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**Mark Your
Calendar!**

**BEST Plus
New Administrator Training
April 1, 2011**

**Spring Directors Meeting
April 5 & 6, 2011**

More CBT GED Testing Information

By: Vicki Bauer, State AE Administrator

This month we will continue with a few Frequently Asked Questions (FAQs) that were posed to and answered by GED Testing Service regarding Computer-Based Testing (CBT).

What is computer-based testing (CBT)?

CBT is a standardized mode of test delivery that includes technology-based tools for data management, consistency in delivery, scoring, reporting, and enhanced security monitoring and enforcement. It is not a system that completely replaces human interaction, proctoring, or judgment.

Why is GED Testing Service implementing a computer-based delivery of the GED Tests?

It is part of the overall mission of GED Testing Service to develop policies, procedures, and programs to ensure equal access to our tests. The following are three main reasons for the CBT project:

- To increase access to the GED Tests
- To make the process easier for test-takers seeking to earn the GED credential
- To make it easier for GED Administrators and Examiners to administer the tests

Other benefits of CBT include:

- Rapid turnaround of test results
- Greater choices on when and where to take the tests
- Ease of registration
- Increased test security

How will the math portion of the test be handled? And will scratch paper and hand-held calculators still be used?

During a CBT session with the GED Tests, each test-taker will receive a wipeable scratch sheet, instead of scratch paper.

Think of this as a large sheet of paper that functions like a dry erase board. This allows the test-taker to always have a fresh supply of writing space, but won't allow them to leave the testing center with notes or sensitive test information.

The calculator available for use on the calculator-allowed portion of the 2002 GED Mathematics Test will continue to be the handheld calculator used today. This is true for both the paper-based version and the computer-based version of the test.

When will the computer-based test results be available?

Unofficial scores will be available immediately at the testing center for all tests except the Language Arts, Writing Test. Because the Language Arts, Writing Test contains a constructed response (essay), no score will be available immediately upon test completion, but the score will be reported back to the jurisdiction after the Language Arts, Writing Test is human-scored.

Reprinted with permission from GED Testing Service; FAQs about CBT information at GEDcbt.org

BEST Literacy



The kick off meeting for a BEST Literacy pilot project was January 25. Representatives from Corrections Education, Central Community College and Mid-Plains are going to take the assessment for a "test drive" with their ESL students who scored at a minimum of Lower Intermediate Level with BEST Plus. BEST Literacy is an assessment tool to gauge reading and writing skills of the ESL students—something that has long been an expressed need in Nebraska. The pilot will run from February 1st to June 1st. The scores from BEST Literacy cannot be used as official assessment scores currently, but, based on the outcome of the pilot, that could possibly change! Watch for additional information and outcomes of the pilot project!

Spotlight on...

Bellevue Public Schools

By: Erin Inselman, Bellevue Public Schools ABE Director

Small is Beautiful

Bellevue Adult Education's GED program finds virtue in compactness. It has a single site, one examiner, three teachers, and is fortunate to have the assistance of the community and numerous talented volunteers. The small size of the program offers distinct advantages that promote effective communication, flexibility, and volunteer support.



Communication

The Bellevue Adult GED program's small staff facilitates communication. With just three teachers, it is easy to discuss any concerns, changes or additions within the program. Communication occurs not only between staff members but is equally essential between staff and students, volunteers, and among students themselves. Students help us to understand their needs by completing a short profile and sharing their concerns and goals. A combination of written input and verbal conversations helps the staff to individually suit the program for each student.

Flexibility

Effective communication is essential for understanding the flexibility to adapt to changing requirements. Every year brings a new class of stu-

dents with a unique set of concerns and educational requirements. Changing demographics and economic pressures shape the needs of the students and, in turn, the approaches of the teaching staff. Past methods may no longer be optimum, and the teaching staff must adapt instructional techniques and curriculum to the students.

Bellevue Adult Education's GED program evolved and experimented with new activities for both groups and individual students, adopting those which proved most successful. New methods included peer teaching (students helping students), guest speakers (e.g., Altrusa providing a presentation on finding a job), and field trips to local educational sites (e.g., the Henry Doorly Zoo).

The small staff was able to quickly assess the success of new methods and the flexibility of the program allowed changes to the curriculum tailored to the unique needs of the students.

