



NATIONAL ASSOCIATION FOR ADULTS WITH SPECIAL LEARNING NEEDS

NAASLN Membership News & Views Issue Twenty – May 2008

NAASLN Membership News & Views is an outgrowth of the NAASLN Vision to offer our members a centralized hub of information, professional development, technical assistance, communication on issues and trends, and advocacy initiatives on behalf of adults with special learning needs.

Stay tuned in and connected by renewing your membership.

Go to www.NAASLN.org/membership

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President's Message— If Not You, Who?

Robyn Rennick, M.S., Program Director, Dyslexia Research Institute, Tallahassee, FL
NAASLN President

In this issue Fran Holthaus outlines the way to become an advocate for adults with special learning needs. This is such an easy topic to skip for many reasons: "Others are more influential." "I don't have time." "I don't know the issues." "I'm not important, who will listen to me."

My question remains: If Not You, Than Who?

As it is, the adult education field is already sidelined when it comes to funding and support. Adults with special learning needs, especially the invisible needs of those with emotional disabilities or learning disabilities, are the most disenfranchised when it comes to having opportunities through adult education to truly develop their skills and options for a more viable future.

Who are their champions?

How can we teach them to become self-advocates?

Can a small group of people make a difference?

Every contact to a legislator is considered to be backed by at least 25 voters. Think what power you have if you arrange for 10 contacts to your legislators this year. Two hundred and fifty voters do not sound like a lot, but it is a huge number to legislators.

Read Holthaus's article. Take it to heart and act on it this year.

If Not You, Than Who?

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2008 Webinars – An Internet-Based Seminar Series

Are you looking for a high impact, low cost, pertinent national conference in a convenient, comfortable, cost-effective, and locale venue? Like, *really* local and *really* affordable?

Throughout 2008, NAASLN will present seminars *in your office*, with topics that impact your student or client population. Check out the following hot topics scheduled for June, July, August and September; then go to www.naasln.org/webinars.htm and sign up for one or all.

June 24, 4:00- 5:00 ET

Asperger's Syndrome and the Adult Education Classroom

by Bevan Gibson, MS SpEd; director of the Southern Illinois Professional Development Center and state trainer for special learning needs

With an increasing number of students with Asperger's Syndrome in adult education classrooms, we need to understand more about Asperger's and what we can do as an instructor to assist these students in our programs.

July 22 – 4:00 – 5:00 ET

ESOL—Practical Teaching Strategies for Multi-Level Classrooms

by Robin Lovrien Schwarz, MSpEd-LD; ESOL teacher, consultant, author

Back by popular demand! One of the greatest challenges facing many ESOL teachers is a class where students have many different skill levels. Learn three different approaches to managing such a class. Create materials and plans for your own class and get feedback on design and implementation.

August 19 – 4:00 – 5:00 ET

GED—Accommodations for Documented Disabilities, Adaptations for Non-documented Learning Needs

by Connie Leading, GED testing accommodations manager and chief examiner for

Eastland-Fairfield Career and Technical Schools, Groveport, Oh.

Back by popular demand! Adults with special learning needs taking the GED fall into two categories: (1) Those adults with documented ADA disabilities, who require accommodations such as extended time, supervised breaks, scribes, audiocassettes. (2) Those adults, for whom teachers have identified learning needs requiring adaptations or modifications such as magnifiers, colored overlays, straight edges, rooms without fluorescent lighting, etc. These latter adaptations do not require prior approval by the GED state offices.

September 25, 4:00 – 5:00 ET

Strategies for Passing the GED Mathematics Test

by Caren Van Slyke of Learning Unlimited, GED Instructor (30 years), edited and developed GED materials for Contemporary/McGraw-Hill, Steck-Vaughn, KET, New Readers Press

How can we help students pass the GED Math Test? In this workshop, participants will focus on problem-solving strategies that their students can master to pass the GED. Participants will analyze GED math questions, learn how they can engage different learning styles to help students succeed with GED math, and discuss a variety of interactive strategies that they can apply to Pre-GED and GED Math classes. They will also preview published materials that incorporate these strategies.

