

Ever Learning

Volume 14 Number 4

May 2007

Branching Out to All

*SDALL is the South Dakota Education and Literacy Resource Center (SDAELRC)
Funded through the South Dakota Department of Labor-Adult Education*

MARINDA'S SUCCESS STORY

According to author, Og Mandino, "Failure is always stated as the failure to meet our goals." I prefer to look at the other side. Success wears many hats and is defined differently for every person. For one person to be successful is to earn a million dollars, a college degree, raising a child to adulthood as a good person, becoming famous, or even attaining their GED.



The person I am writing about has none of these. Marinda received a brain injury when kicked in the head by a horse at about age six. I don't know if she ever "successfully "passed" a grade in school. Marinda was someone I barely noticed or thought about until she was in her mid 30's when her mother asked me if I would enter her in my Adult Education classes. She reads quite well but her process of comprehension is slow and takes time. She is very persistent and enjoys learning as she works her way through a lesson.

Marinda spends a good deal of time watching the History and Discovery channels. She amazes me with the things she tells me and remembers. Her long-term memory is good and always has historical, local, and family things to talk about. We have become very good friends and the highlight of her week is the time she spends at Adult Education classes. In all the time I have worked with her, she has missed one class without letting me know before hand, but the next time she came she explained that her dad was sick and they got too busy and she couldn't leave the store.

Over the past few years, while working with Marinda, I have watched her growth in knowledge, personality, and humor. She is a very caring person. As I test her periodically with the TABE, Practice GED Tests, and other types of assessment, I find that she is continually learning. She loves learning and expanding her verbal skills. Marinda understands what she is learning and especially loves learning new vocabulary words. Since we do not hold Adult Education classes during the summer months, she studies and works on her own.

At first Marinda refused to work on the computer, but now she loves the computer. Since instruction hours are at a premium, we do not have the time to really teach her in depth computer technology. I wish she had a computer in her home! She enjoys working on programs and keyboarding.

Even if Marinda never completes and gets a GED certification, in my mind I think that she is a success because as a person she has grown so much and has learned beyond what I expected and is still learning. Marinda is a much more confident person as a result of this learning. I feel there is more to learning than "book knowledge." It has to do with broadening horizons and exposing someone to many ways of thinking. More than anything, success has to do with being happy with who you are and where you are in life and I think that is where Marinda is.

The NORTHWEST AREA SCHOOLS staff is submitting this student's success story in hopes that it will encourage others, whether they have learning challenges or not, to strive towards receiving their GED Certification. Success can be defined in many different ways. Marinda's success story shows that she is continually learning all that she is capable of learning and is a more confident person, who is an asset to her community.

Adult Education

MEADE AEL PROGRAM RECEIVES STUDENT SCHOLARSHIP FUNDING

The Sturgis Community Foundation Committee of the First Western Bank Greater Sturgis Area Foundation has donated \$1000 for AEL scholarships for students completing the district program and pursuing further education. This organization has continually placed a high priority on supporting all community endeavors. Scholarships funds are also annually raised through the Holiday Home Tour. Without these financial resources, many students in our program would not be able to continue to pursue their dreams of life long learning, happiness, and success. This foundation truly exemplifies "What you do matters, and one person or more working together can make a big difference in education.

Claudette Reichert
Director

Video Use in Classrooms

From time to time we have used video as a part of our workshops in teaching health care professionals to communicate better with people with limited literacy skills.

Generally, we find that effective use of video takes some extra effort because:

- Video viewing is passive and may not engage the brain,
- Video often presents a long, uninterrupted stream of information that exceeds both the attention span and recall of the information by the viewer.

The extra effort includes: (pp. 143-147 of Doak et al "Teaching patients...., 2nd Ed.)

- Advance organizers: Tell them briefly what they are going to see, the key points, and why. This sets the context up front and keys them what to look for. (There are lots of distracting things shown on videos!) A handout page(s) that outlines key points and some interactive questions are helpful.
- Stop the video after a few minutes or when a key point is made and discuss, or ask for interaction.
- At the end, summarize and get interaction.

