



THE CHANGE AGENT

An Adult Education Newspaper for Social Justice



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

TECHNOLOGY

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You Are the Product! Google Sells You to the Highest Bidder: Is It Worth the Price?

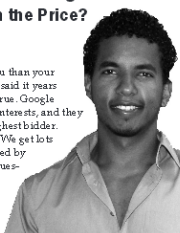
Romertigue dos Santos

Google knows more about you than your own mother does. Somebody said it years ago, and today we know it's true. Google knows most of our likes and interests, and they sell this information to the highest bidder. What do we get in exchange? We get lots of great applications, developed by them, totally for free. So the question is: is it worth it?

Can't Eat These Cookies

Google uses a technology known as cookies to learn about what you do and what you search for on their Web pages. (Cookies are small programs placed in your computer that collect information about you and give it to Google.) For example, when you use Google to search for something like "gyms," Google knows you are interested in working out and probably other healthy things. Moreover, Google doesn't use cookies just on their Web pages. They also use it on several thousands of other Web pages. Consequently, they know much more about you than you could imagine. Every day they get complete reports of the Web pages you visited, purchases you made, content you read and shared, music you listened to, videos you watched, and ads you clicked on.

Continued on p. 44



New England Literacy
Resource Center



WORLD EDUCATION

Issue 37

www.nelrc.org/change-agent

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*New England Literacy
Resource Center*



In this webinar, you will:

- A. Access three new lesson plans that align with College and Career Readiness standards (*as well as newly released PIAAC findings!*) and that nurture Persistence.
 - 1. “Seek and Share”
 - 2. “Finding Felix on Facebook”
 - 3. “Using Technology to Solve Problems”
- B. Learn about how to support students to write for a national publication.

Lesson Plan #1:

Seek and Share

A. Address CCR standards for:

1. **Reading** 1 and 2. (Say what the text says, make logical inferences, and summarize the key supporting details and ideas.)
2. **Speaking and Listening** 1. (Be able to converse by expressing yourself and building on others' ideas.)
3. **Language** 4. (Acquire vocabulary; understand words with multiple meanings.)

B. Enhance persistence by using relevant content, by encouraging collaboration, and by building community.

Expensive Technology

Saying No to My Daughter (and the Phone Companies)!

Leonardo Espinoza

Technology is so expensive. It creates problems for families who don't have the money to buy all the latest devices. How do other families afford them? In my case, I have a big problem with my

Now my feelings are hurt because my little girl is mad at me.

13-year-old daughter. She wants me to buy her an iPhone that costs \$400 to \$600. I say, "No, it's too expensive."

Do you want these types of things for your kids? Don't spoil them like that; give them love instead. I completely disagree

with buying expensive phones for little kids. I understand that you want to check whether your sons or daughters are okay, but why must we use expensive phones for that? Now my feelings are hurt because my little girl is mad at me. I love her a lot, but what can I do? It is what it is.




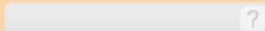
My question is: why do phone companies introduce new phones so often? They should stop thinking only about their pockets and think more about poor families that don't have anything to eat. Please have some care for others! When you die, you might wish to take your money with you, but, too bad, you can't.



Leonardo Espinoza, pictured above with his 13-year-old daughter, is a student at the Elk River Learning Lab in Elk River, MN. He is from Ecuador. He is working on his basic skills so he can get a better job. He has three children.

From p. 3 of *The Change Agent*, Issue #37

3 Ways to Listen

option 1. Listen to the full article here:    


option 2. Right click here and "save as" to save an mp3 of the article to your computer.

option 3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below.



READING LEVEL 5



Expensive Technology: Saying No to My Daughter(and the Phone Companies)!

by Leonardo Espinoza

 *Leonardo Espinoza, pictured to the right with his 13-year old daughter, is a student at the Elk River Learning Lab in Elk River, MN. He is from Ecuador. He is working on his basic skills so he can get a better job. He has three children.*



 Technology is so expensive. It creates problems for families who don't have the money to buy all the latest devices. How do other families afford them?  In my case, I have a big problem with my 13-year-old daughter. She wants me to buy her an iPhone that costs \$400 to \$600. I say, "No, it's too expensive."