Watch for these webinars in the fall!

**TABE—Accommodations for Documented Disabilities,
Adaptations for Non-documented Learning Needs**

**The Soft Skills Needed for Employment—Why Individuals with
Dyslexia/ADD/Related Learning Differences Don't Have Them and
How They Can Develop Them**

Emotions—Prerequisites for Learning

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So remember, all you need is a computer and a telephone. To learn more, please call 888-5NAASLN (888-562-2756) and leave a message, we will call you back. Or send an e-mail to newsletter@naasln.org

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Spotlight Topic of the Month—*Advocacy and Policy*

Advocacy Considerations

By Fran Holthaus, MS, NAASLN Board Member and Retired ABLE/GED/ESOL Civics Director, Upper Valley JVS

Most people involved with NAASLN are concerned about adults with special learning needs and either providing direct services to those adults or acquiring direct services for someone for whom they care a great deal. Advocacy, except to family and, maybe, to

local community agencies, etc, is usually not a priority. However, I would like our readers to consider re-thinking this position, if you have not already.

The large majority of programs/organizations that serve adults with special needs receive some type of federal, state, and even local funding in order to be affordable or to even exist. If funding is to be available for adult programs, those individuals and “institutions” that provide funding must be knowledgeable about what is needed, what is provided, and how it benefits the adult, his/her family and the community at large. All possible supporters need to know both the human and the economic impact. These people must get their information from people who know...adult recipients, their family and friends, and professionals in the field, especially the field because they have the data and usually have the means to organize a continuous advocacy effort.

Advocacy, while essential to our existence, is not usually the primary responsibility, if a responsibility at all, of this article’s readers, so this question is usually the first response. Who has the time? No one has the time these days. But the old adage, “If you want something done, ask a busy person.” is true.

Practically speaking, if people who are involved in other responsibilities are to be effective advocates they must prioritize their efforts and divide the responsibilities. So who should be the target of a program’s advocacy efforts? Local supporters are always important and are usually much easier to contact and keep involved. So, first, consider the source of the primary and secondary income for the program/organization. Often this is the government, both federal and state. However, with a division of responsibility, “government” is quite extensive. While the executive branch, the president and presidential candidates, as well as the governors and gubernatorial candidates, are very important and can affect policies, they usually have “limited” influence over the budgets. It is the legislators who control the monies. With limited time, these people and their aides must be the focus of advocates’ attention, unless a special situation arises, because it is not a one time event that needs to be accomplished.

A relationship must be built and maintained with the legislator and/or his/her aide. The aides must be included in this relationship because often it is the aide who the legislator relies upon for information about his/her constituents and who summarizes data, issues, etc. and even advises the legislator. A legislative aide has considerable influence.

Advocates must be sincere and must convince these legislators and their aides of the importance of their issue. Once the advocates convince these people of their sincerity and convince them that they are not just around for a quick handout, the legislator or the aide may call the trusted advocate for information, to answer a question, or, occasionally, to support an effort they are making for the issue.

At this point, potential advocates sometimes think of turning away and not getting involved. But, if those in the field who passionately believe in what they do for the sake of the adult, his/her family, and the community are not willing to speak up and be counted, then who will?

At first, it seems a daunting task, but it doesn’t have to be. If all interested parties determine a common message and share the responsibility of contacting various supporters, initially, and then following up periodically with updates and information, the task becomes manageable. Also, it is recommended that a face to face meeting occur,

at least, once a year. This can be at the legislators' offices or at a location in their local districts during a visit or a break. Also, it is recommended that the legislators and/or their aides be invited to programs to meet adults and see the program in operation. Any recognitions and special events should include these people. It is an opportunity for them to recognize programs and achievements and also it provides them with publicity, which is key to future elections. Remember, as with all people, it is best to have a win-win for both parties.

