

New Heights Educational Group, Inc.



New Heights Educational Group
Educational Resources to Help You Reach Your Goals

Monthly Newsletter

Volume 4 Issue 3

March 2016

Monthly Points of Interest

=====

Home-schooled students growing

=====

National School Choice Week Discussion

=====

13 yr. old chef with Autism inspires TV campaign

=====

Dealing with Bullying

=====

Tell Us Your NHEG story

=====

It Might Be Undiagnosed Adult ADHD

=====

Do You Remember

NHEG



Pamela S. Clark
Founder/Director
(419) 786-0247



www.NewHeightsEducation.org

Editor: Bill Naugle

Proofreader: Arianie McGee

Our Mission Statement

The New Heights Educational Group Inc. supports literacy for children and adults by offering a range of educational support services. Such services include assisting families in their selection of schools, organization of educational activities, and acquisition of materials. We promote a healthy learning environment and offer Enrichment programs for families of preschool and school age children, including children with special needs.

New Heights Educational Group, Inc. is a 501(c)(3) educational non-profit organization located in Defiance, Ohio. We provide educational support services beginning 2006 for families in Ohio to bridge the gap from inadequacies in home school, charter school, and public school systems.



March 2016

It still amazes me how hard our volunteers work to help us further our mission and goals. The work ethic of our volunteers is second to none. Anyone that knows me personally understands that I love History. I believe that one of the reasons NHEG is so successful is because we believe in the principles that made America great and we also live by the code below. For me everyone should have the opportunity to be successful. Everyone regardless of background or beliefs should be treated with respect. I expect children to be treated with the same respect that we treat our adults. We make them part of the conversation; they need to be heard. NHEG has proven many times over that a large group of people can work together on a common goal without bickering or belittling someone. All voices are heard and ideas are welcomed.

Pamela



ON MY MIND

Pamela Clark



N umber of home-schooled students growing across State of Pennsylvania

By Eileen Godin - egodin@timesleader.com

KINGSTON TWP. — Brothers Ethan and Aiden Campbell begin their school day by sitting on the sofa with their mom and reading about World History. The boys represent a growing number of children whose parents have taken control of their education by opting out of the public and private school systems. The cozy atmosphere of the Campbell family home does not detract from the lesson on Mary Tudor, the 16th century Queen of England. "Who was her father?" Leisa asked her sons. "King Henry VIII," Ethan answered. The scene is repeated throughout the nation and across the state.

A study by the Department of Education's National Center for Education Statistics reported 1,770,000 students nationally were home-schooled in 2013, an increase from 1.5 million in 2007 and 850,000 in 1999. The Pennsylvania Department of Education reported 22,136 students were home-schooled during the 2006-07 school year. Home-schooling should not be confused with cyber schools, Leisa said.



Ethan, 14, and Aiden, 11, start the school day off with a lesson about 16th century Queen of England Mary Tudor, known as Bloody Mary. Aiden is pointing to the geographical locations important to the life of the queen while his mother, Leisa, and brother watch.
Aimee Dilger | Times Leader

"With home school, parents choose and pay for the curriculum required by state law to have their student's school work evaluated at the end of the school year by someone qualified under the Pennsylvania Department of Education guidelines," Leisa said in a written email. "Cyber school is public school done at home on a computer with none of the Pennsylvania Department of Education oversight and no input from the parents."

Academics

The ability to curtail academics to fit a student's individual needs is a benefit to homeschooling, Leisa said.

"The state dictates what students have to study as far as what subjects are covered," she said. "But home-schoolers can choose what curriculum to use and tests."

For example, Ethan decided to study botany for his science credits this year.

"There are tremendous resources out there, she said. "You can review the materials available and see what best fits the children's personalities."

Shannan Wakely, a Dallas Township resident and mother of four, is homeschooling three of her children: Sara, 16, and 15-year-old twins, Garrett and Grace. Her oldest daughter Taylor, 21, graduated from public school in Wisconsin and now attends Misericordia University in Dallas.

Last year, Shannan used the Rosetta Stone Spanish program to meet her children's foreign language requirement.

Home-schooled students are still subjected to the state-required standardized testing for third, fifth, and eight grades.

Standardized testing results are combined in the student's portfolio that includes chapter tests, samples of assignments, and field trips provided to an evaluator for review, Leisa said. Sara, Garrett, and Grace all play basketball on the Rock Solid Academy team and soccer through the Back Mountain Soccer Association.

N

umber of home-schooled students growing across State of Pennsylvania

(continued from previous page)



Deciding point

Leisa and her husband, John, pulled their sons out of public elementary school due to curriculum and behavioral issues of other students.

She recalled an incident when Ethan was in first grade. He brought home a worksheet with a drawing of two different-sized fruit bars, Leisa said.

"The question was which one would you pick," Leisa said. "Ethan circled the smaller one, and it was marked wrong. The teacher wanted him to be greedy and pick the larger one." Leisa questioned her son about his answer. "He said he wasn't sure if he would like the taste and didn't want to take the larger one only to find out he didn't like it and then waste it," she said. "That is logic to a first-grader."

In third grade, Ethan brought home a story of a female classmate bragging she had stolen from her mother and another story about a

Kingston Township mother Leisa Campbell maintains an accurate log of her sons' academic performances.

male student who threw a desk in the classroom. "We didn't want them growing up in that kind of atmosphere," Leisa said. While living in Wisconsin, Shannan and her husband, Paul, opted to home school Sara when she was in first grade due to her special needs. "She liked school but was struggling academically," Shannan said.

When the family relocated to Dallas Township three years ago, Shannan and Paul incorporated the twins, who had previously attended public school, into their homeschooling program. The transition from public school to home school was difficult for Garrett, Shannan said. "Garrett is very social and had lots of friends in Wisconsin," she said. "He wanted to go back to public school." Settling into the Back Mountain, Shannan made it a priority to get her children involved in activities right away. She found a church and homeschooling support groups to help her children make new friends. Garrett is a member of the Dallas School District's summer swim team, she said. He has adapted to home-schooling and enjoys "a more relaxed, but busy schedule," Shannan said. "Socialization gets a bad rap for homeschoolers," Leisa said. "I don't think they miss out on a lot."

Leisa keeps her sons busy between two different church youth groups and Boy Scouts. Both Leisa and Shannan participate in group field trips and other activities through local homeschooling support groups such as the Wyoming Valley Homeschoolers and Christian Home School Association of Pennsylvania. "You do what you need to do to connect them with other children," Shannan said.

Aiden Campbell, 11, is developing computer coding to enable him to have access to different tools. Aiden is home-





KID-TO-KID CHESS

For kids (and their parents) who want to know more about how to “get into” chess.

THE ACADEMIC BENEFITS OF CHESS

Neuroscience research has proven that chess increases your child’s IQ, math skills, attention span, memory, concentration, visual patterning skills, verbal skills, strategy, calculation ability, patience, ability to understand planning and consequences, and has many more benefits to the brain. But there are other benefits to chess that have gone unspoken, until now.

KID-TO-KID CHESS

Turner Gough (age 14) is a competitive chess player who has traveled the country for **four years playing in the nation’s largest and toughest tournaments.** He started Kid-To-Kid Chess to help beginners gain knowledge about scholastic chess tournaments, and to give intermediate players some advice about large, open tournaments.



THE UNTOLD BENEFITS OF CHESS

Chess can give your child many academic benefits, but can also teach about diversity, differences, respect, relationships, competition, work ethic, sportsmanship, learning to win gracefully, and learning to cope with defeat. Your kids can make friends of many countries, backgrounds, ages, and ways of life, which will help them understand the real world on a greater level. And travel chess will give your family the experiences of a lifetime.

CHESS IN HOMESCHOOL

Chess can also be incorporated into your child’s homeschool curriculum. In addition to the hours they will receive for “critical thinking/logic,” they can also learn about American history, world history, early human studies, cultural and social anthropology, biology, geology, physics, international relations, public speaking, entrepreneurship, and psychology, depending on what you do with chess. Ask us about team chess! Kids as young as five can start learning.

Ever Dream of having your own Radio Show?

New Heights Educational Group is a Resource and Literacy Center based in Defiance, Ohio. We share a concern with families having access to information for those with special needs, including the topic of Autism.

We offer live internet radio shows to discuss various educational topics and we are looking for a VOLUNTEER to host a half-hour radio show on special needs once a week. We would give the necessary training and the volunteer can choose the time of the show on Tuesday, Wednesday, or Saturday. This show would keep all listeners up to date on anything to do with Autism and other special needs. This will include discoveries in medical fields. Anyone interested in applying, please email us at NewHeightsEducation@yahoo.com or call 419-786-0247 for more info.

You can learn more about us by visiting our website www.NewHeightsEducation.org



[Please support our library and
satellite office at:
gofundme.com/9z4papr](http://gofundme.com/9z4papr)

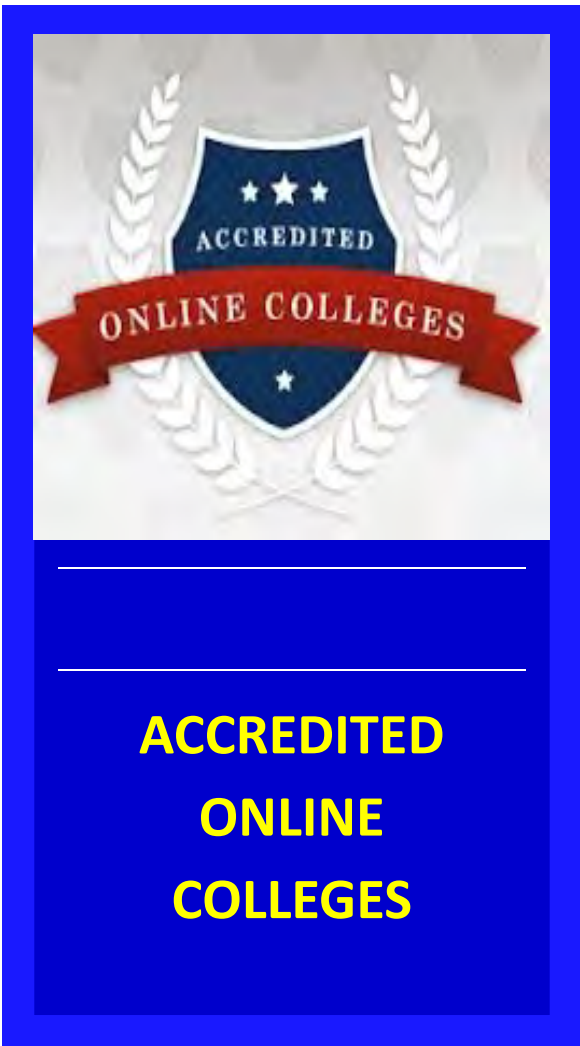


A banner for "The New Heights Show on Education". The text "The New Heights Show on Education" is written in a cursive font at the top. Below it, "Internet radio program" is written in a smaller font. A circular portrait of Shannon Williamson, a woman with glasses, is on the left. To the right of the portrait is a vintage-style microphone. Below the portrait, the text "Join Shannon Williamson" is written in a bold, sans-serif font. At the bottom, a green banner contains the text "As she shares a new story each week on this pre-recorded show". On the left side of the banner, there is a logo for "New Heights" featuring a tree.

National School Choice Week Discussion
Saturday, January 23
Cabin Fever Coffee House



“We really had a great time at the coffee house chat. We visited for a while and then played Monopoly.”



*H*ere at AccreditedOnlineColleges.com, we recently published our 2016 College Resources for Students with Disabilities. In the course of our research, we found that most students with disabilities were not aware of all the grants, scholarships, and education resources that are available to them. So we decided to create a user-friendly guide that explores rights and protection provided by law, the many different education opportunities, as well as in-depth grants and scholarship programs designed specifically to support higher education. We hope our guide will not only answer common questions, but make it easier for those living with disabilities to leverage the educational benefits they have earned.

You can see the entire guide along with some of its features here:

<http://www.accreditedonlinecolleges.org/resources/accredited-online-colleges-and-disability-education/>

CYBER BULLYING FACTS
PRESENTED BY NERDS ON CALL

THE AVERAGE CYBER BULLY STARTS AT AGE 9

42% OF KIDS HAVE BEEN BULLIED ONLINE	35% OF KIDS HAVE BEEN THREATENED ONLINE
21% HAVE RECEIVED THREATENING MESSAGES VIA E-MAIL OR OTHERWISE	58% HAVE NOT TOLD ANY ADULT ABOUT THESE EVENTS

1 IN 5 U.S. TENAGERS HAVE RECEIVED UNWANTED SEXUAL SOLICITATION ONLINE

ONLY 1 IN 3 HOUSES WITH INTERNET ACTIVELY PROTECT THEIR CHILDREN

Based on 2004 I-SAFE survey of 1,500 students grades 4-8.
http://www.isafe.org/ 2009 and Crimes Against Children Research

Image by Marina Klimi



Happy Spring



THE PRESIDENT'S CHALLENGE ADULT FITNESS TEST



Are you above the rest?
Take the test.

Learn More>>

Track Your Progress and Earn Awards. It's easy and fun to earn the Presidential Active Lifestyle Award (PALA+). All it takes is a commitment to being active and eating healthier for 6 out of 8 weeks. You can choose all kinds of activities to meet this goal—gardening, walking, playing sports, running, yoga, bicycling, and more—all while fueling your body with nutritious foods. Stick with the program and you'll earn an award in less than two months. Track your progress along the way using our free personal activity log. You can access it online after you create an account. Keep track of your physical education hours and earn recognition from the president.

