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The Nevada Adult Educators organization has arranged for its members to receive memberships in MPAEA and in COABE at no additional charge. That's right: Your \$35 NAE dues covers membership in all three organizations for the current year. A \$110 value for \$35!

Membership benefits in these organizations include discounted conference registration rates, free and discounted newsletter and journal subscriptions, opportunities to apply for incentive grants and scholarships, and much more.

This three-for-one offer expires 12/31/11. Renew your membership or join NAE at <http://nvae.us/3-for-1>. (Current 2011-2012 members automatically qualify.)

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**The United States is the only industrialized country in the world in which today's young people are less likely than their parents to have completed high school.**

—Organisation for Economic Co-operation and Development (OECD), <http://nvae.us/3a>

## Crossing the bridge to postsecondary education

Nearly two-thirds of GED® test passers report further education as a reason for testing, and most of them follow up on their goal by enrolling in college. To add to the knowledge base about these enrollees, the American Council on Education recently published its second-year report for Crossing the Bridge, a longitudinal study of GED test passers who enter postsecondary education.

This report looks at postsecondary enrollment, persistence, and completion for a cohort of GED test-takers from 2004 to 2010. Approximately 43 percent

of GED test passers enrolled in college; of those who enrolled, 12 percent graduated and 26 percent were still enrolled during the period of study.

The report discusses which adults enrolled, when and where they enrolled, and how they persisted. It also includes findings about the colleges and universities they attended as well as a first look at how GED test credential recipients and traditional high school graduates compare once they begin college.

The report is available at <http://nvae.us/3e>.

## Navigating the GED Testing Service Web sites



GED Testing Service currently maintains three Web sites. The primary audience and purpose for each are:

[www.GEDtest.org](http://www.GEDtest.org) — for test-takers. Contains all the policies, preparation tips, and locations for GED testing today. It also provides information about the 2002 Series GED® Tests, research reports, and publications.

[www.GEDcbt.org](http://www.GEDcbt.org) — for members of the GED testing field (administrators, examiners, adult educators, etc.). It includes all the information on the computer-based testing project including research, FAQs, and on-demand educational courses.

[www.GEDtestingservice.com](http://www.GEDtestingservice.com) — for those in the GED testing field who are interested in learning more about the new GED Testing Service, the GED 21st Century Initiative, and the new GED assessment.

In 2012 GED Testing Service will be combining all sites under one URL; this will streamline the information and resources for all audiences. Direct questions to [Cassandra.Brown@GEDtestingservice.com](mailto:Cassandra.Brown@GEDtestingservice.com).

## Online learning for GED

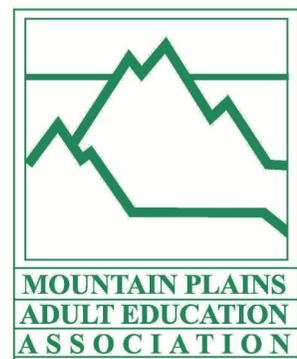
*Excerpted from "Leading Online Learning Initiatives in Adult Education," Kathy Olesen-Tracey, MPAEA's Journal of Adult Education Volume 39, Number 2, 2010, pp. 36-40.*

Online learning opportunities have helped learners connect their daily use of technology to meaningful educational opportunities. Additionally, the integration and deployment of quality online learning creates opportunities for adult education programs to provide greater access to GED Test Preparation Courses.

Olesen-Tracey, instructional designer and GED-i coordinator at the Center for the Application of Information Technologies at Western Illinois University, highlights tips, strategies, and best practices for developing a blueprint for online learning. Although the lessons learned were gleaned from the deployment of GED-i, the procedures presented are applicable to all online/distance learning options and are based on solid administrative leadership strategies such as determining benchmarks, establishing and communicating clear processes and procedures, and setting professional development goals. The blueprint addresses:

- setting goals, benchmarks, policies, and procedures
- determining the deployment method
- defining the target distance learning population
- communicating expectations to staff and instructors
- professional development
- critical role of a "go-to person"
- importance of "buy in" and handling resistance

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## To your health

According to research from the U.S. Department of Education, only 12 percent of English-speaking adults in the United States have proficient health literacy skills. The overwhelming majority of adults have difficulty understanding and using everyday health information.

