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New Changes Ahead for Adult Education & The National Reporting System

By: Vicki Bauer, State Adult Education Director

First of all, our new Adult Education consultant started in January. His name is Jim Lukesh and he is no stranger to us here at NDE. Read more about Jim on page 4. Welcome, Jim! We are happy to have him join us in Adult Education.

Since the passage of the Workforce Investment Act of 1998, we have had four core goals that we track and report for our annual report to the US Department of Education.

They are: Enter Employment/Get a Job, Retain a Job, Obtain a GED® Certificate, and Enter Postsecondary Education/Training. These follow-up results are reported on TABLE 5 in both AIMS and the NRS.

These four goals are also part of our performance standards that we set each year with OVAE (the Office of Vocational and Adult Education) at the US Department of Education.

A major change coming in July 2012, is the introduction of some National Reporting System (NRS) modifications.

Following is a brief description of the changes:

The four core goals/student outcomes are currently determined when a teacher visits with a student to determine the individual's educational goals. However, starting July 1, 2012, goal setting, **for purposes of AIMS/NRS only**, will automatically be done according to a student's demographic information. Teachers will continue to work with students in setting student goals for the classroom.

For example, if a student enrolls in class and he/she is employed, that person automatically has a goal of "Retain Employment." If another student enrolls and isn't working but is searching for a job, that person automatically has a goal of "Enter Employment or Get a Job."

The four measures that will be affected include:

Enter Employment: To improve the quality of the data and history of under-setting of this goal, students who are unemployed upon entry into a program will automatically be part of this cohort group and will be tracked upon exit of the program. Follow-up will continue to be in the first quarter after the exit quarter.

Continued on page 2



- February 17** **BEST Plus Test Administrator Training**
NECC—Norfolk
- March 27-28** **AE Spring Directors' Meeting**
NECC—Norfolk
- May 1** **GED Examiners' Meeting**
Holiday Inn—Kearney
- May 2** **GED Examiners' Meeting**
SCC Continuing Education Center—Lincoln

New Changes Ahead for Adult Education, Continued

Continued from page 1

Retain Employment: This measure also has a history of under-setting of the goal. Starting July 1, 2012, all students who enter adult education and are employed will be tracked for the “Retain Employment” goal. Follow-up will continue to be in the 3rd quarter after the exit quarter.

Obtain a Secondary Credential: In the Nebraska Adult Education program, this measure refers only to those persons who complete high school with a GED® credential. We now track all those persons who set GED® completion as a goal and have exited the program, whether a person has taken any of the GED® tests or not.

The new method will achieve consistency and will simplify the reporting. Starting July 1st, we will report the total number of enrolled students who have taken all five GED® tests during the program year and the number who passed the test series to calculate the pass rate.

Entry into Postsecondary Education/Training: Currently, a state follows up and reports the student entry into postsecondary education for those students who have set it as a

goal. This practice will be discontinued on June 30, 2012.

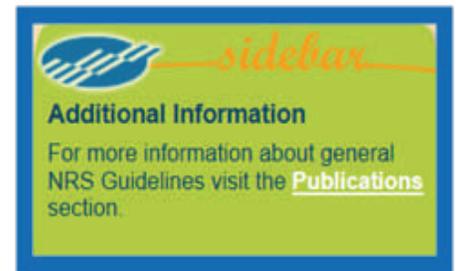
Effective July 1, 2012, the applicable population for this measure will include those students who passed the GED® tests while enrolled in adult education, have a secondary credential at entry, or who are enrolled in an adult education class specifically designed for transitioning to post-secondary education.

We presently track those students who have exited during the program year. Starting in program year 2013, the follow-up time for this goal will also include the following program year.

These four measure changes will require changes in the registration form, AIMS/NRS reports, just to name a few. Additional information and training will be forthcoming.

In addition, there will be two new measures:

Highest Educational Level or Degree Attained: This will be reported on Table 6 – Participant Status and Program Enrollment. States will begin reporting the highest level of



<http://www.nrsweb.org/foundations/>

schooling for each student, ranging from “no schooling” to “college or professional” degree. Students will respond according to his/her individual situation: “US Based Schooling” or “Non-US Based Schooling.”

