduation numbers.

IGNACIO
Time is what this project needs to develop the expertise needed to serve students who are most likely to benefit from its services. Effective and focused advertising over time will attract successful students.

CORTEZ/MANCOS

It may be advantageous to contact Homefires' Homeschool Resources For You! to encourage homeschooled teens to sign up for classes.

It may be a good idea to charge students $50 for their participation.

6. Other Comments

Students spent time on the program who did not receive credit on the Student Activity Summary used to keep track of attendance hours. They apparently have had the same problem in Yuma.

Programs to address the issue of measuring success and creating timelines for this pilot project. What sort of data would deem the project successful and worth expanding? It is premature to launch this project statewide until the project has a chance to succeed in the Four Corners.

CONCLUSION

The 4CO project was successfully launched and implemented in all four programs. Every project faced technical issues relating to accessing the curriculum (using passwords and enrolling students) and troubleshooting issues with students with different computers, connectivity, and browsers. During the first two months, all issues were addressed through McGraw Hill's technical support staff and dialog among programs.

One of the initial challenges faced by all participants was a lack of documentation from programs that had been successful. Yuma evidently mailed a number of forms, promising to follow up through electronic delivery, which has not happened. The resources that were sent are posted at http://coloradoadulted.org/4CO/yuma.htm. Documents developed by 4CO programs are listed at the end of this document and posted on the project's site.

It is clear that 4CO has not had time to thoroughly pilot the many dimensions of this project and will need at least another year to set models and "best practices" for others to follow and adapt. Recommendations for strategies to increase enrollment and improve retention follow in the next session.

Overall, participating faculty report enthusiasm for continuing the project once participants have enough time to make changes and improvements during the first trial phase.

One aspect that the project team will address immediately upon resumption of classes is to establish measures for program, instructor and student progress. The project has several models from which to extract applicable guidelines, which will be drafted in September of 2007.

Specific conclusions are included in individual program reports listed above. Following are a few recommendations for the second stage of the project:

- Students who have dial-up and/or equipment that is over three years old do not qualify for access at home. Other measures must be taken if they are to participate.
- The project must identify an online curriculum that is offered for ABE and ESL students who lack the language proficiency to process the McGraw Hill content. Several options are being examined for implementation in the fall.
- The Project Coordinator and McGraw Hill staff must address the issue of students whose participation online is not reflected in the database records.
- Project staff need to examine what items to include in the initial intake process and whether or not to include incentives to encourage students to remain in the project through completion of their goals.
- There is a need to create an environment for students to participate in a community of learners in the Four Corners. Isolation is probably the greatest trigger to dropping out.
- Now that each program has a "feel" for what it takes to succeed using online resources, it must gear its advertising, recruitment, orientation, and support efforts toward a more promising group of students.
- 4CO will benefit from further training in the tools offered in Web 2.0 (wikis, logs, shared documents, etc..)so that they instructors have the skills and enthusiasm to introduce interactivity as they work with online students.
- Solutions to common technical problems need to be readily available for students and program staff.

PRODUCTS: See site (http://www.coloradoadulted.org/4CO/4COhome.htm) for sample flyers, articles and other recruitment techniques and documents developed or adopted in the project.

Summary of the 4CO Meeting
Durango Adult Ed Center October 2007
Present: Ann Miller, Jackie Candelaria, Mark Waddell, Charlie Love and Leecy Wise

The Meeting was conducted around a discussion of the topics from the agenda, as presented through the report, "Expanding Access to Adult Literacy with Online Distance Education." We agreed that our challenge revolved around the knowledge, quoted from the report, that "Successful distance learning students are likely to be self-motivated, be comfortable working independently, and possess strong study and organizational skills. Only a subset of adult basic learners possesses these characteristics."

Recruitment and Retention Factors and Planning

This issue is central to keeping students in the program who want to learn.

It has become clear that the students we have recruited to date do not possess the characteristics of successful students. Very few have persisted. The "typical" adult education student is not likely to succeed, no matter what strategies are applied to keeping them.

Based on the report and following discussion, we agreed on the following student characteristics, which will require recruiting in new places, among them, community service organizations that haven't been previously reached, businesses, and school personnel. *(Questio for DOUG: Can AEFL programs count HS students who want to use the materials?)*

- Employed
- Has high speed connectivity at home or access to it
- Commits to going onsite for initial screening, orientation, and 12 hours of work on assignments before enrolling
- Signs a contract with specific conditions that are maintained (Leecy will draft)
- Is computer literate or willing to complete training
- Has a reading level at 9th grade or above for the McGraw Hill materials
- Has the ability to organize personal time and work independently
- Has a clear goal that the project can support

Interviewing and Screening Items

The initial screening and orientation process needs to be thorough, friendly, and clear. Initial contact must be face-to-face, followed by occasional face-to-face contact during the students' time with the program.

