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

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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

Inside This Issue

Rule 81 Changes	1
Free Practice Tests Available	1
New Accommodations Process	2
Health Literacy Curriculum	2
Common FAFSA Errors	3
Learning Links	4
Spotlight on Crete and CCC	5
Dollar General Grant	6

Changes to Rule 81

By: Vicki Bauer, State Adult Education Director

Rule 81, Nebraska's Rules and Regulations for the High School Equivalency Program, required some changes due to the new GED® test series. Following are the updates that were made:

An examinee who has met the scoring requirements does not have to be a resident of Nebraska to take the exam. However, to apply for a State of Nebraska High School Diploma, an examinee must have been a resident of the state for 30 days, or the final period of high school attendance during which high school credit was received, was in Nebraska.

For 16 & 17 year olds, the requirements for permission to test have changed. Items that must be submitted to NDE prior to enrolling in an AE program include:

A completed State of Nebraska application form; a copy of a person's transcript from the last high school attended indicating the date of withdrawal from school; and a completed; signed copy of their NDE 10-005 form (Withdrawal from Mandatory Attendance) OR if home

schooled, a copy of Form C Acknowledgement Letter from NDE (Discontinue Enrollment) or Form D Acknowledgement Letter from NDE (Completion).

If a person fails a test, he/she must wait 30 days to re-test. If a person has failed after two retests, then the waiting period goes to 60 days (per GED® Testing Service (GEDTS) guidelines. GEDTS is allowing 2 free re-tests per subject area for a failed test. *(Re-testing must be done within one year to qualify for free re-testing.)*

A minimum standard score of 150 is required for passing each test module. The range for scoring is 100-200. A score of 170 or above indicates an individual has scored at the College and Career Readiness (CCR) level.

An examinee must have an accumulative score of 600 (minimum of 150 on each test module) to receive a diploma. There is no average score requirement for the 2014 test series.

View Rule 81 in its entirety: www.education.ne.gov/ADED/index.html

Free GED® Ready Practice Tests Available



The official practice GED® test is called GED® Ready. Anyone can access these practice tests on their MyGED account, at a cost of \$6. However, the State Office is making the GED® Ready practice tests available to all AE programs in Nebraska for the students **enrolled** in AE classes.

The free practice tests are not available for "walk-in" GED® examinees.

NOTE: In order to take advantage of these **FREE** GED® Ready tests, there are a few stipulations:

- A student must either pre or post-test at the TABE Level D in the reading, math, and language levels, whichever is applicable at the time, and score at least at a 10.4 grade level.
- The GED® Ready tests are not for practice— if someone wants to take them, but is not functioning at the 10.4 level or above, the person can access them at MyGED.com and pay for the tests. In order to assist the instructor in determining an individual's readiness to test, the GED® Ready test must be taken in class and under the supervision of an AE staff member.

New Method to Request GED® Testing Accommodations

By: Vicki Bauer, State Adult Education Director — vicki.l.bauer@nebraska.gov



The Request for GED® Testing Accommodations process has now changed. An examinee will now submit all necessary forms directly to the GED® Testing Service.

First, an examinee will create a MyGED account at www.GED.com and be sure to answer “YES” to the question on the GED® registration form that asks, “Do you need to request accommodated testing conditions for a documented disability?”

Second, the examinee will then print

and complete the accommodations request form available at GED.com and gather documentation for the disability. (*The disability must be documented by a qualifying professional.*)

Finally, the examinee or Adult Education Staff member will fax the forms and disability documentation to 202/464-4894; allow 30 days for the review of the forms.

Examinees need to carefully read the requirements for filling out the forms and be sure to include complete documentation of the disability. If you are an AE staff member assisting an examinee with the accommo-

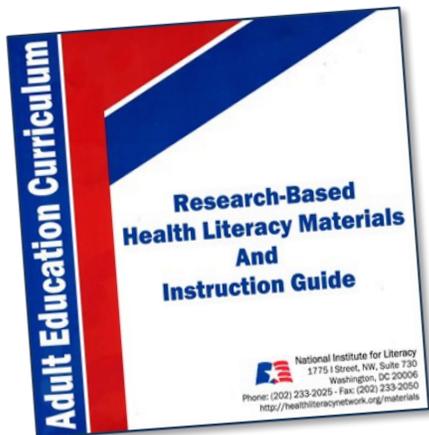
dations request, you’ll need to become familiar with the forms and required documentation. *The request will be returned if sufficient evidence of the disability is not included.*

All the pertinent information is located on the NDE website under GED® Special Accommodations. education.ne.gov/ADED/Index.html

GEDTS/PV will be responsible for making any arrangements needed for accommodations with the testing center, such as finding a person to be a scribe. Accommodations such as extra time will be programmed into the computer for the respective testing session.

