



Narrative Report

2012 - 2013

Nevada Adult Basic Education programs funded by the Workforce Investment Act, Title II (Adult Education and Family Literacy Act), in 2012-2013:

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

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.

State Leadership activities are ongoing and responsive to program requests throughout the year. The first two goals of the State Plan are supported by process:

- i. To integrate technology into instruction and to use technology effectively in reporting program outcomes: All facets of professional development — e.g., publicity, reporting, and (where applicable) delivery — require sufficient technological expertise to do the job.
- ii. To establish cooperative/collaborative efforts between the local program and community resource agencies: Triannual Adult Basic Education (ABE) directors meetings provide an opportunity for adult education program staff to hear and meet with representatives from collaborative agencies. *Nevada Connections* newsletter provides a vehicle for publicizing these community resources.
- iii.

Goals iii and iv (to engage in workplace literacy and family literacy activities) are addressed via professional development activities, articles in *Nevada Connections*, and through email distribution to appropriate audiences.

The Nevada ABE State Leadership team is comprised of three sub-grantees (two full-time Professional Development Coordinators and four part-time professionals), and various individuals throughout the state who receive funding based on a grant application process similar to that for Programs of Instruction and English Language (EL)/Civics.

The purpose of this grant is to provide support to the eight Adult Education and Family Literacy Act (AEFLA)-funded programs, specifically managing and delivering assessments, professional development (PD), support, assistance and resources to program directors, coordinators, teachers and support staff. The State Leadership team provides quality trainings and resources to equip funded agencies with evidence-based instructional approaches and leadership skills that will most benefit adult learners as they pursue their educational, family and career goals. Workshops and Professional Learning Communities (PLCs) for teachers specifically target the development of classroom skills and teaching practices.

Virtually all leadership activities address Objective 5 of the Nevada Governor's Office of Economic Development's [Moving Nevada Forward](#) plan, [Increase Opportunity Through Education and Workforce Development](#): Align Education, Career Training, and Workforce Development to Targeted Opportunities. Emphasis was placed on Career Pathways, transitions to postsecondary education, workforce/career readiness certification, and on integrating college and career awareness into all programming levels.

Nevada AEFLA State Leadership goals for program year 2012-2013:

1. Promote Career Pathways and career awareness within the AEFLA-funded programs
2. Promote transitions to postsecondary education or training within the AEFLA-funded programs
3. Promote and develop accelerated learning options (fast tracks, boot camps, bridge programs)
4. Offer professional development to assist instructors in enhancing their teaching practice and lesson planning in order to help students improve their English language, academic, life and work skills and obtain a Certificate of High School Equivalency (HSE)
5. Support English Literacy/Civics instruction for adults who lack facility in English and whose instruction emphasizes rights and responsibilities of citizenship and increased civic participation
6. Support workforce education and workplace literacy programs
7. Promote supportive and collaborative learning initiatives in Nevada
8. Encourage consistent, statewide application of Nevada standards-based teaching and program administration, and to incorporate College and Career Readiness standards for Adult Education

9. Promote and support the implementation of standardized assessment, data collection and reporting in Nevada ABE programs

In the program year 2012-2013, Nevada Adult Education offered three one-day workshops:

1. Center for Occupational Research and Development (CORD) Career Pathways Training, hosted by Debbie Mills, which saw 29 participants, including administrators and teachers representing the state adult education office and 10 AEFLA-funded and state-funded Adult High School (AHS) Programs: CSN, TMCC, WNC, CALL, CMC and NNLC, along with Douglas, Mineral, Lyon, and Churchill County AHS programs.
2. Student-Centered Teaching and Learning, by Mary Ann Corley, which saw 22 participants from WNC, TMCC, NNLC and CMC, along with Lyon & Mineral County AHS programs
3. Multi-level Instructional Strategies, by Claudia Bianca, which saw 16 participants, all from the CALL program.

Nevada continued its participation in the national Standards-in-Action (SIA) project, developed in 2006 by the U.S. Department of Education. This project has been used by several states and has been proven to be an effective way to help teachers understand and implement standards-based education. Five of Nevada's eight AEFLA-funded programs have worked with Nevada's Content Standards using the SIA process. Many content standards address Career Awareness, College Readiness, Career Pathways and Computer Technology, all of which are part of Nevada's State Plan to help students acquire the necessary work and study skills to be prepared for postsecondary education, specialized job training, and careers that pay sustainable wages.