Our experience is that these steps make learning from video more effective. But rarely are these steps taken for video showing to patients and health care providers.

Len and Ceci Doak
Potomac, MD
submitted by Susan Gunn

STAR

STAR Coaching

As one of six pilot states for the National STAR Reading Pilot Program, South Dakota was able to provide its Adult Education & Literacy (AEL) instructors and program directors with intensive training in providing Evidence-Based Reading Instruction (EBRI) to adults. From March 2005 to October 2005, National STAR Trainers provided explicit instruction of assessment and instructional strategies for use with intermediate level readers. WIA Incentive Grant funds were used to enhance local program curricula and to provide added resource materials to local programs. National Trainers continued to provide support through conference calls and cyber chats to insure full implementation of the STAR Program.

South Dakota State Adult Education Director Marcia Hess wanted to insure that instructors continued to receive a high level of training and support in implementing EBRI. She developed a statewide network of STAR Coaches to provide this support. Four regional STAR Coaches were trained by a National STAR Trainer to provide ongoing training and support for teachers who have already received STAR Training, and to train teachers new to the AEL program in STAR instructional methods. The coaches, National STAR Trainer, and state professional development staff developed instructional checklists for vocabulary and comprehension instruction strategies.

Beginning in November 2006, STAR Coaches made bi-weekly phone calls to instructors in the programs which they mentored. New teachers were provided training in administering the assessments related to EBRI. Coaches scheduled two on-site visits to observe instructors in the reading classroom, provide feedback, and model techniques. Using the instructional checklists they had developed, they provided feedback to instructors regarding their implementation of EBRI. Coaches participated in monthly conference calls with the National STAR Trainer to discuss progress, successes, and challenges, and coaches and instructors participated in cyber chats to share instructional ideas. Each coach held a regional training in Spring 2007 to provide further modeling of instructional techniques for reading comprehension.

Overall, the STAR Coaching model has had a positive impact on South Dakota's AEL programs. Instructors feel better prepared to implement EBRI in their classrooms, and they have local resources to call on when they have questions or challenges in their classrooms. The state was able to pinpoint and target areas where additional training was needed, and to provide that training through regional coaches. Because this level of support was provided for the STAR Program, instructors and program directors throughout the state recognize the importance of continued implementation of EBRI. And finally, the STAR Coaching model has created an atmosphere of camaraderie and support among AEL instructors in South Dakota.

For more information about the STAR Reading Program, visit www.startoolkit.org.

Becki Lemke
Education Coordinator
Cornerstones Career Learning Center, Inc
Huron, SD 57350



STAR

National STAR Training Network

The U.S. Department of Education's Office of Vocational and Adult Education is pleased to announce the launch of the National STAR Training Network Web site. The Web site contains information on the Student Achievement in Reading (STAR) initiative, created to assist states and local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (G.L.E. 4.0-8.9). STAR provides teachers and administrators with Web-based tools that translate reading research into practice and high quality training and technical assistance to build capacity for reading reform.

The National STAR Training Network is offering two training and technical assistance packages to states and local programs. The new Web site describes these services and provides an array of tools to help you learn about and plan to implement evidence-based reading instruction.

We invite you to visit the Web site at <http://www.startoolkit.org/> to learn more about how you can improve adult learners' reading achievement.



As a STAR reading mentor, I had the good fortune of being able to look at several programs and reap the benefit of the knowledge that the collective teachers brought to the table. I am proud to say that teachers seemed upbeat and progressive at the end of this spring. Helpful tips and conversations on improvement of the programs in place were tremendous. I felt blessed to be seeing so many people making such a difference.

On a personal note, I wanted to share two specific success stories within the Custer program and one in the Hot Springs program.

