

## Key upcoming conferences

**What:** National Conference on Family Literacy, February 17-19, Washington, DC  
(Conference held in partnership with [Literacy Powerline](#) and [Literacy Funders Network](#).)

**Contact:** <http://familieslearning.org/conference.php>

**What:** COABE Conference, March 16-19, Pittsburgh, PA

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

**Note:** Subscription to COABE's triannual *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* is discounted for members.

**What:** MPAEA Conference, April 28-30, Santa Fe, NM

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

**Note:** Subscription to biannual *Journal of Adult Education* is free to members.

**What:** NAWDP (National Association of Workforce Development Professionals) Conference, May 4-6, Denver, CO

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

**What:** CASAS National Summer Institute, June 17-19, San Diego, CA

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



## Corrections education programs cost-effective

Summary courtesy of NAWDP (National Association of Workforce Development Professionals, [www.nawdp.org](http://www.nawdp.org)) eVantage newsletter 9/23/13

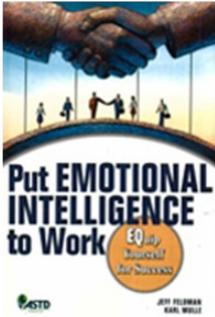
The recent Rand Corporation report [Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults](#) (<http://nvae.us/9b>) shows that, on average, inmates who participated in correctional education programs had 43 percent lower odds of returning to prison than inmates who did not.

Each year approximately 700,000 individuals leave federal and state prisons; about half of them will be reincarcerated within three years. The findings from this largest-ever analysis of correctional educational studies indicate that prison education programs are cost effective. According to the research, a one dollar investment in prison education translates into reducing incarceration costs by four to five dollars during the first three years after release, when those leaving prison are most likely to return.

Here in  
Nevada

- **Nevada Department of Corrections (NDOC) inmates who complete education programs are more successful after release than those who do not complete programs.**
- **The average recidivism rate of NDOC Education completers is 20.8 percent compared to the national average of 43 percent.**
- **Every \$1.00 spent on adult correctional education yields a benefit of \$6.71 to the State of Nevada.**

—Nevada Dept. of Corrections Annual Report Card 2013



## Being EQ smart is 80 percent of leadership

Reno-based Career and Life Coach Kit Prendergast notes emotional intelligence is more important than all the other intelligences to leadership. In her May 2013 e-newsletter, she wrote:

Are you eager to take your career to a new more fulfilling level? Since the early 1990s, research has consistently shown that being EQ smart is twice as important an ingredient of outstanding leadership performance as both ability and technical skill combined. And the higher up you go in your organization, the more important EQ is. At the highest leadership levels, EQ accounts for nearly 85-90 percent of a leader's success!

So, if you are ready to fast-forward your professional career, think carefully about your own emotional intelligence — how would you rate yourself?

Here's where you start: Become a master of self-awareness. Know what you are feeling and why throughout the day. Teach yourself to check-in with your emotions several times a day. Know when you are feeling frustrated, angry, pleased, or discouraged and why. The "why" can be difficult to identify but it is key to choosing how you will respond. You are in control and that ultimately works in your favor. Don't let yourself be blindsided and/or let yourself be "emotionally hijacked."

Kit ([Kit@CareerConnectionsSN.com](mailto:Kit@CareerConnectionsSN.com)) recommends *Put Emotional Intelligence to Work: Equip Yourself for Success* by Jeff Feldman & Karl Mulle, ASTD Press, 2007.

## Engaging employers: a pathway to success

In his March 2013 brief [Engaging Employers to support Adult Career Pathways Programs](http://nvae.us/9i) (<http://nvae.us/9i>), David Bond wrote, "Whether employer contributions result in the development of workplace-relevant curriculum, career awareness activities, work-based learning opportunities, or in-kind support for equipment and other resources, employer engagement is essential for Adult Career Pathways (ACP) programs.

