

**Vicki Bauer**  
Director  
402/471-4807  
[vicki.l.bauer@nebraska.gov](mailto:vicki.l.bauer@nebraska.gov)

**Jeanette Evans**  
Consultant  
402/471-4806  
[jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)

**Jan Drbal**  
ABE Professional Assistant  
402/471-4830  
[jan.drbal@nebraska.gov](mailto:jan.drbal@nebraska.gov)

**Shirley Gruntorad**  
GED Professional Assistant  
402/471-2475  
[shirley.gruntorad@nebraska.gov](mailto:shirley.gruntorad@nebraska.gov)

### Inside This Issue

<i>Midlands Literacy Center</i> .....	2
<i>Family Literacy Week</i> .....	3
<i>Ed From Inside The Fences</i> ....	4-5
<i>Animated Atlas Website</i> .....	5
<i>Nancie Payne Power Point</i> .....	6
<i>Reviewers Wanted</i> .....	7
<i>NDE AE Resources</i> .....	7
<i>GED Profiles &amp; Contest</i> .....	8
<i>NDE's New Logo</i> .....	9
<i>Picture Dictionary Review</i> .....	10
<i>Free Calendars Available</i> .....	10
<i>Hands-On English</i> .....	10

## Mark Your Calendar!

**October 20**  
**Program Directors' Meeting**  
**Kearney Holiday Inn**

**October 21-22**  
**2010 AE Conference**  
**Kearney Holiday Inn**



## Adult Education Conference Kearney Holiday Inn October 20-22, 2010

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

What has 24 different presentations, 27 different speakers and a “stepping stones” theme? You guessed it—this year’s adult education conference at the Kearney Holiday Inn. Some things change, some things stay the same, but it’s all good.

You can reconnect with old friends and meet new ones at the Wednesday night “Step Up and Get Acquainted” Event and share conversation and concessions in the conference registration area.

On Thursday there is a full schedule of sessions on a wide range of topics:

- ▶ Teaching the teenagers
- ▶ Becoming more tech savvy
- ▶ Revisiting and extending prior learning in the areas of retention, metacognition and health literacy
- ▶ *Workplace Essential Skills* and *Step Forward* curriculum
- ▶ Great volunteer handbook ideas
- ▶ New resources available from Center for Applied Linguistics
- ▶ Experience interest inventories and see today and tomorrow jobs
- ▶ Follow the path of student-turned-teacher
- ▶ Laughter Yoga
- ▶ AIMS updates and reports
- ▶ AE & GED updates and initiatives

- ▶ Ways to support students as they transition to postsecondary
- ▶ Schemas and scaffolds from Theory-to-Practice in addressing learning disabilities
- ▶ Cultural Diversity in the classroom
- ▶ Healthy Classrooms
- ▶ Connecting ESL students through conversation that leads to reading and civics

On Friday the focus sessions include the opportunity to participate in a poverty simulation where you will walk through a month in a life similar to that of many of the students served in our programs, learn from observing in simulated BEST Plus assessments or gain insight into teaching writing and how it applies to writing the GED essay.

And if that’s still not enough, you can go for scheduled walks, enjoy the banquet and entertainment, visit 11+ (yes 11+) vendors, renew acquaintances, see old friends, meet new ones, and maybe even win a door prize! Visit our website for Conference program information: <http://www.education.ne.gov/ADED/home.htm>

All AE/GED/ESL classes are to be cancelled October 21-22 so staff may attend the conference

**See page 3** ▶

## Nebraska Celebrates Family Literacy Week

# Spotlight on...

## Midlands Literacy Center

**By: Brianna Cole, Program Director, Midlands Literacy Organization**

Imagine waking up and not having the ability to function in your everyday life. Like the ability to work, to maintain a household, to confidently function in the community—Things we all take for granted. Annette takes little for granted. She graduated from Benson High School and even took special education classes. But no one ever asked much of Annette. No one told her to stay in class. No one challenged her to learn to read. Annette didn't let on that she couldn't do it. She read just enough to figure out how to pass through the system.

