

## Are Nevada's future workers ready and willing?

- ? Do Nevada's future workers have the necessary skills to fill positions in projected high-growth careers?
- ? Are they interested in jobs in these fields?

ACT recently released the [Future Workforce Gap Summary](#), providing states with information on their workforce pipelines for high-growth jobs that require a two-year college degree or more.

According to the report for Nevada, five of the expected highest growth career fields will be management, education, health care, engineering, and community services. Using 2008 ACT results for 4,122 Nevada high school graduates with career interest information, plus 2004-2014 occupational projections for the state, here is what ACT discerned:

- There is some interest among Nevada high school students in pursuing these high-growth career fields, but not enough to meet the overall demand.
- Of Nevada students expressing interest in many of these high-growth career fields, more than two-thirds are ready for first-year college English courses, while less than two-thirds are prepared for college-level social science courses.
- Of Nevada students expressing interest in most of these high-growth career fields, less than one-half are ready for college-level math or science courses.

### Students' Interests

- Gaps between expected jobs and interested students are apparent for careers in management (convention planners, hotel/restaurant managers, etc.), education (secondary teachers, administrators, etc.), and community services (social workers, school counselors, etc.), with more jobs expected than students interested in jobs in these fields. Nevada may be faced with potential labor shortfalls in fields where skilled individuals are most needed.
- It appears that there is no gap between students interested in health care (nurses, occupational

therapists, etc.) and the jobs that will be available in this field. There are also more students interested in engineering (architects, mechanical engineers, etc.) than jobs that will be available in this field. However, many of the students interested in the health care and engineering fields are not ready to meet or exceed one or more of ACT's College Readiness Benchmarks in English, reading, mathematics, or science.

### Students' Skills

- Students are ready to succeed in entry-level college courses if they meet ACT's College Readiness Benchmarks. In Nevada, more than two-thirds of students are prepared for first-year college coursework in English for three of the five high-growth career fields. Fewer students interested in these high-growth fields are prepared to succeed in college-level social science courses, with students pursuing health care careers being the least prepared and students pursuing community services careers being the most prepared.
- More than half of the students wanting to enter engineering are ready for college-level math courses, while less than half of these students are ready for college-level science. Approximately one-third or less of students pursuing careers in management, education, health care, and community services are ready for college-level math or science.

Overall, the pattern of readiness for college coursework is similar across the five high-growth career fields: Student preparation is highest for English and social sciences, and much lower for math and science. The lower levels of preparation among graduating high school students is alarming, given the high demand for science- and math-intensive careers such as nursing, pharmacy, and teaching.

The two-page *Summary* is accessible at [www.act.org/news/data/08/workforce.html/](http://www.act.org/news/data/08/workforce.html/). A 32-page

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## Fingertip research

Finding current research is now easier than ever, thanks to the research digests posted on the National Coalition for Literacy Web site. The digests are edited by Cristine Smith and published in the *Adult Basic Education and Literacy Journal*, which is co-published by COABE and ProLiteracy. Cris is assistant professor at the Center for International Education at the University of Massachusetts-Amherst and former deputy director of the National Center for the Study of Adult Learning and Literacy.

The digests run one-two pages and are excellent summaries of primary and secondary research relevant to adult education. Some recent examples:

- ⇒ Summer 2008: Effects of Instructional Hours and Intensity of Instruction on NRS Level Gain in Listening and Speaking (Young)
- ⇒ Summer 2008: Success Factors in High Achieving Adult Learners (Smith, Baer)
- ⇒ Fall 2007: Reading Practices among Adult Education Participants (Mellard, Patterson, Prewett)

Visit <http://www.national-coalition-literacy.org/recentres.html> to access the digests online.

“Primary research is about answering a new research question (whether one is collecting new data or using existing data in a new way). Secondary research essentially reviews and analyzes existing (previous) primary research studies on one topic in order to summarize the existing knowledge in a particular area.”

—Cristine Smith, [cristinesmith@comcast.net](mailto:cristinesmith@comcast.net)

## More easily digestible research

The Center for Adult English Language Acquisition also provides concise publications online. Typically four-six pages if printed, CAELA's *Briefs* are full of pertinent, pragmatic information for teaching adult English language learners. Posted during the last few months:

- ⇒ [\*Working with Adult English Language Learners with Limited Literacy: Research, Practice, and Professional Development\*](#)

This brief focuses on the needs of preliterate, non-literate, and semiliterate learners. It describes the ethnic, linguistic, and educational backgrounds of these learners; reviews what they need to know and be able to do to acquire literacy in English; discusses how teachers can facilitate the development of these skills in the classroom; and suggests models for training teachers to work with this population.

- ⇒ [\*Facilitating Adult Learner Interventions to Build Speaking and Listening Skills\*](#)

This brief examines research on learner interaction and summarizes the positive effects of classroom

interaction on language learning. It also describes areas of focus for teachers who want to promote successful language learning interactions, provides examples of activities that can be used to structure and enhance classroom interactions, and discusses special considerations for using learner interaction activities in classes with beginning-level learners.

A longer paper, [\*Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices\*](#), describes the field of adult education in the United States, focusing on the education of adults learning English. It describes the population of adults whose native language is other than English and gives an overview of the types of programs that serve them. It summarizes major trends in learner instruction and assessment, professional development for practitioners, and research.

To access these documents, visit [www.cal.org/caelanetwork/](http://www.cal.org/caelanetwork/), click on “Professional Development Resources” along the left.

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report on 2008 graduating seniors who took the ACT is posted at [www.act.org/news/data/08/statemenu.html](http://www.act.org/news/data/08/statemenu.html). It focuses on performance, access, course selection, course rigor, college readiness, awareness, and articulation.

