

# NEVADA

# Connections

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

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## Nevada Adult Education Consortium formed

The Literate Nevada Task Force, coordinated by Vicki Newell and chaired by Marta Hall, hosted the first meeting of a group that will develop a long-range Strategic Action Plan for Adult Education. Adult Education Consultant Mary Katherine Moen led the group in developing a mission statement:

*To develop a comprehensive, inter-related system to:*

- *Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.*
- *Assist parents to obtain the skills necessary to be full partners in their children's educational development.*
- *Assist adults in the completion of secondary education.*
- *Increase community involvement.*
- *Promote lifelong learning.*

Participants represent a wide range of programs, including: adult basic education programs of instruction and state leadership activities, adult high school diploma programs, GED test centers, prison education, continuing/community education, the Nevada Literacy Coalition, the Nevada Adult Education Association, the State Council on Libraries and Literacy, and job training programs. Phyllis Rich, Team Leader for the Workforce Education Team, encouraged the group to "meet regularly to flesh out a strategic plan that will increase the effectiveness of adult education and strengthen its partnership in the one-stop system." If you'd like to get involved, contact Vicki Newell (775/356-1007) or Mary Katherine Moen (775/687-9167)

## Hot off the presses!

The 1999/2000 issue of Connections, Competencies and Change, the annual publication listing the major activities funded through Leadership Activity projects, is now in calendar format. We've also added the objectives of the five major grants. Copies have been mailed to GED Examiners and to the directors of funded ABE Programs and Adult High School Diploma Programs. You may receive your very own copy by calling Bob d'Orleans at 702/651-5583, or

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check out the Adult Education  
Teacher Training Web site  
maintained by Martin Bauer:

[www.tmcc.edu/att/](http://www.tmcc.edu/att/)

For a complete calendar of  
hundreds of training opportunities and events of interest to adult educators,  
check out the State Literacy Resource Calendar maintained by Emmy Bell:

[www.clan.lib.nv.us/docs/NSLA/LITERACY/ecalendar/lit-cal.htm](http://www.clan.lib.nv.us/docs/NSLA/LITERACY/ecalendar/lit-cal.htm)



*Leadership Activity Coordinators  
Standing from left: Linda Zaczek, Vicki  
Newell, Marcel Fernando Schaerer, Sharyn  
Yanoshak. Seated: Martin Bauer, Emmy Bell*

## NRS right on schedule



Martin Bauer, coordinator of statewide Leadership Activities in Reno, attended the initial training sessions in Washington, D.C. on the National Reporting System. As reported in the January 1999 issue of *Nevada Connections*, the NRS is an outcome-based reporting system for the state-administered, federally funded adult education programs throughout the country. Using a common set of outcome measures and a uniform data collection system, the NRS will measure and document learner outcomes resulting from adult education instruction. Local programs will collect and aggregate data from students at each instructional site, using an individual student record system. The data will be submitted to the state for statewide aggregation and submission to DAEL (Division of Adult Education and Literacy), which will combine state data into a national database describing outcomes of adult education.

The National Reporting System will improve the public accountability of the adult education program by documenting its ability to meet Federal policy and programmatic goals. The collection of state outcome data will enable states to correlate effective practices and programs with successful outcomes, and will also assist states in assessing progress in meeting their adult education goals. For local providers, the NRS will help instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes.

Martin is enthusiastic about the status of the project. "Because implementation begins July 1, 2000, we have an opportunity to become excellent data collectors. We can use this year to experiment and learn. We've got time to develop our in-state system and deal with the challenges of data collection at the program level."

Martin suggests you check out the Web site at [www.air.org/nrs/](http://www.air.org/nrs/). "It contains helpful information on the NRS, some excellent resources (mainly for administrators), and a good list of links to helpful adult education sites."

Martin can be reached at 775/829-9030; [mb@unr.edu](mailto:mb@unr.edu).

## Literacy scores victory in the Truckee Meadows

—Vicki Newell, *Literate Nevada*  
Project Coordinator, 775/356-1007

It was a lengthy, time-consuming process, but well worth it for the future of undereducated adults. For the past four years, Adult Basic Education programs in the Truckee Meadows (Reno/Sparks metropolitan area) have been seeking recognition for literacy among the three most powerful planning agencies—the Truckee Meadows Human Services Association, Forum For A Common Agenda, and Truckee Meadows Tomorrow. These three groups establish community indicators that are top quality-of-life considerations for regional planning. Indicators include such topics as air quality, affordable housing, health care, youth services, basic needs, education, job training/retention, etc. None of the existing indicators truly addressed the need for literacy/ESL education.

Local funding sources look at how an agency applying for funds will impact the indicators and base their decisions on projected results. In addition, programs that impact the indicators receive more media and public relations attention than those that don't. After being turned down three years in a row for Community Development Block Grant funds and having to really stretch the intent of a couple of education indicators to get a very small Truckee Meadows Tomorrow grant, it became apparent that literacy education needed its own indicator.

With a belief that literacy proficiency is the foundation for building quality of life, the work began ... four years of meeting, greeting, and convincing. The final process was the writing of the actual document stating the need, trends, critical issues, and goals. Input for the document was derived from the Literacy Summit held in September 1998, the Language Solutions group, and the Truckee Meadows Literate Community Oversight Committee. Victory came on August 11, 1999 as Literacy was given its own indicator in the Truckee Meadows Human Services Plan. The Human Service Plan indicators will become a part of the Truckee Meadows Regional Plan when it is updated during the year 2000.

