



# Nebraska AE News

*A Newsletter for Adult Education Staff in Nebraska*

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**May 2016**

## **Rule 81 Revisions Approved!**

**By: Vicki Bauer, Nebraska Adult Education Director**



Our most exciting news right now is that the process has been completed so that approximately 175 GED® examinees now qualify for a State of Nebraska High School Diploma.

In January 2016, GED® Testing Service announced that the minimum score requirement for passing a GED® test module was now to be set at 145 (it was previously 150). This decision was made based on an extensive analysis of GED® and high school graduate data. Note that the score change is retroactive to January 1, 2014. While a majority of states were able to make the change immediately, there were seven states that needed to go through a process to make the change happen. Nebraska was one of those states.

Since Nebraska's guidance for GED® test application, administration and issuance of a high school diploma is contained in Rule 81 – Rules and Regulations for the High School Equivalency Diploma ([education.ne.gov/Legal/webrulespdf/Clean81\\_2016.pdf](http://education.ne.gov/Legal/webrulespdf/Clean81_2016.pdf)), there was a process that needed to be followed in order to make the score change effective. State regulations that are properly adopted and filed with the Secretary of State have the effect of statutory law. Thus, there are several steps that we are required to follow from beginning to end in this process.

Based on the national recommendation, the State Board of Education adopted a new minimum score in early April and later that month, the Attorney General's Office and Governor Pete Ricketts approved the rule change. The new score requirement was effective Wednesday, April 27, 2016. With the change, about 175 people met the requirement for a State of Nebraska High School Diploma and will now be afforded new opportunities such as qualifying for new jobs or job advancements or postsecondary education. The Nebraska Department of Education has notified individuals who are now eligible to receive their diploma. The national GED® testing service emailed individuals affected by the score change, including new graduates and those who had a passing score on at least one test module.



## **Thank You To Career Pathway Committee Members**

Over the past year, a Career Pathways (CP) committee made up of [Tate Lauer](#) (chair), Southeast Community College–Beatrice; [Emily Duncan](#), Northeast Community College–Norfolk; [Mary Kay Versen](#), Western Nebraska Community College–Scottsbluff; [Susan Kash-Brown](#), Southeast Community College–Lincoln; [Mark Wentz](#), Department of Correctional Services; and NDE Adult Education staff [Julie Katt](#), [Jim Lukesh](#), and [Vicki Bauer](#) have made this project a priority to assist AE staff in implementing CP. A huge thanks to the committee for the outstanding work they have done; the result is a wealth of information for each and every one of you as you prepare to assist your students in Career Pathways. The committee was cognizant of the fact that most of you do not have the time to research and develop a plan for providing a Career Pathways program to your students – the result is that the program has been prepared for you! The CP workshops this summer will walk you through the process and you will need to take some time to look over the materials and become familiar with them, but the time-intensive work has been done for you! Following the training, local AE programs across the state will need to meet and decide a plan of action for the specifics on incorporating CP into the classrooms program wide. See page 5 for dates and locations of upcoming CP training.

## Stepping Up to Our Futures

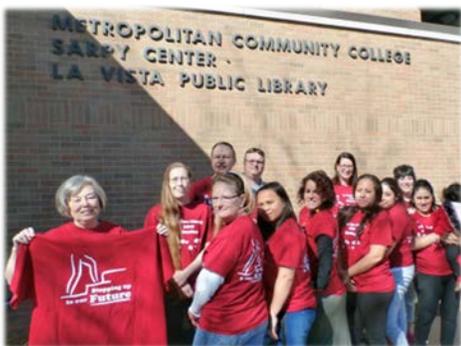
By: Mary Hagerup, Literacy Center for the Midlands

In January 2014, the Literacy Center gave me the opportunity to start a new GED® program at the La Vista Library. I initially had some concerns with the daunting prospect of setting up a new GED® site at the same time as the adoption of a new, more difficult GED® test. Further concerns were helping the students take the next step for a college education or trade after they received their GED® diploma. After two years, I can happily report that my concerns were unwarranted because of the collaboration between the Literacy Center, La Vista Library Staff, teachers, and Metro Community College staff. Their teamwork has helped our students reach new goals in their life.



