

Dates and Directories to remember



GED ad campaign launched in July

The Dollar General Literacy Foundation and the Ad Council have partnered on a national Public Service Advertising (PSA) campaign that aims to help high school dropouts get started on the road to their GED® Diplomas. All materials will be available in English and Spanish. [View the TV PSA.](#)

The PSAs feature a toll-free number (877-38-YOURGED) and a new Web site, www.yourGED.org, where people can find free referrals to local GED programs and information on the GED Diploma process. The program referrals come from a new comprehensive database developed in collaboration with the National Center for Family Literacy and ProLiteracy (www.nationalliteracydirectory.org). See [GED® Achievement Campaign Q&A](#) for more information.

Adult Education and Family Literacy Week in September

Thanks to advocacy and outreach from the field, Congress recently declared September 13-17 National Adult Education and Family Literacy Week. Some resources for planning and publicizing, from the National Coalition for Literacy:

- America's Literacy Directory: <http://www.literacydirectory.org/>.
- Literacy rates for each state and county (based on the 2003 National Assessment of Adult Literacy): Interactive search engine sponsored by the U.S. Department of Education, <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>.
- The U.S. Census Bureau's American Community Survey (www.census.gov/acs/): Collects and produces population and housing information every year (instead of every ten years).
- National Center for Family literacy: <http://www.famlit.org/>.
- National Coalition for Literacy: www.national-coalition-literacy.org.

Southern NV CATESOL Annual Conference October 8-9

Say Yes To Success: Pathways to Global Education, at CSN West Charleston campus. If interested in presenting, contact Sylvia Villalva (svillalva@interact.ccsd.net). For registration forms, contact Jodi Ruback (jodi.ruback@csn.edu). More information will be posted in September at <http://www.snvcatesol.org>.

Multilevel workshop in Winnemucca October 22

Great Basic College is hosting a workshop on teaching multilevel classes for Adult Basic Skills, GED, and ESL teachers at the Adult Learning Center in Winnemucca on Friday, October 22, from 9 a.m. - 3 p.m. Presenter Tünde Csepelyi will highlight the advantages of teaching in multilevel classes and provide useful hints and practices for teaching in these classrooms. Participants will learn at least three different strategies for teaching multilevel classes and practice several tools and resources that will help them teach multilevel classes with confidence. RSVP to Sally Schumacher by October 15: sallys@gwmail.gbcnv.edu, 775/623-1811.

Transitions Conference in November

The fourth annual national conference on Effective Transitions in Adult Education will be held November 15 - 16 in Providence, RI. Sponsored by the National College Transition Network, the conference is geared toward adult and postsecondary educators and administrators. Workshop topics include promising practices for career pathways and ESOL/ESL programs; preparing students for college-level reading, writing, and math; and building student self-efficacy. Contact: www.collegetransition.org, nctn@worlded.org, or Priyanka Sharma at 617/385-3788.



The Winds of Change

Source: Wonderlic's ABE Advisor Issue 3: Doing More With Less. www.wonderlic.com/

We are experiencing change in our country. As states struggle with creating budgets, adult education programs feel the strain. The bar has been raised: a GED is no longer the end goal. Programs are evaluating their effectiveness and making changes, looking for ways to operate more efficiently with better results. Sometimes, being pushed out of our comfort zone helps us make changes that are beneficial.

The articles we've chosen to highlight in this issue focus on positive changes that can be made — benefitting your program and, most importantly, the students. Whether it's working with local businesses to improve literacy, or working with your local Community College to educate low-skilled workers, there is always a way to move forward, with less.

- [Reducing Waiting Lists in Adult Education and Literacy Programs](#)

Recent reports indicate that 70 percent of ProLiteracy affiliates have had to put students on waiting lists at some point rather than engage them in educational opportunities immediately after assessment. Some other literacy and adult education organizations have hundreds of students waiting to start learning, and some students wait for months, or even years. Often, by the time these students can be placed in an instructional setting, their lives have changed and they are no longer able to participate in the program.

- [Breaking Through: Helping Low-Skilled Adults Enter and Succeed in College and Careers](#)

Around the country, innovative community colleges are playing a larger role in helping low-skilled adults gain the valuable skills and credentials that are the gateway to family-supporting careers. "Breaking Through" looks at whether and how these institutions can significantly improve the odds for low-income, low-skilled adults to earn the college-level occupational and technical credentials that remain elusive for many Americans. The report is based on a literature review, site visits to innovative colleges and programs, interviews with practitioners and researchers, special sessions at national conferences, and a convening of practitioners who discussed their programs and reviewed preliminary research findings.

- [Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce](#)

Policymakers, program administrators, and providers can take steps to begin transforming their current adult education programs into Adult Education for Work programs. This guide provides a vision for how comprehensive career pathways can be constructed to better meet our nation's skill needs, a framework for organizing effective Adult Education for Work programs, and benchmarks and promising practices that illustrate quality elements already in action in programs across the country. It includes a self-assessment tool that program administrators and providers can use to evaluate the status of current program designs and offerings against the recommended set of benchmarks, identify gaps, and plan strategically for needed change.

The world of adult education has become a strange and puzzling place where we cannot rely on what we knew, and we do not yet feel secured by new sources of confidence. It makes things more interesting, expecting there to be new ways of working without yet being able to discern them clearly.