So she just gave up on learning. It wasn't until her late 30s and a string of jobs from cooking to painting houses that Annette decided to make a change. "I really liked secretarial work and knew I could do it if I just read and spelled better," she said.

Annette found the Literacy Center. Last week she came into my office with a smile beaming across her face. "I finished another workbook," she shared. In less than a year, she has worked her way from the second grade to the fifth grade reading level.

"Instead of being angry and frustrated that I couldn't read, now I know I can do it," said Annette, who has begun filling out applications for office jobs. "I'd tell anyone who can't read or spell to not give up....to go for it!"

Annette is just one of the 16% of the metro-Omaha population who is illiterate. That's about 70,000 people who read below the 8<sup>th</sup> grade level. They can't read well enough to fill out a job application, understand a food label, or read to their children.

In addition to Annette, over 200 students use the Literacy Center's services each week including small group classes and one-on-one tutoring offered at the center's main location in downtown Omaha, the North and South Omaha locations of the public library and the Latina Resource Center.

In just the past few months, the Literacy Center has undergone a large makeover in terms of staffing, location and services offered. Program Director Brianna Cole joined the Literacy Center in December 2009 with an immediate goal to reach more students in the metro area.

"There are 70,000 people in the community who need our help," said Cole. "Even if we have to pound the pavement to recruit new students, it needs to remain a top priority for our center."

Then, in April 2010 executive director Beverly Todd joined the staff and immediately got right to work securing grants and funding for the center in addition to helping develop and effectively implement the center's strategic plan.

New staff members weren't the only changes the Literacy Center has embraced over the past year. In July, the organization moved from midtown Omaha to the Historic Library Building located right downtown. "Merging the Literacy Center with a building that was once used for reading creates quite a synergy," said Todd. "We're bringing literacy back to the library."

In an effort to gain feedback from

those in the community, last month the organization offered a 45 minute presentation on the services offered by the center and a tour of the facility via a "Lit 101" open house.

Annette shared her story with over 30 community leaders who listened as she shared her journey that led her to the Literacy Center. Annette realized the power of words as many of the attendees were brought to tears during her speech. "I can tell it meant a lot to them, but my story isn't that special. There are lots of people like me," Annette said.

As the Literacy Center moves forward in its mission to help adults reach their full potential, the staff and volunteers have set some very lofty goals for the organization.

By next year, the center hopes to double its number of students. Also, within the next five years the center hopes to move Omaha into the top 10 most literate cities in the United States.

The combination of a dedicated staff, generous volunteers and donors and the drive of its students will help the Literacy Center succeed.

"This is such an exciting time to be a part of the Literacy Center," said Todd. "We're on the path to do some really fantastic things."



*Literacy Center program director Brianna Cole helps ABE student Annette Weaver with a challenge in her phonics book.*

## National Adult Education And Family Literacy Week September 13-19, 2010

### • • • ! Adult Education Programs Across Nebraska Celebrate ! • • •

Several activities occurred across the state to celebrate the week and create awareness of AE programs:

• • •

#### **Western NE Community College** Reported by Marilyn Dodge

I decided to celebrate with a series of open houses in the WNCC service area including the Centro Wesleyano Church, Harms Center, Guadalupe Center, the One Stop, Scottsbluff Career Center, Sidney Adult Education/WNCC campus, Dawes County Annex Building, and Bridgeport Public Library.

The WNCC Marketing Department made seven 3 x 4 foot banners for me to send to the various sites for advertising. The banners looked awesome!! Marketing also had a press release that went out to various media outlets and organizations.

One of the local TV stations showed up at the first open house of the week and the story ran on the evening news Monday. I sent hard copy invitations to the WNCC Board of Governors and County Commissioners in each service county.

The Bridgeport Library posted the date on their web page. I also sent out an e-mail invitation to agencies and organizations AE partners and works with. I had handouts from the web site link and WNCC AE Program brochures. For the 4 open houses in Scottsbluff, WNCC Food Service provided the treats which were also awesome!! For the others, I bought the treats at Wal-Mart!