A follow-up thank you from the program and its participants and newsletters or newspaper clippings from the legislator's district concerning the program and its participants and their families keep the legislators and their aides up-to-date and connected. Any reasonable opportunity to provide a photo opportunity or a positive public appearance for the legislator or his aide should not be missed. Also, keep current as to some of the legislator's hot topics and provide physical support for him or her whenever possible. For example, attend a local meeting where your legislator is featured.

Always remember as in any real relationship, both parties give and receive and the time is NOW.

Legislative Update—

Making New Communications Technologies Accessible

Anne Murr, NAASLN Board Member, Legislation and Advocacy Committee Chair

(The following is a recap of an AERNet posting originally written by Paul Schroeder of the American Foundation for the Blind— www.afb.org)

Breaking News: On May 1, 2008, legislation to make information and communications technologies accessible was considered in Congress. The Subcommittee on Telecommunications and the Internet heard testimony on draft legislation that would make new information and communications technologies accessible to persons with limited vision and/or hearing. A coalition from the disability community requested this hearing because of their frustration with the ever-increasing inaccessibility of TV sets.

The "Twenty-first Century Communications and Video Accessibility Act" adds the following provisions to Section 255 of the original bill, passed in 1996, which requires telephones to be designed to be accessible to people with disabilities.

- The new act addresses communications technologies that use the Internet to send and receive information.
- It requires video description of TV programs, starting with a modest requirement, but clearly directing that video description be increased over time. (Video description means the insertion of audio descriptions of a television program's key visual elements during natural pauses in the program's dialogue. A previous law had required minimal video description, but that law was struck down in the courts. For those of us frustrated by the courts.)
- It requires that controls like on-screen menus and electronic program guides be made usable by those who can't see the screen.
- For individuals who are deaf-blind, the legislation would enable funds now used to help pay for phone service for low-income or hard-to-serve individuals to be used to help pay for Braille displays and other technology needed to use text telecommunications devices and call relay systems.

- It also includes several improvements for people who are deaf or hard of hearing.

The hearing featured a wonderful exchange about the accessibility of new technologies like the BlackBerry. Sergeant Major Jesse Acosta, one of our nation's military heroes who lost his sight during combat in Iraq, described in blunt terms his frustration with communications technologies that he cannot use. In response, a Congressman demonstrated how to use the BlackBerry's voice call feature, but Mr. Acosta pointed out that without being able to see the screen, he couldn't set up the feature.

In a priceless exchange, Congressman Edward Markey, a Democrat from Massachusetts who chairs the Subcommittee, also pointed out that a blind person would need assistance from someone who could see to enter names and numbers in the contact list. Chairman Markey has been a long-time friend of the disability community, and as the force behind this new legislation, he clearly "gets it."

More information is on the blog on the American Foundation for the Blind's web site at <http://www.afb.org/blog>. You can get more information about the draft legislation by going to the web site of the disability coalition that is supporting it—The Coalition of Organizations for Accessible Technology (COAT) at <http://www.coataccess.org/>. You can also keep up with developments by signing up for "DirectConnect," a periodic advocacy information email from AFB's Public Policy Center in Washington, DC. Send an e-mail to Barbara LeMoine at <mailto:blemoine@afb.net> to add your name to the list.

NCL Offers Preview of NACL Report

by Patricia Walsh, NAASLN Board Member

The focal point of the May meeting of The National Coalition for Literacy was a briefing on the soon-to-be-released report from the National Commission on Adult Literacy (NACL) by Cheryl King, study director, and Gail Spangenberg, project manager. The report is expected to be released June 26 with a national media event and other get-out-the-message activities.

Funded primarily through a grant from Dollar General Corporation to the Council for Advancement of Adult Literacy, NACL is an independent panel of leaders from labor, business, government, education, literacy, and philanthropy. For nearly two years it has been examining the reach and outcomes of the current adult education and literacy system; studying changing demographic trends and the role and impact of adult education on American life and the U.S. economy; and preparing to recommend action strategies to establish adult education and literacy as a vital element of the national education system.

Acknowledging that adult education is "woefully underfunded," the report will stress that education improvement is economic development by tying it to labor statistics and other economic indicators. Specific recommendation will focus on preparing all adult students in all demographic subsections to be postsecondary- and workforce-ready through better use of technology and a greater focus on serving adults in the workforce.

