

## Disclaimer

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

October 2011

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## Exciting News! GED-i to Become i-Pathways

By: Vicki Bauer, State Adult Education Director

*GED-i, the distance education program we are presently piloting in four Nebraska Adult Education programs, is making changes that will embrace those reflected in Adult Education now and in the future. An expanded curriculum will address the common core standards, the upcoming new GED® test series in 2014, and our program initiatives in assisting AE students into employment and/or post secondary education. Read the following news release from GED-i for more information:*



As a result of an expanding national presence and an increase in curricular offerings, the GED-i Project will officially become i-Pathways: Learning Pathways in Adult Education on October 1, 2011.

Through a collaborative partnership between the Illinois Community College Board and The Center for the Application of Information Technologies at Western Illinois University, GED-i was developed and deployed throughout Illinois in 2002 as an online GED® Test Preparation curriculum, and expanded to a national presence beginning in 2005.

GED-i has grown to encompass state-

wide deployments in five states, large program consortiums and small program partnerships in four additional states, and is serving thousands of adult learners.

Due to the changing nature of the adult education curriculum, and the variety of educational needs of adult learners, i-Pathways will integrate a broader variety of curriculum options that are aligned with the skills adults will need to develop in order to prepare for their GED® credential, or transition into higher education or the workforce. i-Pathways will serve as a broad umbrella under which a wide of variety of curriculum or curricular pathways will be offered.

The curriculum expansion has a foundation in research-based instructional design practices and will align with the Common Core Standards and all guidelines related to the GED® 2014. As GED-i built a solid foundation of excellence in the first decade of its deployment, i-Pathways is positioned to lead distance-learning opportunities in adult education for the future. For more information on i-Pathways, go to: <http://www.i-pathways.org/>

**October 12**  
**2:00-4:00 pm**

**News for You Workshop**  
**Holiday Inn Kearney, Room E**

**October 12**  
**12:00-4:00 pm**

**BEST Plus Recalibration**  
**Holiday Inn Kearney, Room 102**

**November 1**

**BEST Plus New Administrator**  
**Location: TBD**

**October 13-14**

**Adult Education Conference**  
**CSI: Nebraska—Continuously Seeking Information**  
**Holiday Inn Kearney**



Mark Your  
Calendar!

# Spotlight on...

## Mid-Plains Community College Area

**By: Joan Lantry, EL Civics Instructor, Imperial**

Goofy hats! What could appeal more to the imagination? These ladies are part of Joan Lantry's EL-Civics class at Mid-Plains Community College. After working very hard all year, as their post-test scores reflect, it was time for some light-hearted fun.

An aide brought an issue of a popular magazine to class. It was the special commemorative issue of **Time** magazine that was all about the royal wedding and contained a nearly full-page spread of wedding attendees' hats. The aide's suggestion was to have everyone make hats at the end-of-year party. A project was born!

The magazine was passed around on several separate days to give the ladies some ideas. The photo to the right is from the May 18th year-end party. It shows happy students (they had a ball!) who definitely will return to class in the fall!



## Workplace Essential Skills Needed in Adult Teaching

**By: John Miller, GED Instructor, Alliance — 5jm@aps.k12.ne.us**



Experiences in teaching help us get a clear focus on the needs of our adult students. Let's examine a case in point. During the last school term

(2010-2011), Justin enrolled in GED classes.

He had decided to live on his own, but needed a job in order to do this. Justin and I studied job applications and Justin applied for various job openings around the Alliance area.

He landed a cleaning job at a local motel. It soon became clear that Justin lacked many basic workplace essential skills.

Justin did not know how to respond to his immediate supervisor when he was told that he wasn't cleaning the rooms well enough. Here's what he said to the supervisor, "Nobody, but

nobody, tells me what to do." Justin returned to the class and expressed in detail "what he said" and his "subsequent firing." This young student needed to get a handle on soft skills in the workplace. It was at this point that a lesson was started on what to do in the face of criticism from a supervisor.

While working with *Workplace Essential Skills* materials, we agreed that he should have said, "I'm sorry that I'm not doing what you need and how you want it done. If you show me how you want the cleaning done, I'll redo it the way you expect."