Community Support and Volunteers

The Bellevue GED program would not be successful without the support of Bellevue community partners and a group of dedicated volunteers.

Key to the volunteer program are organizations such as the BEA-R (Bellevue Education Association-Retired), Bellevue University and the Kiwanis Club. Through their support, the Bellevue GED program is fortunate to be able to call on volunteers

with a broad range of backgrounds and skills. Their many talents enhance the program and the Bellevue GED program's small size ensures every student has the opportunity to benefit from our volunteers' contributions as students can be matched with specific volunteers.

The Right Size

Bellevue Adult Education's GED program has found that its smaller program offers distinct advantages. Communication, flexibility, and the ability to make the maximum use of volunteers are enhanced with being the right size for the job.



ELL Program

The Bellevue ELL program is diverse and flexible. With a diverse population, over the last five years, the program has served students from 37 different countries. This year so far we have enrolled people from 15 countries. The program is flexible because students work independently on their individual needs.

Some students enter the program speaking English very well, but have not had any formal education, there

"Over the last five years, the program has served students from 37 different countries."

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Bellevue Public Schools, Continued

Continued from page 2

fore they have not developed reading or writing skills in any language; others read and write English well, but are terrified to speak it.

Some want the basic education they could never have in their country; others want to go to college or learn English well enough to practice their profession in the U.S.

ELL Staff and Volunteers:

Two staff members and several volunteers make independent study with a variety of native speakers of English possible. If a student must miss a class because of illness, job, or child-care issues, they do not miss out. They get many questions on vocabulary, grammar, pronunciation, etc. answered that would not be addressed in a formal classroom situation.

The volunteers are extremely valuable. One, a retired teacher, reads novels with a group of women and a

second group of men. Students read and discuss the book under the guidance of the volunteer who explores vocabulary and answers students' questions about the events in the book.

Other volunteers, one a retired teacher and the other an education student from a local university lead conversation groups. A newspaper class is offered on Fridays. The students read and discuss one or two articles on a current topic of interest to them. The vocabulary and issues learned are relevant to today's life and the questions and discussions are lively.

Shared Diversity:

The students themselves create opportunities to practice English. They are very curious about one another and enjoy conversations where they find similarities as well as differences. It is fun to observe women from Ko-

rea, Mexico, Sudan, and Somalia exchanging recipes or admiring a particularly beautiful piece of clothing one of them is wearing.

Such a wonderful variety of people who are such faithful and eager students make coming to work with them each day a real joy. We teach them, but they enrich us as well!



Members of Janice's newspaper class. Students are from Mexico, Burundi, Korea, Panama, Somalia, and Sudan.

Spotlight on...

Papillion-LaVista Public Schools

By: Mary Gillespie, Papillion-LaVista ABE Assistant Director

Welcome to the Papillion LaVista Adult Education program. Our program has a staff of 5 people. They include:

Frank Sunderman, Program Director
Penny Selders, Secretary
Nancy Veitch, Chief Examiner
Nick Redding, GED Examiner
Mary Gillespie, Teacher

Our program has features that make it appealing to many students. The class sizes are very small. The average class attendance is 3-10 students per session. Morning and evening sessions are held with open enroll-

ment from August to May.

Last year there were 38 students graduating with a GED. The year before we proudly sported 58 graduates. About 1/4 of the graduates attend classes at the Sarpy County Corrections. Classes are held there on Tuesdays and Thursdays.

Our students are varied in experiences and ages. Student goals include: more education, military service, better jobs, and personal satisfaction. In class we attend to many areas in addition to academics. Work ethics are discussed and

treated as an area to achieve success. Goals and continuing education are written and discussed.

We test at Papillion LaVista High School, Sarpy County Corrections, and at the Juvenile Justice Center. Our high school is newly remodeled and we are fortunate to be able to use the Media Center for class. It has a "Smart Board." What a wonderful addition to our teaching arena!

Have a wonderful winter. Let's hope the Groundhog doesn't see his shadow! We look forward to seeing you at future meetings.



Learning Links

Adult Education

Free!