For nearly three full years, Christopher Holloway struggled to feel a level of confidence that would allow him to be successful on the GED test. Every TABE test was a small victory and we knew that we could see a light at the end of the tunnel. Once STAR became a class section of its own, I asked Chris to participate. He was at the high end of the intermediate spectrum, and spent three months intensively studying the vocabulary and comprehension strategies. In October, he decided to start the GED test battery. Due to several severe physical challenges that he faces, we got accommodations including extended time and a private testing room. Mr. Holloway made a conscientious decision to take each portion of the test on a separate day. In April, he received his diploma. What an achievement for everyone involved! Christopher's mother decided to come in to thank us for the help we had given him and sighted the classes in reading as the turning point that allowed him to "feel smart". Chris and his mother relayed the story of Chris being told that he was mentally retarded and could never possibly achieve a "real" diploma. Chris is now on a Greyhound bus headed to Jovlin Missouri to visit his grandmother and show that teacher the diploma he earned all on his own. He is filled with pride and a love of learning and it is gratifying to have had a hand in his accomplishment.

Ben Maisel is a student that struggled with a speech impediment. He is shy, sweet and kind, as well as, very mechanically inclined. Ben was home schooled and he felt as if his parents had chosen that road because he was not able to keep up with the other kids. Since, he has learned that his mother chose to home school him to enable him to have more Christian Science classes. He did not find joy in learning and eventually just gave up. His mother looked for alternatives for three years before he came into our program. STAR reading just pushed him to achieve. We tailored lessons to his likes and his attitudes in order to show him the joy of reading for pleasure. Once he realized that reading did not have to mean text books and that even poetry had its merits, he devoured reading material like it was water. Literacy volunteers were bringing him four magazines a week. Successful Farming, anything with NRA news, or hunting and fishing were just taken and never seen again. Trust me, we did hear all about them. Ben was able to complete several FEMA fire training courses because he understood the vocabulary they required. He has begun testing for the GED and I have no doubts that we will watch him graduate soon.

My last student did not wish for us to share her name, but she was happy to be able to share her story. She is seventeen and a single-mother in foster care. She hated school, hated learning and only wanted a job. STAR reading courses provided a place where we could talk about the reasons for needing to read in any professional setting. My student admits that in the beginning, she had no use for the class...until she was hired at a nursing home and expected to pass a CNA test in order to keep the job. Luckily, she loved the work and wanted to do well on the test. She threw herself into the study of vocabulary. She passed the CNA test with flying colors and brought up her TABE scores three full grade levels. She is excited about learning and hoping to be able to take some nursing courses in the future.

I would like to place emphasis on the hard work of these three students who really achieved great success. I would also like to place importance on the class sessions that helped these people to move forward in leaps and bounds. Without a good structure for the learning process, I wonder what would have been accomplished. I am so glad to see lives touched by progressive change.

Stephenie Rittberger

Career Learning Center of the Black Hills

Adult Education

The Student Action Office at the University of South Dakota

The Student Action Office at the University of South Dakota has been busy engaging students across campus in service-learning activities this semester, and the spring semester has felt extraordinarily busy. The SAO organized three Alternative Spring Break trips, taking students to Philadelphia; Little Rock, Arkansas; and Austin, Texas. The SAO also celebrated National Volunteer Week and took a group of students to Omaha for an Alternative Weekend of Service.

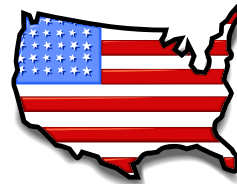
National Volunteer Week, an event that celebrates volunteers in communities across the United States, was held April 15th-21st. Here in Vermillion, the Student Action Office sponsored a speaker series highlighting the vital contributions that volunteers make to local organizations. At least twenty students came to hear people from five different organizations share how volunteers make positive impacts on their programs and how students can get involved.

Moving beyond Vermillion, five USD students went to Omaha, Nebraska for an alternative weekend of service the last weekend in April. The students worked with two community organizations: The Omaha Community Bike Shop and the Gifford Park Community Garden on their community garden and getting the bike shop set up so that local kids could start working on and earning free bikes. The USD students worked hard and prepared the garden for the growing season along with the kids who participate in the free gardening classes there.