Teacher Experience and Certification: States will report the number of years of teaching experience and any credentials attained by each paid instructor.

This does not apply to volunteer teachers or tutors. This information will be reported in NRS Table 7 – Adult Education Personnel by Function and Job Status.

Please email questions or concerns to me at vicki.l.bauer@nebraska.gov and I will respond to them in the next newsletter.

Is Texting Detrimental to Spelling?



Many people have considered the issue of texting (text messaging) and the demise of the English language. Isn't it horrible, they say, how this new form of writing where “hmwrk” means “homework,” “4wrđ” means “forward” and “2mro” passes for “tomorrow” has destroyed the ability of our youth to spell properly? A study of pre-high school students in Great Britain has shown that using texting lingo and chat abbreviations might actually help students learn to spell properly. After all, it takes some actual thought to spell “4wrđ” in this creative way and to understand why it can be spelled this way at all. Rather than blindly copy words letter for

letter without thinking, students must understand why they are spelling words the way they are spelling them. The abbreviations and language of texting is a language all 2 itself. Perhaps the best part is that texting makes writing fun!

Texters have no difficulty switching from txtng one moment to writing in full English sentences the next. Txt-speak is its own language; rather than damaging reading and writing, ‘text speak’ is associated with strong literacy skills. The study found that the more fluency a student had with informal “text-speak,” the more skills that student was found to develop in formal English writing.

From: <http://theessayexpert.com/blog/tag/texting/>

!!! ANNOUNCEMENT !!!

New Stipend and Travel Expense Reimbursement Procedures

Expense reimbursement checks and stipends for Adult Education staff development activities will now come from the State of Nebraska. *(Checks were mailed from Western Nebraska Community College in the past.)*

If you've taken part in workshops, conferences and meetings sponsored by the Adult Education section of the Nebraska Department of Education (NDE) in the past, you will encounter some new procedures.

All registration forms must be completed and returned to NDE by the designated deadline with the requested contact information.

Information gathered from this form is needed to generate a letter contract and State Accounting Address Book Number (ABN). *The State requires this number for all people receiving payments, benefits, reimbursements, and/or stipends.*

In order to generate the ABN, we will need your Social Security Number. On subsequent registration forms you can use your ABN rather than your Social Security Number. *(Your ABN will appear on your check stub at the bottom left side of the page marked "Payee.")* Call Jan if you

need help locating your ABN.

Once your completed registration form has been received, a letter contract will be generated and e-mailed to you prior to the event.

Letter contracts need to be signed and received by the deadline before any expenses have incurred. *(Signed letter contracts can be returned by fax, scanned-to-e-mail, or mail).*



We cannot pay any expenses until NDE has received the signed letter contract back from you.

Example: If you travel to a meeting and hand your signed letter contract to an NDE representative when you arrive, any travel expenses such as mileage or meals during travel **to** the meeting **cannot be reimbursed**. You can be reimbursed **only** from the time you turn in your contract until you get home from the meeting.

Example: Letter contracts will be

e-mailed to all who return a registration form to take part in an AE-sponsored webinar. If the signed contract is not received at NDE by scan-to-e-mail, mail, or fax **before** the webinar, a stipend won't be paid.

Receipts are a must for meals, lodging, parking and any other miscellaneous expenses on reimbursement forms. Check the letter contract for details.

Please complete, sign and return your reimbursement form to NDE as soon as possible after the event.

Expense Reimbursements must be returned to NDE within 30 days of the event.

You may mail, scan-to-e-mail, or fax your signed documents to Jan.

Scan-to-E-mail:

jan.drbal@nebraska.gov

FAX: 402/471-8127

Mail: Adult Education
NDE
PO Box 94987
Lincoln, NE 68509-4987

Questions? Call Jan: 402/471-4830

Josh Rivas — GED Graduate

Josh grew up on the west coast as an only child with his father, who was often absent or inattentive, so it was a rather easy choice for Josh to join a gang and eventually drop out of school. His life with the gang was marked by drugs, violence and brushes with police. Josh watched friends die as the violence escalated. Fearing that his own life would soon end, he decided to leave that world behind and move to Nebraska to live with his mother. Since then he has completely turned his life around. He got his GED and is now attending CCC in pursuit of a Graphic Arts degree. He is a work-study aide with the Adult Education classes inspiring others to improve their own future. He is an exceptional testament to the power of motivation!



