

In This Issue

Upcoming Training

National College
Transitions Network
Tool Kit

Special Needs Survey

The Unseen Impact of
Culture on the ESOL
Learner Webinar

Free Economic Stimulus
Webinar

Spotlight on Alternative
Delivery PD

Hugo Chavez Lecture

The Best of the Best

In Every Issue

Matt's Tech Tips

Grant Opportunities

The Resource Room

Thoughts on Leadership

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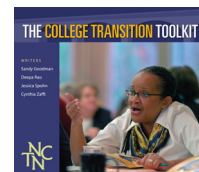
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Upcoming Training

- **Assessment Training**
3/6/2009
9:30am-3:30pm
Lorain County JVS—Lorain, OH
- **New Teacher Orientation Part II**
3/6/2009
9:30am-3:00pm
Henn Mansion—Euclid, OH
- **Spring PD Day**
4/2/2009
9:30am-3:30pm
The Conference Center at OCLC—Columbus, OH
****See attached flyer for full details****
- **Assessment Training**
4/3/2009
9:30am-3:30pm
Sinclair Community College—Dayton, OH
- **BEST Plus Training**
6/26/2009
9:30am-3:30pm
Henn Mansion—Euclid, OH



National College Transitions Network Tool Kits



The National College Transitions Network Tool Kits as referenced in the ABLEResource Center Collaborative grants have been purchased for statewide use. The tool kits have been mailed out to your programs including a hard-copy binder and master CD. If you wish to receive more copies, please contact the Northeast Resource Center at: 216-261-7076 or info@neable.org.

Special Needs Survey



The Central-Southeast ABLÉ Resource Center is working with the Ohio ABLÉ Special Need Steering Committee to identify areas of challenge in serving ABLÉ students with special needs. We need your input as experts in the field. Please consider a broad definition of special needs as you answer the following questions. Your answers will help guide our future professional development and other activities. Please access the survey via: <http://tinyurl.com/5v1cv7>

The Unseen Impact of Culture on the ESOL Learner



The NAASLN Webinar Series invites you to attend an Internet-based seminar presented by Robin Loviren Schwartz.

Culture plays a large, and often unseen, role in how adult English language learners learn. In this webinar, the impact of culture on learning will be illustrated with some anecdotes and information from research. Find out how you can learn more about your own cultural biases, as well as those of your learners. References for reading and learning will be provided.

The webinar will be held March 17 from 4:00pm-5:00pm. The fee for this session is \$30.00 for non-members and \$20.00 for NAASLN members.

To register for this and other NAASLN webinars, visit:
www.naasln.org/webinars.htm

Economic Stimulus Webinar



Find out how you can access funds in the economic stimulus package—the largest new investment in social service programming in history. The answers to many questions regarding the Economic Stimulus Package and Adult Education can be viewed in the archive of this webinar at:

<http://www.proliteracy.org/NetCommunity/Page.aspx?pid=553>

Presenters included Tony Peyton, NCFL; Sherrie Claiborne, NCL; Lennox McClendon, NCSDAE; John Colbert, Moss McGee Bradley & Colbert; David Harvey, ProLiteracy CEO; and Peter Waite, facilitator, ProLiteracy.

This panel of experts discussed implications of the stimulus for adult literacy and basic education programs. Among the topics covered included major provisions of the stimulus package, LEAs and adult formula grants.

Also:

Important updates on the Stimulus Recovery Act are available at www.ncsdae.org. Stay tuned. Stay informed. This is an important time to be in touch.

Alternative PD Strikes Again...



Spotlight on Alternative Professional Development. Did you know completing your Professional Development could be as simple as reading a book and writing a reflection paper on how the book relates to your class? The following review was submitted by Wendy Oliver of the Euclid ABLE Program.

Jeannette Walls has produced a powerful memoir of life as a member of the underclass. Her description of her life of chaos is enthralling. When I listen to the students in my GED class talk about their lives, I hear echoes of this book. Recently, a student who is manic-depressive, commented to another student that her mom and dad were both murderers and so was her step-dad. It doesn't get a lot more chaotic than that.

