



CALL and Vegas PBS partnership opens doors

Connie Barker, literacy manager for the CALL (Computer-Assisted Literacy in Libraries) program administered through the Las Vegas-Clark County Library District, recently announced two products resulting from the "Open Door" project, a collaboration with the KLVX Communications Group, which operates public television channels in southern Nevada

"We've developed instructional materials for citizenship applicants that walk students through the entire citizenship process," she said. According to Literacy Trainer Jay Yeo, who worked with Civics Teacher Allison Socha and KLVX in developing the *Step-by-Step Guide to Becoming a U.S. Citizen*, the materials are in two parts.

"The first part covers the steps involved in determining if a resident is eligible to apply for citizenship and then graphically illustrates section-by-section instructions on how fill out the N-400 Form, which is the form most permanent residents use to apply for citizenship," Jay explained.

"Part 2 explains the required documents, photos, and payments and how to package and send them to the local USCIS Support Office in Laguna Niguel, CA. It then describes what the applicant should expect regarding the sequence of events that takes place after the USCIS Office receives the application. This includes the types of correspondence applicants will receive, with instructions on how to get fingerprints and when and where to go for the USCIS Interview and Test, as well as notification of the place, date, and time of the oath of allegiance ceremony (held after they have passed the test)."

The second part also contains a mock interview (starring CALL's Sebastian Gonzalez) that includes questions about information on the N-400 Form, sample questions selected from the civics 100-question list, and information about writing short sentences from dictation and reading short sentences from a list. This section clearly shows applicants what to expect in the interview process. Also included is information on community organizations (NALA and the Citizenship Project) that are authorized to provide legal advice to applicants.

The *Guide* is available in English and Spanish on DVD or on a set of videotapes. A limited number are available free of charge through some library branches or from CALL. Contact Jay Yeo, yeoj@lvccld.org, 702/507-3430.

"Sebastian was front and center in another product," added Connie. "Vegas PBS won an Electronic Media Award for a public service announcement for the Family Literacy/Backpack Program featuring him as talent!"

Sponsored by Women in Communications, the award recognizes outstanding talent and work in radio, television and Web site design.

These endeavors were funded through a Partnership for a Nation of Learners Community Collaboration Grant from the IMLS (Institute of Museum and Library Services). The CALL/KLVX collaboration blends the unique resources of public libraries and public television to provide new, cost-effective methods of supporting critical literacy learning among adults and children. See *Nevada Connections* (January 2007) for more on the "Open Door" project.



Sebastian Gonzalez:
"CALL" him a star!

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Migration Policy Report details need for services



In July, the Migration Policy Institute released "Adult English Language Instruction in the United States: Determining Need and Investing Wisely," clearly establishing the need for services for individuals with limited English proficiency.

The Report cites a 2003 study by the Urban Institute indicating 60 percent of legal immigrants who were eligible to become citizens but had not done so were Limited English Proficient (LEP). The Report estimates that approximately 5.8 million legal permanent residents will require English language instruction to pass the naturalization exam and/or to have the necessary skills to participate in civic life. Include the 6.4 million unauthorized immigrants in the country and the need more than doubles.

Assuming an average of 110 hours of instruction to raise one level of English ability, the Report states that it will require about 277 million hours of English language instruction a year for six years to bring all current adult legal permanent residents to a level of English proficiency needed to pass the naturalization test. An additional 319 hours a year for six years would be required to bring all current adult unauthorized immigrants to the same level.

According to the Report, the need for English language and literacy instruction by lawful permanent residents or unauthorized immigrants dwarfs the scale and abilities of the current service system. The report addresses costs and barriers that must be overcome to provide quality instruction to those with limited English proficiency.

For the full report, visit www.migrationinformation.org/integration/.

Citizenship Test redesigned

In the interest of creating a more standardized, fair, and meaningful naturalization process, U.S. Citizenship and Immigration Services (USCIS) recently completed a multi-year redesign of the naturalization test. The revised test, with an emphasis on the fundamental concepts of American democracy and the rights and responsibilities of citizenship, will help encourage citizenship applicants to learn and identify with the basic values we all share as Americans.

Background

Over the past decade, several in-depth studies of the naturalization test revealed concerns with the test's content, how the test was being administered, and how it was being scored. To address these concerns, the federal government launched a test redesign in 2000. In April 2005, the USCIS Office of Citizenship took over responsibility for this redesign. A panel of adult education experts affiliated with Teachers of English to Speakers of Other Languages (TESOL), U.S. history and government scholars, expert test development contractors, and other external stakeholders provided input into the redesign.

Redesign Process

The major aim of the redesign process is to ensure naturalization applicants have uniform, consistent testing experiences nationwide and the civics test can effectively assess whether applicants have a meaningful understanding of U.S. government and history. Following a basic U.S. history and civics curriculum, the redesigned test will serve as an important instrument to encourage civic learning and patriotism among prospective citizens.

To accomplish these goals, USCIS initially piloted a new test — with an overhauled English reading and writing section, as well as new history and government questions — in ten sites across the country. The feedback from this pilot was then used to finalize testing procedures, English reading and writing prompts, and a list of 100 new history and government questions. To ensure the pilot accounted for a representative sample of candidates with a variety of education levels, the test was also piloted at adult education sites nationwide.