The Nebraska AE Team Welcomes New Consultant



On January 3, 2012, Jim Lukesh became the newest member of the Adult Education team. "Newest" is a relative term since Jim has been employed by the Nebraska Department of Education since August, 1983. (The exact date correlates with the date on which Nebraska defeated Penn State 44-8 in the first-ever Kick-Off Classic).

Jim is a native Nebraskan and a graduate of Ord High School (a proud Chanticleer) and a graduate with a Bachelor of Science and Master of Science from the University of Nebraska.

Jim spent several years in the classroom with stints at St. Theresa's in Lincoln, Dalton (now Leyton) in west-

ern Nebraska, and at St. John, Kansas, where he spent six years teaching American History, Government, and coaching the girls basketball team.

In August 1983, Jim began work at the Nebraska Department of Education in the Instructional Television Section (ITV). This later became the Instructional Technology Section (ITS) and then the Schools TeleLearning Service (STS).

The names changed but the job remained basically the same, to deliver instructional technology to the schools of Nebraska to help improve student achievement.

Since 1997, Jim has assumed responsibility for technology grants which flowed through the Nebraska Department of Education. Starting with the Technology Literacy Challenge Fund grants and continuing



through the Title IID Enhanced Education Through Technology grants and ARRA grants Jim has administered over \$20,000,000 in grants to assist the students of Nebraska.

Jim has served as the initial point of contact for the Title programs for two Educational Service Units.

In addition to his duties with Adult Education, Jim will continue to monitor the remaining technology grants as the Federal Government closes the EETT program.

Jim is married with four children, three grandchildren and one more on the way.

Five Steps To Reach Your Goals

By: **Thomas Bernier** <http://www.ineedmotivation.com/blog/2008/05/5-easy-steps-to-help-reach-your-goals/>

We all want specific things in our life, the problem is how to reach what we desire. Here are a few ideas that might help you get there:

1. Believe in yourself

You need to believe in yourself and in your abilities to achieve anything in life. Believing in yourself is the key to almost everything you will start. If you start a business, not only do you need to be in love with what you do, but you also need to believe in the fact it can work. It's the stepping stone to any foundation.

2. Think about the process to reach your goal

Planning ahead is important, especially when you are trying to reach a specific goal. It's very important to visualize each of the steps needed to reach your goals. Imagine yourself doing these steps, living each instant

of them. This is a very easy way to plan ahead, it also helps you not forget anything along the way. By visualizing the steps, you can see what you need to do to reach your goals.

3. Visualize your steps before going to bed

Visualizing before going to bed will not only help you reach your goals with less hurdles; it will also make you dream about it. You may dream about your goals in your daily life, this gives you practice in what you are about to do. Did you know when you sleep your brain doesn't know the difference between reality and fiction?

4. Strive, fight and stay positive

Your goals won't happen overnight, they also won't happen without work. You will have to overcome many obstacles before you reach your

desired goal. There are always people who will work against you or technical hurdles you will need to overcome. NEVER discourage yourself, always stay positive and focus on being a problem solver. Keep pushing and never discourage yourself even when you think everything is lost.

5. Get backup, use your contacts and talk to people

Don't be shy to talk to people about your new goals and how you plan to achieve them. Other people's insight can be very important and can help you skip a few steps. Getting help is not only smart and quicker; it will also show your friends and family that you want to learn and achieve your goals.

Believe that anything is possible and you can reach your goals!

Technology in the Literacy Field

By: *Jim Lukesh, State AE Consultant* jim.lukesh@nebraska.gov

Back in the semi-dark ages when I entered high school (more over 40 years ago than I wish to admit) we had two course strands to choose from: college preparatory; and general. Since Bob Devaney's Cornhuskers were starting to get noticed on the national scene and I needed tickets, I chose college prep.

