

*New Location for
Arkansas Adult Learning Resource Center*

Arkansas Adult Learning Resource Center
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<http://www.aalrc.org>

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 Arkansas Adult Learning Resource Center (AALRC) is now located at 525 West Capitol Avenue in downtown Little Rock. The building was previously the Arkansas Baptist State Convention Center. The AALRC shares the new facility with Arkansas Literacy Councils, Inc. and Arkansas Rehabilitation Services.



This building is located at the corner of Arch St. and W. Capitol Ave, directly across the street from the newly renovated Federal Court House Building. Located on the main artery of the LR/NLR bus route, the building is two stories and includes a secured parking lot with 107 spaces.

The gated parking is available on S. Arch St., just west of the building. Visitors do not need any parking code to enter the lot; however, they will need a code to exit the lot. The code may be obtained from either of the receptionists in the lobby. The entrance to the AALRC is in front of the building, on W. Capitol Ave.

Several downtown hotels are located within walking distance of the AALRC's new location, and they all offer the state rate for lodging. These include La Quinta, DoubleTree and Legacy Hotel & Suites. The Legacy is actually right next door to the AALRC. In addition, there are a number of nearby restaurants for tasty dining.

The new building features two conference rooms, a computer lab, a much larger library space, and an auditorium with a stage.



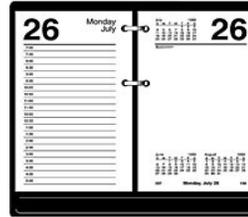
The AALRC staff is excited about the new location and looking forward to the opportunity to provide even more convenient and accessible services for all visiting adult education and literacy program personnel.

Driving directions to the new AALRC location can be found at <http://aalrc.org/home/contactUs.aspx>

Calendar
All events are at the AALRC unless otherwise noted.



Professional Development:



July 12-14 - ESL Institute Session ID: **124470**

July 15 – New GED Examiners’ Workshop
 Session ID: **127019**

July 20-22 - Summer PD

Tuesday, July 20, 2010

Inspiration Session ID: **126972**
 Kick in the Attitude Session ID: **126978**
 Teaching Graphic Interpretation Session ID: **126993**

Wednesday, July 21, 2010

Google Docs Session ID: **126973**
 Kick in the Attitude Session ID: **126984**
 Teaching Graphic Interpretation Session ID: **126994**

Thursday, July 22, 2010

Office 2007 Session ID: **126974**
 Kick in the Attitude Session ID: **126987**
 Teaching Graphic Interpretation Session ID: **126995**

Aug 3-4 - South AR Summer Institute - University of Arkansas - Monticello

September 15 - LD 101 Session ID: **127149**
 (October 13 - LD 201 Session ID: **127151**)

September 28-29 - Teaching w/ Manipulatives
 Session ID: **127153**

In addition, please mark your calendar in advance for the LD Comprehensive Workshop series with Session ID **127154**:

Nov. 2-3, 2010
 Dec. 7-8, 2010
 Jan. 25-26, 2011
 Mar. 8-9, 2011



TRAVEL
 Reimburse-
 ment

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

Scheduled Meetings:

July 15-16 - Libera System 7 Training
 July 16 - ALC Board Retreat
 August 5 - State Board of Career Education Meeting
 August 6 - ALC MAC Meeting
 August 30 - State AmeriCorps Program Meeting

Governor
Mike Beebe

State Board of
Career
Education

Director,
William L. “Bill”
Walker, Jr.

Division of
Rehabilitation
Services
Robert Trevino

Division of
Adult Education
James H.
Smith, Jr.

Division of Career
& Technical
Education
John Davidson

Communications
Deborah
Germany

Human Resources
& Development
Pam Harris

Finance
Charles Brown

*National Adult Numeracy Instruction Professional Development
(ANI-PD) Field Test Program*

The AALRC has been chosen to participate in the Adult Numeracy Instruction Professional Development (ANI-PD) Field Test Program, which is an intensive professional development model for states committed to high-quality math instruction for adults at the ABE, pre-GED, and GED levels.

ANI-PD is a national initiative involving 10 local programs with 2 instructors and the local administrator from each program. Participating states will strengthen their capacity for high-quality math instruction in adult education.

