



Perfect storm strikes U.S.

The November 2007 issue of *Nevada Connections* included a description of *America's Perfect Storm: Three Forces Changing Our Nation's Future*. This comprehensive report discusses how inadequate literacy skills among large segments of the population, the continuing evolution of the economy and the nation's job structure, and an ongoing shift in the demographic profile of the nation have created a "perfect storm" that, if unaddressed, could have dire consequences for our country.

Thanks to Dr. Lennox L. McLendon, executive director of NAEPCD (National Adult Education Professional Development Consortium) and friend of adult educators nationwide, for summarizing some of the report's highlights.

- Half of America's adults lack literacy skills needed for the 21st century.
- High School graduation rates peaked at 77% in 1969 and have remained in the 70% range since 1995.
- The U.S. is not among the world's leaders in any area of educational achievement.
- America's labor force will grow more slowly over the next 20 years, with almost none of the growth expected to come from native-born workers.
- 44% of births to women under 30 are out of wedlock. The majority of these births take place among women with either no high school diploma or no postsecondary education.
- Jobs associated with college-level skills and education accounted for two-thirds of the job growth between 1984 and 2000.
- Average literacy scores are expected to decline between 1992 and 2030, with an increase in the amount of inequality.
- Over the next 25 years or so, as better-educated individuals leave the workforce they will be replaced by those who, on average, have lower levels of education and skills. Over this same period, nearly half of the projected job growth will be concentrated in occupations associated with higher education and skill levels. This means that tens of millions more of our students and adults will be less able to qualify for higher paying jobs. Instead, they will be competing not only with each other and millions of newly arrived immigrants, but also with equally (or better) skilled workers in lower-wage economies around the world.
- The formidable challenge for Americans will not be finding jobs, it will be finding ones that pay living wages and provide opportunities.

Access the full report and multimedia summaries at www.ets.org/stormreport or go to www.ets.org and search for "perfect storm" (upper right search box).



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The population in the United States is expected to rise from 296 million in 2005 to 438 million in 2050; 82% of this increase will be due to immigration. U.S. Population Projections: 2005-2050 describes what the U.S. population will look like in 2050. Download the report at www.pewhispanic.org.

New Adult Ed office address:

755 N. Roop Street

Suite 201

Carson City, NV 89701

Nevada to host annual GED Conference

The 2008 GED Administrators' Conference will be held in Sparks July 14-17. The group will honor several GED graduates from the state, and eight scholarships will be awarded, thanks to the College of Southern Nevada, Great Basin College, Truckee Meadows Community College, Western Nevada College, the American Nursing Association, and the GED Testing Service.

For more information, contact Adult Education Director Mary Katherine Moen, mkmoen@doe.nv.gov, 775/687-7289.

NAASLN to offer on-site training

NAASLN (the National Association for Adults with Special Learning Needs) recently announced plans to offer a series of Webinars during 2008 as a way to provide convenient, high-impact, low-cost training. Topics include:

- Asperger's Syndrome and the Adult Education Classroom
- Math Strategies for GED Testing
- GED — Accommodations for Documented Disabilities, Adaptations for Non-documented Learning Needs
- TABE — Accommodations for Documented Disabilities, Adaptations for Non-documented Learning Needs
- ESOL — Practical Teaching Strategies for Multi-Level Classrooms
- The Soft Skills Needed for Employment — Why Individuals with Dyslexia/ADD/Related Learning Differences Don't Have Them and How They Can Develop Them
- Emotions — Prerequisites for Learning

Specific dates and times will be announced soon. To learn more, e-mail

newsletter@naasln.org or call 888/562-2756.

Webi-WHAT?

Short for *Web-based seminar*, a Webinar is an online meeting or conference using both computer and telephone.

If you participate in "real-time" you have the opportunity to ask questions. NAASLN's Webinars will be recorded and placed on the Web site (www.naasln.org), so if you miss the real-time presentation, you may watch the Webinar at your convenience.

Costs for the one-hour sessions:

- NAASLN Members: \$20 for real-time, \$10 per recorded session
- Non-NAASLN Members: \$30 for real-time, \$15 per recorded session

Key upcoming conferences

Additional events at www.literacynet.org/nevada (click on calendar)

What: CASAS National Summer Institute, June 17-19, San Diego, CA

Contact: www.casas.org, 800/255-1036

What: Adults Learning Mathematics Conference, June 30-July 3, Philadelphia, PA

Contact: www.alm-online.net, ksafford@spc.edu

What: National Refugee and Immigrant Conference, September 25-26, Chicago, IL

Contact: www.thecenterweb.org/alrc/refugee.html

What: ProLiteracy Worldwide Annual Conference, October 1-4, Little Rock, AR

Contact: www.proliteracy.org/conference, conference@proliteracy.org, 315/422-9121 ext. 352

What: National GED Administrators' Conference, July 14-17, Reno, NV

Contact: www.acenet.edu, mkmoen@doe.nv.gov, 775-687-7289

What: AAACE Conference, November 9-14, Denver, CO

Contact: www.aaace.org/

What: National Conference on Effective Transitions in Adult Education, November 17-18, Providence, RI

Contact: www.collegetransition.org/

TMCC instructor publishes article on transition

ESL Instructor Tünde Csepelyi's article, "Teaching College Success Skills to Nonnative-English-Speaking Students," appears in the March issue of *Essential Teacher*. In it, Tünde describes the transition course she, Brad Deeds, and Cyndi Jakus developed for Truckee

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 postsecondary education.

