

Disclaimer

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

February 2013

Nebraska Adult Education Staff Contact Information

Vicki Bauer

Director
402/471-4807
vicki.l.bauer@nebraska.gov

Jim Lukesh

Consultant
402/471-4806
jim.lukesh@nebraska.gov

Jan Drbal

AE Professional Assistant
402/471-4830
jan.drbal@nebraska.gov

Shirley Gruntorad

GED[®] Professional Assistant
402/471-2475
shirley.gruntorad@nebraska.gov

Inside This Issue

Higher Scores & Faster Finish.....	2
TABE.....	2
Directors' Meeting.....	3
STEM Group Member Selected..	3
Math in Reading Class.....	4
AE Research URLs.....	4
Reading Books in ESL Class.....	5
US Dept. of Labor Offers Tools ..	5
KSU Offers Online Degree	6
Factors for Online Learning	6
Impact of Literacy Education	7
Library Materials for Checkout....	8
Health Literacy.....	9
Free GED [®] Test Retakes.....	9
Copyright Rules	10

Thousands of Nebraskans Need Our Help!

By: Vicki Bauer, State Adult Education Director

Last fall, Oklahoma Scoring Service informed us that close to 9,000 Nebraskans had started the 2002 GED[®] test series but had either not completed all five tests or had taken all five tests but had not yet successfully completed .

That was many more people than we had anticipated and we are currently working with OSS to get an updated list of those individuals who haven't yet finished so that we can share it with individual testing centers. Ideally, we would cut the number of non-completers down to zero by December 2013.

NDE has asked each of the GED[®] test centers to contact all non-completers and all adult education programs to contact any current and past students who have started but not completed the 2002 exam.

To make this job easier for all of you, join the 2002 Series Closeout Campaign. To do so, go to <http://www.gedtestingservice.com/jointhecampaign/>

Click on "Brand Central" and you will receive any of the 2002 closeout campaign materials for FREE! Even the postage is paid by GED[®] Testing Service. Many items you can download and print yourself.

Some of these downloads include: communications outreach templates that you can customize such as an email, letter, phone script; a campaign message guide with supporting talking points; an outreach guide that has research-based communication strategies and best practices; a local press release template to customize for your community/program needs; a PSA template; a

poster to download or to order; and a flyer that you can personalize to include specific information for your testing center.

This is a wonderful resource and the work has been done for you – no need to spend hours on these items when all you have to do is customize them to meet your needs. This will assist you in getting the word out to the GED[®] examinees, the public, our partner groups and agencies, and more.

You can also register to join the closeout campaign and GEDTS will send you a free poster and campaign button!

GED[®] Testing Service is predicting a 20 -30% increase in the number of GED[®] examinees in 2013. During the last test series closeout in 2001, the number of Nebraska GED[®] examinees increased by 45%.

This year, our GED[®] testing centers have been asked to prepare accordingly so that they can serve the increased numbers wanting to complete their GED[®] exams.

Be sure and check with your local testing center to find out when the last December 2013 testing day is so you can share this with the examinees/students. Nebraska's GED[®] toll-free information hotline is 877-Earn GED.

If all goes as predicted this year, we could see possibly over 10,000 GED[®] graduates in Nebraska in 2013 - that would be a record year for Nebraska Adult Education - let's make that happen! But to do this, we need everyone's help.

What is your program doing to bring people in to take the GED tests?

Let us know. We'd be happy to share your successes in an upcoming issue!

Adults Score Higher And Finish Faster On The GED® Tests in 2012

Contact: CT Turner, Director of Public Affairs, GEDTS—CT.Turner@GEDtestingservice.com



After one year of successful implementation, and with more than 40,000 tests delivered across 35 states, GED® Testing Service has found that adults who take the GED® tests on computer are passing at higher rates and finishing faster.

GED® Testing Service introduced the new computer-based delivery system in 2012 to help adults earn a GED® credential and to prepare for the launch of the new GED® tests in 2014.