ACT ([www.act.org](http://www.act.org)) is an independent, non-profit organization that provides more than a hundred assessment, research, information, and program management services in education and workforce development.

# NAE News — meet the Board!

## NAE Secretary settles in Shangri-La

Brad Deeds grew up in the Midwest and attended the University of Southern California, where he studied print journalism and English. He developed a lifelong love of international travel and culture during a voyage with the Semester at Sea program, and has since visited nearly 50 countries and exhausted many a passport capacity.



NAE Secretary Brad Deeds  
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Since then he has lived, worked, and studied in a variety of locales, including California, Colorado, Sweden, Costa Rica, Chile, Argentina, and Spain, where he received the internationally recognized Certificate in English Language Teaching to Adults (CELTA). Brad says he's settled down in our country's "Shangri-La" — that would be Lake Tahoe, of course!

Brad is currently the ABE department manager at Truckee Meadows Community College, and is in his 3<sup>rd</sup> year as a Nevada Board Member for MPAEA. He was instrumental in forming the Nevada Adult Educators (NAE) organization and often jokes about his role as "NAE Amanuensis." Call it what you will, the Board members much appreciate Brad's organizational skills, thoroughness, and responsiveness in his role as secretary to the Board!

In his free time Brad enjoys hiking, sailing, camping, snow-shoeing, cross-country skiing, skate-skiing, water-skiing, downhill-skiing, backcountry-skiing, yelling at his television during sporting events, reading the classics, and preserving the time-honored tradition of the weekend siesta.

This talented, traveling man may have worn out his passport — but not his welcome at the many adult education tables he serves so well!



## Professional development scholarship available to Nevadans

Nevada Adult Educators is an affiliate of MPAEA, which offers professional development scholarships of up to \$500 to one recipient in each MPAEA member state. This scholarship may be used to attend conferences or to engage in other staff development activities during the year, which runs from the beginning of the MPAEA Annual Conference through the MPAEA Annual Conference of the following year. 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 MPAEA Professional Development Committee will select winners and alternates from each state. Recipients and alternates will be notified one month after the application deadline, which is January 15, 2009.

To be eligible, the applicant must be a current member of MPAEA or file for membership with their scholarship application, which may be downloaded from [www.mpaea.org](http://www.mpaea.org) (click on "scholarships").

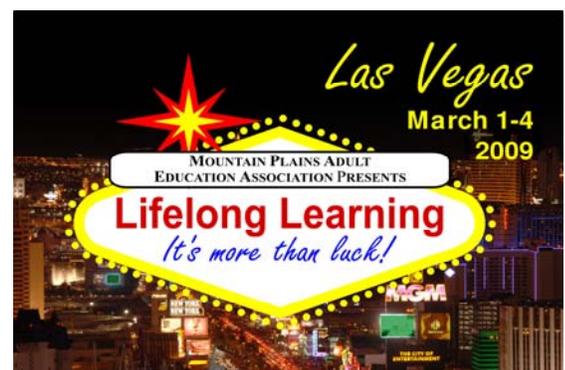
## Pre-conference sessions all set!

Choose from three super, interactive pre-conference sessions on Sunday, March 1, noon to 4:00 p.m.:

The Politics of Education. Art Ellison, Chair, National Council of State Directors of Adult Education Policy Committee. How do we advocate for increased adult education funding? Examine the essential elements of successful advocacy campaigns in a variety of states and at the national level and learn the nuts and bolts of leading your own!

Take a Gamble on Web 2.0! Darcy Del Bosque (University of Nevada, Las Vegas), Laura Cascarddon and Kimberly Chapman (University of Arizona). Learn all about Web 2.0 tools and concepts from three expert researchers at this hands-on session. Participants will work on individual computers to create wikis and explore how wikis and other tools can support lifelong learning.

A New Health Literacy Curriculum for Beginning Level ABE. Meg Schofield, consultant and curriculum developer. This presentation will provide an overview of the dramatic connection between low literacy and poor health status and report on the development of a groundbreaking, research-based curriculum designed to simultaneously improve both literacy and health literacy outcomes in low literate populations. Learn how to implement this exciting, free curriculum!



[www.mpaea2009.org](http://www.mpaea2009.org)

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 race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

## Upcoming conferences

**What:** International Reading Association , Feb. 21-25, Phoenix, AZ

**Contact:** <http://www.reading.org/>, 800/336-7323

**What:** LDA (Learning Disabilities Assoc.), Feb. 25-28, Salt Lake City, UT

**Contact:** <http://www.lidaamerica.org/conference/index.asp>

**What:** Conference on Family Literacy, March 1-3, Orlando, FL

**Contact:** [www.famlit.org/Conference/](http://www.famlit.org/Conference/), 502/584-1133

**What:** Mountain Plains Adult Education Association (MPAEA) 2009, March 1-4, Las Vegas, NV

**Contact:** [www.mpaea09.org](http://www.mpaea09.org)

**What:** Innovations 2009, League for Innovations in the Community College, March 15-18, Reno, NV

**Contact:** <http://www.league.org/2/conferences/innovations/2009/>

**What:** Technology & Persons with Disabilities Conference, March 16-21, Los Angeles, CA

**Contact:** <http://www.csun.edu/cod/conf/>, 818/677-2578

**What:** 43rd Annual TESOL Convention and Exhibit, March 26-28, Denver, CO

**Contact:** [www.tesol.org/s\\_tesol/convention2009/](http://www.tesol.org/s_tesol/convention2009/), 703/518-2517

**What:** CATESOL 2009 Statewide Conference, April 16-19, Pasadena, CA.

**Contact:** [www.catesol2009.org](http://www.catesol2009.org), 925/253-8683