<https://www.presidentschallenge.org/>

Create your account and choose our group NHEG1
Group ID NUMBER 14959



Here's How It Works

KIDS Kids and teens (between 6 and 17 years old): Physical activity: Be active 60 minutes a day, at least 5 days a week, for 6 out of 8 weeks. Or you can walk 12,000 steps a day. You can use a pedometer to count your steps. Healthy Eating: To start, choose one of the 8 healthy eating goals to focus on. Each week, add a new goal while continuing with all previous goals. After 6 weeks, eating Healthier will be part of your routine.

ADULTS Adults : Physical Activity: Be active 30 minutes a day, at least 5 days a week, for 6 out of 8 weeks. Or you can walk 8,500 steps a day. You can use a pedometer to count your steps. Healthy Eating: To start, choose one of the 8 healthy eating goals to focus on. Each week, add a new goal while continuing with all previous goals. After 6 weeks, eating healthier will be part of your routine.

A
D
U
L
T
S

LITERACY IN AMERICA

93 MILLION

ADULTS in the country have extremely limited or limited reading and quantitative skills



30 MILLION

American adults read at a below basic level

No more than the most simple and concrete literacy skills.

63 million

American adults read at a basic level

Can perform simple and everyday literacy activities.

LITERACY AND EMPLOYMENT



8.6%

increase in EMPLOYEES' PRODUCTIVITY for each additional year of schooling



34.1%

of job applicants lack the literacy skills needed to do the job they seek

Those who have a skill level of a typical high school dropout qualify for only

10%

OF ALL NEW JOBS

IF PEOPLE ARE TRYING TO BRING YOU DOWN IT ONLY MEANS THAT YOU ARE ABOVE THEM

The New Heights Show on Education

LIVE Internet radio program

Join Host Briana Dincher

Friday 12:30pm - 1:00pm EST



As she explores a new topic on education every week

NHEG Volunteers of the Month

NHEG's Volunteer of the Month program recognizes the dedication and work of some of our most active volunteers. NHEG relies on volunteers to help with our education programs, our special events, public outreach, and other activities that help fulfill our mission of supporting literacy for children and adults by offering a range of educational support services. Contact us to learn more about volunteering.

This month we recognize a special group of volunteers: those that have gone above and beyond what is needed in their everyday duties. NHEG is an all-volunteer organization. We have volunteers from all around the world!

Volunteers of the Month

Julian Beck

Robert Hall

Geetha Lingasamy

Brian Steinberg

Dr Marina Kamenetskiy

Briana Dincher

Shannon Williamson

Yaminee Patel

Kiyoko Green

Tanushree Tiwari

Vanh Vue

Samuel Custer

Kathryne Spangler

Cuyler Spangler

Kailyn Spangler

Brittany Brzezinski

Julie Suffel

Roberta Perkins

William Naugle

Daniela Silva

Jon Aitken

Marina Klimi

Kevin Adusei

Alexandra Amaya

Priscilena Shearon

Brad Williams

Danny Rice

Shirley Li



March
2016

Volunteers
are just ordinary people
with extraordinary
hearts.

They offer the
gift of their time
to teach, to listen,
to help, to inspire,
to build, to grow,
to learn.

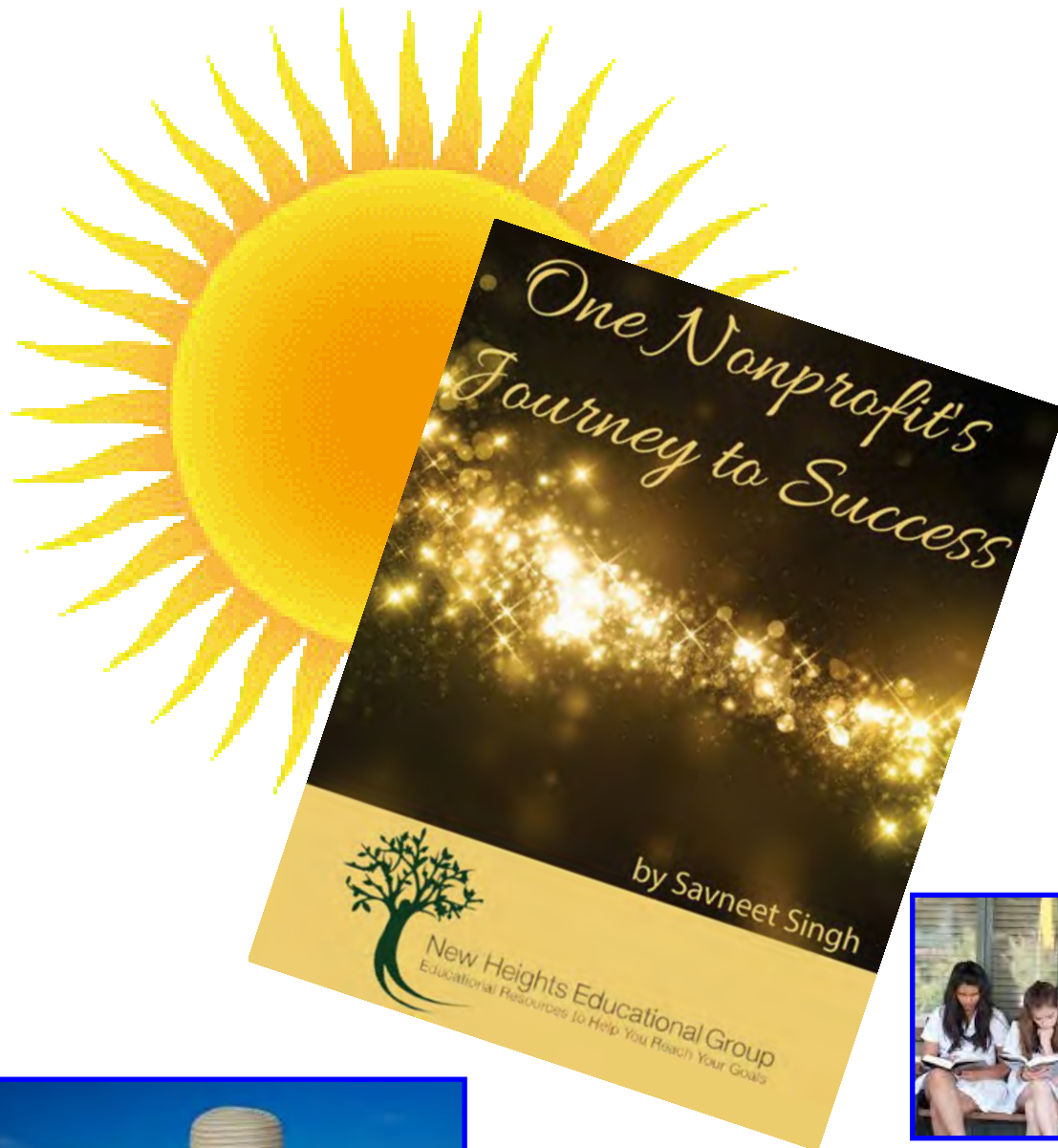
They expect no pay,
yet the value of their
work knows no limit...

They've known the
unexpected joy
of a simple hug.

They've planted tiny
seeds of love
in countless lives.

Volunteers
are just ordinary people
who reach out
and take a hand
and together
make a difference
that lasts a lifetime.

It's not too early to get your Spring and Summer reading lists ready !!!



And we have the perfect book !!!



Book review:

I finished reading this book in a few hours.

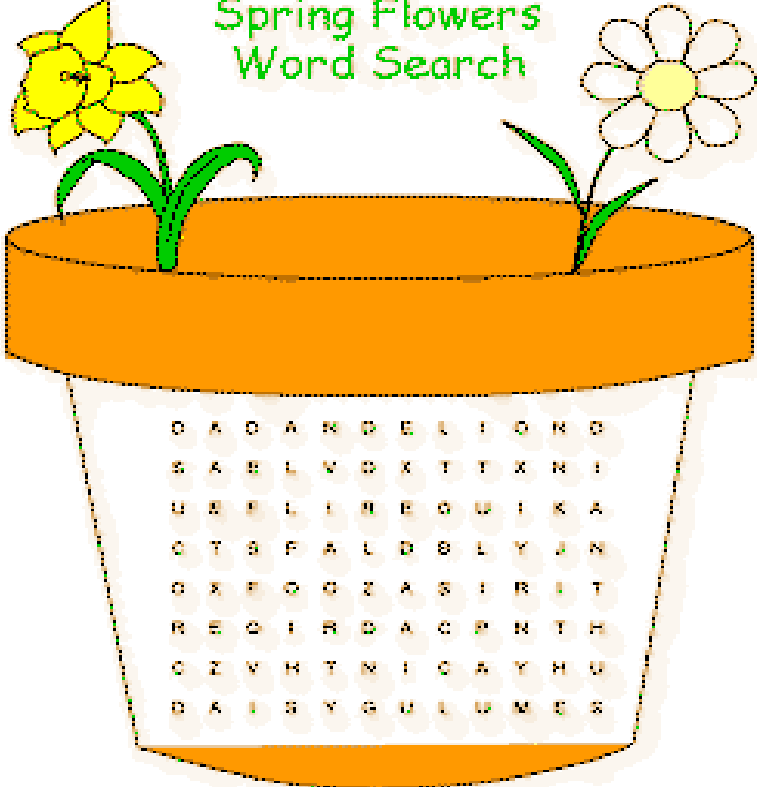
Even though in the beginning it was describing the set-up of the NHEG, the way it was written made it very interesting.

I have worked as a volunteer with Pamela for more than two years. I had not understood clearly the scope of the organization. With this book I had a detailed insight and realize how important the work of New Heights is.

Pamela, thank you for the nice reading journey. Wish you all the best. **Marina Klimi**

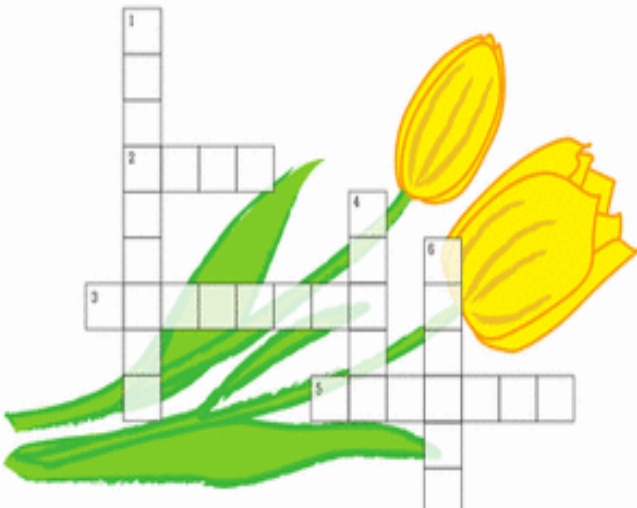
PUZZLES

Spring Flowers Word Search



azalea daisy hyacinth rose
 crocus dandelion iris tulip
 daffodil dianthus lilac violet

spring crossword flowers



Across

- This flower is also the symbol of France.
- A yellow, nodding flower with a cup shaped petal in the center.
- Young, growing plants.

Down

- To transfer pollen from one flower to another.
- A species of plant that grows from a bulb, with brightly colored petals.
- Plants that are flowering.

Word Bank

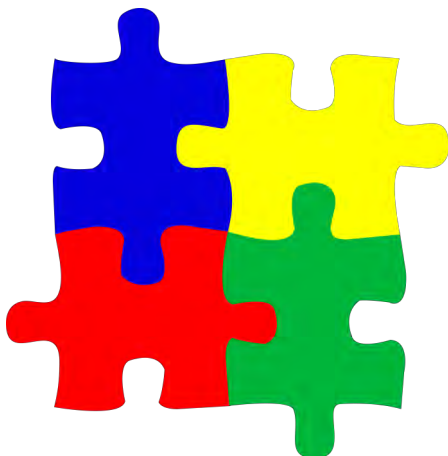
Tulip Sprouts Lily Daffodil Blooms Pollinate

© Education.com Copyright © 2013 2014 by Education.com More worksheets at www.education.com/worksheets

St. Patrick's Day Word Scramble



- krhsmaoc _____
- ereng _____
- hiisr _____
- nperchaelu _____
- depara _____
- odlg _____
- tliecec _____
- kcptari _____
- kcul _____
- budinl _____
- ahmcr _____
- bonairw _____
- mrahc _____
- volerc _____
- dnalrei _____
- dolgfotpo _____





Charlotte McGuire



Maria Ortiz



Briana Dincher



Kathy Woodring



Sadia Eijaz



Kaden Behan



Pamela Clark



Shannon Williams



The Voices of *NHEG*

2016 Clean Tech Competition
Challenge your students to “Make an Impact”
Win up to \$10,000!
REGISTRATION IS NOW OPEN!



Registration is now open for the 2016 Clean Tech Competition, a global research and design challenge for 15-18 year old students. This year’s challenge is to **“Making an Impact”**.

This educational opportunity challenges students to develop innovative, **clean technology solutions to real-world issues**. Solutions may take on aspects of plastics or the need for cheap, clean energy. Student participants will gain experience with focused research, critical thinking, and the scientific process – making it a great **project based learning opportunity**.

There is **no entry fee**, and students can participate through school, extracurricular programs, or on their own. The 1st Place Team will **win \$10,000** and the Finalist Event will be held on a cruise from Miami, Florida, USA to the Dominican Republic, when Finalist Teams will meet to explore fun and educational activities, present to a live panel of judges, and network with industry professionals. **Should your team make the finals there is only the cost of getting to Miami, your cruise will be paid for!**

There is no limit to the number of Teams per organization – so **spread the word!** Each stage of the competition is designed to be a rewarding process, and more student participation means inspiring more young scientists to help build a better future for our planet.

