

Funded program update

Adult educators welcomed three new ABE program directors during the past few months. Mark McDonald, M.Ed., comes to Great Basin College via Carson City and various locations in Alaska. In the past 20 years, Mark has had significant experience as an administrator in various government agencies and in adult education, including Corrections. He is an accomplished musician (banjo and dobro).

Aurora Ruiz-Hurte, with a Ph.D. in Psychology Administration and Supervision, spent about 15 years coordinating vocational, technical, and adult education programs for the Broward County School District in Florida. She also hosted a television show on parenting before joining Western Nevada Community College.

Connie Barker, the newest addition to the ranks, just accepted the position of Literacy Manager for the library's CALL program. Connie has a Master's degree in Education and she has spent her career working with adults in various educational programs, including family literacy for Head Start. "We are excited to have Connie join our team," said Nancy Ledebouer, Deputy Director of the Clark County Library District. "We look forward to taking literacy programs at the Library in some new directions."



Mark McDonald
ABE/ESL Coordinator
Great Basin College

Here is an updated list of Nevada's funded Adult Basic Education Programs of Instruction:

| | | | | | |
|---------------|-----------------------|--|--------------------|---------------------|--|
| Connie | Barker | CALL | Las Vegas | 702/382-3493 | |
| Lynn | Christofferson | Pershing Cty. Reading Ctr. | Lovelock | 775/273-7397 | read@pcrc.lovelock.nv.com |
| Linda | Faulk | Catholic Charities of Southern NV | Las Vegas | 702/383-8387 | lfaulk@catholiccharities.com |
| Terri | Kaulentis | Comm. Coll. of Southern NV | Las Vegas | 702/651-5642 | terri_kaulentis@ccsn.nevada.edu |
| Mark | McDonald | Great Basin College | Elko | 775/753-2109 | mmcdonal@gbcnv.edu |
| Vicki | Newell | Northern NV Literacy Council | Sparks | 775/356-1007 | director@nnlc.reno.nv.us |
| Karen | Özbek | Truckee Meadows Comm. Coll. | Reno | 775/673-7224 | ozbek@tmcc.edu |
| Jeff | Perthel | Lahontan Valley Lit. Volunteers | Fallon | 775/423-8583 | perthelJ@churchill.k12.nv.us |
| Aurora | Ruiz-Hurte | Western NV Community College | Carson City | 775/887-3111 | |

Literacy funding increases by \$100 million

Literacy funding has reached a historic high—\$100 million over previous year's funding levels—with President Clinton's November 29th signing of the Bill that includes appropriations for adult education. State education agencies will receive \$85 million more for adult education, some of which they award to local adult education, ESL, family, and community-based literacy programs, including special projects such as implementation of civics instruction.

Even Start funding has been increased by \$15.

Editor: Sharyn Yanoshak
 Phone: 702/253-6280
 Fax: 702/871-3374
 E-mail: syank@ix.netcom.com

Community College
 of Southern Nevada
 3200 E. Cheyenne Ave. – K1A
 North Las Vegas, NV 89030

What difference does the GED program make in the lives of adults?

—Excerpted from an article by Sen Qi, *GED Items*, March/April 1999

The Colorado Literacy Research Initiative of the Office of Adult Education found out! In 1996 they conducted a follow-up survey of more than 328 GED graduates one year after they passed the Tests in Colorado in 1995. Efforts were made to ensure that the survey sample represented as many racial and ethnic groups as possible. Most of those contacted (235) responded to the survey, resulting in a return rate of 70 percent—a remarkably high rate for surveys of this type. The response rate was achieved by implementing three factors into the survey design: postage-paid return envelopes, a five-dollar reward to those who responded, and a second follow-up mailing.

This comprehensive survey is the most recent state-level study of its kind and is similar to those done in Iowa and Pennsylvania a few years ago. It reflects a trend of state-level studies that may be most responsive to the increasing needs for information by policymakers at the jurisdiction level—and most sensitive to local political and economic environments.

As a small, "self-reported" survey, the Colorado study has its limitations. However, the results reconfirm previous findings about the positive impact of a GED diploma on adults who did not finish high school. This study also covered some areas in which very little, if any, research had been previously conducted. For example, the survey instrument asked graduates to indicate whether changes had taken place in their cultural and community activity levels and their awareness of health care issues.

As the authors of the survey report pointed out: "The intergenerational benefits of passing the GED Tests ... may be the most powerful and enduring benefits of all." A generation of GED graduates "who are more supportive of educational success and participation of extracurricular activities may be all it takes to break the generational cycle of failure to complete school." The Colorado Literacy Research Initiative reports that it plans to study family literacy programs to address that very issue.

Key Findings of the Colorado GED Graduate Survey

Educational and Employment Status

- Two of three GED graduates are currently working toward college degrees.
- One of three GED graduates are receiving on-the-job training.
- Almost half of all GED graduates reported that they found paid employment, changed to other jobs, earned a promotion, or performed their jobs better.

Personal Finances

- Two of five GED graduates reported improvements in their personal finances, such as receiving a raise or becoming a homeowner.

Education and Cultural Activities

- Two of three GED graduates encouraged others to stay in school, prepare for the GED Tests, or pursue other educational opportunities.
- Two of five GED graduates spent more time keeping up with current events.
- One of five GED graduates obtained library cards for themselves or a child or used libraries more frequently.

