



*Bringing Resources to Nevada's Adult Education Community*

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## Nevada Adult Education: Who are our students?

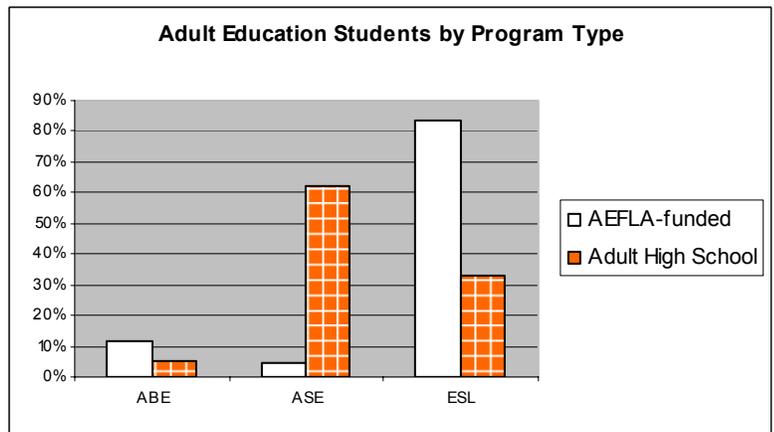
Adult Education programs blanket the state, serving a diverse population from jam-packed Clark County, with 174 people per square mile, to Humboldt, with a population density less than two.

### AEFLA-funded programs

The eight federally funded AEFLA (Adult Education and Family Literacy Act) programs served 9,506 students in 2005-2006. These programs are housed at the community colleges, the Clark County Library, and at smaller community-based organizations.

Eighty-three percent of students in these programs were enrolled in ESL classes; twelve percent were ABE (adult basic education) students; and just five percent were in the higher ASE (adult secondary education) level.

The gender split is nearly equal (45/55 percent male/female). Age demographics reflect a nearly "normal" curve, with 56 percent age 25-44, five percent 16-18, and two percent over 60 years of age. Fifty-seven percent of the students are currently employed.



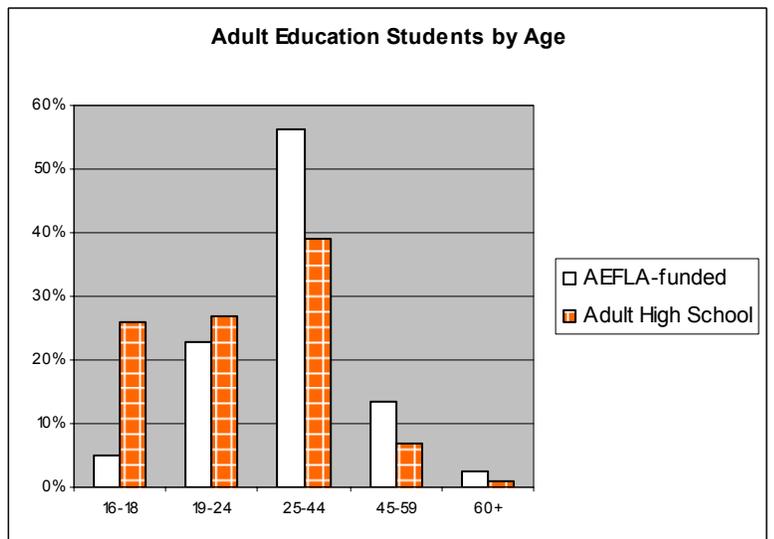
### Adult High School programs

The state-funded Adult High School programs are administered through the school districts. These programs enrolled 24,007 students in 2005-2006, about 20% of which were served through Corrections facilities.

In contrast to the AEFLA-funded programs, 62 percent of Adult High School students studied for the Adult High School Diploma or GED; one-third were ESL students. Just five percent were at the adult basic education level.

The Adult High School system is split 58.5% male to 41.5% female. "However," noted Adult Education Consultant Rick Rasmussen, "if you take the Corrections students out of the mix the gender split is nearly the same as in the AEFLA-funded programs."