Back on campus, the SAO spent much of the semester preparing for our Alternative Spring Break trips, a popular yearly program. 25 students, three faculty members and three staff participated in weekly meetings before the trips and post-break activities. Each trip had a different theme, the students who traveled to Philadelphia dealt with issues of HIV/AIDS awareness, education and prevention; the Little Rock trip focused on working with people who have developmental disabilities and the trip to Austin worked on environmental and immigrant issues. In an effort to perfect the balance between service and learning, the faculty involvement on trips provided an enhanced academic component. The students provided over 2500 hours of service to ten different organizations.

Now that the school year is winding down, the SAO will be using the summer to prepare for another busy year. The SAO will also be introducing new staff in the coming months, and they will be introducing themselves to you in future issues!

Alex Berke, AmeriCorps VISTA
Student Action Office
The University of South Dakota
414 E. Clark St.
Old Main 103
Vermillion, SD 57069



MVAEA

MVAEA Conference

Educators from Aberdeen, Huron, Sturgis and Watertown represented South Dakota at this year's MVAEA Conference in Bloomington, MN. The theme of the conference was Practical Thinking: Addressing the Changing Ecology of Adult Education.

Keynote Speaker, Willie Nesbit, Executive Director of Community Education for Saint Paul Public Schools addressed the issue of how community education can support the development of a competent and innovative workforce within the global economy. Tou Ger Xiong, Hmong storyteller, comedian and rap artist educated conference goers about cultural diversity. During the conference, each participant had the opportunity to attend four informative breakout sessions that are relevant to the present and future of Adult Education.



Carol Plant, Bobbi Schurz, Lori Yost, Nancy Ronke, Doris Patten, Kay Tschakert, and John Taylor



Carol Plant recipient of the MVAEA Grant and Doris Patten, Adult Educator of the Year for SD



Lori, Doris, Carol, and Doris' guest. Since the buffet line was so long, they decided to have dessert first.

SDALL AWARD CONFERENCE SCHOLARSHIPS

South Dakota Association for Lifelong Learning (SDALL) awarded scholarships to members to attend the Missouri Valley Adult Education Association (MVAEA) conference. Award recipients were: Doris Patten, Carol Plant, Nancy Ronke, Bobbi Schurz, John Taylor, and Kay Tschakert.

Four awards were funded through the state Leadership Grant. The other two awards came out of SDALL organizations funds. These funds were generated from membership dues, fund raisers, and interest off of investments. This is another example of your membership dollars at work for you the members.

Kim Olson
SDALL President

MARK YOUR CALENDARS

The SDALL fall conference is scheduled for September 20 and 21, 2007 at the Huron Event Center in Huron. Watch the website and future Everlearning publications for more details.

MVAEA

It was a great opportunity for me to receive a scholarship to attend the Missouri Valley Adult Education Association 2007 Conference “Practical Thinking”. As a new adult educator, specializing in Reading, I attended this conference with the desire to obtain materials and information that I could implement with my class. The vendors were available and willing to visit about Adult Ed materials. The concurrent sessions were scheduled in a way that made it possible to attend the most suitable sessions.

I particularly enjoyed attending the “Reading Skills for Today’s Adults” session. A reading curriculum project was made available for us on the web. Within this site we are now able to access reading material for appropriate grade levels. The material works on fluency, increased word recognition, and comprehension achievement which will also lead to self-confidence. Suggestions were made for charting and tracking progress, and additional enrichment activities which incorporates writing skills.

I am very grateful that I was able to attend this conference. I felt it was well-organized and covered a diversity of interests and activities. Thank you for this opportunity.

Nancy Ronke
Watertown Area Career Learning Center
Watertown, SD



Talking ‘bout My Generation: Generational Influences in Adult Education
Presenters: Mark Schmidt, Tom Hall, and Rachelle Vetterm

This break out session presented at the MVAEA Conference presented participants with interesting and fun information regarding generational differences. As adult educators, we are presented with a wide array of students from three or even four different generations in our programs. The generational categories are as follows: Builders (born 1900-1922), Silent (1923-1942), Boomers (1943-1963), Generation X (1964-1982), Millennials (1983-2000), and Post-Millennial (2001-2020).

Motivating students is often times a challenge. As one of the topics covered, suggestions were given for how to motivate the different generations. Builders and Silents respond positively to respect and our acknowledgement of their value and perseverance. Boomers enjoy hearing how they have contributed to our success. They seek approval and want to feel needed and worthy.