The similarities between Wall's life and that of many of my students are everywhere. Some of my students grew up poor and nomadic. Many are nomadic now. In the description of poverty, I can only assume there are even more similarities. The disruption of the school cycle, the constant gaps in education caused by moving, and the severing of friendships all would tend to marginalize a student with this background both socially and academically. One wonders if this alone could account for the dropping out that these GED students did. Similarly, the lack of parental involvement and supervision has to have impacted the children's ability to function. Burden them further with hunger and it becomes clear why quitting school and getting a job (or tackling some other fund-raising endeavor) would be very appealing. Just as Jeannette and her sister plotted an escape route, many of my current students had planned them as well. But the Walls' plan simply worked out better.

Part of the reason Jeannette Walls surmounted her background better than my students lies in the extraordinary intelligence both the children and the parents had in that family. Sheer brain power enabled successes that many of my students never experienced, and it also informed the escape plans, rendering them far more realizable. And although her mother was clearly self-absorbed, there appeared to be a lot of love from her father and between the children. I wonder if that existed in my student's murderous family. Nonetheless, rampant alcoholism and other 'isms' in my students' lives and that of their nuclear family, makes for crises today that simply interfere with their ability to manage their lives. Jobs come and go, children get in trouble in school and the parents get called in, evictions happen. Sometimes when I talk to them about their goals, I wonder at how they can bother with planning at all, given the huge obstacles they face.

In some ways I think my students might have had some advantage if they had lived Jeannette Walls' life. There would have been love in the family. There would have been libraries and reading, something few of them do. And there would have been the allure of a heated school where they could escape the home. An incentive to stay in school was rarely there for my students. They all say the one piece of advice they

would give and do give their children is to stay in school. And though her father's schemes and dreams were never realized, he taught his children to have dreams.

The book paints a picture of triumph over adversity. My students, for the most part, are those that didn't. They more resemble Maureen, the most neglected and least nurtured child in the family. As a GED teacher, I wonder at how you help students overcome the lack of stability, the lack of parenting, the lack of resources and the lack of resolve that still permeates their lives. How do you keep them focused on school when chaos is still the norm in their lives? We can be cheerleaders and enablers, but in the end, the drive has to come from within and the obstacles continue to be enormous.

Hugo Chavez: A Daring Pawn in the New Cold War



Join the Cleveland Council on World Affairs as their Global Lecture series presents Hugo Chavez: A Daring Pawn in the New Cold War.

Venezuelan President, Hugo Chavez, has flaunted his position since his election, irritating many Americans. His recent victory on Sunday, February 15th has succeeded in removing constitutional limits to his indefinite re-election.

Meet the man who ran against Venezuelan President Hugo Chavez.

Former Governor of the Venezuelan state of Carabobo, Yale-educated businessman Henrique Salas-Romer ran for presidency of Venezuela in 1998 as the candidate of Project Venezuela, coming in second to Chavez with 40% of the votes. Salas-Romer has been an active force in strengthening the opposition to Chavez ever since, including playing a major role in the last election. Salas-Romer's up to the minute insights into the complicated circumstances shaping the current political situation in Venezuela promise to be fascinating.

This lecture will be held Friday, March 27, 2009 from 5:30pm-6:00pm at the Wyndham Cleveland Playhouse Square, 1260 Euclid Avenue.

Registration is \$30 for member and \$40 for non-members. To register contact the Cleveland Council on World Affairs at 216-781-3730 ext. 9 or by email to reservations@ccwa.org.

The Best of the Best



Check out the latest "Best of" list for classroom resources!

