



**NATIONAL ASSOCIATION FOR ADULTS
WITH SPECIAL LEARNING NEEDS**

**NAASLN Membership News & Views
Issue Twenty-Five – Summer 2009**

NAASLN Membership News & Views is an outgrowth of the NAASLN Vision to offer our members a centralized hub of information, professional development, technical assistance, communication on issues and trends, and advocacy initiatives on behalf of adults with special learning needs.

Stay tuned in and connected by renewing your membership.

Go to www.naasln.org/membership

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**President’s Message— Introducing the New 2009 – 2011 NAASLN
Board of Directors**

Thanks to all of you who participated in our nomination process of the new NAASLN Board of Directors, whose two-year term commenced on July 1. The nine reelected

members are very excited about the caliber, breath of knowledge and experience, plus enthusiastic commitment of the seven new members. Together the sixteen board members reflect both NAASLN's mission and its diverse geographical reach.

Newly elected members are Meryl Becker-Prezocki, Kentucky Adult Education; Jeanne Brunette-Tregoning, Education Coordinator, Wisconsin Department of Corrections; Helen C. Hipp, WithInU Life Coaching, Vermont; Joseph D. Kelnhofer, Director, Riverside Vocational Technical School, Arkansas; Connie Leading, Educational Consultant, Ohio Dept of Education; Lori Leininger, Coordinator for Adult Education, PANDA/Robbinsdale Adult Academic Program, Minnesota; and Sharon Reynolds, Ohio University Literacy Center.

Reelected for another term are Richard Cooper, PhD, Center for Alternative Learning, Pennsylvania; Joan Hudson-Miller, JHM Consulting, Inc., California; Anne Murr, Coordinator, Drake University Adult Literacy Center, Iowa; Robyn A. Rennick, Program Director, Dyslexia Research Institute, Inc., Florida; Pat Walsh, Consultant, Virginia; Debra Watkins, Coordinator Academic Affairs, Adult Ed, City Colleges of Chicago, Illinois; Laura P. Weisel, PhD, CEO, TLP Group, Ohio. Peg Kennedy, Illinois, and Frances A. Holthaus, Ohio.

Officers are Richard Cooper and Joan Hudson-Miller, Co-Presidents; Frances A. Holthaus, Vice President; Jeanne Brunette-Tregoning, Treasurer; and Sharon Reynolds, Secretary.

With committee work off to an energetic start, now is the time to get involved and bring fresh ideas to one of the standing committees: Communications, Conference, Fiscal, Legislative, Membership and Recruitment, Partnership, and Policy and Procedures. All that's required is NAASLN membership. For more information, drop us a line at info@naasln.org.

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Upcoming Webinars Focus on Hot Topics

If you are looking for a high impact, low cost, pertinent national conference in a convenient, comfortable, cost-effective, and local venue, look no further than your computer screen. Check out our fall lineup. All you have to do is pull up a chair, connect, and learn!

August 24: Pat Hardman, **The Dyslexic Brain: Why Should Teachers care? What Should They Know?**

September 14: Laura Weisel, **Emotions Impact Learning! Part I - The Neurological Underpinnings of Emotions**

October 19: Laura Weisel, **Emotions Impact Learning!**

Part II - Techniques to Address Emotional Issues of Adult Learners

The Dyslexic Brain: Why Should Teachers Care? What Should They Know?

Dr. Patricia K. Hardman, Director of Dyslexia Research Institute, has developed a multisensorial, structured language program called The Hardman Technique, and a curriculum in reading, math, and written expression, which presents materials adapted to the way individuals with dyslexia learn. If you teach adults, especially in ABE courses or remedial courses, you are teaching many unidentified dyslexic individuals. Understanding their different nervous system can help you understand how you need to match your teaching style to their learning needs.

Emotions Impact Learning! Parts I and II

Dr Laura Weisel, executive partner and the clinical director of The TLP Group, offers this two-part webinar on the effects of emotions on the learning process and specific techniques to immediately help learners struggling with them. It is recommended that individuals interested in attending Part II participate in Part I, but it is not absolutely necessary.

Just what is a webinar, you may ask. This is an on-line conference that uses your computer to bring you a live workshop experience. If you participate in “real-time” you even have the opportunity to ask questions. Webinars will be recorded and placed on the NAASLN website, so if you miss the real-time presentation, you may watch the webinar at your convenience. Each NAASLN webinar brings one of the highly acclaimed NAASLN professional development sessions to your own desk, up close and personal.

Participants receive a certificate of attendance, which may be used for proof of professional development. Group registrations can be arranged for several people in the same office. Participants who wish to have a professional development certificate must have a separate registration (instead of group registration).

NAASLN offers an added bonus—either attend the live on-line session or purchase the video session, \$20 Members, \$40 Non-Members. You can even do both.

Archives available for purchase include:
Impact of Culture on ESOL Learners
Structured Learning
Test Anxiety
Asperger’s and the Adult Education Class

For up-to-date details, go to <http://www.naasln.org/webinars.htm>.