To choose college prep meant to take a foreign language of which Spanish was the only choice. I learned to introduce myself to Juan, inquire about the well-being of his friend, and to invite them both to the cafeteria for meatballs. I am not sure that I would have impressed anyone in the real world with such hard-hitting dialogue.

I contrast this to my daughter who is in law enforcement. The marshals need to be able to converse in more than English. They learn by the electronic programs which are supposed to teach the second language the way you learned the first one. I am not saying which method is better, but they can speak more than one language and I cannot.

Today there is a great need to integrate digital learning into the literacy community. Though many individuals and programs are making strides in this area, the rate of integration is not keeping pace with the rate at which digital literacy has been integrated into education and the population in general.

In many ways the literacy field remains largely paper-based, but the separation between digital skills and curricular skills is rapidly disappearing.

Think back to the public school curriculums of twenty-five years ago. Computer literacy was a course offering along with history, math, science, literature and the rest. Many

times the course had as much to do with putting the computer components together as with using it to learn another subject. Today the use of electronic devices is just a part of the instruction in the rest of the curriculum. A student not having the ability to function on several different electronic platforms would soon find themselves falling behind.

For our clients, the consequences can be more severe. The worst case scenario is, of course, the client removing him or herself from the program. Even if this does not occur, one can imagine the frustration created by trying to operate in a digital society without the skills to do so.

Things that are taken for granted by a good portion of the population such as on-line bill pay, e-mail, a quick check of the hours in which a store operates, purchasing items without having to go to a store, or even a face-time visit with a grandchild from several states away, are not available to those without the digital skills.

An efficient way to teach literacy is with materials that the clients may actually use, or will eventually need to use, themselves.

An example that comes readily to mind is a bus schedule. Certainly a person needs to know how to read a bus schedule if they are depending on public transportation to get from here to there.

However, in many locations one cannot go to the information kiosk and choose from the many printed and color-coded schedules for the various routes.

The transportation companies are going electronic and schedules can be downloaded on any number of devices such as computers and phones. This allows the company to



save money in printing and paper costs and also gives the advantage of being able to change times almost instantly to react to a given situation.

Another pertinent example is many small churches that have decided to save money by sending all of the announcements and such through e-mail. The people that do not do e-mail are dependent on other members of the congregation calling them to relay information.

For our clients, technology or digital learning is very appropriate because it allows for both synchronous learning, that is, classes taught in real time such as a webinar or podcast, and asynchronous learning, or learning on demand, such as downloading the recording of the webinar or podcast. This is a particular advantage when dealing with the non-traditional learner.

Basically, the times are changing and we must change with them or fall behind and, more importantly to our mission, have our clients fall further behind. I am extremely dismayed when I read that states are dropping cursive writing from the curriculum. We, as learners and teachers, must accept the reality in which we live.

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Spotlight on...

Central Community College—Lexington

Submitted by: *Marilynn Hersh, Adult Education Coordinator — CCC-Lexington*

Patty Jones has served as a volunteer in the Adult Education – Lexington Center for at least the past five years as a volunteer instructor in the English as Second Language program.

As a volunteer, she assists students in the intermediate/advanced classes to improve their English skills in English grammar and reading comprehension.

Volunteers in this program spend two hours per week which is a 46 week program per year.

With the assistance of the volunteer coordinator and/or adult education coordinator the curriculum for this group is based on the **Step Forward**

program. This program is designed for easy use by volunteer instructors.



Patty Jones, AE Volunteer

Patty enjoys taking a special interest in these students and learning about their native countries and families as well as how they made their way to United States and Lexington.

Current students represent Hispanic cultures of Mexico and Central

America as well as African countries, primarily Somalia and Sudan. Many of these students lack proficiency of the English language and some may be illiterate in their native language or dialect.

Through this experience, Patty feels this opportunity has allowed her to broaden her knowledge of other cultures that have selected Lexington as their new home. Patty is well respected by these students and they appreciate her special interest in their personal lives.