Mentoring and Follow Up Needs

Contact is the most important aspect of keeping students in online instructions. Students need contact with each other and with the instructor. Following are activities designed to provide needed contact with students:

- Invite students to regular activities (picnics, field trips, movies, bar-b-qs, etc…)
- Provide fast feedback to students and encourage contact. We talked about having instant

access for students statewide, with programs taking turns during working hours. A chat system, such as those now available in many online businesses would be a good idea. ($$$?)

- Send e-cards encouraging students and praising accomplishments
- Send individual, rather than group emails to students, to make the messages more personal
- E-mail encouragement to students on a regular basis
- Send e-mails that ask questions and prompted students think about their goals
- Offer assistance to students in finding information or sites the Internet that could help their studies
- Telephone students to have a synchronous conversation and learn more about the student's goals and concerns
- Telephone students who have not been active online for a period of time to encourage them to stay with the program
- Provide certificates upon completion of a predetermined unit work
- Offer drop-in times for students who want assistance from teacher in person

Content

The McGraw Hill materials are designed for very advanced, college prep students. The students we have been recruiting from adult ed don't fit the profile, so we are not able to keep them involved.

We need to add additional workplace activities online and content that goes beyond the GED prep we now have. Potential employed students, one of our new target groups, are more likely to succeed using materials that meet their interests and needs.

Programs will investigate the WorkKey program for possible implementation.

Administrative Issues

Programs need to evaluate the amount of time it takes to recruit, interview and mentor students in the project and decide if the project is cost-effective. A chart from the report shows some encouraging data: teachers progressively teach more and recruit less as the program continues.

**Shift in Time Use for
Recruitment & Teaching**
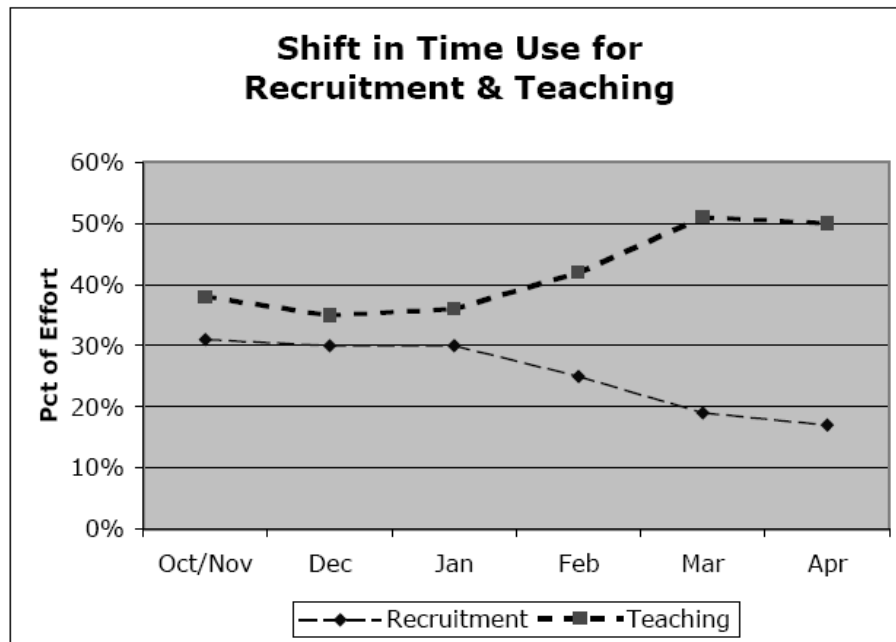
We are hopeful that the chart represents our experience this year as well. We also hope with experience and success, we can take less time screening as well (now, around 4 hours per student)

Other

We are not bound by accountability issues, as were not the pilot programs in the report. Therefore, we can try new things and design new ways to reach folks without worrying about results. Our results will be the experiences we can report from this project.

The pilot projects in the report use work-related online materials (WES) for their students. We would like to add workplace information to the options for our students who want online instructions. Leecy will compile and send programs a list of online resources.

Participants will review the 4CO site and suggest additional materials. Leecy will add content as people send it to her.

4CO goes through 2008, so we have time to test the strategies we apply.

Lunch on the program! Where should we go?

We went right next door and ate burritos in the outside patio on a beautiful fall day!