The best places to create (and find) Internet scavenger hunts & Webquests
<http://tinyurl.com/dkz73v>

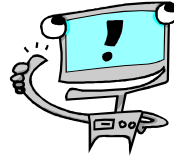
The best sites for free ESL/EFL hand-outs & worksheets
<http://tinyurl.com/chtwyw>

The best tools to make online flashcards
<http://tinyurl.com/daaejq>

The best places to find good education blogs
<http://tinyurl.com/alc2ql>

The best sites for learning about women's history
<http://tinyurl.com/cp6se7>

Matt's Tech Tips



Tech Tips XVIII

Shortcut Keys

Shortcut keys are a great way to perform simple operations that would otherwise require several clicks of the mouse to accomplish. For instance, to copy highlighted text, press [Ctrl+C] on the keyboard. To paste that copied text, find where you want to place it, and press [Ctrl+V]. There are dozens of shortcuts for Windows, for different applications like Word, Excel, or Firefox, and you can even create your own with the help of macros. For a list of commonly used shortcuts, check out <http://www.computerhope.com/shortcut.htm>.

Employment Opportunities



The Edward Stevens Center for the Study and Development of Literacy and Language, located within the College of Education at Ohio University, Athens, Ohio, is seeking a Director and invites applications for this position which begins July 1, 2009. For details about the position and the application process, visit Ohio University's website:

www.ohiouniversityjobs.com/applicants/Central?quickFind=55092

Grant Opportunities



Dollar General Literacy Grant

The Dollar General Literacy Foundation Adult and Family Literacy grant applications are now available online. The maximum grant amount is \$20,000. The grant application can be accessed by going to:

<http://www.dollargeneral.com/Community/Pages/GrantPrograms.aspx>

The deadline to apply is March 4, 2009, and grants will be announced May 14, 2009.

Horace Mann: College Course Scholarships for Educators

The Horace Mann Scholarship Program for Educators is offering scholarships for educators in public and private schools to take college courses.

Maximum Award: \$5,000.

Eligibility: Educators must be employed by a U.S. public or private school district or U.S. public or private college/university at the time of application and at the time

the scholarship is awarded, and must have at least two years of teaching experience; not open to residents of Hawaii, New Jersey, or New York.

Deadline: March 12, 2009.

<https://www.horacemann.com/resources/scholarships/default.aspx>



The Resource Room

New in the NEABLE Library

The Math Tool Kit, an Alternative Delivery Professional Development Activity

Notes from a Reflective Paper by Mary Ann Kulbis, GED Instructor/ Euclid ABLE

Mary Ann reports on the successes of her students having used the manipulatives in the **Math Tool Kit**. She first used the number spinners in a lesson on probability and made these observations:

“... The students could experiment with probability problems until they were comfortable with the concept. In small groups, students created a simple probability problem, made predictions of the results, used the spinners to actually “do” the problem, recorded the results, and compared results with one another. Since results were different for individuals, the meaning of “probability” became clearer. They were creative in coming up with original problems, seemed to feel less self-conscious about answering incorrectly, and were better able to realize their questions and what they did not understand. They came away from the activity with a much better understanding of the concept.

In a coordinate plane lesson, Mary Ann introduced individual dry erase boards to teach constructing a coordinate plane graph by labeling the x and y axes, numbering each axis correctly, plotting points when given an ordered pair of numbers, labeling points on the graph, identifying coordinates for given points, and plotting reflective points across the x and y axes.

By using a “hands on” approach, the students had a better understanding of the concepts being practiced. It was also beneficial for me to be able to see their level of understanding as they worked. The students enjoyed using the dry erase boards and realized it helped them understand the coordinate plane graphing lesson. They also commented that it was easier to do the problems involved because the graphing squares are larger in size on the boards than on graph paper.”

Other GED teachers in Euclid ABLE are working with Mary Ann to develop lesson plans using all the manipulatives in the Math Tool Kit. They will be sharing their observations with one another and, should they decide to write up their results and submit them to the NEABLE Resource Center, they too will qualify for an alternative delivery professional development certificate. What about you and your colleagues?

To register for this training, go to www.neable.org and click on the training calendar under “alternative delivery”.

Thoughts on Leadership

Thoughts on Leadership is an attachment to the Friday NewsBriefs.