



NEW HEIGHTS EDUCATIONAL GROUP EDGuide



ISSUE 7-8



2026

J U L Y - A U G U S T

NHEG EDGUIDE

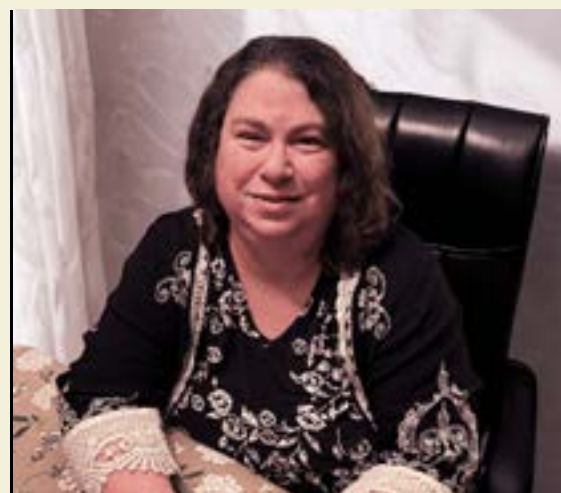
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Summer Wishes for Students and Families

As the school year ends, we wish all students a summer filled with fun, safety, and unforgettable family moments.

Embrace Fun

Summer is ideal for exploring new hobbies and activities. Whether it's sports, music, or reading, discover something new and exciting.

Cherish Family

Strengthen family bonds with picnics, game nights, or camping trips, creating memories that last a lifetime.

Pamela Clark
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Embracing Your Potential

Celebrating Achievements

As this month unfolds, my thoughts naturally drift toward the joy and excitement of graduates and students advancing to the next stage of their educational journey. It's a time filled with pride and optimism for the future, as these young individuals take steps toward their dreams.

Overcoming Limitations

However, amidst the celebrations, I am also reminded of those who have faced obstacles, held back by the narrow perceptions of others who fail to recognize their true potential. It's essential to acknowledge that these limitations imposed by small minds do not define you or your capabilities.

Believing in Yourself

The message I want to share is one of empowerment: you are capable of achieving anything you set your mind and work toward. Believe in yourself, for no one else holds the reins to your destiny but you. Your future is not bound by the opinions of others but by your determination and perseverance.

Attaining Dreams and Goals

Everything you aspire to is within reach; it's simply a matter of discovering the right combination of effort, strategy, and resilience to achieve your dreams and goals. Remember, the journey to success is uniquely yours, and with belief and hard work, you can chart a path that leads to fulfillment and triumph.

THOUGHT FOR THE MONTH

END OF ANOTHER SCHOOL YEAR





New Heights Educational Group™

Educational Resources to Help Reach Your Goals

Resource and Literacy Center

EASYTOONS

EDUCATIONAL ANECDOTES FOR STRUGGLING YOUTH

NEW HEIGHTS
LEARNING ANNEX
EDUCATIONAL GROUP

PROMOTES LITERACY FOR CHILDREN AND ADULTS



NEW ISSUE
E.A.S.Y. TOONS
COMIC BOOK
AVAILABLE SEPTEMBER 5, 2021



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NEW HEIGHTS

SHOW ON EDUCATION



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Educational Resources to Help Reach Your Goals

Resource and Literacy Center



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[INFO@NEWHEIGHTSEDCATION.ORG](mailto:info@newheightseducation.org)

READERS NEEDED

We are looking for youth or adults that would like to read pre-recorded stories to children via our website. You can view other stories and recorded books on our website.

https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/?_gl=1*ww4omh*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

We will be listing this opportunity in our volunteer positions that are listed on our site and on idealist.

Special Note: We need readers for multiple age ranges.

We recently added and a new story to this page

We recently added two new stories to this page

“Heroes of the Argonne” for 9th - 12th grade and college level students scroll down to Meuse-Argonne Section.