And there is something for the teachers of the schools and those teachers who are team leaders! This year’s Clean Tech Competition happens on board Fathom’s Cruise Ship **Adonia** where there will be **opportunities for professional development** with workshops that include: Project based learning, Hands-on science activity ideas and demonstrations, Dinosaurs, Weather, STEM questioning techniques, Earth Science, Endangered species and much more! This opportunity for an **educational cruise is open for teachers of any age or grade or Education Professors**. So spread the word to any teachers and Education Professors you know, we want them and you there too!

Learn more and register at:
www.CleanTechCompetition.org

Noted 13-year-old Chef with Autism Inspires Major TV Campaign



Even before he started preschool, his mother Mary worked with physicians, therapists, and educators to ensure that Chase would receive the kind of specialist therapy he needed to develop the coping skills that allow him to live life to the fullest. However, when it came down to his education, it was evident that traditional methods of teaching were not effective in making information and concepts understandable and meaningful to Chase. Using Chase's own dreams and aspirations as her guide, Mary decided to leave her corporate position in management and embark on a journey she never could have imagined. This includes home schooling Chase and creating a life curriculum designed specifically for him – a hands-on approach to learning through experiences that resonate with Chase.

Academic goals are intricately and inextricably woven into Chase's everyday life, and are executed in ways tailored to reflect Chase and the way he's wired and experiences the world. The goals are designed to go beyond academic life, extending into the realms of self-sufficiency, personal fulfillment, developing positive relationships with other people, and philanthropy.

Chase has been hosting his own YouTube cooking channel for nearly two years – www.chasenysurface.com. The team at GE were so impressed that, along with five other families across the US, he was chosen for their latest series of films entitled Our American Kitchen www.youtube.com/user/GEAppliances.

Chase's story has proven popular on YouTube, attracting over 150,000 views so far. In addition, a 30-second version can now be seen on Food Network, DIY, HGTV, and the Cooking Channel.

The film tells the story of Chase's love affair with food and how his mom, Mary Bailey, found cooking the perfect way to help her son. Not only do the skills required for 'cheffing' help Chase with his fine motor skills and hand-eye coordination, his passion for food means that the kitchen can be used as a classroom.

Chase's popularity is not restricted to the US. He has recently returned from a foodie trip to the UK where he was asked to cook at the British Asparagus Festival held annually on Saint George's Day.

January 25 by [Autism Parenting Magazine](#)

P.S.B.B.

To be a volunteer, it takes...

Generosity, a willingness to give your time to others

Understanding, because their lives might be very different from your own

Empathy, an ability to put yourself in someone else's shoes and feel what they must feel

Compassion, to truly care about making someone else's life better

Patience, because the process doesn't always go as smoothly as it might

Dedication, to stick with the project and see it through

You've shown these qualities and so much more, so thank you for all that you do.

The Gift of Time is Priceless

Valuable is the work you do

Outstanding in how you always come through

Loyal, sincere, and full of good cheer

Untiring in your efforts throughout the year

Notable are the contributions you make

Trustworthy in every project you take

Eager to reach your every goal

Effective in the way you fulfill your role

Ready with a smile like a shining star

Special and wonderful-- that's what you are!!

-Anonymous

TEACHERS / TUTORS WANTED

Tutors and/or teachers are needed. We are in desperate need of volunteer and paid tutors and/or teachers in Defiance County. Anyone that would like to volunteer should contact us directly. We currently need reading tutors and a volunteer speech therapist. However, you can apply to teach or tutor in any Subject or grade level.





A Recipe Selected Just for You



Corned Beef and Cabbage

To celebrate Saint Patrick's Day, many enjoy this classic Irish dish: corned beef and cabbage. The recipe is very easy to make (the Irish aren't exactly known for their cooking abilities)

Ingredients:

- 3 lbs. corned beef (flavor packet included)
- 1 cup sliced carrots
- 1 medium onion (yellow)
- 2 cups bite-sized potatoes
- 2 stalks of celery
- 3 garlic cloves
- 1/2 of a medium cabbage, sliced



Directions:

Combine all of the ingredients in a large slow cooker pot with enough water to just cover the food. Cook for five hours. Serve in bowls with juices from the stew.

ENJOY!



YOUR 2015

THRIVENT CHOICE RESULTS



We are pleased to announce that New Heights Education Group has received \$25.00 through Thrivent Financial's Thrivent Choice® program. By directing Choice Dollars®, eligible Thrivent members can recommend which nonprofit organizations they feel should receive charitable grant funding from Thrivent. If you are an eligible member, please consider us when directing Choice Dollars. We will provide you with updates in the coming weeks. To learn more about Thrivent Choice, visit Thrivent.com/thriventchoice. Or call Thrivent at 800-847-4836, and say "Thrivent Choice" when prompted.





Good morning,

National School Choice Week just ended on Saturday. But for me, the excitement of the week certainly hasn't worn off.

Thanks to you, National School Choice Week 2016 shattered records.

Here's just a look at the major numbers -- things that you helped accomplish:

- **16,745** events across America during NSCW 2016
- **7,589** positive news stories developed about NSCW events, reaching 153 million Americans
- **33** governors and **240** mayors and county leaders issued proclamations
- **160** organizations and schools helped plan independent school choice celebrations at **20** state capitols
- The US Senate voted unanimously to designate Jan. 24-30 as National School Choice Week
- **39,900** tweets about #SchoolChoice, reaching **32 million** people online
- Niagara Falls and the Great Wheel in Seattle illuminated in the NSCW signature colors of yellow and red
- More people searched for the term, "school choice," on Google than during any other time over the last **seven years**
- National School Choice Week 2016 was **111** times larger than NSCW in 2011 (our first year)



To put it simply: WOW! And THANK YOU!

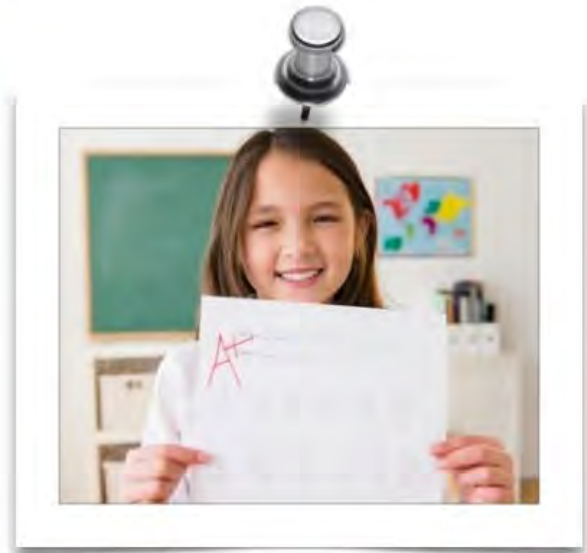
What these numbers mean is that together, we helped raise unprecedented awareness about school choice, so that more parents discovered the options available to their children and all Americans had an opportunity to speak out in favor of greater opportunity in education.

Thank you again for making National School Choice Week so extraordinary. And more importantly: thank you for all that you do for children and families in your community.

Best,
Andrew R. Campanella, President, National School Choice Week



Share Your Story!!!



Do you have an educational story to share either by video or in written form? Has NHEG made a difference in your life? Would you like to be part of a video sharing your story and how NHEG has helped you?



New Heights Educational Group

Educational Resources to Help Reach Your Goals

Resource and Literacy Center



419-786-0247



NewHeightsEducation.org



NewHeightsEducation@yahoo.com

Laugh Out Loud



"Okay... if you're a leprechaun then let's see you Riverdance."



"Sorry, lad, but I lost all me gold during the recession. All I can give ya is a buck thirty in change!"



The New Heights Show on Education

Internet radio program

BRIANA DINCHER

SHANNON WILLIAMSON



JOIN US



FRIDAYS
12:30 P.M. - 1:00 P.M. EST

PRE-RECORDED



As Briana and Shannon explore a new topic each week

Missed a show? Check out past shows on our site.

We're working hard!

We are working hard on creating a brand new, easy to navigate website.

Coming in 2016!





2016 SCHOOL CELEBRATION DAYS

THU. ★ THU. ★ WED. ★ THU.
April 28 ★ May 12 ★ May 25 ★ May 26

This is a great opportunity for students to have fun while learning. Imagination Station will be at the ballpark with some eye-popping science experiments! A pre-game interactive Career Day event will be held at 9am before the three May games.

All games start at 10:30am. Tickets are only \$5. Add a lunch ticket for \$4, which includes a hot dog, chips and pop.

START PLANNING YOUR OUTING TODAY!

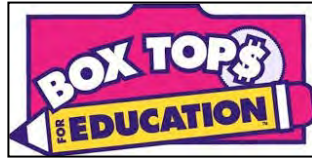
Call your Group Fun Consultant, Scott McGorty
419.725.9296 ★ smcgorty@mudhens.com



The New Heights Educational Group has been invited to participate in the Northtowne Mall Spring Charity Bazaar to be held on Saturday, April 2, 2016, from 10:00 a.m. to 9:00 p.m. Spaces will be filled on a first come, first served basis. Funds raised will be split 50/50, with 50 percent going to NHEG and 50 percent going to the students that help with this event. We need families to help prepare desserts to sell, set up at the event, take turns monitoring and selling at our tables, and tear down. Our application needs to be in by March 30, 2016.

Help us Reach Our Fund-raising Goals

Please collect the following items and share with NHEG to help us reach our fundraising goals.



TerraCycle

Outsmart Waste

Cell Phone Brigade®

E-Waste Brigade®

Inkjet Brigade®

Laptop Brigade®



[DONATE YOUR OLD CAR, BOAT OR RV](#) [Make a Car Donation](#) | [Make a Difference](#)

Call 1-800-240-0160 and a friendly car donation specialist will schedule your pick-up appointment.

A public charity 501 (c) (3) non-profit organization



NEW HEIGHTS EDUCATIONAL GROUP HAS AMAZING, AWARD WINNING TEACHERS AND TUTORS AVAILABLE TODAY, TO HELP YOU START ACHIEVING YOUR GOALS.

MEET OUR TEACHERS AND TUTORS:



CHAD STEWART - CHAD HAS BEEN AN ANIMATOR SINCE 1992, WORKING ON PROJECTS THAT INCLUDE THE SIMPSONS, THE EMPEROR'S NEW GROOVE, AND THE POLAR EXPRESS. IN 2007 HE BEGAN TEACHING AT AN ONLINE ANIMATION SCHOOL FOR CAREER-MINDED ADULTS AND NOW TEACHES SCHOOL-AGE STUDENTS. CHECK OUT ONE OF HIS COURSES HERE:



JENY ESPINAL - I HAVE MY MASTER'S OF BUSINESS ADMINISTRATION DEGREE IN FINANCE AND ALSO HAVE A BACHELOR'S IN ECONOMICS. CURRENTLY, I AM STUDYING FOR CFE EXAM TO BECOME A FRAUD EXAMINER. ALSO, I AM LOOKING INTO DOCTORAL PROGRAMS IN ECONOMICS. I WORKED IN FINANCE AND ACCOUNTING SINCE 2006, AND HAVE 4 YEARS OF EXPERIENCE IN MANAGEMENT OF FINANCIAL INSTITUTIONS. I AM AN EASYGOING, LAID BACK, INDIVIDUAL. I LOVE READING, ARCHERY, AND PLAYING THE VIOLIN. I ENJOY HELPING OTHERS AND I LOVE LEARNING NEW THINGS.



VANH VUE - VANH RECENTLY GRADUATED FROM THE UNIVERSITY OF NORTH CAROLINA, GREENSBORO WITH A DEGREE IN ANTHROPOLOGY. SHE HAD THE OPPORTUNITY TO VOLUNTEER AT A LOCAL CHURCH AND HELP CHILDREN IN NEED. VAN HAS ALWAYS ENJOYED ASSISTING OTHERS WITH THEIR HOMEWORK, INCLUDING MATH, READING, SOCIAL STUDIES AND SCIENCE. VAN ALSO HAS ALSO TAUGHT JAWS, A PROGRAM THAT ALLOWS A BLIND PERSON TO USE THE COMPUTER.



SAMUEL CUSTER - SAMUEL HAS A BACHELOR'S AND AN ASSOCIATE'S DEGREE IN ACCOUNTING. HE ALSO HAS STRONG PROJECT MANAGEMENT AND COMPUTER SKILLS. HE HOLDS A CERTIFICATE AS A MICROSOFT OFFICE USER SPECIALIST IN WORD.

CONTACT US TODAY:



419-786-0247



NEWHEIGHTSEducation.ORG/



NEWHEIGHTSEducation@YAHOO.COM



The New Heights Show on Education

LIVE Internet radio program

Join Host Kathy Woodring
Sundays 11:00 pm - 11:30 pm

As she explores a new topic in American History every month





CYBER BULLYING **FACTS**

PRESENTED BY NERDS ON CALL

THE AVERAGE CYBER BULLY STARTS AT **AGE 9**

42%
OF KIDS HAVE
**BEEN
BULLIED
ONLINE**

35%
OF KIDS HAVE
**BEEN
THREATENED
ONLINE**

21%
HAVE RECEIVED
**THREATENING
MESSAGES
VIA E-MAIL
OR OTHERWISE**

58%
HAVE NOT
**TOLD AN
ADULT
ABOUT
THESE EVENTS**

Based on 2004 i-SAFE survey of 1,500 students grades 4-8.
<http://www.isafe.org/> 2009 and Crimes Against Children Research

**1 IN 5 U.S. TENAGERS
HAVE RECEIVED
UNWANTED SEXUAL
SOLICITATION ONLINE**

**ONLY 1 IN 3 HOUSES
WITH INTERNET
ACTIVELY PROTECT
THEIR CHILDREN**

New Volunteers

Fatema S Chinikamwala

02/3/16

HR COORDINATOR

Tonya Beaty

02/5/16

Excel Document Prep

Nisha Zachariah

02/6/16

Creating /updating documents
in MS Excel, MS Powerpoint and MS Word

Jiawei Chen

2/16/16

Assistant Accountant



Fort Wayne Civic Theatre proudly announces the Winners of the 7th Annual Northeast Indiana Playwright Festival:



1st Place Winner

The Tales of Charlotte Wilson, P.I.

by Daniel Hart

2nd Place Winner

The Last Stand by Joseph Collins

3rd Place Winner

Sir Lancelot Jones by Jim Henry

The 7th Annual Playwright Festival will be held on Saturday, March 19 at the Parkview Physician's Group ArtsLab Theatre at 300 E. Main Street, Fort Wayne, IN.

