

# NEVADA

# Connections



*Bringing Resources to Nevada's Adult Education Community*

Volume 13 Number 10

May 2009

## Special Resource Issue

Several state, regional, national, and international organizations offer professional development and networking opportunities that support adult, continuing, and community education. Here are just a few that might be well worth your dues!



If you attended the MPAEA Conference in Las Vegas in March, you received a complimentary membership to NAE for the 2009-2010 academic year. If not, you may join at [www.nvadulted.org](http://www.nvadulted.org) or contact Treasurer Linda Bogle, [lbogle@washoe.k12.nv.us](mailto:lbogle@washoe.k12.nv.us), 775/333-5020. Annual dues is \$35.

The Mountain Plains Adult Education Association connects you to educators in seven additional western states. Membership runs from one annual conference to the next. Attendees at the recent conference also received a complimentary membership. Others may join at [www.mpaea.org](http://www.mpaea.org) or contact Treasurer Detlef Johl, [djohl@helena.k12.mt.us](mailto:djohl@helena.k12.mt.us), 406/324-2118; dues is \$40 for individuals.



Arizona  
Colorado  
Idaho  
Montana  
Nevada  
New Mexico  
Utah  
Wyoming



You may join COABE (Commission on Adult Basic Education) anytime for \$35. Along with discounted registration rates for the annual national conference, members receive access to the Listserv, which provides timely legislative and advocacy updates. In addition, members can subscribe to the excellent, relevant *Adult Basic Education and Literacy Journal* for \$35/year (regular subscription price is \$65). Contact: [www.coabe.org](http://www.coabe.org), [info@coabe.org](mailto:info@coabe.org), 315/426-0645.

In addition to various subscriptions and a discount for the annual convention, membership in Teachers of English to Speakers of Other Languages, Inc. provides access to approximately 60,000 educators worldwide. Standard individual membership is \$95 — and just \$65 for those who work part-time. Visit [www.tesol.org](http://www.tesol.org), [info@tesol.org](mailto:info@tesol.org), 888) 547-3369.



## Literacy Network consolidates free resources

ProLiteracy has been working with several partners (the National Center for Family Literacy, Council for Economic Education, National Council of Teachers of Mathematics, International Reading Association, and others) to make education resources available from one site. The project was funded by Verizon.

From [www.thinkfinity.org](http://www.thinkfinity.org), click on “Literacy Network,” then on “Library” to access online resources, podcasts, and free, self-paced courses.

Much of the content is searchable by audience (learner, teacher, manager or adult learner, young student), topic, and/or resource type. A keyword search function provides for screening of resources by subject, resource type, and content partner.

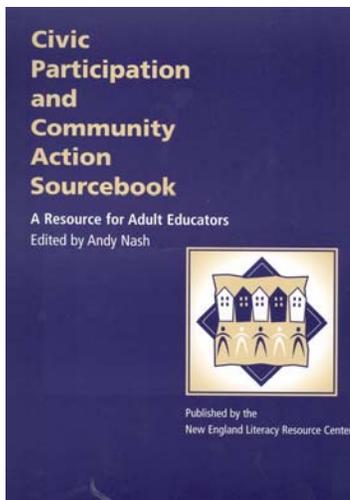
## Civics and citizenship

The Department of Homeland Security (DHS) recently posted a new start-up guide, [Expanding ESL, Citizenship and Civics Education in Your Community](#).

The 48-page document, prepared in partnership with OVAE (Office of Vocational and Adult Education), offers a blueprint for assessing community needs, identifying resources, marketing services, and evaluating performance. The publication features online templates that local programs can adapt for their use, such as a volunteer position description and agreement form, as well as student-related forms. To download the document, visit <http://www.uscis.gov/> and enter "expanding ESL" in the search box.

Another OVAE-DHS partnership produced EL/Civics Online ([www.elcivicsonline.org](http://www.elcivicsonline.org)), a unique professional development opportunity targeted toward experienced ESL instructors and volunteers who wish to incorporate EL/Civics content into their adult ESL classrooms. Courses incorporate tutorials on lesson planning and adapting materials. Participants learn strategies to further their students' knowledge about the United States as they increase English language acquisition.

There are four free, self-paced courses: Civics Engagement, The Naturalization Process, U.S. History, and U.S. Government.



The *Civic Participation and Community Action Sourcebook* can help integrate civic involvement and community activism into the adult education curriculum.

It includes 20 narrative accounts (written mostly by teachers) organized by type of civic participation, including: holding decision-makers accountable, building community by helping others, expressing ourselves and educating others, and organizing for change. Supplementing each account are "prep and practice" activities that develop the skills, knowledge, and confidence one needs to engage in similar kinds of community involvement. You may view the Table of Contents at <http://tech.worlded.org/docs/vera/index1.htm>.

The *Sourcebook* was edited by Andy Nash, who has worked with Nevada adult education on several projects in the past. It is published by the New England Literacy Resource Center, part of World Education, Inc. Cost is \$16. Order online at <http://nelrc.org/publications/index.html> or contact Leah Peterson at 617-482-9485, [lpeterson@worlded.org](mailto:lpeterson@worlded.org).

## Selected online resources regarding immigration law

Thanks to Chris Collins, literacy coordinator at the CALL program, and the UNLV Law School for this helpful list!

