



## Nevada Adult Basic Education

# Nevada Narrative Report 2009-2010

Acronyms for Nevada's Adult Basic Education (ABE) programs:

- ✚ **CALL** Computer Assisted Learning in Libraries (Las Vegas-Clark County Library District)
- ✚ **CATH** Catholic Charities of Southern Nevada
- ✚ **CMC** Community Multicultural Center
- ✚ **CSN** College of Southern Nevada
- ✚ **GBC** Great Basin College
- ✚ **NNLC** Northern Nevada Literacy Council
- ✚ **TMCC** Truckee Meadows Community College
- ✚ **WNC** Western Nevada College

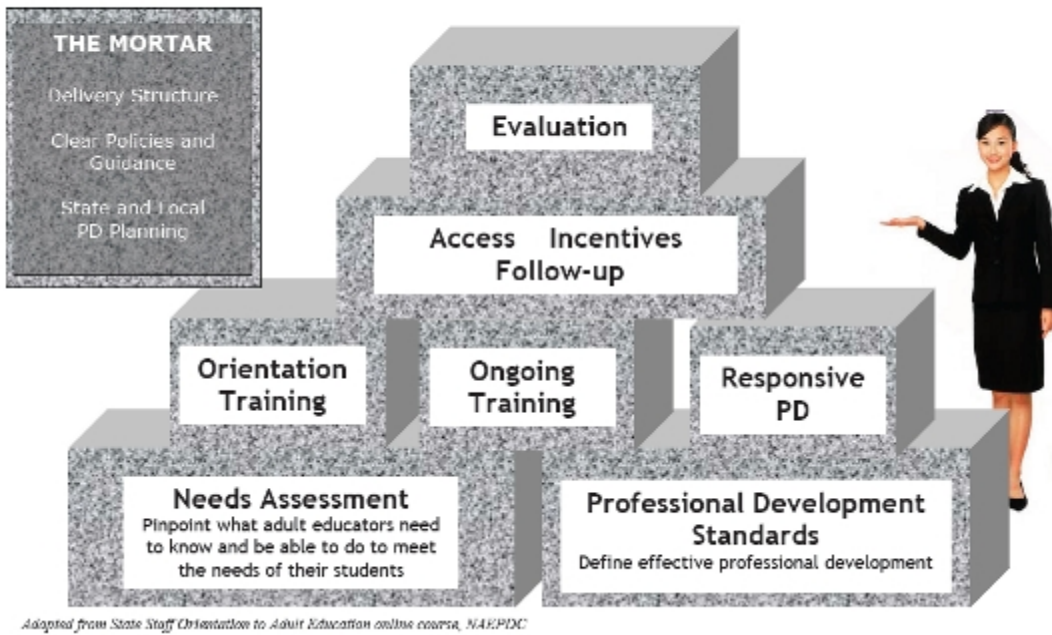
Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The Nevada ABE Leadership Team is comprised of individuals throughout the state who receive funding based on a competitive grant process similar to that for Programs of Instruction. The purpose of Nevada's State Leadership Team is to support, guide, and advise the Adult Education Office and the providers of adult basic education and literacy services so that they may be better equipped to assist adults in the pursuit of their educational goals.

The Nevada Leadership Team:

- ❖ Facilitates the integration of career pathways, employability skills, workplace literacy, and postsecondary readiness into local ABE/ESL delivery systems.
- ❖ Builds high expectations for and fosters innovative, research- and evidence-based practices for implementation by local ABE/ESL delivery systems.
- ❖ Provides effective professional development responsive to the needs of Nevada's ABE/ESL providers.
- ❖ Provides mechanisms for raising awareness and sharing resources related to adult education and literacy throughout the state and region.
- ❖ Promotes supportive and collaborative learning initiatives in Nevada.
- ❖ Encourages consistent, statewide application of Nevada standards-based teaching and program administration.
- ❖ Promotes and supports the implementation of standardized assessment, data collection and reporting in ABE/ESL programs.