Computer Applications

From: *The Viking Voice—A-H-S-T Community School District Newsletter*

VLC Media Player

(Windows/Mac/Linux)

Ever have a video sent to you that you cannot open? VLC Media Player can play nearly any video format.

www.videolan.org/vlc

Handbrake (Windows/Mac)

Handbrake can convert different video formats and rip non-protected DVDs into videos you can edit on your computer or put on mobile devices. www.handbrake.fr

TuxPoint (Windows/Mac/Linux)

TuxPaint is a great drawing application designed for children. Many drawing tools and stamps make it easy. www.tuxpaint.org

Paint.NET (Windows only)

Paint.NET is free image and photo editing software for computers that run Windows. Point.NET offers many of the same features.

www.getpaint.net

GIMP (Windows/Mac/Linux)

GIMP is a layer based image and photo editing software. While not quite as user friendly as Paint.NET or Adobe Photoshop, there are numerous GIMP tutorials that you can find on the Internet. www.gimp.org

Audacity (Windows/Mac/Linux)

Audacity is a free audio editing application. If you need a simple way to record anything. Audacity is the application for you.

Audacity.sourceforge.net



Google Docs (Windows/Mac/Linux)

While not as feature-filled as Microsoft Office, Google Docs allows you to access your files anywhere with a Google account. Special features include easy collaboration with others, auto-saved documents, and publishing documents to the web.

docs.google.com

Google Chrome

(Windows/Mac/Linux)

Chrome is a relatively new browser, but its adoption rate by consumers has been rapid due to its clean interface and browsing speed.

www.google.com/chrome

Dropbox (Windows/Mac/Linux)

Dropbox is a file syncing software that backs up your files to an online account and can be installed on multiple computers to keep the same document updated between all computers that you use. Files are automatically updated across all computers when changes are made and 2 GB of storage is free. www.dropbox.com

Open Office (Windows/Mac/Linux)

Another great free alternative to Microsoft Office is Open Office. Open Office offers word processing, presentation, and spreadsheets that are compatible with other formats.

www.openoffice.org

Great Math Sites to Check Out

Staff members at NDE often participate in ListServes regarding educational or Federal initiative topics. From a recent ListServ about numeracy and student resistance to learning math, the following websites seem very applicable and helpful. *Go online and check them out!*

Family Math Groups: An Exploration of Content and Style

<http://www.nald.ca/library/research/fammatgro/fammatgro.pdf>

Changing Practice, Expanding Minds. Focus on Basics

http://www.ncsall.net/fileadmin/resources/fob/2008/fob_9a.pdf#page=20

Family Math Fun!

<http://www.nald.ca/library/learning/familymath/familymath.pdf>

Changing The Way We Teach Math

<http://www.nald.ca/library/learning/mathman/mathman.pdf>



GED Tips

By: Amy Tunning, Adult Education Instructor—Omaha Public Schools

Math/Subtracting Fractions

When teaching how to subtract fractions and borrow, I use the pizza approach (who can't relate to pizza?).



Take the problem:

$$\begin{array}{r} 12\frac{3}{8} \\ - 7\frac{5}{8} \\ \hline \end{array}$$

First, we discuss how it is impossible to take 5/8's from 3/8's; the bottom fraction is bigger. Thus, we must borrow, and in fractions, we borrow from the whole number on top, 12. I use the comparison with friends over for pizza; you have 8 friends over (the denominator). 5 of them want pizza but your other pizza has only 3 slices, thus you go to the freezer, where you have 12 frozen pizzas (whatever your top whole number is).

You take one pizza out, and now you have 11 pizzas left in the freezer. The 1 whole pizza you borrowed is baked, then sliced into 8 pieces (again because you have 8 friends over, the denominator). Remind students that 8/8's = one whole.

Draw an arrow from the 11 which has been written over the 12, and the arrow leads to the space next to the 3/8, and add a plus sign between them; you HAD 3/8's, you borrowed 8/8's, add the two together and you now have 11/8's.

Take away the 5/8's (or your 5 friends each take a piece) and now you have

6/8's left over. Finish the problem by subtracting the whole number, $11 - 7 = 4$, and reduce your fraction 6/8 (which you have previously taught by drawing circles, or "pizzas" representing fourths/eighths, etc.).

Practice a few of these before moving on to fractions with uncommon denominators. It also helps some students to verbalize each step as they proceed. The visualizing of the steps along with the spoken explanation uses multiple learning styles to aid students in being successful.