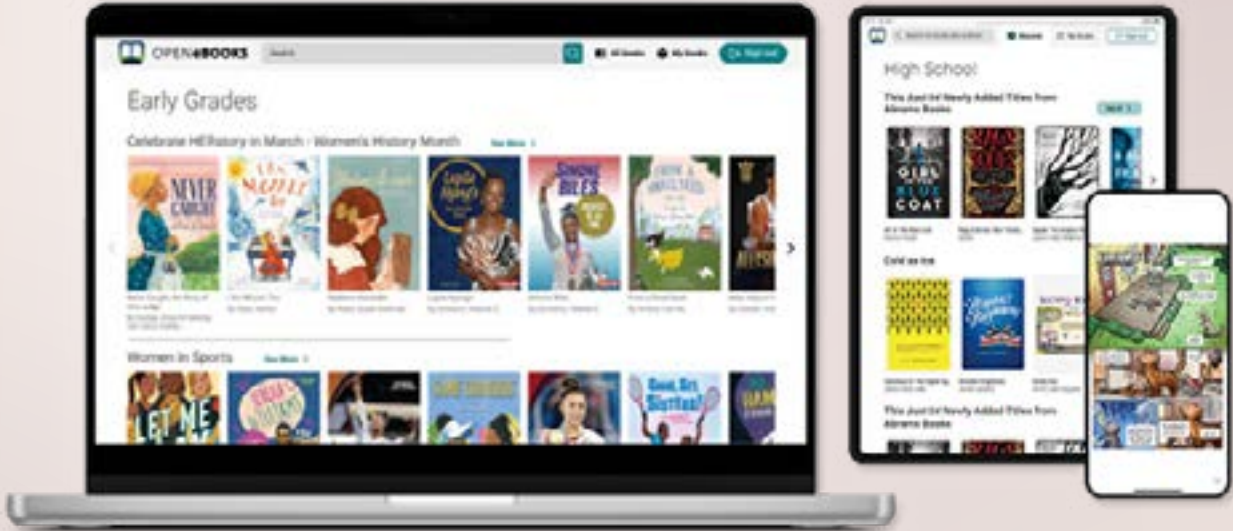
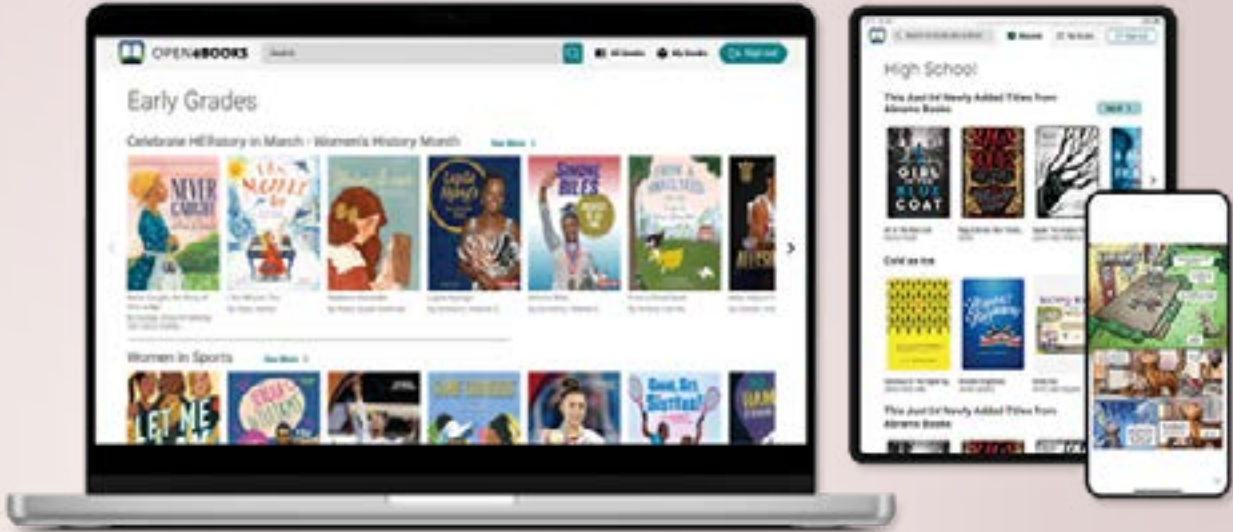
https://Radio.NewHeightsEducation.org/pamela-clark/?_gl=1*1sn3fp1*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

Civil War story “19th-Century American” for 9th - 12th grade and college students scroll down to civil war section of page to listen.

https://radio.newheightseducation.org/pamela-clark/?_gl=1*1sn3fp1*_gcl_au*MTQ5MTAwNTk3NS4xNzcwMzMzMjE3

What is Open eBooks?