1

Class Id	Arc	Activity	Units	Units	Total Minutes	Units	Units	Total Hours
	Y	2/5/2007	0	41.33	41.33	0	0.69	0.69
	Y	3/1/2007	78.92	0	78.92	1.32	0	1.32
	Y	3/18/2007	27.23	0	27.23	0.45	0	0.45
	Y	3/22/2007	80.2	0	80.2	1.34	0	1.34
	Y	3/24/2007	29.87	0.2	30.07	0.5	0	0.5
	Y	4/2/2007	0	19.85	19.85	0	0.33	0.33
Montelores	N	10/15/2007	47.1	2.65	49.75	0.78	0.04	0.83
Montelores	N	10/30/2007	16.45	0	16.45	0.27	0	0.27
Montelores	N	11/14/2007	87.57	0.93	88.5	1.46	0.02	1.48
	Y	1/26/2007	16.1	0	16.1	0.27	0	0.27
	Y	2/2/2007	68.42	0	68.42	1.14	0	1.14
	Y	2/22/2007	8.43	0	8.43	0.14	0	0.14
	Y	4/16/2007	31.08	0	31.08	0.52	0	0.52
	Y	4/17/2007	0	33.53	33.53	0	0.56	0.56
	Y	4/23/2007	0	61.33	61.33	0	1.02	1.02
	Y	5/22/2007	58.1	8.67	66.77	0.97	0.14	1.11
	Y	1/25/2007	0	24.15	24.15	0	0.4	0.4
	Y	3/22/2007	0.5	1.68	2.18	0.01	0.03	0.04
	Y	5/2/2007	130.25	0.18	130.43	2.17	0	2.17
	Y	2/20/2007	17.45	0	17.45	0.29	0	0.29
	Y	2/22/2007	9.7	0.72	10.42	0.16	0.01	0.17
	Y	2/23/2007	0	34.58	34.58	0	0.58	0.58
Durango GED	N	10/8/2007	21.3	0	21.3	0.36	0	0.36
Durango GED	N	8/27/2007	0	4.45	4.45	0	0.07	0.07
Durango GED	N	9/21/2007	27.83	0	27.83	0.46	0	0.46
Montelores	N	10/13/2007	29.82	0	29.82	0.5	0	0.5
Montelores	N	10/14/2007	12.67	16.48	29.15	0.21	0.27	0.49
Montelores	N	10/29/2007	89.52	189.23	278.75	1.49	3.15	4.65
Montelores	N	11/12/2007	21.92	11.1	33.02	0.37	0.18	0.55
Montelores	N	11/16/2007	91.92	56.78	148.7	1.53	0.95	2.48
Montelores	N	11/4/2007	46.72	0	46.72	0.78	0	0.78
Montelores	N	2/22/2007	26.25	0	26.25	0.44	0	0.44
Montelores	N	2/26/2007	17.5	0	17.5	0.29	0	0.29
Montelores	N	3/1/2007	37.17	0	37.17	0.62	0	0.62
Montelores	N	3/13/2007	22.38	0	22.38	0.37	0	0.37
Montelores	N	3/14/2007	39.85	0	39.85	0.66	0	0.66
Montelores	N	3/16/2007	18	0	18	0.3	0	0.3
Montelores	N	3/19/2007	27.65	0	27.65	0.46	0	0.46
Montelores	N	3/20/2007	13.72	0	13.72	0.23	0	0.23
Montelores	N	3/21/2007	69.55	0.25	69.8	1.16	0	1.16
Montelores	N	3/22/2007	24	14.08	38.08	0.4	0.23	0.63
Montelores	N	3/26/2007	37.93	0	37.93	0.63	0	0.63
Montelores	N	3/27/2007	39.48	0	39.48	0.66	0	0.66
Montelores	N	3/28/2007	16.9	0	16.9	0.28	0	0.28
Montelores	N	3/30/2007	69.9	0	69.9	1.16	0	1.16
Montelores	N	3/6/2007	41.53	13.9	55.43	0.69	0.23	0.92
Montelores	N	4/10/2007	202.18	0	202.18	3.37	0	3.37
Montelores	N	4/11/2007	25.83	0	25.83	0.43	0	0.43
Montelores	N	4/12/2007	53.05	0	53.05	0.88	0	0.88
Montelores	N	4/13/2007	34.45	0	34.45	0.57	0	0.57

