

*AACAE Scholarship Awarded to Ms. Brenda Keisler*

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The AACAE Executive Board has awarded the annual *Commission on Adult Basic Education (COABE)* scholarship to Ms. Brenda Keisler of Malvern, Arkansas. Ms. Keisler, who won the AACAE *Outstanding Teacher* award in 2007, will receive reimbursement for up to \$2000 for travel, lodging, and conference registration at the 2009 COABE Conference in Louisville, Kentucky. She will report on her COABE participation at the 2009 AACAE conference in Springdale.

Ms. Keisler has worked as an adult education instructor at the Ouachita Technical College in Malvern for 24 years, following 8 years of teaching in public schools. Although her favorite subjects are "social studies, math, and writing," she teaches whatever is needed in the program, including GED, ABE, and ESOL classes.



**Brenda Keisler at the 2008 AACAE conference**

One of Ms. Keisler's past students, Kyle O'Connor, received the 2008 Garland Hankins Award after completing the GED program in Malvern. Mr. O'Connor needed his GED to enlist in the military; he has recently returned from two tours of duty in Iraq with the 39<sup>th</sup> Infantry and is now in the market for a job.

On behalf of adult education and literacy programs statewide, the AALRC wishes to congratulate Ms. Keisler on her most recent and well-deserved award!

*Arkansas Association of Continuing Adult Education (AACAE) and Arkansas Literacy Councils (ALC) 2009 Annual Conference*

Make plans now to visit beautiful northwest Arkansas in one of the most colorful seasons of the year! The AACAE Executive Board and members of the Arkansas Literacy Council are excited to offer a change of venue for this year's fall conference. The 2009 AACAE & ALC Annual Conference will be held October 22-23, 2009, at the Holiday Inn and Convention Center in Springdale, Arkansas.

This year's conference theme is *Adult Education and Literacy: Opening the Windows to Success*. All we need to make this the best conference ever is.....YOU!

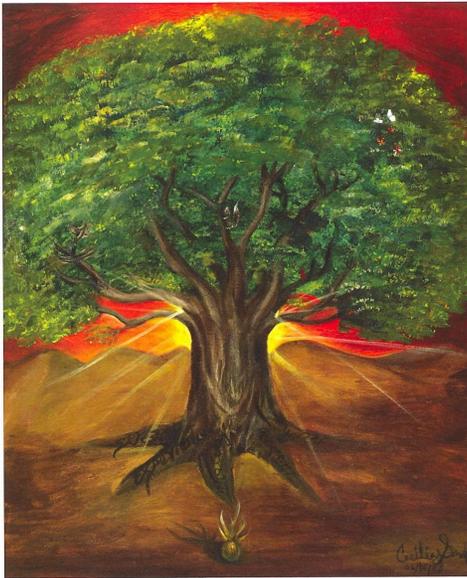
What can you offer?

*Continued on page 8*

**Adult Learning Network**

*The Adult Learning Network is a quarterly publication of the AALRC.*

The Arkansas Adult Learning Resource Center provides equal access to all programs and activities.



*The Wise Tree*

By Cecilia Sanchez  
 Long Beach Family Literacy Program  
 Long Beach, California  
 © 2008

*The Wise Tree*

Getting a High School Diploma is like growing a tree;  
 First, grow as many roots as you can:  
 Strength, Experience, Knowledge, Faith  
 By confronting difficult situations  
 You will find opportunities and support  
 In each one and learn from it.  
 Secondly, grow the trunk to make a strong base  
 Always keep trying  
 Be strong, persistent and persevering  
 Have faith, Have hope  
 Use your knowledge and your strength  
 To find opportunities.  
 Thirdly, grow the branches:  
 Responsibility, Wisdom and Knowledge  
 To help the seeds grow, and then, grow The Leaves:  
 Realization, Happiness, Love, Caring, Purification will come.  
 Be persistent to keep growing and  
 If you survive, be thankful with others  
 Provide and Share:  
 Fruit, Shadow, Oxygen and Love  
 To your seeds and hopefully  
 They will do the same and finally  
 You will become a "Wise Tree."  
 -Cecilia Sanchez

NCFL congratulates student speaker Cecilia Sanchez  
 and wishes her family continued success.