The Kentucky Network program entitled, *Workplace Essential Skills*, was used to assist Justin. By watching curriculum-related videos, he began seeing how to handle criticism in a constructive way.

It is evident that many of our students who drop out of regular school expecting to live on their own, lack

important and meaningful workplace skills. If your adult students have not been taught these skills by parents or other significant individuals in their lives, then we best take time and implement these skills into our curriculum.

Over the summer, I wrote to Justin explaining that beginning August 29, 2011, classes would start. I encouraged him to keep coming so we could continue learning about the "world of work."

If you haven't seen or been to a conference explaining the valuable work that Kentucky has done in creating the *Workplace Essential Skills* materials, work with your director or NDE to get this material and incorporate it into your classroom.

The videos and work booklets in Reading, Employment, Communication and Writing, and Mathematics will provide real-life relevant learning which students can use immediately.

## AE Conference 2011—Let The Intrigue Begin!

By: Jeanette Evans, State AE Consultant — [jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)



The 2011 Adult Education Conference, **Continuously Seeking Information™ (CSI Nebraska)** is ALMOST here!

We are looking forward to seeing you in Kearney on October 13 & 14. The theme of the conference this year is based on **mystery** and look-

ing for **clues** and **new information**. Here's a look at what is in store:

How long has it been since you have been on a walking **scavenger hunt**?

What **evidence** will you be collecting?

Is technology still a **mystery** to you???? *Not if you attend some of the technology offerings at this year's conference!*

Feeling **clueless** about the new GED 2014 tests? *There's a way to learn more on October 13!*

Eager to **examine** distance educa-

tion? *There are sessions on **i-Pathways** (formerly GED-i) and **USALearns!***

**Solve** your classroom teaching dilemmas by using TEAL strategies—a focus group at this year's conference.

Put new ideas about teaching math, language and ESL under a **magnifying glass** and see what you might be missing!

Visit [www.visitkearney.org](http://www.visitkearney.org) and **search** out ideas for exploring Kearney on **Wednesday night!**

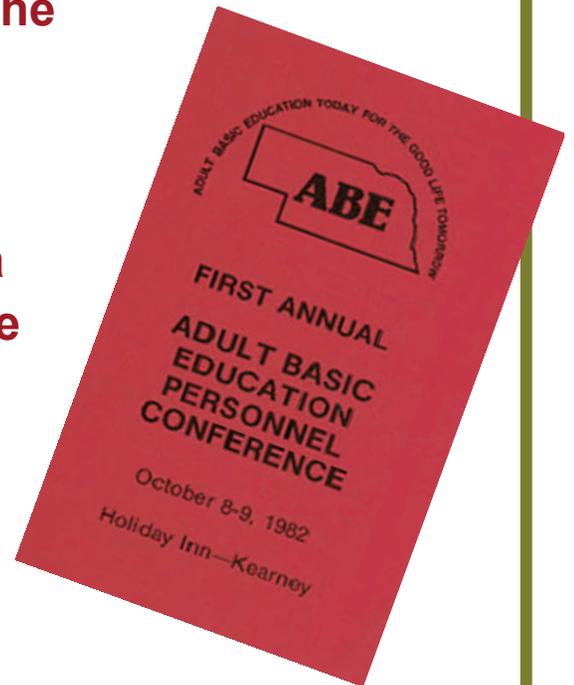
## 30th Anniversary!

**This year is the 30th Anniversary of the 1st Nebraska Adult Education conference!**

**Do you have pictures or memorabilia from past conferences you would like to share?**

**We'll have a space in the ballroom for you to display things you might like to bring for all to see.**

**All this and more awaits you at this year's conference!  
See you there!**



# Spotlight on...

## Western Nebraska Community College

By: Judy Amoo, Dean, Business and Individual Training, WNCC

### Achieving Her Dream

Friday, May 13, 2011 marked an important milestone for Janet Artz. After three years of working toward the completion of her GED, she graduated from WNCC's GED Program, surrounded by her admiring family and friends.

Janet, originally from Alliance, was married for 22 years to Clyde, working alongside him at their family farm and assisted him while he worked for Castle Rock Irrigation District as a ditch rider. When Clyde passed away five years ago, Janet felt lost, but she knew she had more to contribute to the world.

Their son, Gerald, returned home to help manage the farm, and, himself a student at WNCC, encouraged his mother to do something more with her life.

