

# NEVADA

# Connections

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

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## Stopping in at the one-stops

Spurred on by the Workforce Investment Act, many state, regional, and local employment and training systems are implementing the One-Stop concept. As writer Dan Fey recently explained, "One-Stops are intended to replace fragmented employment and training services with a new approach that focuses on universal accessibility, integration of services, customer choice, and accountability." Prior to the advent of the One-Stop concept, clients in need of assistance often had to "shop" for needed services, traveling from one agency to another, often feeling "bounced around." One-Stop systems bring providers together in a collaborative, seamless, and often co-located approach.

Two full-service One-Stop centers are up and running in Nevada. Nineteen partners are represented at WORKSOURCE Southern Nevada, located at the Community College of Southern Nevada's West Sahara site. The menu of services includes assessment, case management, vocational/career counseling, job development, referrals, training, adult education/literacy, and many support services, to name a few.

Sandra Pollock, Supervising Employment Consultant for the Dept. of Employment, Training and Rehabilitation (DETR) points with pride to the phones, fax, and computer terminals available to clients. "We've got an airy, windowed facility that clients can use as a true resource center. We've even got a small play area for the children! And all of us are working together as a team, so that we truly have an integrated system to assist our clients."

The One-Stop Job Link at the Old Town Mall in Reno has been operating since early 1999. Offering a similar menu of services, Wirt Twitchell, Assistant Dean of Career and Workforce Development for Truckee Meadows Community College, noted, "We never even had to advertise ... we opened the doors, the clients came, and we've been busy ever since."

Wirt, too is enthusiastic about the on-site Career Resource Center, a computerized job search facility that "is the heart and soul of the operation." Full-time career technicians are on-hand, assisting 600-800 clients each month.

For more information about the northern facility, contact Wirt at 775/824-8659. The Las Vegas One-Stop can be reached at 702/651-2600.



*Sandra Pollock watches as Trevis Webb (Network Services, DETR), checks out the computer system at WORKSOURCE Southern Nevada.*

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## GED Institute scheduled for January 12, 2001

If you're on the staff of a GED, Adult High School, or Adult Basic Education program, you're invited to attend the GED Institute on January 12, 2001, at the Atlantis Hotel and Casino in Reno. The Institute will begin with a continental breakfast from 8:30 a.m. to 9:30 a.m.; lunch will be provided; adjournment is scheduled for 4:30. This is the annual GED meeting that is required for the state's Chief Examiners.

According to Mary Katherine Moen (775/6879167, [mkmoen@nsn.k12.nv.us](mailto:mkmoen@nsn.k12.nv.us)), Adult Education Consultant, "We will be discussing the new test and various policies and procedures. In addition, several Nevada-specific issues will be discussed."



### CASAS accommodations guidelines available

Do you have questions on how accommodations can be made when administering CASAS tests? How do you meet the requirements of federal legislation such as the Americans with Disabilities Act? Are accommodations always different depending on the specific disability? Should an accommodation be made in test administration procedures or is another format for the test needed? What alternate test formats are available from CASAS?

A CASAS paper, *Guidelines for Providing Accommodations Using CASAS Assessment Systems*, may help answer these and similar questions. Assessment includes multiple-choice CASAS test systems for A through D levels administered with appropriate accommodations or use of alternate test formats, standardized performance based assessment, and administration of tests for a designated population such as the 2A to 5A tests.

*The paper addresses these issues related to accommodations in the following three sections:*

1. Considerations When Making Accommodations — issues such as learner and agency responsibility and documentation of disability
2. Accommodations in Test Administration Procedures — primarily addresses accommodations in environment that can be provided for major disability categories
3. Accommodations in Test Formats — alternate tests that can be used for meeting the needs of learners who have various disabilities.

A matrix provides a quick view of the various accommodations through the following columns: (1) Disability, (2) Accommodations in Test Administration/Environment, (3) Accommodated/Alternate Test Formats Available, and (4) Accommodated/Alternate Test Formats in Development.

To receive the guidelines, contact CASAS at 858/292-2900, ext. 348. The paper is also available on the Web, at [www.casas.org](http://www.casas.org). Link to "products and services", then to "special needs."

*Source: "CASAS Quarterly Report," Winter 1999-2000*

### POWERful stuff ...

Follow the same links for information on POWER, the new performance-based assessment system for adults with disabilities. For more information on POWER, which is undergoing continued field-testing, contact Virginia Posey: [gposey@casas.org](mailto:gposey@casas.org).

The major barriers facing adults with learning and other disabilities, and the programs that serve them, are lack of understanding about and resources for screening and formal assessment for disabilities. Without this formal assessment, a person with a disability is not considered as having a disability and therefore not entitled to civil rights protection under federal law. The major protection is this case would be the right to "reasonable accommodations" (ADA Title I) in the workplace and "reasonable adjustments and modifications" (ADA Titles II and III) in educational settings (when studying for the General Educational Development [GED] program, for example). —Glenn Young,

*Disabilities and Adult Education  
Specialist, DAEL, 202/205-3372, in  
ED EZ/EC Program Office Newsletter, April 2000*

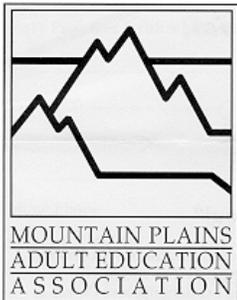
## Kudos to Nevada communities

The U. S. Department of Education's High Skills Communities Initiative has recognized the work of two Nevada funded programs as nationwide models.