State Leadership funds supported the development and implementation of a Career Pathways pilot study with CMC to provide qualifying students with an opportunity to participate in a work internship that matches their interests and receive on-the-job training. The program provides local employers with an opportunity to participate in a community-based project that helped students master the skills necessary to succeed in their chosen careers by becoming directly involved in their training, through suggestions on what skills employees need. Forty students participated in the pilot study, designed to create a win-win scenario for both local employers and students who wish to advance in a chosen career path.

The Career Pathways pilot study was designed to provide student instruction for the Work Readiness Credential (WRC), help students find a job and become employed, and benefit from regular visits from CMC's Workforce

Development Coordinator (WDC) and Job Coach with the intent of strengthening partnerships with local employers and assisting students in their new jobs. The Job Coach and the WDC provided continuing small group instruction and individual assistance on important job skills throughout the program. In total, 190 volunteer hours were logged among the 40 students. Eight students reported getting a job or improving their job, and all credited their participation in the program as a factor in them securing the employment or promotion.

State Leadership personnel also facilitated a “College from the Start” Professional Learning Community for 17 instructors at WNC. Instructors worked on activities to assist students in maneuvering through the college system, defining the skills necessary to make successful transitions to postsecondary education, and developed activities for integrating academic skills into instruction.

Nevada State Leadership personnel trained eight new ABE instructor mentors in 2012-2013, five from TMCC, one from NNLC, one from CALL, and one from CSN. Throughout the year, the cadre was 34 strong, representing all eight programs.

Thirty-one partner teachers were served by the mentor team during 2012-2013: Four from CSN, one from CALL, 21 from TMCC, one from NNLC, and four from WNC. In addition, CATH and CMC continue to do informal mentoring within their programs.

Relevant documents, including the 2-page [Overview and responsibilities of mentors, partner teachers, and programs](#) are posted at <http://nvedu.org/mentor>.

Eighty-six people completed the online Professional Development Self-assessment of the [Nevada Professional Development Self-assessment](#) and [Professional Development Resource Bank](#) in 2012-2013, representing five programs. Approximately 280 people have taken the assessment since it was implemented in the spring of 2010. Users who take the assessment are surveyed to determine efficacy from the user’s point-of-view. The Professional Development Resource Bank is accessible to all Nevada adult educators (not just those who complete the assessment).

Nine issues of [Nevada Connections](#) were posted and postal mailed to approximately 1,450 adult educators and stakeholders. [Five Success Stories issues](#) were published electronically.

Three statewide ABE meetings, each attended by approximately 30 key administrators, staff and instructors, were held during 2012-2013. National-level experts were brought in to speak to the state adult education team, including Margaret Patterson who presented her High School Equivalency “Perceptions and Pathways” report, Michael Brustein’s “Emerging Issues Under the AEFLA,” and Mary Ann Corley’s “Teacher Effectiveness and Quality.” We continued our “Experts in Nevada” speaker series in 2012-2013, with the University of Nevada, Las Vegas cognitive psychology professor Dr. Mark Ashcroft’s “Overcoming Math Anxiety,” Washoe Innovations High School and 2012 Siemens STEM Institute Fellow Chris English’s “STEM Implications for Adult Education and Career Pathways,” and Truckee Meadows Community College GED coordinator Joy Zimmerman’s research on HeartMath and reducing test anxiety in adult learners on high-stakes tests.

Presentations at ABE state meetings also featured a number of partners in workforce and economic development and state government, including talks by representatives of Silver State Works (a state Department of Labor project), “Dream It Do It Nevada,” and NVeLearns, along with a variety of AEFLA staff reports on best practices and effective programming. Agendas and handouts are posted at <http://nvedu.org/directorsmeetings>.

Nevada Adult Education currently has 11 certified [Irlen](#) (Scotopic Sensitivity Syndrome) screeners, covering all areas (Las Vegas, Reno, Carson City, Elko, Winnemucca). Shanda Badger, a representative of Irlen, opened an office in Las Vegas this year; She has worked closely with CMC. The group screened 67 people in 2012-13, most from the AEFLA-funded programs and also via referrals from the Nevada Department of Employment Training and Rehabilitation (DETR) (3), Elko County School District (8), Irlen Web site (2), student recommendation (2).

