

Nebraska Adult Education
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Inside This Issue

Crete Success Story	2
Conference Plans Underway	2
Nebraska Works.....	3
Staff Development Reminder....	3
GED Assessment Guide	4
TV 411—Award Winning Site....	4
eSchool News Website	5
NE Career Connections	6
Your State Capitol	7



Mark Your
Calendar!

State AE Directors' Meeting
Northeast Community College
April 19-20, 2012

State AE Conference
Kearney Holiday Inn
October 11-12, 2012

Reaching Our Goals Means Success!

By: Vicki Bauer, State Adult Education Director

Employment and Post Secondary Tools for Use in the AE Program

Assisting our students to be ready for employment and/or postsecondary education is now, more than ever before, a major emphasis and driving force in Adult Education. Helping a student get a GED credential is not the “end goal” of our program; we must help them prepare for life beyond high school completion.

By 2018, with 62% of new jobs requiring some postsecondary education, it is imperative that our students have the foundation to be career/college ready.

Last summer at the AE Directors' meeting, two on-line resources were introduced to Nebraska's local administrators: *Nebraska Career Connections* and *Nebraska Works*. Two Omaha Public Schools AE instructors, Barb Muetting and Amy Tunning, each reviewed one website; see their articles on page 3 and 6. (*Thank you, Barb and Amy for offering our AE staff some additional information about them.*)

After reading these articles, please explore the websites yourself and introduce them to your students. We want to hear how you are using them in your classrooms.

Nebraska AE Needs YOUR Help A Reminder about Post-testing Students before June 30.

For the past two program years, Nebraska has not met its negotiated performance standards. The lack of post-testing students in both ABE/GED and ESL classes played a large part in Adult Education (AE) not achieving its performance goals.

Check in AIMS now, and monthly, to see which of your students need post-testing. If you do not have access to AIMS, ask your program director to assist you in getting this information.

Teachers are encouraged to register in AIMS so that they can check their students' files to see that all information is accurate, to determine post-testing needs, etc.

ESL students must attend a minimum of 60 hours to post-test in BEST Plus. TABE post-testing can take place at 40 hours for students at the Beginning ABE Literacy through High Intermediate Basic Education levels (EFL 1-4) and at 30 hours for low adult secondary students (EFL 5).

Remember that pre and post-testing is the **only** method by which a student's educational achievement (and all your hard work) can be documented for your program and the state in AIMS and the national Reporting System (NRS).

Currently, we have over 600 students statewide who qualify for post-testing, but either the post-testing has not been done or the post-test scores have not been entered in AIMS. That number is far too high and amounts to over 12% of our currently enrolled students.

All post-testing must be done by June 30, 2012 to count for the current 2011-2012 program year. It is **your** responsibility to help by documenting **your** students' educational gains by post-testing; and with **your** help, Nebraska can reach its performance standards for the 2011-2012 program year.

Spotlight on...

Crete Public Schools — Success Story

By: Graciela Herrejon

Submitted by: Jan Sears, Special Program Director—Crete Public Schools

I am Graciela Herrejon. I was born and raised in Morelia, Michoacan, Mexico. I am married to Cesar Lopez and we have two children: Diana, 16 and Cesar, 11.

In 2002, my husband came to the United States to look for a better job and better opportunities for him and our family.

My kids and I stayed in Mexico, but that was very hard for me. In 2007, Cesar got his citizenship and applied for us to come to the United States. In September 2008, we moved to Crete, Nebraska as permanent residents.

As soon as I came here, I started

working at Farmland, but I wanted something else. I knew that the first step to advance was learning English; then, I asked for a place with English classes. I found the Special Programs of the Crete Public Schools. In January 2009, I quit my job at Farmland and started with my classes in beginning level English.

I worked hard and soon I reached the advanced level. In 2011, I had the opportunity to take classes for my GED. After getting the GED, I want to go to college and study to be a medical assistant to get some years of practice.

I had the license of a doctor for my degree in Mexico. I think education is

very important no matter the age, and the human being is always learning something new.

The programs of Crete Public Schools are great and they have helped me and my children to reach our goals. Thanks!



Graciela Herrejon

Plan Now To Attend This Year's Nebraska Adult Education Conference!