"Employers can help ensure programs are responsive to the needs of local industry, while providing adult learners the relevant workplace context and foundational skills they must master to succeed along a career pathway. Interfacing with adult learners in the classroom on a daily basis, teachers are well positioned to work with employers toward the goal of translating workplace skills into learning objectives that can be taught within a career pathways context."

The brief offers practical strategies on engaging employers and building business-education partnerships to support ACP programs and highlights promising examples from Pennsylvania, Virginia, and Illinois.

*Author David Bond recently retired as senior vice president for career pathways at the Center for Occupational Research and Development (CORD) and director of the National Career Pathways Network (NCPN).*

## Digital badges for adult learners

At their most basic level, digital badges are a new way to capture and communicate what an individual knows and can demonstrate. The 45-page draft report [The Potential and Value of Using Digital Badges for Adult Learners](http://nvae.us/9j) examines the nature, value, and potential impact of digital badges, an emerging electronic form of recognition of an individual's knowledge and skills.

Badges can represent different levels of work and engagement, including more granular skills or achievements, marking in some cases small and/or very specific abilities. For this reason badges hold particular promise for certifying the skills of adult learners in basic education programs, many of whom have few, if any, formal credentials (such as diplomas), but who are obtaining functional skills that would be valued in a workplace setting if a mechanism for certifying those skills and knowledge were available.

The report was funded by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) and published by the American Institutes for Research in July 2013. Download at <http://nvae.us/9j>.



## CAL continues to brief us

CAL (Center for Applied Linguistics) is launching a new series of briefs, reports on topics of current high interest in applied linguistics and language education designed to help translate research into practice for education practitioners. *Implementing the Common Core for English Learners: Responses to Common Questions* (September 2013) answers many questions educators have about integrating the Common Core State Standards into content area curricula. Download at <http://nvae.us/9h>.

## Learn math via video

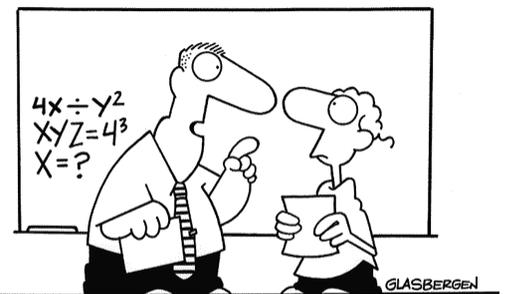
Excerpted from “Learn Mathematics by Watching Videos,” David J. Rosen, *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, Summer 2012, pp 114-116.

YouTube has exploded with free, basic skills instructional videos, some of which are very well made. Many of these videos focus on adult learners; others, which were made for K-12 or post-secondary education, are also applicable to adults. With two exceptions, TV 411 and the Resource Room, the math skills videos I found all focus on math functions more than math thinking. Some sites, like Khan Academy, have an enormous scope and address topics from whole numbers to sophisticated college-level math, as well as including subjects unrelated to math. A numeracy or math teacher who wants to supplement classroom activities with online math teaching demonstrations can now find good, free supplementary video instruction.