Age demographics reflect a younger "market" than the AEFLA programs: approximately 26 percent of students were 16-18, another 27 percent were 19-24, and nearly 39 percent 25-44.



For more information on these programs, contact the Nevada's Adult Education Director Mary Katherine Moen, [mkmoen@doe.nv.gov](mailto:mkmoen@doe.nv.gov), 775/687-9167.

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# Recent Summit introduces Lifespan Literacy Matrix

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On October 30<sup>th</sup> ProLiteracy Worldwide hosted the National Literacy Summit.2 Web conference, where they introduced the Lifespan Literacy Matrix outlining literacy outcomes, measures, and key research-based practices and strategies for learning. The tool also identifies the primary literacy outcomes generally agreed upon as significant by the professional community. It includes an extensive, well written glossary. The great value of this matrix is that it provides a lifelong literacy guide, from birth to elder age.

Several good points were made during the webcast, such as the need to train teachers to

**“We’re talking from tinkle to wrinkle here!”**

**— Literacy Summit presenter**

know what good literacy skills look like at any age. Overall, that is not happening as future teachers progress through higher education teacher preparation programs.

Another issue the field needs to grapple with is how to work with people on what good reading looks like. What does it mean to be fully literate and how do we reach those folks who don’t even know they aren’t? As panelist Dorothy Strickland, reading professor at Rutgers University, said, quoting an NAAL report, “We don’t have an illiteracy problem in America. We have a literacy problem. Many people at literacy levels 1 and 2 don’t realize they even have a literacy problem. How do we reach them?”

Presenters suggested to succeed in implementing literacy practices across lifespans, we must use the three C’s: communication, coordination, and collaboration.

It is hoped the Matrix will help by providing literacy guidelines across the lifespan so educators can identify where their students should be in the overall literacy scheme. It divides lifespan into seven segments:

- Children’s Early Literacy Birth to three years
- Children’s Early Literacy Three to five years
- Parent Involvement Birth to five years
- Elementary School Kindergarten through grade 5
- Parent Involvement Kindergarten through grade 3
- Middle and high school students
- Adult learners in basic education and literacy programs

The following is one of the four Matrix components for “adult learners in basic education.”

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Fluency	<ul style="list-style-type: none"> <li>• Test of Word Reading Efficiency</li> <li>• Woodcock Johnson III Diagnostic Reading Battery (WIR-III DRB) (subtest)</li> <li>• Nelson-Denny Reading Test (subtest)</li> <li>• Gray Oral Reading Tests – Fourth Edition (GORT-4, measures rate and accuracy in passage reading)</li> </ul>	Provide adults with regular opportunities to practice guided, repeated oral reading of connected text; guidance may be provided by a teacher or tutor, another adult learner, or audio-taped texts.

For an electronic version of the Lifespan Literacy Matrix or a copy of the most important points made during the webcast, call or e-mail the Nevada Literacy Coalition (800/445-9673, 775/684-3340, [kabiagi@clan.lib.nv.us](mailto:kabiagi@clan.lib.nv.us)). The webcast and a downloadable version of the Matrix are also available at <http://literacynetwork.verizon.org/>.

## Nevada Adult Education

*(Continued from page 1)*

All these organizations are working to provide responsive, quality educational opportunities. By enabling a wide variety of programs throughout the state, Nevada’s Adult Education system provides many opportunities and access points for motivated, undereducated adults to achieve their work, civic, family, and personal goals.

**Educational services are also offered through more than 100 other facilities, such as libraries, Even Start, Family Resource Centers, JOIN, etc. For more information, contact Kathy Biagi at the Nevada Literacy Coalition, [kabiagi@clan.lib.nv.us](mailto:kabiagi@clan.lib.nv.us), 800/445-9673 or 775/684-3344.**

# So many standards, so little time

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At first glance the Nevada Content Standards (ABE or ESL/EL Civics) can be daunting. There are several content standards for each level and numerous indicators or objectives within each level. Your first thought might be, "I can't teach all this in one session! Many of my students don't return for the next session! Do I have to teach them all? If not, which ones do I choose?"

