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<http://www.education.ne.gov/ADED/index.html>

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Mark Your Calendar!

BEST Plus

New Administrator Training

July 13—North Platte

July 27—Lincoln

Recalibration Session

July 24—Mahoney

July 31—Ogallala

August 16—Ogallala

August 17—Lincoln

August 21—Bellevue

iFLT Conference

July 17-19—Breckenridge

TEAL Workshops

August 10—Mahoney State Park

August 14—Mahoney State Park

GED® Computer Based Testing in Nebraska

By: Vicki Bauer, State Adult Education Director

On June 25, GED® computer based testing (CBT) was launched in Nebraska. Six examinees took one or more of the GED® tests at Southeast Community College in Lincoln. It was an exciting event for SCC, NDE, and GED® staff as well as the examinees. Two other GED® testing centers, Central Community College in Hastings and Northeast Community College in Norfolk are ready to accept GED® CBT examinees.

GED® Testing Service representatives, Debi Faucette (Senior Director of Program Management) and Armando Diaz (Public Affairs Specialist) were in attendance for the launch in addition to Shirley Gruntorad and Vicki Bauer from the Nebraska Department of Education.

Mark Bayliss, Chief GED® Examiner and Christina Albracht, GED® Examiner, registered each person taking the computer test. Each examinee was invited to complete a survey and was given a \$25 Target gift card. The survey compilation will be shared with us in the form of promotional materials for GED® CBT.

Examinees must register for computer based testing on-line at <http://GEDcomputer.com>. With CBT, examinees will be informed of each test score for all but the Writing Skills test. At some point in the future, the Writing Skills test score will also be available at the conclusion of the CBT.

Currently, only those individuals who are *starting* their GED® testing can take the computer format. Later, individuals who have already taken some of the paper/pencil tests will be able to take some of their tests via computer. **By January 2013, we anticipate all Nebraska GED® testing centers will be offering CBT along with the paper/pencil test.**



Vicki Bauer (NDE) and Debi Faucette (GEDTS) with Jeremy Downs, Nebraska's first GED® CBT testing examinee

GEDTS® will provide materials to assist in "getting the word out" about the close-out year of the paper/pencil test. If you have students who have started GED® testing, inform them that **none of the 2002 test series' scores can be grandfathered in with the new 2014 test series.** They must successfully complete all five tests with a minimum score of 410 on each test and a 450 average.

Nebraska has a 30-day residency requirement. Each examinee must print the Nebraska Application to Test Form from the website and take it with proof of residency to the GED® examiner, AE Director, or other designated staff for approval prior to setting up a test time.

A tutorial on computer testing can be accessed at: <http://GEDtestingservice.com/educators/GED-test-on-computer>.

GED® CBT offers examinees easy online registration and scheduling of tests and more flexibility in testing schedules. One of the first examinees (who starting testing on June 25) was finished testing just two days later! With the paper/pencil testing schedule, it could easily have taken him a month or more to be able to schedule all five tests.

TEAL Workshops Well Received

By: Jim Lukesh, State AE Consultant—jimlukesh@nebraska.gov

“Great interactive conference!”

“I really was surprised by this – I figured I wouldn’t learn anything new, I was wrong!”

“I loved this class, please invite me to future classes!”



These are but a few of many positive responses to a pair of recently-concluded Teaching Excellence in Adult Literacy (TEAL) workshops.

Maggie McLean and Janet Kletke provided the impetus for a day of creative writing and insight by workshop participants.

The TEAL program, of which Nebraska is one of the twelve states that were initial participants, is a two-year study to improve writing skills among adults as increased focus in the adult education program is being moved to transition into postsecondary education, achieving employment and maintaining employment. Writing and communication skills are considered very important to these goals.

TEAL online courses in Writing were

developed around the following:

- Strategy Instruction
- Self-Regulated Learning
- Universal Design for Learning
- Formative Assessment
- Differentiated Instruction
- Effective Lesson Planning

Participants at Mid-Plains Community College in North Platte and at Central Community College in Columbus worked through Quick Writes, QARS (Question Answer Relationships), Gradual Release methods of instruction in writing, as well as Reflection in which the participants explore formative instruction.