The timeline for ANI-PD Field-test activities is as follows:

- October 2010 Institute I, two (2) days at in-state site
- October–December 2010 Classroom implementation and regional meetings
- December 2010 Institute II, two (2) days at in-state site
- December 2010–March 2011 Classroom implementation and regional meetings
- March 2011 Institute III, two (2) days at in-state site
- April–May 2011 Follow-up data collection and feedback from states.

Standards-In-Action



Arkansas was recently chosen to participate in the Standards-In-Action Innovations. ESL Curriculum Guidelines will be used in this project. Two state staff and two local program instructors were chosen to attend the meeting in February in Washington, D.C. Vickie Johnson, Northwest AR Community College and Beth Cooper, Fort Smith Adult Education Center, were the practitioners chosen to attend the meeting. The four participants will attend national meetings and webinars for this project. The group will also meet with local practitioners from the programs to continue our work in the state. At the end of the project we will begin training the rest of the state in the innovations.

The Standards-In-Action (SIA) innovations are professional development methods and materials that support the implementation of content standards in adult education programs. The SIA innovations, developed with guidance from adult educators around the country, address four priority areas of standards-based reform:

- Building instructors' understanding of the standards taught;
- Translating the standards into curriculum;
- Aligning student assignments to standards; and
- Assessing the extent to which instructors are teaching to the standards and using effective instruction.

News from the Disabilities Project Manager

How Can I Teach Sarah? The Saga of One Tutor's Quest for Answers, Part 2

In the last edition of the AALRC newsletter, I told the story of Sarah and Gail, a literacy student and her tutor who were facing some instructional challenges. If you missed Part 1, you can read it at <http://aalrc.org/news/newsletters/2009V4.pdf>, pp. 4-5.

I had one response to my request for follow-up questions or comments about the article, and it concerned Sarah's diabetes. The person wrote, *"I, too, have a lower-functioning student who has diabetes. She says that at times it is hard for her to concentrate because of her blood sugar levels. She is a very conscientious, dedicated student, but is getting frustrated by her lack of progress. She does want to get her GED. Would diabetes be considered a physical disability? Would she be able to get accommodations such as longer test time?"* The answer to that is yes, diabetes is considered a physical disability, and the student could request accommodations such as extra time, frequent breaks, and taking one test at a time. The appropriate accommodations request form can be downloaded at http://aalrc.org/resources/ld/ged_forms.aspx. It's the ACC-5, Request for Testing Accommodations for Physical/Chronic Health Disabilities.



Remember that with approval from the Arkansas GED Administrator **any** student with **any** diagnosed disability (including learning disabilities and AD/HD) does **not** have to pass the entire GED practice tests before starting on the actual GED tests. He or she may pass one part of the practice test with a score of 450, then take that part of the GED test; pass another part of the practice test with a test a score of 450, then take that part of the GED test...and so on, until all the GED tests are completed. Note that none of the GED tests will be scored until all are completed, though. The examiner will send them all in for scoring at one time.

Okay, so back to Sarah and Gail. Gail never did say whether or not Sarah needs a GED diploma, so I wrote to ask again, adding that, "At her age, I'm guessing she just wants to improve her reading skills. The only other meaningful thing I might add at this point - without knowing her - is that it will be imperative that she practice her skills at least every day; preferably several times a day. I tell students it's the Weight Watcher's approach to learning: take several small doses a day - ten minutes here and there - instead of binging once or twice a week. Considering her age, her diabetes, and her multiple characteristics of dyslexia, she won't be able to retain what she's learning unless she does some kind of drill & repetition several times a day." In response to my suggestion, Gail wrote, *"It is unlikely that Bonnie will practice every day; she often does any written work I send home (basic copying) but rarely practices any reading out loud. Sometimes she'll do it once or twice the day we meet."*

This is an on-going frustration for everyone. I don't know of any other educational arena that gives students the choice of studying **ONLY** once or twice a week. It perplexes me. I can only reiterate that chances of retaining what has been learned in class go way down when there's no drill and repetition of skills.

I also re-recommended the use of assistive technology to help her function better in her daily life. I suggested that Gail might want to chat with Sarah about how her problems with reading affect her on a daily basis. (Maybe it's not even an issue, but that seems doubtful.)