In the spirit of teamwork and WIOA, I decided to brainstorm with our students and talk about life after earning a GED® diploma— I never dreamed it would turn into designing a T-shirt. As we talked, two ideas emerged: it takes a team of students, family, teachers, advisors, and administrators to accomplish any goal, and every accomplishment is a step along their journey toward a future goal. With these two ideas, a T-shirt design

began to take form. After weeks of discussion, designing, and redesigning, the final product was complete. It has “We Can Do It,” printed on the front in tiny shoes representing all the help given to them, and on the back is the phrase, “Stepping Up to Our Future.”



The design represents both the students’ appreciation of all the support from everyone who believes in them, and their awareness that theirs is a journey of many steps. Each step offers a new beginning. We had so much fun with this project. The students were certainly right when they said it takes cooperation from many and never give up on your dream, even if it is a long climb up.

## Close Reading on “Tuesdays for Teachers”

By: Jim Lukesh, Nebraska Adult Education Consultant

When I sit down with my bowl of cinnamon toast crunch and the Sunday comic section, I do a quick and thoroughly enjoyable read, especially if Larry the Crocodile is featured in Pearls Before Swine, but the operative word is “quick.”

I will spend more time and expend more concentration when I get to the sports section and peruse the baseball box scores. But in neither instance will I spend as much time trying to gain complete understanding of the passage as I would if I were reading the instructions for filling out my income taxes or trying to install a new printer to go with my computer. This concept was a major part of the March 22<sup>nd</sup> “Tuesdays for Teachers” webinar, *Hitting the Mark – Taking a Deeper Dive into Reading* featuring Susan Pittman and Bonnie Goonen, (names that should be familiar to the staff members in of all of our programs).

Goonen and Pittman call the concept Close Reading and, after describing what Close Reading is, demonstrated how it applies across the different content areas and requires similar skill across the different content areas. The presenters began with High Impact Indicators which are: important skills that are widely applicable; skills that lend themselves to straightforward instruction; and skills that may currently receive light coverage during GED® test preparation.

Goonen went on to stress that regardless of the content area, close reading is required. Close reading is a careful and purposeful rereading of a text (Dr. Douglas Fisher, San Diego State University). As teachers, it is important that our students not know what Close Reading is but know when Close Reading is necessary. The presenters went on to differentiate between Close Readers and what they referred to at Not-So-Close Readers. Close Readers will reread rather than read the text just once and will focus on the text rather than letting their minds wander. Close readers will also ask questions instead of take the text at face value. Close Readers will also pay attention to language and uncover deeper meaning while Not-So-Close Readers will ignore syntax clues and understand only at the surface level.

In planning for Close Reading, the presenters recommend reading three times. The first reading is to get the GIST, the general meaning, of the passage: what is the purpose of the text?; what is the text about?; what questions are you asking and what do you notice right away? The second reading is with the purpose of digging a little deeper into the craft and structure: what text structures and features are used?; what is the author's purpose?; how does the author feel about the subject?; what were key words and phrases, and why did the author use them?

The third read is to put it all together, an integration of knowledge and ideas: what inferences can you make from the text?; how are key points supported?; what evidence is provided?; how does it relate to other texts you have read? In planning to teach Close Reading, it is necessary to find the right text for instruction. **War and Peace**, though a literary classic, would not be a good starting point. A simple paragraph or passage along with some text-dependent questions and discussion of student responses is a good start. Longer paragraphs can be chunked, or broken up into more manageable pieces.

The presenters stated that text is not the only thing that can be used in close reading. Pictures, charts and graphs can also be used by the students. It was also recommended to read "with a pencil" as small notes or annotations can be made whereas the common response of the student to a highlighter is to highlight everything, which is then, in effect, highlighting nothing. And now you say "This is all well and good, but I teach Math." Close Reading is necessary in math also. If the student is to solve a word problem, or what we used to call story problems, the three step approach works. The first reading is for understanding: what vocabulary do I not know?; what's the real-world context of the problem?; what is the setting of the problem?; and what questions are being asked?