 Do you want these types of things for your kids? Don't spoil them like that; give them love instead.  I completely disagree with buying expensive phones for little kids. I understand that you want to check whether your sons or

Research shows that literacy and English language learners improve fluency when they have the opportunity to hear a piece read out loud while they read along.

From www.nelrc.org/changeagent/audio -- click on the article you want to hear; you will be prompted for your username and password

Activities

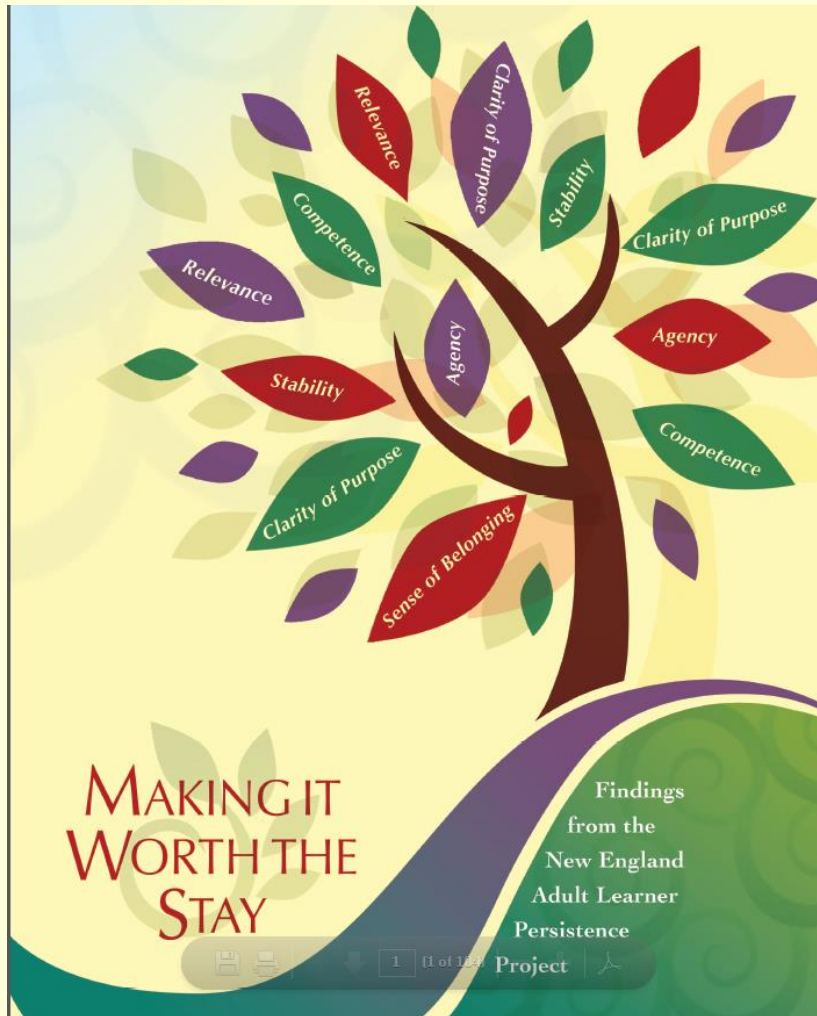
Extension Activities

Leonardo poses several questions in his essay. Go back through the article and identify the questions. Share your responses.

To improve your spelling and vocabulary, make a list of words in this article that *sound* exactly like other words but have different meanings—for example, “so” and “buy.” Next to the word, write down another word (not necessarily from the article) that sounds the same but means something different. For example, “sew” and “by.” How many can you find?

Hint: There are at least 12.

How do we foster persistence?



1. Feeling of belonging.
2. Clarity of purpose.
3. Agency.
4. Competence.
5. Relevance.
6. Stability.



THE CHANGE AGENT

An Adult Education Newspaper for Social Justice

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Back Issues

In the Classroom

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About Us




NEW! *The Change Agent* supports evidence-based reading instruction (EBRI)!