[Home](#) > Open eBooks



Open eBooks is a FREE eBook library that contains a rotating catalog of thousands of popular, award-winning eBook titles! Students and families can access Open eBooks at home or on-the-go through a free app (available on Apple or Android devices) or through a web browser on their computer or Chromebook.

First Book members working in any setting (classrooms, libraries, afterschool programs, etc.) can order free Open eBooks access codes/PINs for students and families, allowing them to log in to Open eBooks and access this incredible resource. After you place your order, First Book will send you an

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Get started by following the step-by-step instructions below!

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Kids can check out up to 30 eBooks at a time and titles can be downloaded and read online using the app. Open eBooks access codes/PINs never expire—it's like a digital library card!

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Frequently Asked Questions

Why do I have to be a First Book Member to access Open eBooks?

Open eBooks was created to provide free ebooks to children and families from communities where physical books may be scarce. First Book is a non-profit that provides affordable—and sometimes free—books and resources (like Open eBooks) to its growing member network of over 500,000 educators and program leaders working in under-served communities across the country. Per our agreement with the publishers who generously donated titles for Open eBooks, you must be a First Book member to order access codes/PINs for your students. [Learn more about becoming a First Book member](#)—signing up is FREE and takes about 5 minutes!

What are the technical requirements for Open eBooks?

The Open eBooks mobile app is available for download on both iOS and Android platforms. The app requires a *minimum* of iOS 10 or Android 6. Android devices that have a version lower than Android 6 may not be able to see Open eBooks in the Google Play Store.

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How many Open eBooks access codes/PINs can I order at once?

First Book members are limited to 500 Open eBooks access codes/PINs per order. If you serve more than 500 students, you're welcome to place multiple orders.

Does Open eBooks collect or share any data from students?

We take student privacy seriously. First Book and Open eBooks do not collect or share any data from users of the Open eBooks app. The access codes/PINs used to log in to the app are anonymous. For more information, refer to [First Book's Privacy Policy](#) and [Open eBooks' Privacy Policy](#).

If I'm planning to use Open eBooks in my classroom or program, should I still order 1 access code/PIN per student?

The Open eBooks app is intended for kids to use at home for individual reading, but it can also be used in your school, library, or program. If you wish to use the app in your program or classroom on a shared device, we still recommend that you order one code/PIN combination per student. This allows each student to check out their own titles and keep their place as they read.

Do Open eBooks access codes/PINs expire?

Access codes/PINs do not expire. Each access code/PIN is like a digital library card that never has to be renewed!

Do you have to renew books checked out from the Open eBooks library?

Yes, each eBook will be available for 30 days before it must be renewed. The Open eBooks app allows users to check out up to 30 eBooks at a time.

Can I search for specific titles within the app?

Within the app, students and families can search by title or author or browse thousands of different eBook titles based on topics of interest.

As an educator, can I order an Open eBooks access code/PIN for myself?

Yes! If you'd like to browse the rotating Open eBooks catalog of titles before sharing access codes/PINs with students and families, you're welcome to place an order for yourself so you can log into the app and look around.

Do Open eBooks access codes/PINs work for different collections?

Open eBooks access codes/PINs are specific to the Open eBooks collection you order (i.e., If you order the Open eBooks Elementary Collection, those access codes/PINs will not give the user access to titles in the Middle School or High School Collection). Please be aware the All Ages and High School Collections may contain titles with mature content.

Have additional questions?
Check out the [Open eBooks FAQs page](#) or [contact](#) the Open eBooks team!



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New Heights Educational Group

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WE CAN HELP
YOUR STUDENT
GAIN ACCESS TO
FREE, HIGH
QUALITY READING
MATERIAL!