The second reading is to identify a problem-solving process: what is the pertinent information?; what strategies can be used?; how can the problem be translated into the symbolic language of math?; and what mathematical details can be used to reason and solve the problem? Pittman and Goonen pointed out what they call the KNWS way of looking at a problem. **K** – what facts do I **Know**?; **N** – what information in the problem is **Not** needed?; **W** – what does the problem **Want** found?; and **S** – what **Strategy** or operations should be used to solve the problem.

The third read is to solve the problem and check for reasonableness of the answer. Goonen and Pittman summarized by saying that it is not a magic 1-2-3 formula but sometimes more in-depth reading is required and sometimes a skilled reader can incorporate principles of Close Reading levels in that the reader automatically "Close Reads" on fewer times through the text.

In the final result, Close Reading uses critical thinking, understanding, a new perspective, and independent reading. Note: Registration is now open for the "Tuesdays for Teachers" webinar entitled "Thinking Strategies for Constructed Responses" to be held on May 24. You can follow the "Tuesdays for Teachers" schedule and register for the webinars at <http://www.gedtestingservice.com/educators/tuesdaysforteachers>

**Do you have a past (or present) student with a success story to tell?**

**Ask that student to share their story of accomplishment!**

**It may help to inspire others!**



***We want to hear from them!***

Ask your student(s) to submit their story of education/graduation success. Their photo and story could appear on the Nebraska Department of Education/Adult Education's webpage, Facebook® page, and/or this newsletter to celebrate their accomplishments and to inspire others!

[https://www.education.ne.gov/ADED/pdfs/Graduates\\_Of\\_Distinction\\_Release\\_Form.pdf](https://www.education.ne.gov/ADED/pdfs/Graduates_Of_Distinction_Release_Form.pdf)  
Email [shirley.gruntorad@nebraska.gov](mailto:shirley.gruntorad@nebraska.gov) for details today!



# Great News For GED® Examinees!

## **Rule 81 Has Been Approved!**

*(Rules and Regulations for the High School Equivalency Program)*

*Effective Date: April 27, 2016*

The rule confirms that the State of Nebraska has adopted the updated passing score for each of the four GED® tests as recommended by GED® Testing Service. The passing score is now 145 instead of 150. The GED® with Honors score has been replaced by two new score levels that show a graduate is ready for college or a career-training program, and in some cases eligible to earn college credits: GED® College Ready (165-174) and GED® College Ready + Credit (175-200).

The new score levels represent the full range of abilities of today's high school graduates, whether the person is meeting minimum graduation standards or ready for college and beyond. An extensive analysis of GED® test takers and high school graduate data was examined to determine this score change.

If you took a GED® test module between January 1, 2014 and April 26, 2016 and earned a score between 145 and 149 on that subject, your records have been updated to show that you have passed that test. If, because of this change, you've now passed all four GED® test subject areas, you are eligible to receive a State of Nebraska Department of Education High School Diploma\* and should have received the information that you'll need to obtain your Diploma and/or Official Transcripts through the Nebraska Department of Education.

If you have received an e-mail notification from the GED® Testing Service that you've passed all four tests but you have not received notification through the mail from the State Department of Education, contact [shirley.gruntorad@nebraska.gov](mailto:shirley.gruntorad@nebraska.gov).

**\*See Rule 81 for diploma qualifications:**

[https://www.education.ne.gov/Legal/webrulespdf/Clean81\\_2016.pdf](https://www.education.ne.gov/Legal/webrulespdf/Clean81_2016.pdf)



## For You: Trainings To Be Held This Summer!

By: Vicki Bauer, Nebraska Adult Education Director

The State Office has released some professional development training dates that are coming up this summer. Registration materials will be sent to the local Adult Education programs. In the meantime, if you have questions, contact Jim Lukesh at [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov) or 402/471-4806.

- Training for the new BEST Plus 2.0 assessment that will be initiated in July 2016. While it cannot be used for post-testing in the current year, we will begin the 2016-2017 year with ALL ESL students being given a BEST Plus 2.0 pre-test. We anticipate trainings in June and July and possibly late summer.
- GED® test workshop for instructional staff, including volunteers! Through the extensive research that GEDTS has conducted with the new 2014 test series, they have new training topics and instructional strategies for GED® prep teachers and other staff. Look for the 2-day training to take place either in July or August.
- Career Pathways (CP) training – this area is very new and so important to Adult Education and WIOA that all AE paid instructional and administrative staff are *required* to attend a one-day training. This will take place primarily in June and July this summer. There will be a few makeup sessions later in the summer. With such a large and important addition to our program, it is especially important that you are aware of the resources available as you work with your students in Career Pathways this coming year.