Attendance could have been better, but I did have Congressman Smith's district manager attend at the Guadalupe Center and the WNCC Board of Governors member from the northern panhandle attended the

one in Chadron.

Was I exhausted at the end of the week, you ask? You bet!! Would I do it over or will I do it next year? Probably. All in all, I think I sowed some Adult Education information seeds. Hopefully, they will grow into strong plants!!

• • •

#### **Crete Public Schools** Reported by Jan Sears

The Adult Ed program in Crete did a "Donut Drive-Thru at the community elementary school. Parents dropping off students on Friday received a pastry along with program information and phone numbers in English and in Spanish. Apparently there were a lot of smiles in Crete on September 10<sup>th</sup>!

• • •

#### **Central Community College** Reported by Ann Chambers

The Central AE program staff members who work at the Cargill Meat Solutions Community Learning Center (ESL, ABE and GED) set up information tables at each of the Schuyler Public Schools' Parent/Teacher conferences to inform parents about adult education opportunities in Schuyler.

• • •

#### **Metro Community College** Reported by Tara Waln-Lewellyn

A variety of activities were proposed as ways to celebrate in the classroom including the distribution of flyers, internal newsletter, posts on Metro's Twitter and Facebook pages, and brochures mailed out to advisory committee members.

Thank you/Celebrate Literacy notes were sent out to instructors and vol-

unteers, Celebrate calendars were created and distributed to classroom students, new dictionaries were ordered for classroom use, teachers received celebration suggestions for their classrooms, and a bulletin board was created for the main AE office area.

• • •

#### **Northeast Community College** Reported by Nancy Schultz

The program director spoke to staff members of the Early Headstart Program in South Sioux City, the South Sioux City Gateway to Learning program, and a church group.

In addition, a volunteer coordinator from the adult education program spoke about the Northeast Community College Adult Education program at an Optimist Club meeting also in South Sioux City, Nebraska.

• • •

#### **Mid-Plains Community College** Reported by Shannon Schaben

McCook, Imperial, and Hayes Center ESL classes coordinated through Mid-Plains Community College celebrated Family Literacy Week with an orientation night. There was a TV news spot too.

Bi-lingual material from various agencies such as Migrant Education, HHS, etc. were available for students. Door prizes such as dictionaries, notebooks, and bi-lingual books for children were given. Students were also shown the study material and how to access the Rosetta Stone program.

Instructors Shannon Schaben, Joan Lantry, and Alicia Dimas are hopeful that the students' goals of improving their English Language skills for the 2010/2011 school year will be obtained.

## Education From Inside the Fences

### Nebraska Department of Correctional Services—ABE/ASE/ESL Programs

*By: Jan Axdahl, Correctional Education Director, Nebraska Department of Corrections*

A lack of education is a critical barrier to success for 60% of the men and 35% of the women who enter prison without a diploma.

To counter this education deficit, in January 2008 the Nebraska Department of Correctional Services began operating an NDE approved Title 10 School System with sites as follows: Nebraska Correctional Youth Facility High School (NCYF), Omaha Correctional Center (OCC), and Community Corrections Center-Omaha (CCC-O) (all in Omaha); Nebraska State Penitentiary (NSP), Lincoln Correctional Center (LCC), and Community Corrections Center-Lincoln (CCC-L) (all in Lincoln); Tecumseh State Correctional Institution (TSCI) in Tecumseh; Nebraska Correctional Center for Women (NCCW) in York; and the Work Ethic Camp (WEC) in McCook.

Between 550 and 600 students attend classes weekly. Since January 2008, nearly 600 inmates have earned their GEDs and twenty have earned their high school diplomas while incarcerated in Nebraska. Studies have shown that with increased education, inmates who have a GED or high school diploma are 70% less likely to recidivate.

To best meet the needs of the inmate population, all GED and high school diplomas are verified. All inmates complete the TABE test or BEST Plus Test so that education staff can make valid recommendations pertaining to the placement of each inmate in education programming.

If an inmate does not have a verified diploma, education becomes a priority.