The 1st place winning play – *The Tales of Charlotte Wilson, P.I.* will premiere on the eve of the festival on Friday, March 18 at 8:00pm. It will be presented as a part of the festival on Saturday, March 19 at 8:00pm followed by a post discussion led by Guest Speaker Douglas Post. Additional performances of this production will be on Sunday, March 20 at 2:00pm, Friday, March 25 at 8:00pm, Saturday March 26 at 2:00pm and at 8:00pm. *The Tales of Charlotte Wilson, P.I.* will be directed by Phillip H. Colglazier.

The second and third place plays will have stage readings followed by post discussions led by Guest Speaker Douglas Post. *Sir Lancelot Jones* by Jim Henry will be presented at 10:00 am on Saturday, March 19 – directed by Steve Sarratore. *The Last Stand* by Joseph Collins will be presented at 2:00 pm on Saturday, March 19 – directed by Jay Duffer. Both play readings will be held at the ArtsLab Theatre.

Playwright Douglas Post will be the featured speaker for the 2016 festival leading a Conversation on the Art of Adaptations. A playwright with numerous credits, Post's adaptations include *The Wind in the Willows*, a musical based on the book by Kenneth Grahame, which has had over 250 productions around the world; *God and Country*, a rock opera based on the play *Antigone* by Sophocles, which was produced at Victory Gardens Theater; *The Kingdom of Grimm*, a musical based on three stories by the Brothers Grimm, which was the winner of the first Cunningham Commission for Youth Theatre; and *The Prizefighter and the Playwright*, a play based on the book by Jay Tunney, which he is currently working on. Post will speak at the festival workshop on Saturday, March 19 at 5:30pm at the ArtsLab Theatre, followed by the annual festival reception.

Open to current or former residents of Indiana and to those in a 90-mile radius of Fort Wayne, scripts were submitted by 23 playwrights from throughout Indiana and from Michigan, Alabama, Florida, Illinois and Ohio. These scripts were adjudicated by a committee of local and national theatre professionals who determined the winners.

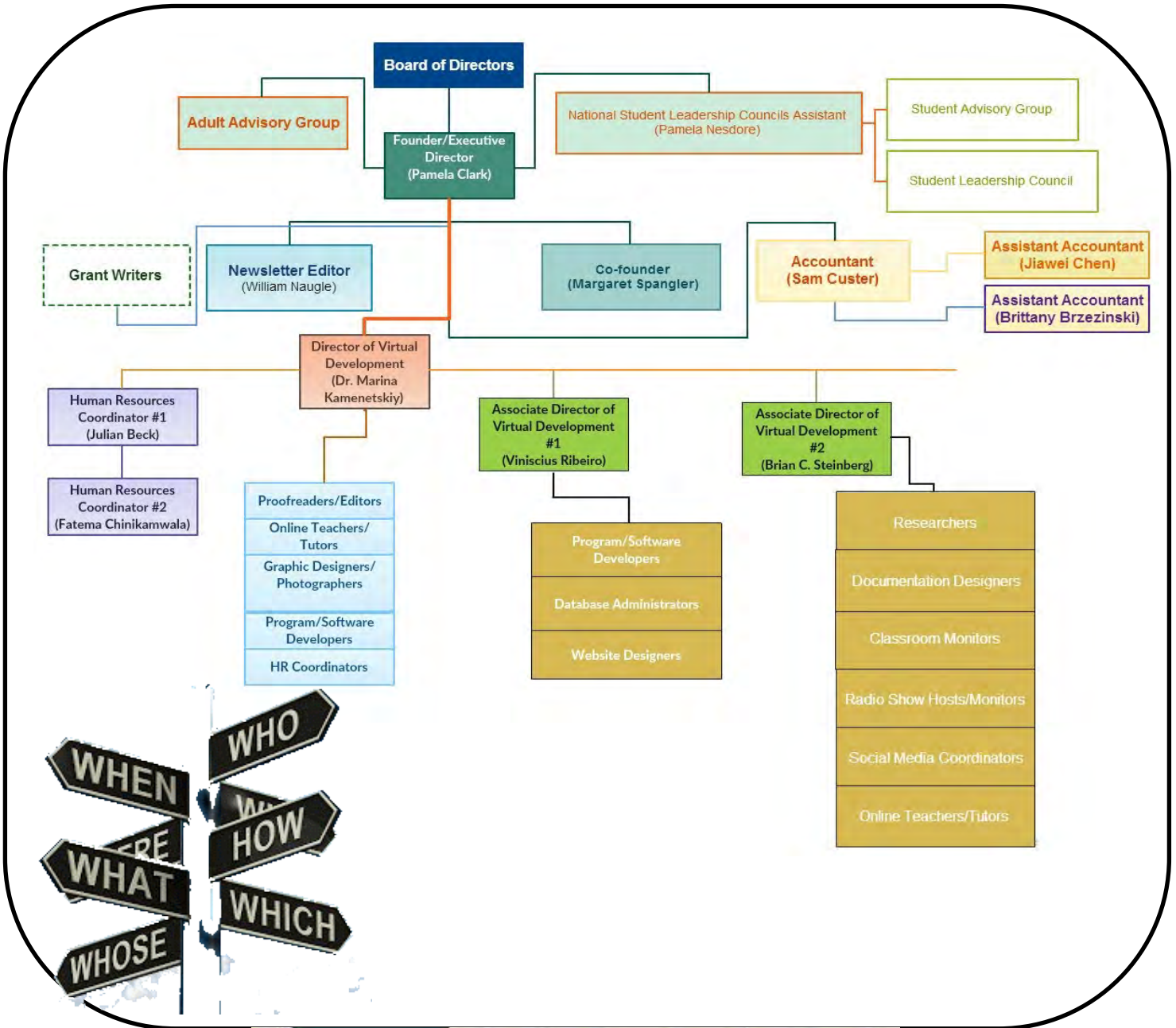
The Northeast Indiana Playwright Festival was established to help nurture the creative writing talents of Indiana playwrights. The \$40 festival packages includes all events and are available through the ArtsTix Box Office at (260) 424-5220

Auditions for all three festival plays will be on Sunday, January 31 starting at 7:00 pm at the Arts United Center - 303 E. Main Street, Downtown Fort Wayne. The audition notice is also available on line at fwcivic.org



For more information contact Elise Ramel at (260) 422-8641 x 224 or eramel@fwcivic.org

NHEG Organizational Chart



How I Raise Teenagers who Tell Me Everything . . . Even When It's Hard



My teenage daughter was seeing a movie one night with a group of friends. When I called her to coordinate her Uber ride home, she didn't answer. Finally, two hours later, she answered her phone and told me she was on her way home. Something felt off. I let her know how worried I had been not to hear back from her. The next

morning she came into my bedroom and said, "Mom, I wasn't really at the movies last night. I was at a kickback." For those parents who haven't heard, it's basically a casual party with a bunch of teenagers "kickin' back." Original, huh?

We live in a mostly peaceful, fairly suburban wedge of a pretty large and sometimes very tough city. I knew that raising my kids in a diverse setting meant they'd encounter situations that required skill to maneuver. I needed to make sure they could make good decisions on their own. So, starting when my children were in preschool, we've been playing a game in which I would describe a situation, then ask whether it was a health or safety issue.

Can you eat a pile of candy for dinner? No, sorry, this is a health issue.

Can you cross the street without holding my hand? Sometimes, depending on how busy the street is.

Any issue that fell outside the bounds of health or safety was one they were entitled to decide for themselves.

Can you go to school with your hair in knots and unbrushed? Sure, if your fashion sense is to look horrible, so be it!

These are my parenting parameters — these rules determine when I step in and when I lean back. So when my daughter told me that she had lied about the kickback, I went back to that rubric of health and safety. I calmly explained to her, "Sweetie, if I don't know where you are, I can't keep you safe. And that can create a dangerous situation."

I ran a few scenarios by her: *What would've happened if the party had gotten rough? Or if you started to feel sick? Because of the lie, you might've felt hesitant to call me and ask for help. This is a safety issue.*

I did not shame or interrogate her — I also told her that while I consider her "very smart and capable," life can deliver curveballs, and I want to help her catch them. She agreed to always tell me exactly where she was going, including the address, in the future.

I told a friend of mine, who is also the mother of a teenager, what went down. She asked me repeatedly why I didn't punish my daughter for lying. The thought hadn't occurred to me. My focus was on keeping the lines of communication open.

Subconsciously I must've felt that harsh discipline would give her reason to shut me out and lie again to get back at me; I wanted her to learn to make her own decisions and always come to me when those decisions were difficult.

Teenagers need to individuate from their parents and test out their own theories, rules, and values. But how do we make a space for individuation while keeping them safe?

[According to Advocates for Youth](#): "A major study showed that adolescents who reported feeling connected to parents and their family were more likely than other teens to delay initiating sexual intercourse. Teens who said their families were warm and caring also reported less marijuana use and less emotional distress than their peers. ... When parents and youth have good communication, along with appropriate firmness, studies have shown youth report less depression and anxiety and more self-reliance and self-esteem."

When It's Hard

1. Allow your children to have separate thoughts and values.

Our children are separate people and might have different values. This can be incredibly challenging to deal with. For instance, a transgender teen in our community tried for months to win the approval of her father, who repeatedly stated that her sexuality went against his religion.

It wasn't until she attempted suicide that he saw the damage his rigidity was creating. Make an effort to see your teenager as a separate individual — and allow them to express their individuality — you don't own your child.

2. Be curious.

The greatest gift you can give a teenager is curiosity about who they are. When my kids were in kindergarten I started a game. I'd say, "Vanilla ice cream or chocolate ice cream?" "A vacation by the beach or in the mountains?" "Getting angry with me or getting angry with your dad?" I learned so much about them through this seemingly pointless banter. If you show curiosity about the little things, it'll open a portal into more open communication and connection.

3. Get a life of your own.

Are you hyper-focusing on your teenager to avoid your own life? Helicopter parenting is an epidemic these days. The revered psychoanalyst Carl Jung observed, "Nothing is a bigger burden on children than the un-lived life of the parent." If you want your kids to talk to you and confide in you, the first step is to make sure you've got your own life together.

Jung also said, "[Children are educated by what the grown-up is and not by his talk.](#)" Are you modeling a fulfilled person? Or are you attempting to live out unfulfilled dreams through your kids? Kids will stop sharing their lives if they sense your motives are tainted.

4. Deal with your own history and trauma.

I have a friend whose teenage daughter initiated a conversation with her about potentially having sex for the first time. During the talk my friend started crying and saying she was "worried and fearful" for her daughter. My friend was molested when she was 15 and, without intending to, was projecting her trauma onto her daughter.

This girl has since stopped talking to her mother about sex. When my bewildered friend told me this, I encouraged her to spend some time in therapy so that she could separate her painful experience from her daughter's very healthy natural explorations into becoming a sexual being.

Separate your history from the present-day experiences of your child. If you can't talk about difficult experiences, how do you expect your children to?

5. Learn to listen actively.

Are you listening as much as you are talking? Do you use "I" statements ("I want to make sure you are safe" versus "You are screwing up your life!")? If a conversation with your teen tends to evolve into a heated debate, step back and ask yourself whether you are disagreeing with your child's feelings or actions rather than intently listening with the desire to understand him or her better.





Don't Forget

Daylight Savings Time

Begins 2:00 a.m.

Sunday, March 13th, 2016

First Day of Spring

Sunday

March 20th, 2016



Share Your Story!!!



Type to enter text...

Do you have an educational story to share either by video or in written form? Has NHEG made a difference in your life? Would you like to be part of a video



New Heights Educational Group
Educational Resources to Help You Reach Your Goals



419-786-0247



NEWHEIGHTSEEDUCATION.ORG/



NEWHEIGHTSEEDUCATION@YAHOO.COM

The New Heights Educational Group hopes that this Spring Season will bring you much happiness and warmth. As life blossoms around you, we hope you find this year's aspirations blossoming into reality.

Yours Truly,

THE BOARD MEMBERS - Pamela Clark, Margaret Spangler, Kathy Bergman, Bill Naugle, and The Virtual Development Team Directors



Designed by Marina Klimi from Patras, Greece

The New Heights Show on Education

LIVE Internet radio program



Join Host Priscilena Shearon
Tuesdays at 1:00 p.m. CST/ 2:00 p.m. EST



New Heights

As she explores new COMMON CORE topics each week

17th Annual

SECOND AND SEVEN FOOTBALL CAMP

PRESENTED BY



Huntington

THE DATE IS SET!

**FOOTBALL CAMP FOR KIDS 7 TO 14
JUNE 20, 21, 22, 2016
AT HILLIARD WEAVER MIDDLE SCHOOL**



The 17th annual Second and Seven Football Camp presented by Huntington will allow kids to enjoy three days of drills, contests and speakers, with a focus on having fun.