### BEST Plus 2.0 Trainings

The dates and locations for the BEST Plus 2.0 trainings have all been confirmed so the schedule will be as follows:

New Administrator Training for administering the BEST Plus 2.0 test will be conducted on **June 9**, at the Metro Express located at 3002 South 24<sup>th</sup> Street in Omaha. The time of the training will be 8:00 am to 4:30 pm. A second New Administrator Training will be held at the Kearney Holiday Inn Express, 508 2<sup>nd</sup> Avenue South in Kearney on **June 14**. The training will also run from 8:00 am to 4:30 pm.

With the switch to BEST Plus 2.0, our trainers, with the concurrence of the Nebraska Department of Education staff, wish to have all BEST Plus trainers go through Recalibration as there is updated material and some of the testers have not recalibrated in three years and a refresher will best enable our test administrators to maintain the standards of the program and thus, best serve our students.

### Best+ Recalibration Sessions

June 7, 2016	8:00-1:00	Metropolitan Community College Express in Omaha
June 15, 2016	8:00-1:00	Mid-Plains Community College in North Platte
June 16, 2016	8:00-1:00	Southeast Community College in Lincoln
June 21, 2016	8:00-1:00	Northeast Community College in Norfolk
July 21, 2016	8:00-1:00	Central Community College in Grand Island
July 30, 2016	8:00-1:00	Metropolitan Community College Express in Omaha

### Career Pathways (CP) Training

June 10, 2016	12:30-4:30	Metropolitan Community College Express in Omaha
June 15, 2016	12:30-4:30	Central Community College in Grand Island
June 17, 2016	12:30-4:30	Southeast Community College in Lincoln
June 21, 2016	8:30-12:30	Western Community College in Scottsbluff
June 22, 2016	12:30-4:30	Mid-Plains Community College in North Platte
June 27, 2016	12:30-4:30	Northeast Community College in Norfolk

Registration information will be sent to the Adult Education Directors soon. *Two make-up sessions be will be held later this summer.*



## **My GED® Success Story**

**By: Silvester Juanes**

*Testing Center: Central Community College*

Both of my parents had a second grade education. They worked as migrant field workers and moved around a lot, but our home base was in Brownsville, Texas. We lived in a poor neighborhood just outside of the city. Our neighborhood was full of predators, gangs, and drugs. At the age of four, I started to experience a lot of sexual abuse at the hands of neighbors (both men and women.) I also experienced a lot of physical abuse at the hands of my violent; alcoholic father at home and from gang members at school. As a result, I joined a gang when I was in third grade.

I spent my early childhood afraid of everything and everyone. One night my father was preparing to celebrate his birthday. While he waited for his friends to arrive, he sat outside drinking beer. I approached him and for some unknown reason, I asked him if I could have a beer. I was eight years old. My father (to my surprise) said, "Yes." I drank the beer. After, I asked if I could have another. His response: "Don't ask me anymore, if you want it, take it." That night I got drunk for the very first time in my life. Thinking back on it now, I know this was not good for me but back then I thought I had found the answer. You see, for the first time in my short life, I did not feel afraid. The alcohol seemed to make things all right. The constant debilitating anxiety, fear and sadness that I felt daily was gone! After that night, I would drink alcohol any chance that I got.

As I got older, I found what I thought was another solution to my ongoing problem of sexual and physical abuse: rage and violence. I began to lash out in violence at anyone that I perceived as a threat to me. The result of this was that the sexual abuse stopped. I also moved up very quickly though the gang ranks due to this. I recall very clearly feeling pride in the fact that at the age of fourteen, I was drinking and fighting daily. As you can imagine, this led to a lot of problems at school. I failed the fourth grade because of fights, suspension, and just general lack of interest. This got worse as I got older. Finally, I dropped out of school my first week of being a freshman in high school. My father passed away due to complications that resulted from his alcoholism, my mother turned to prescription drugs as a way to cope and I fell deeper and deeper into a hopeless abyss. By this time, I was using any drug I could manage to get my hands on. I was 13 years old and had no hope for any type of future that was not prison or death.