Service goals will include establishing an Internet portal based on Web 2.0; building best practices; correlating state goals with national ones; improving teacher certification and career guidance; implementing state-level innovation and incentives; and the importance of philanthropy, public, and non-profit funding as well as civic engagement.

To learn more about NACL, go to <http://www.nationalcommissiononadulthoodliteracy.org>.

Other NCL Notes...

Public Policy updates on WIA Reauthorization and Even Start boil down to inactivity on Capitol Hill. House and Senate budget committees are still determining funding levels. WIA will probably be incorporated into a reauthorization bill, while Even Start is tied up with No Child Left Behind authorization.

NCL members presented five well-attended sessions at COABE, which included a panel discussion, advocacy and policy, and emerging issues.

Elson Nash and Kirsten Breckinridge from the Corporation for National and Community Service (CNCS) shared information about its programs, most notably Learn and Serve America, Senior Corps, and AmeriCorps/VISTA. They focused on how CNCS supports literacy programs through direct funding; support for program capacity-building; access to collaborative projects and partnerships; and training and technical support in best practices, volunteer management, etc. For more information contact CNCS at <http://www.cns.gov>.

Sylvia Robinson, GED Testing Service, provided an update on current issues affecting the GED. This will be covered in the July issue of *NAASLN News and Views*.

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Website of the Month

<http://www.ketadultlearning.org>

Kentucky Educational Television (KET) is a partner with PBS, the National Center on Adult Literacy, and the Kentucky Department of Education in the development and launch of the multimedia PBS LiteracyLink[®] project. KET also manages the LiteracyLink website, with more than 200,000 registered users, and distributes the companion teacher's guide and workbooks.

The KET Adult Learning Quarterly recently interviewed former NAASLN President Laura Weisel, PhD, on PowerPath's 2003 - 2006 incidence study of special learning needs of participants in adult basic education, literacy, at-risk youth, and workforce development programs. The study is the 'centerfold' article in the Spring 2008 issue. Download this page 4 article, ***Learning Disabilities Study Shows Complex Issues Behind Learners Struggle*** at <http://www.ketadultlearning.org/pdf/newsletter/spring08.pdf>

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NAASLN – A Big Hit at COABE – Meeting the Need

By Joan Hudson-Miller, NAASLN Past President and Communications Committee Chair

With bold broad brushes, the Commission on Adult Basic Education (COABE) painted the needs of ABE students at its recent conference in St. Louis. *Show Me Success: Empowerment through Diversity* was co-presented with the Missouri Association for Adult Continuing and Community Education.

As NAASLN members are well aware, there are a disproportionate number of adults entering adult education with special learning needs. These needs span every area from visual and hearing impairments, to emotional issues, to learning disabilities.

The NAASLN Pre-conference and all of the Special Learning Needs Track sessions covered the full range of these learning challenges. Over and over again participants expressed their desperate need for information on how to better serve their students and clients. And over and over again they gave high marks to the NAASLN session presenters for providing the information they need.

Dr. Laura Weisel led the full-day Pre-Conference participants through an exhilarating and eye-opening excursion exploring the incidence of special learning needs and the implication of this information for service delivery. Never one to lecture, Dr. Weisel involved all of us in a circle of shared learning with café conversations and open space brainstorming.

The NAASLN Special Needs Track covered a wide range of topics. We will spotlight many of these sessions in upcoming newsletters, including this one, and in upcoming NAASLN webinars.