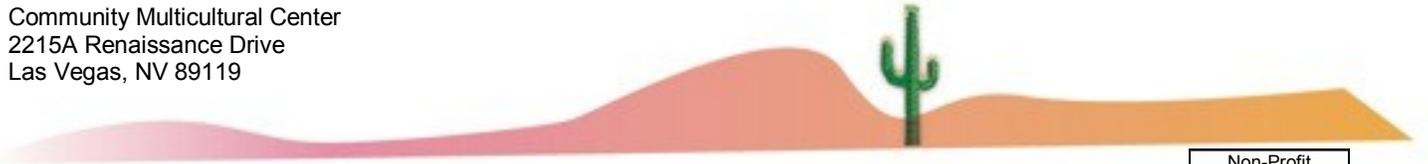


- **KHAN ACADEMY** ([www.khanacademy.org](http://www.khanacademy.org)): With over 3,200 videos on everything from arithmetic to physics, finance, and history, the Khan Academy is “on a mission to help you learn what you want, when you want, at your own pace.” The site includes hundreds of free, screen-captured instructional math videos from arithmetic to algebra II and calculus. Salman Khan, the teacher in these short videos, does not actually appear in them. Instead, you hear his comfortable, informal, and sometimes humorous voice, and you see him writing, drawing or calculating on a blackboard. Many students note that Khan’s relaxed style reduces their math anxiety.
- **TV411 Math** ([www.tv411.org/math](http://www.tv411.org/math)) is designed to help adults gain basic reading, writing, math, and science skills. It does this through highly contextualized and professional-quality TV magazine videos, many of which are entertaining and accompanied by print instructional materials. The free math videos include basic math; ratios, averages, and exponents; fractions, decimals and percentages; and geometry. Videos are contextualized in shopping, sports, personal exercise, the arts, cooking, and work-related activities to improve accessibility and understanding.
- **Test Dates Central** (<http://nvae.us/9m>) focuses on test preparation. One section includes over 40 math review videos for GED® test preparation in areas ranging from basic operations and number sense to fractions and percentages.
- At **The Free Math Tutor** ([www.thefreemathtutor.com](http://www.thefreemathtutor.com)) Canadian math teacher Doug Simms has created more than 180 free math tutoring videos, addressing everything from integers, fractions, decimals, and percentages to algebra, trigonometry, statistics, probability, linear programming, and more.
- **Math Tips with Jim** (<http://nvae.us/9k>) presents videos of Jim Hollingsworth’s Whatcom Community College classes. They include lectures on the order of operations; adding, subtracting, multiplying and dividing; rounding; fractions; measurements; percentages; decimals; ratios, rates, and proportions; geometry; exponents; algebra; and statistics. There are also introduction and closing videos.
- At **The Resource Room Math Videos** (<http://www.resourceroom.net/math/>) Susan Jones, an academic development specialist at Parkland College, has posted four Camtasia videos that are qualitatively different from the math videos on most other math video websites. While the videos do offer assistance in teaching math algorithms, there is an increased emphasis on teaching math language and math thinking.
- At **eHow Basic Math Skills** (<http://nvae.us/9l>) is an eclectic collection of 26 basic math videos, including Adding Fractions with Different Denominators, Subtracting Feet and Inches, Making Predictions with a Graph, Multiplying Binomials, and Solving Quadratic Equations.
- Although **Math TV** (<http://nvae.us/9m>) is a (low-cost) commercial website, the instructional videos are free. They include instruction on subjects from whole numbers to fractions, decimals, and percentages to algebra, geometry, trigonometry, and calculus. The teachers in the videos include math educator Charles P. “Pat” McKeague and several of his female and male students who speak both English and Spanish.

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“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”



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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.

## I resolve to ... move my elephant



Why is it so hard to make lasting changes in our companies, in our communities, and in our own lives? Psychologists have discovered that our minds are ruled by two different systems — the rational and the emotional — that compete for control. The rational mind wants a great beach body; the emotional mind wants that Oreo cookie.

In their book *Switch: How to Change Things When Change is Hard*, Chip and Dan Heath bring together decades of counterintuitive research in psychology, sociology, and other fields to shed new light on how we can effect transformative change.

Borrowing a metaphor from Jonathan Haidt's *The Happiness Hypothesis*, the brothers liken the emotional side to an elephant, the rational side to its rider. The emotional elephant is big and moves toward short-term gratification; the rational rider is smaller and understands long-term objectives. To change things, one must appeal to both, i.e., direct the rider, motivate the elephant, and shape the path. In short, "point to the destination, find the feeling, and change the environment." The Heaths show how everyday people — employees and managers, parents and nurses — have united both minds and, as a result, achieved dramatic results.



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