Montelores	N	4/16/2007	113.53	0.9	114.43	1.89	0.02	1.91
Montelores	N	4/17/2007	64.5	21.58	86.08	1.08	0.36	1.43
Montelores	N	4/18/2007	140.68	0	140.68	2.34	0	2.34
Montelores	N	4/19/2007	52.27	0	52.27	0.87	0	0.87
Montelores	N	4/2/2007	71.58	0	71.58	1.19	0	1.19
Montelores	N	4/21/2007	54.97	36.12	91.08	0.92	0.6	1.52
Montelores	N	4/23/2007	0	30.05	30.05	0	0.5	0.5
Montelores	N	4/27/2007	50.37	0	50.37	0.84	0	0.84
Montelores	N	4/30/2007	63.92	0	63.92	1.07	0	1.07
Montelores	N	4/4/2007	16.73	0.17	16.9	0.28	0	0.28
Montelores	N	4/6/2007	57.22	0.88	58.1	0.95	0.01	0.97
Montelores	N	4/7/2007	16.35	0	16.35	0.27	0	0.27
Montelores	N	4/9/2007	46.62	0	46.62	0.78	0	0.78
Montelores	N	5/1/2007	60.85	0.57	61.42	1.01	0.01	1.02
Montelores	N	5/15/2007	0	0.38	0.38	0	0.01	0.01
Montelores	N	5/16/2007	15.8	0	15.8	0.26	0	0.26
Montelores	N	5/2/2007	46.02	0	46.02	0.77	0	0.77
Montelores	N	5/23/2007	44.77	0	44.77	0.75	0	0.75
Montelores	N	5/29/2007	0	13.27	13.27	0	0.22	0.22
Montelores	N	5/3/2007	6.05	7.75	13.8	0.1	0.13	0.23
Montelores	N	5/30/2007	0	48.85	48.85	0	0.81	0.81
Montelores	N	5/7/2007	26.3	0.6	26.9	0.44	0.01	0.45
Montelores	N	5/8/2007	27.02	0	27.02	0.45	0	0.45
Montelores	N	5/9/2007	0	12.58	12.58	0	0.21	0.21
Montelores	N	8/13/2007	32.8	21.77	54.57	0.55	0.36	0.91
Montelores	N	8/17/2007	0	14.73	14.73	0	0.25	0.25
Montelores	N	8/18/2007	38.52	0	38.52	0.64	0	0.64
Montelores	N	8/20/2007	26.68	0	26.68	0.44	0	0.44
Montelores	N	8/21/2007	0	1.47	1.47	0	0.02	0.02
Montelores	N	8/23/2007	20.22	0	20.22	0.34	0	0.34
Montelores	N	9/11/2007	0	92.55	92.55	0	1.54	1.54
	Y	2/22/2007	0.83	8.32	9.15	0.01	0.14	0.15
	Y	3/7/2007	26.53	0.27	26.8	0.44	0	0.45
	Y	5/16/2007	39.87	0	39.87	0.66	0	0.66
	Y	3/14/2007	36.3	0	36.3	0.6	0	0.6
Durango GED	N	10/10/2007	51.62	0	51.62	0.86	0	0.86
Durango GED	N	10/15/2007	13.65	0	13.65	0.23	0	0.23
Durango GED	N	10/2/2007	0	22.63	22.63	0	0.38	0.38
Durango GED	N	10/24/2007	15.73	8.48	24.22	0.26	0.14	0.4
Durango GED	N	10/25/2007	32.18	17.57	49.75	0.54	0.29	0.83
Durango GED	N	10/27/2007	22.32	0.33	22.65	0.37	0.01	0.38
Durango GED	N	10/8/2007	42.47	45.3	87.77	0.71	0.76	1.46
Durango GED	N	10/9/2007	32.25	7.62	39.87	0.54	0.13	0.66
Durango GED	N	9/18/2007	19.12	0	19.12	0.32	0	0.32
Durango GED	N	9/20/2007	34.28	9.98	44.27	0.57	0.17	0.74
Durango GED	N	9/25/2007	22.03	0	22.03	0.37	0	0.37
	Y	3/2/2007	109.42	0.18	109.6	1.82	0	1.83
Montelores	N	4/30/2007	0	2.82	2.82	0	0.05	0.05
	Y	4/18/2007	58.73	1.15	59.88	0.98	0.02	1
	Y	5/2/2007	25.53	14.4	39.93	0.43	0.24	0.67
	Y	2/26/2007	29.68	1.55	31.23	0.49	0.03	0.52