# Literate Nevada ... Literate Communities

—Vicki D. Newell, Project Director, 775/356-1007

## Task Force update

The duties of the Task Force seem to be broadening. Under ordinary conditions and definitions, a “task force” is a group organized to contemplate a problem and find a solution or complete a specific task. In either case, it is supposed to be of a quick, down-and-dirty, get-to-the-point nature. Originally called to act as a “task force” to quickly write the Literate Community criteria (a get-in, get-out task), the Nevada Certified Literate Community Task Force has extended its life span.

The Task Force has assumed the responsibilities of providing technical assistance to the participant communities and reviewing the communities’ Literacy Action Plans, benchmarks, and achievements (a minimum three-year process for each community). In August, under the direction of Chairperson Marta Hall, the Task Force, in conjunction with the Literate Nevada Project, hosted the organizational meeting of the Nevada Adult Education Consortium. On the Task Force’s September, agenda is an item to expand its membership. Perhaps it is time to plead for the Governor to take pity and ask that he “commission” the Task Force—just a thought for a future agenda item!

## Community update

Not only is it the #1 place in the nation to live (according to a national rating publication), now it is a Literate Community participant. Where? Henderson, of course!

Again, our library system steps to the plate, as Henderson Library Director Joan Kirshner takes the leadership role for this Literate Community program. Joan has already enlisted several members of the Henderson Allied Community Advocates as Oversight Committee members and has slam-dunked a commitment from McDonald Properties for their support and participation.

In addition, Truckee Meadows continues to make rapid progress towards developing its Literacy Profile and the Southern Nevada Literacy Coalition is developing its Oversight Committee.

### What is a Literacy Profile?

Once a community’s Oversight Committee is in place and it has filed its Letter of Intent, the next step in the criteria is to develop the community’s Literacy Profile. In doing so, a community searches for in-depth answers to six questions:

1. What are the levels of proficiency within the community?
2. Who is providing instruction to increase literacy proficiency?
3. Who is providing literacy resources?
4. Who can provide support for literacy efforts?
5. Who is impacted by low literacy proficiency?
6. Who and what do YOU know in and about YOUR work and community that can/will help further literacy efforts?



## Proposals due for MPAEA Millennium Conference

Presentation proposals due October 15, 1999

To obtain a proposal, contact Bob d’Orleans, 775/651-5583

Presentation information: Sandra Grant, 801/538-7844, sgrant@usoe.k12.ut.us

Conference information:

Gaylin Rollins, 801/227-2440, gaylin.rollins@allc.apline.k12.ut.us

Nevada Board Members: Julee Henson, 702/799-0170, grannyhens@aol.com

Sharyn Yanoshak, 702/253-6280, syank@ix.netcom.com



## Money available for 1999-2000 You deserve a shot at it!



Leadership Activity funds have again been allocated to support administrative training and to fund creative, new projects for use with students. If you are an adult education practitioner who works in an established Nevada program for adults who do not have a high school diploma, you may apply for these funds. There are two "pots" of money:

### **Practitioners—for special projects! Note extended deadlines—October 15 & January 30**

If you have an idea or project you'd like to try in a classroom or tutoring environment, you may apply for up to \$1,000. Priority will be given to new approaches and projects geared toward teaching specific CASAS competencies, incorporating the new standards into Adult High School curriculum, and preparing students to take the GED exam.

There will be two rounds of selections. Applications must be postmarked by October 15, 1999 to qualify for the first round, by January 30, 2000 for the second.

### **Administrators—for self-directed training in program administration. And LitTeacher Seminars, too!**

If you perform any kind of administrative duties, you may apply for up to \$500 to fund training materials, conferences, workshops, site visits that focus on administrative practices, etc. Priority will be given to those who would be willing to try new training opportunities such as:

- LitTeacher Online Seminars, offered by LiteracyLink in early 2000. Teachers may apply for this one, too! 800/257-2578; [www.pbs.org/literacy](http://www.pbs.org/literacy)
  - Educational Leadership seminars offered by New Peaks Virtual University. 970/247-5999; [www.newpeaks.com](http://www.newpeaks.com)
- Applications will be processed as they are received; you will receive a decision in about three weeks.

### **To request an application:**

- Leave a message at 651-5583 and an application will be mailed to you (specify practitioners or administrators application).
  - Or download an application from the "teacher resources" page maintained by the Educational Leadership Activities Project at Truckee Meadows Community College: [www.tmcc.edu/att/teacher.html](http://www.tmcc.edu/att/teacher.html)
  - Or e-mail a message to [syank@ix.netcom.com](mailto:syank@ix.netcom.com) and a WORD 7.0 file will be e-mailed back to you.
- Questions? Contact Sharyn Yanoshak, 702/253-6280.

**Got a hot topic? Each year we publish several PaperPaks, each containing current research on subjects of interest to adult educators. What topics would you like to see covered in this year's PaperPaks? Please send your ideas to me (see box on front page). Thanks! —Sharyn Yanoshak**



### *What have you learned?*

*I've learned that I like my teacher because she cries when we sing "Silent Night."—Age 6*

*I've learned that silent company is often more healing than words of advice.—Age 24*

*I've learned that wherever I go, the world's worst drivers have followed me there.—Age 29*

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