Health Literacy

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



The following is another example of a portion of a unit from the Research-Based Health Literacy Materials and Instruction Guide that is available through your program.

This is only an example of the material that is available in the Health Literacy Curriculum. If you are not currently using these materials, please check them out as you and your students have a lot to gain from the curriculum.

If you have seen the materials, you

will know what I am talking about as it is a Red, White, and Blue notebook which is about eight inches thick and has Health Literacy Curriculum printed on the spine.

HEALTH UNIT: SECTION 14 Vocabulary Lists Information About Medications

The following is a unit, specifically Section 14, Lesson 1_1, from the Health Literacy Curriculum that we have been discussing the past few months.

Directions: Check word meanings orally with students. Discuss meanings and give examples for any unknown words or concepts. Use graphics and Reading Passage in Section 14 to help clarify. These sections are also available online: <http://lincs.ed.gov/health/health>

Arthritis—inflammation of a joint accompanied by pain, swelling and stiffness

Side effects—the effect of a drug other than that desired

Expiration date—date after which a medication should not be used because it may no longer be fresh or effective

Antihistamine—a drug given to reduce or reverse an allergic reaction; examples include Benadryl, Claritin and Zyrtec

Glaucoma—an eye disease associated with increased pressure within the eye

Acetaminophen—a pain and fever reducer; generic for Tylenol

Chronic—long-lasting or recurrent
Tranquilizer—a drug that relieves anxiety

Diabetes—a disease in which the body does not produce or properly use insulin

The vocabulary list for Section 14 is quite a bit larger than I have presented, but the above should give you the general idea of the material you can find in the section.

Section 14 also contains vocabulary pictures demonstrating medication warnings, side effects, and dosage information for the English learners.

Common FAFSA Mistakes Adult Education Students Make

From: NAEPDC News, Views— http://naepdc.org/news_views_clues/nvc_home.html

The National College Transition Network has a page entitled, College for Adults: www.collegeforadults.org/ designed for adult students to use to help them prepare for transition to college.

The Financial Planning section includes a FAFSA page with tips for applying, tips for incarcerated or ex-offenders, and tips for foreign born. Here are some common FAFSA mistakes to avoid:

Not Completing the FAFSA

By not completing the FAFSA, students are missing out on the opportunity to qualify for what could be thousands of dollars to help pay for college. The FAFSA takes most people 23 minutes to complete, and there is help provided throughout the application. There is no income cut-off when it comes to federal student aid.

Not Being Prepared

The online FAFSA has gotten a lot easier over the last few years. You only see questions that are applicable to you. There is also an option to import your tax information from the IRS directly into the FAFSA application. But, the key to making the FAFSA simple is being prepared. You'll save yourself a lot of time by gathering everything you need to complete the FAFSA before you start.

Not Reading Carefully

When it comes to completing the FAFSA, you want to read each question carefully. Too many students see delays in their financial aid for simple mistakes that could have been easily avoided.

Misreporting Household Size

The FAFSA has a specific definition of how you or your parents' household size should be determined. Read the instructions carefully. Many students incorrectly report this.

Incorrectly Reporting Income Tax

Income tax is not the same as income. It is the amount of tax that you (and if married, your spouse) paid on your income earned from work. Your income tax amount should not be the same as your adjusted gross income (AGI). Where you find the amount of your income tax depends on which IRS form you filed.

Incorrectly Reporting Legal Guardianship

One question on the FAFSA asks: "As determined by a court in your state of legal residence, are you or were you in legal guardianship?" Many students incorrectly answer "yes" here.

Inputting Incorrect Information

The FAFSA is an official government form. You must enter your information as it appears on official government documents like your birth certificate and social security card.

Entering the Wrong Name

Many people have issues with their FAFSA because they entered an incorrect name on the application. You must enter your full name as it appears on official government documents. No nicknames.

Entering the Wrong Social Security Number (SSN):

When the FAFSAs are processed, they cross check your social security number with the Social Security Administration. To avoid delays in processing your application, triple check that you have entered the correct SSN.

Not Reporting Parent Information

Even if you fully support yourself, pay your own bills, file your own taxes, you may still be considered a dependent student for federal student aid purposes, and therefore, you'll need to provide your parent(s) information on your FAFSA. Dependency guidelines for the FAFSA are deter-



mined by Congress and are different from those of the IRS.

Not Using the IRS Data Retrieval Tool

For many, the most difficult part about filling out the FAFSA is entering in the financial information. But now, thanks to a partnership with the IRS, students and parents who are eligible can automatically transfer the necessary tax information into the FAFSA using the IRS Data Retrieval Tool. This year, the tool will launch on February 2, 2014.

Not Signing the FAFSA

So many students answer every single question that is asked, but fail to actually sign the FAFSA with their PIN and submit it. This happens for many reasons, maybe they forgot their PIN, or their parent isn't with them to sign with the parent PIN, so the FAFSA is left unsubmitted.