	Y	4/27/2007	0	0.67	0.67	0	0.01	0.01
	Y	5/10/2007	84.12	0	84.12	1.4	0	1.4
	Y	5/11/2007	86.48	0.33	86.82	1.44	0.01	1.45
	Y	5/18/2007	157.68	1.75	159.43	2.63	0.03	2.66
Mill Street	N	10/2/2007	60.82	0	60.82	1.01	0	1.01
	Y	1/25/2007	0	8.72	8.72	0	0.15	0.15
	Y	1/25/2007	17.47	30.97	48.43	0.29	0.52	0.81
	Y	4/2/2007	135.25	13.28	148.53	2.25	0.22	2.48
	Y	4/21/2007	78.62	7.58	86.2	1.31	0.13	1.44
	Y	4/5/2007	22.4	8.85	31.25	0.37	0.15	0.52
Morgan Math	N	10/23/2007	0	7.6	7.6	0	0.13	0.13
	Y	3/5/2007	86.05	0	86.05	1.43	0	1.43
	Y	4/27/2007	132.1	0	132.1	2.2	0	2.2
	Y	5/11/2007	35.68	0	35.68	0.59	0	0.59
	Y	5/4/2007	29.4	0	29.4	0.49	0	0.49
Durango GED	N	10/11/2007	42.17	7.07	49.23	0.7	0.12	0.82
Durango GED	N	10/3/2007	0	2.9	2.9	0	0.05	0.05
Durango GED	N	10/5/2007	55.73	4.78	60.52	0.93	0.08	1.01
	Y	2/27/2007	88.25	0	88.25	1.47	0	1.47
	Y	2/28/2007	23.93	0	23.93	0.4	0	0.4
	Y	3/1/2007	72.75	0	72.75	1.21	0	1.21
	Y	3/13/2007	21.33	0	21.33	0.36	0	0.36
	Y	3/16/2007	301.47	0	301.47	5.02	0	5.02
	Y	3/19/2007	123.63	0	123.63	2.06	0	2.06
	Y	3/2/2007	131.62	8.9	140.52	2.19	0.15	2.34
	Y	3/20/2007	90.33	0	90.33	1.51	0	1.51
	Y	3/5/2007	162.47	0	162.47	2.71	0	2.71
	Y	3/6/2007	166.05	1.85	167.9	2.77	0.03	2.8
	Y	3/7/2007	118.7	0	118.7	1.98	0	1.98
	Y	3/1/2007	40.15	0	40.15	0.67	0	0.67
	Y	3/8/2007	81.88	0.27	82.15	1.36	0	1.37
	Y	4/11/2007	0	4.9	4.9	0	0.08	0.08
	Y	4/3/2007	25.12	1.73	26.85	0.42	0.03	0.45
	Y	5/29/2007	0	2.7	2.7	0	0.05	0.05
	Y	3/1/2007	0	10.13	10.13	0	0.17	0.17
Durango GED	N	8/30/2007	81.27	0	81.27	1.35	0	1.35
Durango GED	N	8/31/2007	59.3	0	59.3	0.99	0	0.99
Durango GED	N	9/14/2007	18.2	4.37	22.57	0.3	0.07	0.38
Durango GED	N	9/2/2007	35.2	2.82	38.02	0.59	0.05	0.63
Durango GED	N	9/7/2007	29.3	0	29.3	0.49	0	0.49
	Y	3/29/2007	20.43	0	20.43	0.34	0	0.34
	Y	3/15/2007	0	2.18	2.18	0	0.04	0.04
	Y	3/14/2007	15.33	0	15.33	0.26	0	0.26
	Y	3/20/2007	36.55	0	36.55	0.61	0	0.61
	Y	3/7/2007	14.7	0	14.7	0.24	0	0.24
	Y	4/16/2007	62.68	0	62.68	1.04	0	1.04
	Y	2/12/2007	0	1.48	1.48	0	0.02	0.02
	Y	2/20/2007	0	26.62	26.62	0	0.44	0.44
	Y	3/13/2007	118.28	0	118.28	1.97	0	1.97
	Y	3/14/2007	32.43	76.75	109.18	0.54	1.28	1.82
Pagosa GED	N	5/1/2007	0	4.23	4.23	0	0.07	0.07