Those with diplomas, but whose TABE scores show they are functionally illiterate, are encouraged to participate in education to raise their

scores. Inmates whose native language is not English are encouraged to participate in ESL classes. Classes are held for a minimum of two three-hour sessions daily at each site.

All teaching staff is certified and endorsed by the NDE. The principal holds an administrative certificate. The Education Coordinator and Programs Administrator are housed at NDCS's Central Office in Lincoln. Each site utilizes inmate teacher aides. There are a few community volunteers working in the programs. NDCS has GED Examiners assigned to Lincoln, Omaha, TSCI, and NCCW and contracts with Mid Plains Community College in McCook for testing at WEC.

Each site has developed a written and visual orientation education program.

Either format can be used depending on the size of the group completing orientation.

NCYF is the hub of the program offering a 300+ credit high school program, special education services, and a GED program. All other sites primarily offer the GED program; however, if an inmate arrives and is under the age of 21, he/she is offered the opportunity, if feasible, to complete his/her high school diploma. Those who are under the age of 18 are mandated by NE State Law to participate in the high school program.

At NCYF about 2/3 of the students are in the high school program and the other 1/3 is in the GED program. All other sites have predominantly GED students. Education is mandatory for all inmates under the age of 22. High School and GED students attend the same structured classes but usually have different materials to use.



The benefit of having GED students attend the high school classes is that they are being taught subject matter by teachers endorsed in each area.

There is an accelerated math class for GED students who are close to testing out of math. NOVA Net is also used by GED students.

In all facilities, classes are held Monday through Friday. All ABE/ASE students attend school either part-time (3 hours daily) or full time (6 hours daily). Most sites use a study lab concept from which students are pulled to participate in intensity and duration classes, some lasting for as little as two weeks and some lasting two months.

For the "pull-out" classes, students are grouped by ability so that most progress can be attained. Classes have included the following: Math for the GED (upper level); Basic Math; Becoming a Better Reader; World History; Geometry Basics; and Science Mysteries Uncovered. All sites offer Work/Job Skills classes. Computer literacy and keyboarding are becoming popular courses. Core curriculum has been developed so that when inmates transfer from one

*Continued on page 5*

## Education From Inside the Fences, Continued

### Continued from page 4

facility to another, their education continues using the same resources with which they began.

When new curriculum becomes available, it is piloted at one site before being placed throughout all facilities. TSCI is piloting a science and reading curriculum. WEC is piloting the new Challenger series. LCC is piloting a new reading/language program.

Within the fences of each prison location is a community unto itself. This yields huge benefits to the education staff because if a student is having personal problems, his/her unit worker or mental health staff can be notified so that the problem can be addressed and it doesn't become an issue in school. Medical issues are easily confirmed.

Other facility staff assist with GED testing. Security monitors all areas;

their presence is reassuring to teachers and reminds inmate students that the security from the facilities and Central Office staff is always within close proximity to the education sites.

Administrative support promotes continuity of programming among the sites and equality of programming for the inmate students.

The highlight for each site is the formal graduation which is usually held twice a year. Graduates wear caps and gowns and family members come to celebrate with them.

At OCC one graduation was delayed about forty-five minutes because staff knew that a mother and other family members were coming from Chicago and had been delayed by a storm.

She could not believe that we waited for her.

At LCC a young man earned his GED – his parents smiling all the while – and he now is taking college classes.

At NSP a graduating father told his young sons to stay in school because no one can ever take away your education.

There are tears of joy, hugs from loved ones, and congratulatory handshakes from the many staff who attend.

Staff are recognized at graduation. Additionally, several have been named Corrections Staff of the Quarter, Supervisor of the Quarter, Supervisor of the Year, and one received the annual Leadership Award.

None of this would have been possible without the dedication of the education staff and those who support them.

## Animated Atlas

**Submitted by: Shannon Schaben, AE/ESL Instructor, Mid-Plains Community College**

A "must-see" even if just the map part. Tons of other stuff you can click on! Best history lesson you've had in a long time - maybe the best ever! You can click on each state for more about them.



