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## **Great Basin College Goes The Distance For Students**

By ABE/ESL Director Meachell Walsh at Great Basin College

The ABE/ESL Department at Great Basin College has served students in rural Nevada for more than 40 years, and the service area has grown to 86,500 square miles to reach all students who need services. ABE, ESL, Civics and HSE classes are offered in West Wendover, Montello, Elko, Battle Mountain, Winnemucca, Owyhee and Pahrump. Distance education is available to students who cannot come to classes from their remote locations.

The program is truly student-centered with small class sizes where students receive individualized instruction and personal advising from teachers and staff. If students are interested in college-level classes, certificate, or degree programs, they meet their future instructors and receive tours of the facilities and classrooms. Two \$500.00 scholarships are awarded each semester to Advanced ESL or ABE/HSE students beginning college-level classes. The competition is fierce, and the scholarships are determined by a review committee. The teachers and staff in the ABE/ESL Department are always willing to go the extra mile (or square mile) to help the students succeed.

**The past has no power over the present moment. Eckhart Tolle**

## Blazing a Career Path for Adult Learners



### OCTAE Provides a “One-Stop” Shop for Career Pathways Resources

The career pathways movement continues to gain steam, thanks to the enactment of the Workforce Innovation and Opportunity Act (WIOA). As the career pathway approach starts to become codified in federal law, it is important to have a common understanding of quality career pathways and systems.

OCTAE’s “Moving Pathways Forward: Supporting Career Pathways Integration” will launch the “Career Pathways Exchange” which will consolidate and distribute career pathways-related tools, events, and information from federal and state agencies and partner organizations. Members of the Exchange can elect to receive updates on topics of interest that include: building cross-agency partnerships, identifying industry sectors and engaging employers, designing education and training programs, identifying funding needs and sources, aligning policies and programs, and measuring system change and performance. For more information, go to [www.lincs.ed.gov/programs/movingpathways/career-pathways-exchange](http://www.lincs.ed.gov/programs/movingpathways/career-pathways-exchange).

### “Career Awareness...Career Pathways... College and Career Readiness Standards “ Is there a pattern here?”

By NV ABE Professional Development Manager Claudia Bianca

What's all the hoopla about? Simply put, adult learners who want a better paying job or who want to reach an attainable long-term career goal are going to need some college or technical training. As adult educators, it's no longer enough to teach our students English proficiencies skills, language skills to be able to read, or how to pass a High School Equivalency test. We aren't doing too well as a nation, and we recognize that we don't have a lot of time to make some significant changes in how and what we teach. These students need help NOW and cannot wait for us to test theories, conduct pilot studies, wait for new assessments to come out that will align to the CCRS, or wait for publishers to catch up by providing textbooks that will support our teachers teaching the CCRS.

The first step is to make our students aware of the multitude of local, available careers that are out there. Employers are in desperate need of qualified applicants who can go beyond mastery of the job-related skills - they need to know how to communicate, how to type a professional email, how to problem-solve, how to get along in a diverse population, just to name a few.

The new College and Career Readiness Standards have been carefully designed to offer strategic benchmarks that our students need to master in order to improve their chances of attaining their career goals.

Career Pathways are just that - pathways that educational systems need to offer to students as they progress from their short term goal to their final end goal.

So what are the AEFLA-funded programs doing for Career Pathways? Many of our programs are taking steps to help their students attain their goals. Over the next several months, Nevada Connections will profile each program to share what they are doing. The result will be heartfelt kudos to the many efforts and successes, and may shed light on what still needs to be done!

# Teaching Inference: Yes, Even for ELL Beginners!

By Nevada State Leadership Professional Development Coordinator Diana McIntyre

Inference can be taught at any level. Remember, with the College & Career Readiness Standards (CCRS), skills are not taught in isolation, so topics should connect to the unit being taught. Teaching inference is like teaching about the wind, because it requires a leap of faith to believe in something unseen, and inference is intangible. Although we can't see the wind, we experience its effects, and similarly, an inference is the unprinted, implied clue an author embeds in text.