My older brother went to prison on charges of possession with intent to distribute marijuana. He had been caught on his way to Florida with eighty pounds of marijuana. My godfather had seen enough. He spoke to my mom and she agreed to allow him to raise me. He tried very hard to keep me away from the gangs but he could not. His solution was to bring me to Nebraska and drop me off at his eldest son's house. Trouble followed, but in 2001, I found myself in a jail cell in Ogallala, Nebraska on charges of assault. While there, I met a counselor who spoke to me about treatment and after some time, I agreed to go. I spent 30 days in treatment and after, I opted to move to Grand Island to move into the Friendship House, a halfway house for recovering alcoholics and drug addicts. It is there that I learned about the GED® program at St. Stephan's Community Center. After a two year relapse, I came back into the program and was able to stabilize my addiction with the help of some very dedicated people. I finally made it to the GED® center in 2006. I worked hard and earned my GED® diploma. I was honored to be asked to speak for that year's graduating class. My GED® helped me to apply and to be accepted into the Neuroscience program at the University of Nebraska at Omaha. I completed my program in December of 2015.

I am currently employed by LTC Midwest, LLC as the Chief Executive Officer at Blue Valley Lutheran Homes. The best advice that I can give anyone is to simply look at my journey. It doesn't matter what you have been through or what others have inflicted on you. You can overcome all of that and be successful in life. However, in order to do that, you have to find a starting point and your GED® is, in my opinion, one of the most important starting points on a journey of successes. I am a firm believer in passing forward the message of hope. I remember how scared I was and how much doubt I had that I would pass the GED® exam. I want to let others know that not only can you pass the GED® exam, but you can continue to learn and achieve. I believe that communities should support their local GED® programs to increase the number of productive and self-supporting members of society.

## **Save the Date for the Adult Ed Conference**

**By: Jim Lukesh, Nebraska Adult Education Consultant**

The Nebraska Adult Education Annual Fall Conference XXXV (that is the 35<sup>th</sup> conference for you non-Super Bowl Fans) will take place at the Holiday Inn of Kearney on October 20 and 21, 2016. Building on the success of previous events, the 35<sup>th</sup> AE Conference will feature over 30 different concurrent presentations on Thursday and four focus sessions on Friday. The focus sessions are presented in the morning and repeated in the afternoon to allow each attendee to take part in two of the sessions. In addition, the conference features outstanding speakers, group breakfasts and lunches which not only offer great food but a chance to network with your colleagues and win door prizes.

Vendors will be present to help you keep up with the latest resources in the field and you will have a couple of evenings to join friends to sample some of Kearney's fine eateries. A successful addition to Conference XXXIV that will be included and enlarged for Conference XXXV is the Guidebook App which allows you to follow the schedule, evaluate presentations and share information on your electronic device.

Last year's conference featured a lineup of state and nationally-known speakers that could have headlined any conference in the country and we are working to replicate or top it this year. You won't want to miss the 35<sup>th</sup> Nebraska Adult Education Conference on October 20 and 21, 2016. To help you not miss it, classes are not to be held during the days of the conference so that staff members are free to attend this professional development opportunity. More information to come.

## **What's New with i-Pathways**

**By: Jim Lukesh, Nebraska Adult Education Consultant**

**(On behalf of Kathy Olsen-Tracey, Center for Application of Information Technologies-CAIT)**

i-Pathways is one of the distance learning programs which Nebraska Adult Education has allowed for distance education in the programs of the state. i-Pathways is developed by the Center for Application of Information Technologies (CAIT) and has been used in Nebraska classrooms for several years and representatives from CAIT have presented and been represented as a vendor at the Fall Conference regularly. i-Pathways is now aligned with the GED<sup>®</sup> tests. Recent additions to the program include Science Study Guides under the Resource Section to help students in the Science content area.