If you don't have or don't know your PIN, apply for one. If you would like confirmation that your FAFSA has been submitted, you can check your status immediately after you submit your FAFSA online.

<https://www.ed.gov/blog/2014/01/7-common-fafsa-mistakes/>



COABE Repository Resources

Not everyone can attend the annual Commission on Adult Basic Education (COABE) Convention, although three lucky attendees from the Nebraska AE Fall Conference will be in attendance at Pittsburgh in March.

However, members can access the materials presented at the sessions at COABE. Access the Repository at coabe.org/html/resourcerepository.html#emerging

This site shares the best practices garnered at the national conference. COABE presenters can send their presentations for inclusion in the online repository and thus share them with those unable to attend or who were unable to decide among all the great conference presentations.

Take time to view the presentation by Dr. David Rosen at the 2013 meeting in New Orleans. Rosen presented on "21st Century Skills: Free Instructional Websites" and, if you believe evaluations, his was the highest rated presentation at the conference.

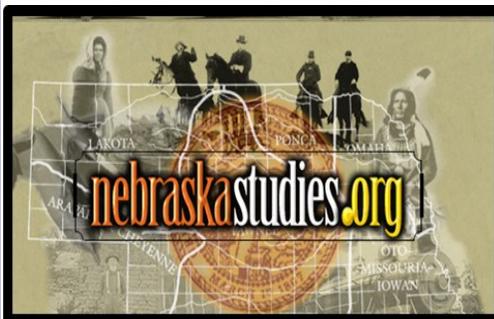
The site presents biographical information on speakers and chronicles other materials authored. The site also presents links to a list of the free instructional websites featured in the presentation and another list of free online instructional videos.

Similar synopses are presented from many of the other presentations made at COABE since 2011. A menu on the page catalogues the presenta-

tions by topic for ease in finding information relevant to your interest. One that may be of interest to persons who attended our Nebraska Fall Conference, is a presentation by Nell Eckersely and Tim Ponder on behalf of LINCS. Eckersley presented on Emerging Technologies in the Adult Education Classroom, including web 2.0 and how it can be used in adult education.

Several members of the Nebraska delegation at New Orleans last year were impressed by the presentation and Eckersely was invited to present this material at our conference in Kearney last October.

We cannot really afford to turn down quality material at the more than reasonable (**free**) price. Go through the COABE Repository and you will find materials relevant to your needs.



Nebraska Studies Available

nebraskastudies.org offers teachers, students, and history buffs access to archival photos, documents, letters, video segments, maps, etc. – capturing the life and history from pre-1500 to the present. The website is a cooperative effort of NETV, NDE and the Nebraska State Historical Society.

nebraskastudies.org presents a history timeline with the history of the state of Nebraska divided into 10 historical epochs starting with Pre-1500 and

ending with 2000-2024. Each section comes with a table of contents detailing the portions of the unit. An example is the 1850-1874 unit which contains the following:

- Kansas-Nebraska Act Signed 1854 (4 activities);
- Native Americans & Settlers 1854-1857 (5 activities, 1 lesson plan);
- African American Settlers 1855 (5 activities, 1 lesson plan);
- 1862 Homestead Act Signed – The Challenges of the Plains (9 activities, 4 lesson plans), and Who Were the Settlers? (10 activities, 5 lesson plans);
- Beef Moves to Nebraska – 1500's to Civil War (Cattle Drives lesson Plan, Beef Issue lesson Plan);
- Railroads & Settle – 1862 Union Pacific Railroad (7 activities, 3 lesson plans);
- Notable Nebraskan J. Sterling Morton – 1872 Founder of Arbor Day (Life Service Lesson Plan).

Each section of Nebraska History on the website has a lot of material that you can use in your classes!

In addition, the nebraskastudies.org has a section on the Nebraska Hall of Fame and links to websites on the Nebraska Quilters Museum and the history of farming at LivingHistory-Farm.org.

The latest addition to the website is The Story of Beef: From Texas Longhorns to unscrupulous ranchers to refrigerated trucks to Omaha's Stockyards to thriving meat-packing plants, The Story of Beef in Nebraska is a long love affair. Check out the website, there will be material you can use.

Spotlight on...

Nebraska Adult Education Programs

Crete Students Visit Train Store

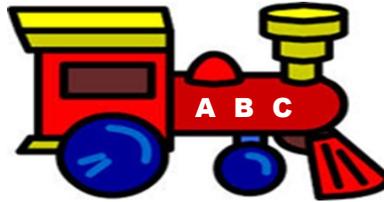
Contributed by Jan Sears, Director, Crete Adult Education Program

Crete Adult Education teachers Ryan Hinz, and volunteers, Ed Howard and Terry Gautreaux accompanied their class to the local True Value store at which several area train enthusiasts have put together an antique model train display.