[Click here to learn more about *The Change Agent* and EBRI](#)

[Click here to go directly to leveled texts \(print and audio\)](#)

[Click here to see how *The Change Agent* articles align with College and Career Readiness standards](#)

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Lesson #2

Finding Felix on Facebook

- A. Address CCR standards for:
 - 1. **Reading** 1, 2, 3 and 4. (Say what the text says, summarize the key supporting details and ideas, analyze how individuals and events interact over the course of the text, and interpret words and phrases.)
 - 2. **Speaking/Listening/Writing** (Be able to express yourself by speaking and writing – using evidence.)
- B. Enhance persistence by using relevant content, by encouraging collaboration, and by building community.

Finding Felix

How Facebook Helped Us Find Our Little Brother

Makeda Laurent



A Bittersweet Story

This essay is about how my older brother and I found our little brother Felix through Facebook. This is a story that is very touching to me; it makes me cry every time I tell it. In fact, I am crying now. This story is what I call "bittersweet." As you read, you will see why.

When I was six, my father went to jail. I didn't see him again until I was about 12 and my mother took my older brother and me to visit him in a North Carolina prison. Before my father got incarcerated, he was very promiscuous. One of his

"I found Felix!"

Many years passed. Suddenly one day I heard yelling in my house. Then there was a loud knocking on my door. It

was my older brother. He was so excited it looked like his eyes were about to pop out his head. He was jumping up and down saying, "I found Felix! I found Felix!" (They had found each other on

From the very first moment I met him, my heart was bursting with love for my baby brother

Take it Further

What stood out to you about this story? Discuss why the author uses the term “bittersweet” to describe it.

Describe the various ways that Facebook had an impact on the family in this story.

Use these writing prompts to do some free-writing. When you free-write, try to silence your inner critic. Don't worry about handwriting, spelling, or grammar. Just get your thoughts down on paper. Share them with others. Or not. The idea is to express yourself!

1. Write about the word “bittersweet” or share a bittersweet experience that you had.
2. Look at the picture of Felix and his son. Describe what you see.
3. Write about what makes you feel complete or whole.

Creative Extensions

Level	Extension
Beginner ESOL	Make a classroom poster about what is positive and negative about social media.
Beg./Int. ESOL	Examine the uses of “get” in this article. “I got excited.” “I never got to meet Felix.” “I got furious.”
Adv./ABE/GED	Note alliteration in “Finding Felix.” Keep a poster on the wall for future examples. Write an essay about the ways Facebook impacted this family.
Bridge to College	Go deeper. Read other essays in the magazine about social media. Write an essay drawing from multiple sources about the advantages and/or disadvantages of social media.

Lesson Plan #3

Problem-Solving with Technology

- A. Identify problem-solving steps – and in particular apply them to technology.
- B. Address CCR standards for:
 - 1. Writing, Anchor 2 – write informative, explanatory texts
 - 2. Writing, Anchor 6 – use technology, including the Internet to produce and publish writing and to interact and collaborate with others.
 - 3. Speaking and Listening Anchors 4 and 5 – present findings; make use of digital media

PIAAC Discussion on NBC's Education Nation



Secretary of Education Arne Duncan spoke yesterday about the PIAAC findings at NBC's Education Nation Summit. [Watch his remarks >](#)

International Release Activities

U.S. Release Activities

Due to the government shutdown, all U.S. PIAAC release activities have been delayed until a continuing resolution to provide funding has been enacted. Check back here for updates on the status of planned U.S. release activities, including:

- [U.S. PIAAC First Look Report](#)
- [U.S. National PIAAC Data Files](#)
- [NCES Commissioner's Statement](#)
- [NCES PIAAC Press Release](#)

PIAAC in the News

- *The New York Times* "Stubborn Skills Gap in America's Work Force" [Read more >](#)

Using Technology to Solve Problems

Steve Quann



BEFORE YOU READ: Talk about a problem you had and the steps you took to deal with it.

Using Technology to Fix My Hot Water Heater

It is the middle of winter. I have a problem. My water heater is broken. But that is not the real problem. I know how to fix the water heater.

The real problem is that I need to replace a part. Right now, my goal is to show that part to the salesperson at the hardware store. Then I can replace the broken part with the new one. Since I can't bring the old part with me, I need to think of possible solutions. The person at the hardware store can't come to my house to see the problem. If I try to draw the part, I don't think it will help. The person at the store will not recognize the part and probably just laugh.