Participants exchanged ideas and collaborated on paragraphs in which each participant took a turn at writing a sentence to form a group story. The results were not only humorous

but thought-provoking.

If you happened to miss the first two TEAL workshops, there is still hope.

Two more workshops will be presented in August at Mahoney State Park. The first workshop will take place between 10:00 am and 3:00 pm on Friday, **August 10** and the second workshop will be the same time on Tuesday, **August 14**.

Lunch, refreshments, handouts for use in the classroom and a myriad of creative ideas are available to all participants. In addition, a stipend is available to those able to accept it.

If you are interested in sharpening your writing skills at one of these workshops, contact your director for registration materials or send an email to jim.lukesh@nebraska.gov.

Attributes of a Health Literate Organization

By: Jim Lukesh, State AE Consultant—jimlukesh@nebraska.gov

This article draws from work by Dean Schillinger and Debra Keller of the University of California, San Francisco, which was commissioned by the Roundtable on Health Literacy.

This report describes 10 attributes of a health literate organization, that is, an organization that makes it easier for people to navigate, understand, and use information and services to take care of their health.

Many people in the United States have difficulty understanding and using currently available health information and health services. This means there is an imbalance between the skills of people and the demands of the health care system. Addressing health literacy is critical to transforming health care quality.

Goals for safe, patient-centered, and equitable care cannot be achieved if consumers cannot access services or make informed health care decisions.

These attributes are guidelines for health care organizations that seek to ensure that everyone gets the greatest benefit possible from health care information and services. These guidelines are also useful for those in our profession who desire to foster health literacy among clients. The attributes come from a table that is under a 2012 Copyright by the National Academy of Sciences.

Attributes of a health literate organization:

1. The organization has leadership that makes health literacy integral to

its mission, structure, and operations. It develops and/ implements policies and standards. It sets goals for health literacy improvement, establishes accountability and provides incentives as well as allocating fiscal and human resources.

2. The organization integrates health literacy into planning, evaluation measures, patient safety, and quality improvement. It conducts health literacy organizational assessments and factors health literacy into all client plans.

3. The organization prepares the workforce to be health literate and monitors progress, hires diverse staff with expertise in health literacy and sets goals for training of staff at all levels.

Continued on page 3

NRS Changes—Effective July 1, 2012

By: Vicki Bauer, State AE Director—Vicki.I.bauer@nebraska.gov



At the beginning of each program year (July 1), all new and returning students are required to complete the

standardized registration form that is used throughout Nebraska. Due to refinements in the National Reporting System (NRS), we will see some revisions to the 2012-13 registration form, the most obvious being student reporting of years of schooling prior to coming to Adult Education.

Students will have to indicate the highest grade/year completed in school and indicate if schools attended were in either US or non-US schools. If a student has attended schools in both the US and in non-US schools, he/she reports the highest grade completed and indicates whether it was in the US or abroad. Home schooled students use the same grade equivalent as in the public school system.

Prior to July 2012, goals were determined by the students, with assistance from the teachers. Sometimes student goals did not fully reflect the ability of the student to complete the goal(s) in a timely fashion during the program year. (Goals must be reasonable and obtainable within the program year.)

As a result, performance often did not meet the standards set. Effective July 1, 2012, we will discontinue the use of goal setting as a means to identify students to track attainment of student outcomes. *Please note that although student goals are no longer required for NRS reporting, instructors are to continue to work with students in setting and achieving goals – this is a component of good instructional practice.*

So the question is, if we don't set student goals for NRS, how are the four core outcomes determined and

measured? The four core measures are:

- Get a job
- Retain a job
- Obtain a secondary credential
- Entry into post secondary education or training

Following are the new methods by which the core measures will be identified; automatic cohort designations will be made by students meeting certain criteria for each measure. The changes will represent a more accurate picture of AE student outcomes.

Entered Employment: If a person that enters the AE program is unemployed and looking for a job, he/she will automatically be part of the "entering employment" cohort. As we have always done, we will data match with Nebraska Department of Labor to determine if the individual got a job by the end of the first quarter after the exit quarter.