“We’ve been hearing for months that testing on a computer is simpler and less stressful for test-takers,” said Randy Trask, President of GED®

Testing Service. “Our first year results show that GED® test-takers are ready for technology, comfortable with testing on computer, and are even performing better.”

Key data from analysis:

- The failure rate of adults taking the test on computer is about half that of those taking the test on paper.
- Adults testing on computer were 59% more likely to retake a failed test instead of giving up and dropping out of the program.
- On average, adults who tested on computers completed their exams an hour and a half faster than their paper-and-pencil contemporaries.

“Testing on a computer is easier for test-takers and easier for me,” said Justine Lynch, Chief Examiner at Gwinnet Technical College in Georgia.

“Test-takers find the system easier to navigate and it’s less paperwork for examiners. I’ve stopped delivering the GED® test on paper and offer it only on computer.”

Last year’s results demonstrate how the new benefits help test-takers succeed,” said Trask. Adults are encouraged to enter the GED® testing system and earn a GED® credential which is a stepping stone to a career and college programs.

GED® testing on computer provides many new benefits to test-takers such as 24/7 online registration and scheduling, instant unofficial score reports, and a more self-paced testing experience.

Many Nebraska testing centers are already offering the test on computer to prepare for the new 2014 GED® tests which are scheduled for release on January 2, 2014. This new test series will be delivered **only** on computer.

Urge your students who are working on their GED® diplomas to finish before of the end of December 2013, because there will no grandfathering of scores -- they will have to start all over in 2014 with the new series.

Locate Nebraska testing centers: <http://www.education.ne.gov/ADED/Index.html>

Wanted: Nebraska TABE Experts

The state office is looking for TABE test administrators who are interested in serving on a committee to develop some TABE training for new Adult Education instructors and volunteers.

There are many of you throughout the state and we are open to a variety of training formats – webinars, online, workshop, etc.

If you become a part of this team, you will be compensated for your time and expertise, as well as any travel expenses incurred. We would definitely have some face-to-face meetings of the committee members. If you are interested, please contact Vicki Bauer at vicki.l.bauer@nebraska.gov or 402-471-4807.

Interested in Using TABE Online?

A number of Nebraska AE programs are beginning to use TABE online.

If you are interested, contact your program director about information on TABE online.



After their first TABE online testing session, Carla Stucky Shuck, Orientation Coordinator for Southeast Community College–Beatrice, reported, “We successfully completed our first TABE online session with no problems.

The students said that they liked being able to do it on the computer and I think that it really is easier for them and easier for us as well. Awesome!”

Nebraska AE Directors' Meeting Held At Kearney

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

Sixteen regional program directors and key players met along with State Office personnel at Kearney for an early spring (*optimism can't hurt*) Directors' Meeting and a session of the Leadership Excellence Academy.

State Director Vicki Bauer reported on state performance and program performance as compared to established program standards and a discussion was held on how Nebraska AE program personnel can do more to meet those standards.



A highlight of the late afternoon meeting was the presentation of awards for programs that had met their program standards.

Maureen McNamara of Bellevue Public Schools; Diane Vesely-Robb of SCC—Lincoln; Jan Sears of Crete Public Schools; and John Miller of Alliance Public Schools accepted awards from Vicki Bauer for their program achievements!

The following day was turned over to Stacy Wright and Lupe Ruvalcaba who conducted the second face-to-face session of the Leadership Excellence Academy for the AE Directors and staff.

The Academy is organized into a three-pronged approach called the Trident. The Trident consists of

Stakeholder Assessments, Research and Professional Wisdom, and Data. Stakeholder Assessments was the focus of last year's meeting in August as well as assignments and webinars.

The focus of this meeting was part two of the Trident – Research and Professional Wisdom.

The day centered around accessing good research and how to tell good from not-so-good, how to engage the workgroup to understand the focus and implications of the research, and how to use the research to select promising practices and set goals and vision for a program.

The Directors will meet again in April at MPCC in Ogallala for a third Leadership Excellence Academy meeting.

Bellevue Public Schools Instructor Selected As Part Of STEM Group

James Mellard, adult education instructor at Bellevue Public Schools, was one of only twelve persons in the United States selected to become a member of the Science STEM Open Education Resource User Group.