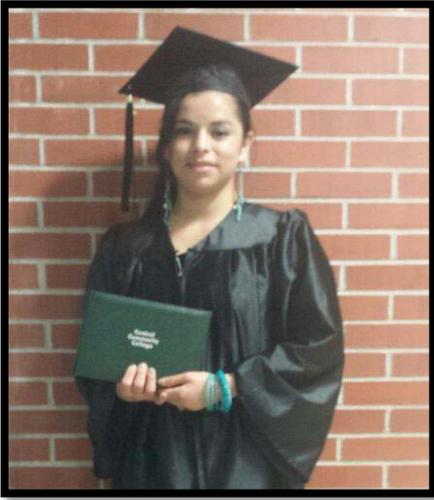
Another addition is a lesson (Unit 1 Lesson 3) in Science on graphs and charts to help students understand the types of data they will see on their GED<sup>®</sup> exams. A third new feature recently added is more test questions for Science, Social Studies, Reasoning Through Language Arts, and Math. The questions provide a more robust assessment feature and have questions that reflect the type students will see on GED<sup>®</sup> tests.

For those interested in moving further into i-Pathways, Olsen-Tracey provides a link (<https://ipathways.wordpress.com/>) that will take the reader to the i-Pathways blog which contains additional information about i-Pathways as well as information on professional development, podcasts, the corrections initiative, an archive of educational postings and general information. For more information and contact information, go to [i-pathways.org](http://i-pathways.org).

## **Lexington ESL Featured on NTV**

**Submitted By: Ann Chambers, AE Program Director-Central Community College**

"Lexington Residents Take on the Challenge of Learning English" was the title of the news story on NTV News. Carmen Montes, Reporter for NTV News visited the English as a Second Language class at Central Community College-Lexington and interviewed Marilyn Hersh and several of her students. CCC currently has 338 students registered in ESL and GED<sup>®</sup> classes. Students are tested for educational levels based on their understanding of English. Over 30 are now registered in GED<sup>®</sup> classes. Hersh, the AE program coordinator for CCC, has worked with ESL since 1998, but the program was going on before that. Learning a new language, according to Hersh, can take as much as seven years, depending on the level of education students have in their native country and language. Students with a considerable amount of formal education in their home country have an advantage in grammar and language structure and can often progress faster but some students with even a college degree in their home country must start over at ground level. There are benefits for the students in not just knowing what someone is saying but having freedom of expression. To view the segment in its entirety log on to <http://www.nebraska.tv/story/31601698/lexington-residents-take-on-the-challenge-of-learning-english>



## **My GED® Success Story**

**By: Maria Gamez**

*Testing Center: Central Community College*

Hello, my name is Maria Gamez and I am 26 years old. If you are reading this, it is because either you think this can be an interesting story since you have already graduated and have a GED® diploma, or you are looking for motivation to do it.

Well, my story is like most of the stories out there and I bet it has something in common with yours. The circumstances that led me to enroll in Nebraska's Adult Education GED® Program was that I could not go back to high school because of my age. So I decided that I needed a plan "B."

Everything started when I was living in Grand Island, Nebraska. I had a big motivation—my children. I wanted them to have a mother to be proud of. Then, I also needed to get a job to help my husband with the household expenses. But, when I filled out job applications, they asked that you have at least a high school diploma or a GED®. Well, I quit high school when I was in the 12<sup>th</sup> grade; so my only option was to work toward achieving a GED® diploma.

I started to ask about classes and I did some research until I found the place to start. I took classes for about a month and then we had to move. We moved to a little town (Lawrence, Nebraska). It was an hour and 10 minutes from Grand Island and around 35 minutes from Hastings. But because I'm a mother of three, I could not go to Hastings on the class days—I was super busy and I did not have time! Plus, the gasoline was expensive for us. So, I decided to buy my own books. I got the same ones that they were loaning to me while I was attending the Grand Island program. I studied on my own at home. Did I mention that I am a mother of three? Well, that was a big reason why I could not concentrate! Plus, I needed a teacher's help to solve some confusing math problems. I came to the realization that I needed to go take the classes personally.