	Y	4/24/2007	6.2	0	6.2	0.1	0	0.1
	Y	5/29/2007	30.73	0	30.73	0.51	0	0.51
	Y	5/14/2007	67.98	0	67.98	1.13	0	1.13
	Y	5/23/2007	13.13	0	13.13	0.22	0	0.22
	Y	5/3/2007	24.93	3.48	28.42	0.42	0.06	0.47
	Y	5/2/2007	18.27	0	18.27	0.3	0	0.3
	Y	5/3/2007	62.32	0	62.32	1.04	0	1.04
	Y	3/15/2007	49.25	0.47	49.72	0.82	0.01	0.83
	Y	3/6/2007	27.8	4.82	32.62	0.46	0.08	0.54
	Y	3/8/2007	40.6	0.12	40.72	0.68	0	0.68
	Y	3/13/2007	6.65	0	6.65	0.11	0	0.11
	Y	3/3/2007	49.5	0	49.5	0.82	0	0.82
	Y	3/4/2007	37.98	0	37.98	0.63	0	0.63
	Y	3/6/2007	68.27	0	68.27	1.14	0	1.14
	Y	3/8/2007	18.03	1.35	19.38	0.3	0.02	0.32
	Y	2/27/2007	101.27	7.53	108.8	1.69	0.13	1.81
	Y	2/28/2007	40.32	1.07	41.38	0.67	0.02	0.69
	Y	3/20/2007	80.03	0	80.03	1.33	0	1.33
	Y	3/21/2007	135.67	0	135.67	2.26	0	2.26
	Y	3/22/2007	64.3	0.25	64.55	1.07	0	1.08
	Y	3/23/2007	42.05	0	42.05	0.7	0	0.7
	Y	3/26/2007	37.05	0	37.05	0.62	0	0.62
	Y	3/27/2007	59.15	0	59.15	0.99	0	0.99
	Y	4/2/2007	98.13	1.53	99.67	1.64	0.03	1.66
	Y	4/3/2007	1	63.58	64.58	0.02	1.06	1.08
	Y	4/6/2007	0	6.37	6.37	0	0.11	0.11
	Y	2/28/2007	148.62	11.57	160.18	2.48	0.19	2.67
	Y	3/1/2007	97.1	1.08	98.18	1.62	0.02	1.64
	Y	3/6/2007	13.43	0	13.43	0.22	0	0.22
Morgan	N	10/24/2007	0	36.08	36.08	0	0.6	0.6
Morgan	N	11/12/2007	116.88	0	116.88	1.95	0	1.95
Morgan	N	11/13/2007	91.28	10.12	101.4	1.52	0.17	1.69
Morgan	N	11/17/2007	99.93	0.67	100.6	1.67	0.01	1.68
Morgan	N	11/8/2007	98.18	0	98.18	1.64	0	1.64
	Y	4/24/2007	0	39.68	39.68	0	0.66	0.66
	Y	4/25/2007	0	3.35	3.35	0	0.06	0.06
	Y	4/26/2007	33.68	76.4	110.08	0.56	1.27	1.83
	Y	1/25/2007	55.68	4.27	59.95	0.93	0.07	1
	Y	5/2/2007	0	4.78	4.78	0	0.08	0.08
	Y	5/24/2007	22.8	0	22.8	0.38	0	0.38
	Y	5/31/2007	0	17.32	17.32	0	0.29	0.29
	Y	1/25/2007	56.15	3.98	60.13	0.94	0.07	1
	Y	2/28/2007	0	1.1	1.1	0	0.02	0.02
	Y	3/21/2007	0	2.58	2.58	0	0.04	0.04
	Y	2/21/2007	43.55	0	43.55	0.73	0	0.73
	Y	2/22/2007	19.85	0	19.85	0.33	0	0.33
	Y	2/27/2007	28.8	18.82	47.62	0.48	0.31	0.79
	Y	2/28/2007	22.6	0.78	23.38	0.38	0.01	0.39
	Y	3/12/2007	47.52	0	47.52	0.79	0	0.79
	Y	3/14/2007	20.38	0	20.38	0.34	0	0.34
	Y	3/15/2007	0	1.8	1.8	0	0.03	0.03

	Y	3/22/2007	48.18	27.42	75.6	0.8	0.46	1.26
	Y	3/27/2007	0	44.35	44.35	0	0.74	0.74
	Y	2/22/2007	23.65	0	23.65	0.39	0	0.39
Durango GED	N	10/29/2007	0	6.58	6.58	0	0.11	0.11
Durango GED	N	11/12/2007	0	4.05	4.05	0	0.07	0.07
	Y	3/22/2007	0	3.35	3.35	0	0.06	0.06
	Y	3/26/2007	37.57	27.68	65.25	0.63	0.46	1.09
	Y	3/27/2007	15.17	47.5	62.67	0.25	0.79	1.04
	Y	3/28/2007	0	44.58	44.58	0	0.74	0.74
	Y	4/3/2007	70.52	0	70.52	1.18	0	1.18
	Y	4/5/2007	0.67	129.6	130.27	0.01	2.16	2.17
	Y	5/1/2007	0	0.63	0.63	0	0.01	0.01
Montelores	N	10/12/2007	12.55	2.65	15.2	0.21	0.04	0.25
Montelores	N	10/17/2007	138.47	9.95	148.42	2.31	0.17	2.47
Montelores	N	10/19/2007	138.4	0	138.4	2.31	0	2.31
Montelores	N	10/22/2007	13.93	0	13.93	0.23	0	0.23
Montelores	N	11/14/2007	0	0.8	0.8	0	0.01	0.01
Montelores	N	11/5/2007	0.92	82.73	83.65	0.02	1.38	1.39
	Y	3/1/2007	66.1	0	66.1	1.1	0	1.1
	Y	3/10/2007	43.02	0	43.02	0.72	0	0.72
	Y	3/13/2007	47.03	0	47.03	0.78	0	0.78
	Y	3/19/2007	31.83	0	31.83	0.53	0	0.53
	Y	4/17/2007	75.15	1.02	76.17	1.25	0.02	1.27
	Y	6/7/2007	145.73	0	145.73	2.43	0	2.43
	Y	6/8/2007	109.82	0.08	109.9	1.83	0	1.83
	Y	6/9/2007	28.05	8.2	36.25	0.47	0.14	0.6
			9811.82	**1990.44**	**11802.27**	**163.49**	**33.18**	**196.66**