- ***Underlying Learning Issues and Systemic Change*** (2-part session). Laura Weisel, Ph.D
- ***Leveling the Playing Field with Adaptations and Accommodations: Making the GED Work for Special Needs Students!*** Connie Leading
- ***The ADA and Adult Education.*** Bevan Gibson
- ***Screening ESOL Learners for Special Learning Needs: An Open Dialogue.*** Laura Weisel, Ph.D.
- ***Serving Offenders with Special Learning Needs: A Look at the Problem and New Solutions.*** Alan Toops
- ***Undetected and Undiagnosed Vision Problems—Obstructions to Literacy and Successful Transition to the Workforce.*** Joan Hudson-Miller
- ***Structured Learning for the Unstructured.*** Richard Cooper, Ph.D.
- ***Helping Students with Special Needs Successfully Transition to Higher Education.*** Lynn Cook
- ***Assuring Success for Adult ESOL Learners with No Prior Education.*** Robin Lovrien Schwarz (see below)

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COABE sessions on ESOL – presented by Robin Lovrien Schwarz

COABE provided a wonderful opportunity for board member Robin Lovrien Schwarz to address her favorite topic: assuring that through carefully addressing the core needs of the ESOL population, as many ESOL students as possible will be as successful in learning and the suspicion of their having special learning needs will be avoided.

An overview of issues that cause adult ESOL learners to struggle in learning and therefore look as if they have special learning needs was the topic of Robin's Wednesday morning session. This was just a quick overview of this topic which usually Robin addresses in extended trainings. Addressing some of these needs was the topic of other sessions Robin had at COABE.

On Thursday, Robin provided information on the unique needs of pre-literate adult ESOL learners—those who have had no formal education at all. These learners, whose learning rates and real challenges are as yet undocumented, are often believed to have

LD when they do not learn at the rate of more literate learners. Very often these learners do not progress because the instruction they are faced with is too far beyond the skills they bring to the learning situation. Their learning can be helped, says Robin, by assuring that basic skills are adequately built before these learners are asked to grapple with concepts of literacy. These skills include fundamental phonological awareness (awareness of words in sentences, syllables in words, and initial sounds in words) basic fine motor skills and visual motor integration (skills needed to comprehend and draw letters and numbers and to copy figures or letters successfully), and visual discrimination skills (being able to understand what is in drawings and pictures). Several persons in this audience shared that in fact, their learners struggled just as Robin described and that they had come looking for just this kind of information to help those learners finally make progress.

One of Robin's proposed causes of struggle in adult ESOL learners is that often these learners are not taught in ways that meet their needs or address their goals and they disengage from learning. As a result, much of Robin's professional work is focused on helping ESOL teachers adopt teaching practices that allow a wide range of learners to succeed in classes where there are typically learners with a vast array of skills, needs, and learning goals. Demonstrating the effectiveness of these practices were three teachers who are participants in two different professional development projects Robin is coaching. Two of these teachers, Beverly Baright and Valeria Henry, are from the mid-Hudson region of New York. They presented an incredible range of materials and activities to show the over-flow audience how they provide learning opportunities for their learners—Beverly through the concept of learning centers/stations (the subject of the NAASLN Webinar of October 2007) and of an upcoming one in July 2008) and Valeria through individually tailored multisensory activities and materials. Their presentation was extremely warmly received, especially when they shared that attendance in their classes has stayed high and stable over the year compared to last year, when Beverly's class was nearly shut down for lack of students and Valeria experienced significant turnover.

The third teacher, Jerome Gonzales, from a large adult ESOL school in Washington, D.C., has tried out the practice of using minimal pairs as part of his regular teaching. Robin advocates use of this practice to help adult language learners focus on the critical sounds of English they normally have a hard time hearing. When adult learners cannot perceive critical sounds accurately, says Robin, they often experience plateaus in development of all skills, particularly oral/aural skills and may be assumed to have LD or some other learning problem. Jerome assisted Robin in carrying out a small study to see if the effect of minimal pair practice could be perceived. Results of the study showed modest, but discernible advantages for the experimental class in hearing and spelling words accurately. Jerome and Robin shared these results on Tuesday at the conference.

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CALENDAR OF EVENTS

NAASLN Road Trip Tracks

Watch the NAASLN Website Calendar for more information on other upcoming events and events where NAASLN will be presenting special tracks, pre-conferences, or sessions. As they are confirmed, they will be posted on our website:

<http://www.naasln.org/calendar.htm> .