CONTACT US





Dear Friends of New Heights Educational Group

Hello! My name is Heather Ruggiero. In 2017, I began working with the organization as a tutor and course developer. I'm excited to be joining the Board of Directors and contributing to the organization as the Assistant Virtual Development Director of Education.

vision

I envision an evolution in education, where we compassionately walk alongside our students on the learning journey. Instead of manufacturing them to a set of standards, we nurture their creativity, curiosity, and innate love for learning.



background

“Education is not the filling of a pail, but the lighting of a fire.”

personal notes

With a warm cup of tea, favorite blanket, and our fluffy Shiba Inu, my (almost) five-year old daughter and I relish a good story book.

It's my pleasure to support the growth and efforts of the New Heights Educational Group and to create meaningful resources for the community.

MASTERS OF ARTS,
ELEMENTARY EDUCATION



TEACHER, TUTOR, CURRICULUM
DEVELOPER, CONTENT CREATOR

BACHELORS OF SCIENCE, BUSINESS
MANAGEMENT



DIRECTOR, ADMINISTRATOR,
COORDINATOR, CONSULTANT



Heather Ruggiero

Uplifting Memoir UNPREDICTABLE Chronicles Abuse Recovery, Courage

Through Faith

SUBHEAD: Palmetto Publishing unveils stellar, inspirational autobiography on

overcoming lifelong trauma

CHARLESTON, SC, November 9, 2023 (GLOBE NEWSWIRE) –

Honey Kasper is an overcomer. After beating cancer, surviving eighty-nine surgeries, and processing a childhood filled with every kind of abuse, she has built a successful and deeply fulfilling life. Her true story is recounted in her memoir, Unpredictable:

The walk in and out of darkness, a brand new title launched this fall by Palmetto Publishing. Kasper’s website contains additional information.

The book was written to reach those who have faced chronic illness, other serious health conditions, domestic violence, and childhood trauma. Kasper believes sharing her story candidly will help readers experience a sense of camaraderie in their journeys.

More than anything, she believes she was able to heal as a result of her faith. Kasper describes her story as “the hand of God steering my life away from tragedy,” and she adds that “overcoming with grace and faith in God can change a life.”

The book itself is deeply emotional, showing how trauma can affect a person’s mindset for a lifetime—but also demonstrating how perseverance and taking back control of one’s choices can help survivors to recover. The title also features a collection of poems and a list of song titles that the author has found inspirational.

Reviewers have called the book “an insightful, honest, and inspirational tale of a battle survivor,” and a story that “gives hope to readers . . . from dysfunctionalfamilies.” Kasper, who writes under a pseudonym, invites readers to embark on the incredible journey of healing, and to “build a life of purpose and love.” Kasper can be found on Twitter (@KasperHoney) Facebook and LinkedIn for readers who wish to stay connected.

UNPREDICTABLE: THE WALK IN AND OUT OF DARKNESS is available for purchase online at Amazon.com and Barnes and Noble.com.

About the Author:

Honey Kasper is an overcomer whose life shows how grace and faith in God can transform a life. Having survived many years of abuse, trauma, severe malnutrition, over eighty-nine surgeries, and cancer, Kasper writes to help people find freedom from their struggles.

About the Book:

Title: Unpredictable: The walk in and out of darkness

Author: Honey Kasper

Publisher: Palmetto Publishing

Publication date: November 2023

ISBN-13: 979-8-8229-3211-1

Media Contact:

Honey Kasper

Email: unpredictablethewalk@yahoo.com

Available for interviews: Author, Honey Kasper

Related Images



FROM DARKNESS TO TRIUMPH: A TALE OF FAITH AND RESILIENCE

Step into Honey Kasper's world as she navigates life's cruelest challenges.

In ***Unpredictable: The Walk in and Out of Darkness***, Honey shares her tale of survival against malnutrition, surgeries, abuse, and cancer.

Fueled by faith and resilience, this is a story of triumph over trauma.

Be inspired.