Four Nevada Assessment System Trainings (NvAST) were offered to program personnel to fulfill the state mandate requiring all new teachers and personnel who administer progress or post-tests be certified, and for continuing instructors to re-certify every three years.

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 enrolled 8,524 participants in 2012-2013, an increase of 16% (or 1,164 students) over the previous year. The ABE levels saw the largest growth, adding 595 students for a year-over-year increase of 51%. The ESL levels also added learners (an additional 495 students for an 8% increase). ABE/ASE learners represented 25% of total

state enrollment. This represents the highest percentage of ABE/ASE program participants in the history of Nevada's WIA Title II reporting.

We attribute the increase of ABE enrollments to the focus the local agencies have been placing on basic skills and transitions to postsecondary education or training. Educational Functioning Level (EFL) outcomes also increased across all ABE levels. ASE level outcomes were mixed and the ESL program showed a slight decline in level completions. Overall, NRS Table 4 outcomes remained stable at 38%. Local agencies did report a drop in post-test retention from the previous year, with 66% of learners receiving a post-test (down from 72% in 2011-2012).

Age, ethnicity and gender demographics remained relatively unchanged with 72% percent Hispanic, 57% in the 25-44 age bracket, and females outnumbering males 3:2.

The follow-up core employment cohorts are still largely derived from goal reporting in previous years. We are happy to report that the Entered Employment measure at 53%, a large gain over the previous year's report of 41%. The Retained Employment measure remained stable at 76%.

This was the first year for the new Obtained a GED or Secondary School Diploma cohort. Eight hundred and one students attempted the complete battery of High School Equivalency tests, and 66%, or 528, passed and received a Nevada Certificate of High School Equivalency.

Also new this year, the Postsecondary Education or Training cohort grew ten-fold from the previous year. Many of Nevada's adult education students are immigrants that come with diplomas and degrees from their home countries. Three thousand and seventy-one, or about 36% of our total enrollment were eligible for the cohort, and 231 of those learners were found to have achieved the outcome. This is a significant increase from 26, the number reported in program year 2011.

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 during FY 2012–2013 on a number of boards and committees, including:

- NevadaWorks Board of Directors, the Northern Nevada Workforce Investment Board (WIB)
- Northern Nevada Development Authority Workforce Education Committee
- Washoe County Parent Involvement Advisory Board
- Northern Nevada Operating Engineers Joint Apprenticeship Committee
- Northern Nevada Development Authority Education Committee
- Nevada Adult Educators Board
- Human Service Network Board
- State Council on Libraries and Literacy
- Mountain Plains Adult Education Association Board
- National High School Equivalency Alternatives Workgroup
- National Adult Education Professional Development Consortium Policy Committee

The Nevada Director of Career, Technical and Adult Education currently serves on the Governor’s WIB. Title II programs in Nevada make referrals to the One-Stop Centers, and most receive referral clients from these agencies. It is estimated that approximately \$150,000 in Title II funds were used to support activities and services through the One-Stop delivery system. The state-funded Desert Rose Adult High School and Career Center has a One-Stop Center on campus, and has connections with the College of Southern Nevada. NNLC, TMCC, WNC and GBC all have interagency agreements in place with Job Opportunities in Nevada (JOIN), a Workforce Investment Act Title I provider in Northern Nevada. CSN’s Adult Literacy and Language program partners with Workforce Connections, the Southern Nevada WIB, on career pathways programming and workforce development in Las Vegas.

Additional One-stop Partners include the Nevada Employment Security Division, Vocational Rehabilitation, Veteran’s Services, and Nevada Services to the Blind. In addition, ABE programs have cooperative agreements in place with state Employment Counselors, who come and speak to Intermediate and Advanced ESL students and ABE students on a regular basis. Program managers from the Displaced Homemaker program and the Workforce Development and Continuing Education departments of Nevada community colleges meet with ABE students to discuss postsecondary programs. ABE programs also provide tutoring services to clients referred from Vocational

Rehabilitation on voucher reimbursement, and act as a math study site for Electrical, Carpenter's, and Operating Engineers Apprenticeship candidates using their prescribed math software. Community College Career Tech Prep coordinators have addressed various GED (aka HSE) classes and offered tours to present the certification and degree opportunities in the fields of welding, machine tool technology, automotive technology, nursing, and computer technology available on campus.

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.