The kids will learn basic fundamentals of football and be introduced to important attributes such as teamwork, goal-setting, positive attitude, and commitment. Campers receive an official camp shirt, snacks and lunch every day along with special instruction from former Buckeyes, NFL players and local high school football coaches. All proceeds from the camp benefit The 2nd & 7 Foundation.



SIGN UP EARLY FOR DISCOUNTED PRICE!

If you sign up by April 30, the cost to attend camp is \$100.

SIGN UP NOW!

www.secondandseven.com

D

ealing with Bullying



Bullying is a big problem. It can make kids feel hurt, scared, sick, lonely, embarrassed, and sad. Bullies might hit, kick, or push to hurt people, or use words to call names, threaten, tease, or scare them. A bully might say mean things about someone, grab a kid's stuff, make fun of someone, or leave a kid out of the group on purpose. Some bullies threaten people or try to make them do things they don't want to do.

Bullying Is a Big Deal

Bullying is a big problem that affects lots of kids. Three-quarters of all kids say they have been bullied or teased. Being bullied can make kids feel really bad. The stress of dealing with bullies can make kids feel sick. Bullying can make kids not want to play outside or go to school. It's hard to keep your mind on schoolwork when you're worried about how you're going to deal with the bully near your locker. Bullying bothers everyone — and not just the kids who are getting picked on. Bullying can make school a place of fear and can lead to more violence and more stress for everyone.

Why Do Bullies Act That Way?

Some bullies are looking for attention. They might think bullying is a way to be popular or to get what they want. Most bullies are trying to make themselves feel more important. When they pick on someone else, it can make them feel big and powerful. Some bullies come from families where everyone is angry and shouting all the time. They may think that being angry, calling names, and pushing people around is a normal way to act. Some bullies are copying what they've seen someone else do. Some have been bullied themselves. Sometimes bullies know that what they are doing or saying hurts other people. But other bullies may not really know how hurtful their actions can be. Most bullies don't understand or care about the feelings of others. Bullies often pick on someone they think they can have power over. They might pick on kids who get upset easily or who have trouble sticking up for themselves. Getting a big reaction out of someone can make bullies feel like they have the power they want. Sometimes bullies pick on someone who is smarter than they are or different from them in some way. Sometimes bullies just pick on a kid for no reason at all.

Gemma told her mom that this one kid was picking on her for having red hair and freckles. She wanted to be like the other kids but she couldn't change those things about herself. Finally Gemma made friends at her local swimming pool with a girl who wished she had red hair like Gemma's. The two girls became great friends and she learned to ignore the mean girl's taunts at school.

(Continued on next page)

D

Dealing with Bullying (Continued from previous page)

Bullying: How to Handle It

So now you know that bullying is a big problem that affects a lot of kids, but what do you do if someone is bullying you? Our advice falls into two categories: preventing a run-in with the bully, and what to do if you end up face-to-face with the bully.

Preventing a Run-In With a Bully

Don't give the bully a chance. As much as you can, avoid the bully. You can't go into hiding or skip class, of course. But if you can take a different route and avoid him or her, do so.

Stand tall and be brave. When you're scared of another person, you're probably not feeling your bravest. But sometimes just acting brave is enough to stop a bully. How does a brave person look and act? Stand tall and you'll send the message: "Don't mess with me." It's easier to feel brave when you feel good about yourself. See the next tip!

Feel good about you. Nobody's perfect, but what can you do to look and feel your best? Maybe you'd like to be more fit. If so, maybe you'll decide to get more exercise, watch less TV, and eat healthier snacks. Or maybe you feel you look best when you shower in the morning before school. If so, you could decide to get up a little earlier so you can be clean and refreshed for the school day.

Get a buddy (and be a buddy). Two is better than one if you're trying to avoid being bullied. Make a plan to walk with a friend or two on the way to school or recess or lunch or wherever you think you might meet the bully. Offer to do the same if a friend is having bully trouble. Get involved if you see bullying going on in your school — tell an adult, stick up for the kid being bullied, and tell the bully to stop.

If The Bully Says or Does Something to You

Ignore the bully. If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a place of safety. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all, and this just might stop a bully's behavior.

Stand up for yourself. Pretend to feel really brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away, or run if you have to. Kids also can stand up for each other by telling a bully to stop teasing or scaring someone else, and then walk away together. If a bully wants you to do something that you don't want to do — say "no!" and walk away. If you do what a bully says to do, they will likely keep bullying you. Bullies tend to bully kids who don't stick up for themselves.

Don't bully back. Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult.

Don't show your feelings. Plan ahead. How can you stop yourself from getting angry or showing you're upset? Try distracting yourself (counting backwards from 100, spelling the word 'turtle' backwards, etc.) to keep your mind occupied until you are out of the situation and somewhere safe where you can show your feelings.

(Continued on next page)

D

ealing with Bullying (Continued from previous page)

Tell an adult. If you are being bullied, it's very important to tell an adult. Find someone you trust and go and tell them what is happening to you. Teachers, principals, parents, and lunchroom helpers at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not tattling on someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

What Happens to Bullies?

In the end, most bullies wind up in trouble. If they keep acting mean and hurtful, sooner or later they may have only a few friends left — usually other kids who are just like them. The power they wanted slips away fast. Other kids move on and leave bullies behind.

Luis lived in fear of Brian — every day he would give his lunch money to Brian but he still beat him up. He said that if Luis ever told anyone he would beat him up in front of all the other kids in his class. Luis even cried one day and another girl told everyone that he was a baby and had been crying. Luis was embarrassed and felt so bad about himself and about school. Finally, Brian got caught threatening Luis and they were both sent to the school counselor. Brian got in a lot of trouble at home. Over time, Brian learned how to make friends and ask his parents for lunch money. Luis never wanted to be friends with Brian but he did learn to act strong and more confident around him.

Some kids who bully blame others. But every kid has a choice about how to act. Some kids who bully realize that they don't get the respect they want by threatening others. They may have thought that bullying would make them popular, but they soon find out that other kids just think of them as trouble-making losers. The good news is that kids who are bullies can learn to change their behavior. Teachers, counselors, and parents can help. So can watching kids who treat others fairly and with respect. Bullies can change if they learn to use their power in positive ways. In the end, whether bullies decide to change their ways is up to them. Some bullies turn into great kids. Some bullies never learn. But no one needs to put up with a bully's behavior. If you or someone you know is bothered by a bully, talk to someone you trust. Everyone has the right to feel safe, and being bullied makes people feel unsafe. Tell someone about it and keep telling until something is done.



Teacher Of The Year Contest

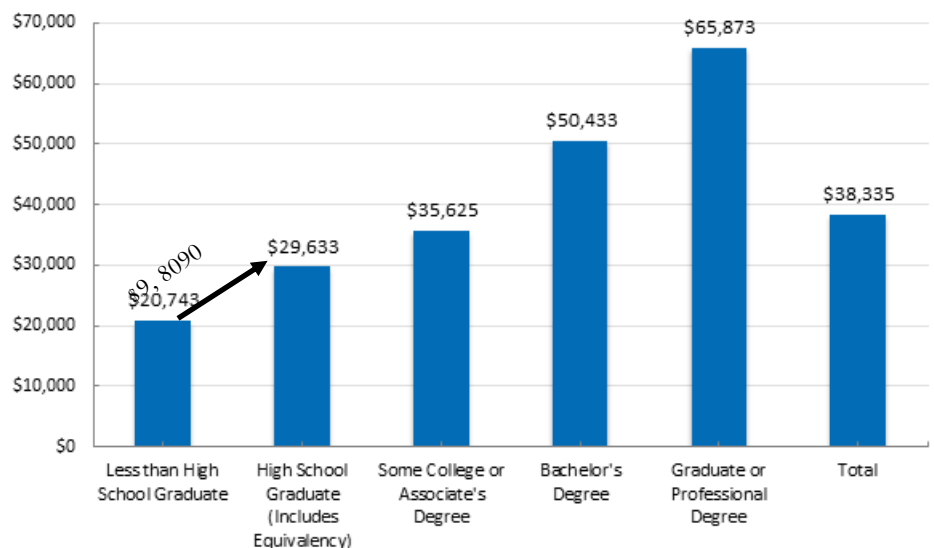


Teacher Of The Year Contest!

Think you have the best teacher? Nominate them for our Teacher Of The Year Contest! **In 250 words or less**, tell us what makes your teacher outstanding! Drop off your essay at any United Art and Education retail store, and your teacher will be **entered to win a \$250 gift card!**

Entries will be taken in stores through **Friday, April 1st**. Winner will be announced during Teacher Appreciation Week in early May.

The
difference a
diploma
makes!



March 2016

Share a Smile Day - March 1
Dr. Seuss Day - March 2
National Anthem Day - March 3
World Day of Prayer - March 4
Sock Monkey Day - March 5
Daughter's / Son's Day - March 6
National Cereal Day - March 7
Organize Your Home Office - March 8,
National Meatball Day - March 9
Popcorn Lover's Day - March 10
World Sleep Day - March 11
Girl Scouts Day - March 12
Daylight Savings Start - March 13
Smart & Sexy Day - March 13
National Potato Chip Day - March 14
World Consumer Rights Day - March 15
Freedom of Information Day - March 16
St. Patrick's Day - March 17
Supreme Sacrifice Day - March 18
Swallows Return to Capistrano - March 19
Palm Sunday - March 20
Eliminate Racial Discrimination - March 21
World Poetry Day - March 21
American Diabetes Day - March 22
National Organize Your Home Office - March 23
World Tuberculosis Day - March 24
Good Friday - March 25
Holy Saturday - March 26
Easter Sunday - March 27
Peeps Day - March 28
Vietnam Veterans Day - March 29
Take A Walk In the Park - March 30
Tater Day - March 31

March



Weekly Celebrations:

- 2nd Week National Bubble Week
- 2nd Week Crochet Week

Month:

- Irish American Month
- Music in Our Schools Month
- National Craft Month
- National Frozen Food Month
- National Irish American Heritage
- National Peanut Month
- National Women's History Month
- Red Cross Month
- Social Workers Month



Yearbook Comments
 A huge shout out to Pamela S Clark. The year book is so awesome. It's the best one I have ever seen and the kids did a great job. You all should be so proud!!!
 Misty Brittig
 I got the year book and it's absolutely astonishing! Beautiful work
 Pamela

Hailey Brittig
 ... is the best

Another great show Shannon!
 This was a nice quick story for kids to listen to. I like that you made light of your dogs barking, you handled it well by apologizing to the audience and addressing it. I love how you end your shows by saying "that's all for this week, see you next week for another great book." It's a great conclusion to your shows! The audio was also a good quality as well. Keep up the good work!



KIDS CAN COOK

Mini Taco Bowls

What You Need

- 8 flour tortillas (6 inch), warmed
- 1 lb. extra-lean ground beef
- 1 cup TACO BELL® Thick & Chunky Salsa
- 1/2 cup KRAFT 2% Milk Shredded Cheddar Cheese
- 2 cups chopped lettuce

Make It

Heat oven to 350°F.

Line 8 muffin cups with tortillas. Carefully fold back edges of tortillas to leave openings in centers for the filling.

Bake 10 min. Meanwhile, brown meat in large skillet; drain. Return meat to skillet.

Add salsa to meat; mix well. Bring to boil; simmer on medium-low heat 10 min., stirring occasionally.

Spoon into tortilla bowls. Top with remaining ingredients.



Prep Time

35 min

Total Time

35 min

Servings

4



Can't Focus? It Might Be Undiagnosed Adult ADHD

When Cathy Fields was in her late 50s, she noticed she was having trouble following conversations with friends.

"I could sense something was wrong with me," she says. "I couldn't focus. I could not follow."

Fields was worried she had suffered a stroke or was showing signs of early dementia. Instead she found out she had attention deficit hyperactivity disorder, or [ADHD](#).

Fields is now 66 years old and lives in Ponte Vedra Beach, Fla. She's a former secretary and mother of two grown children. Fields was diagnosed with ADHD about eight years ago. Her doctor ruled out any physical problems and suggested she see a psychiatrist. She went to [Dr. David Goodman](#) at Johns Hopkins School of Medicine, who by chance specializes in ADHD.

Goodman asked Fields a number of questions about focus, attention, and completing tasks. He asked her about her childhood and how she did in school. Since ADHD begins in childhood, it's important for mental health professionals to understand these childhood experiences in order to make an accurate [diagnosis](#) of ADHD in adulthood. Online [screening tests](#) are available, too, so you can try it yourself.

Goodman decided that Fields most definitely had ADHD.

She's not alone. Goodman says he's seeing more and more adults over the age of 50 [newly diagnosed](#) with ADHD. The disorder occurs as the brain is developing, and [symptoms](#) generally appear around age 7. But symptoms can last a lifetime. For adults, the problem is not disruptive behavior or keeping up in school. It's an inability to focus, which can mean inconsistency, being late to meetings, or just having problems managing day-to-day tasks. Adults with ADHD are more likely than others to lose a job or file for bankruptcy, Goodman says. They may overpay bills, or underpay them. They may pay bills late, or not at all.

For Cathy Fields, the more she thought about it, the more she realized distraction and the inability to focus was the story of her life. It was also the story of her mother's life. Her mother "never got things done," Fields says.

This is typical, according to Goodman; ADHD often runs in families. According to Children and Adults with Attention-Deficit/Hyperactivity Disorder, or [CHADD](#), an advocacy group, the disorder can be [inherited](#). If a parent has ADHD, the child has more than a 50 percent chance of also having it. If a twin has ADHD, the other twin has up to an 80 percent chance of having the disorder.