Find hope.



unpredictablethewalk.com



unpredictablethewalk@yahoo.com



unpredictablethewalk@yahoo.com



in honey-kasper-8a7013171



Paperback ISBN:
979-8-8229-3211-1

2024 INTERNATIONAL IMPACT BOOK AWARDS

- WINNER -

AWARDED TO

Honey Kasper

Unpredictable: the walk in and out of
darkness

Inspirational & Religious Autobiographies

Presented by Go All In Media, May , 2024



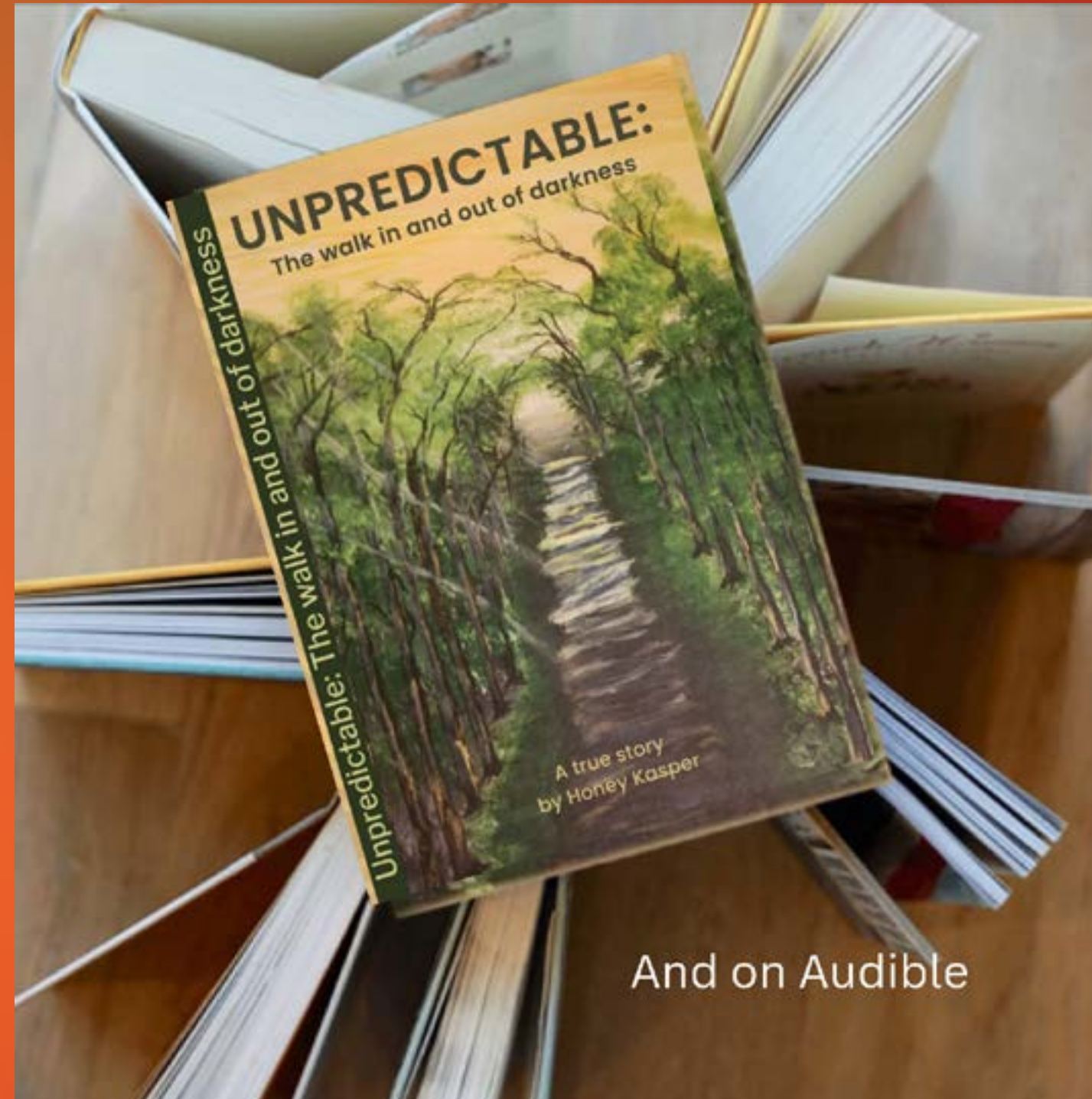
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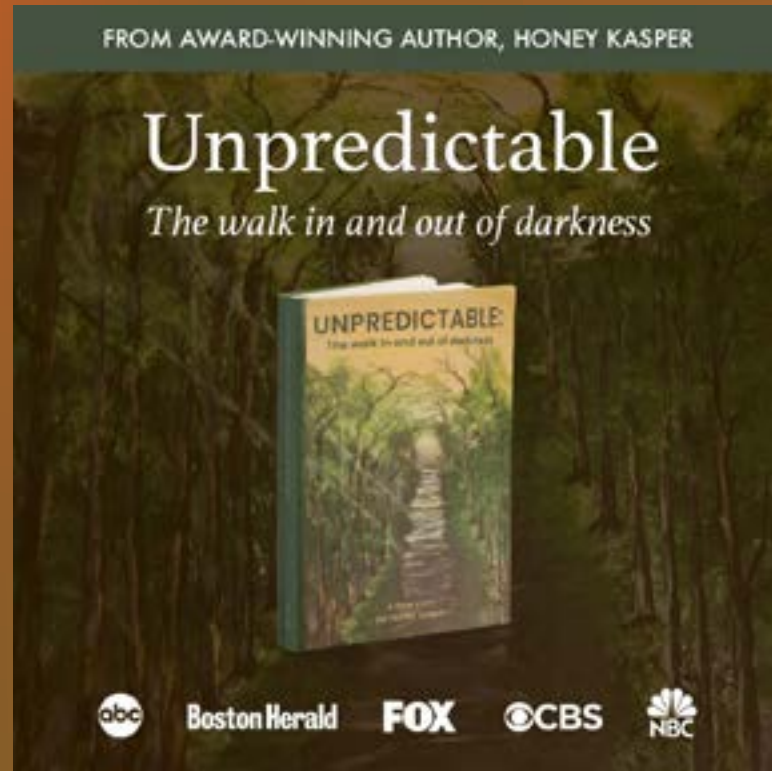