About that same time, while paying her bill at the local utility company, Janet inquired to one of the staff about employment opportunities. Her heart raced when she was told they did, indeed, have a job opening for a clerical position, but then it quickly sank when the first question asked of her was, "Do you have a high school

diploma?" That exchange prompted Janet to do some serious soul searching, and shortly after that, she found herself attending WNCC's GED orientation on November 6, 2008 at the age of 63.

Janet left school in tenth grade in 1962; and before she married Clyde, she spent the next several decades raising her four children as a single mom. Her sister-in-law, Joan, continued to encourage her to get her high school diploma, so it was always in the back of her mind, but her family came first. She knew that more jobs would be available to her if she had a high school diploma, and this drove her determination.

Not only was Janet among the 88 graduates of WNCC's 2011 GED graduation ceremony, but she was also the recipient of the 2011 Perseverance Award. GED Instructor Mary Carson says, "Janet was honored with the Perseverance Award because she was faithful about coming to class and cooperated with all the suggestions presented to her regarding her studies."

Janet has high praise for the GED Program instructors and staff.

"They are fantastic, willing helpers who have faith in you and are very encouraging." After her final test, Janet waited for the phone call and was told by Mary, "Janet, you should get measured for your gown!"

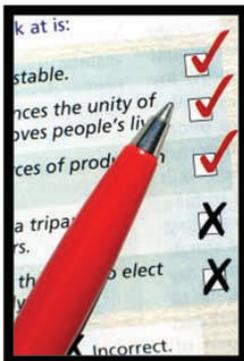
What's next for Janet? She has filled out job applications and prepared her résumé, but right now, she's filling in for her church's office secretary who has been sick. It might be said that Janet's first job after graduation was heaven-sent!

"When the graduation processional began, and I was walking into the room with my cap and gown on, I was holding up just fine. But I looked up and saw my son, Gerald, taking my photo, and he was crying. Then I started crying. I said to myself, 'You did it!' I was soaring on cloud nine; I never had that sort of feeling in my life. I was like a flower opening up. I'm blossoming."



## Marking for Confidence

By: Kate Nonesuch, [kate.nonesuch@viu.ca](mailto:kate.nonesuch@viu.ca)

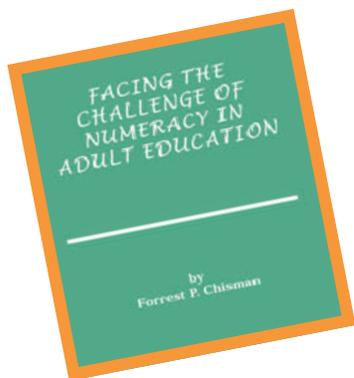


I have a method I call "Marking for confidence." I take a look at the wrong one to see where the student may have gone off the rails, but I do not comment on the wrong ones. I concentrate on some examples where the student got the right answer and start by saying, "This one's right. Tell me your thinking here." I get the student to articulate the strategy or thinking pattern s/he used, and ask questions to bring out fully the area where the mistakes occur in the incorrect problems. After they have told me how they got the correct answers in several problems, I ask them to take a look at the first one they got wrong. Usually they see their mistake right away, and I can comment that finding your own errors is an important math skill. I have a little write-up and a short video on "Marking for Confidence" at these links:

[http://www.learningandviolence.net/lrnteach/reflprac/marking\\_for\\_confidence.pdf](http://www.learningandviolence.net/lrnteach/reflprac/marking_for_confidence.pdf)

[http://www.ns.literacy.ca/ttvideo\\_mcmath.htm](http://www.ns.literacy.ca/ttvideo_mcmath.htm)

## Facing the Challenge of Numeracy in Adult Education



This 42-page report, by project director Forrest Chisman (9/13/11) is the final report on CAAL's two-year Adult Numeracy project. The topic is one of the most complex, neglected, and extremely important areas of adult education.

The report discusses the case for shifting from the current emphasis on traditional math instruction in adult education to instruction in a more comprehensive set of "numeracy" skills, and urges action in a number of areas as well as a good deal of further discussion.

