

# NEVADA

# Connections

*Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce*

Volume 4 Number 4

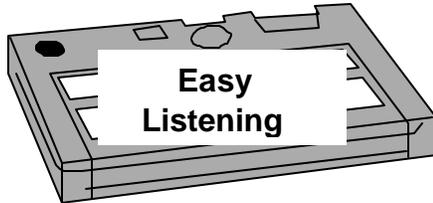
March 1999

## Position still open

The position of "Occupational and Continuing Education Consultant (Adult Education)" recently vacated by Vicky Ramakka is still open! For information contact Kristina Ross (Personnel), (775)687-3121 or Jeannine Woodward (Dept. of Education) (775)687-9104.

## Funds still available

Mini-grant funds are still available to Nevada adult educators who perform administrative duties for established programs that serve adults who do not have a high school diploma. "Administrative mini-grants" will be considered through April 30. Applications are available online from TMCC's Adult Education home page, [www.tmcc.edu/att/](http://www.tmcc.edu/att/) or from Charley Gregg, (702)651-5583. Questions: Sharyn Yanoshak (702)253-6280.



Here are four new titles helpful to understanding how adults—be they students, teachers, tutors, or staff—learn. They are all available on audiotape and can be checked out from CCSN's tape library: Charley Gregg, (702)651-5583, or e-mail [sharyn\\_yanoshak@ccsn.nevada.edu](mailto:sharyn_yanoshak@ccsn.nevada.edu). A list of additional audiotapes is also available.

### **A Staff Developer's Guide to the Brain, Pat Wolf.**

**Tape A16**

Covers different kinds of memory, how physiological aspects influence learning, implications of current research for adult education.

### **Tracking the Benefits of Staff Development, Todnem and Warner.**

**Tape A13**

Continuous improvement for current programs, pre- and post-assessment for implementing a staff development program, lessons learned by evaluating 3-pronged program (one-shot workshop versus three-day intensive versus long-term with reinforcement).

### **Motivating Adults: An Interview with Judy Arin Krupp.**

**Tape A12**

Differences between child and (self-directed) adult learning; three aspects of staff development: how-to, socialization component, self-awareness (why am I doing?); sequential and hierarchical sides of adult development.

### **Learning Styles, Teaching Styles: A Best Fit Scenario.**

**Tape M48**

David Lazear, noted Multiple Intelligence Theory authority, explores how MI theory is actually being applied to the student intake process, teacher lesson planning, teacher staff development, and other areas of adult learning. (Also available as videotape.)

# Rethinking workforce and employability skills—Part 2

## More resources to assist ABE programs in keeping pace with change

—Marcel Fernando Schaerer, ABE Employability Skills Coordinator, (775)787-2000

(Editor's note: Marcel's first list of resources appeared in *Teacher Tips*, December 1998.)



As technology transforms the workplace, the need for qualified employees becomes more important than ever for the stability, day-to-day operation, and productivity of any company. In my interaction with employers, they tell me that the base line requirement for the workplace remains the too familiar “basic skills.” Yes ... basic skills: our ability to read, write, speak, spell, and perform basic mathematics.

The twist of what it is expected from business, however, is that their employees—our students—not only possess basic skills, but are also able to demonstrate these abilities in the context of their job duties and responsibilities.

You may be very aware that this is the emphasis of one of the core indicators of performance and accountability under the new Workforce Investment Act of 1998, mainly: “demonstrated improvements in literacy skills levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.”

The task of sorting out and deciding what employability skills your program should focus on is complex—but you can make it easier if you and your team members take a hard look at your organization’s mission and your student’s needs, and then match some of your services to the needs of local employers.

Part of the solution is to continue to research titles related to workforce education and employability skills. The intention of the following listing is to provide you with food for thought, so you can identify employability skills that are specific to your targeted population’s needs. These resource materials include titles with annotated notes.

### **Workplace Skills on the Job (William Webb Sprague)**

The curriculum features four activity texts. Students apply integrated reading, writing, mathematics and thinking skills as they are used in real job-related problems. The activity texts feature manageable reading levels ranging from grade four to eight. A workplace dictionary at the end of each book explains unfamiliar terms and shows their use in context.

### **Day by Day: English for Employment Communication (Steven Molinsky & Bill Bliss)**

The curriculum is designed to answer language students’ needs for effective communication.

**I am available to assist you with issues related to employability skills at any time. You may also contact Emmy Bell at the State Literacy Resource Center (SLRC) for some help. She and her staff can direct you to approximately two dozen titles, available on loan, related to employability skills and workforce education. Topics include personal planning, career/employment skills, workplace life skills, consumer skills, and workplace social skills.**

**State Literacy Resource Center**

**Phone: 1-800-445-WORD (9673) or (775) 687-8340.**

**Home page: <http://www.clan.lib.nv.us/docs/NSLA/LITERACY/lit.htm>**

#### **Topics include:**

- **Getting Started (Activities break down work-related problems and put together solutions).**
- **Problems in Manufacturing.**
- **Problems in Business and Office.**
- **Problems in Construction.**

#### **Topics include:**

- **The first section covers topics from applying for a job, describing a person’s background, and identifying occupations, to understanding job responsibilities, wages and hours.**
- **The second section targets on-the-job communication, covering skills such as giving explanations, asking questions, and following instructions.**

*Cont'd on page 3*

# Literate Nevada ... Literate Communities

—Vicki D. Newell, Project Director, 322-4844

In the past 30 days, three Nevada communities have taken the first steps toward becoming Certified Literate Communities.