## The Building Blocks of Nevada's Professional Development System



Since February 2010 Nevada has been one of six states participating in a national **Standards-in-Action** project funded by OVAE. The purpose of this involvement has been to promote a clear understanding, accessibility to, and determination of professional development needs that focus on Nevada's ESL standards which were developed several years ago. The Standards-in-Action (SIA) project is a two-year project involving ten teachers and directors from two of our AEFLA-funded programs, and facilitated by NV State Leadership staff.

- The SIA project has shown programs how to 'unpack' Nevada's ABE standards, specifically, how to make them understandable and meaningful to teachers and students. The two pilot programs have explored the level of alignment of standards with their program resources. Determining core standards and developing lesson plans with the SIA team will further enable all teachers to infuse the standards into their lesson plans and activities.
- Due to the success of the project and positive feedback from the participants, 5 other programs have expressed interest in participating in SIA during the next program year.

Sixty-four participants took part in **Professional Learning Communities**, 48 in teacher-focused workshops, and 23 in special administrative or individualized training (includes two teachers who attended the 5-day *Learning to Achieve* training). This is 20% less than last year, however time in PLCs increased 44% (from 799 to 1149 hours), reflecting an increase in intensity and duration. We granted 42.5 NV ABE Certificate of Performance credits, versus 27.5 last year.

- One hundred and fifty-three people attended Nevada Assessment System (**NvAST**) and **CASAS trainings** and refresher sessions, a huge increase over the 40 in 2008-09, reflecting shorter (1/2-day) sessions and improved adherence to Nevada's Assessment Policy.

- Twenty-one people signed up for **online courses**; an additional 11 signed up for National Association for Adults with Special Learning Needs (NAASLN) **Webinars**. About 75% followed through. For 2008-09, 13 people signed up; completion rate was 59%. The increase in participation is likely due to more, higher quality offerings and more teachers willing to try online PD methods. We will continue to support participation in online courses via reimbursing registration fees for AEFLA-funded participants.
- Ten issues of *Nevada Connections* newsletter were produced and sent to approximately 1,600 adult educators and stakeholders. All are posted at: [www.literacynet.org/nvadulted/newsletters.html](http://www.literacynet.org/nvadulted/newsletters.html).
- Seven teachers went through Nevada's **Mentoring** program this year, all from WNC. This is only a slight increase from 2008-09, when five teachers were mentored, one from CSN and four from WNC. In addition, four teachers from CSN, one from CMC, and one from CALL attended mentor training 8/14/10.
- Certificates of Performance, based on student outcomes, continue to be granted to Nevada's qualifying adult educators. Senator Harry Reid's office acknowledges Certificate recipients with a personalized "gold bond" letter of recognition. **Nevada's is the nation's first outcomes-based Certificate of Performance for ABE instructors.**
- Nevada's "Facilitator Training," given by the NV State Leadership team, (5.5 hours, plus a follow-up audio-conference) was extremely successful. Enrollment for the July 2010 training was twice that of July 2009.
- Nevada provided funding for 25 people to attend the **Mountain Plains Adult Education Association** (MPAEA) Conference in Tempe, AZ. The professional association Nevada Adult Educators is one of the eight member-states of MPAEA. Four Nevada AEFLA-funded program teachers presented at the MPAEA conference, one of whom was subsequently invited to present her GED Persistence study at the annual CAEPA conference in Colorado in the fall of 2010.
- Nevada also funded attendance for one participant at each of the following conferences:
  - NCTN 11/16-17, Rhode Island
  - TESOL 3/24-27, Boston, MA
  - Family Literacy 4/11-13, San Antonio
    - Participants are expected to appropriately disseminate what they've learned. In this case, two of the three spoke of their experiences at statewide NV ABE directors' meetings.

Three statewide NV ABE directors meetings, each attended by 25-33 key administrators, staff, and instructors, were held during 2009-2010, and supported through State Leadership funds. Some agenda highlights and results:

- *Living Our Vision, Living Our Values*: With nearly one-third of the group likely to retire in five years, how can we prepare to maintain the important work of our ABE system as well as stretch into new areas - all while keeping track of our vision and our values? **Four Action Groups** were formed:
  - Legislature, Elected Officials, Higher Level Partners
  - Intentional Work To Support Systemic Transition
  - Who We Are, What We Do, "Marketing" Plan, Brochures, Web, Communication, etc.