Naturalization applicants will begin taking the revised test on October 1, 2008. For more information, visit www.uscis.gov/newtest.

Fifty percent of limited-English-proficient (LEP) adults report having nine or fewer years of education, and 64 percent have less than a high school degree. Only 18 percent have any post-secondary education. —Migration Policy Institute <http://www.migrationinformation.org/Integration/language.cfm>

Upcoming professional development

Be sure to pre-register to ensure your spot!

Strategies, Techniques, Applications, and Lessons for Writing in the ESL, ABS, and GED Classroom (Part 2: Advanced)

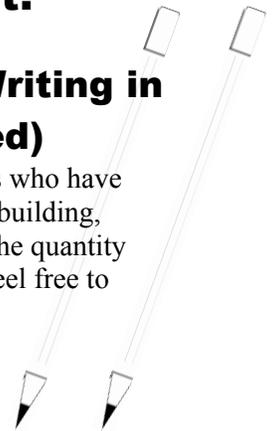
This workshop, presented by Gail Hettich, is designed for new and experienced teachers of all levels who have completed Part 1 (Introduction) or who are very familiar with strategies such as rubrics, vocabulary building, parts of speech activities, and formulas for writing sentences. Learn ways to help students improve the quantity and quality of their paragraph writing. Explore the difference between assessment and evaluation. Feel free to bring a lesson to share with other participants!

Objectives:

1. Practice techniques for teaching students how to map, draft, revise, and edit their work.
2. Develop easy assessment tools that will assist your students throughout the writing process.
3. Practice integrating reading and writing into consecutive lessons.

1/26/08 Reno Brad Deeds, Truckee Meadows Community College, 775/829-9052, bdeeds@tmcc.edu

2/9/08 Las Vegas Fay Savedra-Gamboa, College of Southern NV, 702/651-4722, fay.savedra@csn.edu



Building Community in the Culturally Diverse Classroom

1/26/08, Las Vegas

Jay Yeo, CALL, 702/507-3446, yeoj@lvccld.org

This workshop, presented by veteran trainer Liliana Black, shows how knowledge and respect for students' cultures can engage adult learners in new ways and increase student retention. Participants will practice creative strategies to increase cultural awareness, work together, and create a community of learners. The session is geared toward ESL teachers at all levels, however ABS and GED teachers may find it useful as well.

Objectives include: Discuss differing cultural values and acceptable classroom behaviors. Practice community-building strategies that create a community in the class from day one. Learn ways to teach students how to organize into groups and work out issues that may arise.

ESL Teacher-Learner Interactions and Task-based Listening

2/2/08, Carson City

Teri Zutter, WNC, 775/445-4451 or tzutter@wnc.edu

Experienced or novice ESL teachers who work with adult learners at any level of proficiency will appreciate this workshop about the impact of classroom teacher talk. Using audio-taped sound bites, participants identify communication barriers and problems that can impact learning. Presenter Kathleen Santopietro Weddel will repeat this popular workshop in which she reviews techniques and guidelines from field research on teacher-learner interactions conducive to adult learning.

Participants can expect to identify various types of teacher-learner interaction, learn five application activities to try in the classroom, understand task-based listening, and practice activities for five types of listening tasks.

Bring your favorite ESL core textbook and its Teacher Guide with you!

Register by February 2nd for reading study circles at WNC

Study circles have proven to be an effective way for small groups of educators to examine, discuss, and use research to improve practice. Master Teacher Claudia Bianca-DeBay will be conducting two study circles at Western Nevada College to explore current research and develop simple but comprehensive lessons and activities that will improve adult students' reading skills. Each study circle will meet for three sessions. By the end of the last session, participants will be armed with tools to help them immediately convert research to practice in their classrooms.

Some preparatory reading is required, so register by February 2nd with tzutter@wnc.edu or 775/445-4451. Full participation in all three sessions qualify for .5 credit toward ABE Certificate of Performance.



Beginning/low intermediate: February 23, March 15, and March 29: 9 a.m. – noon



High Intermediate/advanced: February 23, March 15, and March 29: 1 - 4 p.m.



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What's in a name? NLC becomes NLO

On October 8th, the State Council on Libraries and Literacy approved changing the name of the Nevada Literacy Coalition to the Nevada Literacy Office (NLO).

During the Literacy Summits held throughout the state during 2007, it became clear that communities do not see a need for a state level coalition, as Nevada literacy needs vary dramatically from town to town.

“People want local coalitions, and the NLO will help facilitate the creation of those local-level groups so that communities are knowledgeable about the literacy services being provided in their towns,” explained Literacy Coordinator Kathy Biagi.

“As the Summits indicated, there is a great need for a state-level information clearinghouse and single point-of-contact. The Nevada Literacy Office is the prime candidate for addressing that need,” she said.

If you have a question about literacy or how the NLO might help you, call the Nevada Literacy Office at 775/684-3341 or 775/684-3340.



From left: Kathy Biagi, NLO literacy coordinator; JoAnne Goena, administrative assistant; Jane Lincoln, adjunct staff; ESL student Everardo Padilla and his tutor Pat Blackburn-Elliot; and State Data Librarian Mona Reno.