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Membership Update—*Do the Math!*

Pat Walsh, NAASLN Board Member

Did you know that membership pays for itself? By taking advantage of the member discount for webinars, you can start enjoying the benefit of membership with your second webinar. That's right, 1-1/2 webinars pays for membership:

Membership: \$35

Webinar tuition for members: \$20

Webinar tuition for non-members: \$40

Do the math!

By now, you've probably heard all the advertisements for "Go to Meeting," and you don't want to let on that you don't know how to do this. Well, take advantage of another membership benefit. Get a free technology training for presenters on how to "Go to Meeting." Before you know it, you'll be asking for our free webinar training so that you can offer your own NAASLN webinar.

NAASLN is the only national association for those who serve adults with special learning needs. Members are people like you—educators, trainers, employers, human service providers, and adult learners—who are committed to ensuring and expanding opportunities for adults with special learning needs to become successful and productive lifelong learners.

For a complete listing of all of the membership benefits and a 2009 Membership Form, go to www.naasln.org/membership.htm. You may pay with credit card or check, by fax or by mail. Secure online registration will soon be available.

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Spotlight Topic of the Month

Minnesota ABE Website Offers Disability Resources

Lori Leininger, Physical and Neurological Disabilities Assistance Coordinator

"Practical," "informative," "easy to use," and "highly valuable" are just a few of the comments that have been made about the new Adult Basic Education (ABE) Disabilities website, www.mnabedisabilities.org. We invite you to take a few moments to explore it for yourself. There's great information to learn!

The website was designed with ABE managers, teachers, volunteers and tutors in mind. While the primary focus is on students with disabilities, the instructional strategies, testing accommodations, resources and links are helpful for educating all students.

ABE programs face unique challenges in serving students with disabilities. The new website addresses these challenges in a fully-accessible and user-friendly format that

includes information about:

- Attention Deficit/Hyperactive Disorder
- Brain Injury
- Chemical Health
- Hearing Loss and Deafness
- Learning Disabilities
- Mental Health
- Physical Disabilities
- Vision Loss and Blindness

Each section includes an Overview, Identification and Diagnosis, Classroom Challenges, Instructional Strategies, and Interview Questions to help you develop learning strategies for your students. In addition, the website contains practical information about TABE, CASAS and GED testing requirements, ELL Applications, Working with Volunteers, Assistive Technology, and Disability and The Law.

Funding for the project has been provided by the Physical and Neurological Disabilities Assistance (PANDA) Supplemental Services Grant from the Minnesota Department of Education.

To share your feedback, to contribute content or get your state ABE involved with site, contact Lori Leininger at lori_leininger@rdale.org Come join us on the Minnesota ABE Disabilities website, www.mnabedisabilities.org.

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Website of the Month

www.mnabedisabilities.org.

The Minnesota Adult Basic Education (ABE) Fully-Accessible Online Disability Resource Guide is designed to equip ABE managers, teachers, volunteers, and tutors to empower, educate, and improve the lives of their students with disabilities. In the spirit of technological innovation, website has been designed for 24/7/365 access to disability resources for all users, especially those with disabilities.

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Advocacy Update—

Preliminary Results from the NCL Survey about NIFL Services

Jackie Taylor, NCL

The National Coalition for Literacy (NCL) recently conducted a survey of the adult education and literacy field about which of the National Institute for Literacy (NIFL) services are critical to maintain. Nearly 800 tutors, teachers, volunteers, researchers, program and project managers, learner leaders, adult literacy advocates, and others participated.

Preliminary findings indicate that of the 18 NIFL services listed in the survey, the following services ranked as top priorities, with two services ranking #5:

1. Teacher Resources Database
2. Grants and Funding Database
3. Supporting Research to Improve Reading Instruction Study
4. Student Resources Database
5. Adult Reading Component Study and National Discussion Lists (Communities of Practice)

Participants recommended important considerations for re-establishing each of the 18 services in another venue, should Congress eliminate the Institute from the FY2010 budget. A full report will include a table of all 18 services in priority order, a narrative on each service, a breakdown of its ranking, and a summary of comments for each. The Coalition will post the full report and data from the survey on the NCL web site next week.

NCL is a national adult education leadership organization comprised of member organizations and adult education professionals, committed to promoting adult education and literacy, family literacy, and English language development in the U.S. NCL advances adult education, language, and literacy by fostering collaboration at the national level among public and private organizations.

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Support Adult Education and Family Literacy Week

Congressmen Brett Guthrie (R-KY) and Jared Polis (D-CO) invite your support of a resolution designating the week of September 13th, 2009, as Adult Education and Family Literacy Week to pay tribute to adult education and family literacy programs for their contributions to the education of our nation's adult learners and their families.

According to the National Assessment of Adult Literacy, there are approximately 90 million adults who lack the literacy skills to reach their full potential. Approximately 30 million of these individuals are at the lowest levels of literacy and are generally found among the unemployed, the underemployed and those participating in welfare and other government benefit programs.

Adult education programs work with these individuals as well as new immigrants striving to learn English, to help them obtain the skills they need to become employed, retain a job, get a promotion, transition to postsecondary education, participate in a training program, read to their children and fully participate in their education, obtain the English language skills necessary to succeed in their new home country, and achieve economic self-sufficiency for their families.