Photo from <www.wiki-how.com/Repair-an-Electric-Water-Heater>.

Then I realize I have a camera in my pocket...my cellphone! I decide to take a picture of the part and bring it to the store. What were the results? I found the new part, my problem is fixed and my family can take showers again. My wife is happy about that.

Educational Uses for Your Camera

What are some other ways you might be able to use your camera?

A teacher told me how a student used technology to improve how he studied vocabulary. The teacher wrote

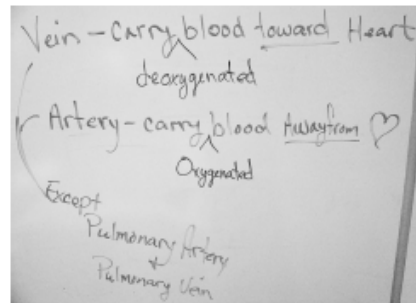
the meaning of a number of vocabulary words on the board and asked students to write them in their notebook. After class, a student came to the board to take a photo of the words and the definitions. His problem was that he didn't want to carry his notebook with him everywhere. Now, he studies the words on his phone.

Fix it with YouTube

How about using the Internet for problem solving? Everyone knows they can find *information* on the Web, but do you use it to *discover solutions to problems*? Do you know where I learned to fix the water heater (and other plumbing and mechanical problems)? You probably guessed it: YouTube! I also use YouTube for problems at work and study. How about you? Maybe you need help writing a topic sentence. YouTube has almost 2000 videos teaching you how to write topic sentences.

Searching for Solutions

And of course, speaking of technology, I am often asked at work how to solve technology problems.



A photo of notes from a classroom's white board. Do you take notes in class? Would this be a helpful way to capture information that the teacher shares so that you can study it later?

Use Technology to Fix It!



Not sure you will remember where you parked your car? Take a picture of the row number or other identifying marker.



Can't remember the comma rules? Wondering if you should use "who" or "whom"? There's a grammar app for that!



Looking for the lowest price? The highest quality? Find websites or apps that help you comparison shop.



Loaning a book to a friend? Take a picture of him or her with the book, so you can remember who has it.



Taking something apart in an effort to fix it? Take pictures as you go so you can remember how to put it back together.

Extension Activities

Identify the steps. Look back on p. 33. List the steps Steve went through to deal with his broken hot water heater:

1. _____
2. _____
3. _____
4. _____

Solve a problem using technology. Share it with us on *The Change Agent* Facebook page.

Share your solutions! Identify a problem and write out the steps for solving it. Gather helpful graphics from the Internet. Search for ideas about giving presentations. Use <slideshow.com> to create a presentation. And then share it.

Learn something new. Try going to <www.wikihow.com> to learn about how to do something. Look for other how-to sites on the Internet and share them.

Teachers: try these lesson plans on problem solving: <www.cls.utk.edu/pdf/ls/Week3_Lesson21.pdf>.

Use the Technology issue of <i>The Change Agent</i> to teach College and Career Readiness (CCR) Standards		
<i>The 10 anchor standards for reading can be broken up into 4 groups</i>		
Anchor Standards	In Everyday English	TCA excerpts
Key Ideas and Details (R.CCR.1-3)	What does the text say? What does it not say? What does it mean? How can you prove it?	pp. 8-9, 19, 22-23, 43
Craft & Structure (R.CCR.4-6)	How does author use language to communicate? How is the text organized? Who wrote this and how/why does that matter?	p. 19
Integration of Knowledge and Ideas (R.CCR.7-9)	How does this connect with other sources? Does it measure up? Is it valid?	p. 51
Range and Level of Text Complexity (R.CCR.10)	Can students read widely and deeply from a broad range of high-quality texts?	pp. 44, 50-51, 52-53

<http://nelrc.org/changeagent/extras/ccr.html>

In this webinar, you will:

- A. Access three new lesson plans that align with College and Career Readiness standards.
 - 1. Lesson plan #1.
 - 2. Lesson plan #2.
 - 3. Lesson plan #3.
- B. Learn about how to support students to write for a national publication.