Last year, the American Institutes for Research (AIR), was awarded a contract from the U.S. Department of Education's Office of Vocational and Adult Education to support the use of open education resources (OERs) to strengthen science, technology, engineering, and mathematics (STEM) within AE settings.

OERs are digital teaching and learning materials of all types, including text, videos, games, and assessments that are freely available and adaptable for use in any educational setting for all types of learners. While the abundance of OERs presents opportunities for both educators and learners, there are challenges in identifying and selecting those

resources of high quality, as well as selecting the STEM OERs that best meet the needs of the adult students.

AIR encouraged math and science adult educators to apply to be part of OERs user groups, one comprised of twelve math teachers and the other made up of twelve science teachers. Jim was notified recently that he was selected to become a member of the Science OER User Group.

As part of the six month commitment, Jim will use the science OERs in the classroom as part of his instruction, share feedback, and provide reviews. There will be monthly online check-ins with experts to review progress, experiences, and challenges as well as to gather evaluative feedback.

Jim's participation will contribute an AE voice to the discussions about STEM OERs and their usefulness in the classroom; provide the project with insight into how teachers select



and use OERs to help AIR develop professional development modules for the field; and support efforts to disseminate information about STEM OERs and engage the AE field in building excitement about teaching math and science using technology.

Congratulations Jim! We look forward to hearing about your experiences with this important AE math and science project!

"Math? Are You Kidding? We Have To Do Math In Reading Class?"

By: Jan Sears, Director, Crete AE Program—jans@creteschools.org

"Math? Are you kidding? We have to do math in our reading class?"

This was the reaction of some of our students a year ago when we decided that the four Transitions classes for low level readers needed a boost.

I expected a revolt from teachers, but was pleasantly surprised when they agreed that we needed a math component too.

Now, a year later we are seeing success. Students report that they like

working on math. The parents in the group are happy to be able to help their younger children. Our performance measures are slowly increasing.

Now for the payoff: Instructor Ryan Hinz came to my office all smiles a couple of months ago. One of his students had applied for a job in Crete and had to take a math test. She was terrified.

However, she returned to class the next week all smiles and reported



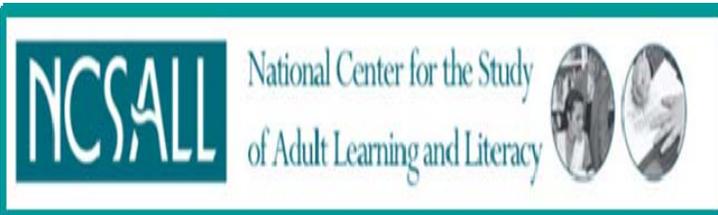
she had passed the test. She told him that without the math she'd learned in his class, she never would have had a chance.

Thanks to great teachers and a basic math curriculum, Crete has one more employed adult student!

Research URLs For Adult Education

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

Regional Directors and State Personnel met at Kearney on January 23 and 24 for a Directors' Meeting and Learning Excellence Academy. The LEA session focused on using viable research in the Adult Education program. Presenters Stacy Wright and Lupe Ruvalcaba spent a portion of the day on accessing research and finding adult education resources.



Learning and Literacy (NCSALL). <http://www.ncsall.net>

During this time, they presented several websites on various topics in the Adult Education field. With the permission of the site proprietors, I have duplicated the Executive Summary from a study done to assess the impact of literacy education on clients. This summary appears on page 7. But it, along with hundreds of other studies, can be accessed at the website of the National Center for the Study of Adult

Check Out These Other Websites!