## Truckee Meadows Literate Community

Under the leadership of Nancy Cummings, Director of the Washoe County Library System, the organizational meeting of the Truckee Meadows Oversight Committee was held on March 3 at the Hilton Hotel in Reno. Invitations for membership were sent to a cross-section of community leaders; event organizers were amazed at the resounding response they received. The first item of business for the Oversight Committee is to tackle the job of writing the community indicators for literacy, education, and school-to-work that will be incorporated into the Truckee Meadows Regional Plan. As part of this activity, the Oversight Committee will have the opportunity to identify many of the gaps and barriers called for in a Literate Community's literacy profile.

## What is a literacy profile?

Creating a literacy profile is the second step a Literate Community participant takes in the certification process. It is an in-depth analysis of what is or is not occurring in literacy education in a community. Keep in mind that for this purpose, literacy proficiency has no age limitations—children as well as adults are considered. The profile addresses not only demographic information, but needs as well. A need can be as complex as the lack of a literacy education program in a community or as simple as a particular population or age group needing glasses to improve the ability to read or write.

Next edition, you'll hear about the other two communities who have expressed interest in the Literate Communities program and what the third step to certification entails. Stayed tuned!

## Note to ABE Program Directors

The *Adult Education Resource Directory* created under the FY96-97 Awareness project is somewhere on your bookshelf. Get ready to dust it off to add some updates. Coming soon in a mailbox near you will be lists of this session's Nevada Legislators, some new demographics, and other actors in our theatre of adult education.

## Employability skills (cont'd from page 2)

### 150 Ways to Keep Your Job (Nancy Lobb)

This resource focuses on exposing and teaching students work ethics, habits, and attitudes that are critical to staying employed. The reading level is 3-6.

#### Topics include:

- **150 tips on topics ranging from the first day to getting promotions.**
- **“Problems on the Job” sections present scenarios of work-related dilemmas for students to read and respond to.**
- **Activities give students the chance to practice attitudes and skills necessary in any job.**

### Exceptional Customer Service (Leading customer service expert Lisa Ford and CareerTrack, Inc.)

Use this program to raise awareness and train anyone with who comes in contact with customers (from your staff to your students). This program is presented in four tape volumes, each with a different work theme. Each volume is divided into 20 to 30 minute segments, so with the use of a VCR, you can stop and zero in on specific topics.

#### Topics include:

- **How to exceed customer expectations.**
- **The importance of body language, eye contact, and tone of voice.**
- **How do your customers see you? A revealing self-assessment.**

## State Plan update

The Nevada State Plan for Adult Education was submitted to the State Board of Education early in March. Dr. Judy Thompson, education consultant, coordinated the writing of the Plan, which involved wide collaboration. At Nevada's annual Management Academy (December 1998), 25 key administrators of Nevada's adult education programs focused on developing performance levels for the core indicators to be included in the five-year Plan. Later in December and in January, a 21-member committee representing key public and private stakeholders met several times to write, provide input, and give feedback.



### **Alternative Education Conference: Educational Goals 2000**

March 22-23 Las Vegas (702)799-8636

### **CATESOL (CA Teachers of English to Speakers of Other Languages) Conference**

April 15-18 Reno, NV Shirley Altick (775)329-7889

### **MPAEA (Mountain Plains Adult Education Assoc.) Conf.: 1,999 Reasons for Lifelong Learning in the 21<sup>st</sup> Century**

April 28-May 1 Boise, ID Chuck Humphrey (208)236-3640, humpflow@isu.edu

### **NAEA (NV Adult Education Association) Conference: WIA—Your Piece of the Puzzle**

May 5-8 Reno, NV Vicki Newell (775)322-4844

### **COABE (Commission on Adult Basic Education) Nat'l Conf.: Sailing into the Future**

May 12-15 San Diego, CA CCAE State Office (916)444-3323, [www.ccaestate.org](http://www.ccaestate.org)

### **NETA (National Employment and Training Association) Annual Conference**

May 17-22 Reno, NV Sandra Lee Borrelli (775)829-9020, [www.tmcc.edu.sstarts](http://www.tmcc.edu.sstarts)

### **Nevada Summer Institute: Six strands; college and graduate credit available**

June 9-11 Elko, NV Linda Zaczek (702)897-7684, LZLV@aol.com

Editor: Sharyn Yanoshak, Community College of So. NV, (702)253-6280, syank@ix.netcom.com

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