In addition to civic participation and Rights and Responsibilities of U.S. Citizenship content, courses funded through EL/Civics include basic English literacy, and focus on CASAS Competency Content Area 5: Government and Law. During the program year 2012-2013, 2,318 students were served with EL/Civics funds in Nevada, a 9.4% increase over the previous year. A total of 244,990 instructional hours were delivered through EL/Civics programming, an increase of 9.1% (or an additional 20,491 hours of instruction) vs. the previous year. Thirty-seven percent of EL/Civics students completed an educational functioning level. Sixty-seven percent of those students (who completed an Educational Functioning Level) completed a level and advanced one or more levels. Fifty-nine percent of EL/Civics students in ESL Low Beginning completed an EFL. Selected successful activities supported with EL Civics funds in the state of Nevada are highlighted below:

CSN's Adult Literacy and Language program offered EL/Civics programming to 292 students in 2012-2013. Thirty-eight percent of students completed an EFL. CSN continues to use Career Coach, a web-based program designed to help students find a career by providing the most current data on wages, employment, job postings, and associated education and training in the Las Vegas region. This tool serves as a resource for students and instructors to assist with goal setting. Once students' goals are identified, students are able to stay focused on the job they would like to pursue and instructors know the skills that are needed with specific jobs and can incorporate those into their instruction. The Resume Builder tool helps students create their resumes incorporating the tasks and skills associated with their job(s). Instructors use Career Coach to develop lessons such as locating information on the internet.

During the program year, NNLC served 324 students with EL/Civics funding. NNLC exceeded the state target for the ESL Low Beginning, with 70.5% of students completing an EFL. EL/Civics funded 40 classes with three levels of instruction offered. NNLC held six monthly Rights and Responsibilities of U.S. Citizenship classes with an average of 10-15 students in attendance.

The EL/Civics subgrant at the CALL program of the Las Vegas-Clark County Library District funded twelve classes and served 156 students. Eight Rights and Responsibilities of U.S. Citizenship classes were offered at two sites during this program year and an additional four ESL classes were also offered at three sites. The CALL Program surpassed its goal for average attendance hours of instruction per student for classes funded by the EL/Civics grant with 75 average attendance hours per student. CALL met four out of five state-negotiated performance targets with ESL students who post-tested.

One of the most significant outcomes for the EL/Civics subgrant is the attainment of citizenship status by the students. CALL had 49 students become naturalized citizens during the 2012-2013 program year as a result of their preparation in the Rights and Responsibilities of U.S. Citizenship classes. These 49 new citizens include students who took classes through CALL either this program year or in previous years. Additionally, the CALL program had 44 students from the 2012-2013 program year attain citizenship skills as assessed by CASAS Form 973/974. This represents a 73% success rate for students placed in the "Achieve Citizenship Skills" secondary outcome cohort.

At CMC, the EL Civics grant emphasizes the integration of college and career readiness into ESL classes. In 2012-2013, students were offered two pathways. One was linking the two programs sequentially with CMC's Career Pathways program:

ACE (literacy) > GED > Career Pathways

ESL > GED > Career Pathways

The other method of integration is incorporating relevant Career Pathways information inside the curriculum. This is accomplished by selecting written and online materials in collaboration with the Workforce Development Coordinator. Also, workshops were given by the Workforce Readiness Program to the ESL classes on various workplace topics. A part-time job coach met with students individually to further develop their career searching skills.

CATH served 396 students with EL/Civics funds in 2012-2013, an increase of 18.5% over the previous year. 50% of students served with EL/Civics funds completed an EFL. The average number of hours per student was 92 in EL/Civics classes. 76% of students who took a post-test completed an EFL, and post-tested students attended an average of 124 hours of instruction.

The WNC program served 300 students in 2012-2013 with EL/Civics funding. WNC used EL/Civics funds to assist English language learners in developing the skills to use their English in daily situations within their communities in order to access services and become a part of the civic process. EL/ Civics is embedded into the framework of the WNC ELL program so that all students have equal access to the skills needed to effectively navigate through the systems of their community and ensures that they are able to communicate well both orally and through writing. Participants are able to increase their English proficiency in reading, writing, speaking, and listening in order to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care. Since electronic access to these systems is increasing, the program uses EL/Civics funds to include the integration of technology wherever and whenever possible.

Nevada Adult Education looks forward to another strong year of delivering outstanding results with Workforce Investment Act, Title II funding.