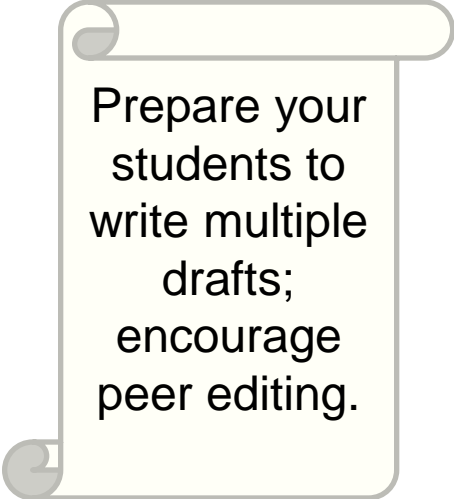
Write for *The Change Agent*

- “Call for Articles” includes engaging and relevant writing prompts.
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is November 4, 2013.

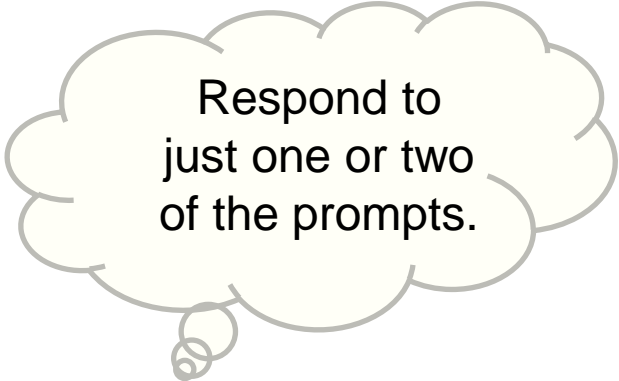
Download Call for Articles: <http://nelrc.org/changeagent/write.htm>

Use the “Call for Articles” in Instruction


- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written by other adult learners.
 - The content all pertains to a certain theme.
 - The magazine includes learners from the whole country.
 - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Immigration?*”




Prepare your
students to
write multiple
drafts;
encourage
peer editing.




Respond to
just one or two
of the prompts.



Warning!
We get 100s of
submissions
and can only
accept about
30.



Students whose
pieces are
accepted
receive a \$50
stipend.



Speak from the
heart! Write
about something
that matters.

Let's talk about editing!

Two main categories:



Line editing, which includes:



Substantive editing, which includes:

Use the chat box to describe these two kinds of editing.

Which do you think the editor is looking for?



The grammatically correct essay?



The essay that speaks from the heart?

Let's look at an example:

I am an immigrant. I come to the United States in 2003. I feel scare and excited. I come with my sister. My mother already here. She come in 1990. My grandmother stay in the Dominican Republic.

Corrected for grammar with a title added...

Coming to the United States

I am an immigrant. I came to the United States in 2003. I felt scared and excited. I came with my sister. My mother was already here. She had been here since 1990. My grandmother stayed in the Dominican Republic.

After *just one* revision...

Scared and Excited

My mother left me and my sister in 1990. I was 5 and my sister was 3. We stayed with my grandmother. My mother wanted to earn money. She wanted us to go to school.

When she left, I felt so sad. I cried a lot. I didn't care about school. I just wanted my mother.

I came to the United States in 2003. I felt scared and excited. I came with my sister. I felt so sad to say goodbye to my grandmother. She was like my mother.

Now I am glad I went to school. So many of my friends did not go to school. I give thanks to my mom and my grandmother. I wish we could all be together. I still cry sometimes.

Getting Students to Write From the Heart



- Create a *safe environment* in the classroom.
- Provide opportunities for students to read texts that *model writing from the heart*.
- Allow for free writing that values the *ideas* over *technique*.
- Support the *peer editing process*. Learn more at:
<http://composition.digitalodu.com/writingconference/conferencehandouts/Gregorypeereditppt.ppt>
- Remind students that *The Change Agent* is looking for stories written from the heart! Explore with them why this might be true. Ask them *what kind of stories they like to read*.
- Go for *depth over breadth*.
- Draw from *personal experiences*.