October 11-12 — Kearney Holiday Inn

Nebraska Adult Education:



Charting A New Course



2012 AE Conference Committee Members

**Back LtoR: Robin Rankin, Diane Brune, Lorraine Jensby, Ryan Hinz
Front LtoR: Mary Gillespie, Marilyn Dodge, Janet Kletke, Ann Chambers**

Nebraska Works

By: *Barbare Mueting, AE Instructor, Omaha Public Schools*



I was given the task to review a site called *Nebraska Works* which was provided by the Nebraska Department of Labor. The purpose is to find ways for us to help our GED students obtain career and job information. We did this because there appears to be a need and a gap to help our students after they get their GEDs and want to get jobs.

In reviewing this site, I found ways to search for jobs and find some resources that might be available to our students. There are some jobs posted that do not require a GED. However, most of the companies that were listed with the Department of Labor do require, at a minimum, a GED.

The site does give job requirements, employer information, special skills, potential salary, and where and how

to apply. I did share this with some of my students and some did find this helpful, or at least, a place to start. It appears that most start with the *Omaha World Herald*. This site seems to have a bigger list of jobs.

The site also lists miscellaneous information on job fairs and other resources your students might need. This lists resources for a variety of services which include career, education, community, unemployment, job seeker services, to name a few. They also have information for the youth.

The site does assist with creating resumes and some other job assistance. Your student will have to register and will need to provide an email site and their social security number. Registering is very time consuming. The good side is that once your student is registered, they can return and work where they leave off.

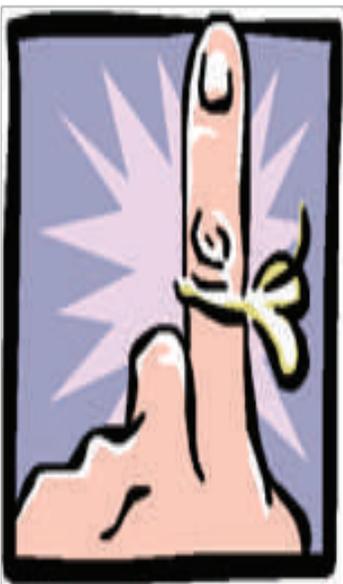
It appears to me that someone put a lot of time and effort into this site. It is very comprehensive and has lots of information for both job seekers and employers. It also has informa-

tion for the person who is doing research and statistics. The site has many layers and if your student is not computer literate, they will get lost in the layers.

I would recommend that the person or people helping someone with this site needs to be computer literate and able to navigate through this site.

For some reason, the authors created an additional resource on this web site that is hard to find. I found it quite by accident. It is on the lower right side, it is an Icon Logo for this site. I clicked on it by accident and found a whole plethora of information. The most important is three assessments and needs some exploring.

The title page is colorful and welcoming, and the color of orange is apparent at the beginning. After that, it is very black and white with lots of additional information to seek out. At times, it seemed to be rather overwhelming. So again, I recommend that you become familiar with the site before any of your students attempt to explore it. networks.nebraska.gov/



Remember!

If you attend any Nebraska Department of Education, Adult Education-sponsored staff development activity, you **MUST** sign a letter contract **BEFORE** the activity. State regulations require these procedures.

You will not receive a stipend or travel expenses without the letter contract being signed and returned to a staff member of the Nebraska Department of Education, Adult Education section, prior to the event. **No exceptions!**

New GED Assessment Guide

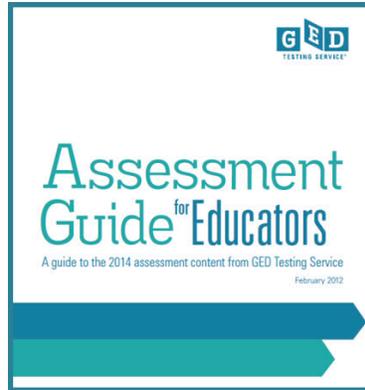
During February and March of this year, GEDTS released an Assessment Guide for Educators for the upcoming 5th Series of GED Tests. The three chapter guide is a wonderful resource for teachers interested in learning more about the completely new test series making its debut in January 2014.

A Brief Glance at the Guide

In Chapter One learn about the different item types in each of the *four* tests – Literacy (a combination of what is now the Language Arts: Reading and Language Arts: Writing Tests), Math, Science and Social Studies; and find out about the many item layouts such as a drag-and-drop item, different fill-in-the-blank items, the cloze item, and a hot spot item.