Messages that motivate Generation X need to include the ability for them to do it their way and the use of the newest technology. This group does not deal well with a lot of rules and regulations. Millennials tend to be more willing to team and work with others than previous generations. Although fun loving, they are also willing to take on responsibility and need to feel that what they do has meaning.

The conference was a great opportunity to meet adult educators from our region as well as attend educational sessions. I would like to thank SDALL for the scholarship which allowed me to attend the MVAEA Conference.

Submitted by
Kay Tschakert
Watertown Area Career Learning Center

MVAEA

MVAEA Grant

Carol Plant from Meade School District 46-1 (Sturgis) received a grant from MVAEA for \$1500.00. She intends to compile a book of Native American stories, poems, and art. She will be working with Doug Patton from Pine Ridge on this project. The book will only focus on positive aspects, such as culture, religion, history and tradition. Instructors and students are encouraged to submit work for this project to Carol Plant or Doug Patton. Authors of accepted works will receive a small stipend for their work. Stories, poems, and artwork can be sent to carol.plant@meade.k12.sd.us or mailed to Carol Plant, 1230 Douglas St, Curriculum Office, Meade School District 46-1, Sturgis, SD 57785.



It was with deep gratitude that I received the MVAEA Achievement Award on April 19, 2007. I felt so proud to be the South Dakota recipient of this Award. I would like to thank everyone and to SDALL for their support of the Adult Education & Literacy programs and the numerous trainings that have helped to make South Dakota blossom over the years. Gratefully, Doris Patten, Aberdeen Area Career Planning Center.



WHAT A RUSH

In March of this year, Becki Lemke and I attended the National COABE conference in Philadelphia. That in itself was a great time but the real rush was being selected to have the opportunity to present at the conference. Our conference topic was on the impact of managed enrollment on our program. I know that a lot of you might be tired of hearing about that from us but it really is the best new/old thing out there.

We were prepared for our presentation. We knew who would speak on which subject, how much time it would take, and we had our 50 handout packets ready. We even shipped them out ahead of time. That is impressive for Becki and I since we both have a tendency to let that “other thing” take priority.

We arrived at our conference room early and the first thing that we noticed is that it was set up for more than 100 people. I told Becki it sure would be embarrassing to have only 3 people show up. Lucky for us, haha, we had more than 80 people in the room. It was great except we didn't have enough handouts, our timing didn't workout, and we could have done another session on our curriculum development techniques. It really was great.

I would highly recommend that more of my colleagues across the state take the opportunity to apply to be national presenters. We have a lot to share and believe it or not we are too modest about that. Becki and I are now working with some states on coming to their state and share our talents with their teachers and we are getting paid.

Take a chance and give yourself a rush.

Kim Olson
Executive Director
Cornerstones Career Learning Center, Inc.

Adult Education

Writing Study Circle

A Writing Study Circle was held at the SD State Penitentiary from October 2006 – January 2007. The AEL teachers participated via one on site visit and several conference calls. The goal of the study circle was to get teachers thinking of writing as an activity that should be incorporated in all adult education classes.

At the conclusion of the study circle, teachers were asked to write a few paragraphs addressing how their writing instruction has changed, new activities that they incorporated into their curriculum, and/or how these new writing activities were received by their students. Here are their paragraphs.

1) The upcoming Super Bowl was an ideal choice for a writing activity. Almost every student in my Pre-GED math class seemed to be interested in the game's outcome. So I introduced the writing assignment: Hosting a Super Bowl Party!

Each student was asked to decide:

- How many people would be attending their party?
- What kind of food would be served?
- How much would each food item cost?
- And, how much would each person spend?

After determining the number of guests, students selected food choices from a list of items available from the prison's commissary. These items included refried beans, candy bars, nacho cheese tortilla chips, etc., as well as the purchase price for each item. Students were asked to tally up the total cost, and then asked to write a story problem using the selected information.