## 1) Begin teaching inference with pictures.

With practice, students will learn to make connections with what they already know (prior knowledge) with picture clues.



### Ask students questions and have them discuss with a partner the following:

What's in his backpack? Why do you think that? Where is he? How do you know? What (picture) clues did you use?

**After students understand how to use images to infer, introduce them to critically examining simple text through a close read.**

## 2) Ask students to read simple text by themselves.

## 3) Allow students to activate listening skills while the text is read aloud (share read).

## 4) Provide text dependent questions and have students discuss the text in small collaborative groups.

Text dependent questions are determined by considering key concepts and establishing a series of questions designed to bring the reader to a deeper understanding. Guide students in providing evidence from text and justifying their answers. The inferential questions challenge readers to seek details and implied information in text. Encourage students to highlight or underline clues in text.

Questions you might ask include: Where in the text does it indicate what was in John's backpack? Using evidence from the text, explain how we know John landed. What was John's wish? Explain your thinking using textual evidence. How does the sequence of events develop the story?

This application of the CCRS encourages students to use their prior knowledge along with clues in text to increase reading comprehension and gain an understanding beyond the text. As students return to the text to answer questions, they automatically reread text. Instructors can gradually increase the text complexity to challenge students.

## Victor is Victorious!



*This student success story is provided by Angela Andrade, Program Coordinator of Adult Literacy and Language at Western Nevada College*

“I am very happy that Western Nevada College helped me to become an American citizen,” said Victor Clavel. “I am so happy with what the U.S. has given to me and my family. It’s not easy for me with a family, a job, and school, but I sacrificed so we can have a good future,” said Victor.

He first visited the U.S. in September, 2001, with his girlfriend to visit her parents, and was enjoying his visit when, on the morning of September 11, the tragic events occurred. Victor was unable to return home until the borders were re-opened but after a week or so later, he returned to Mexico and his accounting career.

Victor continued to travel to the U.S. to visit his girlfriend who stayed in the U.S. and was becoming a naturalized citizen. After five years, she petitioned for Victor to come as a legal resident, and Victor married Erika Avina in Carson City. In 2009, he became a legal resident and began working at North Sails Nevada as a gantry operator making sailboat sails. He was proud to have a job and to work legally in the United States, and within three years, he was promoted to foreman.

In 2013, Victor began taking ELL classes through the WNC Adult Literacy & Language program at Empire Elementary school. His schedule made it difficult for him to attend classes consistently until he decided to make studying English and preparing for the Citizenship test a priority. He enrolled in the WNC Citizenship preparation and Phonics classes and studied diligently for four months, submitted a petition for naturalization, and three months later he passed with a score of 90%! His score was so remarkable that an immigration employee asked how he had prepared! Victor took the Oath of Alliance ceremony at the U.S. District Court in Reno, on April 18, 2014. Victor’s story is an example of how a person with the right attitude, motivation, and persistence can be successful. We are very proud of Victor!

## Calendar of Key Adult Education Conferences

**What:** AAACE, Nov 4-7, 2014, (pre-conferences 2-4), Charleston, SC

**Contact:** <http://www.aaace.org/2014-conference>

**What:** Effective Transitions in Adult Education (National College Transition Network), Nov 12-14, 2014, Providence, RI

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

**What:** NAEPDC/NCSDAE, National Training Institute, Nov. 12-14, 2014  
San Francisco, CA

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

**What:** Learning Forward Annual Conference, Dec 6-10, 2014, Nashville, TN

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

**What:** COABE 2015 Conference, April 21-24, 2015, Denver CO (partnering with MPAEA)

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



### Input, please!

Your suggestions for stories are welcome. Please contact Susan Robinson with suggestions, ideas, and input for the newsletter at [director@nnlc.org](mailto:director@nnlc.org), or call (775) 356-1007. *Nevada Connections* is on the web at <http://nvedu.org/nc>.