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Clark County School District
STEP (Success Through English Program) Adult Family Literacy
Project Description

The STEP Program offers English workplace literacy and life skills. The program runs every twelve weeks. It offers levels, literacy through the fourth level. Once, the student has mastered all four levels of English, he/she is given the opportunity to transition to Desert Rose Adult High School and take TESL English courses that will also provide the student the opportunity to work on a high school proficiency, attend citizenship classes, and continue on to college, vocational job training, or renew certification of their license or certificate if they come from a foreign country with a special area of expertise.

We have two counselors on staff that assess students and evaluate their work. The counselors help students establish goals, so that they can become self-sufficient and productive members of their community. We have established a networking system with other organizations that provide immigration assistance, domestic violence advocacy, pro-bono legal services, family counseling, and other services that help facilitate the students' learning process.

We currently have 1,200 adult students attending classes. We have fifteen schools that have requested our program's services on hold, due to lack of funding.

This project has been selected by the United States Department of Education to participate in a study to determine if we are going to be selected as the national model. The study will be taking place during the latter part of March and continue through April.

Another unique component of this program is the Homework/Tutorial Center. The young students, attending first through fourth grade, come to school with their parents. While their parents are in class learning English, they are in another classroom working on homework assignments, and getting extra tutoring in reading, writing, and math. They also have the opportunity to participate in social activities.

Teachers at the schools where we are housed praise this project because the adults are learning English, while the children are turning in homework assignments and becoming high academic achievers. Their behavior in the classroom has improved because now they understand the lessons presented by the teacher and their self-esteem has improved.

The teachers can also communicate with the parents in English, during parent-teacher conferences, and the parents understand the importance of parental-involvement.