

NAE offers another free Webinar – May 16

NAE (Nevada Adult Educators) will present a Webinar, "Get Your Hands On Twitter," on May 16 from 3:00 - 4:30. Presenter Ken Zutter will show participants how to create an account, find like-minded colleagues, and send/manage tweets effectively. He will also lead a discussion on the benefits of this popular medium and ways to put it to immediate use with adult education students. No prior experience with Twitter is necessary for participation.

This pragmatic session is free to current NAE members, who will receive invitations via e-mail. You can join or renew your membership (\$35 annual dues keeps you current through June 2012) at www.nvadulred.org/.

**New tool for job seekers****MY NEXT MOVE**

My Next Move (www.mynextmove.org) is an easy-to-use electronic tool that enables users to explore occupations and find related information, including job openings, job outlook information, salaries, apprenticeships, and other related education and training programs. It uses information developed as part of the Occupational Information Network (O*NET) system. Sponsored by the U.S. Department of Labor, Employment and Training Administration, O*NET is a comprehensive career information resource which collects data including the knowledge, skills, and abilities required by more than 900 occupations in the U.S. economy.

Especially designed for students, young people, and others new to the workforce, the tool is written at a reading level that makes it accessible to everyone, even those who may be unfamiliar with computers and Internet sites. Users can search for careers using key words, industries, or their work-related interests. They also can identify occupations in the green economy.

The tool includes a new, streamlined interest assessment with 60 questions about what an individual likes to do. The system suggests potentially suitable occupations and careers based on the individual's interests and responses.

PD Resource Bank for adult educators

The Nevada Adult Education Professional Development Resource Bank (www.literacynet.org/nevada/nvrp) contains links to hundreds of professional development resources geared to adult educators. The Bank is organized into ten skill areas — e.g., delivering instruction, facilitating learning for ESL students, using equipment and technology, etc. Each skill area is broken down into discrete skills, so it is easy to pinpoint specific areas to explore.

For example, learning styles are addressed in items:

- 2.3.9: I utilize current research on adult learning styles and strategies
- 6.5: I utilize a variety of teaching strategies, learning activities, and materials to accommodate various learning styles

Under each item you'll find resources for self and independent study, collaborating with colleagues, workshops and trainings, and online coursework.

The [Resource Bank](#) is available to all adult educators, no subscription required!



What you don't know can hurt you

The Conference Board of Canada recently released the results of a two-year research project that examined the benefits and impacts of literacy and language skills on health and safety in the workplace.

Responding groups included workers, employers, labor, and service providers. One surprising finding: employers had a much higher level of confidence in workers' understanding of the issues than any of the other responding groups. Respondents provided real examples of the risks of low literacy or language skills, including chronic and occasional misunderstanding of health and safety information; an inability to use, or the misuse of, equipment or procedures; and individuals not following established procedures.

Industry cost data showed a relationship to low literacy. Direct costs include time away from work, compensation, and continuation of benefits. Indirect costs include costs associated with cleanup, repair or salvage. Administrative costs include management time and effort. Also, the employers' reported loss of productivity and legal costs.

In addition, ten Canadian workplace literacy and learning programs that had experienced success with their programs in the past were analyzed to identify good practices. The programs represented diverse industries, geographic locations, and size of organizations. Each company reported health and safety benefits from their workplace literacy and learning programs. Productivity rose; one program went a year without a single accident. Some tracked the investments and cost savings of health and safety benefits. All of the managers reported a strong, shared commitment to investing in workplace literacy programs to impact the health and safety of the workplace.

This report shows that businesses can realize health and safety benefits from programs that are developed to improve workers' literacy and language skills. Studies such as this one can motivate employers, organized labor, individuals, workforce development partners, and educators to invest more in workplace literacy program development.

[What You Don't Know Can Hurt You: Literacy's Impact on Workplace Health and Safety](http://www.e-library.ca) can be accessed by signing up for a free account through <http://www.e-library.ca>.

Career pathfinders share their maps

[ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways](#) is the result of a project funded by the Office of Vocational and Adult Education to demonstrate the impact of connecting ABE programs with career pathways in prominent industries in their communities. The project involved five sites from different states and included ESL, GED, and ABE learners. This Manual provides an overview of career pathways and describes the efforts used by the ABECC sites to create partnerships and connect basic skills training to local career pathways in high-need occupations in health care and the building trades. It is organized into sections describing approaches to implementing pathways components, examples from the ABECC sites and the challenges they encountered, and resources that were provided to ABECC sites.

Health resources for the classroom

Download from <http://lincs.ed.gov>, LINCS Resource Collections (along the right), Basic Skills section, Health Literacy:

- [Health Literacy in Adult Basic Education: Designing Lessons, Units, and Evaluation Plans for an Integrated Curriculum](#): This guide is designed to help adult educators integrate health literacy skills into their current adult education instruction.
- [Research-based Health Literacy Materials and Instruction Guide](#): These materials for beginning ABE and ESOL levels include 18 sections with topics such as talking to health professionals, filling out medical history forms, and following directions/dosages for medications. The Teachers' Guide includes materials for each section to help students improve their basic skills.
- [Staying Healthy: An English Learner's Guide to Health Care and Healthy Living](#): This guide is an informational resource for students or patients, but can also be used to address ESOL competencies with the accompanying Teacher's Guide. The main book includes sections on health care, your doctor, medicines, nutrition, chronic diseases, and general rules for staying healthy.