Chapter Two introduces the reader to The Depth of Knowledge (DOK) model for analyzing educational materials by the cognitive complexity

needed to make a response to the materials. GEDTS is using the DOK model in the same manner in which *Bloom's Taxonomy* was used in creating the 2002 GED test series. You will also learn about the assessment targets for the four content areas and the college and career readiness standards which will serve as the foundation of the new GED tests.



Of special interest in Chapter Three are the scoring rubrics for both the Literacy and Social Studies GED

tests. The new GED score reports will provide information about areas of both strength and need of the individual examinee.

If an examinee needs to re-take one of the tests, the score report can assist both the student and the teacher in determining the area(s) of study needed for preparation to pass the test. Chapter Three also gives you a look at some of the types of skills that will be assessed in the four tests.

Download a copy of the Assessment Guide to learn more about how your instruction and your students' learning will both change in preparation for the new GED test series.

GEDtestingservice.com/assessment

Check it out now - 2014 will be here before we know it!

—Vicki Bauer

TV 411

FREE — AWARD-WINNING WEBSITE!

<http://tv411.org>

The videos and web activities cover many topics in the areas of reading, writing, vocabulary, math, and finance. There are also some videos and lessons in Spanish. Many of you may have heard or seen TV411, which has been broadcast on public television stations over the past several years; some of the website's video segments are drawn from that TV series.

A new series entitled "TV411 What's Cooking" includes math and science lessons on such topics as water, bacteria, heat, and photosynthesis, along with some great recipes for potato tacos, chili rubbed salmon, strawberry ice cubes, and more. I checked out some video titles and descriptions. There are a wide variety of topics that are presented in every-day contexts to fit the interests

of most, if not all, students. For example, in Math, one lesson uses basketball pros to help figure out percentages and fractions; in another, a professional drummer and dancers from the Broadway play "42nd Street" use rhythm to illustrate fractions; and still another uses a store sale to help customers compute percentages.

A few of the Finance lessons are titled: Credit Card Interest, Hidden Costs in Fine Print, and Setting Up a Budget. In the area of Writing, a woman named Laverne helps one of her co-workers outline a GED essay, and another video involves a dyslexic best-selling mystery writer who explains her writing strategies. There are teacher resources as well, including lesson plans to either supplement your instructional materials or to introduce a new topic. Some include downloadable worksheets and the

web lessons are conducive to classroom discussions and/or small group work.

A guided tour of the website is scheduled for April 19 at 1:00 pm Central time. The virtual tour is designed for Adult Education teachers. To sign up, go to this link: https://edc.adobeconnect.com/_a1002235226/tv411-webinar/event/event_info.html?preview=true

The videos and interactive web lessons will keep students engaged and make learning interesting with videos and interactive web lessons. I am sure many of our students would really enjoy learning on TV 411 – I hope you and your students try it sometime real soon! Let us know what lessons you and your students especially liked.

—Vicki Bauer



10 of the Best Phone Apps for Education



The following information comes in a

large part from a post on eschoolnews.com: eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/

The information can be helpful as many students have “smart” phones and iPhones, iPads, and iPod Touches become more integrated in classrooms. We are always looking for ways to make the educational information relevant.

Applications on all of these devices can help automate current classroom processes or present new ways to learn that previously had been unexplored.

If you do try an app and find it to be enormously successful (or a miserable failure), send me a few lines about it to share in future newsletters. We are more apt to share successes than failures, but I would be glad to discuss the less than successful attempts with you.

The first app highlighted by Zwang is **Word Lens** which is free. The app is used in language classes to translate signage from one language to another. This should be a useful device for our clients in ESL courses and a useful teaching tool for instructors.

Zwang's second free app is **Molecules**. The app lets users create three-dimensional models of molecules. *This might have helped me better understand Coach Van's Physiology class back in 1967.*

Blackboard Mobile Learn is also a free app. This app is for students and teachers whose campuses use Blackboard. Students can do all of their administrative work such as finding classes and enrolling. Teachers can post assignments for download. *It would be wonderful if the budget coffers would open and shower all of our programs with sufficient funds to use Blackboard in classes!*

An app that is most appropriate for history classes but could certainly be useful in beginning ESL and citizenship is **Today in History**. This app, in addition to being free, lists important events and persons who were born or died on a particular date.

I visited an ESL class where the students spent an entire morning discussing the reasons for and background to Valentine's Day. This app could help the new students gain more of an understanding of what is held important by the people of our country and lead to discussions inside and out of the classroom.

Math Ref Free is a free app that offers math formulas and tips and can be used as a study guide for learning about equations and graphs.