Many adult education programs have laid out specific curriculum objectives for their teachers and tutors to teach at various times throughout the year. Careful perusing of Nevada's Content Standards will reveal many, if not all, of your program's objectives.



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**The Content Standards for ABE and ESL/EL Civics for Nevada's AEFLA-funded programs are posted at [www.literacynet.org/nevada/standards/index.htm](http://www.literacynet.org/nevada/standards/index.htm). Individual program resources have been matched to each standard; click on the program link to view them.**

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Best practice suggests you spend the first few days getting to know your students and determining their long- and short-term goals. Once you have narrowed down what the majority of your students want to accomplish within the current session or term, re-visiting the content standards will give you further insight into which standards you may want to include. Here's an example:

You teach a high intermediate ESL class. Your program wants you to cover maps, health and safety, and comparison shopping. On the first day of class you might put these three headings on the board along with "other" and ask if there are specific topics under those headings students would like to learn as they move forward toward their goals. They can also choose different topics if they have a pressing need to learn about them. You find out that most of your students want to learn more about:

- ◆ using maps when going on trips
- ◆ understanding prescriptions
- ◆ how to save money when grocery shopping
- ◆ how to make a budget
- ◆ helping their children with homework

The first three topics are consistent with your program's goals; the latter two are student-generated. You decide that covering these five topics is doable.

Here's how you might cover the first topic: the first reading standard in the ESL High Intermediate Content Standards Manual is "The student will read simple paragraphs and texts to determine general meaning, extract specific information, and demonstrate ability to use thinking skills." The first ESL objective under this standard is "Interpret a variety of charts, graphs, tables and forms." A listed competency for this objective that provides context is 2.2.5: Use maps relating to travel needs. A listed resource (at the CCSN and TMCC programs) for teaching this standard/objective/competency is *Topics and Language Competencies*, book 4, unit 1.

You now have an instructional resource that addresses this topic! Depending on the amount of time you want to spend, you may use one or more recommended resources or authentic materials that you've collected (e.g., real maps of local areas). This same process can be used to cover the other four topics.

If your program is using the CASAS Life and Work series, tests 83R and 84R (recommended for this level) include questions that involve map reading.

And that's it! You have now connected four valuable components of your students' education: content standards, goals, curriculum, and assessment!

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**Note: In addition to the resources matched to Nevada's AEFLA-funded programs and posted at [www.literacynet.org/nevada/standards/index.htm](http://www.literacynet.org/nevada/standards/index.htm), you may access materials available through the State Literacy Resource Center (800/445-9673 or 775/684-3340, [jgoena@clan.lib.nv.us](mailto:jgoena@clan.lib.nv.us)), numerous publishers, etc.**

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## MPAEA scholarships

Each year, the Mountain Plains Adult Education Association grants up to \$500 for professional development to an adult educator from Nevada. This scholarship may be used to attend conferences or to engage in other staff development. In most cases, recipients use the scholarship to defray expenses for the MPAEA Annual Conference; however, other functions related to lifelong learning may be considered.

The applicant must be a current member of MPAEA or submit a membership application with the application; the deadline is February 15th.

To download an application, visit [www.mpaea.org](http://www.mpaea.org) and click on "scholarships." For membership, click on "join MPAEA." Questions: Dianne Marquez, Scholarship Chair, [dmarquez@nmjc.edu](mailto:dmarquez@nmjc.edu), 505/392-5411.

## Local January workshops

- √ **Strategies for Teaching Adult Students with Learning Disabilities**  
January 19  
Churchwright Multicultural Center, Las Vegas  
702/434-6858
- √ **Teaching Strategies Essential for Managing Learner Success**  
January 20  
Catholic Charities of Southern Nevada, Las Vegas  
702/693-6761
- √ **Active Learning: Fun and Games in the Classroom**  
January 27  
Western Nevada Community College, Carson City  
775/445-4451

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*...on Lake Coeur d'Alene*

Please join us April 25 - 28, 2007

[WWW.MPAEA.ORG](http://WWW.MPAEA.ORG)