Patty and her husband, Dr. Mark Jones who is a physician at Plum Creek Medical Group – Lexington, are very active as volunteers with other groups in Lexington.

Technology in the Literacy Field, Continued

Continued from page 4

Indeed, the digital media inherent in technology pervades all aspects of life. The old joke was always the VCR blinking 12:00 am on the clock for the life of the machine.

Today we can use digital skills from the time we program the coffee pot and microwave for breakfast, through following the instructions of the Garmin to get where we are going to doing training upgrades for our job via computer programming. If the training runs overtime, we use our cell phone to call our DVR to record our favorite TV show.

To expect anything else than an increase in technology and more personal equipment learning (phones, ipods, tablets, etc.), is to ignore the obvious. The cloud technologies allow the learners to access just about

any part of their portfolios on demand.

The explosion of social media along with blogs, smart-phones for web-based learning, podcasts and several others that will probably be introduced before this newsletter reaches you, have changed the face of education. Many school districts which once banned cell-phones as a safety issue now use cell phones and like digital products of part of the instruction delivery process.

Technology does not need to be adopted because it is fashionable, but because it is changing education around the world. E-learning has become prevalent in schools across the country.

It is said that the computer screen is

comparable to the invention of the printing press in terms of impact on communication. The printing press did not immediately impact those who could not read. It did, however, lead to a much greater availability of books and a movement to teach reading.

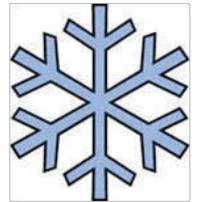
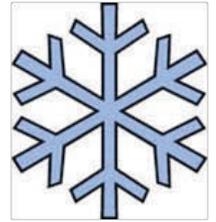
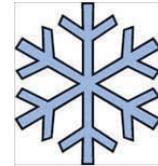
Thus it can be with the electronic “printing presses.” Maximum impact will be achieved as greater percentages of the population become digitally literate. In this way we best serve our learners today for their success tomorrow.

Mobile learning (m-learning) will replace current e-learning models so we can anticipate constant change in our profession.

To be continued in next issue

What Do You Know About.... Snow?

1. The average size of a snowflake is less than ____ inch.
2. A snow crystal is a snowf ____.
3. Is it ever too cold to snow? Yes or No
4. A large pile of snow is a snowb ____.
5. At what temperature is it too warm to snow? _____.
6. Slide down the bill on a snowb ____.
7. Does snow get fluffier as temperatures get colder? Yes or No
8. A machine that travels over snow is a snowm _____.
9. Is it true that there's one inch of water in every ten inches of snow? Yes or No
10. Lie in the snow and make a snowa _____.
11. Is snow edible? Yes or No
12. You can walk in the snow with snows _____.
13. What side of a building are icicles most likely to be found? North or South
14. A truck used to move snow is a snowp ____.
15. A big snowfall is called a snows _____.



Most snowflakes are less than one-half inch. Under certain conditions, usually requiring near-freezing temperatures, light winds, and unstable conditions, much larger and irregular flakes close to two inches across in the longest dimension can form. It can snow even at incredibly cold temperatures as long as there is some source of moisture and some way to lift or cool the air. Snow forms when the atmospheric temperature is at or below freezing (0 degrees Celsius or 32 degrees Fahrenheit) and there is a minimum amount of moisture in the air.

If the ground temperature is at or below freezing, of course the snow will reach the ground. However, the snow can still reach the ground when the ground temperature is above freezing if the conditions are just right. In this case, snowflakes will begin to melt as they reach this warmer temperature layer; the melting creates evaporative cooling which cools the air immediately around the snowflake. This cooling retards melting. Snow will not form if the ground temperature is 5 degrees Celsius (41 degrees Fahrenheit).

Studies have shown that the fluffiest, lowest density, or water-to-snow ratio (0.01 - 0.05) snows typically fall with light winds and temperatures near -9 degrees Celsius (15 degrees Fahrenheit). At colder temperatures, the crystal structure and size change. At very cold temperatures (near and below -18 degrees Celsius or 0 degrees Fahrenheit) crystals tend to be smaller so that they pack more closely together as they accumulate, producing snow that may have a density of 0.10 or more.