Center for Adult English Language Acquisition at the Center for Applied Linguistics
<http://www.cal.org/caela/research/>

Teachers of English to Speakers of Other Languages (TESOL) www.tesol.org

National College Transition Network www.collegetransition.org

Literacy Information and Communication Systems (LINCS) <http://lincs.ed.gov>

Adult Career Pathways <http://www.adultcareerpathways.org/resources.php>

GED Testing Service <http://www.gedtestingservice.com/ged-testing-service>

Focus on Basics <http://ncsall.net/?id=31>

Education Resources Information Center (ERIC) <http://www.eric.ed.gov/>

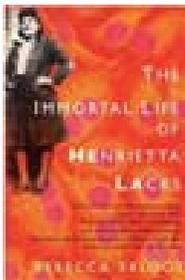


The NCSALL site also has a Program Administrator's Sourcebook which is a resource on NCSALL's Research for Adult Education Program Administrators. Go to the NCSALL site and look for Best Resources for Program Managers. This is by no means all of the research in the Adult Education field. Look around and you may well find much more that you like. This does, however, give you a head start in your research!

Spotlight on...

Southeast Community College—Beatrice

By: **Carla Stucky Shuck, Adult Education Orientation Coordinator**



Our ESL class has been reading a book, “*The Immortal Life of Henrietta Lacks*” by Rebecca Skloot. The book is a difficult one but has worked very well in our advanced class.

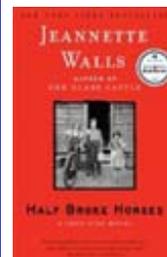
improvements that America has made in terms of accepting cultural and racial differences.

That historical perspective has been helpful for them in dealing with the discrimination that they experience today. I would recommend it only for advanced ESL/GED.

Some of the book is written quoting speakers verbatim. Together the students identify the grammatical errors and make corrections. Students have greatly enjoyed the book and have been reluctant to miss any class as they would miss part of the story.

One student reported that she had never before read a book (in any language) for pleasure. She didn't know that she could be interested in a book. The only reading material she had enjoyed in the past were magazines and that was for the pictures; not the articles. She said that this book has changed her whole idea of

reading and she will enjoy reading books in the future. This was a totally unexpected outcome but truly a pleasure and an inspiration to hear!



We started a new book, “*Half Broke Horses*” by Jeannette Walls, for this semester and it has been going very well also. The students love the stories and this one is also a true

story starting in the 1920s and giving us a personal perspective on US history (the wild west, temperance, women's rights etc.).

It is about a very strong woman (the author's grandmother) and most of my students are women. I love the way vocabulary and idioms are naturally interwoven into the lessons with a context to which the students can relate. Everyone wants to know what will happen to Lily next! It seems to be a very enjoyable and effective way to learn.

We take turns reading aloud, one paragraph at a time. At the end of each paragraph we talk about each of the difficult words and their meanings. The students write these down and their homework is to write sentences using these vocabulary words.

We also discuss the meaning of the passage. Although written in interesting story form, the book is nonfiction and took place in the United States mostly in the 1950's; so the class is also gaining a historical understanding of culture.

They have been amazed at the

Get Your Job Search And Training Tools Via Your Mobile Browser

OVAE
CONNECTION

U. S. Department of Education
Office of Vocational and Adult Education

The **U.S. Department of Labor's Employment and Training Administration** (ETA) has a variety of online tools to help individuals search for employment or access new skills from training providers in their local communities. During the past year, over 40 million individuals across the country have accessed these tools from their desktops. However, with advances and increases in the use of technology, more people are using mobile phone-based browsers to conduct their Web searches. ETA has responded to this rapid technological shift by making several of its most popular online tools available as **mobile-optimized websites**, giving smart phone or tablet users quick access to key job search and training resources. These include locating **American Job Centers**, conducting a **Job Search**, performing a **Veterans Job Search**, browsing **Salary Finder**, accessing data from the **Bureau of Labor Statistics**, and searching **Training Finder**. These recent changes are a component of ETA's ongoing efforts to offer job seekers in communities throughout the country, especially those needing them most, a wider range of tools to access workforce resources through devices they use the most!

KSU Offers Online Master's Degree In Adult And Continuing Education



Kansas State University's 33-credit online Master of Science in Adult and Continuing Education is geared toward working professionals whose careers involve working with adults in educational and training situations.

K-State has a history of providing coursework in adult and continuing education, with a site-based program that has served educators for more than 25 years, with more than 1,000 graduates.