Dear (Adult Learner's name):

We miss having you in our GED preparation class at (Name of Institution). If you still want to pass the GED Test but had to drop out of the program, I have great news for you.

(Name of Institution) is now offering GED Preparation online. The GED online program offers classroom-quality instruction through your home computer and Internet connection.

Here is what you need to succeed!
- Regular access to a computer with an Internet connection (Preferably at home)
- Windows 98 or higher
- A few hours a week to study
- A strong desire to obtain your GED (Certificate/Diploma)

If you are interested in re-enrolling in our GED preparation class or would like to find out more about this new GED online preparation course, please contact (Name, phone number, and email address).

Don't let work schedule conflicts, childcare issues, or a lack of transportation stop you from achieving your goal of obtaining your GED (Certificate/Diploma).

Call Today!
(Phone number)

STUDENT CONTRACT
ONLINE INSTRUCTION
_____ Adult Education Program

Student Name _____ Date of Contract: _____
Student Email _____ Contact Phone:_____

I have talked to my instructor about my purpose for wanting online instruction. My goal for enrolling in online instruction is
_____

_____

(Please initial each item.) Conditions for enrollment in online instruction:

Condition	Initials
I have completed a minimum of 12 hours of onsite learning.	
I have completed an orientation to the online materials.	
I have access to high-speed Internet connectivity and a computer.	
I will show progress each week by (list outcomes)..	
I will spend at least _____ hours each week completing online activities, as verified by my instructor.	
I will be available to receive calls or emails from my instructor and will respond to all contacts made by the program.	
I will call my instructor _____ to discuss my progress and any other needs that arise.	

I will ask for help immediately when I need it.	
I will contact my instructor immediately if I need to change this agreement.	
I have reviewed the online materials and feel comfortable using the materials.	
I can read the online materials with little or no difficulty.	
I have made a deposit of $25, which will be returned once I meet my goal.	

I understand that if I fail to participate in instruction for more than *one week* without contacting my instructor to modify this contract, I may be dropped from the project. I will forfeit my initial deposit. To reapply, I will need to re-deposit of $25, which will be returned once I meet my goal.

_____   _____
                    Student Signature   Instructor Signature

Study for the GED Test at Home

Do you want to study for the GED Test and...

- need the help of a GED instructor?

- don't have time to spend in a classroom?

- want to study using proven content?

- desire to work at home and at your own pace?

(Insert your school name) Can Help!

GED
Integrated
Online Solution

Please call (Insert phone #) or visit www.(Insert website).com

Computer Literacy PRE-Check (Online form to be filled by Instructors and Students)

Name

Program

EMAIL

Checkfor Yes

Please click the most appropriate response (yes/no) for the questions below:

Level

L #1

1. Can identify computers and other technology (i.e. VCR, fax machine.

L #2

2. Has had some experience using a computer.

3. Can identify computer hardware (i.e. CPU/Processor, Monitor, Keyboard Mouse,Printer).

4. Can turn on a computer.

5. Can shut down Windows properly.

6. Can move the mouse pointer and make it go where she/he wants it.

7. Can click a mouse (pointing device).

8. Can double click a mouse.

9. Can "click and drag" a mouse.

10. Can use the keyboard (not necessarily with the proper typing skills)

L #3

11. Can identify the desktop and its elements

12. Can move and resize windows.

13. Can use menus and toolbars.

14. Can use scroll bars.

15. Can explain the difference between a program and a document.

16. Can start a new program by double-clicking an Icon.

17. Can start a program from the Start Menu.

L #4

18. Can create a file using various Windows Accessories programs

n

19. Can open a document from the hard drive and floppy drive using a word processi

program. (i.e. Word, Works, Notepad)

20. Can save a document using a word processing program.

21. Can close a document using a word processing program.

22. Can create a document using a word processing program.

Page 1

Computer Literacy Checklist: Pre-Check

23. Can format a text within a word processing document (i.e. bold, underline, italic,

f

size).