The water content of snow is more variable than most people realize. While many snows that fall at temperatures close to 0 degrees Celsius (32 degrees Fahrenheit) and snows accompanied by strong winds do contain approximately one inch of water per ten inches of snowfall, the ratio is not generally accurate. Ten inches of fresh snow can contain as little as 0.10 inches of water and as much as 4 inches of water, depending on crystal structure, wind speed, temperature, and other factors. The majority of U.S. snows fall with a water-to-snow ratio of between 0.04 and 0.10.

Clean snow is certainly edible. Snow in urban areas may contain pollutants that one should not eat but they would probably be in such low concentrations that it might not matter. Still, eating snow should be restricted to wilderness areas. Icicles form as the result of cycles of melting and freezing. Typically this cycle will occur more often on the south sides of buildings, melting in the day and freezing at night.

CUWTA—Catch Up With the Acronyms

Text Message Shorthand “De-Coded”

Over 82 million people are texting regularly every day. Below are some commonly used abbreviations that are used to communicate. Visit Netlingo’s website to learn *many, many* more! <http://www.netlingo.com/acronyms.php>

2b@ - To Be At
2moro – Tomorrow
411 – Information
4COL – For Crying Out Loud
4EAE – For Ever And Ever
511 – Too Much Information
AAK – Asleep At Keyboard
ADBB – All Done Bye, Bye
AFAIC – As Far As I’m Concerned
AFC – Away From Computer
ATST – At The Same Time
AYK – As You Know
BON – Believe It Or Not
BRB – Be Right Back
BTW – By The Way
COS – Change of Subject
CSL – Can’t Stop Laughing
DBD – Don’t Be Dumb
DHYB – Don’t Hold Your Breath
DIRFT – Do It Right The First Time
DIY – Do It Yourself
EMI – Excuse My Ignorance
EZ – Easy
FF – Friends Forever
FOMC – Fell Off My Chair
FTTB – For The Time Being
FYEO – For Your Eyes Only
G2G – Got To Go
GBTW – Get Back To Work
GFI – Go For It
GFN – Gone for Now
GMAB – Give Me A Break
H&K – Hugs and Kisses
HAGD – Have A Great Day
HHOJ – Ha, Ha Only Joking
HIH – Hope It Helps
IAW – I Agree With
ICBW – I Could Be Wrong
ICW – I Can’t Wait
IDC – I Don’t Care

ISTM – It Seems To Me
J/C – Just Checking
J/K – Just Kidding
J2LYK – Just To Let You Know
J4F – Just For Fun
JSYK – Just So You Know
KIR – Keep It Real
L8R – Later
LFTI – Looking Forward To It
LLT – Looks Like Trouble
LMK – Let Me Know
MBN – Must Be Nice
MOF – Matter Of Fact
MOS – Mom Over Shoulder
MSTM – Makes Sense To Me
MYOB - Mind Your Own Business
NBD – No Big Deal
NSA – No Strings Attached
NTIM – Not That It Matters
NTW – Not To Worry
NW – No Way
OBTW – Oh By The Way
OIC – Oh, I See
OST – On Second Thought
P & C– Private and Confidential
PCM – Please Call Me
PIX – Pictures Or Photos
RU – Are You?
SCNR – Sorry, Could Not Resist
SHB – Should Have Been
SIT – Stay In Touch
SLAW – Sounds Like A Winner
SLT – Something Like That
SMT – Something
SOH – Sense Of Humor
SOT – Short On Time
STS – So To Speak
STW – Search The Web
SWDYT – So What Do You Think?
SWU – So, What’s Up?