One major area of focus is the several articulation problems that exist between ABE preparation for the GED and between the GED and college placement based on COPASS). Another is the paucity of math instruction for adult ESL students with low levels of prior education. Suggestions are given to reform math in adult education in such areas as curriculum design, assessment, and teacher training and recruitment. The publication is available (as OT12 and OT10) from the CAAL website. <http://www.caalusa.org/NumeracyChallenge.pdf>

## Volunteer Coordinator Workshop Held September 8-9

**By: Jeanette Evans, State AE Consultant [Jeanette.evans@nebraska.gov](mailto:Jeanette.evans@nebraska.gov)**

Northeast Community College in Norfolk, Nebraska was the place to be for local program Volunteer Coordinators and their program directors on September 8 and 9. The weather, accommodations, hospitality and food were perfect. The presenters provided excellent information for consideration and interaction.

Sessions were held that addressed volunteer recruitment, retention and satisfaction, as well as ways to handle difficult situations regarding volunteers. The participants also heard about the background and basis for the volunteer program in Nebraska adult education and reviewed the unique characteristics adult learners bring to the classrooms across the state.

Social media and interactive technology were demonstrated and experienced during a computer lab session and the attendees contributed ideas about ways to provide quality; inexpensive ways to recognize the volunteers who serve. (See page 6)

Another topic on the agenda dealt with ways to recruit for and manage program advisory committees. This is often a task that volunteer coordi-

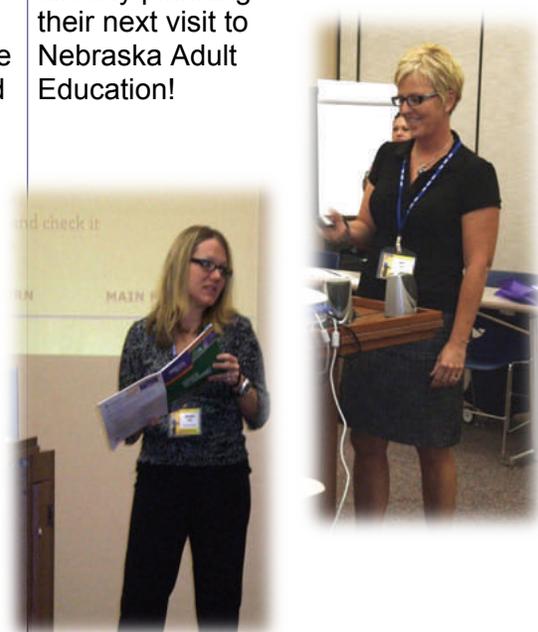
nators are involved with in the programs. Discussion centered around finding quality people to serve on the committee and meaningful work and discussions that will keep the advisory committee members engaged.

Training suggestions for teachers in how to productively work with volunteer assistance in the classroom were also provided.

On Friday morning, participants from the Teaching Excellence in Adult Literacy and Workplace Essential Skills provided overviews of what those programs entailed and how the information and resources could be used with and by volunteers to assist students in the adult education classrooms.

A Volunteer Coordinator workshop had not been held in Nebraska for approximately five years. The group decided it was past time for sharing important and valuable information and resources. There were many invitations exchanged to share visits, resources, ideas and even a recipe or two. The two guests from the South Dakota program are

already planning their next visit to Nebraska Adult Education!



## Volunteer Recognition

### We Appreciate Our Adult Education Volunteers!

By: Jeanette Evans, State AE Consultant [Jeanette.evans@nebraska.gov](mailto:Jeanette.evans@nebraska.gov)



One of the outcomes of the Volunteer Coordinator Workshop (see page 5) was a cumulative list of ways to recognize or show appreciation for volunteers who work in your local programs.

**These ideas are offered to supplement the ones used in your program, or maybe a springboard for a new idea to use.**

- Birthday cards—computer made so they can be personalized.
- Celebration of holidays with care kits and/or cards.
- Thank you notes.
- Thank you and appreciation messages tied to the program mission statement.
- Sharing student GED test success with the volunteer(s) who worked with the student.
- Phone call to the volunteer to share the teacher's words of gratefulness.

- Volunteer Wall—theme changed by the month—pictures/coupons. (*Wendy's donated coupons for a free baked potato when the month's theme was potatoes.*)

- Quarterly newsletters that focus on volunteer information

- Round of applause—circular card-stock with a picture of AE staff members clapping—laminated and given to each volunteer.