Retained Employment: If a person enters the AE program and is employed, he/she will automatically be part of the "retain employment" cohort. As usual, we will data match employment records in the third quarter after the exit quarter.

For the measure of **Obtain a Secondary Credential**, we have, since passage of WIA in 1998, tracked those persons who had a goal of getting a high school diploma. The method changed July 1, 2012, and will achieve consistency and simplify reporting.

We will report the total number of students who have taken all five GED® tests during the program year and the number who pass the test series to calculate the pass rate.

For **Entry into Post Secondary**

Education or Training, this measure will be applicable to those students who:

- 1) earned a GED® credential while enrolled in AE;
- 2) had a secondary credential upon entry into the program; and/or
- 3) are enrolled in an AE class that is specifically designed for transition into post secondary education/training.

These students will automatically be part of the cohort for this measure. Since our AE students do not always start post secondary education immediately upon receiving the GED® credential, the period for follow-up reporting for this measure has been increased from one to two years.

An additional measure added this program year refers to teacher experience and credentials. Local programs will need to gather some information on all part time and full time paid instructors (not volunteers).

Each teacher will be asked how many years of teaching experience he/she has in adult education and the certification that he/she holds. Note that a degree (Bachelor's or Master's degree) is not reported, but it is the certification, K-12 certification, special education certification, and/or TESOL certification.

Multiple responses are allowed. This information is compiled and reported to the US Department of Education each program year.

For more information and complete instructions and Frequently Asked Questions for the NRS changes, please go to the NDE Adult Education website: <http://www.education.ne.gov/ADED/index.html> and click on "NRS Changes Effective July 1, 2012."

BEST Plus Training/Recalibration Set

By: Jim Lukesh, State AE Consultant—jimlukesh@nebraska.gov



Meeting dates have been set for training for BEST Plus New Administrators and for BEST Plus Recalibration.

BEST Plus New Administrator sessions will be held at Mid Plains Community College in North Platte on **Friday, July 13** and at Southeast Community College in Lincoln on **Friday, July 27**.

These sessions are for persons who have not yet been certified to do

BEST Plus training and are eight-hour sessions.

BEST Plus Recalibration sessions are for persons who have been certified as BEST Plus trainers. Each trainer has to complete a Recalibration, or “refresher” session for each of the first three years that they are trainers.

Recalibration sessions typically last four hours, either a morning or an afternoon session, and are scheduled at Mahoney State Park on

July 24, The Holiday Inn Express at Kearney on **July 31**, Mid Plains Community College in Ogallala on **August 16**, Southeast Community College in Lincoln on **August 17**, and Bellevue on **August 21**.

This information is being made available to the local program administrators and can also be obtained by contacting Jim Lukesh at 402/471-4806 or jim.lukesh@nebraska.gov. If you are interested in becoming a BEST Plus Administrator, contact the Director of your local program.

Free Online Health Course



Free online health communication training course information is available at hrsa.gov/healthliteracy/

The goal of the program is to help providers avoid the use of jargon and to, instead, provide clear explanations that can actually be understood.

The literature suggests the courses, one of which offers continuing education credits and one which does not, are for healthcare professionals. However, a quick glance at the goals of the course, listed below, shows that the information can be very useful in our classrooms as we foster health literacy among our clients.

Effective Communication Tools for Healthcare Professionals is a free, on-line, go-at-your-own-pace training that has helped more than

4,000 health care professionals and students improve patient-provider communication.

Take the course any time, night or day, to improve your ability to communicate with patients and overcome barriers that can keep patients from taking their medications according to instructions, going to the emergency room when they would be better served in primary care or otherwise preventing them from getting the full benefit of the quality care provided.

Medically underserved patients may have particular difficulty communicating with their health care providers.

If you teach students who are low income, uninsured, and/or whose English proficiency is low, Unified Health Communication can help:

• **Acknowledge cultural diversity** and deal sensitively with cultural dif-

ferences that affect the way patients navigate the health care system;

• **Address low health literacy** and bridge knowledge gaps that can prevent patients from adhering to prevention and treatment protocols; and

• **Accommodate low English proficiency** and effectively use tools that don't rely on the written or spoken word.