TAM – Thanks A Million
TBC – To Be Continued
TC – Take Care
TX – Thanks
TLA – Three Letter Acronym
TMI – Too Much Information
TOM – Tomorrow
TTYs – Talk To You Soon
UG2BK – You’ve Got To Be Kidding
URW – You Are Welcome
URZ – Yours
UTM – You Tell Me
UV – Unpleasant Visual
VM – Voice Mail
W/E – Weekend
WAEF – When All Else Fails
WAYD – What Are You Doing?
WBS – Write Back Soon
WD – Well Done
WDYM – What Do You Mean?
WE – Whatever
WOA – Work of Art
WRU – Where Are You?
WDYM – What Do You Mean?
XME – Excuse Me
YBS – You’ll Be Sorry
YGBK – You Gotta Be Kidding
YNK – You Never Know

Distance Education Questions or Concerns?

Do you use *i-pathways* or *USA Learns* in your program or classroom? If so, how is it working? What do you like about distance learning for your students and for you, as an instructor? What questions or concerns do you have about either on-line program? We want to hear from you!

Send your questions/comments to Vicki Bauer: vicki.l.bauer@nebraska.gov



Tips To Reduce Test-Taking Anxiety

From: <http://www.testtakingtips.com>

Test anxiety is when a student excessively worries about doing well on a test. This can become a major hindrance on test performance and cause extreme nervousness and memory lapses among other symptoms. The following are tips on reducing test taking anxiety.

- ▶ Being well prepared for the test is the best way to reduce test taking anxiety.
- ▶ Space out your studying over a few days or weeks and continually review class material.
- ▶ Don't try to learn everything the night before.
- ▶ Try to maintain a positive attitude while preparing for the test and during the test.
- ▶ Exercising for a few days before the test will help reduce stress.
- ▶ Get a good night's sleep before the test.
- ▶ Show up to class early so you won't have to worry about being late.
- ▶ Stay relaxed, if you begin to get nervous, take a few deep breaths slowly to relax yourself and then get back to work.
- ▶ Read the directions slowly and carefully.
- ▶ If you don't understand the directions on the test, ask the teacher to explain it to you.
- ▶ Skim through the test so that you have a good idea how to pace yourself.
- ▶ Write down important formulas, facts, definitions and/or keywords in the margin first so you won't worry about forgetting them.
- ▶ Do the simple questions first to help build up your confidence for the harder questions.
- ▶ Don't worry about how fast other people finish their test; just concentrate on your own test.
- ▶ If you don't know an answer to a question skip it for the time being (come back to it later if you have time), and remember that you don't have to always get every question right to do well on the test.
- ▶ Focus on the question at hand. Don't let your mind wander on other things.
- ▶ If you're still experiencing extreme test anxiety after following these tips, seek help from your school counselor.



You Can Watch GED Profiles of Success!

<http://www.youtube.com/gedtestingservice>



Did You Know?





Learning Links

Adult Education



<http://edition.tefl.net/articles/home-abroad/cultural-differences/>

Cultural Differences

Visit the website for a list of some cultural differences that can come up in class. It gives teachers a starting point in knowing how to approach a student or class until teachers get to know the individual preferences of the class. Gain knowledge on how cultures vary from each other.



<http://www.usa.gov/Citizen/Topics/History-Culture.shtml>

Culture and Ethnic Groups

Explore American, African American, Asian American, Hispanic, Latino and Native American cultures and ethnic groups. Learn about holidays, and social and cultural history. Find a guide for new immigrants.



http://www.discoveryeducation.com/free-puzzlemaker/index.cfm?campaign=footer_teacher_puzzle

Free Puzzle Maker

Choose a type of puzzle and make your own for classroom use. Includes word searches, crosswords, double puzzles, fallen phrases, math squares, mazes, letter tiles, cryptograms, number blocks, hidden messages and more!



<http://www.manythings.org/>

ESL/EFL

This web site is for people studying English as a Second Language (ESL) or English as a Foreign Language (EFL). There are quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer assisted language learning activities. Even though the primary focus is for ESL, native English speakers may also find some interesting things on this site.



<http://www.fedstats.gov/>

Statistics

This site is celebrating over 10 years of making statistics from more than 100 agencies available to citizens everywhere. Direct access to statistical data on topics of your choice. Statistical profiles of states, counties, cities, congressional districts, and federal judicial districts and more.