Math/9's Multiplication Facts

Many of my students are unable to memorize many of the larger multiplication facts, specifically their 9's. There are many "nines tricks" to teach. I start with the tactile one; hold your hands up, palms facing you, all fingers up. (If a student is missing fingers, I do not teach them this approach. I have had many refugee students with missing fingers...)

Take the problem 9×6 . Count your fingers starting on the left hand to the number you are multiplying 9 by, thus to 6 in this case. Put that 6th finger down, this is the little finger on your right hand. Now tell the student to count the number of fingers up to the left of the finger down (in this case there are 5) and then count the number of fingers up to the right of the finger that is down (in this case there are 4). You have your answer to $9 \times 6 = 54$. This trick works with the nines facts 1-10.

Tell students they will usually have scrap paper to record their facts before they start a test or practice some problems. Ask them to write the nines facts as follows (*vertically*):

$$\begin{array}{l} 9 \times 0 = 9 \times 1 = 9 \times 2 = 9 \times 3 = 9 \times 4 = 9 \times 5 = \\ 9 \times 6 = 9 \times 7 = 9 \times 8 = 9 \times 9 = 9 \times 10 = \end{array}$$

Next, remind them that anything times zero = zero, and put 0 down next to the fact 9×0 . Then discuss how any

number times one is that number, and put 9 after $9 \times 1 = 9$.

Now ask the student to count backwards from 9, and put 8, 7, 6, 5, 4, 3, 2, 1, and 0 next to the other nines facts going down from the $9 \times 1 = 9$.

When you get to the last one and the zero, (next to the $9 \times 10 =$) ask the student to count backwards again from 9, but this time work their way back up the facts, starting at the $9 \times 10 =$, and put the 9 in front of the 0, making a 90 (most students will know that 9 dimes make 90 cents), and put the new number in front of the other number you already recorded.

After the 9, 8, 7, 6, etc. the nines facts should be completed. If this isn't enough to dazzle them, have them take each answer in the nines facts and ADD the digits together; they will be surprised to see they all equal 9! (ex. $9 \times 5 = 45$, $4 + 5 = 9$, and $9 \times 9 = 81$, $8 + 1 = 9$).

Show them one more trick to make nines fun; the answers are actually the reverse of one another from top to bottom, for example $9 \times 2 = 18$ and $9 \times 9 = 81$. Another example, show that $9 \times 3 = 27$ and $9 \times 8 = 72$. I actually draw these arrows on the same paper next to the facts and their answers and the adding showing the digits all equal 9. See, numbers CAN be fun!

GED Practice Tests:

(NOT to be used for TABE testing. Students CAN NOT go over their TABE mistakes...)

If an answer is wrong. Allow the student to go back over these questions and try them again.

Do not change their score, but by allowing the student the opportunity to see HOW they erred often prevents them from making the same mistake again.

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GED Tips, Continued

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Also, it gives them confidence when they see how many they can get right the 2nd time around. Plus, it gives the teacher the chance to hear the student's thinking and aid in reteaching.

Qualifier: Not if you only have one form of the practice GED test!

Essay Writing:

I love Steck Vaughn's Essay Writing book. It uses the **POWER** (acronym) approach: **P**=Plan, **O**=Organize, **W**=Write, **E**=Evaluate and **R**=Revise. Most students just want to **WRITE**, and that is often why they lose points on the essay. By teaching each part of the writing process, thus **POWER**, a student can break the writing process down and be more successful.

Model on the board or with chart paper a sample essay question and show how you would read the question and begin to **PLAN** your essay. No formal outline is needed, but show your sketchy notes. I talk about a "5 paragraph essay," and then take my notes and turn them into my basic 3 ideas or the **BODY** of my paragraph. This is the **ORGANIZE** phase.

I **REREAD** my essay question again before proceeding to make sure I am on topic; remind students to do this, and make sure they understand the different parts of the essay question.

Next, model how you would begin **WRITING** the essay with an **INTRODUCTION**, basically rewriting the essay question and answering it simply, or telling the reader **WHAT** you will

further explain to them in your essay.

Talk about paragraphs having a topic sentence and 3 or 4 supporting details and model that. Continue into your **BODY** paragraphs, using your previous organized notes for paragraphs 2, 3 and 4. Teach them organizational words like "first," "my next reason," and "finally" to begin each body paragraph.

Remind them to use **EXAMPLES EXAMPLES EXAMPLES** from their daily life to support what they are explaining.