For ordering information: (562)595-8893 x264.  
 All proceeds benefit family literacy families.

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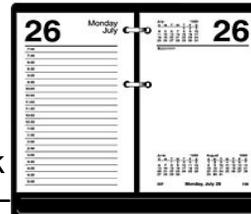
Human Resources  
 & Development  
 Pam Harris

Finance  
 Charles Brown

*Calendar*

*All events are at the AALRC unless otherwise noted.*

**Workshops:**



- April 7-8 – Literacy Strategies –Assessment - Day 3-4
- April 9 – BEST Plus
- April 22 – Leadership Academy – Crowne Plaza Little Rock
- April 23-24 – Literacy Strategies – Instructional Strategies –  
 Day 1-2
- April 28-29 – Literacy Task Analysis – Days 4-5

- May 7-8 – Literacy Strategies – Instructional Strategies – Day 3-4
- May 11– The Power of Mindsets: Nurturing Motivation and  
 Resilience in Adults with Learning Disabilities



TRAVEL  
 Reimburse-  
 ment

**Meetings/Events:**

- April 3 – WAGE
- May 5-6 – Administrators' Spring Meeting – Crowne Plaza  
 Little Rock
- May 7 – Federal Surplus
- May 15 – Arkansas Literacy Council Annual Meeting -  
 Crowne Plaza Little Rock
- May 28-29 – Adult Education Advisory Council – Hope  
 Adult Education hosting

Local programs  
 funded with state or  
 federal adult  
 education funds  
 must adhere to  
 Arkansas  
 Department of  
 Finance and  
 Administration  
 guidelines when  
 requesting travel  
 reimbursement.

*National Coalition for Literacy Launches Online Advocacy Toolkit*

WASHINGTON – The National Coalition for Literacy (NCL) has launched its new online Advocacy Clearinghouse and Toolkit ([www.ncladvocacy.org](http://www.ncladvocacy.org)). Developed with an aim to change the conversation about adult education in the U.S., the Toolkit provides adult education and literacy advocates with the tools and knowledge to raise awareness and speak for the needs of 30+ million Americans with limited literacy and the 11+ million who cannot communicate in English.

Containing dozens of resources, facts, and reports provided by member organizations of the NCL, the Advocacy Clearinghouse and Toolkit is a “one-stop shop” for all advocates interested in improving adult education. This project has been generously supported by the Dollar General Literacy Foundation, which invests millions of dollars each year in literacy programs that help individuals reach their full potential.

The 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 US. For more information about the Toolkit, contact Jennifer Maloney, NCL Director, at [jennifer.maloney@ncldc.net](mailto:jennifer.maloney@ncldc.net) or Jackie Taylor, website developer at [jackie@jataylor.net](mailto:jackie@jataylor.net).

*Arkansas Literacy Councils 2009 Spring Regional Meetings*

Arkansas Literacy Councils (ALC) Spring Regional Meetings were held during the week of March 2 through March 6, 2009 in Lake Village, Hot Springs, Forrest City, Mountain Home and Fort Smith.



Hot Springs Regional Meeting 2009

Marie Bruno, ALC Executive Director, presented new regulations on the IRS 501(c)(3) and Form 990 along with the steps Literacy Councils need to be doing in advance of the May 2010 deadline to get up to date. Ms. Bruno also discussed FY 2010 GAC grant applications and a legislative update on potentially increasing GAC funding, as well as changes to the Nonprofit Corporation Act.

In addition, Ms. Bruno shared exciting information about a new *Health Literacy* curriculum, which dovetails nicely with a new Arkansas Department of Health partnership. The Health Department has scheduled regional meetings in March and April and invited literacy providers to attend. At the March meeting in Stuttgart, literacy providers were introduced to their local Health Administrator and the Hometown Health representative in their county. During this meeting, suggestions were made regarding how the agencies could partner to better serve clients. Two suggestions agreed upon were (1) the provision of client referrals from the local health units to literacy providers, and (2) having literacy providers review materials the health department develops for clients.