But because many of today's older adults grew up during the 1950s and '60s when there wasn't much awareness of ADHD, many were never diagnosed. And increasingly, Goodman says, he's seeing more and more patients who are concerned about dementia but who actually have ADHD — just like Cathy Fields.

Goodman also sees patients who are diagnosed after their child or grandchild gets a diagnosis. "That's the genetic link," says Goodman, "from Grandmom to Mom to daughter."

(continued from previous page)

Can't Focus?

It Might Be Undiagnosed Adult ADHD

(continued from previous page)

About **60 percent** of children with ADHD go on to become adults with ADHD, says **Dr. Lenard Adler**, a professor of psychiatry at the New York University School of Medicine. As these older adults weren't diagnosed, they learned to work around the problem, Adler says. They developed coping systems to deal with their inability to focus or pay attention.

That was the case with 65-year-old Kathleen Brown, a retired nurse who lives in Maryland. She was never diagnosed as a child, but she "knew something was wrong," she says.

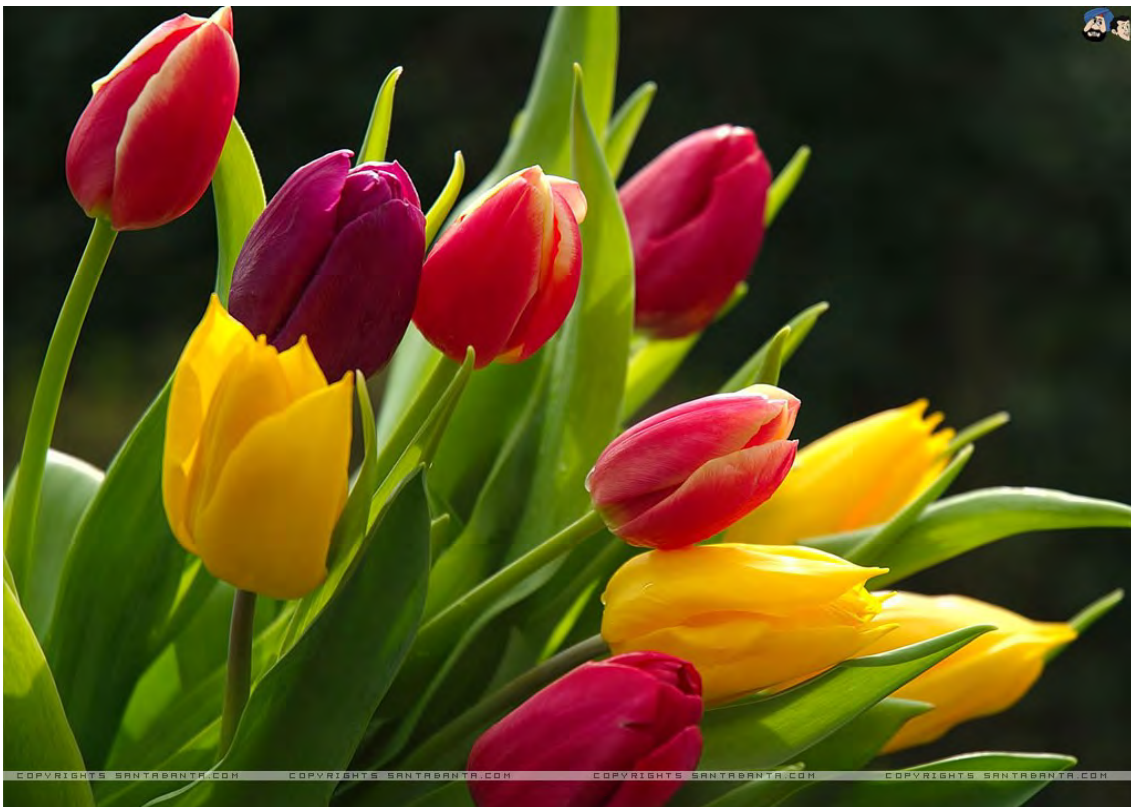
Brown didn't learn to read until she was 12. And, she says, she had to work a lot harder in school than other kids did for the same grades. When she went to nursing school, Brown made sure she sat in the

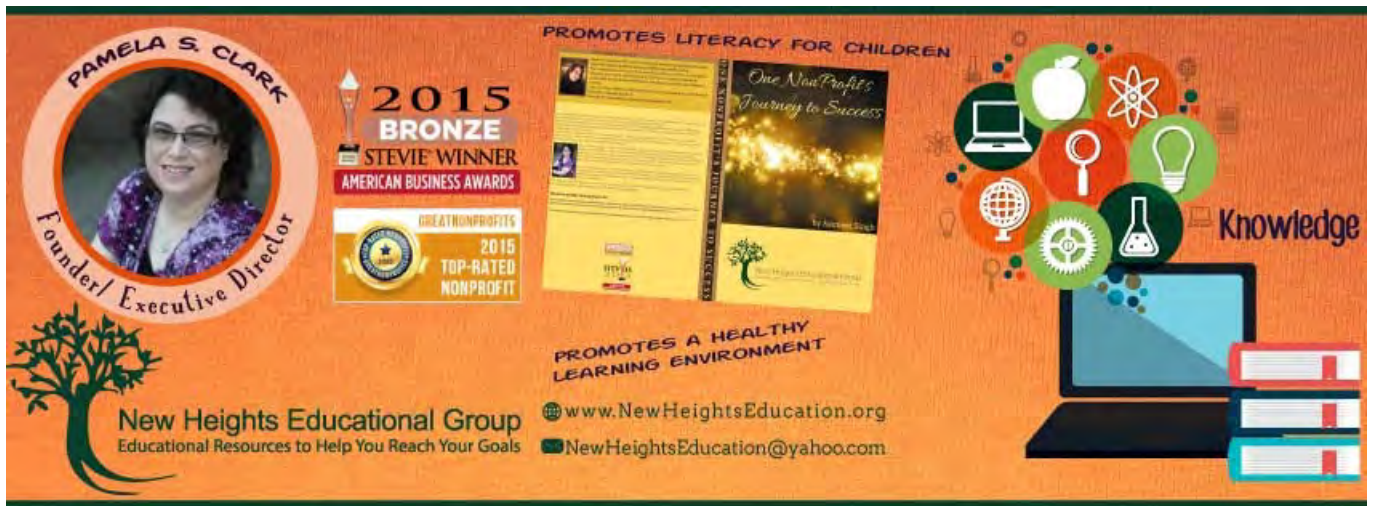
first row during lectures so she wouldn't miss anything or be distracted. And when it came to testing, she says, she literally set her desk up in the back of the class, facing a corner.

When she finally got diagnosed and prescribed medication, Brown says, the change was "stupendous." She's not scattered, and can start projects and finish them. "I wish I had it when I went to school 25 years ago," Brown says. "It would have helped me for sure."

Like children with the disorder, adults with ADHD are **treated** with medication, psychotherapy, or a combination of treatments. ADHD medication works just as well for adults as it does for children, but there is a word of caution. Older adults often have other health problems, like high blood pressure and heart disease. So doctors need to be careful when prescribing ADHD medications, which are typically stimulants like Adderall or Ritalin. For older patients, an ADHD diagnosis can be a huge relief. If you've spent your whole life with a disorder for which people said you were lazy, stupid, incompetent, says Goodman, "It's liberating to realize the impairments are the result of a treatable disorder and not a character weakness or intellectual inadequacy."

So for older people with memory and focus problems, Goodman says, it's important for doctors to check for ADHD. While it could be cognitive decline, there's growing awareness that it could also simply be the symptoms of a lifelong childhood disorder.





A Picture is Worth a Thousand Words

Take a look at our new Facebook cover and look for us on Facebook at <https://www.facebook.com/NewHeightsEducationalGroup/>

Hope for learning disabilities: The brain can change

Science has made great strides in understanding the inner workings of the brain, and one important discovery that brings new hope for learning disabilities and disorders is called *neuroplasticity*. Neuroplasticity refers to the brain's natural, lifelong ability to change. Throughout life, the brain is able to form new connections and generate new brain cells in response to experience and learning.

Common Types of Learning Disabilities

Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math

St. Patrick's Day



Trivia



Put an "x" beside the answer you think is right!

1. In what year was the first North American celebration of St. Patrick's Day?

- a. 1737
- b. 1750
- c. 1802
- d. 1825

2. Which US city held the first St. Patrick's Day parade?

- a. Boston
- b. Chicago
- c. New York
- d. Pennsylvania

3. What was St. Patrick's birth name?

- a. Seamus Callaghan
- b. Maewyn Succat
- c. Ciaran McLaran
- d. Declan Sutton

4. According to the Guinness Book Of World Records, what is the most number of leaves found on a clover?

- a. 18
- b. 14
- c. 10
- d. 7

5. St. Patrick's Day is an official holiday in which country?

- a. St. Lucia
- b. United States
- c. Montserrat
- d. Denmark

6. Which Canadian province is the only one to declare St. Patrick's Day an official holiday?

- a. Alberta
- b. Ontario
- c. Newfoundland and Labrador
- d. New Brunswick

7. During St. Patrick's time, what was the national color of Ireland?

- a. Green
- b. Blue
- c. White
- d. Yellow

8. Why does a leprechaun wear green?

- a. It is the color of money
- b. It is considered to be a lucky color
- c. It acts as camouflage and helps him blend with nature
- d. To show he is envious of larger people

9. St. Patrick was born in which country?

- a. Wales
- b. France
- c. Ireland
- d. Scotland

10. St. Patrick is known for doing which of the following?

- a. Building a church
- b. Driving snakes out of Ireland
- c. Inventing an Irish dance
- d. Playing the flute

11. What will happen if you don't wear green on St. Patrick's Day?

- a. You will have bad luck for a year
- b. You will be robbed by a leprechaun
- c. You will get pinched
- d. You will not be allowed to enter any public buildings

12. What does the term "Erin Braugh" mean?

- a. God Bless Ireland
- b. Ireland Forever
- c. Irish Strength
- d. Hail Ireland

13. In North America a traditional St. Patrick's Day meal would include corned beef, cabbage, potatoes, and Soda Bread. Which one would not have been traditionally served in Ireland?

- a. Corned beef
- b. Cabbage
- c. Potatoes
- d. Soda bread

14. What is a leprechaun's occupation?

- a. Magician
- b. Thief
- c. Gardener
- d. Shoemaker

15. Which two American rivers are dyed green on St. Patrick's Day?

- a. Delaware and Charles Rivers
- b. Missouri and Colorado Rivers
- c. Hudson and Ohio Rivers
- d. Chicago and San Antonio Rivers



**WORKER w/
HIGH SCHOOL DIPLOMA**
2x as likely to be UNEMPLOYED as
a worker with a college degree

9.4%
UNEMPLOYMENT

EARN ON AVERAGE
\$638
PER WEEK

2011

**WORKER w/
COLLEGE DEGREE**



4.9%
UNEMPLOYMENT

EARN ON AVERAGE
\$1,053
PER WEEK

2011

The Bureau of
Labor Statistics
says that by 2018 nearly
two-thirds of all job
openings will require at
least a bachelor's degree.
*It was about one-third
in 2008.*

Did You Know



2016 Clean Tech Competition

Challenge your students to “Make an Impact”

Win up to \$10,000!

REGISTRATION IS NOW OPEN!

Registration is now open for the 2016 Clean Tech Competition, a global research and design challenge for 15-18 year old students. This year’s challenge is to “**Making an Impact**”.

This educational opportunity challenges students to develop innovative, **clean technology solutions to real-world issues**. Solutions may take on aspects of plastics or the need for cheap, clean energy. Student participants will gain experience with focused research, critical thinking, and the scientific process – making it a great **project based learning opportunity**.

There is **no entry fee**, and students can participate through school, extracurricular programs, or on their own. The 1st Place Team will **win \$10,000** and the Finalist Event will be held on a cruise from Miami, Florida, USA to the Dominican Republic, when Finalist Teams will meet to explore fun and educational activities, present to a live panel of judges, and network with industry professionals. **Should your team make the final, there is only the cost of getting to Miami, your cruise will be paid for!**

There is no limit to the number of Teams per organization – so **spread the word!** Each stage of the competition is designed to be a rewarding process, and more student participation means inspiring more young scientists to help build a better future for our planet.

And there is something for the teachers of the schools and those teachers who are team leaders! This year’s Clean Tech Competition happens on board Fathom’s Cruise Ship **Adonia** where there will be **opportunities for professional development** with workshops that include: Project based learning, Hands-on science activity ideas and demonstrations, Dinosaurs, Weather, STEM questioning techniques, Earth Science, Endangered species and much more! This opportunity for an **educational cruise is open for teachers of any age or grade or Education Professors**. So spread the word to any teachers and Education Professors you know, we want them and you there too!

Learn more and register at:

www.CleanTechCompetition.org



CALLING ALL YOUNG PLAYWRITERS!

January 2016

HYT's annual mentoring program will match your child with an adult theatre expert to assist them in devising a short, one act play. We then choose up to 4 of the plays to perform at our One Acts in April!

Cost: \$15 per student. *Suggested minimum grade level is 4th grade.*



DRAMA CLUB

February 11th

March 10th – April 14th – May 12th

New Location! St. Mark's Lutheran Church
315 S. College, BG (upstairs classrooms)



WORKSHOP: DEVSING

Instructor: Cassie Greenlee

Saturdays 9:00 – 11:00 Jan 23rd – March 26th (10 weeks)

Location: First Presbyterian Church
126 S. Church St, BG (upstairs classrooms)
Maximum of 10 students with waiting list.