News from the Disabilities Project Manager

So here's what I hear back from Gail: *"I have the Learning Styles Inventory results, but it is not very conclusive. She had trouble answering a lot of the questions even when I gave her examples to explain what the answer choices meant. She had 4 in the KVA (Kinesthetic-Visual-Auditory) category, but all of the others had 2 or 3, so it certainly is not definitive. I did not tally until I got home, so I did not discuss the description with her, so I'm not sure what she will think. She wanted to answer totally contradictory answers until I would pin her down on choosing one. I really think that she did not understand how to answer many of the questions. She just does not think about herself as a learner!"*

And that right there is a light bulb moment for any tutor. Many of our students do not know how they learn best, because they don't think of themselves as learning "best" at all. As a good tutor, Gail instinctively did the right thing, which was to give examples and help the student understand what those kinds of questions ask. This process turns the somewhat boring task of completing yet another form into a dynamic opportunity for learning a lot – for both the student and the tutor! Unfortunately, they didn't get to the best part, which is talking about the various learning characteristics. That's where the student really starts thinking about how they learn best.

Gail continued, *"We also talked about her goals for reading and her frustrations about times she struggles. She did describe being 'aggravated,' but could not give me a single example of when she felt frustrated. I asked about some specific situations (following directions to prepare food, getting mail she could not read), but she really has managed to cope for so many years that I don't think she really knows how much better her life could be if she could read more. She has no desire to read for pleasure. She looks at books and magazines for the pictures and likes to do that. She is a real puzzle to me. We made a calendar check list with a goal of reading specific stories from her book out loud for 5-10 minutes every day. I think she will do better but still is not particularly motivated to really work. However, she shows up every week and will try anything I ask her to try. This week I totally skipped the phonics parts of the lesson and focused on reading sentences and stories she had read before. I made a list of words she consistently struggled with for her to practice."*

There is a ton of information in that previous paragraph about both Gail and Sarah. However, to continue the interactive concept behind this saga, I invite you to now send me your own thoughts about teaching and learning that popped in your head after you read Gail's latest remarks.

Send your comments and suggestions to me at prwhite@madisoncounty.net, and I'll include a summary of those in the next issue, as well as some of my own thoughts that I sent back to Gail. Thanks so much for participating in my first stab at an interactive newsletter article! And stay tuned for more on the Gail and Sarah saga!

AALRC Advisory Committee

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*Richard
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*Ruth Ann
Williams,
Conway*

New Workshops at AALRC

The AALRC is planning several new workshops in the fall. Below is a description of three of those.

Health Literacy

Research-based Health Literacy Materials for Beginning Level ABE and ESL Students

Attendees participate in a discussion of the importance of health literacy and its relevancy to their programs and students. The presenter demonstrates the online instruction guide and materials. Explanations as to what research-based literacy activities are used in the curriculum are given and attendees have the opportunity to discuss these activities and ask questions if they are unfamiliar with them.

The presenter walks attendees through at least two sections of the health literacy materials referring back and forth to the guide. Hot Links to further explanatory information and actual instructor/learner teaching sessions, using the techniques or the topics, are also available and shared. Ample time is allowed for questions and suggestion from attendees.

This is a one-day workshop scheduled for November 11 and 12, 2010. November 12th will be a repeat of the 11th.

Community Action Poverty Simulation (CAPS)

The Community Action Poverty Simulation (CAPS) is a unique tool that community action agencies are able to use to educate everyone, from policy makers to local community leaders, about the day-to-day realities of life with a shortage of money and an abundance of stress.

During a simulation, participants role-play the lives of low-income families, from single parents trying to care for their children to senior citizens trying to maintain their self-sufficiency on Social Security. The task of each family is to provide food, shelter and other basic necessities during the simulation while interacting with various community resources staffed by low-income volunteers.

Although it uses "play" money and other props, fictional scenarios, and time limits, CAPS is not a game. It is a simulation tool that enables participants to view poverty from different angles in an experiential setting, while empowering low-income volunteers by allowing them an opportunity to interact with leaders from their community.

Poverty Simulations take approximately 3 hours to run. The maximum number of participants is 80, the minimum number should be no less than 40 participants.

This Simulation activity with reflection in the afternoon session is scheduled for November 19, 2010.

AALRC Staff

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Tech



Talk

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

Windows 7 Tips

Windows 7 is Microsoft's newest desktop operating system. If you skipped upgrading from Windows XP to Vista because of bad press, you should go ahead and try Windows 7 – it is a great operating system. If you haven't made the jump to Windows 7 but are thinking about it, make sure you get a system with plenty of memory. If you get 4 Gigabytes of memory or more, you should get the 64-bit version of Windows 7 so it can utilize all the memory. I've been using the 64-bit version and haven't had any problems with it. 32-bit programs run fine on 64-bit computers, with the exception of anti-virus programs and a few others. Just make sure you download 64-bit versions for your anti-virus programs.

