

## Guiding Principles

By Mary Katherine Moen, State Director of Adult Education, [mkmoen@doe.nv.gov](mailto:mkmoen@doe.nv.gov), 775/687-9167

Service—We value the dignity of each individual and the inherent ability to succeed. We respect the cultural diversity of our students. We encourage feedback from students and stakeholders in our customer-focused delivery system. —*Nevada Adult Basic Education Directors, 2004*

What a joyous world it would be if we were each able truly to incorporate this concept into our hearts and our thinking. Respecting all people, their dreams, their beliefs, and their right to be heard would yield a world without bombings, a place of hope and acceptance.

It can be argued that this is simply utopian thinking, that the rose-colored glasses are in the way of seeing reality. But as educators we strive to open eyes and minds to the possibilities in life, to the riches of learning and knowing. Is it not this world of possibilities that keeps us focused on helping people to reach their goals? That keeps us going to teach that evening class once again even though fatigue has set in after a full day's work at another job? That fills us with pride



when that student receives a GED certificate or independently forms a grammatically correct sentence in English?

Let us continue to be optimistic. Let us be fully aware that valuing the dignity of one **can** change at least one tiny corner of the world — and perhaps more than that! May we wear our rose-colored glasses with pride.

## State Director faces the nation

Late in July, Mary Katherine Moen participated in a panel discussion, “Ten Percent Increase in Volume,” at the national Annual GED Administrators Conference in Alabama. Participants were very interested in Nevada’s 18-24 year old Initiative and its use of *GED Integrated Online Solution* to provide instruction.

In August, serving on the U.S. Department of Education’s monitoring team, our seasoned State Director of Adult Education visits Utah.

## CCSN reports results on research project

In 2004-2005, Jim Strauss was awarded special funds to research whether ESL students could improve their English literacy skills by using high-interest, low-vocabulary reading formats with their families. He compared CASAS test scores for four experimental classes that were provided children’s books against those for four control groups with no such intervention.

The results showed a slightly higher gain for the control groups, however Jim postulates that the difference in gain was not significant. He believes that further statistical analysis and additional factors (students’ starting levels, teacher involvement, and other external factors) are worthy of more examination. For a copy of his report, *Adult and Children’s Literacy Effort – SF0406*, provide your name and postal address to Bob d’Orleans, [robert\\_dorleans@ccsn.edu](mailto:robert_dorleans@ccsn.edu), 702/651-4974.

## ESL seminar offered

Ronna Timpa, formerly director of the ESL program at Catholic Charities and currently president of Workplace ESL Solutions, is offering training on how to sell, market, develop and/or facilitate a Workplace ESL class on August 25-26 at the Orleans Hotel in Las Vegas.

“This seminar is for ESL teachers, trainers, and HR staff who want to learn everything from A to Z about developing a successful Workplace ESL program,” said Ronna. The cost is under \$500. Contact [ronna@workplaceESL.com](mailto:ronna@workplaceESL.com), 702/873-3520, [www.workplaceesl.com](http://www.workplaceesl.com).

# Nevada expert recommends online ESL resources

Claudia Bianca-DeBay, Meachell LaSalle, Judy Marks, and Sharyn Yanoshak are participating in a national Initiative to build ESL capacity in states with high ESL population growth. Claudia recently reviewed some resources provided by CAELA (Center for English Language Acquisition), facilitator of the Initiative. She found these resources worthy of recommendation. (Descriptions provided by CAELA.)

## Equipped for the Future (EFF)

<http://eff.cls.utk.edu/default.htm>

This Web site, hosted by the EFF Center for Training and Technical Assistance at the Center for Literacy Studies, University of Tennessee, contains a "Teaching/Learning Toolkit." Several lessons are directly related to adult ESL contexts. These demonstrate an ongoing eight-step process for learning and teaching. The Web site also includes a variety of tools to support these lessons.

## Center for Adult English Language Acquisition

(CAELA) <http://www.cal.org/caela>

The CAELA Web site provides a great many resources for adult ESL practitioners. These include over 85 briefs, digests, and Q & As on topics germane to adult ESL (e.g., improving language skills, methods and approaches, staff development, policy issues, and assessment and evaluation). The Web site also includes Frequently Asked Questions (FAQs) about topics of general interest about ESL, resource collections on "Assessment and Evaluation in Adult ESL," "What Beginning Teachers and Tutors of Adult English Language Learners Need to Know," "EL/Civics for Adult English Language Learners,"

"Learning Disabilities and Adult ESL," and "Second Language Acquisition." An extensive and popular new resource is the *Practitioner Toolkit: Working with Adult English Language Learners* available at <http://www.cal.org/caela/elltoolkit>.



See *Nevada Connections*, March 2005 for Claudia's complete review of this toolkit.

## ESL Special Collection

<http://www.literacynet.org/esl/aboutus.html>

This Web site is part of the National Institute For Literacy's (NIFL) Literacy Information and Communication System (LINCS). This collection includes sections for administrators, learners, teachers, and tutors. Adult English language learners who access this site can find links to language practice Web sites, information about citizenship and civics, TOEFL and GED, and how to contact other adult ESL learners. The teacher section provides links to research, techniques, and approaches as well as source materials for teachers. The administrator section links to state standards or benchmarks, as well as to a variety of organizational tools.

