

# NEVADA

# Connections

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

Volume 6 Number 6

June 2001



## Equipping our students for the future

—Linda Zaczek, Nevada Training Coordinator, 702.897.7684, [LZLV@aol.com](mailto:LZLV@aol.com)

As an adult educator, you already know that the traditional K-12 educational system has failed some of your learners. Providing more of the same curriculum has never made good sense for our ABE programs. The new EFF (Equipped for the Future) framework being developed by the National Institute for Literacy (NIFL) hopes to offer a better path to learner success. The idea is that field-based research about what adult students need and want to know will create a customer-based, nationwide agenda for reform. EFF will be more than a new methodology — it will be a new way of teaching to adults.

Across the country, adult students in volunteer-based programs, prisons, and classrooms were asked what they needed to know as workers, parents/family members, and citizens/community members. The results of the survey indicated that the knowledge needed by adults in the 21<sup>st</sup> Century could be grouped into four areas: communication, interpersonal, decision-making, and lifelong learning skills.

Once the EFF team researchers understood what adults wanted and needed to do in their lives, it became possible to identify a set of “generative skills” that are applicable in their daily lives and durable over their lifetimes. Some examples of generative skills are: to convey ideas in writing, to speak so that others understand, to use information and communication technology, etc.

With these skills in hand, it is possible to develop standards for levels of competency, as well as assessments to measure students’ performance at each level. Someday EFF will become an entirely new educational system for teaching adults. EFF will have its own standards, evaluation instruments, and methods of implementation. The system will be based on research and grounded in careful feedback from adult learners.

According to Andrew Hartman, NIFL’s Director, EFF will provide a “common language and a set of knowledge and skills that can be used to improve teaching and learning, accountability, and investment in the enterprise of adult education.” At the very least, EFF hopes to focus teaching on the real-world needs of our students.

Maxine Frauman-Prickle, who works with Oregon’s Department of Education and that state’s Department of Community College and Workforce Development, will be returning to Nevada to conduct EFF training as it relates to ESL during the next academic year. Participants in the workshop will experience and practice ways to implement generative skills in planning for ESL classroom instruction. The training will be coordinated through CCSN’s Adult Basic Education professional development project.

---

The ultimate vision for Equipped for the Future is that the content of adult education will be learner-centered, relevant to students’ “real worlds,” and based on student goals.

---

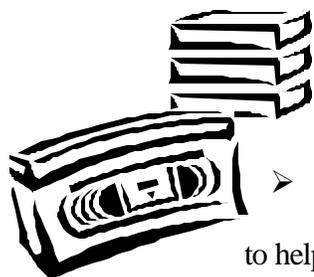
## Gearing up for the GED

Linda Zaczek and Jean Perry-Jones joined two representatives from each of the other states and recently completed intensive training on the new GED exam. They will be training Nevada's instructors beginning this summer. For information, contact your program director or:

- ABE programs —Linda at 702.897.7684, [LZLV@aol.com](mailto:LZLV@aol.com)
- Adult High School programs —Jean at 702.799-3400, Ext. 222, [cubbycat@earthlink.net](mailto:cubbycat@earthlink.net)

**"I didn't mind having to use a rifle in the service and all, but this GED thing has me scared to death."**

*Overheard in one-stop parking lot, 4/30/01*



## Video resources for GED 2002

*You may borrow a tape for two weeks from CCSN's Adult Basic Skills library. Contact Bob d'Orleans, 702/651-4974 or e-mail [syank@ix.netcom.com](mailto:syank@ix.netcom.com).*

- **GED 2002: Making the Transition** (tape #M61, November 30, 2000): Joan Auchter and panel address issues such as accommodations for persons with disabilities, how to help learners transition to the new test, and the effect of the new test on meeting adult education performance measures.
- **GED 2002: Everything You Need to Know** (tape #M60, April 27, 2000): Joan Auchter and others answer questions about what's new, what's the same, and the reasons behind the revisions. Includes advice on how to begin retraining teachers and tips on preparing learners for the new tests. Features Mirage Hotel's GED Workplace Program! Handout includes samples of new test items, new answer key formats, scoring guidelines for the essay section, and a list of Web-based training resources for teachers and administrators.
- **The GED, You and Me** (tape #M59, March 22, 2000): Joan Auchter, Executive Director of the GED Testing Service, heads a panel discussion about changes to the exam.

## Lessons learned at MPAEA Conference

*Great Basin College (GBC), 775/753-2126*

*Western NV Comm. College (WNCC) 775/445-4451*

Several Nevadans attended Dr. Richard Cooper's workshop, "If They Think Differently, Should They Study Differently?" Rossana Soltani (Great Basin College, [soltani@m-art.com](mailto:soltani@m-art.com)) noted that what works best for the student may go unnoticed because the student herself may not recognize what's working. Rossana plans to introduce more study aids into her classroom and to "communicate to our students the need to be self-observant and experiment with the learning environment."

Louise Tousignant ([gillest@elko-nv.com](mailto:gillest@elko-nv.com)), also from GBC, picked up some "valuable tricks" from Dr. Cooper's session on "Teaching Writing." WNCC's Geraldine Thompson ([geraldinemaryt@aol.com](mailto:geraldinemaryt@aol.com)) especially liked the "baby steps" technique for intermediate ESL students with weak written language skills.