Submitting Articles to *The Change Agent*



Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

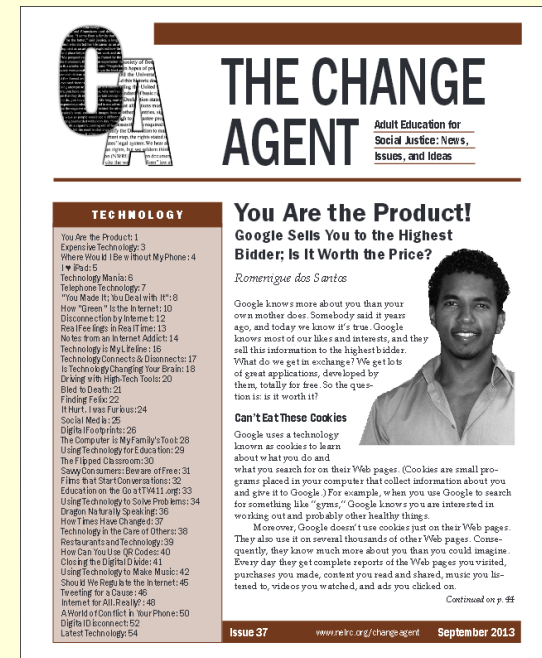
Use the chat box to share some things that stood out for you in our discussion so far...



To Sum Up...


The “Technology” issue is a powerful teaching tool because it:

1. teaches basic skills in the context of *material that matters to adult learners*
2. has a peer-to-peer quality, featuring multi-level writings by adult learners
3. includes classroom-ready materials and audio versions of articles – many of which address CCR anchor standards
4. enhances persistence by using materials that are relevant, develop competency and agency, and build community
5. addresses a key skill that adult learners need to improve (see PIAAC findings) – namely, being comfortable using technology to solve problems!
6. publishes a “Call for Articles” that you can share with your students



Recent Themes

Veterans




THE CHANGE AGENT

Adult Education for
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I RECEIVED THIS ONE FOR COMBAT IN AGGRAVATING THINGS FOR FIGHTING IN IRAQ AND THIS ONE FOR THE ONGOING STRUGGLE TO OBTAIN VA HEALTH BENEFITS AFTER I GOT HOME.

Advocate for Your Loved One

Yolanda Galloway


I want to reach out to folks who have a loved one coming home after being injured in war. This is my story. My son was eighteen, right out of high school, when he decided to join the military. He was deployed to Iraq for three of the four years he was in the military.

Every parent of a veteran knows how it feels when we hear on the news of soldiers being injured or killed. Our hearts

continued on p. 3


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Fashion



THE CHANGE AGENT

Adult Education for
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CUTE SUITS!
YOU THINK? I WANTED SOMETHING DIFFERENT.
SOMETHING THAT WILL REALLY BE NOTICED!
EVERYONE'S LOOKING AT ME!
UH-OH
WHAT'S THE MATTER?
WEST FLESH HIGH

"Family Tree" used with the permission of Signe Wilkinson, United Feature Syndicate, and the Cartoonist Group. Licenses 2010-168.

FASHION: THE POWER, THE PERIL, AND THE PASSION

FASHION DEFINITION: a prevailing custom, usage, or style • **SYNONYMS:** style, mode, vogue, fad, rage, craze • **ROOT:** from the Latin *facio* (the act of making) and *facere* (to make) • **INTERESTING NOTE:** fashion has the same root as the English word "faction," which means "people acting together in a group." • **IN THE CARTOON ABOVE,** does the girl want to stand out as an individual or blend in as part of the group? • **READ MORE** about how **OUR CLOTHES** make us feel • **BATHING SUITS** through the ages • **EXTREME BODY ART** • making **FASHION SMALL TALK** in the ESOL classroom • one writer's **RULES FOR SHOPPING** • fashion and **FEMALE BODY IMAGE** • dressing for **SUCCESS** • clothing and **STEREOTYPES** • whether **SCHOOLS AND GOVERNMENTS** should tell you what to wear • the **HIDDEN COST** of cheap clothes • **HAVE FUN** with fashion without breaking the budget • **WHO MAKES OUR CLOTHES** and where • **MEET THE WORKERS** who make these famous suits • the **PROBLEM WITH FUR** • how **PARENTS AND KIDS** work it out • and finally a chance to **BE A FASHION WRITER** yourself!