This moving map of the country, showing it from the beginning of the 13 states and going through the present. I thoroughly enjoyed watching it. It includes the acquisitions from England and Spain, the Slave states, the Free states, a segment on the Civil war, plus some mentions of Central and South America, etc.

One of the things I especially liked was showing the Indian Nations as they were during the Indian Wars: Modac, Miwok, Mujave, Nez Perce, Flat Head, Crow, Cheyenne, Arapaho, Navajo, Apache, Dakota, Sioux, Kiowa, Wichita and Comanche.

I know you'll enjoy this site, especially if you enjoy American history but have forgotten a lot of what was learned in school. Turn on your sound as the narration is a significant portion of

the presentation. Send this to older children who would like to watch it. You can click on each state for more about them.

<http://www.animatedatlas.com/movie.html>

## Metacognitive Skills

This summer Nancie Payne's workshop at the Holiday Inn in Kearney provided a whole day's worth of interactive ways to engage students in developing metacognitive skills. Below are sample activities from Nancie's PowerPoint presentation. Watch for additional activities in upcoming issues of this newsletter. Try these out on students—be amazed at their responses. There are no right or wrong answers!

# Which of these sentences doesn't fit?



Friendship lingers until the end  
 Lovers stroll under the stars  
 Heaven always repays perfection  
 The uproar begins again

# What Do These Personalized License Plates Really Say?

10S 4 ME  
 REDE 2 GO  
 GO EZ  
 T 4 2 2 4 T  
 U R A Q T  
 I 8 2 MUCH  
 PL8S 2 GO

Write One of Your Own  
 Have a Neighbor Decipher



## Interested in Writing a Curriculum or Book Review?

**By: Jeanette Evans, State AE Consultant**

Once again, there is a pile of material on my desk needing to be read, tried, tested and reviewed for the newsletter! If any of the materials listed below “speak” to you, let me know. [jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)

We ask that you read and provide an overview as well as the positives and the negatives.

If it's actual curriculum, it's great if you can try it out in a classroom to get the student perspective.

If you would recommend the material, indicate who you think would benefit from reading/using it. The following are available for review:

### Research

***Review of Adult Learning and Literacy, Volumes 5 & 7.*** These two books are based on NCSALL research and the articles have been edited by Comings, Garner & Smith

### Volunteering

***Visionary Leadership in Volunteer Programs*** by Marlene Wilson (book)

***To Lead is to Serve: How to Attract Volunteers and Keep Them*** by Shar McBee (book)

***The New Breed: Understanding & Equipping the 21<sup>st</sup> Century Volunteer*** by Jonathan and Thomas W. McKee (book)

### Transition

***On Course: Strategies for Creating Success in College and in Life*** by Skip Downing

### ESL

***Learning to Read Across Languages: Cross Linguistic Relationships in the First- and Second-Language Literacy Development***  
Edited by Keiko Koda and Annette M. Zehler

**A \$25.00 stipend will be paid for reviewing a book or a new piece of curriculum.**



## NDE Adult Education Resources

In the state's resource library, there is a complete set of **Crossroads Café**. The KET catalog describes this series as an entertaining educational series produced by Intelcom to help students build English language skills and deepen their understanding of U.S. culture.

The series is appropriate for teaching ESL, in various programs, including pre-GED adult literacy and basic skills, workplace and correctional education programs. Programs revolve around a city where six characters come together and discuss life in their new country.

Each of the 26 video-taped episodes features “Word Play” and “Culture Clips.”

Another video series in the resource library is **On Common Ground**. This series is also developed by Intelcom and addresses key civic and government concepts appropriate for the EL/Civics or Citizenship classroom.



Dramatic stories take on controversial issues, usually in situations that lack a single right answer. Each episode concludes with an important event from U.S. history relevant to the theme of the episode.

Focus is on critical issues such as racial polarization, extremism, and freedom of speech; individual rights versus the public good; separation of powers; and checks and balances.

Each series has some selected activity books and information regarding best teaching practices when using the set.