Geraldine reported that Dr. Gaylin Rollins' session "Are We There Yet?" was inspirational and pragmatic. "The workshop demonstrated many ways in which to motivate students and I plan to try these in my ESL classes." She also saw how the short "Who Moved My Cheese?" video was applicable to her students.

Velveth Marty ([MarcoMFG12@aol.com](mailto:MarcoMFG12@aol.com)), also with WNCC, reports that two sessions, "Nuestras Voces: An English Literacy-based Community Action Initiative" and "What Learning English Means to Mexican Immigrant Women" will help her recognize specific needs and focus on solutions in her work.

GBC's Idoya Bagan ([tbagan@the-onramp.net](mailto:tbagan@the-onramp.net)) wrote an extensive report detailing six sessions: the "Mexican Women," the two Cooper presentations described above, two others on workplace learning, and one on retention. Contact Meachell LaSalle at 775.753.2109 for a copy of this excellent resource.

## Hot off the presses!

### Guides to effective referrals and volunteer management

Marcel Schaerer, Training Director for International Professional Development Services (IPDS) in Reno, recently announced the publication of two guides:

- The *ABE/ESL Volunteer Management and Training Manual*, written by Lisa Appelrouth Guzmán, MSW, provides a roadmap for working with volunteers. It provides guidance and resources for effectively recruiting, training, and managing volunteers.
- The *Referral Guide to Assist Business and Industry* is designed to help ABE/ESL providers refer companies to other agencies and businesses offering literacy and training programs. Especially useful for when the provider does not offer the services sought, this concise guide details step-by-step instructions and contains several forms to help providers efficiently and effectively handle referrals.

You may borrow a copy of either manual from the State Literacy Resource Center, 800/445-9673, or contact Marcel directly at 775/787-2000, [info@ipds2000.com](mailto:info@ipds2000.com)

## Based on research

### The expected ...

A recent CASAS survey of eighty California teachers and administrators representing 42 agencies revealed several trends:

- Increased emphasis on orientation and retention; some programs experimenting with managed enrollment.
- Increased focus on goal setting, including weekly student-teacher conferences and lessons designed to promote learner reflection on progress at the beginning, middle, and end of the year.
- Curriculum revision (lesson plans linked to CASAS competencies).
- Streamlined data collection and management, sharing information with teachers.

### ... and the unexpected

Initial findings from the National Center for Adult Learning and Literacy's Longitudinal Study of Adult Learning are challenging the prevailing notion that ABE students tend to have had negative experiences in K-12 schools and that these experiences limit their participation in adult education.

The data shows that 40% of high school dropouts report having had positive K-12 experiences, 28% report negative, with 11% reporting very negative and 10% reporting very positive.

Results from the first year of data also show that individuals who participate in adult education are similar to their counterparts who have not participated with respect to demographics, K-12 school experiences, literacy proficiencies, and other salient variables.

The April issue of *Focus on Basics*, available at <http://gseweb.harvard.edu/~ncsall/>, contains more information on this study.

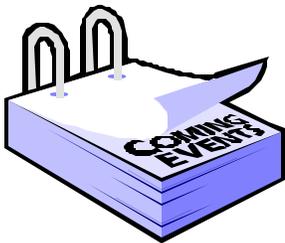
## Four hundred funding leads

Check out the National Institute for Literacy's Web site — [www.nifl.gov](http://www.nifl.gov), then click on "LINCS" (upper right), then on "grants and funding" (left side) — for a list of 400 current funding opportunities. The list is searchable by topic (e.g., "technology") and source of funds (e.g., "federal" or specific business names such as "Avon," etc.). Many entries point to foundations and describe the types of projects funded through them, e.g. a search for "Barbara Bush" provides contact information for the Barbara Bush Foundation for Family Literacy.

A search for "Verizon" will lead you to [www.verizon.com/foundation](http://www.verizon.com/foundation) (212/395-2121) and information on grants available to schools and other 501(c)(3) organizations that use technology for literacy, community technology development, and workforce development. The Verizon Foundation is accepting proposals through November 30.



## *Connecting resources for Nevada's adult workforce*



### CASAS National Summer Institute

June 19-21, 2001      San Diego, CA      800.255.1036, ext. 300; [www.casas.org](http://www.casas.org)

### Family Literacy Institute (National Center for Family Literacy)

July 18-20, 2001      Louisville, KY      Cathy McTighe      502.584.1133, ext. 140;  
[www.famlit.org](http://www.famlit.org)

### VALUE Leadership Institute (Voice for Adult Literacy United for Education)

*To help learners become effective leaders in their adult education programs and communities.*

July 19-21, 2001      Columbus, OH      Marty Finsterbusch, 610.876.4811, [finsterm@netscape.net](mailto:finsterm@netscape.net);  
[www.literacynet.org/value](http://www.literacynet.org/value)

## Searching for super sites

Sometimes it seems as if the availability of technology has just made more work for all of us. So much information — and only so much time to sift through it all. What's the best Web site you've found for helping you help your adult education students? Tell us what it is and why you like it, and we'll tell Nevada's adult educators!