*Read or
listen to
the Story*

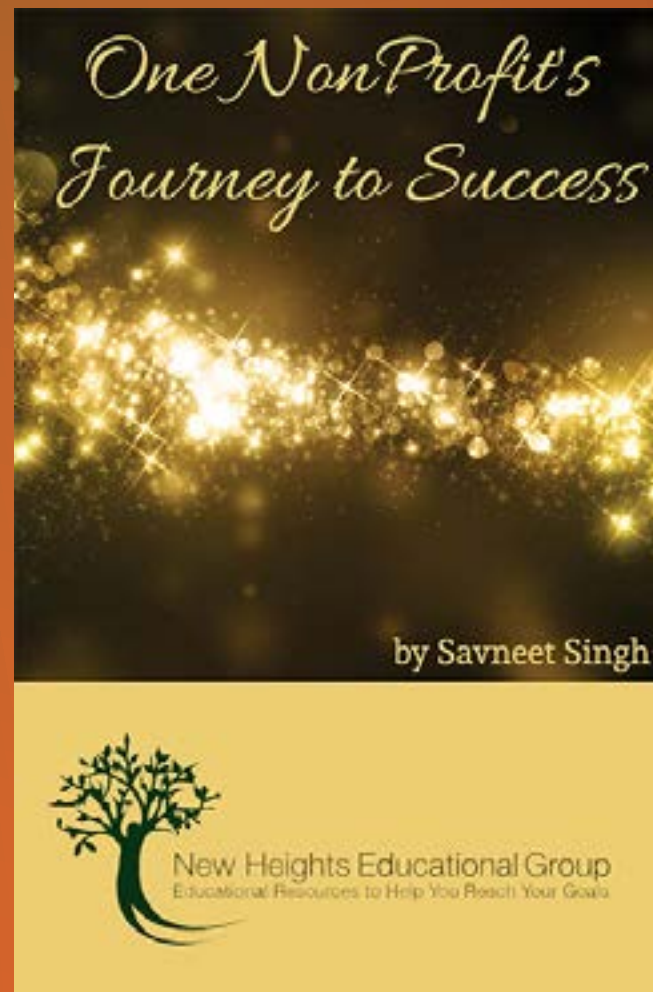




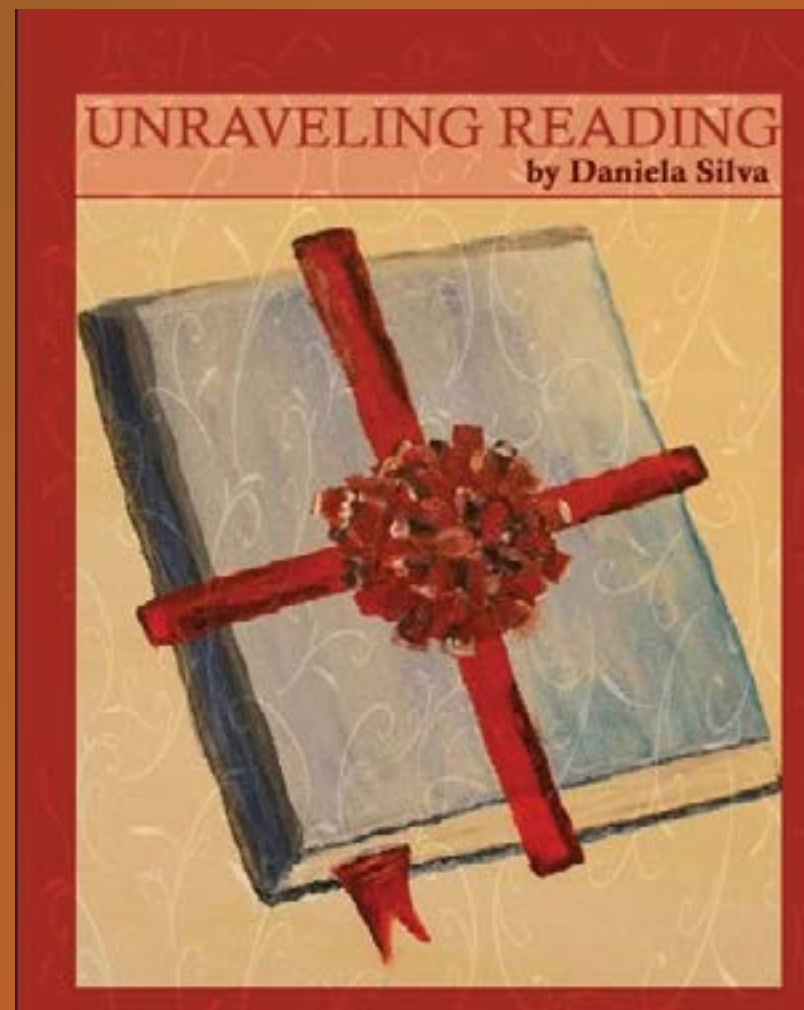
And on Audible



One Nonprofit's Journey to Success



Unraveling Reading



One Nonprofit's Journey to Success - NHEG's New Book

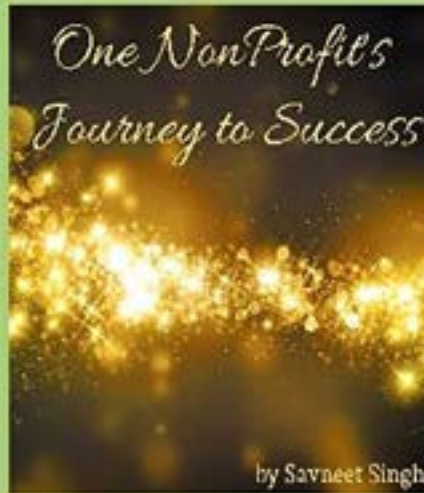
Savneet Singh, MS, M.Ed., M.Sc.

About Our Writer

Savneet discovered the world of freelance writing 9 years back and she is currently exploring the endless possibilities associated with it.