Wrap it up with a strong **CONCLUDING** paragraph, where you restate your essay question and go out with a bang, giving a strong sentiment to share your passion about this topic.

Explain to the student the power of their "voice" which no one else has, and that is what makes their writing powerful and personal.

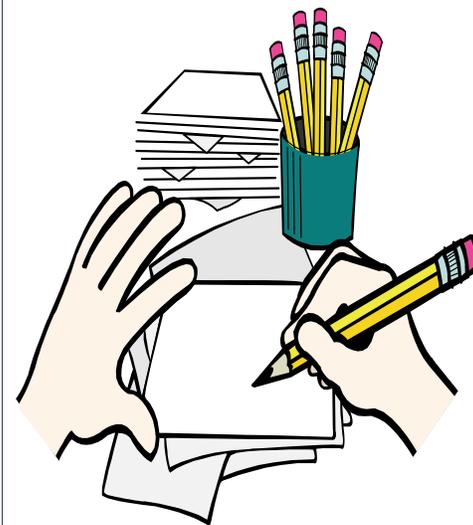
Most students will want to stop here but it is crucial that they know to take the time to reread their essay, which is the **EVALUATE** and **REVISE** part of the **POWER** plan. Hopefully you have made several "errors" in your model essay and can model making corrections or pass out the essay on paper and see how many mistakes they can correct.

Have a copy of the essay rubric so the students know what the essay reader is looking for.

I tell students that I make an average of 10-12 mistakes per page; the brain works a lot faster than the hand can write, thus we leave out words, misspell, and/or forget capitals and punctuation. Watch for fragments and run-on sentences, and other common mistakes.

The writing process takes more practice for some than for others. Always find several positive things to say about their writing first, and then pick one or two major problems to work on. I find that giving students an essay to take home for homework is helpful; I don't use it for scoring, but it helps students practice and is a doable assignment for most of my adults.

For the student who truly hates to write anything, just making them journal each day about anything can help them get over their phobia of writing.



NDE Library Materials Available for AE Staff to Check Out

The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. <http://www.education.ne.gov/ADED/documents/AEResourceLibrary.pdf>. Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jeanette. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jeanette: 402/471-4806 jeanette.evans@nebraska.gov

New Words Added to English Dictionaries

*Reprinted With Permission From "50 New Words" By Betsy Towner — January/February 2011 AARP Bulletin**

Each year, a handful of words and expressions become bona fide entries in the world's top English dictionaries. Here are some favorites:

automagically *adv.* Automatically in a way that seems magical.

big media *n.* Primary mass communication sources, e.g., TV/press.

bromance *n.* Close platonic male friendship.

buzzkill *n.* Person or thing that has a depressing effect.

carbon credit *n.* Permit allowing a certain amount of carbon dioxide emissions.

carbon offsetting *n.* Counteraction of CO2 emissions with a corresponding reduction.

catastrophize *v.* To present a situation as worse than it is.

cheeseball *adj.* Lacking taste or style.

chillax *v.* To calm down and relax.

cougar *n.* Older woman who dates younger men.



Exit strategy *n.* Planned means of extricating oneself from a situation.

flash mob *n.* Brief gathering for a common purpose, announced by e-mail or text.

flyover states *n.* [derogatory] Central regions of the U.S.

frenemy *n.* Friend with whom one has frequent conflict.

friend *v.* To add to a list of personal associates on a website.

gal pal *n.* Female friend.

green audit *n.* Analysis of a business' environmental impact.

hater *n.* Negative person.

homeshoring *n.* Moving jobs to employees' homes (from "offshoring").

hypermiling *n.* Altering a car to maximize its fuel economy.

LBD *n.* Little black dress.

locavore *n.* One who primarily eats locally grown food.

matchy-matchy *adj.* Excessively color-coordinated.

megachurch *n.* Huge church congregation, typically evangelical Christian.

meme *n.* Image, video or phrase passed electronically on the Internet.

microblog *v.* To post very short entries on a blog.

paywall *n.* Arrangement whereby website access is restricted to paying users only.

pimp *v.* To make something more showy or impressive.

riff *v.* To expound on a particular subject.

rock *v.* To do something in a confident, flamboyant way.

sheeple *n.* Unquestioning followers (from "sheep" + "people").

social media *n.* Websites and applications used for social networking.

staycation *n.* Vacation spent at home.