**Health literacy refers to the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.**

**Many organizations celebrate "Health Literacy Month" in October. Founder Helen Osborne is celebrating with the November 4<sup>th</sup> release of the second edition of her book, "Health Literacy from A to Z." Information at <http://nvae.us/2t>.**

Studies show persons with limited health literacy skills are more likely to skip important preventive measures such as mammograms, Pap smears, and flu shots. Compared to those with adequate health literacy skills, they enter the healthcare system when they are sicker. They are more likely to have chronic conditions and are less able to manage them effectively. Limited health literacy skills are associated with an increase in preventable hospital visits and admissions and a higher rate of hospitalization and use of emergency services, leading to higher healthcare costs.

"Everyone has a right to health information that helps them make informed decisions," said HHS Assistant Secretary for Health Howard K. Koh, M.D. M.P.H. "When people receive accurate, easy-to-use information about a health issue, they are better able to take action to protect and promote their health and wellness."

### Free health resources

- Fact Sheets and a *Quick Guide to Health Literacy* (<http://nvae.us/hhs-guide>) for government employees, grantees, contractors, and community partners working in the healthcare field. The *Guide* contains an overview of key health literacy concepts; techniques for improving health literacy through communication, navigation, knowledge-building, and advocacy; and best practices.
- A free online course, Unified Health Communication (UHC): Addressing Health Literacy, Cultural Competency, and Limited English Proficiency. Primarily for use by healthcare professionals, the course is focused on improving the ability of such individuals to communicate with patients and overcome barriers that can keep them from taking their medications according to medical instructions, going to the emergency room when they would be better served in primary care, or otherwise preventing them from getting the full benefit of the healthcare system. Visit <http://www.hrsa.gov/publichealth/healthliteracy/>.
- Research-based health literacy materials for adult ABE and ESL students at <http://lincs.ed.gov/health/health>.
- *How to Build Bridge Programs that Fit into a Career Pathway: A Step-by-Step Guide Based on the Carreras en Salud (Health Careers) Program in Chicago* (<http://nvae.us/2u>). This manual uses a health career pathway program as an example, providing information on components and considerations, as well as how-to guidance on developing bridge programs for ABE and adult ESL students.
- Additional materials for teaching health literacy at <http://nvae.us/lincs-health> and in Nevada Connections, April 2011 (<http://nvedu.org/ncrecent>).

**For career pathways to be effective, employers need to understand the importance of literacy and its effect on work. The report [What You Don't Know Can Hurt You: Literacy's Impact on Workplace Health and Safety](#) includes findings from a two-year Conference Board of Canada study that may be helpful in alerting employers to the impact of literacy on safety and health in their businesses. The report is summarized in the April 2011 issue of Nevada Connections (<http://nvedu.org/ncrecent>).**

## Upcoming online PD from [ProfessionalStudiesAE.org](http://ProfessionalStudiesAE.org)

- [Foundations of Teaching Adult Numeracy](#) September 19 to October 31
- [Research-based Strategies and Models for Adult Transitions to PSE](#) October 5 to December 7
- [Introduction to College Transition Math](#) October 10 to December 12
- [Differentiated Instruction](#) October 11 to December 12
- [College Readiness for Adults: Beyond Academic Preparation!](#) October 13 to December 7
- [Teaching Reasoning and Problem Solving Skills](#) October 31 to December 19

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.

## Adult ed students attend “College for a Day” at TMCC

By Sheramy Barry, ESL instructor, Truckee Meadows Community College, [sbarry@tmcc.edu](mailto:sbarry@tmcc.edu)

The TMCC Dandini Campus is usually quiet on the summer nights. Wednesday, August 10<sup>th</sup>, however, it hummed with activity as approximately 450 students, teachers, and administrators attended “College for a Day.” ESL and GED students from the TMCC ABE/ESL program experienced what it would be like to attend the Dandini campus as college-level students.

After checking in at registration tables in the auditorium, early arrivals had the option of taking a campus tour or visiting with friends. By 6:30 p.m. most



ESL Coordinator Tünde Csepelyi  
and TMCC President Dr. Maria Sheehan

participants were seated in front of the stage. TMCC President Dr. Maria Sheehan welcomed the students and provided an overview of the opportunities offered by the college.

A former student then spoke of his struggles and successes in continuing his education. GED Coordinator Joy Zimmerman said a few words to current and prospective GED students. Students then streamed upstairs to find mini-classes in math, English, science, writing, study skills, technology, graphic design, and police and safety at TMCC. Most students were able to attend three classes.

A huge thanks from event coordinator Tünde Csepelyi to the many volunteers who helped produce this event!