- Teachers, CBOs, Education Partners
- *Shift happens*: Digital natives, digital immigrants, and digital wisdom –what are the implications for program administration & delivery of adult basic education? DigiTech Professional Learning Community was formed, which met monthly throughout the year and plans to expand and continue into 2010-11.
- Various presentations from the field, e.g. Financial Literacy, report on National College Transitions Network (NCTN) Conference, GED student persistence study at TMCC, GED Online.

Nevada implemented the **Professional Development Self-Assessment for Nevada Adult Education Teachers** (<http://www.nvpda.org/>) in spring 2010. As of July 15, 2010, 109 had completed, and all ABE programs had participated. At least two (CSN and NNLC) made completing the Assessment and associated PD Plan a condition of employment; at least one other program is considering doing the same next year.

- The **Resource Bank** associated with the Assessment (<http://www.literacynet.org/nevada/nvrb/>) is also accessible to all educators (not just those who complete the Assessment) via Nevada's literacy Web site; feedback indicates this is a long overdue, much needed resource.

The screenshot shows a web browser window displaying the Nevada Adult Education Professional Development Resource Bank. The page features a blue header with the Nevada Adult Education logo and the text "Professional Development". Below the header, there is a navigation bar with "Nevada's Literacy Website >>" and "Contact Us". The main content area is titled "Nevada Adult Education Professional Development Resource Bank" and includes a description of the resource bank. A section titled "Select a Knowledge and Skill Area" lists ten categories with corresponding links. At the bottom, there is a blue footer with the text "Help keep the Resource Bank current! Contact us with updates." and copyright information.

Professional Development Resource Bank - Mozilla Firefox  
arks Tools Help  
<http://www.literacynet.org/nevada/nvrb/>  
LVYellowPgs MapQuest Movie-MSN Movie-Yahoo Fidelity Google Finance NBR LVlib NV LIT NAE  
Professional ...

**Nevada Adult Education** Professional Development  
Nevada's Literacy Website >> Contact Us

**Nevada Adult Education Professional Development Resource Bank**

The Resource Bank cites resources for each of the skill and knowledge descriptors in the Professional Development Self-Assessment for Nevada's Adult Education Teachers. The resources are organized into four categories: Self and Independent Study, Collaboration with Colleagues, Workshops and Trainings, and Coursework.

**Select a Knowledge and Skill Area**

- 2..... [Working with the Adult Learner](#)
- 3..... [Understanding the Adult Education System](#)
- 4..... [Assessing and Monitoring Progress](#)
- 5..... [Planning and Organizing for Instruction](#)
- 6..... [Delivering Instruction](#)
- 7a..... [Facilitating Adult Learning in the Subject/Content Areas ABE](#)
- 7e..... [Facilitating Adult Learning in the Subject/Content Areas ESL](#)
- 8..... [Facilitating Family Literacy Instruction](#)
- 9..... [Using Equipment and Technology](#)
- 10..... [Developing as a Professional](#)

Help keep the Resource Bank current! Contact us with updates.  
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Some leadership funds were used to provide an alternative for Nevada adults who lack their high school diploma or GED and wish to study on their own for their GED tests, through the ongoing **Nevada GED Online** project. Various JobConnect offices (WIA, Title I), libraries, Nevada Partners, City of Las Vegas Parks and Recreation Department, Community Centers, and Adult Education centers offer Nevada GED Online as stand-alone or adjunct instruction. 495 adult students were enrolled through the above-mentioned centers. Nevada GED Online provides follow-up phone calls to the enrollees every other week and in Southern Nevada provides a quarterly 3-hour workshop to assist enrollees with math and essay writing assistance.

**Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

**Nevada ABE had a very good year in 2009-2010, hitting 8 out of 15 targets!** As a frame of reference, in the previous year (2008-2009), Nevada only met one performance measure, for the ESL Low Beginning level. We are pleased to report some of our positive results:

Nevada ABE saw a **7% increase in student enrollment** over 2008-2009, with the three biggest enrollment percentage increases coming from community colleges within our ABE system, all of which were in the northern part of the state, including Great Basin College in Elko (+23%), Truckee Meadows Community College in Reno (+17%), and Western Nevada College in Carson City (+14%).