Turducken *n.* Roast of a chicken inside a duck inside a turkey.

tweet *n.* Posting made on the social networking site Twitter.

unfriend *v.* To remove from a list of personal associates on a website.

viral *adj.* Circulating rapidly on the Internet.



vuvuzela *n.* Long horn blown by fans at soccer matches.

webisode *n.* Episode or short film made for viewing online.

Sources: Oxford Dictionary of English; New American Oxford Dictionary; Oxford English Dictionary; Merriam-Webster's Collegiate



Resource Materials Needing To Be Reviewed



NDE tries to add to the collection of resources available on a regular basis. A \$25 stipend is paid to individuals who provide a review for publication in this AE newsletter.

This month, the following books are available for review:

TESOL Publications:

Adult Language Learners: Context and Innovation by Ann F.V. Smith and Gregory Strong, Editors
Authenticity in the Language Classroom and Beyond by Sarah Rilling and Maria Dantas-Whitney, Editors

Both books are a blend of theory, best practices and examples for use in ESL and EL/Civics classrooms. Contact me: jeanette.evans@nebraska.gov if you're interested in reviewing either of these publications.

Scholarships Available

Reaching Your Potential

EducationQuest's *Reaching Your Potential* scholarship program targets Nebraskans who face significant obstacles to college but have demonstrated the potential to succeed. If you have clients who fit this description, you are encouraged to refer them to the program using the online referral form at EducationQuest.org/ryp.asp. After receipt of your referral, an application packet will be mailed to the student. Contact Lisa Mueller at 800-303-3745, ext. 6606, or lisam@educationquest.org. Referrals received after **March 18** will be held until the next round.



The TEAL Team

By: **Jeanette Evans, NDE Adult Education Consultant**



GPS? KWL? Mini-hamburgers? What in the world does any of that have to do with writing instruction in adult education????? The state TEAL team is learning that and much more with online training modules in Universal Learning Design, Self-Regulated Learning and now, Differentiated Instruction. Sue Pohlman, Janet Kletke, Shannon Schaben, Maggie McClean and I are truly enjoying and gaining so much from the online and "virtual" classroom that we are getting impatient to share!!!!!!

The classroom modules will continue through the summer, then we will be off to Washington, DC for several days of hands-on training. After that we will be sharing with all of you across the state!

NDE Speakers Bureau



Update: Program personnel across the state continue to share potential speaker and professional development ideas! When the list is more conclusive and we have received permission to share speaker's names and contacts, the collected information will be shared. All of you can expect to benefit from the collaborative thinking! Thank you for your input and keep it coming!

If you have ideas for topics, suggested speakers or any pertinent info to share, OR you would like to present on a topic in your area of expertise, contact me by e-mail at: jeanette.evans@nebraska.gov. It is always to our advantage to pool our talents and knowledge to share with each other and the AE programs of the state. We want to be able to assist in any way we can.

Teachers Have Feelings Too!

*By: Kate Nonesuch, Adult Educator/Researcher from British Columbia, Canada
From Guest Moderator of LINC's listserv discussion*



Your feelings will show, whether you say anything or not, but most learners (like the rest of us) will assume that they are the cause of your feelings, especially if you look irritated or frustrated. This assumption will have negative repercussions in your relationship.

Scenario

I'm in the middle of teaching and the learner asks me to explain something again (still doesn't get it after the third time); I'm about to start the explanation when I notice the clock and suddenly remember that I have to cut this session short for an emergency meeting about a crisis in my department.

All my feelings about the meeting come over me--worry, anger, confusion, fear, etc. These feelings show on my face or in my body--tight lips, far away look, hunched shoulders,

sweaty palms, etc. If I give a hurried explanation and rush the learner out, he will likely assume that I am angry with him because he asked for more explanation, and that I think he is stupid, and that he may be stupid!



He will think twice before he asks me for help again, and all my work to establish a safe atmosphere for him to ask questions will vanish.

One of my strategies for maintaining good relations with the learner is to say how I feel. So I try it. "Oh, I'm sorry I forgot to tell you. I'm going to have to leave early today. There's a big meeting coming up, and just the thought of it has made me upset, as you can see.