All literacy providers have received information on the *Health Literacy* regional meetings being held in March and April and are encouraged to attend. At each meeting, time is provided for suggestions that will be both valuable and beneficial to everyone.

For further information, please contact ALC at [info@arkansasliteracy.org](mailto:info@arkansasliteracy.org) or call 800.832.6242. You may also visit their website at <http://www.arkansasliteracy.org/>.

## *News from the Disabilities Project Manager*

### Teaching and Testing Adults with Learning Disabilities – Recently Asked Questions

Working with adults who have learning disabilities (LD) is rewarding, but sometimes confusing. Below are some of the most recent Q & A regarding these issues.

**Q:** If a student scores 12 or more on the Washington State 13-Question LD Screening, should we refer the student for LD diagnosis?

**A:** Not if that tool is the only LD screening that has been done. LD screening should be a process, not just the use of one tool. If, however, the student scores 12 or more on that particular form, you should follow it up with additional questions and observation. You might discuss what kinds of testing accommodations the student thinks would help them to better demonstrate their knowledge, such as additional time, private room, breaks, audio version of the test, or the use of a scribe or calculator. If any of their initial TABE scores are low (3.9 grade level or below), or if there are significant grade equivalency discrepancies among the TABE subtests, you might want to re-administer the TABE with the accommodations you've discussed with the student to see if the scores improve by three or more grade levels.



**Q:** If we re-test the student on the TABE with accommodations, can we report that score on our AERIS report?

**A:** Not unless the student was previously documented with a disability. If the TABE re-test is done as part of a screening process to determine the need for a diagnostic referral, those scores are only a part of the screening process and should not be reported.

**Q:** What exactly does a “screening process” entail?

**A:** The screening process will be different depending on the individual student, but some of the components may include the following: Interviews about past school experiences, learning style inventories, observation of basic skills tasks, the 13-Question screening tool, the Payne-Jordan Learning Inventory, TABE re-testing with applied accommodations, or the use of some other LD screening inventory, *e.g.*, *Cooper Screening for Information Processing*, *PowerPath to Adult Learning*, *Adult Learning Disability Screening by the University of Kansas*, etc.

**Q:** If our program’s LD screening process indicates that the student may have a learning disability, how long should we wait to refer the student for diagnosis?

**A:** You should refer the student as soon as you can for a couple of reasons. First, instructional accommodations should match testing accommodations, so it’s important to know what accommodations the student is approved for during the GED tests to ensure that those accommodations are also applied during instruction. Also, since the diagnosis of learning disabilities is determined by score discrepancies, it’s best to complete the diagnosis prior to

*News from the Disabilities Project Manager*

basic skills remediation. For information about making a diagnostic referral, go to <http://aalrc.org/resources/ld/referralProcess.aspx>

- Q:** If a student has existing documentation of a disability when they first enter the program, should we provide accommodations on the TABE test during intake?
- A:** Yes. The accommodations should be determined during an interview with the student about what accommodations they have received in the past, and what they know does/does not work.
- Q:** Where can I get a copy of the GED Practice Test on tape?
- A:** According to our LD Policy Manual, every adult education program should have a copy of the GED Practice Test on tape. The AALRC has a copy that you can borrow, but sometimes there is a pretty long wait. You can purchase the test for \$86.00 at [http://steckvaughn.harcourtachieve.com/en-US/Products/Product+Detail.htm?CS\\_ProductID=00000000001230679&CS\\_Category=GED\\_PracticeTests&CS\\_Catalog=HMH+Supplemental+Catalog](http://steckvaughn.harcourtachieve.com/en-US/Products/Product+Detail.htm?CS_ProductID=00000000001230679&CS_Category=GED_PracticeTests&CS_Catalog=HMH+Supplemental+Catalog).
- Q:** In what situations might a student benefit from having a scribe as an accommodation on the GED tests?
- A:** Typically, a student will request a scribe to accommodate either a physical disability (severe arthritis, loss of limb, carpal tunnel syndrome, cerebral palsy, etc.) or a learning disability, especially in the realm of an expressive language disorder. Severe dyslexia can also impact fine motor skills and make handwriting difficult to read.
- Q:** What accommodations are available for a person with emotional/mental health disabilities?
- A:** Accommodations should always be based on the individual's need, so they will vary depending on the individual's disability and areas of strengths and weaknesses. There are suggested accommodations on page 2 of the *Request for Testing Accommodations for Emotional/Mental Health* form at [http://aalrc.org/resources/ld/ged\\_forms.aspx](http://aalrc.org/resources/ld/ged_forms.aspx). The GED examiner will need a letter from the professional who diagnosed the emotional/mental health disability that states the date of diagnosis, how the disability affects learning, and suggested accommodations. Documentation will be viewed as sufficiently current if it has been completed within the last 6 months.