## ESOL Starter Kit

[http://www.aelweb.vcu.edu/publications/ESLKit/ESLKit\\_2002.pdf](http://www.aelweb.vcu.edu/publications/ESLKit/ESLKit_2002.pdf)

The online version of this kit, produced by the Virginia Adult Learning Resource Center, provides an overview of the information most often needed for those beginning to teach adult ESL. Sections provide information on such topics as intake, adult ESL resources, adult learning principles, second language teaching, the four language modes, and curriculum development. Links to online resources and sample lesson plans for reading, writing, listening, and speaking are included.

## National Center for the Study of Adult Learning and Literacy (NCSALL)

<http://www.ncsall.net/>

This Web site displays many professional development resources based on the research that NCSALL has conducted as well as a link to *Focus on Basics: Connecting Research and Practice*.



For additional Nevada-recommended resources for ESL and other content areas, visit [www.literacynet.org/nevada](http://www.literacynet.org/nevada), then click on the "teacher/tutor" button.

The *Las Vegas Review-Journal* recently reported that according to the National Academy of Sciences, the average immigrant contributes \$1,800 more in taxes than he or she receives in benefits.

# Special leadership funds available for online staff development !

Special funds are available to pay the registration fee for approved online/Web-based courses applicable to educating adults. Adult education practitioners are eligible if they work in an established Nevada program for adults without a high school diploma.



## How it works

- We will pay the registration fee for approved online/Web-based courses applicable to educating adults. You will be reimbursed for the registration fee after you complete the course.
- You will be asked to complete a short evaluation of the online learning process so that other Nevadans may learn from your experience.
- With evidence of successful completion, facilitated courses may count toward renewal credits for the Adult Basic Educator's Certificate of Performance.

## To apply:

Send (via email) to [saylv@cox.net](mailto:saylv@cox.net):

- ✓ Your name, phone number, and program for which you work
  - ✓ Course title, number, description, Web site address
  - ✓ Expected start/end dates and cost
- You will receive a response (typically within a week) via email.

## Questions?

Sharyn Yanoshak

702/253-6280

[saylv@cox.net](mailto:saylv@cox.net)

## What others say

Val Lyons-Brady, experienced GED instructor at Truckee Meadows Community College, took several online courses last year. She wrote: "I like the on-line courses because (1) they're easy on my ears; I don't have to strain to hear an instructor or fellow students; (2) I can do them on my own time and spend as much or as little time per session as I want; (3) I'm not overwhelmed or held back by the progress or lack of progress of others in the class; (4) most of the resources are right on the Internet, and I'm not running out to buy books; (5) the courses are usually of short duration so I can concentrate on the task at hand; (6) the assignments and tests can be done and/or sent on line; (7) test grading is immediate; (8) feedback from the (good) instructor is very timely; (9) I can do my work without leaving home; (10) I like seeing what other students do (discussion boards, postings, etc.). So for me — what's not to like?"

Others may like the online method of learning as much as Val does ... or not. But hey — you won't know if you don't try!



NSHE Board of Regents  
Chair: Bret Whipple  
Vice Chair: Dorothy Gallagher  
Mark Alden  
Dr. Stavros Anthony  
Dr. Jill Derby  
Thalia Dondero  
Douglas Roman Hill  
Linda Howard  
James Dean Leavitt  
Howard Rosenberg  
Dr. Jack Lund Schofield  
Steve Sisolak  
Michael Wixom

Non-Profit  
U.S. Postage  
**PAID**  
Las Vegas, NV  
Permit No. 1618

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.

## High school dropout rates rise, opportunities decline

A new report from Educational Testing Service warns that little is being done to address rising dropout rates, declining earnings for dropouts in the job market, and reduced public investments in effective second-chance efforts.

The report also found clear evidence that more students are dropping out earlier, between ninth and tenth grades. Coupled with the finding of too few counselors and a steep decline in federal investment — from about \$15 billion in the late 1970s to about \$3 billion today — the outlook is not good.

“All of the ... federally funded education, employment, and national service programs combined (Job Corps, YouthBuild, Service Corps, Challenge, AmeriCorps, Workforce Investment Act, Youth Opportunity Grants) are barely scratching the surface of need and demand. (Nationally) there are less than 300,000 full-time training and educational opportunities for 2.4 million low-income 16 to 24 year-olds who left school without a diploma or got a diploma and can't find a job,” wrote author Paul E. Barton.

Education pays! According to the Census Bureau's Annual Social and Economic Supplement to the Current Population Survey, the average salary in 2003 for those without a high school credential was \$18,734. Workers with a high school diploma or GED averaged \$27,915 — a 49% difference.

According to Census data, more than a quarter million Nevada adults lacked a high school diploma or General Educational Development (GED) Certificate in 2000:

<u>Age group</u>	<u># without Credential</u>
18-24	59,391
25-34	66,347
35-44	59,820
45-64	<u>69,503</u>
Total	255,060

"This is a story of losing ground. At the same time that the dropout rate is increasing and out-of-school education and training opportunities are dwindling, the economic status of young dropouts has been in a free fall since the late 1970s. Employment and earnings prospects have declined and even for those who work full time, earnings have dropped steadily to averages around the poverty line for a family with children."

You may download the full report, *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*, at [www.ets.org/research/pic/onethird.pdf](http://www.ets.org/research/pic/onethird.pdf).

Editor: Sharyn Yanoshak ■ Phone: 702/253-6280 ■ Fax: 702/651-4538 ■ E-mail: [saylv@cox.net](mailto:saylv@cox.net)  
Community College of Southern Nevada, 3200 E. Cheyenne Ave. – K1B, North Las Vegas, Nevada 89030  
Back issues archived at: <http://www.literacynet.org/nvadulted/newsletters.html>