WORKSHOP: CLOWNING

Instructor: Wendy Guion

Saturdays 9:00 – 11:00 Feb 6th – March 12th (6 weeks)

Location: First Presbyterian Church
126 S. Church St, BG (upstairs classrooms)

ONE ACTS

April 8-10, 2016

HYT presents a program of short, one act plays written by students and performed by students. One play will be created and acted by the Devising Workshop; the others will be chosen from those written in the Mentoring Program.

Ages: 8 – 18

SCHOOLHOUSE ROCK

June 2016

Director: Cassie Greenlee

Do You Remember

I think you'll enjoy this. Whoever wrote it could have been my next door neighbor because it totally described my childhood to a 'T.'

Black and White

(Under age 45? You won't understand.)

You could hardly see for all the snow, Spread the rabbit ears as far as they go.

'Good Night, David. Good Night, Chet.'

My Mom used to cut chicken, chop eggs, and spread mayo on the same cutting board with the same knife and no bleach, but we didn't seem to get food poisoning.

My Mom used to defrost hamburger on the counter and I used to eat it raw sometimes, too. Our school sandwiches were wrapped in wax paper in a brown paper bag, not in ice pack coolers, but I can't remember getting E.coli.

Almost all of us would have rather gone swimming in the lake instead of a pristine pool (talk about boring). No beach closures then.

The term cell phone would have conjured up a phone in a jail cell, and a pager was the school PA system.

We all took gym, not PE... and risked permanent injury with a pair of high top Ked's (only worn in gym) instead of having cross-training athletic shoes with air cushion soles and built in light

reflectors. I can't recall any injuries, but they must have happened because they tell us how much safer we are now.

Flunking gym was not an option... Even for stupid kids! I guess PE must be much harder than gym.

Speaking of school, we all said prayers and sang the national anthem, and staying in

detention after school caught all sorts of negative attention.

We must have had horribly damaged psyches. What an archaic health system we had then. Remember school nurses? Ours wore a hat and everything.

I thought that I was supposed to accomplish something before I was allowed to be proud of myself.

I just can't recall how bored we were without computers, Play Station, Nintendo, X-box or 270 digital TV cable stations.

Oh yeah... And where was the Benadryl and sterilization kit when I got that bee sting? I could have been killed!

We played 'king of the hill' on piles of gravel left on vacant construction sites. And when we got hurt, Mom pulled out the 48-cent bottle of Mercurochrome (kids liked it better because it didn't sting like iodine did) and then we got our butt spanked.

Now it's a trip to the emergency room, followed by a 10-day dose of a \$99 bottle of antibiotics, and then Mom calls the attorney to sue the contractor for leaving a horribly vicious pile of gravel where it was such a threat.

We didn't act up at the neighbor's house either, because if we did we got our butt spanked there and then we

got our butt spanked again when we got home.

I recall a friend from next door coming over and doing his tricks on the front stoop, just before he fell off. Little did his Mom know that she could have owned our house.

Instead, she picked him up and swatted him for being such a jerk. It was a neighborhood run a muck.

To top it off, not a single person I knew had ever been told that they were from a dysfunctional family.

How could we possibly have known that?

We needed to get into group therapy and anger management classes.

We were obviously so duped by so many societal ills, that we didn't even notice that the entire country wasn't taking Prozac!

How did we ever survive?

LOVE TO ALL OF US WHO SHARED THIS ERA.



March 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Zero Discrimination	2	3 World Wildlife Day	4  	5
6  	7	8 Int'l. Women's Day	9	10 World Kidney Day	11  	12
 Daylight Saving Time Begins 	14 Pi Day	15	16	17 Saint Patrick's Day	18  	19 St Joseph
 Palm Sunday  Int'l. day of happiness	21 Int'l. Day of Forests World Poetry Day	22 World Water Day	23 Holi (Hindu festival) National Puppy Day	24 Holy Thursday Purim	25  Good Friday 	26
27 Easter  	28	29	30 Natl. Doctors' Day	31 Cesar Chavez Day	Free Calendars at WinCalendar.com	

Holidays:

US & Common

Christian / Catholic

Jewish

Muslim

Misc & International

March 2016



Do you ever feel like your teenager is from another planet? They speak a language you don't understand. They have interests that you've never heard of. It's a common phenomenon. Teenagers are weird.

That being said, they're *your* teenagers and there are steps you can take to better understand them and be closer.

1. Ask Questions and Listen

The first step to understanding your teen is to ask questions, but be strategic about it. Many teens give yes or no answers when you ask them a question. The trick is to engage them when they're more likely to open up, such as when they aren't with friends or running around. Driving in the car seems to be a good time, assuming that they don't have headphones in. When you ask questions, make sure to listen to the answers even if you don't understand half of the words they're using. It's okay to ask for clarification. As you're listening, take mental notes. This will also come in handy for step #2.

2. Google It!

If you have no idea what your child is talking about, Google it. Google the things they express interest in, the people, and even the language they use. The [Urban Dictionary](#) can be incredibly useful.

3. Eavesdrop

Seriously, one of the best ways to better understand your teen is to listen in on their conversations. True, most of their conversations are via text message so "listening in" isn't exactly an option, but you can snag their cell phone from time to time and read their text messages.

If this feels too invasive, try to be around them when they're with their friends. Encourage them to invite their friends over, volunteer to drive them places, and invite them along to events or activities. Get to know your teenager when they're around their friends.

4. Get Involved

Start taking an active interest in your teen's interests. Volunteer at local organizations or at activities that they're involved with. Keep up with the things that they post and share on social media.

5. Relax

Each generation has their own trends, language, and interests. When you were a teenager, your parents thought you were from another planet as well. It comes with the territory. It's normal and totally okay to not be able to completely relate with your

teenager. Do what you can to connect with them. Let them know that you're interested in their lives and then relax. You don't need to be best friends with your teenager, nor do you need to share the same interests. It's enough to just let them know that you care about what they're up to and that you'll always be there for them.





Are you sharing our newsletter and would like to be added to our Newsletter mailing list?

Drop us an Email to: Newsletter@NewHeightsEducation.org



Social media: What parents should know



Children and teens are creating and sharing information more than ever using digital media such as cell phones, smart phones, and computers. They send text messages, use Facebook and Twitter, write blogs, share photos and video to stay in touch with friends and family and to make new friends.

Social media offers lots of opportunity to help your child and teen be creative and stay connected and informed. But it's important to learn about the different technologies and how your children use them so you can help keep them safe online.

The social media landscape changes quickly. Because this document is only an introduction, we've included links to other websites you might find helpful.

What is social media?

Social media refers to the online tools that connect people with common interests on the Internet. Unlike traditional media (TV, radio, newspapers and so on), social media allows users to interact with each other. Popular social networking websites include [Facebook](#), [Twitter](#), [YouTube](#), [Flickr](#), and [MySpace](#).

There are many different ways that people use social media:

Online profiles: Most social media sites require users to set up a profile. A profile usually includes a name, e-mail address, birth date, interests, and a photo.

Friends: Depending on the kind of social media, users "follow" or "request friends" from people they know such as classmates or family. They may also use social media sites to find and meet new friends.

Messaging: Sending short text messages over the Internet, using instant messaging and between cell phones.

Walls and boards: Social media sites allow people to post or send messages in many different ways. On Facebook, for example, information is posted to a "wall". Some messages are visible to a wider audience, while others can be sent privately like e-mail.

Photo and video sharing: Social networking sites allow users to upload personal photos and videos. Some sites, such as Flickr for photos and YouTube for videos, are used solely to share images.

Blogs: A blog is a website kept by an individual who updates it with regular entries of text or photos and videos. It is a lot like a journal, only on the web. People who read blogs can comment and share published content among their own online networks.

Joining groups: Many kinds of social media allow users to create groups. People join, "like", or follow these groups to get access to information and have conversations with other members.

To play games: Children and teens visit online sites to play games, alone or with their friends. Some, like Facebook, include free online gambling applications.

How can I keep my children safe using social media?

- ⇒ Learn about the technologies your children and teens are using.
- ⇒ Ask how they communicate with friends online. Tell them that you are willing and interested to learn about it.
- ⇒ Keep computers in common areas where you can watch while your children use them. Be clear about the rules for using the computer and set limits on the amount of time and how they can be used.
- ⇒ Set limits on cell and smart phone use. Talk about when it's a good time to use a cell phone. Your child or teen's school, for example, likely has rules about where and when they can or can't be used.

Social media: What parents should know

(Continued from previous Page)

- ⇒ Get online protection for your family. Programs that provide parental controls can block websites enforce time limits, as well as monitor the websites your child visits and their online conversations. Tell your children and teens that you are monitoring their online activity. Be aware that some parent control programs will block information about puberty and sexuality that you might want your teen to look for.
- ⇒ Ask your children and teens about the people they “meet” online. Showing genuine interest will help them feel comfortable talking about it. Explain that it’s easy for someone on the Internet to pretend to be someone they are not.
- ⇒ Discuss what’s okay and safe to post online and what isn’t.
- ⇒ People can’t always control the information others post about them. Explain that information and photos available online can turn up again years later.
- ⇒ Ask your children and teens where else they access the Internet. Talk to teachers, caregivers, and other parents about your rules for social media.
- ⇒ Because people are not always who they pretend to be online, talk about the importance of keeping online friendships in the virtual world and how it can be dangerous to meet online friends face-to-face. Make it clear that if your child wants to meet a virtual friend in person, it must be with a trusted adult.
- ⇒ If your child or teen is playing online games, join them (even if only to sit and watch) so you can see exactly what they are doing and talk to them about it.



What should I know about online privacy?

- ⇒ Social media websites have privacy policies and settings, but they are all different. Some sites are completely public, meaning that **anyone** can read or look at **anything**, **anytime**. Other sites let you control who has access to your information.
- ⇒ Read a website’s privacy policy before providing any personal information. Some social media websites, like Facebook for example, don’t allow children under 13 to join their site. Check your child’s privacy policy settings to make sure he/she isn’t sharing more information than you want.
- ⇒ The following suggestions will help your children protect their online privacy:
- ⇒ For some social media sites, it is a good idea to choose an online nickname instead of using a real name.
- ⇒ Keep everything password protected, and change passwords often.
- ⇒ Don’t accept friend requests from people you don’t know in real life.
- ⇒ Think carefully about what you post online. Remember: things that are posted online stay online forever. As a general rule, don’t post anything you wouldn’t want a parent or teacher to see or read.
- ⇒ Remember to protect a friend’s privacy too. Ask permission before posting something about a friend, a photo or a video.
- ⇒ Be aware of what your friends are posting about you.
- ⇒ If you use a GPS-enabled smart phone or a digital camera, you could be posting status updates, photos, and videos with geotags. Geotags provide the exact location of where your photo was taken. Make sure these are turned off on your device.

Social media: What parents should know

(Continued from previous Page)

What is cyber-bullying?

- ⇒ Just as some people are bullied in real life, people are bullied online. It happens many ways: by sending mean messages by e-mail or posting them in an online forum or by sharing photos and videos without permission.
- ⇒ Talk to your children about cyber-bullying. If it isn't too serious, suggest that they ignore it at first. If it doesn't stop, is violent or sexually explicit, or your child gets scared, encourage them to talk to you or another trusted adult.
- ⇒ The Media Awareness Network has some more information on cyber-bullying at: www.bewebaware.ca.

What is sexting?

- ⇒ Sexting is used to describe sending sexually explicit messages, photos, or videos between cell phones. It can also happen using e-mail or on social media websites.
- ⇒ Ask your teen what he/she knows about sexting.
- ⇒ Talk about the dangers of sexting. Remind him/her that words and photos posted online can easily be shared among many different people.
- ⇒ Remind your teen that nothing is ever really deleted online. Friends, enemies, parents, teachers, coaches, strangers, and potential employers can find past postings.

The infographic is a vertical rectangle with a dark red top section and a yellow bottom section. The top section contains the word 'Age' in white script, followed by 'Social Media & Internet' in white bold sans-serif font. The bottom section contains the word 'Restrictions' in white script. Below this, there are four rows of social media platforms categorized by age. The first row is for age 13, listing Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat, Secret, Pandora, iTunes, Spotify, Skype, Myspace, and Minecraft. The second row is for age 14, listing LinkedIn. The third row is for age 16, listing WhatsApp. The fourth row is for age 17, listing Tinder, YikYak, and Vine. The fifth row is for age 18 (or need adult permission), listing Youtube, WeChat, Kik, Keek, Foursquare, Flickr Path, Xbox Live (child account until 18), and Playstation Network (sub account until 17). At the bottom, it says 'Current age limits as of 2/24/2015'. A vertical URL 'http://theparentingskill.com' is on the left side.