24. Can edit a text within a word processing document.

25. Can print a word processing document.

26. Can change the desktop background screen settings

27. Can change the date and time properties

28. Can open and view the contents of "My Computer"

29. Can view folders and files

L #5

30. Can create a folder

31. Can move folders and files.

32. Can delete and restore folders and files.

33. Can rename folders and files.

34. Can create a shortcut to a file on the desktop.

35. Can find a file.

i

36. Can describe the function of peripheral devices (i.e. scanner, printer, mouse, dig

camera).

37. Can open a spreadsheet.

38. Can save a spreadsheet to the hard drive or floppy drive.

39. Can close a spreadsheet.

40. Can create a "simple" spreadsheet (i.e. personal budget, timesheet).

41. Can print a spreadsheet.

42. Can enter data into a database.

43. Can explain the difference between data and information.

44. Can create a simple database (i.e. mailing list)

45. Can open and modify a database

46. Can print a report from a database

47. Can close a database

48. Can select the correct productivity software for a given task

49. Can start a web browser (i.e. Netscape Navigator, Internet Explorer)

50. Can open a web page when given a web address (Universal Resource Locator or"URL")

51. Can set up a free Internet e-mail account

52. Can compose and send e-mail

53. Can retrieve, read, and respond (i.e. reply) to e-mail

54. Can attach a file an e-mail message

55. Can receive and open an attached file

Computer Literacy Checklist: Pre-Check

56. Can open a web page and follow hypertext links

57. Can add a web page to the "Favorites" or "Bookmarks" list.

58. Can access a web page from the "Favorites" or "Bookmarks" list

59. Can print a web page

60. Can use and Internet search engine

61. Can set up a "dial-up" Internet connection

62. Can Install or remove a program to or from the hard drive

63. Can transfer photographs from a digital camera to a personal computer

64. Can print an image

L #6

65. Can add an item to the "Start Menu"

66. Can customize the "Taskbar"

67. Can manage e-mail messages (i.e. creating folders, creating rules

68. Can create a database that contains expressions (formulas).

69. Can identify the uses of and create macros

70. Can utilize the productivity of software as a true integrated system

71. Associate a file with the program that it was created in based on the file extensio

n

72. Can design and format a homepage

73. Can identify programming languages commonly used today

74. Can provide detailed instruction to other students in the room in the use of variou

s

types of software (i.e. productivity, educational)

GED Online Training
Ft. Morgan
November 9, 2007
9 AM – 4 PM
Doug Glynn and Leecy Wise

Activity		Notes
Introduction to project and to each other; sign-in with email addresses	9:00	Fill in info on Sign-in Sheet (15 participants) Handout with access information
Review 4CO Website and Resources and Tutorial	9:20	http://www.coloradoadulted.org/4CO/4COhome.htm
Introduction to MCH GED Online	9:30	
Walk through installing, signing on to, and using the system resources: Students and Classes Management Content Procedure Help Other	9:40	In the online system
STRETCH	10:40	
Practice Exercises Add a student to the system Add a class Add a student to a class Review and Print progress	10:50 to Lunch	Demo by participants with help from others
Lessons Learned Recruitment Screening Interviewing Orientation Activities Retention And more	1:00	Reports from other projects
Practice Exercises Interviewing Students Filling out the Contract Orienting Students	2:15	One to one practice and demo
Reporting, Record Keeping, Follow up, Buying Seats, MCH contacts	2:45	
Gear Up for Life Demo – Pre-GED/ESL	3:00	Available for purchase November 30
Wrap Up, Final Questions, Other Issues	3:45	

"Leecy Wise" leecy@coloradoadulted.org
"Glynn, Douglas" Glynn_D@cde.state.co.us

4 Corners Online Project

Sponsored by
**CDE Adult Education and Family Literacy,
Center for At-Risk Education (CARE)**

Reaching underserved students through online education
in

Montezuma/Dolores Counties **.** La Plata

County **.** Archuleta County

About Us

Teacher Resources

Our Sponsors

The Team

The Region

HOME

CONTACT US

4 Corners Online (4CO) is a pilot project with a purpose - to serve residents in our vast rural, multi-cultural region who cannot regularly attend onsite educational services, but who need to improve their academic skills to pass the GED.

Using the McGraw Hill online GED curriculum, we recruit, place, track and mentor students through their activities. The program was launched in February, 2007 and will run through 2008.

Go to the Colorado Adult Education Site