If your state organization wants to feature a NAASLN-on-the-Road track, please contact Bevan Gibson at bjgibson@siue.edu or Laura P. Weisel at powerpath@aol.com. It's a great way to add a national angle to your local professional development conferences.

NAASLN conferences often are described as national in scope, but local in intimacy. Until our next national conference, the **NAASLN Webinar Series** of Internet-based seminars brings our conference sessions to the comfort of your own office or home. For more information read the article in this newsletter or go to the Webinar page on the NAASLN web site: www.naasln.org/webinars.htm.

Upcoming Events

63rd Annual CEA Conference

(Correctional Education Association)

July 13-16, 2008

Adam's Mark, Denver, Co.

<http://www.ceanational.org/events/denver08.htm>

ProLiteracy Worldwide Annual Conference

October 1-4, 2008

Peabody Little Rock Hotel, Little Rock, Arkansas

<http://www.proliteracy.org/conference>

National Even Start Association Annual Conference

Oct. 19-21, 2008

Radisson Hotel & Suites, Austin, Texas

http://www.evenstart.org/p_development/conference.shtml

Student Coalition for Action in Literacy Education National Conference

Nov. 1-2, 2008

Hampton Inn & Suites, Chapel Hill, North Carolina

<http://www.readwriteact.org/rwa/rwaconference.html>

AAACE 2008 Conference

Nov. 10-14, 2008

Sheraton Denver Hotel, Denver, Colorado

<http://www.aaace.org/>

National Adult Education Professional Development Consortium

National Training Institute,

Nov. 12-15, 2008

Hotel Monaco, Seattle, Washington

<http://www.naepdc.org/>

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Membership Update

Did you enjoy this issue? Continue to be a part of NAASLN's dynamic e-community. If you have not yet done so, please by send in your \$35 annual membership fee today. NAASLN is the only national association for those who serve adults with special learning needs. Members are people like you—educators, trainers, employers, human

service providers, and adult learners—who are committed to ensuring and expanding opportunities for adults with special learning needs to become successful and productive lifelong learners.

For a complete listing of all of the membership benefits and a 2008 Membership Form, go to www.naasln.org/membership.htm. You may pay with credit card or check, by fax or by mail. Secure online registration will soon be available.

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*****Calling All Success Stories!***

*Are you a success story? An adult who overcame a special learning need? If so, **NAASLN Membership News and Views** is looking for you? **Send us your stories.** A look back in your life can be an inspiration for others to look ahead.*

Throughout our 2008 newsletters we will be featuring stories of individuals, who not only have triumphed over a disability or other learning problem, but who have gone on to become successful role models who are sharing that success with others.

NAASLN is committed to ensuring and expanding opportunities for adults with special learning needs so that they can become successful and productive lifelong learners. Join in NAASLN's commitment by sharing your own story or one about someone else.

Send your stories to newsletter@naasln.org or info@naasln.org.

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WE WANT TO HEAR FROM YOU!

NAASLN is devoted to enhancing the opportunities for life-long learning for adults with special learning needs by improving the efforts of adult educators working with these individuals in the full range of life-long learning programs, i.e., ABE, ESL, GED,

Future Newsletter Submissions

Help us meet your needs. Recommend or submit an article, event announcements, book reviews, and web sites links. Either E-mail newsletter@naasln.org or send to: Joan Hudson-Miller, 3849 Albright Avenue, Los Angeles, CA 90066 or Fax to 310-354-2601.

All submissions will be reviewed for appropriateness for our readership and will be selected at the discretion of the newsletter editors.

Sharing information

Do you have ideas on how you would like to better network with other members? Are there other features you would like to see in this Newsletter and on our website? E-mail newsletter@naasln.org or leave a message on at 888-5NAASLN (888-562-2756).

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Help Spread the Word

Please forward this newsletter to other educators and interested parties. If this newsletter was forwarded to you and you would like to become a member of NAASLN and a regular subscriber, send an email to info@naasln.org for membership information or visit our web site: www.naasln.org/membership.

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Send comments or questions about this newsletter by email to newsletter@naasln.org.

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