Each student was eager to participate in this learning process.
Sherry Curtis

2) An experience I had recently in a GED class was another reminder to me that we as teachers need to catch the opportunity of the moment when a student is willing to write about something that's important or interesting to him. One of my students came to class feeling very sad having just heard that his grandpa had cancer in the liver and wasn't expected to live much longer. After listening for a short time, I suggested that he write about the relationship and the experiences he and his grandpa had shared over many years. He was anxious to share details, and his enthusiasm spilled over as he asked for help in making corrections to his writing. The next day he did some research and wrote a report about the importance and function of the liver. For this student, catching the opportunity of a moment was an encouragement for emotional healing as well as a positive learning experience through these writing activities.

Char Smith

3) The Writing Circle allowed us the opportunity to come together for one goal; to strengthen our students writing

(continued on next page)

Adult Education

Writing Study Circle continued

skills. We work as a team everyday, and this gave us a new challenge to tackle. How do you encourage adult offenders to write "complete sentences using descriptive language" when "they ain't never gonna use this in real life, you don't gotta write to work construction"? By coming up with new ideas, and putting an "adult twist" to old lessons, we were able to integrate writing into many of our daily classes. My students slowly but surely recognized the value of being able to write better.

Joanna Kruse

5) Once a week, usually on Thursdays, I introduce a writing activity. The latest activity revolved around Martin Luther King Day. I had my students watch a video on the Civil Rights Movement and then write a compare/contrast paper. They were to compare and contrast the white vs. black people in about 5 different areas. They could also compare/contrast from that time period to today's time. The students really enjoyed discussing the growth America has made in overcoming discrimination. For one black student, whose mother grew up during that time of segregation, this assignment was particularly meaningful.

In math class, I have the students write down the vocabulary words they will be encountering in that lesson. Occasionally, I require my students to write story problems for other students to solve.

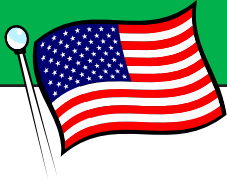
Michelle Wysuph

6) The Writing Circle encouraged me to research new writing activities for my students. One of the best activities we did was sentence building. The activity began by having one student write a simple sentence such as "The St. Bernard jumped on the couch." The student would then pass his paper to his peer, and he would add an adjective, adverb or phrase to liven up the sentence. From there the sentence would be passed to the next student for additional spicing. Finally, the originator of the sentence would apply the finishing touch and end up with a sentence like "The fluffy St. Bernard jumped happily on the lumpy, old couch with the neighbor's cat that has been missing for a week."

Although the sentences created in the activity are a bit silly, the students learned to create descriptive writing. Now, when students are writing paragraphs and they have "flat" sentences, I remind them of the activity and tell them they need to add a "fluffy St. Bernard" to their sentence.

Pam Bauer

submitted by Susan Gunn



IMMIGRATION

On American plains, Refugees receive a warm welcome in a cold climate

SIOUX FALLS, United States, December 5 (UNHCR) – It is a scene that is being repeated throughout the United States this holiday season. Two young girls wait at an airport to greet their grandmother. Their hands clutching balloons and American flags, they eagerly scan the approaching passengers trying to identify a woman they've never met and who they know only from their mother's stories of a childhood abruptly cut short nearly 20 years ago in Sudan.

When Nagung Ging and her 20-year-old son, Peter, emerge from the crowd they show few signs of fatigue following their disorientating journey from Egypt, where they lived as refugees for much of their lives. Bronika Thon gives her mother a pink woollen hat and helps her to put on a pair of gloves before the group steps out into the cold night.

More than 200 refugees have come to Sioux Falls in the US state of South Dakota this year. Most, like Nagung Ging, are reunited with family. Others arrive knowing no one. For all of them, the towering figure of David Jal, his forehead etched with the tribal scars of his native Sudan, is a reassuring presence. A senior case manager with the Refugee and Immigration Centre of Lutheran Social Services, Jal and other staff provide a range of resettlement assistance designed to ease the refugees' transition to their new homes. The programmes are backed by a deep outflow of compassion for the refugees' situation, one which is borne out of experience.