- Certificates of Appreciation

- Awards

- Recognition for AE Volunteerism at other service groups or organizations the volunteer may have membership.

- Monthly emails

- Thank you notes to the families of volunteers to let them know the volunteer's time away from family is greatly appreciated and valued.

- Student art/quotes given to volunteers.

- Teabag or packet of hot chocolate to the volunteer to make, sit down, and feel appreciated.

- Student written thank you cards to the volunteers

- An appreciation letter from the AE sponsoring agency to the volunteer. (*A letter from Central Community College for a volunteer in their AE program.*)

- Inexpensive commercial thank you cards with a personal note.

- MVP awards—maybe around a team theme—maybe a coach as a speaker at a luncheon or event Recognizing volunteers at Awards Night or Graduation events.

- Picture of a volunteer with the student(s) or staff member(s). (*Frames are often very inexpensive at a Dollar Store or Goodwill.*)

- Pins

- Program newsletter focus on a volunteer or the volunteer program

- Lifesavers

- Bookmarks

- Recognition for specific benchmarks of hours—i.e. 50 hours, 100 hours etc.

For more information about any of the above items, please contact Sara Demoret at [demorets@wncc.net](mailto:demorets@wncc.net).

# Celebrate! Our Volunteers!

## Using Technology in the Classroom

By: Deanna Christian—[technology-bounces@lincs.ed.gof](mailto:technology-bounces@lincs.ed.gof)

This lesson plan incorporates using the SmartBoard and Internet videos. I held down the Ctrl key and clicked the mouse to run the videos right from my Word file.

I projected the Vocabulary Test onto the SmartBoard and did the test together with the class, then we checked our answers together.

I sent the Vocabulary Test home as homework. I also sent home the extra vocabulary words for them to study, and passed out the Spanish-English version of vocabulary words. I projected the dialogs on the SmartBoard for us to do together and then for the students to do in pairs.

Another way I use the computer for my students is sending them the computer links for students via email. I send the links one at a time to avoid confusion.

### The Library

Before class, have books available on a table for students to browse. Show the Electric Company Library video [http://www.youtube.com/watch?v=LMCgLb\\_Flkg](http://www.youtube.com/watch?v=LMCgLb_Flkg)

Tell the students, "This table is going to be our library. You can take a book home from our library."

Show a box of cookies to the class, then show the Sesame Street

Cookie Monster in the Library video: <http://www.youtube.com/watch?v=W3ZHPJT2Kp4>

Pass out cookies to the students.

Pass out *Oxford Picture Dictionaries (Second Edition)* to each student to use in class. (Be sure to say "MINE!" and "Use here in class," and Give back" or whatever you need to get them to understand they may NOT take the books home.)

Have students open the dictionaries to **page 133**.

Have students listen to the basic vocabulary in the Oxford Picture Dictionary **CD #3, Track 7**.

Show the Reading Rainbow video <http://www.youtube.com/watch?v=tU--lvskmWA>

Ask if they have any questions about words in the Oxford Picture Dictionary. Then read the words **three times** and have the students repeat them.

Pass out the **Vocabulary Sheets** and read the definitions to the students. (If you have Spanish speakers, also pass out the Spanish/English Vocabulary Sheet.)

Ask if there are any questions, and answer them.



Do the **Vocabulary Practice Test** with the students. (You can pass out paper copies of it or show the following link on the SmartBoard:

<http://www.english-test.net/esl/learn/english/grammar/ii809/esl-test.php>

Pass out the dialogs. Read them aloud and have the students repeat the sentences.

Have the students STAND UP, go to the "library" table, and work in pairs. Assign a dialog to each pair. Give them a few minutes to try, and then ask each pair to demonstrate their conversation to the class. If they can't do it, simply say each line of the dialog and have the person repeat the lines that were assigned to him/her.

After each pair has said their assigned dialog, have the entire class listen and repeat the dialog. Give treats to each pair when they are finished "demonstrating" their dialog. Pass out homework sheets.