—Debra Jones, Administrator
CA Adult Education Office

Editor: Sharyn Yanoshak saylv@cox.net
Phone: 702/253-6280 Fax: 702/651-4538

College of Southern Nevada
3200 E. Cheyenne Ave. – K1B
North Las Vegas, NV 89030

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

Direct address changes to: marlana.lozano@csn.edu
Phone: 702/651-4974 Fax: 702/651-4538

Math PD online throughout the year

World Education and ProLiteracy Worldwide have published their 2010-11 schedule for six facilitated courses on math and numeracy. "Foundations of Teaching Adult Numeracy" begins September 20. "Teaching Reasoning and Problem Solving Strategies" begins November 1. Visit www.professionalstudiesae.org for additional information.

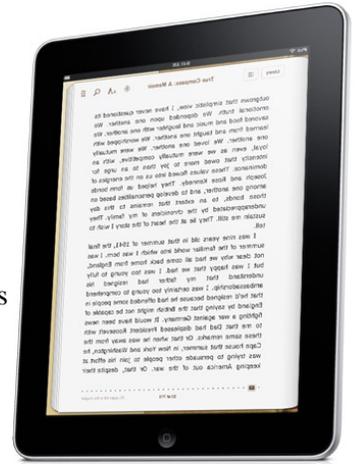


Summer reading at the virtual library

NGA launches "Complete to Compete"

National Governors' Association (NGA) chair Gov. Joe Manchin III (West Virginia) recently announced NGA's [Complete to Compete](#) Initiative to increase the number of students who complete college degrees and certificates. The Initiative will:

- raise national awareness about the need to increase college completion and productivity, as well as the consequences of inaction,
- create a set of common higher education completion and productivity measures that states can use to monitor their progress and compare performance to other states and among institutions,
- identify best practices and list policy options governors can take to increase college completion, and
- offer grants to states to design policies and programs that increase college completion and improve higher education productivity.



The Initiative plans to hold a learning institute for governors' senior advisors in education and in workforce and economic development on successful state strategies that result in graduating more students and meeting workforce demands.

CTE offers students opportunities

The June 17 issue of the *Economist* provides a broad perspective on the values inherent in career and technical education (CTE) courses. According to the article [Too Narrow, Too Soon? America's Misplaced Disdain for Vocational Education](#), "The Council of Economic Advisers projects faster growing demand for those with a two-year, technical-college degree or specific training than for those with a full university degree." The piece also addresses issues related to technical training and highlights the potential of "career academies" (small schools that combine academic and technical curriculums and give students work experience) and new efforts for keeping high school students engaged.

CAELA briefs teachers and professional developers

The three latest Briefs from the CAELA Network, housed at the Center for Applied Linguistics (CAL), may be helpful to teachers and professional developers seeking to promote the success of adult English language learners. They are available under [Resources](#) on the CAELA Network website (www.cal.org/caelanetwork/).

- [Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning](#) reviews the literature on the skills needed for adult English language learners to make transitions from adult education programs to academic study or work and offers examples of activities and strategies that can be used at beginning, intermediate, and advanced levels of instruction to help learners develop these skills.
- [Evidence-Based, Student-Centered Instructional Practices](#) gives examples of instructional approaches that are supported by evidence, and describes how teachers of adults learning English as a second language can work together in learning communities to increase their knowledge of and skills with evidence-based, student-centered instructional practices.
- [Professional Development for Experienced Teachers Working With Adult English Language Learners](#) describes how the needs of experienced teachers are different from those of novice teachers and describes features of effective professional development for these teachers.

CAL paper describes foreign-born

The publication [Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices](#), written by the Center for Applied Linguistics staff, focuses on characteristics of the foreign-born population, their access to and participation in adult ESL programs, and factors that affect their participation and success. It also discusses professional development for teachers of this population and future directions in English literacy education and lifelong learning.

Thinkfinity stacks 'em up

Thinkfinity Literacy Network's virtual stacks (<http://literacynetwork.verizon.org/TLN/collections>) contain links to rich resources for teaching reading, helping immigrants prepare to take the U.S. Naturalization test, using technology for effective instruction, and more. Check them out!

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.

Understanding immigrant students ...



Claudia Bianca, resource specialist and CASAS manager/trainer, recommends *Understanding Your Refugee and Immigrant Students* (Flaitz, 2006) as an excellent resource for educators who work with this population. This well-researched volume includes interviews with students from the profiled countries and provides a wealth of information about the specific schooling traditions, practices, circumstances, and expectations that follow these individuals to their new homes in North America and influence their learning experiences.

The author focused her research on 17 countries that contribute a majority of refugees and immigrants to the United States: Afghanistan, Bosnia-Herzegovina, Croatia, the Dominican Republic, Ecuador, El Salvador, Ethiopia, Guatemala, Honduras, India, Iran, Laos, Liberia, Peru, Somalia, Sudan, and the Ukraine.

The book includes information about teacher-student relationships, discipline and class management, and appropriate non-verbal communication. From it, instructors can gain valuable insights into students' cultural and educational backgrounds and learn tools for translating this information into effective classroom strategies.

“This book addresses many questions I’ve heard from teachers throughout the state,” said Claudia.

... and what they need to know

The 45-page guidebook *What Every Immigrant Needs to Know* provides practical information for living and succeeding in the United States. Offered in Spanish and English, the guide contains 170 essentials covering health, finances, housing, education, civic engagement, laws, and social values. The guide seeks to build cultural understanding and provide immigrants and refugees with critical information in one convenient place to ease the integration process. The book (available for a nominal charge) and workshop outline are available at www.livingintheus.org, 303/996-0275 Ext 4.