Give me a minute to calm myself down, and we'll make a plan. I want to be sure you get some help with this question; I'm really glad you

asked for help now, and didn't go home to be frustrated with it there." I can take a minute to settle myself and then the learner and I can figure out what to do so he gets the help and I get to my meeting.



My relationship with him is stronger rather than weaker: we have worked together to solve the problem of when/how to give him help; I have shown that I'm human; and he doesn't get the false idea that I think he is stupid or that his questions are a bother. Even after years of practice I still find it hard to express my feelings to learners.



Do you have the same difficulty?

Are some kinds of feelings harder to express than others? What are the benefits and dangers you see in saying how you feel?



Just for Fun! *(Teacher breaking down)*
http://www.youtube.com/watch?v=bsrBQ6AGo_g

Holiday Math Fun!



Complete each math problem. Then match the answer to the corresponding letter using the code found below. Place that letter in the box. (See example).



$\begin{array}{r} 15 \\ +5 \end{array}$	$\begin{array}{r} 7 \\ +8 \end{array}$	$\begin{array}{r} 5 \\ +3 \end{array}$	$\begin{array}{r} 12 \\ -4 \end{array}$	$\begin{array}{r} 39 \\ +6 \end{array}$	$\begin{array}{r} 63 \\ -42 \end{array}$	$\begin{array}{r} 3 \\ \times 5 \end{array}$	$\begin{array}{r} 10 \\ +2 \end{array}$	$\begin{array}{r} 21 \\ +21 \end{array}$	$\begin{array}{r} 28 \\ -12 \end{array}$	$\begin{array}{r} 13 \\ -6 \end{array}$	$\begin{array}{r} 2 \\ \times 2 \end{array}$	$\begin{array}{r} 37 \\ -21 \end{array}$	$\begin{array}{r} 32 \\ +10 \end{array}$	$\begin{array}{r} 5 \\ +4 \end{array}$
H	□	□	□	□	□	□	□	□	□	□	□	□	□	□

$\begin{array}{r} 53 \\ -47 \end{array}$	$\begin{array}{r} 12 \\ +3 \end{array}$	$\begin{array}{r} 9 \\ \times 5 \end{array}$	$\begin{array}{r} 9 \\ -2 \end{array}$	$\begin{array}{r} 5 \\ +5 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \end{array}$	$\begin{array}{r} 78 \\ -66 \end{array}$	$\begin{array}{r} 3 \\ \times 4 \end{array}$
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It's FAFSA Time!

EducationQuest Staff Are Available To File FAFSAs At Your Agency

The Free Application for Federal Student Aid (FAFSA) is the application for state, federal and college-specific financial aid. College-bound students are encouraged to apply after January 1 but before their college's FAFSA priority date. (Contact the colleges you applied to and ask about their FAFSA priority dates.) Follow these steps to stay on track:

Step 1: Visit the **Completing the FAFSA** section at **EducationQuest.org**

Step 2: Request a PIN

Step 3: Gather required items

Step 4: Complete and file the FAFSA

Complete the FAFSA online at fafsa.gov and submit it before your college's priority filing date. The federal processor will send the results to the colleges listed on your application. If you have questions as you're completing the FAFSA, refer to our FAFSA Tutorial at EducationQuest.org/fafsa.asp. EducationQuest Outreach Services representatives are available to meet with your clients one-on-one at your agency to help them complete and submit the FAFSA (Free Application for Federal Student Aid). If you are interested in setting up FAFSA-filing sessions and have Internet access and a printer, contact the representative nearest you:

Lincoln: Tammi Preston – 800-303-3745, ext. 6653

Omaha: Brad Brown – 888-357-6300

Kearney: Treve Florum – 800-666-3721



Looking for Free Somali Language Topics?



Healthy Roads Media has Somali language topics in a variety of web-formats that can be linked to on-line or downloaded so that they can be used off-line. The video formats that may be helpful in your work.

www.healthyroadsmedia.org/somali/index.htm



Math Help

Family Math Fun! helps worried parents feel confident about helping their kids with math.

www.nald.ca/library/learning/familymath/cover.htm

Hope for Sudan Scholarship

The Hope for Sudan Scholarship Fund will be awarding a \$2,000 scholarship in the fall of 2011. All students who are admitted to the University of Nebraska are eligible for this scholarship; however, preference is given to those students who speak one of several dialects native to southern Sudan, the most common being Dinka and Neuer. This scholarship is renewable for up to four years.