Zoom in with the Magnifier

If you are having trouble seeing small type or just need to magnify an area on the screen, go to START – ALL PROGRAMS – ACCESSORIES – EASE OF ACCESS – MAGNIFIER. You can adjust the magnification and there are some other handy settings. If you find you need it often, go back to ALL PROGRAMS, navigate to MAGNIFIER, right-click magnifier and select "Send to Desktop" to create a desktop shortcut. If you want it to start every time you log onto Windows, within Magnifier click on OPTIONS – CONTROL WHETHER MAGNIFIER STARTS WHEN I LOG ON – checkmark the box next to Turn on Magnifier.

Sticky Notes

They work just like the real ones, but without the glue. They're found in START – ALL PROGRAMS – ACCESSORIES. Right-click the note to change its color, click the + sign to make another note.

Run As

This is a handy function for when you are logged into a student's limited account and can't run a program. Simply hold down Shift while right-clicking a program's icon and you will have the option to run the program as another user. This keeps you from having to log off, log in as an administrator, install the program, then log back in as the student. It's a real time saver.

Dock Windows Left or Right

I really like this one; it's definitely worth remembering. Hold down the Windows key on your keyboard and press the left or right arrow key. This is great for quickly looking at two windows side-by-side without having to do a bunch of resizing.



Snipping Tool

The Snipping Tool is very handy for capturing any area of your screen. Go to START – ALL PROGRAMS – ACCESSORIES. You can capture any area of your screen or any window. Paste the screen captures in emails or documents to explain how to use programs and websites. There are some tools that will allow you to draw or highlight areas of the screen capture. Or paste the screen capture into the new Paint program (START – ALL PROGRAMS – ACCESSORIES - PAINT) to make more intricate changes and layovers.

Arkansas Literacy Councils Holds Annual Meeting



ALC AmeriCorps Members were presented with certificates of Service in recognition of AmeriCorps Week. Pictured are AmeriCorps Members and Council Directors. Pictured Left, Belinda Sanders, ALC Program Coordinator, Pictured Right, Mary Bea Gross, Executive Director of the Arkansas Service Commission.

Arkansas Literacy held its 39th Annual Meeting on May 21, 2010 in the Great Hall at the Governor's Mansion. The meeting was well-attended by council directors, their guests, AmeriCorps Members and Arkansas Literacy Councils Board of Directors. Everyone was encouraged to participate in self-guided tours of the mansion. They also took strolls through the beautiful mansion gardens.

All councils were given certificates in recognition of their participation in promoting literacy throughout Arkansas. Two outgoing ALC Board members, Steve Brawner and Kathy Lease, were presented with plaques of appreciation for their terms of service to ALC. Council directors and guests also took part in the election of new members to the ALC Board of Directors and the board's Member Advisory Committee.

In recognition of National AmeriCorps Week, certificates of appreciation were presented to 45 AmeriCorps members by Mary Bea Gross, Executive Director of the Arkansas Service Commission. The speaker for the luncheon was Gayle Hart, National Program Director, HIPPI USA. HIPPI serves children and families and encourages the parents to be the child's "first teacher". Parents with low-literacy skills cannot effectively teach their children. Ms. Hart spoke to the participants about the collaboration between HIPPI (Home Instruction for Parents of Preschool Youngsters) sites and their local literacy councils and adult education centers. Ms. Hart is very excited about future collaborations between HIPPI and adult literacy.

The ALC Board of Directors met after the annual meeting was adjourned. Board members elected new officers and discussed Grants and Aid to Councils funding to councils for the upcoming fiscal year. Several new and exciting ventures, such as an ALC newsletter, visiting councils this summer to videotape success stories and encouraging councils to join ALC on Facebook, were discussed.

New Workshops at AALRC

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SMART Board

This workshop will introduce participants to all of the SMARTBoard components. Participants will learn to use the SMARTBoard tools to quickly access functions that help you operate the interactive whiteboard more effectively. This workshop will give the teachers the strategies and tools they need to engage students in active, high level learning, and ensure that every student develops the skills, habits of mind, and concepts required to succeed in adult education.



No date has been set for this workshop at this time.