<http://litlink.ket.org/gedsptests.aspl>

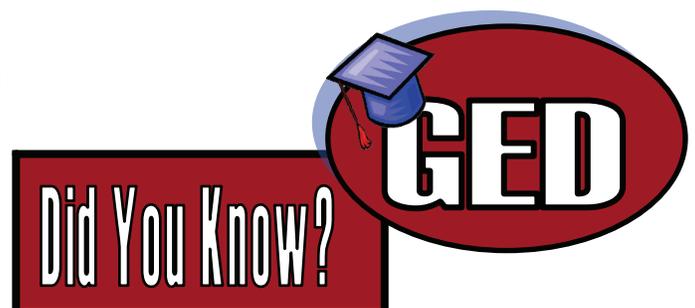
GED Practice Tests

LiteracyLink online has ten free practice tests — two for each of the five subjects on the GED® Exam. While they are not "Official Practice Tests," all of the questions were either written by or have been vetted by GED Testing Service. Each test is half the length of the actual GED Test and will give students some idea how ready they might be for the real tests. These online tests are free!

When And Why Did GED® Testing Begin?

At the request of the military, the GED Tests were first developed in 1942 to help returning World War II veterans finish their high school studies and reenter civilian life.

The GED Tests first became available to civilians in 1947 when the state of New York implemented a program to award its high school diploma to those who passed.



American Slang

As in every part of the world, Americans have developed certain oddities or slang terms in their everyday language. Learning American colloquial slang can help a young immigrant "fit in." Listed below are some commonly-used slang terms.

awesome: very good or appealing
bomb: to be unsuccessful
blow it off: to ignore or avoid
bogus: nonexistent, fake, bad
broke: having no money
buddy: friend
bum a cigarette: borrow a cigarette
bummed out: depressed
bummer: unpleasant experience
burned: rejected or insulted,
check it out: to look over a situation
cop out: to not face the issue
cut it out! Stop it!
dead: Very tired
dorm: dormitory
dough: money
down in the dumps: depressed
drop in: to visit unexpectedly
dude: a fashionable man
fire up: to get excited
fix up: to arrange a date for a friend
sick of: disgusted with; tired of
freak out: to lose control of oneself
geek: unattractive, unstylish, socially
get on someone's case: to annoy
goofing off: acting silly
give up: to quit
go bananas: to be every excited

gross: something crude, unpleasant
hang in there: keep trying
hang-up: fear; phobia or worry
hit the road: to leave a place
hit the sack or turn in: to go to bed
hitch a ride: to get a ride
hung up: to be in conflict
ID: identification card
in a nutshell: very briefly
jock: an athlete or athletic perso
knock it off! Stop doing that!
lighten up: Relax, don't be serious
loosen up: Relax
lose it: to lose control of oneself
on the house: free, no cost
out of it: tired and not concentrating
pal: friend
pig out: overeat
pop: carbonated beverage
psyched up: enthusiastic
pull someone's leg: to tease
raunchy: vulgar, crude
rip off: steal
rowdy: noisy, loud, obnoxious
scoop: gossip, recent news
see eye-to-eye: same opinion
shush: Be quiet, don't make noise



slam: insult a person
spaced out: unable to concentrate
split: to leave
stood up: to be left waiting
tacky in poor taste
take a hike: Go away
touch base: verify information
unreal: unbelievable
uptight: worried, tense
way to go: That's very good!
zero in on: to focus or concentrate

For *many* more American slang terms, visit:

http://www.uwplatt.edu/university/documents/international_student_handbook/slang.pdf



COABE Conference, April 10–13, 2012 Norfolk, Virginia

<http://www.coabe.org/>

REGISTER FOR THE COABE VAACE 2012 NATIONAL CONFERENCE! Join adult education professionals and students from across the country for this joint national conference between the Commission on Adult Basic Education (COABE) and the Virginia Adult and Continuing Education (VAACE), April 10–13, 2012 in beautiful Norfolk, Virginia, just minutes from Virginia Beach, Colonial Williamsburg, and other great attractions! Pre-conferences are scheduled for Monday, April 9th in the afternoon and Tuesday, April 10th all day, with the opening session of the Full Conference beginning on Tuesday afternoon, April 10th.