## Sharon Smith is New ABE/GED Director in Blair



Greetings! My name is Sharon Smith and I am the ABE/GED director for Blair Community Schools. I find it a privilege to be in this position and look forward to all of the new challenges coming forth for ABE/GED. My education consists of a Master's in Organizational Management, and very shortly, a Master's in Counseling. Originally I began in the program as an instructor, and with my fellow teachers, identified many changes that would be beneficial. As the new director, I will now be able to bring those ideas and suggestions to fruition. Our program plans to address the issue of retention by establishing more creative ways to engage our students. I look forward to working with everyone in ABE/GED, and cannot express enough thanks to Vicki Bauer, Jeanette Evans, and Jan Drbal for all of the assistance they have provided me as a new director. Their patience and understanding is unfathomable! Here's to a very successful ABE/GED year to all!



# Learning Links

## Adult Education

A special thank you is extended to everyone who contributed to the Learning Links Section this month

### 365 ESL Short Stories

Free Intermediate Stories + Audio, + 3 Exercises: Cloze, Crossword, Dictation

You'll find something at

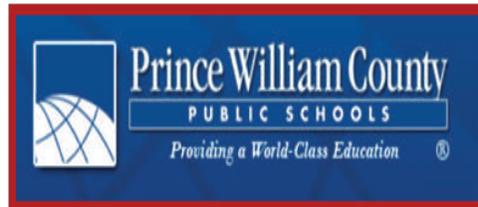
[eslyes.com/](http://eslyes.com/) developed by Ron Chang Lee, Ph.D. of Pasadena City College. There are a variety of reading levels. The passages have audio accompaniment as an option.

[literacywork.com/Literacywork.com/](http://literacywork.com/Literacywork.com/)

### ESL by DESIGN

#### [ESL\\_by\\_Design.html](http://ESL_by_Design.html)

ESL by Design is based on this research. It is an integrated strategy-based approach to teaching adult ESL. New teachers and those seeking new ways to impact their students will find it particularly useful. Click on the pages for Components, Lesson Flow, and Strategies for more detailed descriptions.



**Our Voices** focuses on taking a process writing approach and includes materials for beginner as well as more advanced ESOL students. The materials introduce and scaffold peer review, which can be another opportunity to practice oral communication skills.)



#### [www.math4me.me/](http://www.math4me.me/) Free Math Videos

All math and algebra videos on Math4me.me are FREE, no registration required, all you have to do is click on a math video and start to learn!



#### [mathjourneys.com/slideshows.html](http://mathjourneys.com/slideshows.html)

Presentations allow teachers to facilitate math lessons and provide practice without having to write problems on the board, which can take their attention away from the students.

Teachers can circulate the room and assist students as they calculate, communicate, reason and use manipulatives to represent their mathematical thinking. Students enjoy the feedback that many of the presentations provide.

**ABC Go. Help Yourself to Read and Spell** has songs to read, and ways to read the words.

[ozreadandspell.com.au/](http://ozreadandspell.com.au/)



## Investing in Workforce Development



<http://www.caalusa.org/WorkforceROI.pdf>

ROI From Investing in Workforce Development is a 4-page CAAL policy brief prepared on September 9, 2001 by Andrew Sum, a member of the CAAL Board and Director of the Center for Labor Market Studies at Northeastern University.

It summarizes the key return-on-investment findings since the 1990s on the effectiveness of workforce development programs for low-income adults and dislocated workers in the U.S. This short policy brief is available from the publication page of the CAAL website, as item OT11.

## Fire Prevention Week: October 9-15 — Word Search

### It's Fire Prevention Week—Protect Your Family From Fire!

**Cooking fires** are the #1 cause of home fires and home fire **injuries**. Two-thirds of home cooking fires started with the **ignition** of food or other cooking **materials**. Cooking equipment fires are the leading cause of home structure fires and associated civilian injuries. These fires accounted for 40% of all reported home fires and 36% of home civilian injuries. **Unattended** cooking was by far the **leading contributing factor** in these fires. **Ranges** accounted for the largest share (59%) of home cooking fire incidents. **Ovens** accounted for 16%. Three of every five home cooking fire injuries occurred when the victims tried to **fight** the fire **themselves**. **Frying** poses the greatest risk of fire. **Thanksgiving** is the peak day for home cooking fires.