"The online program is exactly the same as our face-to-face programs. We are simply teaching in a new format," said Royce Ann Collins, asso-

ciate professor of educational leadership at K-State. "This online approach will enable us to assist more adult education professionals in the region."

The program benefits human resource managers and trainers, non-profit and business/industry executives, community college professionals, university cooperative extension professionals, armed service professionals, government managers and directors, and adult basic education and literacy professionals.

"Graduates of the program use the information they learned daily to improve their practice," said Collins. "They've reported that their acquired knowledge assisted them in professional advancement as well as giving them prestige in their organization."

The degree allows students to tailor their own course of study to meet individual needs, according to Jeff Zacharakis, associate professor of educational leadership at K-State.

"A degree in adult education is one of the most flexible graduate degrees you can earn," Zacharakis said. "We offer potential students a tremendous opportunity to earn both a master's degree in adult and continuing education as well as a graduate certificate in more than 10 disciplines, including areas like conflict resolution and organizational leadership."

More information about the adult and continuing education online master's degree program and complete application information are available at <http://www.dce.k-state.edu/education/leadership/adult/>.

Four Crucial Factors For Successful Online Learning

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

With online learning becoming more of a factor in delivering some services to clients, I think it is important to review what Laura Devaney of *eSchool News* listed as four crucial factors to achieving success for online learners:

- **Reporting tools/progress monitoring:** These tools help teachers learn how students are understanding lessons. They monitor student performance and help educators understand if additional intervention is necessary. These tools can offer immediate and specific feedback to help educators personalize instruction for students.
- **Availability of teachers to assist struggling students:** Teacher assistance can help struggling students from becoming too frustrated or disengaged. This is important in fully-online and blended learning programs.
- **Instructors who are well-trained in delivering online courses:** Classroom teaching does not translate to online teaching, and educators must be specifically trained to teach online. These unique requirements include working with online curriculum, online collaboration, and other tools to help differentiate learning.
- **Offering rigorous and engaging curriculum:** An engaging curriculum helps students remain involved in their lessons, move forward, and focus on learning. Proper design ensures that different methods are available to deliver content to different learning styles.

Participants, both teachers and students, listed other needs for a successful program:

- **More professional development:** As is the case with any new program in schools, teacher training is critical to the program's success.
- **More student training:** Students need to understand the attendance and homework commitment and have clear guidelines on how to be successful in an online learning program.
- **Better reporting tools:** Within the online learning system, the data should be updated in real-time and available in an easy-to-digest format for the teachers and mentors. Additionally, face-to-face teachers should have access to this data and/or the data should feed into other online systems used in the district so there is one place to find all the relevant data on a student.

Other factors mentioned included: remediation on prerequisite concepts; student training and preparation; allowing students to test out of concepts previously mastered; dedicated administrators and a broad course catalog.

Impact Of Literacy Education On Learners

**By: Jim Lukesh, Nebraska AE Consultant —jim.lukesh@nebraska.gov
Excerpted from: NSCALL**

The following is a portion of the executive summary of the research paper, "Changes in Learners' Lives One Year After Enrollment in Literacy Programs." The report was authored by Mary Beth Bingman, Olga Ebert, and Michael Smith of the Center for Literacy Studies, University of Tennessee, Knoxville and appears in NCSALL Reports #11, December 1999. This summary is reprinted with permission from World Education – US, which administers the NCSALL site and is presented to give you an example of the research available on the NCSALL site and other adult education sites which are mentioned on page 4.



EXECUTIVE SUMMARY

What changes occur in the

lives of adult learners when they participate in literacy programs?

The outcomes of participation in adult literacy programs have typically been measured in terms of gains on standardized tests and/or passing the General Educational Development (GED®) exam.

The other positive changes occurring in students' lives, especially those outside the classroom, generally are not assessed, perhaps because they are difficult to track and to measure.

A longitudinal study of adult literacy learners in Tennessee found a variety of outcomes in learners' lives, including an increased rate of employment, increased self-esteem, and increased community participation.