To register, go to Train.org and choose your course:

Effective Healthcare Communication 101 (Course ID 1010510) This course offers continuing education credits: CEU/CE, CHES, CME, CNE

Effective Healthcare Communication 100 (Course ID 1010508). *This course does not offer continuing education credits.* The course has five modules that will take approximately five hours to complete. You can choose when to start and stop.

HELPFUL RESOURCES

Dollar General Literacy Foundation <http://www.DGLiteracy.org>

National Center for Family Literacy <http://www.famlit.org/>

ProLiteracy <http://www.proliteracy.org/>

National Literacy Directory <http://www.nationalliteracydirectory.org/>

GED® Testing Services® <http://www.GED®testingservice.com/GED®-testing-service>



Adult Education Recruitment and Outreach in the 21st Century

COABE Report

By: **Lorraine Jensby, AE Assistant Director, SCC-Beatrice—ljensby@southeast.edu**

Presenters Victoire Sanborn and Joanne Huebner shared information during a COABE session in April about student recruitment for modern times.

Successful communication with target groups means understanding their values and the way they communicate. Traditional methods of outreach and recruitment are best supplemented with interactive marketing techniques and using social media as a virtual “word-of-mouth.”

Sanborn said one thing our target audience of 18 to 28 year olds has in common is their use of technology. “Our students in this age group come to us with varied experiences and backgrounds, but they are alike in technology and how it permeates their lives,” she said.

The most influential demographic for marketing is age. People under the age of 40 tend to go first to electronic sources and people over the age of 40 use traditional media. The younger generation wants quick

service and quick access to information because that is what they have become accustomed to through their use of technology.



Huebner shared some statistics of how people find information today:

- Mobile devices: 47%**
- Different types of media: 64%**
- Virtual word-of-mouth: 55%**
- Social networking: 17%.**

Discussion in the workshop focused on the use of varied techniques to reach students. Although having a Facebook page can be helpful and a good way to get the word out about our programs, Sanborn said social media is a tactic, not the be all and

end all of marketing.

“You still need to develop your marketing strategies and your message and decide how you are going to communicate that message in a variety of ways,” she said. One method to developing a marketing strategy is to put a poll up on your Facebook page asking students how they prefer to receive communication: from the program or from their instructor.

Some suggestions for making our presence on the web more than just on a Facebook page included using Google Plus and Google Hang Out to develop virtual learning communities where students can communicate, connect and encourage one another.

Another suggestion for encouraging students to enroll in adult education is to share “alumni updates” through our marketing methods. Tell the stories of successful students so others can see that: “Someone made it through; I can too!”

Does Someone You Know Need a GED® Pep Talk?

Visit: <http://www.yourGED.org/> for GED® resources, frequently asked questions, a commercial, video pep talks by well-known celebrities (ranging from gentle to pushy), real stories, and more!



Learning Links

Adult Education



<http://www.healthyroadsmedia.org/topics/abuse.htm#domv>

Domestic violence was one of the first health topics that was developed by Healthy Roads Media. It was a topic chosen by a community refugee group. This topic continues to be one of the most accessed from the website. There are free materials in multiple formats (video, handout, audio) in six languages available. These materials have been used as teaching tools to in a variety of settings by public health, social service agencies, ESL classes, law enforcement, etc.



<http://www.GED®testingservice.com/educators/new-assessment>

The new GED® assessment is a stepping-stone to a brighter future. In 2014, GED Testing Service® will unveil a new assessment that ensures the GED® testing program is no longer an endpoint for adults, but a springboard for more education, training, and better-paying jobs.

The new assessment will continue to provide adults the opportunity to earn a high school credential, but it goes further by measuring career- and college-readiness skills that are the focus of today's curriculum and tomorrow's success. Four content areas—literacy, mathematics, science, and social studies—will measure a foundational core of knowledge and skills that are essential for career and college readiness.

A GED® test graduate must remain competitive with students who complete their high school credentials. Test-takers who demonstrate fluency with the skills measured in the new assessment will be better prepared.