Following in the same vein is the app **PI83 Graphing Calculator**. This can turn the phone into a graphing calculator that can replace any other calculator to input data and graphs. This app will cost you 99¢ but it does over 100 math functions and is \$79 cheaper than an actual graphing calculator.

Star Walk is an astronomy app that

costs \$2.99. This basically turns the phone into a telescope and highlights constellations and planets at which the phone is pointed. *It is cool and definitely a conversation starter!*

Cram (\$3.99) is just what the name implies. It helps students prepare for a test. The teacher or the students can create flashcards, review materials, and practice tests in preparation for exams.

For \$5.99, a teacher can acquire **Essay Grader**. This comes with a bank of pre-written comments for grading writing assignments and also has email capacity to send the grade sheets to the student. *Philosophically, I am not sure I agree with this, but, there were times, at 2:00 am, when grading "Causes of the Civil War" essays that I might have considered it!*

eClicker is kind of costly at \$9.99, but it enables a “smart” phone to be used as a response clicker and tabulator of results. The student can participate without fear of being wrong as only the teacher sees the results.

The responses to the article on the website are also helpful as readers list other apps which they have found to be helpful in the classroom. This not only gets you some good information, but reinforces the idea to trade good ideas with your colleagues in the field.

Thanks to Jenna Zwang at eSchool for the ideas and thank you for trying them. Let me know how they work for you.

—jim.lukesh@nebraska.gov



Nebraska's State Capitol

In response to westward migration and the call for a trans-continental railroad, Franklin Pierce signed the Nebraska-Kansas Act on May 30, 1854 creating the Nebraska Territory. The ensuing controversy over the location of the Territorial Capital in Omaha was not resolved until after Statehood in 1867, when the Legislature voted to move the State Capital south of the Platte River to the western edge of settlement in the new state.

The new Capital City was to be home to Nebraska's Capitol, the University, Penitentiary, and State Hospital. Following a scouting trip by the three-member Capital Commission to select a new capital site, the village of Lancaster was chosen. The small community was renamed Lincoln and construction of the first State Capitol begun.

The first territorial Capitol was a modest two story brick structure provided by the Omaha business community. The second territorial Capitol was a large brick structure in the "Federal Style" of architecture. In 1919 the Legislature passed a bill to provide for the construction of a new Capitol, including provisions for a Capitol Commission to oversee construction.

The Nebraska State Capitol, the product of a nationwide design competition won by New York Architect Bertram Grosvenor Goodhue in 1920, is described as the nation's first truly vernacular State Capitol. The present building, the third to be erected on this site, was the nation's first statehouse design to radically depart from the prototypical form of the nation's Capitol and to use an office tower. Constructed in four phases over ten years from 1922-1932, the building, with furnishings and landscaping, was completed at a cost just under the \$10 million budget and was paid for when finished. To decorate the building, Bertram Goodhue selected Lee Lawrie, sculptor; Hildreth Meiere, tile and mosaic designer; and Hartley B. Alexander, thematic consultant for inscription and symbolism.

Clad with Indiana limestone, the Capitol has a low, wide base in the plan of a "cross within a square," creating four interior courtyards. The square base is 437 feet on a side and three levels in height. From the center of this base rises a 400 foot domed tower, crowned with the 19 foot tall bronze figure of "The Sower." A thematic progression of ornamentation extends from the principal entrance on the north, westward around the exterior of the building and through the building's interior. The building's exterior stone carvings represent historic events in the evolution of democracy as a form of government.

Visit: <http://capitol.org>



1. Do we have to go on tour to go to the top?
2. How long do the tours take?
3. Where is the accessible entrance?
4. Is there much walking on the tour?
5. Do I need to call in advance to schedule a tour?
6. Does the Capitol have a Gift Shop?
7. What special events are held in the Capitol?
8. Are photographs allowed in the Capitol?
9. Can we bring our lunch or snacks to the Capitol?
10. Can the public visit the Governor's Residence?
11. When is the legislature in session?
12. How big is the Nebraska State Capitol?
12. When was the building constructed?
14. How much did it cost?
15. Who was the architect of the Nebraska State Capitol?
16. Was the Capital always in Lincoln?
17. Who thought up the ideas for the artwork in the Capitol?
18. How tall is the Sower, the statue on top?
19. What's in the Capitol tower?
20. Where is the museum that used to be in the Capitol?