Issue 31 www.neirc.org/changeagent September 2010

Recent Themes

Everyday Toxins



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

Fighting Contamination in a Chicago Neighborhood

Elvía García

Playing in Contamination

When my children were little, they played in the alley behind our house. The alley was wet and moldy. When it rained, the dirty moldy water came into the garage and yard. Sometimes it came into the basement. The kids were playing in god-knows-what contamination.

The children got rashes. The rashes were so bad. Sometimes the children looked like they had cigarette burns on their legs. Other parents had the same problem with their children. But there was no where else to play. All the parents took their kids to the doctor. But the doctor didn't know where the rashes came from. We didn't know what to do, so we didn't do anything.

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STAYING SAFE IN A TOXIC WORLD

STORIES FROM THE HOME look at baby bottles, lead poisoning, hand soap, and "real cool stuff": pp. 3-7; **CIGARETTES** are toxic and addictive: pp. 8-9; **STORIES OF PEOPLE MAKING CHANGE**: pp. 27, 28, 30, 32-33, 37; **ORDINARY PEOPLE FIGHT AND WIN!**: pp. 12-13, 16-18, 19, 48-49; **MATH PRACTICE** (fractions, percents, and ratios): pp. 9, 14, 15, 16, 26, 32-33, 34, 45, 49, 52; **PICTURING A PART PER MILLION** (and very small units for measuring contaminants): pp. 4-5, 26; **IDLING ENGINES** and diesel pollution: pp. 22-23; **APPLES, ORANGES, AND STRAWBERRIES**: pp. 15, 32, 34; **RECIPES**: pp. 7, 27, 39; **TAKING ACTION** at work: pp. 36-37, 48, 53; **QUIZ**: p. 39; **COAL MINING**: pp. 40, 41; **ALL ABOUT TRASH**—from chicken litter to packaging to the Gulf oil spill clean-up: pp. 42-53; **GARBAGE STINKS** (landfills to zero waste told in pictures): pp. 46-47; **SMART MOVES** for doing math: p. 35; **GLOSSARY**: p. 54; **SURVEY**: Tell us what you think of this issue: p. 55.

Issue 32

www.nelrc.org/changeagent

March 2011

Remembering 9-11



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

Spared on 9/11, A Restaurant Worker Fights for Justice

Fekkek Mamdouh and Rinku Sen

At 8 a.m. on September 11, 2001, 40-year-old Fekkek Mamdouh was asleep. He had worked the night before at Windows on the World, the luxury restaurant on the 107th floor of the World Trade Center's North Tower.

Mamdouh's sister called. "Listen, brother, there was a plane that just crashed through the Twin Towers." Mamdouh and his wife, Fatima, turned on the TV. They were shocked by what they saw.

Without eating, Mamdouh left their house. He went to the offices of his union, Local 100 of the Hotel Employees and Restaurant Employees (HERE). He and other union members began searching for the restaurant staff that had been working that morning. They visited all the hospitals, but they did not find any restaurant workers. Mamdouh headed to the morgue on First Avenue and 30th Street, and he stayed there until 3 a.m.

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PEACEFUL TOMORROWS

Spared on 9/11, pp. 1 and 22-23; My Brother "Chelo," p. 3; Background on 9/11, pp. 4-6; Ripple effects of 9/11, pp. 12-13, 16, 17, 28, Ordinary Heroes, pp. 8-9, 18, 19, 20-21, 24-25; A 9/11 family member travels to Afghanistan, pp. 14-15; Memorials, pp. 26, 27; Paying Tribute through Service, p. 29; "We and They" (a poem), p. 30; Fear, p. 31; Forgiveness, pp. 32-33; U.S. government responses, p. 7, 34, 50, 51; Seeking justice via the rule of law, pp. 35-37; 48-49; Post-9/11 anti-Muslim discrimination, pp. 10, 11, 38-39; Rejecting retaliation, pp. 40-43; USA Patriot Act, pp. 44-45; Detained and Tortured, pp. 46-47; What is Terrorism? pp. 52-53; Resources for Action and Reflection, p. 54.