(Continued on page 3)

Nine “must have” skills for the workplace

Thanks to Claudia Bianca (cbianca@tmcc.edu), who forwarded this summary of the nine essential skills needed for success in the workforce. The list was compiled by Human Resources and Skills Development, a department of the Canadian government. “Go to <http://www.khake.com/page3.html> for a plethora of links to workplace, personal, life, math, study, and communication skills,” said Claudia. “I explored a half dozen — all great!”



*Claudia Bianca, NV
CASAS Manager/Trainer
& Resource Specialist*

1. Reading text refers to reading material in the form of sentences or paragraphs, such as notes, letters, memos, manuals, specifications, regulations, books, reports, or journals. It includes print and non-print media (for example, texts on computer screens and microfiche), and paragraph-length text in charts, tables, and graphs.
2. Document use refers to tasks that involve a variety of information displays in which words, numbers, icons, and other visual characteristics (e.g., line, color, shape) are given meaning by their spatial arrangement, e.g., graphs, lists, tables, blueprints, schematics, drawings, signs, and labels. It, too, includes print and non-print media, as well as reading/interpreting and writing/completing/producing documents.
3. Numeracy refers to the workers' use of numbers and the requirement that they think in quantitative terms.
4. Writing includes writing texts and writing in documents (for example, filling in forms) and non-paper-based writing (for example, typing on a computer).
5. Oral communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.
6. Working with others examines the extent to which employees work with others to carry out their tasks. Do they have to work cooperatively with others? Must they have the self-discipline to meet work targets while working alone?
7. Continuous learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge. Continuous learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true, then the following will become essential skills: knowing how to learn; understanding one's own learning style; and knowing how to gain access to a variety of materials, resources, and learning opportunities.
8. Thinking skills differentiates between five different types of cognitive functions: solving problems, making decisions, thinking critically, planning and organizing job tasks, memorizing and finding information.
9. Computer use addresses the variety and complexity of computer use within the occupational group.

Career Pathfinders (Continued from page 2)

According to a review by LINCS' experts: “The main value of the Manual is it can be used to help ABE programs undertake similar work. The lay-out is clear and easy to follow with boxed summaries serving as checklists. The Manual describes how programs might gather data on effectiveness.”

Also listed under the Workforce Education section, and under the English Language Acquisition section as well, is [How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago](#).

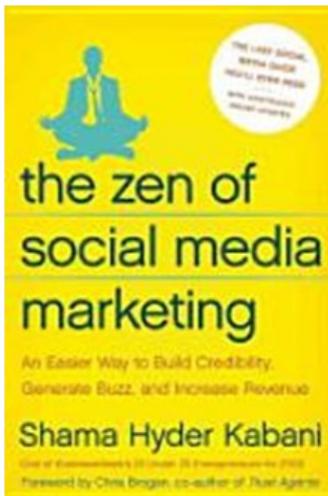
This resource, using a specific career pathway program — *Carreras en Salud* (Health Careers) — as an example, is an excellent step-by-step guide to developing a bridge program for ABE and ESL students. It discusses how instruction should move from pedagogy to andragogy as students progress in their basic skills development. In addition to addressing academic and career issues, it includes the concept of a corresponding social ladder, listing social competencies as well as academic and technical competencies for each entry point on the healthcare ladder.

Although the Guide is intended for administrators and program developers, “instructors could also benefit from seeing the big picture,” said Brad Deeds, Nevada’s adult education director and GED administrator. Brad also found the section on partnerships particularly useful. “It shows the roles and responsibilities of the various organizations and emphasizes shared fiscal responsibility. It also shows how the partners manage multiple funding sources, with each serving as fiscal agent depending on the type of grant.” A sample memo of understanding is provided in Appendix A.

The Career Connections Manual is posted under the Workforce Competitiveness Collection, Workforce Education section, at <http://lincs.ed.gov>.

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.

Zen Guide to social media



Although Shama Hyder Kabani's *The Zen of Social Media Marketing: An Easier Way to Build Credibility, Generate Buzz, and Increase Revenue* is focused on how businesses can use social media, there's much adult educators can learn from it. The book focuses on three main channels — Facebook, Twitter, and LinkedIn — explaining how they work and guiding with tools, techniques, and best practices. There's also some good advice on how to behave in social media and how to create a social media policy for your organization.

Reno-based Career and Life Coach Kit Prendergast (Kit@CareerConnectionsSN.com) wrote in a recent newsletter, "What a perfect start to this book: 'Social media marketing does not have to be a struggle!' In this short, compact paperback, Kabani starts with a great question, 'Why bother?' And then she convinces us that social media sites are where the people are and that they are already talking about us anyway. So if we want to be part of that conversation, connect quickly with others, and be seen as a thought leader in our areas of expertise, then social media is where we need to be."



Follow us on Twitter: twitter.com/NevadaAdultEd

Like us on Facebook: facebook.com/NevadaAdultEd