Perhaps, rather than taking workforce preparation as an isolated objective, adult basic education needs to be seen as a process through which participants gain skills and confidence enabling them to be truly productive members of the modern society, as workers, citizens, and family members.

In an effort to assess the long-term impacts of adult literacy programs, the Center for Literacy Studies (CLS) conducted the Longitudinal Study of Adult Literacy Participants in Tennessee from 1991-1995. The purpose of the study was to identify if and how participation in literacy programs impacted the lives of adults.

The study focused on changes in the lives of 450 participants in the domains of work, family, and community after they enrolled in literacy programs. The participants from three cohorts (1991-92, 1992-93, and 1993-94) were enrolled at literacy Level One, and their initial scores on the ABE (Adult Basic Learning Exam) reading test were below the sixth-grade level.

Follow-up surveys were administered annually through 1995, although the number of participants who could be located diminished each year.

Two interim reports were published by the Center for Literacy Studies in 1993 and 1994 (Merrifield, Smith, Rea, Shriver, 1993 and Merrifield, Smith, Rea, Crosse, 1994). This final report examines the responses of the 199 adults from the three cohorts who took part in a follow-up interview approximately one year after their initial enrollment.

Results reported here are based on their responses to 116 questions dealing with employment, literacy practices, involvement with children's schooling, community awareness, self-esteem, and life satisfaction.

Two research questions were addressed in this analysis:

- What aspects of life change one year after enrollment in an ABE program?
- Will substantial participation in an

ABE program produce more change in various aspects of life than limited participation in an ABE Program?

After one year, participants in the study reported positive change on at least one item in each of the categories examined by this study: employment, self-esteem, community, and children's education. There was no control group in this study, and so one cannot say that these changes were a result of participation in an adult literacy class.

But the changes were greater than would be expected by chance, and the common variable among the participants (in addition to being Tennessee adults) was enrolling approximately one year earlier in an adult literacy program.

Changes adults reported one year after enrollment included:

- A higher rate of employment, increased self-esteem, increased involvement in community organizations, and increases in some uses of literacy.
- An increase in rate of employment from 32% to 48%.
- An overall increase in self-esteem (as measured by the Rosenberg Self-Esteem Scale) from 3.52 to 3.66 on a 5-point scale ($p < .01$).
- Increased involvement in community (religious, parent-teacher association, social/sports) organizations ($p < .05$).

Other positive changes found:

- Positive changes in 3 of 8 literacy practices examined (paying bills, working with numbers on the job, needing to memorize because of limited reading ability) ($p < .05$).

Continued on page 8

Impact Of Literacy Education On Learners, Continued

Continued from page 7

- Increase in number of people who thought a book was a good gift for a child ($p < .05$).
- An increased overall satisfaction with their financial situation in Cohorts 2 and 3 ($p < .05$).

After participation in adult basic education, even for a short time, the adult learners in this study reported improvements in some areas of their lives. There were, however, no significant changes in community awareness or in how people felt about their community.

People were not more likely to attend community meetings or talk about politics. There was not a significant increase in reading reported, nor a significant increase in involvement in children's education. There were few significant changes in life satisfaction.

The analysis for this report also compared the 32% of the group with substantial participation (at least 80 hours of class since enrollment) with the 68% with limited participation (fewer than 80 hours).

There were few significant differences between those with limited hours of classroom time and those who had substantial participation.

Those with substantial participation did, however, report significantly more satisfaction with their family life than those with fewer than 80 hours. Those with substantial participation were more likely to say that a book is a good gift for a child.

On the other hand, those with limited participation were more likely than those with substantial participation to report a decrease in the need to memorize because they couldn't read well.

Also, 18.5% more of those with limited participation were employed after a year while 12% more of those with substantial participation were employed.

What do these findings mean for adult education? The analysis reported here supports the conclusion that participation in adult basic education is a positive factor in regard to employment.

It supports the often-reported (Beder, 1991; Beder, 1999) conclusion that participation in adult basic education leads to increased self-esteem.