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If you have other questions about teaching or testing adults with disabilities, please contact Patti White at 800.569.3539 or [prwhite@madisoncounty.net](mailto:prwhite@madisoncounty.net).

## *News from the Disabilities Project Manager*

### **DIAL2DO™ Write Emails by Talking to Your Cell Phone – It's Free!**

Technological innovations continue to make everyday tasks easier for people with disabilities, and it's easy to see how this one would be helpful for adult students who have learning disabilities. At <http://www.dial2do.com/>, you can use your cell phone (or landline phone) to write emails, text messages, Twitter messages, or leave yourself a reminder note – all by using your voice, and all for free. The messages you leave will be delivered in both text and audio, so the message receiver may either read or listen to the message. This service is currently in the process of Beta testing, but according to their website, "We've locked up our accountants. All services are free during our Beta test. If we do ever decide to charge for something, we'll give you plenty of notice and try to keep the basic services free."

How does it work? When you dial the local number (provided when you register online), you will be asked several questions such as "Do what?" and "To who?" You say what you want and the service directs the message where you want it to go.

For example, to send an email:

- They say, "What would you like to do?" You say, "Email."
- They say, "Email Who?" You say, "Dave."
- They say, "Record your Email." You say, "Hello Dave, I'm trying out this service called Dial2Do."

Hang up and they'll send the email. Your friends will get an email to read what you said, and also a link so they can hear the original audio.

You can also listen to your ten most recent emails and reply while listening. You can post updates to your Twitter or Jaiku feed, say "weather" to listen to the weather forecast in your location, or say "calendar" to listen to your calendar and add appointments. If you say "translate," it will even translate what you say into another language and send it back to you as a text message.

Adults with or without disabilities can benefit from this service, but for your students who have reading and/or writing disabilities, imagine the time they can save by recording an email instead of writing one, or listening to email instead of reading. Both the calendar and reminder services can be used to help with organization and time management difficulties – both valuable skills in reaching educational goals. Many students already have cell phones, so please share this information with them to see if they want to take advantage of this amazing free service. To register, go to <http://www.dial2do.com/register>. For more information, visit <http://www.dial2do.com/faq>.

### *AALRC Staff*

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**Note: To link to any web address (URL) in this newsletter, go the AALRC's home page at <http://aalrc.org>, look up this newsletter, and then just click on the appropriate link.**

## Slow Computers



Slow computers are one of the top complaints I hear from people. Sometimes the computers are a decade old and there isn't much hope that they will ever run faster. But what about that computer that was so fast just 3 years ago, why is it so slow now? There can be any number of problems that cause your computer to be slow, but here is a quick list of the most common ones:



1. Too many programs running at startup. Look in the bottom right-hand corner of your screen next to the clock, how many icons do you see? Take a moment to hover over each one to see a short description. Do you really need all those programs starting up every time you boot up your computer, using up memory and causing crashes? Most likely not. Go to START – RUN – type msconfig in the dialog box – press OK – STARTUP tab. Disable almost everything you see here (it won't delete the program) except your anti-virus, printer support, mouse pad (laptops).

If you need help (by remote control) or want more specific documentation, contact Rob Pollan ([rob@aalrc.org](mailto:rob@aalrc.org)).