The deadline to apply is February 14.



Mother's Reading Skill Determines Child's Success



Mother's Reading Skill Determines Academic Success NIH Researchers drew the conclusion that programs to raise the academic success of children were more successful when partnered with literacy programs for parents. The report concludes that the mother's reading level is a greater determinant of her children's future than any other factors including neighborhood and family income. www.nichd.nih.gov/new/releases/102510-reading-family-income.cfm

Don't Wait, Advocate!

"The Biggest Issue Is Helping Legislators Understand What Adult Education Is"

From an interview with Lennox McLendon, NAEDC Executive Director in the KET Adult Learning Newsletter

Just a couple years ago, a proposed budget was sent to Congress which, if enacted, would have cut funding for adult education by 66 percent—virtually wiping out many adult education programs. Fortunately, it didn't go through, and 100 percent of the funding was restored in the budget. What happened? **Advocacy.**

It's something every person involved with adult education should be a part of, according to Lennox McLendon, the executive director of the National Adult Education Development Consortium and longtime advocate for adult education.

Although many think advocacy only happens in Washington or that it is some mysterious endeavor, McLendon says advocacy is nothing more than **"trying to present a clear message to decision makers—legislative or administrative—to get support for adult learning."**

He says there are two major dimensions to advocacy: proactive and reactive. "Proactive advocacy is keeping decision makers informed about the need, the success, and the impact of adult education," McLendon says. **"That means bragging about the good work we are doing regularly to state and federal legislators, as well as getting the message to the administrative branch at all levels."**

Reactive advocacy is responding to calls for action when one of those legislative or administrative bodies tries to do something that is not helpful to adult education. Often, both happen simultaneously.

For example, the Council of State Directors has a program called Single Point of Contact, also known as the SPOC network. When something occurs within government that needs action, the Council sends a message to one contact in each state who forwards the message to contacts at each program within the state. Very

quickly everyone knows what happened and how to respond. It is a fast and effective way to put out a call for action and an example of reactive advocacy. Setting up the program in the first place was an example of proactive advocacy.

In adult education, the biggest issue is helping legislators understand what adult education is. As McLendon explains, legislators spend most of the time with other highly educated government officials and legislators, and their equally educated staffs. They can't tell by looking that someone doesn't have a GED diploma or needs to learn to read or can't make a living wage because of a lack of education.

"That's why it is so important for legislators to see students in an adult education program. The education of children is something everyone can get behind, but Legislators don't know what adult education is. They don't understand that 80 percent of the teachers are part-time or the importance of providing professional development for teachers." But get them inside an adult education classroom and everything changes.

"We took a group of legislators over to Fairfax to see an adult education program," he recalls. "They had agreed to stay an hour and a half. They wound up staying three hours. There were enthralled to see adults who were working 50 hours a week still coming to school. They suddenly understood."

The other obstacle adult education faces is trying to express the enormous need so people understand. "The National Assessment of Adult Literacy in 2000 found that 93 million people have basic or below basic skills," McLendon says. "They can't function well in job training, and don't

have the skills to get into a community college program. Thirty-nine million have not finished high school. "We have to communicate that need without making it sound so unattainable. People tend to shake their heads and not believe the numbers. We have to be careful about how we communicate." So how do adult educators advocate best?

"Members of Congress, especially House members, really care about what their constituents think," McLendon says.

"But get them inside an adult education classroom and everything changes."

McLendon suggests that each quarter, the head of each adult education program send a one-page update to their member of Congress and senator. Include the successes of real people and the impact—economic or social—of the program.

"This keeps them informed," he says "and will allow members of Congress to make informed decisions. That is what we want."

McLendon also suggests getting to know the staff people in your regional Congressional office. Finally, invite them and their staff members to see what is happening in your program,

"Try to schedule a time when they are on recess (check house.gov to see recess times) and invite them in. If they ever see the students, we've got it made. Thank them for the money you have received. When appropriations bills come up again, they will have a picture in their mind of adult education. This isn't lobbying; it's educating a member of Congress."

Reprinted with permission from the KET Adult Learning, Volume 26, Issue 1, Winter 2001. Contact Lennox McLendon at 804/314-6747 or lmclendon@naepdc.org