**Total attendance hours increased by almost 15%**, with Nevada ABE students attending nearly 100,000 hours more in 2009-2010 than the previous year (781,340 vs. 681,570 total hours).

**Average attendance hours per student increased by 6%** over the previous year. **The average attendance hours per student in Nevada has increased by 20% since 2007-2008!** (2007-2008: average 71 hours per student; 2008-2009: average 80 hours per student; 2009-2010: average 85 hours per student)

**For 2009-2010, Nevada ABE hit 6 out of 10 targets on educational functioning levels, and 2 out of 4 core outcomes!**

Performance measures were met for the following Educational Functioning Levels:

- ✓ ABE Beginning Literacy
- ✓ ASE Low
- ✓ ESL Beginning Literacy
- ✓ ESL Low Beginning
- ✓ ESL High Beginning
- ✓ ESL Advanced

Core Follow-up Outcome Measures were also met for:

- ✓ Retained Employment
- ✓ Obtained a GED or secondary school diploma

As shown below, **7 out of the 8 local AEFLA-funded programs in Nevada increased their enrollment over the previous year, and 6 out of 8 programs improved their Table 4 outcomes.** So while increasing the size of their programs, local programs still maintained high quality and demonstrated continuous improvement.

### Comparing Nevada FY 08-09 and FY 09-10 Enrollment, Outcomes, and Pair Testing

Agency	Type	Enrollment		Table 4 Outcome		% Pair Tested	
		FY 08-09	FY 09-10	FY 08-09	FY 09-10	FY 08-09	FY 09-10
Catholic Charities	FBO	822	<b>907</b>	48%	<b>55%</b>	67	<b>71</b>
Northern Nevada Literacy Council	CBO	571	<b>624</b>	42%	<b>37%</b>	75	<b>66</b>
Community Multi-Cultural Center	CBO	442	<b>484</b>	40%	<b>43%</b>	77	<b>72</b>
Truckee Meadows Community College	Community College	1506	<b>1769</b>	43%	<b>44%</b>	72	<b>71</b>
College of Southern Nevada	College	2692	<b>2740</b>	45%	<b>47%</b>	76	<b>76</b>
Great Basin College	College	352	<b>434</b>	32%	<b>33%</b>	58	<b>57</b>
Western Nevada College	College	863	<b>988</b>	44%	<b>39%</b>	70	<b>61</b>
Las Vegas Clark County Library District	Library	1323	<b>1247</b>	50%	<b>51%</b>	75	<b>76</b>
<b>Nevada State-Wide</b>		8571	<b>9193</b>	45%	<b>45%</b>	72	<b>71</b>

Latinos comprised 75.8% of all students receiving services, down slightly from the previous year (77%). The total ESL population was 81% of all ABE students in Nevada, down one percent from 2008-2009.

Nevada ABE saw a **9% increase in the number of students completing an Educational Functioning Level** over the previous year (4,172 in 2009-2010 vs. 3,824 in 2008-2009). In addition, Nevada AEFLA-funded programs delivered a whopping **21% increase in the number of students who completed a level and advanced one or more levels!** (1,037 in 2009-2010 vs. 855 in 2008-2009)

Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

Nevada ABE was represented by a local AEFLA-funded program director during FY 2009 – 2010 on various boards and committees, including:

- NevadaWorks Board of Directors (Northern Nevada Workforce Investment Board)
- Request for Proposal committee for WIA Title I Youth Funding
- Career Technical Education Advisory Board
- Washoe County Parent Involvement Advisory Board



- State Council on Libraries and Literacy
- Literacy Network (group for those interested in adult literacy in Northern Nevada): members included Vocational Rehabilitation, HUD, Job Opportunities in Nevada (JOIN), Washoe County Adult High School program, Bristlecone, My Journey Home, Launching Pad, and Rapid Recon.

The Nevada Superintendent of Instruction represents adult education on the Governor's WIB.

Most Title II programs make referrals to the One-Stop Centers. Some receive referrals from the One-Stops.