During the last ten years, U.S. fire departments responded to over 15,000 fires started by **candles** each year. These fires caused an annual average of 166 civilian **deaths**, 1,289 civilian fire injuries, and \$450 million in direct property **damage**. More than one-third of home candle fires started in bedrooms. These fires caused 44% of the associated deaths and half of the associated injuries. On average, 42 home candle fires were reported per day. **Falling asleep** was a factor in 12% percent of the home candle fires and 36% of the associated deaths. More than half (55%) of home candle fires occurred when some form of **combustible** material was left or came too close to the candle. **December** is the peak time for home candle fires.

**Dryers** and washing machines were involved in one out of every 23 home structure fires reported to U.S. fire departments in the last ten years. The leading cause of home clothes dryer and washer fires was **failure** to **clean** (29%), followed by unclassified mechanical failure or malfunction (24%). Thirteen percent were caused by some type of **electrical** failure or short circuit.

*National Fire Protection Association*



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| S | Q | N | V | B | B | B | R | P | J | O | C | T | W | H | G | K | Q | G | A | Z | U | D | X | N | O | V | E |
| H | E | P | D | M | L | P | X | U | A | H | S | Q | J | F | K | T | F | S | E | S | R | V | T | S | M | I | U |
| S | Y | T | E | R | O | T | C | A | F | H | Y | D | T | C | T | E | M | W | Y | G | L | O | Y | A | R | Q | F |
| J | E | C | A | P | C | E | Q | B | T | F | L | G | E | C | H | G | M | M | R | U | B | E | G | A | I | F | A |
| K | E | I | I | W | D | X | L | A | U | T | E | R | Q | S | F | C | O | O | K | I | N | G | E | D | U | K | I |
| D | G | I | R | F | I | U | E | J | G | S | I | A | Y | A | E | P | T | I | H | R | G | Z | H | P | E | K | L |
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| R | A | J | S | G | J | D | N | S | Z | X | O | F | F | L | P | F | N | F | V | L | V | V | Q | C | X | A | R |
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For solution, email: [shirley.gruntorad@nebraska.gov](mailto:shirley.gruntorad@nebraska.gov)

## Social Media in Adult Education

By: Lynn Saffer—AE Coordinator, Southeast Community College-Lincoln [lsaffer@southeast.edu](mailto:lsaffer@southeast.edu)

At Southeast Community College/Lincoln, we decided to make our communication with community partners, high school counselors, volunteers, and teachers more efficient, timely, and valuable.

Using the resources Southeast offers us, we contacted SCC's e-Marketing specialist, Deb Averett, to help us get started. First, we compiled information to begin a Facebook account.

Setting up a Facebook Page, we made three 'administrators' in order to be able to post comments, delete any posts or comments, and monitor insight information (demographics of fans, number of active fans, number of impressions on posts, etc.).

Weekly, I share a comment or update—welcoming new volunteers, sharing birthday announcements, posting information about upcoming activities, etc. Also, I upload pictures

of volunteers working with students. **Check out our facebook page!** [www.facebook.com/SCCAdultEducation](http://www.facebook.com/SCCAdultEducation).

Though SCC/Lincoln is fortunate to have a media go-to person, there are many people who would be able to help you set up a facebook account. Let them help you.



To recognize volunteers and students and promote our SCC adult education program, we contacted SCC's media department to help us put together a Youtube video. We included this on our Facebook page

for easy access. Again, go to our Facebook page to watch the video.

Next, we wanted an efficient, timely, and worthwhile communication to share with volunteers, teachers, high school counselors, and community partners, such as Lincoln Housing Authority, etc.

The e-newsletter is an excellent way to save time and money by sharing new information, specific SCC updates, interesting articles, Adult Education statistics, and by recognizing students, volunteers, and teachers with their 'stories.' Again, we use pictures to enhance the stories and make the letter more eye-appealing. To see our latest newsletter, go to our Facebook page. Social media is an easy, cost-efficient, and fun way to communicate, share ideas, and stay informed. Use your resources, and ask for technology-know how personnel to help.

## Resource Materials To Review



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



This month we're offering the following publications for review:

### **Supporting Differentiated Instruction, a Professional Learning Communities Approach**

By: Robin Fogarty and Brian M. Pete, Solution Tree Press 2011—This book approaches the collaborative spirit of professional learning communities (PLCs) and the rigorous work of differentiated classroom instruction, addressing both teaching decisions for professional staff and learning decisions for students.