International Forum on Language Teaching Conference

Breckenridge, Colorado—July 17-19, 2012

This conference comes highly recommended, is reasonably priced and is in a wonderful vacation spot. Time is very short, obviously, and this article serves as much to pique interest not only in this conference but in the next iFLT conference to be held two years from now, in California.

The International Forum on Language Teaching is a three-day conference focused on comprehension-based strategies through interactive teacher training. The iFLT Conference will be held once every two years. What is now known as iFLT began as a brainstorm in 2008, between Dr. Stephen Krashen and some teachers, on the ideal format for a conference on teaching with comprehensible input strategies. They dreamed of a forum-like setting, where teachers could share ideas, teachers will be coached instead of simply lectured, and where educators could collaborate and energize one another.

The iFLT 2012 Conference in Breckenridge, Colorado will feature:

- Learning Lab Model with master teachers, teaching small groups of students in Spanish, French, Mandarin Chinese or English
- Developing culture and content based units using CI (Sheltered Subject Matter Instruction)
- Observations of elementary and secondary language classes, taught by master teachers
- Discussion sessions following classes, led by the host teachers
- Teaching Skills learning sessions:
 - Technology: using iPads with storytelling and story-asking
 - Using class stories as reading material
 - Reader's Theatre
 - Adapting authentic texts



For more conference information, visit: <http://iflt.org>

July 15, 2012 is National Ice Cream Day

I scream, you scream, we all scream for ice cream!

In 1984, President Ronald Reagan designated July as National Ice Cream Month. He also declared that the third Sunday in July would be National Ice Cream Day. We're definitely thankful, because ice cream is a summertime (or anytime!) favorite for people of all ages. With hundreds of flavors and toppings to choose from, you can't go wrong with ice cream!



Whether you get it in a cup or in a cone, atop a waffle or in a banana split, make sure to visit your local ice cream shop to get some cold, delicious ice cream. Watch for ice cream events in your area, and check out this *Ice Cream Day video!* Happy National Ice Cream Day!

Find and circle these ice cream flavors in the puzzle below.



- ALMOND
- BANANA
- BLUEBERRY
- BUTTER PECAN
- CHERRY
- CHOCOLATE
- CINNAMON
- COOKIE DOUGH
- HAZELNUT
- LICORICE
- MAPLE WALNUT
- NEAPOLITAN
- PEACH
- PISTACHIO
- PUMPKIN
- ROCKY ROAD
- STRAWBERRY
- VANILLA

O	I	H	C	A	T	S	I	P	B	B	N	K	N	A	O
O	R	L	V	C	N	A	I	L	T	A	T	Y	N	O	U
C	H	E	A	A	Y	A	U	A	T	M	U	R	O	L	C
V	H	C	C	E	N	E	C	I	U	T	N	R	M	A	T
U	R	O	A	I	B	I	L	E	U	L	L	E	A	L	K
P	O	C	C	E	R	O	L	N	P	B	A	H	N	M	U
A	C	N	R	O	P	O	L	L	A	R	W	C	N	O	L
L	K	R	I	A	L	E	C	N	A	U	E	E	I	N	O
B	Y	U	E	E	Z	A	A	I	E	R	L	T	C	D	R
I	R	N	T	A	C	N	T	E	L	O	P	E	T	L	K
N	O	U	H	E	A	K	C	E	I	B	A	B	A	U	B
A	A	T	A	P	U	M	P	K	I	N	M	A	K	B	B
A	D	S	T	R	A	W	B	E	R	R	Y	T	Z	R	N
O	T	H	G	U	O	D	E	I	K	O	O	C	H	H	C



DOWNLOAD THE GED® TEST ON COMPUTER TUTORIAL

Testing on computer uses simple on-screen cues and directions to guide test-takers through the process. View tutorial or download the Mac or PC version for easy use on your computer. GED® Testing Service has released a downloadable version of the GED® computer-based testing tutorial. The link to the web-based version and the downloadable version in both PC and Mac formats may be found online at: www.GEDtesting-service.com/educators/GED-test-oncomputer. Please feel free to share with other colleagues who will be assisting candidates prepare for the GED® test.



THE GED® TEST ON COMPUTER
Tutorial

START 