Jal lived as a refugee for nearly 10 years, frequently moving camps and at times countries. In 1995, on the recommendation of UNHCR he was resettled to the United States. Few Africans lived in Sioux Falls at the time and he was soon sharing an apartment with three other Sudanese men and working 12 hours a day at a plastics factory. "On Friday nights we'd treat ourselves by picking up hamburgers from a local fast food restaurant," he recalls.

The staff at the refugee centre represent more than a dozen nationalities and translation services are available in 35 different languages and dialects. Case managers are assigned to each new arrival to help them through the first, overwhelming weeks. With US government funding, the refugee centre provides the families with a furnished apartment, with the first month's rent paid. "Our emphasis is helping people integrate into their new community," says Donna Magnuson, the centre's director. "The families move quickly through the necessary bureaucracy, such as getting social security numbers and food stamps, to looking for work. Our orientation programmes provide English lessons, help in finding a job as well as ongoing support and counselling. Refugees coming to the US are eligible for up to eight months of financial assistance, but our services don't end there."

Adan Hussein attends the orientation classes daily, and is using English phrases just weeks after leaving a refugee camp in Kenya where he lived for 14 years, marrying his wife and starting a family. The 30-year-old from Somalia can recount every significant date of his journey from refugee to Sioux Falls resident, a journey he continued to doubt would be completed until he boarded his plane.

As Hussein recounts his story, his wife Khadija is taken shopping to a local thrift store with two other Somali women to stock up on donated winter clothing. "When I was at home," says Adan, "only your mother and father provided for you, but here I have been given everything by people I don't even know."

For Mohammed Kadyrov and his wife, Makhpulya, the pursuit of a new life recently reached a milestone. Meshketian Turks who arrived from Russia last year, the family just celebrated the marriage of their son Eldar. Father and son work at the local meat factory, while Makhpulya is employed at a food processing plant. All agree on the benefits of living in Sioux Falls: job opportunities; affordable housing and low crime. "And we like the people," says Mohammed. Annual resettlement figures to the US are determined in consulta-



Sioux Falls' latest refugee arrival, Nagung Ging, is welcomed by family she last saw nearly 20 years ago in Sudan. © UNHCR/J.Rae

(continued on following page)

IMMIGRATION cont'd

On American Plains continued

tions between the administration and both Houses of Congress during which certain groups and nationalities are highlighted as priorities. These hearings culminate in an announcement of admission ceilings. This year the ceiling was set at 60,000, though the actual number of arrivals was 41,000. But the US remains the number one destination for resettled refugees, accepting more than all other resettlement countries combined.

"The US resettlement programme continues to be a mainstay for UNHCR resettlement efforts around the world," says Larry Yungk, senior resettlement officer for the UN refugee agency in Washington. "Historically, the US has given resettlement opportunities to half of the refugees whom UNHCR has determined to be in need of resettlement. While resettlement needs exist throughout the world, meeting those needs depends entirely on the willingness of individuals and local organisations, like those in Sioux Falls, to welcome refugees into their own community."

The morning after their arrival a case worker from Lutheran Social Services takes a bewildered Najung Ging and her son on a tour of the town. The abductions, beatings, flight and exile are over. It has taken years to reach this point and it will take months more for Sioux Falls' newest refugee family to feel fully settled. But Najung Ging is confident about the future. "When I was coming here," she says, "I was so full of joy at the thought of seeing my daughter again. And when I arrived, I thought I'm finally home."



Tim Irwin
Senior Media Officer
UNHCR

Khadija Hussein arrived in Sioux Falls with her husband and three children in September. She attends English classes daily at the Refugee and Immigration Centre run by Lutheran Social Services. © UNHCR/J.Rae

For more information about the UNHCR visit:

<http://www.usaforunhcr.org/usaforunhcr/dynamic.cfm?ID=118>

This link also provides links to teacher resources and how an organisation can get free information. This year's World Refugee Day posters are two women (one from Somalia and one from Congo) who attended some of our English classes.

submitted by
Lara Frey
Lutheran Social Services
Sioux Falls

Article reprinted with permission of Lutheran Social Services.

Helpful Websites!