Family literacy programs work with parents without a high school diploma or GED and their young children to help break cycles of illiteracy and poverty that plague some of

our nation's most vulnerable families. They help adults improve their skills and obtain the essential secondary education credentials they need to get a job, continue their education, pursue careers leading to self-sufficiency, and lead productive lives. Most importantly, they provide parents with the knowledge and skills they need to be their child's first and most important teacher and to be full participants in their child's education. For children, family literacy programs help ensure that children start school ready to learn and on an equal footing with their peers.

For more information contact Spiros Protopsaltis (Spiros.Protopsaltis@mail.house.gov) 202-225-2161 in Congressman Polis' office or Megan Spindel (Megan.Spindel@mail.house.gov) at 202-225-3501 in Congressman Guthrie's office.

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Federal Adult Education Funding Formula Available from Migration Policy Institute

Taking Limited English Proficient Adults into Account in the Federal Adult Education Funding Formula is available from the Migration Policy Institute (MPI) National Center on Immigrant Integration Policy

The report offers interesting statistics and poses questions related to several important policy issues as the debate over Workforce Investment Act (WIA) reauthorization moves forward.

Between 2005 and 2007, for example,

- 52 percent of limited English proficient (LEP) adults age 16 and older had at least a high school education
- There were 11.2 million LEP adults with at least a high school education and 10.3 million with less than a high school education
- Less-educated LEP adults are more heavily concentrated in the Southwest; those with at least a high school education are more concentrated in the Northeast, Florida, Illinois, and Washington state.
- LEP adults with at least a high school education report higher levels of English proficiency than those with less than a high school education

The report can be downloaded from MPI's website at <http://www.migrationpolicy.org/pubs/WIA-LEP-June2009.pdf> .

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CALENDAR OF EVENTS

Upcoming Events

2009

International Conference on Learning Disabilities

LD Round-Up: Responsive Assessment & Instructional Practices
October 2 – 3,
Dallas, TX

National Council for Workforce Education

Oct. 17 – Oct. 20
Seattle, WA

AAACE Annual Conference

Nov. 1 – 6
Cleveland, OH

International Dyslexia Association Annual Conference

Nov. 11 – Nov. 14
Lake Buena Vista, FL

2010

Learning Disabilities Association of America Annual Conference

Feb. 17– Feb. 20
Baltimore, MD

COABE / ProLiteracy Joint Conference 2010

March 16 – 19, 2010
Chicago, IL

Annual TESOL Convention and Exhibit

March 24 – 27
Boston Convention and Exhibition Center

NAASLN Road Trip Tracks

Watch the NAASLN Website Calendar for more information on events where NAASLN will be presenting special tracks, pre-conferences, or sessions. As they are confirmed, they will be posted on our website: www.naasln.org/calendar.htm.

If your state organization wants to feature a NAASLN-on-the-Road track, please contact Laura P. Weisel at powerpath@aol.com. It's a great way to add a national angle to your local professional development conferences.

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Calling All Success Stories!

Are you a success story? An adult who overcame a special learning need? If so, **NAASLN Membership News and Views** is looking for you? **Send us your stories.** A

look back in your life can be an inspiration for others to look ahead.

NAASLN is committed to ensuring and expanding opportunities for adults with special learning needs so that they can become successful and productive lifelong learners. Join in NAASLN's commitment by sharing your own story or one about someone else. Send your stories to newsletter@naasln.org or info@naasln.org.

Did you enjoy this issue? Continue to be a part of NAASLN's dynamic e-community. If you have not yet done so, please by send in your \$35 annual membership fee today.

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WE WANT TO HEAR FROM YOU!

NAASLN is devoted to enhancing the opportunities for life-long learning for adults with special learning needs by improving the efforts of adult educators working with these individuals in the full range of life-long learning programs, i.e., ABE, ESL, GED.

Future Newsletter Submissions

Help us meet your needs. Recommend or submit an article, event announcements, book reviews, and web sites links. Either E-mail newsletter@naasln.org or send to: Joan Hudson-Miller, 3849 Albright Avenue, Los Angeles, CA 90066 or Fax to 310-354-2601.

All submissions will be reviewed for appropriateness for our readership and will be selected at the discretion of the newsletter editors.

Sharing information

Do you have ideas on how you would like to better network with other members? Are there other features you would like to see in this Newsletter and on our website? E-mail newsletter@naasln.org or leave a message on at 888-5NAASLN (888-562-2756).

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Help Spread the Word

Please forward this newsletter to other educators and interested parties. If this newsletter was forwarded to you and you would like to become a member of NAASLN and a regular subscriber, send an email to info@naasln.org for membership information or visit our web site: www.naasln.org/membership.htm.

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Send comments or questions about this newsletter by email to newsletter@naasln.org.

NAASLN Membership News & Views Co-editors: Joan Hudson-Miller, Pat Walsh
NAASLN (National Association for Adults with Special Learning Needs)

Mailing address:

NAASLN
c/o KOC Member Services
113 Tidewater Court
Westerville, OH 43082
888-5NAASLN (888-562-2756)
info@naasln.org
www.naasln.org