Detailed information on the programs is not available; however, qualitative interviews with participants in seven of the programs describe programs

where the teachers were very supportive and the curriculum was primarily structured around basic skills acquisition and practice (Bingman & Ebert, in press).

There are multiple variables impacting both employment and self-esteem, but taking the step to enroll in an adult education program, even one without a specific workforce focus, may have led to increased self-esteem and to taking the additional step of seeking employment.

This suggests that while a focus on workforce preparedness might strengthen employment outcomes, programs that focus more on basic skills development also support employment outcomes.

The study also suggests that information about the curricula and instructional approaches of the programs in which adult literacy students participate are needed to really understand what factors contribute to outcomes or lack of outcomes in learners' lives.

Without an understanding of program content, outcomes studies can inform adult educators about changes in learners' lives, but do not indicate what program modifications might improve outcomes.

NDE Library Materials Available For AE Staff To Check Out

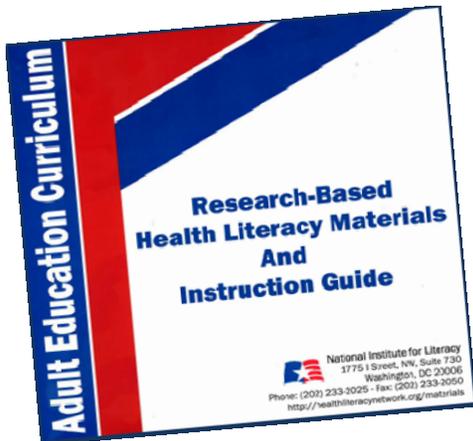


The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf

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 Jim. 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 Jim at: 402/471-4806 jim.lukesh@nebraska.gov

Health Literacy

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



A while back each Adult Education program was given a notebook containing articles, research and classroom ideas for teaching Health Literacy. The title of the collection is, appropriately, “*Research-Based Health Literacy Materials and Instruction Guide*.”

The notebook comes from the National Institute for Literacy and is a flashy red, white, and blue and is about eight inches thick; so it should not be easily misplaced.

Experts tell us that Health Literacy is a major problem for many of our clients and leads to large expenditures in health care that might otherwise be avoided.

I’ve been told that the materials in this notebook are not getting as much use as they should; so I am going to review some of the

materials in the book, and focus on a different section each month.

As an introduction I will use (*borrow, steal?*) material from the actual introduction to the notebook put forth by the National Institute for Literacy.

The health literacy materials meet both the need of adults to enhance their literacy skills as well as their need to navigate the health care system and begin to achieve better health care for themselves and their families. These materials integrate literacy skills and practice with pertinent health information.

In a scientifically-based research environment, use of these materials led to an increase in participants’ literacy scores on standardized tests used to validate literacy gains. And, equally as important for these adult learners, they significantly increased health literacy and knowledge.

The materials presented are specifically intended for Beginning ABE and ESL learners, and the strategies they employ to develop and strengthen the components of the reading process are those proven effective with these groups.

The basic layout or organization of the *Research-Based Health Literacy Materials and Instruction Guide* is very straightforward. There are 18 sections designed to be introduced

to students in order: 1 through 18.

The materials for each Section are organized into four “folders” or categories. Before introducing the materials in the classroom or tutoring sessions, instructors are strongly urged to read the Instruction Guide.

Part 1
A Closer Look at Basic Skills (Alphabets) and Vocabulary

Part 2
A Closer Look at Reading and Comprehension

Part 3
A Closer Look at Supplemental Activities

Part 4
A Closer Look at ESL Activities

The four key chapters noted contain the methodology and the rationale behind the activities in each of the respective folders.

You can find articles on Health Literacy on the Lincs site at <http://lincs.ed.gov> and the large notebook should be available at your program.

Next month I will focus on Section 1: Health Professionals. This presents materials for an introduction to what different health professionals do, and what to expect from a routine visit to the doctor.

! FREE !

GED® Test Retakes

! FREE !

You Pass Or GED® Testing Service Pays!



Free Second Shot!