Issue 33

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September 2011

Recent Themes

Multi-Generational Classroom

Resilience

THE CHANGE AGENT

Adult Education for
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WHAT'S AGE GOT TO DO WITH IT?

Younger and older students tell their stories: pp. 1-7

Exploring the generations: pp. 8-9

Older students get their GED: pp. 10-11

A young person helps interpret Shakespeare: pp. 12-13

Students challenge, inspire, respect, and accept themselves and others: pp. 14-18

Recognizing LGBTQ students: pp. 20-23

High school drop-outs speak out: pp. 24-29

The Bigger Picture: pp. 30-31

School to Prison Pipeline: pp. 32-34

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A 37-year old freshman: pp. 38-39

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Education, work, and paying for school: pp. 43-45

Technology and the brain: pp. 50-51

Reaching educational goals: pp. 52-53

Resources: pp. 54-55



Young Students Inspire Me!

Guerda Fevrier

When I was young, I lived in my country, Haiti. In Haiti, I used to be in class with kids my own age. When I came to America, I started in a multi-generational adult education program. I used to feel embarrassed to be with classmates the same age as my daughters. I felt like I was too old to be with them. As time passed, I realized that I was wrong because it's never too late to continue your education.

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TALES OF RESILIENCE

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Taywana "Mother Earth" James. Read her full story on p. 22.

// I didn't have the opportunity to read a book, so I had to read the environment. No one watched me, so I had to watch everything else. I didn't have the tools I needed to make a life for myself, but that motivated me to find the tools. //

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September 2012

Good Jobs, Not Just Any Jobs!



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Mariama Diallo

I've been at my job for almost 11 years but I have never gotten a raise even though the price of everything has gone up. We receive only minimum wages. We work hard for a paycheck that doesn't allow us to survive. Who wants a job where you get paid today and you're broke tomorrow? It makes you feel like things are falling apart around you because you know that you are not going to be able to pay your bills.

Nowadays, many adults realize that it's time to make a change for a better life. We don't want to accept any job in order not to be unemployed. But how can we get good jobs—jobs that allow us not only to survive but to enjoy life too?

Mariama Diallo is a student at the Adult Learning Center Mid-Manhattan: #5 in New York City. Mariama came from Senegal over 11 years ago. She is delighted to show her work to her 10-year old daughter, Fatoumata, who is an excellent fifth grade student. Fatoumata has been selected to participate in the school's math bee.



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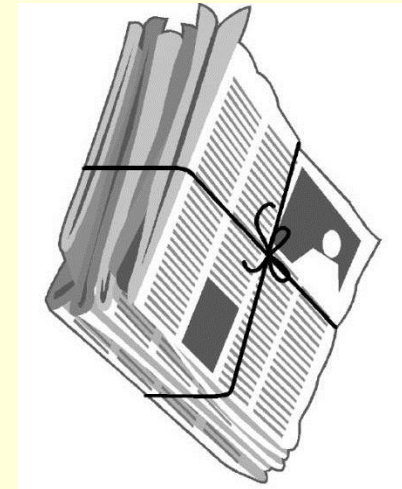
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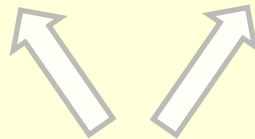
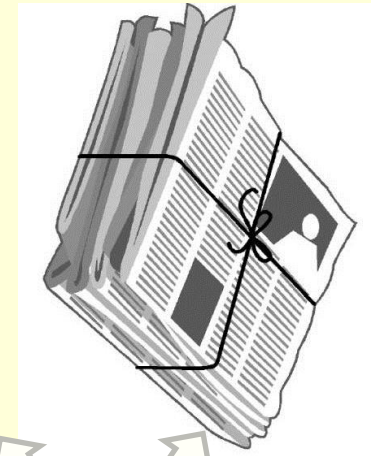
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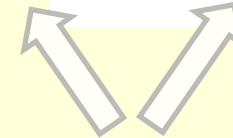
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Other Comments & Questions

Finally...

A recording of this webinar will be available at www.nelrc.org/changeagent.

Please feel free to contact Cynthia Peters cpeters@worlded.org with any questions or comments.

Thank you for participating!



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