### **Transitions: Preparing for College – Mathematics**

By: Dr. Paul Kennedy, Steck-Vaughn 2010—This book addresses basic and intermediate algebra concepts that utilize numeric, graphic, verbal and symbolic representations. Each unit guides students through algebraic fundamentals, target skills and advancing-algebra concepts, including essential functions, equations & inequalities.

### **Transitions: Preparing for College – Writing**

By Carol Jabo, Steck-Vaughn 2010—Ms. Jabo familiarizes students with the five most common types of college-level writing: persuasive, expository, reflective, literary analysis and response to a prompt. The book adopts a gradual-release model that guides students through instruction, modeling and practice, ultimately preparing them for independent writing.

**REMINDER:** If you are looking for professional development materials or topics, the state resource library is the place to start! Materials available are listed on the NDE website and/or you may contact Jeanette for more information at 402-471-4806 or email: [jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)

## The Undereducated American

### Curriculum Review

By: Lynn Saffer—AE Coordinator, Southeast Community College-Lincoln [lsaffer@southeast.edu](mailto:lsaffer@southeast.edu)

In *The Undereducated American* report, professors from Georgetown University Center on Education and the Workforce, Anthony P. Carnevale and Stephen J. Rose, share statistics of economics, income inequality, and college degree attainment.

“Two of the most pressing challenges facing the United States in the coming decades are remaining competitive in the global economy and ensuring that we follow through on the promise of a decent living wage to those willing to work for it,” they say.

They also point out that an additional 20 million postsecondary-educated workers are needed by 2025 to maintain “American economic strength in an increasingly competitive world...”

In their research, Carnevale and Rose stress several significant points:

**Economic growth is linked with educational attainment.** It is no surprise that technology has been an impetus in America’s job market the past century, thus creating a demand for postsecondary training. In the 1960s, the U.S. was a strong leader of the workforce with a college degree compared with other industrialized countries.



It wasn’t long, however, that other countries followed our lead, and now the U.S. is falling behind, ranking 9<sup>th</sup> in degree attainment. In order to be competitive, it is necessary to educate our labor force.

**High wage premiums indicate that we need more college-educated workers.** Supply and demand are key components in any economy. Today, according to Carnevale and Rose, employers want postsecondary-trained workers though demand for skilled workers has always been a positive force. Simply put, the demand is growing faster than the supply, and employers are willing to pay for highly skilled workers.

In other words, they will pay more to get the educated worker, increasing the ‘wage premium’ that college workers make relative to less-educated workers. The Bachelor’s to high school wage premium was 40 percent in 1980, 74 percent today, and is predicted to grow to 96 percent in 2025.

**Income inequality is driven largely by access to college.** These researchers agree that wage inequality is a problem, but the only way to lower the wage premium is by “producing more workers with postsecondary credentials.”

**To meet the demand for more skilled workers and to reduce inequality, it is estimated the number of young people attending college will need to rise from 66 percent today to 86 percent by 2025.**

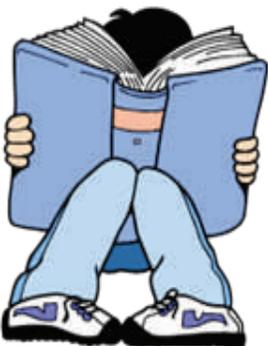
The researchers point out that in using strategies to increase the number of college graduates, **barriers** to completing degrees must be eliminated and the **quality** of high school graduates must be raised.

It is evident by reading this article that we in Adult Education—and all educators—must be willing to do even more to increase the college attainability of their students. It is not just good: it is necessary.

According to the professors, “By increasing the number of people in the workforce with postsecondary credentials to 20 million, we will not only have a more competitive economy, we will also have more equitable prosperity—and the American dream will come within reach of millions more of our citizens.”

[cew.georgetown.edu/undereducated/](http://cew.georgetown.edu/undereducated/)

## NDE Library Materials Available for AE Staff to Check Out



The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. [http://www.education.ne.gov/ADED/pdfs/Nebraska\\_Adult\\_Education\\_Lending\\_Resource\\_Library.pdf](http://www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf)

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jeanette. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jeanette at: 402/471-4806 [jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)