Nevada GED Online (a project funded with Leadership dollars) enrollment centers and group enrollment sites at various One-Stop Centers and WIA Title I programs, including:

- Sparks JobConnect
- Henderson JobConnect
- North Las Vegas JobConnect
- Maryland Parkway JobConnect
- Ely JobConnect
- Elko JobConnect
- Fallon Job Connect
- Washoe County Library – Sierra View Branch
- North Las Vegas Library – Civic Center Branch
- Henderson Library – Gibson Branch
- Fernley Library
- Community Services Agency – Reno

Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

All EL/Civics classes focus primarily on CASAS Content Area 5: Government and Law. In addition to civics and rights and responsibilities of U.S. Citizenship content, these courses include basic English writing, reading, listening and speaking skills. Adult learners enrolled in classes are assessed prior to their learning experiences using a CASAS assessment series.

The College of Southern Nevada's Adult Literacy and Language (née ABE) program served 855 EL/Civics students for a total of 77,511 instructional hours, with 52% of the students completing an EFL. Their EL/Civics program surpassed state negotiated outcomes (*set for Basic Instruction programs*) in all 6 EFL's.

- CSN's English Literacy/Civics curriculum was changed in FY 09-10 to better address the Civic needs which attributed to the increase in performance compared to FY 08-09. All EL/Civic instructors were required to attend training on the Ventures series curriculum imparted by the series publisher, Cambridge University Press. Instructors were provided with an in-depth view of how to use the textbooks and the various components of the textbooks.

- Several local, state and/or nationally sponsored trainings were offered to instructors to increase their knowledge in Adult Education. The program co-coordinated a nine-month Pilot Online Professional Learning Community on Civics/Responsibilities of U.S. Citizenship with the State of Nevada Leadership Team. Sixteen instructor participants were trained in the following areas:
  - Teaching a Rights and Responsibilities of U.S. Citizenship Class
  - Meeting Learner Needs and Goals
  - Building Cross-Cultural Awareness
  - Teaching Approaches in ESL
  - Using the Internet in the Classroom
  - Integrating Civics and English Literacy

The Computer Assisted Literacy in Libraries (CALL) program served 680 students and offered 33 classes with EL/Civics funding in 2009-2010. CALL has continued to focus on implementing the Nevada State Content Standards and CASAS Competencies in all CALL program curriculum as a strategy for improving student outcomes. Efforts were also made to increase the number of instructional hours received by CALL students through workshops, computer lab time, and individual study.

- CALL's EL/Civics program achieved the negotiated benchmarks (*set for Basic Instruction programs*) in 67% of Educational Functioning Levels.
- Average hours per student was 64 for CALL's EL/Civics program in 2009-2010
- 10 Rights and Responsibilities of US Citizenship classes were offered, with a total of 85 students post-tested, 46 of whom achieved citizenship skills as per the CASAS 973/974 Citizenship Interview Exam, and 21 of whom passed their USCIS exam and were naturalized as US citizens.

Truckee Meadows Community College administered between 3 and 6 EL/Civics classes during each of the program year's 5 class sessions (4 days a week, 2 hours a day, for 4- to 7- weeks).

- TMCC's EL/Civics projects stress contextualized learning in which language and literacy are developed through practical, immediately relevant, thematic units.
- Experiential learning concepts such as the "classroom without walls," in which students are actively engaged in community pursuits, are integrated into program delivery.
- TMCC served 125 EL/Civics students in 2009-2010.

Northern Nevada Literacy Council served 385 EL/Civics students with 35% completing one or more Educational Functioning Levels. Civics instruction included:

- Rights & Responsibilities of US Citizenship classes offered in workshop formats twice a year. Each class was 15 hours in duration (5 Saturday workshops of 3 hours each)
- Community Involvement Week in October, 2009 for Intermediate & Advanced students with 12 guest speakers from the community
- 41 Intermediate and Advanced ESL students were provided with CPR instruction and certification. The 5-hour course was conducted by the local chapter of the American Red Cross.
- NNLC's EL/Civics curriculum addresses civic participation, U.S. government, community resources and develops the students' understanding of their role as community members.