Site for Kids

The Department of Health and Human Services has created an interactive website for children, called *Smallstep KIDS!* The mission of the website is to educate children on healthy eating and developing healthy lifestyle habits. Through informative pictographs, quizzes and tip sheets, *Smallstep KIDS!* puts a wealth of hearty, healthy information at the fingertips of internet savvy youth. The website also includes various games and puzzles for interactive learning entertainment.

To visit the website, go to: <http://www.smallstep.gov/kids/flash/index.html>

HHS has also developed a website for health conscious teens and adults. For more information, go to:

<http://www.smallstep.gov/index.html>

Please share with colleagues.

Rosemary Hayward

Program Specialist/Out of School Time Development

Dept. of Social Services – Div. of Child Care Services

700 Governor's Drive

Pierre, SD 57501



www.womenwork.org/mmw/index.html

This six-session, hands-on financial education program was designed especially for women who are facing some of life's challenges.

Information on grammar, capitalization and punctuation lessons can be found on: www.dailygrammar.com

www.treas.gov/kids/index.html

The U.S. Treasury Department's Web site for students to learn about money, saving and investing

<http://familytlc.net>

Games, sports, crafts, music, cooking, nature and more! Also find parenting tips, articles on child development and hundreds of new age-appropriate child activities each month.



Calendar of Events

May 10, 2007 - Spring GED Examiners meeting, Pierre

May 18, 2007 - ESL Spring Workshop, Sioux Falls

July 31 - August 2, 2007 - Summer Institute 2007, Cedar Shores

April 28 - May 1, 2008 - COABE, St. Louis, MO

July 16-18, 2008 - MVEA, Centerville, IA



People, Places and Events



The Meade School district 46-1 AEL program is proud to announce the birth of Sayde May Hunt to Stacy and Tom Hunt on March 29, 2007, seven pounds, ten ounces.



Congratulations Lisa and Kevin

Lisa Mutz Lyons decided to give up the cushy life of an AEL instructor at the CLC in Rapid City and take on the even more cushy life of a wife and mother. After working an exhausting day in the classroom on April 2, Lisa mentioned to her co-teachers that she had been experiencing back pains all day. Her co-workers, all experienced mothers, quickly reassured her that backaches were normal in the last month of pregnancy. Besides, Lisa wasn't due for another two weeks.

WROOOOOOOOOOONG!!!!!!

Lisa went home to start the early stages of labor. The next afternoon, April 3rd, she delivered little Brendan Timothy, 6lbs. 14 oz. Brendan has dark hair and looks a lot like husband Kevin. Lisa loves being home full time with Brendan and is sure she'll enjoy motherhood a lot more once the baby figures out that nighttime is for sleeping. Meanwhile, the AEL staff is anxiously awaiting Lisa's return to her night teaching position at the CLC.

submitted by Carol Kluk



Ever Learning

"Ever Learning" shall strive to provide a consistent means of communication between the providers of services to adults and their families, with updates on statewide literacy, adult and community education programs, policies, news, latest technologies, organization activities and upcoming events.

Web page - www.sdall.org

South Dakota Association for Lifelong Learning, Inc.

President: Kim Olson 605-353-7175

President Elect: Renee Peterson 605-394-5120

Secretary: Carol Kluk

Treasurer: Becki Lemke, 605-353-7175

Dakota TESL

President: Dennis Sjolie

Department of English

University of South Dakota

414 East Clark Street

Vermillion, SD 57069

dsjolie@usd.edu

Ever Learning Editor: Kim Olson

Comments should be directed to:

Kim Olson

Cornerstones CLC

33 3rd St SE, Suite 202

Huron SD 57350

605-353-7175

kimo.cclc@midconetwork.com

Send change of address to:

Susan Gunn

18649 Summerville Road

Shadehill, SD 57638

This publication was produced pursuant to a grant from the Director, Adult Education & Literacy, South Dakota Department of Labor, under the authority of Title II of the Workforce Investment Act. The opinions expressed herein do not necessarily reflect the position or policy of the South Dakota Department of Labor or the U.S. Office of Education, and no official endorsement by these agencies should be inferred