2. Spyware – the best program I've seen lately to combat spyware is Malwarebytes (available at [www.download.com](http://www.download.com)). Install, update, run the Quick Scan. Two other programs that can help clean out your computer are Ad-aware and Spybot Search & Destroy ([www.download.com](http://www.download.com)). Watch out for Spybot S&D, don't install the Tea Timer, or disable it by using MSCONFIG (see step 1 above). It's also a good idea to set Ad-aware to manual in SERVICES (for help on this, contact Rob Pollan ([rob@aalrc.org](mailto:rob@aalrc.org))). All programs mentioned above are free.
3. Memory – If you don't have enough memory, Windows will use your hard drive as a memory source. This is much slower, and causes your computer to move at a snail's pace when opening programs or running multiple programs at once.

To check for the amount of memory in your computer in Windows XP, click START, right-click your MY COMPUTER icon (Vista users right-click your COMPUTER icon) and select PROPERTIES. You will see the amount of RAM installed. Windows XP should have at least 512 MB, and Vista should have 2 GB. Memory is cheap these days, you could upgrade an XP computer from 256 MB to 512 or more for around \$40. It should make a huge difference. If you have a lab that needs a memory upgrade, contact Rob Pollan for assistance ([rob@aalrc.org](mailto:rob@aalrc.org)).

Bitdefender 2009 – If you are using an older version of Bitdefender, you might want to consider upgrading to Bitdefender 2009. I've found that this program runs well and seems to have fewer problems than some of the older versions. Contact Rob Pollan ([rob@aalrc.org](mailto:rob@aalrc.org)) for more information.

## *AACAE and ALC 2009 Annual Conference* Continued from page 1



We need presenters, so polish up those ideas and strategies. We need speakers, so be prepared to inform, entertain, motivate. We need attendees, so get ready to ask questions, provide workable tried and true solutions, and offer suggestions. Whatever you offer, come prepared to participate.

The Holiday Inn in Springdale is holding a block of rooms - our block is reserved under AAC. Reservations will be available for booking with the following link: <http://www.ihg.com/h/d/HI/1/en/rates/SPDAR?groupBookingCode=AAC&IATAno=99801505>

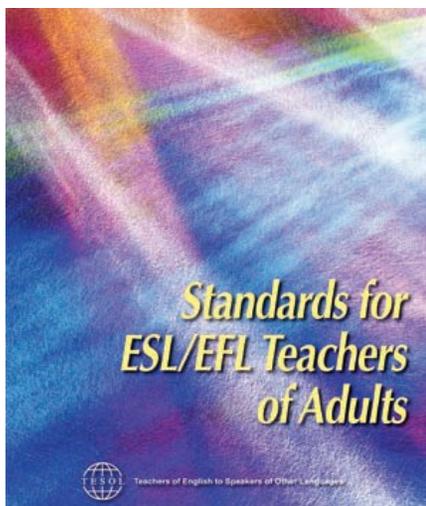
We hope to see you there to catch up on all the news since last fall, to plan strategies for the future, and to connect and interact with friends and colleagues.

See you in Springdale in October!



**AACAE President  
Sandra Miller**

## *AALRC Library Item Review by TESOL, Inc.*



**This item is available at the  
AALRC library.**

Teachers of English to Speakers of Other Languages, Inc. (TESOL), introduces Standards for ESL/EFL Teachers of Adults. This new volume offers performance indicators, vignettes, and evaluation tools for instructors. These clearly organized components will help instructors identify the qualities and practices to pursue in their teaching.

The standards in this book address planning, instructing, and assessing as the basis for effective teaching. These three core standards lead to five additional standards that focus on both the instructor and the instruction: identity and context, language proficiency, learning, content, and commitment and professionalism

Collectively, these eight standards represent the foundation of what professional teachers of ESL and EFL to adult learners should know and be able to do.

The eight standards are organized in a useful and concrete format. Each is introduced with a brief description followed by theoretical justification, numbered performance indicators, vignettes of real-life settings using the performance indicators, and a forum for further thought and discussion.

The standards can be applied to most settings with adult English as a Second Language or foreign language learners and can benefit educators and administrators in teacher-training programs, in educational programs, and in achieving professional development both personally and institution-wide.