The Initiative's mission is to support partnerships in local communities among neighbors, businesses, public policymakers, volunteer organizations, education programs, the private sector, representatives of the faith and disabilities communities, and other groups whose purpose is to raise the educational achievements of adults of all ages.

Last October, Michael Sheward, a consultant with Read-Poland Associates, visited with Catholic Charities of Southern Nevada and with members of the Literate Nevada Advisory Committee and the Truckee Meadows Literate Community Oversight Committee. In late November, Patricia McNeil, Assistant Secretary for the U.S. DOE Office of Vocational and Adult Education invited program representatives to a "Public Forum on High Skills Communities" to be held in Washington D.C. Congratulations to the programs and their leaders:

- ▶ Vicki Newell (Northern Nevada Literacy Council), Program Coordinator for Literate Nevada
- ▶ From Catholic Charities: Redda G. Mehari, Resettlement Director; Ronna Timpa, ESL Coordinator; and Tony Blume, Job Development Coordinator.



### Mountain Plains Adult Education Association

This year's annual conference will be held in Albuquerque, New Mexico April 25 – 28. The "Gathering of the Nations" will be held at the same time, so it's a good idea to make your reservations early. Rooms reserved at the Crowne Plaza prior to March 29 will be \$89.00 plus tax; after that, room costs will revert to the regular rates. The theme for the 2001 conference is "Lifelong Learning: The Never Ending Story;" the registration fee will be approximately \$179.00

MPAEA provides three scholarships for its members:

- ▶ The Scholarship for Innovation (up to \$1000), to foster innovative approaches to adult education and develop new models which have potential for replication in other adult and continuing education programs in the Mountain Plains area.
- ▶ The Professional Development Scholarship (up to \$500), one to a person from each member state to attend conferences or other staff development activities during the MPAEA year.
- ▶ The Memorial Scholarship (up to \$1000), to a graduate student enrolled in a graduate degree program in adult education or closely related field in a college or university in one of the Mountain Plains states to help fund school-related expenses.

Nevada's MPAEA Board members:

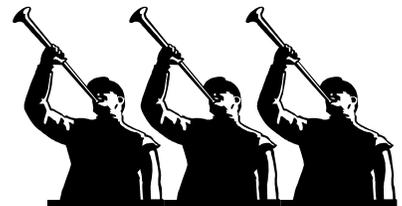
- ▶ Julee Henson, 702/799-0170, [grannyhens@aol.com](mailto:grannyhens@aol.com)
  - ▶ Vicki Newell, 775/356-1007, [director@nmlc.reno.nv.us](mailto:director@nmlc.reno.nv.us)
- Web site: [www.mpaea.org](http://www.mpaea.org)

### Last call

If you've got a new, creative idea or project you'd like to try in a classroom or tutoring environment, you may apply for up to \$1,000 in mini-grant funds. These funds are open to any adult education practitioner who works in an established Nevada program for adults who do not have a high school diploma. Applications must be postmarked by January 26, 2001.

Funds are also available for administrative training via the "administrative mini-grants," which will be considered as they are received, through April.

Applications are available from 702/651-4974; [syank@ix.netcom.com](mailto:syank@ix.netcom.com). Specify practitioner or administrative application.



# Nevada Connections Survey – January 2001

**\$\$\$ Your feedback is so important for ensuring this publication meets your needs that we will enter all whose responses are received by 2/9/01 into a drawing for \$250 worth of your choice of classroom resources. \$\$\$**

- |                                                                                                   | Very little | Some       | Mostly all  |
|---------------------------------------------------------------------------------------------------|-------------|------------|-------------|
| 1. How much of the bimonthly <i>Nevada Connections</i> do you typically read?                     | —           | —          | —           |
| 2. Please indicate the usefulness of the types of articles typically found in Nevada Connections: | Little use  | No opinion | Very useful |
| a. Features about programs and projects                                                           | —           | —          | —           |
| b. Features about people                                                                          | —           | —          | —           |
| Information about:                                                                                |             |            |             |
| c. Adult education associations (e.g., NAEA, MPAEA, etc.)                                         | —           | —          | —           |
| d. Upcoming activities (workshops, conferences, etc.)                                             | —           | —          | —           |
| e. Available resources (e.g., scholarships and grants, Web sites, videotapes, etc.)               | —           | —          | —           |
| 3. What do you typically do with <i>Nevada Connections</i> ? (circle)                             |             |            |             |
| Save all or part _____ Share all or part _____ Toss it _____                                      |             |            |             |
| Other: _____                                                                                      |             |            |             |
| 4. Regarding delivery, would you prefer to receive:                                               |             |            |             |
| Hard copy only (as is) _____ E-mail only _____ Both hard copy and e-mail _____                    |             |            |             |
| 5. Which articles do you remember as being particularly helpful?                                  |             |            |             |

6. What would you like to see more of? Anything you'd like to see less of?

7. Your phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_
8. Your position: Teacher \_\_\_\_\_ Tutor \_\_\_\_\_ Administrator \_\_\_\_\_ Other \_\_\_\_\_

**Return to: Sharyn Yanoshak, Fax 702/871-3374; CCSN, 2409 Las Verdes – Room A109, Las Vegas, NV 89102**

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