<p><b>Families for Freedom</b> <a href="http://www.familiesforfreedom.org">www.familiesforfreedom.org</a></p>	<p>New York-based Web-site focusing on immigrant families' rights. The general information on rights is applicable no matter where one lives, as immigration law is national. The site has materials in English and Spanish.</p>
<p><b>Immigration Legal Resource Center</b> <a href="http://www.ilrc.org">www.ilrc.org</a></p>	<p>Three main areas of focus: the intersection of criminal law and immigration, immigration relief for victims of crime and domestic violence, and the rights of immigrants in interactions with immigration authorities.</p>
<p><b>National Immigration Law Center</b> <a href="http://www.nilc.org">www.nilc.org</a></p>	<p>Advances and promotes the rights of low-income immigrants and their families. Much of the material on the Web site addresses issues such as immigrant eligibility for federal programs and employment.</p>
<p><b>National Immigrant Project</b> <a href="http://www.nationalimmigrationproject.org">http://www.nationalimmigrationproject.org</a></p>	<p>A project of the National Lawyer's Guild. Includes information on immigrants' rights, criminal and deportation defense, and information for non-citizen survivors of domestic violence.</p>
<p><b>United States Citizenship &amp; Immigration Services</b> <a href="http://www.uscis.gov">www.uscis.gov</a></p>	<p>USCIS, part of the Department of Homeland Security, makes decisions on immigration and naturalization petitions, as well as on asylum applications. The site contains general information and all forms.</p>

# Teaching ESL: no problem!

[Problem-Based Learning and Adult English Language Learners](#) describes how problem-based learning aligns with research on second language acquisition, gives guidelines for teachers and administrators on implementing problem-based learning in classes or programs for adults learning ESL, and outlines the benefits and challenges of using a problem-based learning approach with adult English language learners. To download the Brief, go to [www.cal.org/caela/](http://www.cal.org/caela/), click on “ESL Resources” along the left, then on “Briefs.”

## Walk Safe™ program for ESL students

The Federal Highway Administration (FHWA) reports that a disproportionate number of pedestrians killed each year by motor vehicles in the U.S. are Hispanic immigrants. Recognizing that adult English as a second language classrooms present unique opportunities to reach out to Hispanic and other newcomers and their families, public safety officials in Montgomery County, Maryland developed a 24-minute, 5-module educational video and accompanying *Teacher's Guide* geared toward adult learners. The video presents key safety messages in clear, simple English, reinforced by images of safe behavior in dangerous situations.

Download the free resources at <http://www.montgomerycountymd.gov/walk>; click on “resources” along the right.



## Transition



**1.** Transitioning students from adult ESL programs to postsecondary education is especially important, as statistics show that the income gap between individuals with and those without postsecondary education is significant. It doubled between 1979 and 1999 and continues to grow rapidly (*Middle of the Class*, 2005). The majority of jobs that pay enough to support a family require skills that cannot be obtained with just a high school education (Carnevale & Derochers, 2003).

CAELA (the Center for Adult English Language Acquisition) published [Supporting Adult English Language Learners' Transitions to Postsecondary Education](#), which discusses research-based strategies for the ESL classroom to support students' transitions. The Brief clearly states what teachers can do immediately in the classroom and what administrators can implement programmatically. To download the document, go to [www.cal.org/caela](http://www.cal.org/caela), click on “ESL Resources,” then on “Briefs.”

**2.** The National College Transition Network (NCTN, [www.collegetransition.org](http://www.collegetransition.org)) recently published two new Research to Practice Briefs, both written by Harvard Graduate School of Education doctoral student Lauren Capotosto, Ed.M.

In [Decoding and Fluency Problems of Poor College Readers](#) ([www.collegetransition.org/promising/rp8.html](http://www.collegetransition.org/promising/rp8.html)), Lauren provides an overview of the research describing the print difficulties of many struggling college readers. Her work identifies strategies for improving poor readers' decoding and fluency that can be used in a classroom setting.

[Working with Young Adults in College Transition Programs](#) ([www.collegetransition.org/promising/rp9.html](http://www.collegetransition.org/promising/rp9.html)) identifies the challenges of working with older and younger students together in college transition classes. Strategies that four successful programs use in their work with younger students are shared.

**3.** The fall/winter 2008 issue of *Field Notes* focuses on transitions from ABE to college. It includes articles such as "A Student's Perspective of a College Success Class," "Technology Tools for College Success," "Math Matters," and the poignant "I Wish I Knew How Heavy My School Bag Would Be: What Students Wish They Knew Before Entering a College Transition Program."

The full publication is available at [www.sabes.org](http://www.sabes.org); click on “SABES Library” along the left, then on “Publications,” then on “Field Notes.”

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Back issues archived at: <http://www.literacynet.org/nvadulthood/newsletters.html>

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**RETURN SERVICE REQUESTED**

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.

## Disability Resource Guide helps students & staff

Minnesota recently launched an online “Disability Resource Guide” at [www.mnabedisabilities.org/](http://www.mnabedisabilities.org/). The Guide is designed to equip ABE managers, teachers, volunteers and tutors to empower, educate and improve the lives of their students with disabilities. It is accessible to all, including users with disabilities, and useful to people who serve such disabled students, no matter where they live!

The site is organized by chapter topics:

- Assistive Technology
- Attention Deficit Disorder/Attention Deficit-Hyperactivity Disorder
- Brain Injury
- Chemical Health
- Disability Awareness and The Law
- Hearing Loss and Deafness
- Learning Disabilities
- Mental Health
- Physical Disabilities
- Vision Loss and Blindness
- Working with Volunteers

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Each chapter includes:

- an overview,
  - identification and diagnosis,
  - instructional strategies,
  - English Language Learner applications,
  - resources,
  - and more!
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According to the National Assessment of Adult Literacy, approximately 93 million individuals (43% of the adult population) could benefit from adult education services. Although adult education has a proven track record, at the present time the system is able to serve only 3 million individuals annually through federal, state and local funds.  
—*Testimony of National Council of State Directors of Adult Education to Labor HHS and Education Testimony, Spring 2008*