The class first studied about the impact trains have made in settling this country, Nebraska and Crete. The impact was profound and allowed expansion from the Atlantic to the Pacific. Another huge impact was that the railroads were responsible

for the time zones in the United States and Canada.

Locally, the rail line that comes through Crete was known as the Alphabet Railroad because the towns were named alphabetically and most were 8-10 miles apart so that steam engines could stop for water.



Ed Howard is one of the men responsible for setting up the train display. Ed is shown with some students enjoying the display.

Three Generations — Central Community College

By: Ann Chambers, Director, Adult Education—Central Community College

Adult Education gets in your blood and you just can't get away from it. That passion for our learners can move from one family generation to the next.

Chuck Farnham became a GED[®] Examiner, in addition to being a part-time instructor and working with the SCORE program, for Central Community College in the Columbus Nebraska area on April 27, 1987 after his retirement from Land O Lakes. He was passionate about the students who took tests with him, setting a GED testing schedule that met the examinees busy lives and employment schedules. He worked with the learners until his untimely death in 1992.

His granddaughter Melinda Allen later took up the torch in 2008 and became an ESL Instructor, Volunteer Coordinator and Program Coordinator for Central Community College in the Columbus region. She also



Melinda Allen and Dee Farnham

serves as the Executive Director for Platte Valley Literacy Association. She is instrumental in taking Adult Education and PVLA to new heights in Columbus with our move from the very generous Columbus Public Library to the Columbus Family Resource Center this past summer.

Our students now have dedicated classroom space, speedy internet

connections, computers, and furnishings that support their learning.

Melinda's passion was contagious and her mother Dee Farnham, Chuck's daughter-in-law, came on board as an ESL instructor in July 2013, closing the circle on the three generations.

Dee is new to Adult Education and she is putting in a lot of great work to see that classroom time is relevant and engaging. Our student enrollment and attendance is increasing; so we know Dee, as part of our CCC team, is doing a wonderful job.

Adult Education may be a part-time job during retirement, an extra job for someone employed elsewhere, or a job that gets you out of the house a few days a week. Whatever it is for each Adult Education instructor/staff member, it gets in the blood and passes the benefits on not just to our learners, but more importantly to all of us!

Dollar General Literacy Foundation Offers Competitive Grants

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



“The need for literacy assistance isn’t confined to a single age group or geographic location. That’s why the Dollar General Literacy Foundation’s grant programs help to improve the lives of people of all ages in many different communities.”

This is the heading you will find at the webpage of the Dollar General Literacy Foundation at http://www2.dollargeneral.com/dgliteracy/Pages/grant_programs.aspx

Dollar General is offering competitive grants in the programs of Adult Literacy, Family Literacy, Summer Reading, and Youth Literacy.

Adult Literacy Grants are available to award funding to nonprofit organizations that provide direct service to adults in need of literacy assistance. The organizations must provide help in one of the following instructional areas:

- Adult Basic Education
- GED® or high school equivalency preparation
- English Language Acquisition

The maximum grant amount is \$15,000. The deadline to apply is **February 27, 2014** with the announcement of recipients anti-

pated on May 16, 2014. More information and application materials are available at the above website url. The application can be filled out online or downloaded.

Other grant application that are available on the website are:

Beyond Words; Family Literacy Grants; Summer Reading; and Youth Literacy Grants.

Beyond Words: The Dollar General School Library Relief Program, administered by the American Association of School Librarians benefits public school libraries recovering from major disasters.

The fund provides grants for books, media, and equipment that support learning in a school library environment.

The Family Literacy Grants provide funding to family literacy service providers. The Foundation uses the federal government’s definition of family literacy when reviewing grant applications.

Organizations applying for funding must have the following three components:

- Adult Education Instruction
- Children’s Education
- Parent and Child Together Time

Summer Reading Grants provide

funding to local nonprofit organizations and libraries to help with the implementation or expansion of summer reading programs.

Programs must target Pre-K through 12th grade students who are new readers, below grade level readers or readers with learning disabilities.

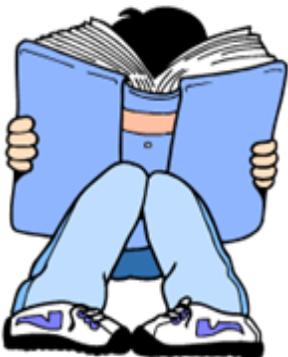
Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations to help students who are below grade level or experiencing difficulty reading. Grant funding is provided to assist in the following areas:

Implementing new or expanding existing literacy programs, purchasing new technology or equipment to support literacy initiatives, and/or purchasing books, materials or software for literacy programs.

Guidelines and application materials for all of the above grants are available at the website of the Dollar General Literacy Foundation: http://www2.dollargeneral.com/dgliteracy/Pages/grant_programs.aspx#alg



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