GED® Testing Service is giving examinees an opportunity for a free retake on any test subject. The examinee simply registers and takes the test **on computer** by **May 31, 2013**; if the examinee doesn’t pass on the first attempt, GEDTS® will email a voucher to pay for the second shot!

Check the “Second Shot” terms to confirm the examinee’s qualifications:
<http://gedtestingservice.com/testers/second-shot-terms>

Tips For Understanding Copyright Rules

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



In the last couple of issues I have written about copyright and fair use rules.

Laura Devaney,
Managing Editor of

eSchool News has also written an article which puts the material in an understandable and easily-read format. eSchool News is a good resource, particularly for news on technology. Visit eSchool.com where you can sign up for a free subscription.

U.S. copyright law includes five exclusive rights, but educators can use copyrighted works under fair use practice. With headlines about tough copyright rulings fresh in their minds, educators might hesitate when it comes to using copyrighted material in their lessons or sharing copyrighted works with students.

But according to the American Library Association (ALA), educators should not worry about using such material to boost student knowledge if it falls under the scope of fair use.

The original and intended purpose of copyright law is to promote learning and the dissemination of knowledge. U.S. copyright law includes five exclusive rights: reproduction, distribution, derivative works, public performance, and public display.

Creators of copyrighted works have a limited monopoly on those works, meaning they are the only ones able to profit from or sell their works, for a particular period of time under certain conditions. Currently, the “time limit” on copyright is defined as a lifetime plus 70 years.

When it comes to copyright rules, fair use is perhaps the most important thing for all librarians to know. It is unlikely, Russell said, that teachers or librarians would be taken to court for copyright infringement—although it still could happen.

Fair use guidelines for different types of works include:

Motion media: Up to 10 percent or 3 minutes, whichever is less, of a single copyrighted motion media work.

Text material: Up to 10 percent or 1,000 words, whichever is less, of a single copyrighted work of text.

Poems: An entire poem of less than 250 words, but no more than three poems by one poet or five poems by different poets from a single anthology. In longer poems, the 250-word limit still applies, plus no more than three excerpts by one poet or five excerpts by different poets from a single anthology may be used.

Music, lyrics, and music video: Up to 10 percent, but no more than 30 seconds of music and lyrics from a single musical work. Any alterations of a musical work shall not change the basic melody or the fundamental character of the work.

Fair use doctrine has four factors.

Purpose of the use: Why do you want to use a copyrighted work? Educators should determine if the use is nonprofit and educational or for-profit and commercial.

Nature of the publication: What is the material the educator is using? Is the material published and already available in the marketplace, or is it something that has never been public, such as unpublished diaries?

It is less likely that the use of unpublished materials will be considered fair use, because unpublished works are more protected.

Traditionally, courts have ruled that works such as motion pictures or music are more creative and deserve more copyright protection than something such as a newspaper article, which is composed of facts.

Amount: How much of the work are you using? If an educator uses a large portion of the work, it is likely less of a fair use case than if he or she uses a smaller portion. In some cases, using an entire work is considered fair use.

Effect on the market: What economic harm are you or aren't you causing to the rights holder? If a teacher purchases one workbook and makes 50 copies for students, that negatively affects the workbook publisher, who depends on the sale of a large number of workbooks, and so is likely not considered fair use.

Various copyright code exceptions do apply to classroom and educator use. Section 108 allows libraries and archives to make copies for library users, interlibrary loan, replacement, and preservation. Section 109 allows owners of locally acquired copies the right to distribute that copy (library lending, used book stores, garage sales, etc.).

Section 110 allows teachers to display or perform works in the face-to-face classroom and in the digital or distance education classroom via digital networks.

Section 117 lets the owner of a software program make a back-up copy, and Section 121 allows for the creation of accessible copies for people with disabilities.

Copyright fair use can be a complicated situation. Don't miss out on presenting good material for fear of violating the rules. But, you need to know the rules to stay on the correct side of the line. The small AE programs in Nebraska are probably not under scrutiny but even so, as an educator we must not only stay “legal” but must continue to model proper and ethical classrooms use. If you have questions please contact me at jim.lukesh@nebraska.gov or 402/471-4806.