Community Participation

- One of five GED graduates registered to vote.
- One of five GED graduates began attending or attended more local events, such as festivals, fairs, benefits, or walks.

Health and Psychological Benefits

- Two of three GED graduates set more realistic goals for their future and were more satisfied with life. Two of five reported feeling more open to change. One of three said that they understood themselves better and did better at solving problems in their lives.
- Almost one of three did more to prevent poor health, such as starting to diet or exercise.
- One of five respondents reported going more regularly for medical and dental checkups.

Lance, K. C., and D Bates. *Colorado GED Study: How Colorado Graduates Benefit from Passing the GED Tests*. Denver, CO: Colorado Department of Education, 1998.

Literate Nevada ... Literate Communities

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

Identifying literacy resources is one of the most difficult tasks in addressing the literacy needs of a community. Curriculum materials, videos, guest speakers, workshops, facilities, public television, and Web sites are just a few of a long list of resources that can assist literacy providers in the delivery of quality instruction.

Having just returned from the National Institute for Literacy (NIFL) conference in New Orleans, I have a new perspective of the value of Web sites as a resource. NIFL has successfully launched a Web site, LINC (www.nifl.gov), which links literacy programs, program directors, and instructors to literacy resources. Having done a few exercises "searching" the LINC Web site, I fully expect it will grow to be a resource bank of unknown value. Local resources will be able to make their information available to ALL programs in our great nation, including our nation's possessions.

As soon as our Nevada LINC is up and growing, the Literate Community's Task Force will do a mass mailing encouraging all of our literacy resource providers to list their resources on our LINC.

A note on the \$100 million increase in adult education funding: For Nevada to receive its fair share of these funds, programs need to be actively involved in helping obtain an accurate census count in 2000. I am working with Dave Byerman from the U.S. Census Bureau to obtain information that will help us develop a plan to ensure our educationally disadvantaged students are counted. Funded programs will receive more information on the plan in January.



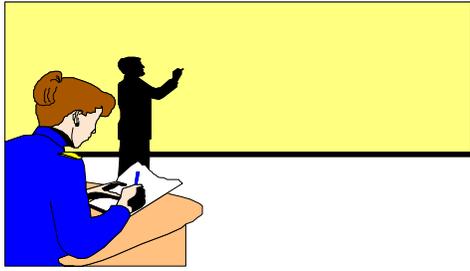
Enterprising instructor enlists investment— from a bank!

Lisa Sherman does much more than teach for Community College of Southern Nevada's Homeless Program at M.A.S.H. Village. After meeting a Nevada State Bank Vice President at a Las Vegas Chamber of Commerce luncheon, she wrote and asked for a contribution to help fund the \$45/student fee required to take the GED exam. Nevada State responded generously—with more than Lisa requested! The bank evidently agreed with Lisa's rationale—that the sponsorship provided "a very reasonable investment considering the possible rate of return."

Workplace Education Means Real Gains, Study Shows

—*GED Items, September/October, 1999*

A recent study of workplace education reveals that a male employee with high literacy skills has lifetime earnings totaling \$1.36 million more than a male with low literacy skills. Instead of lifetime earnings of \$806,000, he can be expected to earn \$2.16 million—a 267 percent difference. For female employees, the return is higher—a 362 percent increase in lifetime earnings. The findings reveal that employees participating in the programs studied gained eleven essential basic skills that helped them raise their performance level in the workplace. The study was funded by the Office of Vocational and Adult Education in partnership with the Conference Board. For a free copy of the report, contact rickie_gallmon@ed.gov.



Lesson Planning for ESL: How to teach to the CASAS Competencies

Participate in this free, live workshop, facilitated by seasoned ESL instructor Ronna Timpa. To register, contact the coordinator closest to you:

| | | | | |
|---------------|-----------------|-----------------|--------------|--------------------------|
| January 22nd | Southern Nevada | Sharyn Yanoshak | 702/253-6280 | syank@ix.netcom.com |
| January 29th | Northern Nevada | Vicki Newell | 775/356-1007 | director@nnlc.reno.nv.us |
| February 25th | Elko | Mark McDonald | 775/753-2109 | mmcdonal@gbcnv.edu |
| February 26th | Winnemucca | Mark McDonald | 775/753-2109 | mmcdonal@gbcnv.edu |

Effective Practices

Interested in learning about particularly effective adult education strategies? A *PaperPak* containing a baker's dozen of effective practices—research-based and/or innovative strategies, approaches, and methods that have proven to be effective for adults—is available for the asking. Topics include use of TOPSpro data, retention, workplace learning, ESL, citizenship, phonemics, phonics, and more!

Contact Bob d'Orleans at CCSN, 702/651-4974; leave a mailing address.

Annual conference



Theme: Let's Work Together: Collaboration, Coordination, and Integration

When: March 29-31, 2000

Where: San Remo Hotel, Las Vegas

Contact: Conference Chair: Martin Bauer, 775/829-9030; MBauer@tmcc.edu

<http://www.tmcc.edu/naea/conference.htm>

What have you learned?



I've learned that you can tell a lot about a person by the way he or she handles three things: a rainy day, lost luggage, and tangled Christmas tree lights.— Age 52

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of gender, race, national origin, color, disability, age, or sexual orientation.