**Did You Know?**

- ▶ Nebraska has 17 Adult Education program sponsors
- ▶ We are primarily a part-time program; with very few full-time teachers in AE
- ▶ Over ½ have waiting lists; we are unable to serve all that need our services
- ▶ Adult Education is primarily funded by federal funds through Title II – The Adult Education and Family Literacy Act – of the Workforce Investment Act of 1998
- ▶ Local match of the sponsoring institution is also required
- ▶ The Adult Education program is administered by the US Department of Education, Office of Vocational and Adult Education

## National Video Library of GED® Graduate Success Stories Launched

### Help Test-Takers Overcome Their Fear of Testing

From: The American Council on Education

[http://www.acenet.edu/Content/NavigationMenu/ged/news/GED\\_Prof\\_Success\\_PR.htm](http://www.acenet.edu/Content/NavigationMenu/ged/news/GED_Prof_Success_PR.htm)

Seeing is believing for the millions of Americans who are afraid of not passing the GED® Tests. Each year 1.3 million high school dropouts join the more than 30 million adults who do not have a high school diploma. GED Testing Service® research has revealed that fear is the number one factor holding adults back from testing – fears only overcome by seeing that success is possible.

GED Testing Service has announced the launch of its ambitious Internet-based video library. *GED® Profiles of Success: GED Graduates in their Own Words* is an online video library of GED testing success stories. Each video and text profile shows the fear that holds many adults back from testing and the power of literacy and hope once that individual passes the GED Tests.

Launched as part of National Adult Education & Family Literacy Week, *GED Profiles of Success* show how the GED Tests can provide a pathway to higher education and a career for the millions of Americans who did not complete a traditional high school program.

"Our research showed that sometimes it's not money or preparation, but fear that holds people back most," says C.T. Turner, associate marketing director at GED Testing Service. "If adults see someone like them succeed – someone in a simi-

lar life circumstance – they begin to believe that they too can succeed."

The *GED Profiles of Success* program allows test-takers to tell their story, their way. Mildred from Texas talks about dropping out at age 15 and realizing later that she could not get a job to help support her newborn son.

Roger from Arkansas had to drop out to take care of his younger sisters and experienced the barrier of not qualifying for jobs without a high school diploma. Mary from Tennessee was a mother of three when she applied for a position at her job and found out she lacked only one qualification – a high school diploma.

Before launching the program, GED Testing Service piloted the concept in three states: Virginia, Georgia and Texas. Texas GED Administrator G. Paris-Ealy says the filming process was easier than expected. "We received easy-to-follow information from GED Testing Service and a small Flip Cam we could use to film. Once we had one video completed, the next 20 were easy!"

Ms. Ealy's state of Texas has contributed more than half of the currently available video profiles. Going forward, Turner hopes the library will continue to grow and provide many different definitions of success after the GED Tests.

Success was just around the corner for the adults who passed the GED Tests and opened the doors to new opportunities. Mildred earned a master's degree in education. Mary earned a BA in accounting and secured an internship in her senior year. Gary realized the potential he had all along.

Anyone can create and submit a *GED Profiles of Success* by following three simple steps on the website.

Users can also reference a helpful set of guidelines with tips on recording a video and what questions to answer in the video. The website is available at [www.GEDtest.org/profiles](http://www.GEDtest.org/profiles) and provides access to 52 video profiles and six text profiles.

### ! Contest Announced !

**GED Testing Service announced a contest to win one of three Flip Cam video cameras and ten \$40 gift cards.**

Any GED graduate who submits a profile of success from now until October 15, 2010, will be eligible for the drawings.

Please note that only legitimate profiles will be considered and the limit is one video and one text profile per person. <http://www2.acenet.edu/gedtest/profiles/>



### Profiles of Success

GED Graduates, In Their Own Words

[Profiles Home](#)  
[Search](#)  
[Submit a Profile](#)



#### Stories to Inspire You

GED graduates represent a special part of the educational family. Millions of Americans drop out of school every year and the GED testing program gives them the opportunity to return to school, apply for training, attend college and find better careers.