—Migration Policy Institute

Meadows Community College, highlighting factors for determining curriculum, course organization, instructional content and practices, various activities, and administrative support.

The course (now known as SSK 109 "College Study Techniques for Non-native Speakers of English") was launched in spring 2005; the spring 2008 session is the seventh offering of the program.

"Of the 106 students enrolled in the first 6 courses, 93 received a passing grade (88% retention)," said ESL Program Coordinator Brad Deeds. "Sixty-seven students

subsequently went on to enroll in a for-credit course at the college (72% persistence). Those successfully "transitioned" students have subsequently passed their for-credit classes at a rate of 92%!"

Tünde's work is grounded in her experience. When she immigrated to the United States from Hungary in 1993, she spoke no English. She learned the language, then taught at TMCC, and is now a PhD student at the University of Nevada, Reno. She can be reached at tunde@unr.nevada.edu.



Helpful, healthful sites for ESL students

Statistical symptoms of the health literacy "condition"

- **Eighty percent of low literate patients and health care providers surveyed by the [California's Health Literacy Initiative](#) said patients with low literacy had trouble with medical paperwork.**
- **Sixty-five percent of patients surveyed reported avoiding going to the doctor because of low skills.**
- **Three-fourths of the medical professionals surveyed said they knew of medical errors related to low literacy.**
- **Only 11 percent of physicians responding to the survey had any formal training in health literacy.**

CASAS Trainer and Resource Specialist Claudia Bianca-DeBay has compiled a list of Web sites offering ESL activities related to health literacy. She has included notes indicating for which levels each site is most appropriate. Access the list at www.literacynet.org/nevada, click on the teacher/tutor button along the left, and then on "health literacy" near the bottom in the rightmost column.

Claudia also suggests a visit to <http://literacyworks.org/hls>, a Web site summarizing the Health Literacy Summit held in San Francisco last February. The site includes a panel discussion on partnerships that support health literacy, videos of two adult learners who shared their life experiences about how being unable to read impacted their lives, and an overview of the new health literacy curriculum for beginning level ABE learners (scheduled for release this fall).

Numeracy and Transitions

The Components of Numeracy, by Lynda Ginsburg, Myrna Manly, and Mary Jane Schmitt, describes the complex nature of numeracy as it exists today. While there are large-scale assessments, standards documents, and position papers, there has not been a field- and research-based synthesis of the components required for adults to *be* numerate, to *act* numerately, and to *acquire* numeracy skills. This paper identifies and clarifies the nature of these components as a guide to instruction and assessments, future research, and policy. To download the paper, go to www.ncsall.net, click on "publications," then on "occasional papers," and navigate to the document.

Proficiency with whole numbers, fractions, and certain aspects of geometry and measurement are the foundations for algebra. Of these, knowledge of fractions is the most important foundational skill not developed among American students.

—Final Report of the National Math Panel, March 2008

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What's your perspective?

The *Teaching Perspectives Inventory* (TPI, at www.teachingperspectives.com) is a tool for collecting your thoughts and summarizing your ideas about teaching. It can help you examine your own teaching and clarify the teaching views of other people, as well.

The TPI contains 45 questions and usually takes about 10-15 minutes to complete and automatically score your results. You may print your profile sheet to help you visualize and interpret your scores.

The questions get to the heart of:

- ✓ Beliefs: What do you believe about instructing or teaching?
- ✓ Intentions: What do you try to accomplish in your instruction or teaching?
- ✓ Actions: What do you do when instructing or teaching?

Your profile is based on Pratt's five teaching perspectives: transmission, apprenticeship, developmental, nurturing, and social reform. It also provides a measure of belief, intention, and action for each perspective.

I know that you, ladies and gentlemen, have a philosophy, each and all of you, and that the most interesting and important thing about you is the way in which it determines the perspective in your several worlds. —William James

If it works, do it!

From the Office of Vocational and Adult Education:
The Department of Education recently launched its [Doing What Works](http://dww.ed.gov/) (<http://dww.ed.gov/>) Web site to help educators identify and make use of effective teaching practices. The site contains practice guides for teachers of English language learners, with examples of ways to implement the practices to promote excellence in education

and improve student achievement. Some material on the site may be adapted for use with adults.

Materials on literacy, high school reform, math and science, and cognition and learning will be added. You may submit your e-mail address on the site and receive information updates as they become available.