I talked to my husband about it and, thank God, he supported me. So, I made a call and paid a really inexpensive fee. And there I was, ready to try again. This time it was more difficult because I had to drive all the way to Hastings. Adding to that, I needed to take care of my children, clean the house and cook dinner for my family. I had a busy schedule! My parents were an important part of my success. My mother babysat for me while I was studying. My husband could not do it sometimes because of his work. If we did not have the money for gasoline, my father would offer to take me or pay for gas. That was a huge support for us!

I kept attending classes and tried hard not to be absent. I looked for links on the internet that could help me improve in my classes. I really liked it that the teachers were there and ready to support and offer assistance. Without the teachers, I could not have done it. It took me approximately five months to finally pass all of my exams. I appreciate that the program paid for those exams. I did my best to benefit and to not waste my time and money. One of the best days of my life was receiving the date for my ceremony after I had passed!

In my opinion, I think there needs to be updated versions of the books and tools available for the exams. I had the problem that I studied something and then that material was not on the tests. I think the program is the perfect place to help a person take the first steps toward a productive life. For this, the community needs to support the local GED® program because the chance that the program gives can affect in a positive way for our community. If we offer this chance to people now, they can do great things for our community tomorrow.

The advice I wish to give to others is that there is no excuse to not take the risk. Look for help from family and friends, but work on it. It is hard; sometimes complicated. It also takes time, but it is worth it. Be consistent; "do not quit." I had to drive a long distance twice a week. I had to juggle many things in my life, but I never quit. The feeling you get when they call your name to receive your diploma is the feeling that tells you, "See? You did it;" go for more!" Now I am working. I am also taking Early Childhood Education classes online. I am still a very busy person--maybe even more than before. I love to be busy; I am so proud of myself and my family is too! The most important thing to me is that my children will be proud of me too. Make someone proud. Give yourself a chance to embrace it. I did it; you can too!

## It's That Time of Year!

By: Vicki Bauer, Nebraska Adult Education Director

As our program year draws to a close on June 30, be sure that you are post-testing all eligible students. If you have any questions, contact your program director. From AIMS, they can print out a copy of the names of students that need to be post-tested or repost-tested. It is important that all qualifying students be post-tested so that we can report our successes to our state and the federal government.

The post-testing information from AIMS at this writing indicates that there are approximately 500 students who are eligible, but have not been, post-tested this year. It is important to remember that it is a requirement of our program that all students who qualify for post-testing be post-tested in a timely fashion, not two, four, or six months later.

Following are a few tips for post-testing:

- Be sure you have adequate and the correct testing materials available in your classroom so that you can post-test when needed and not have to wait to get supplies.
- Be cognizant of your student's time—their time is important too! Make testing available at the student's class location. Don't expect a student to travel to another location to post-test, especially if it takes extra money for a bus ride or gas for their car. Also consider if a bus ride would take a very long time each way, or if they would they have to walk a great distance.
- Remember to explain WHY you need to post-test. Telling them you have to satisfy state and federal requirements just doesn't mean anything to them; it does to you and me, but not to our students. Share with them that you want to make sure they are progressing and that their educational plan is "on track," etc. Students DO want to know that they are improving and advancing toward completion of their goals. And, just as important, you as an instructor, need to know that the educational plan that you developed with the student is indeed working and progress is being made; or, in some cases, that you may need to make adjustments. It's not just for state and federal reporting; it's information that you and your student need to know!
- Whether it is a TABE or BEST Plus test, provide a quiet place to test so the person can do their best. It should away from others and away from people going in and out of a room or talking on the phone. Class discussions should not be taking place when students are testing.

**Have you visited the NDE's AE/GED® webpage lately?**  
There's lots of great and useful "How To" information to be found there!

### How to:

- Contact GED® Testing Service to set up an account
- Request a duplicate GED® diploma
- Request Official GED® transcripts
- Locate a GED® testing center or AE class site in Nebraska
- Locate Nebraska NDE Adult Education Office Staff
- Find the updated passing scores for the GED® tests
- Access past Nebraska AE Newsletters
- Find the form and instructions relating to Nebraska Withdrawal from Mandatory Attendance
- Find testimonies of success from past AE/GED® students
- Download *Guidebook* onto your electronic device for the Fall AE Conference



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