This site is dedicated to the success stories of GED graduates. Here you can view their video or text profiles, or share your personal story by submitting a profile of your own.

GED graduates—take a few minutes to tell us your story and how earning a GED credential has helped you!

[Submit a Profile](#)

## Nebraska Department of Education's Logo

### *The New Look of NDE*

**By: Tricia Parker, Chief Editor, NDE Graphic Style Guide**

It's a bird...no, it's a book...no, it's the new Nebraska Department of Education logo! The multi-faceted logo appears to some as a person with the pages of a book creating the person's body, while others may see a bird with its "wing" pointing to the future.

According to the designer's narrative, "The abstract depiction of this person creates an ageless representation, demonstrating that all stages in the life continuum— from youth to the twilight years— are touched by NDE's educational efforts. The flow of the book shape also suggests the rolling hills, plains, and agricultural lands that comprise the state of Nebraska."

This is a key departure from the most recent logo (alphabet blocks being climbed by children) which suggested a greater emphasis on young children, who represent only a fraction of those served by NDE. After years of discussion around the Department, it became evident to many that it was time to create a new logo, and along with it, a new image for NDE.

The "re-branding" of NDE began back in March 2010 when a group of interested individuals met to brainstorm ideas for what the new logo should tell the world about NDE.

Many professionally-created logo examples were provided to the group, along with a crash-course in marketing, graphic design, and advertising psychology. Though many different thoughts and ideas were brought to light, one vision remained clear, the need to represent the diversity of the organization, and the purpose for its existence.



At the conclusion of the initial meeting, an open invitation was extended to committee members to try their hand at graphic design and submit their ideas for consideration. Initially, a group of roughly a dozen designers brought forth a variety of designs that reflected the ideals, goals, and values of NDE as outlined by the group during their initial meeting. During the designers' presentations, the group provided feedback to each designer and encouraged them to

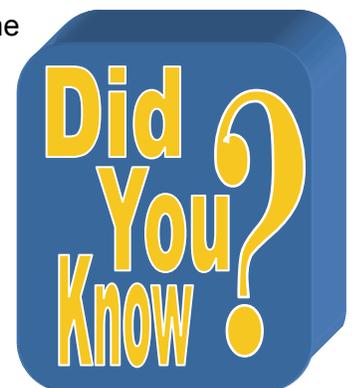
implement the suggestions of the group for the next round of feedback. By the next meeting, the design group had narrowed to three designs which the logo committee again critiqued and sent back to the designers for their final touches, prior to a final approval meeting, and being sent out to the NDE staff for a vote. Descriptions of each logo were written by their designers, and the vote was held during the last week of May.

However, the process did not terminate with the logo vote, and a sub-committee continues to work on the "branding" of NDE—from the creation of formats for letterhead, Power Points, business cards, and envelopes down to the specificity of the colors and font types to be used, guidelines governing the positioning of the logo, and other considerations that will be put into place to provide a seamless introduction and implementation of the new logo.

These guidelines are meant to create a level of uniformity and professional presentation seen in other organizations, both education and non-education related.

This logo may not be used outside of NDE without express written permission from the Commissioner of the Nebraska Department of Education.

- ▶ The General Educational Development (GED) program is administered through the GED Testing Service, a program of the American Council on Education
- ▶ There are no grants available to local testing centers for their sponsorship of the program
- ▶ There are currently 33 testing centers in Nebraska  
[http://www.education.ne.gov/ADED/text/Nebraska\\_ged\\_sites.htm](http://www.education.ne.gov/ADED/text/Nebraska_ged_sites.htm)
- ▶ The GED tests were developed in 1942, when the military asked the American Council on Education to develop a test to measure high school instructional outcomes for military personnel and veterans who had not completed high school
- ▶ Last year, over 4,000 Nebraskans took part or all of the GED test battery