Age

Social Media & Internet

Restrictions

13 Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat, Secret, Pandora, iTunes, Spotify, Skype, Myspace, Minecraft

14 LinkedIn

16 Whats App

17 Tinder, YikYak, Vine

18 (Or, need adult permission)

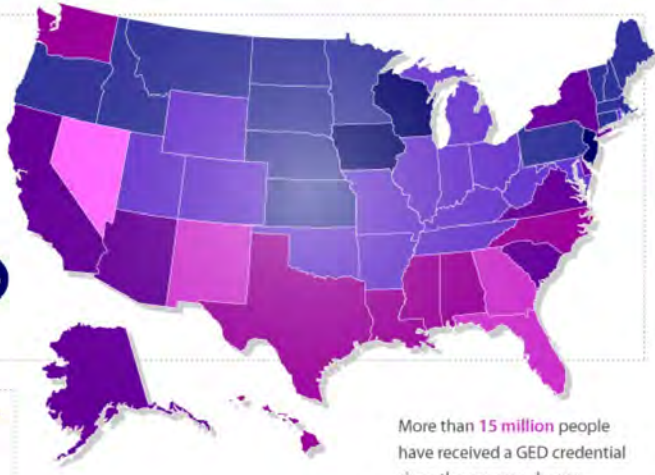
Youtube, WeChat, Kik, Keek, Foursquare, Flickr Path, Xbox Live (child account until 18), Playstation Network (sub account until 17)

Current age limits as of 2/24/2015

<http://theparentingskill.com>

High School Graduation and GED

High School 2009 Graduation Rates



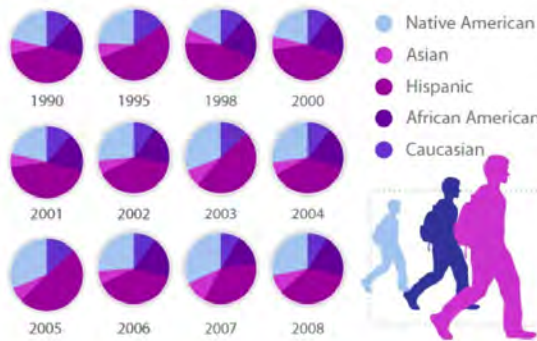
One in every seven Americans with high school credentials received a GED

More than 15 million people have received a GED credential since the program began.

1 in every 20 college students has a GED

24
The average age of a person taking the GED

Status dropout rates of 16 through 24-year-olds, by race/ethnicity: Selected years, 1990-2008



Re-enrolled students who successfully obtained a diploma could earn **\$400,000** more in their lifetimes with a high school diploma than as dropouts, and each re-enrolled and graduated student would save taxpayers several hundred thousand dollars through lower social costs such as health care, welfare, and incarceration and increased federal, state, and local tax receipts.

In 2007, California had the most dropouts of any state
710,000

Nearly one in five U.S. men between the ages of 16 and 24 (18.9 percent) were dropouts in 2007

Nearly **6.2 million** students in the United States between the ages of 16 and 24 in 2007 dropped out of high school

Georgia had the highest dropout rate at 22 percent



More than one in five 16- to 24-year-olds were dropouts in Florida and Georgia.

70%
of GED recipients complete at least the 10th grade before leaving school

NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

MISSING
HELP BRING ME HOME



Johnathon Barker

Missing Since: Jan 23, 2016

Missing From: Toledo, OH

DOB: Mar 15, 2001

Age Now: 14

OHIO



This Week @Metroparks



Spend Spring Break At Day Camp

How will your child spend spring break? Spring Into Fun Day Camps—Monday, March 28-Friday, April 1, will get kids outdoors and active. Campers will enjoy nature walks, soil studies, birding, tracking and more. The \$85 fee includes materials, a healthy snack each day, and a t-shirt. Camp for ages 8-12 will meet at Oak Openings. Ages 5-7 will meet at Wildwood.



Learn Ice Fishing From A Pro

Have you ever thought you might want to try ice fishing, but you didn't know where to start? Join local expert Brad Dunkle Sunday, February 21 at Oak Openings to learn the essentials for your first trip. The free workshop will cover basic gear, tips, tricks and even get you out on the ice on Mallard Lake if it is thick enough. Brad was a back-country fishing guide for 11 years in Colorado. He has enjoyed many types of fishing trips since he was a young boy.

Teens Camp Counselors Wanted

Metroparks is seeking teens 14-18 with exceptional interests in nature, outdoor skills, history, or drama to volunteer as Counselors In Training (CITs) for 2016 Metroparks Summer Camps. An excellent opportunity to gain leadership skills, earn service hours, work with children and have fun.



Travel Circle: Backpacking Alaska

Allen Duncan will share his experiences backpacking Wrangell, St. Elias National Park, and Alaska this Saturday at 2:15 p.m. in the Ward Pavilion at Wildwood (east entrance). It's the latest installment of the weekly Travel Circle series sponsored by Maumee Valley Adventurers. Programs are free. Come at 1 for a walk.





The Bowling Green State University Philharmonic is presenting a school concert on Thursday, March 24th at 10:00 AM.

Price: \$1.00 per student

Location: Kobacker Hall at Bowling Green State University

Reserve tickets: By March 4th, 2015.

Reserve tickets by emailing: efbrown@bgsu.edu

The program includes The Planets by Holst and other great composers!
Please let me know if you have any questions.

What do teens share on social media?

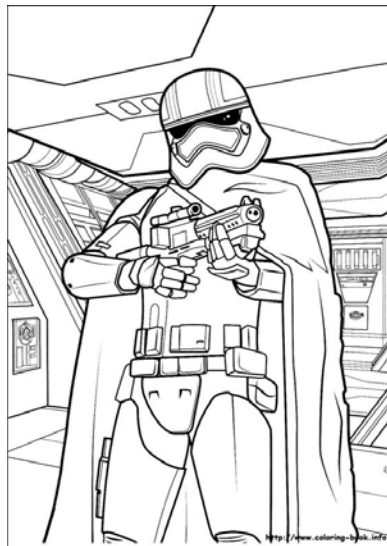
Percent who share information on the profile they use most often



But is the information real?

26% of teen social media users say they post fake information on their profile to help protect their privacy.

COLORING PAGES



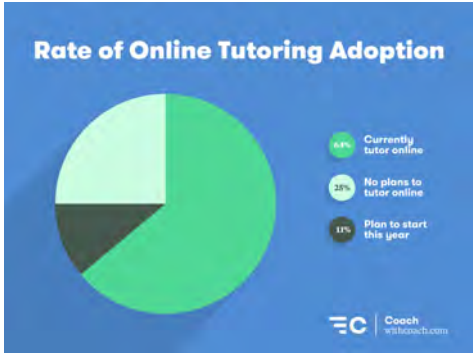
COPY AND PASTE
THE PICTURE OF
YOUR CHOICE.

Here's what we learned this year...

Online tutoring in 2016: a research study



Online tutoring is not a fad



Like many of us working in the tutoring business, we at [Coach](#) view online tutoring as an inevitable, essential part of the game. The ability to reach new students, independent of geography and timezone, is [too tantalizing to ignore](#).

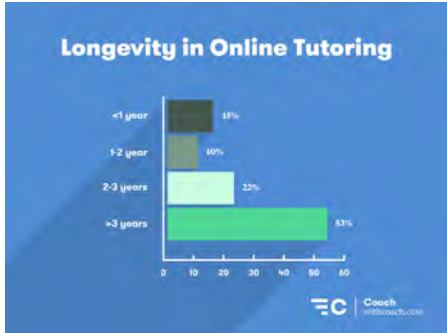
But is now the right time to start your online tutoring business? Or should you stick to in-person tutoring until the business, platforms, and tools evolve a bit further?

In an effort to help you navigate this incoming wave, we set out to put hard data behind the online tutoring trend. Over the course of a few weeks, we spoke to and surveyed 279 tutors across the world and asked a few specific questions:

Getting started: How is online tutoring being adopted? Can we discern any patterns across subjects or types of tutoring?

The right tools: What tools are proving critical in the **The challenges?** What's preventing tutors from moving online, or being successful after making the switch?

Almost two-thirds of survey respondents reported to having conducted online tutoring sessions, and 30% of those who haven't, they plan to start this year.



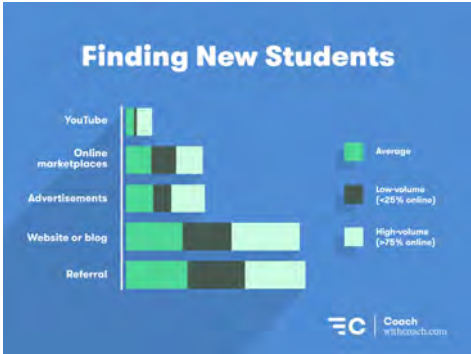
If those tutors who have tutored online, over half have been doing it for more than 3 years.

However, online tutoring appears to break into two camps: Those who do teach online to supplement their core in-person tutoring work (44%, measured by seeing <25% of their students online)

Those who focus primarily on tutoring online (38%, measured by teaching >75% of students online)

But what separates tutors who have found success online from those who haven't? Let's take a deeper look.

How tutors are finding students online



Some aspects of finding new students remain the same for online tutoring as they do for in-person tutoring, and some are completely different.

Just like for in-person tutoring, referrals are still critical for growing your business (60% of low-volume online tutors vs 63% of high-volume relied upon referrals).

Similarly, [online tutoring marketplaces](#) (like [WyzAnt](#)) can be used to your advantage at any stage of your business. The key difference: high-volume online tutors are more likely to have their own website, and drive their own traffic to it. 71% report booking students from their website or blog.

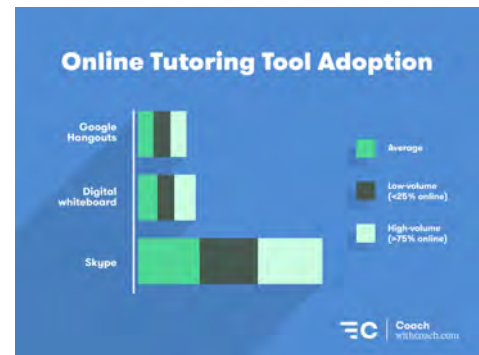
Online tutoring in 2016: a research study

(Continued from previous page)

And they're much more aggressive about driving traffic to their website, with 16% (vs 3%) of them using [YouTube for promotion](#), and 35% (vs 19%) posting advertisements on listing services like [Craigslist](#).

Online tutoring tools

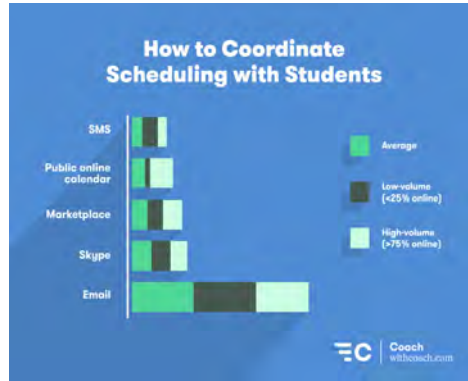
Teaching online obviously presents a unique set of logistical challenges versus teaching in-person. A bad audio or video connection can ruin an otherwise fantastic lesson, and simply collecting payments can become an issue with the wrong student.



Skype is king (at 80% adoption), with Google Hangouts (20%) acting as a backup option for videoconferencing.

We are surprised to see a relatively low adoption rate of digital whiteboard tools (roughly 1/4 of tutors across experience levels); this will be an area to watch as tools improve over the next few years.

One interesting thing to note is how high-volume online tutors book time with students: they use a public online calendar at 4x a higher rate (18% vs 4%) than low-volume online tutors, which allows them to spend less time scheduling appointments.



Common online tutoring subjects



Amongst high-volume online tutors, foreign language (including English) is clearly the most popular subject, with 78% of high-volume tutors offering it.

This isn't too surprising – the global nature of language learning makes it a natural early adopter for online learning. Online marketplaces like [Italki](#) have also paved the way by providing a steady stream of students.

Test prep tutoring is relatively consistent across low and high-volume online tutoring (35% vs 32%), suggesting that it's straightforward to transition between teaching the same materials online and offline (potentially due to the standardized nature of the tests).

Science and Math are the least popular subjects with high-volume tutors (13% for each) – this is likely connected to the perceived difficulties in teaching math-based subjects online: the lack of a usable online white boarding tool, and an inability to judge when the student's truly understanding the material.

Services offered by online tutors



Online tutoring in 2016: a research study (Continued from previous page)

The vast majority of online tutors (89%) offer private 1:1 lessons with students, but we do see a couple of interesting nuances in how high-volume tutors reach students.

High-volume tutors have adopted group lessons (38% vs 27%) and online courses (34% vs 12%) at significantly higher rates than low-volume online tutors, which allows them to scale their business and reach more students with the same amount of time input.

Anecdotally speaking

One interesting aspect of this research is that it reveals the decision to tutor many students online as a commitment to experiment: to try new tools, teaching methods, and ways of reaching

- students.
- When we asked offline-only tutors why they haven't yet tried teaching online, they responded:
- Lack of a personal connection with the student

- Because it's ineffective
- Marketing (not sure how to find students)
- Technical issues (unreliable connection, access to equipment)
- When we asked tutors who have taken the plunge online to list any cons with teaching online, they answered very similarly:
- Technical issues (most remedied this by having a technology backup plan)
- Lack of a personal connection with the student
- Marketing (tough to find students)

However, one con is conspicuously missing from the list: the ineffectiveness of teaching online. In fact, tutors who have taught online list it as one of their top pros with online tutoring, behind a couple of the biggest benefits:

- Flexibility of scheduling
- Wider reach to more students
- More effective teaching

It seems like you need two critical pieces to give online tutoring a shot: a steady Internet connection, and an open mind.



We just received permission from Hillsdale College in Michigan to share their courses on our website. Each link offers a group of classes.

Some of the non-credit courses being offered:

Course Catalog

- [An Introduction to C.S. Lewis: Writings and Significance](#)
- [Winston Churchill and Statesmanship](#)
- [The Federalist Papers](#)
- [A Proper Understanding of K-12 Education: Theory and Practice](#)
- [The Presidency and the Constitution](#)
- [Great Books 102: Renaissance to Modern](#)
- [Constitution 101: The Meaning & History of the Constitution](#)
- [Great Books 101: Ancient to Medieval](#)
- [Economics 101: The Principles of Free Market Economics](#)
- [History 102: American Heritage, From Colonial Settlement to the Reagan Revolution](#)
- [History 101: Western Heritage, From the Book of Genesis to John Locke](#)
- Other Lectures and Programs
- [Hillsdale Dialogues: A Survey of Great Books, Great Men, and Great Ideas](#)
[Kirby Center Lectures Archive](#)

Coming Soon