## Oxford Picture Dictionary For the Content Areas - Second Edition

### Curriculum Review

**Submitted By: Margery Whalen, ESL instructor—Metropolitan Community College**

Oh! What a wonderful dictionary! The content is up to date, pictures are clear and presented on an uncluttered page. The material is designed for elementary and middle school students who are beginning English Language Learners. Adult ELL students may benefit from the same level of instruction as they strive to learn English. GED students with low reading skills benefit from the same material related to the content they are studying. The dictionary is divided into ten units:

- Unit 1** General Knowledge
- Unit 2** The U. S. and the World
- Unit 3** World History
- Unit 4** U. S. History
- Unit 5** U. S. Government
- Unit 6** The Human Body
- Unit 7** Living Things
- Unit 8** The Physical World
- Unit 9** Earth and Space Science
- Unit 10** Math and Technology

Each page includes a concept for writing or talking, and each unit concludes with an expansion section with a graphic organizer, sections to use skills taught and check for understanding. Additional activities encourage students to talk, write, read, and think about the subject.

For students, a dictionary, a workbook, and a set of readers are available for classroom use. For teachers, there is a teachers' manual, an Academic Language Accelerator, and a class audio program. The ALA provides additional activities such as discussion organizer cards focusing on vocabulary and concepts. The i Pack is designed for class presentation, individual or small group practice. Games and chants are included karaoke-style. The reproducible pages allow the teacher to control the distribution of work pages with the class. The dis-

advantages of a workbook are: storage, wear and tear, and possible uncontrolled student use. Reproducible pages can easily be repeated if necessary.

The ELL group that experienced a lesson from the dictionary was enthusiastic. Several expressed interest in purchasing the dictionary for the children at home. "Now I know what they are talking about with the homework," said a mother of a fifth grade boy. A man, who is studying for citizenship stated that the charts and organizers helped his understanding of U.S. government and history.

The trial group is a diverse group and they shared cultural information with lively conversation as they explored the dictionary.

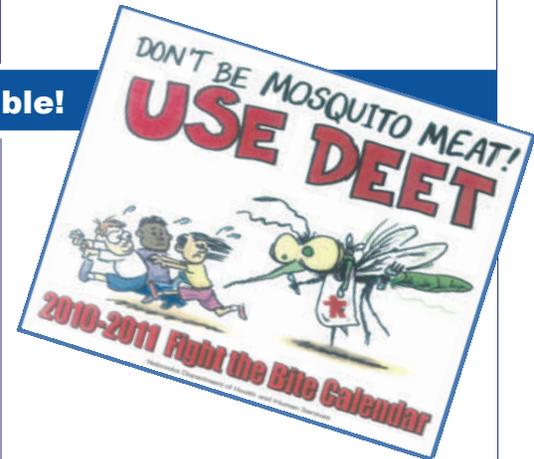
### Fight The Bite—Free Calendars Available!

The Public Health Division of Nebraska Health and Human Services has created a "Fight the Bite" 2010-2011 calendar for distribution. The calendars have very useful tips and information to create public awareness regarding West Nile Virus. A sample of the cover is displayed for your preview.

The calendars are useful tools for the ABE/GED/ESL classroom—as discussion points for health literacy lessons that create awareness and provide prevention information for a serious health concern in the state of

Nebraska. The calendars also serve as day/date/month teaching aids for ESL instruction and as a great graphic organizer for goal setting, testing target dates, holidays, classroom schedules etc. for all students. The benefits are many for teaching staff, for the health department and for our students. This is a resource possibility that we should not pass up!!!!

We can have the calendars available for pick up at the state AE Conference October 20-22 in Kearney. All we need from you is numbers. If you



would like them for your classrooms, programs, etc., contact Jeanette with an estimate by **October 15, 2010**. You'll be able to pick up the calendars at the conference! E-mail: [jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)

### Get Your Hands on "Hands-On English"

Each program receives a subscription to a publication entitled "Hands-On English." This periodical is crammed full of ESL advice, suggestions, teaching tools, activities, games and much more. If you haven't had your hands on a copy for awhile, check with your program director or ESL Coordinator. You can also visit Hands-On English online at [www.handsonenglish.com](http://www.handsonenglish.com) where you will find current events activities and a detailed index of all back issues plus much more.