She had the pleasure to work on several projects as a writer, instructional designer and social media specialist.

She has a strong inclination for spirituality, and practices meditation and yoga every morning during the sunrise.

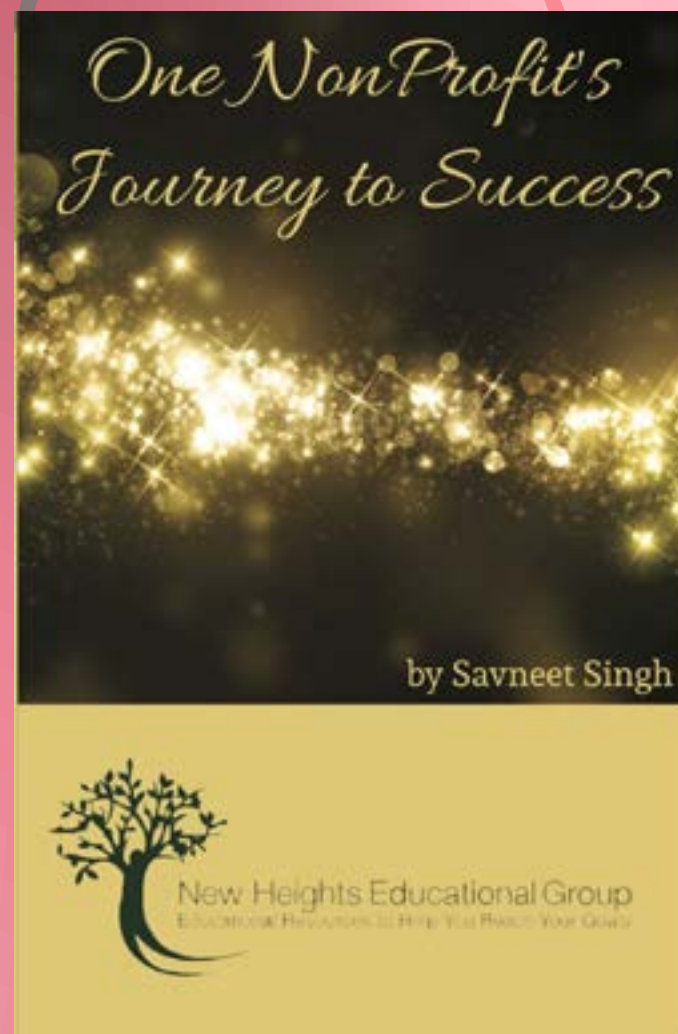


Book Summary

This book will make people believe that there's a natural power dynamic that comes along with personal experience and willingness to serve others. Parents, nonprofit stakeholders or just someone who wants to learn more about educational services and opportunities - everyone will find this book helpful. Many readers will find Ms. Clark's good work, perseverance and Christian faith inspirational.



Order Your Copy on Amazon Today!



International Adult Literacy Facts

ProLiteracy's work to improve adult literacy rates worldwide directly aligns with the UN Sustainable Development Goal on education to ensure all youth and a substantial number of adults—both men and women—achieve literacy and numeracy by 2030.¹

763 Million

adults worldwide do not have basic literacy skills.

The Global State of Literacy

Despite the steady rise in literacy rates over the past 50 years, United Nations Educational, Scientific, and Cultural Organization (UNESCO) data shows that in 2020, 763 million adults worldwide still don't have basic literacy skills.

While more adults are literate today, it is largely because more went to school when they were young—not because they were given a second chance to learn as adults.²

Low Literacy Rates by Region⁴



The Cost of Low Literacy

Economic

\$1 Trillion

Low literacy costs the global economy more than **\$1 trillion** each year.⁵

30%-42% less earnings

Adults with low literacy earn **30%-42% less** than their literate peers.⁶

Social

50% more likely

In developing countries, a child born to a mother who can read is **50% more likely to survive** past age 5.⁷

If all adults completed secondary school, the global poverty rate would be more than halved.⁸

Women's Literacy

2/3 of adults with low literacy skills are women.⁹



More than half of all disadvantaged rural women in developing countries lack basic literacy skills.¹¹

Of the 99 million illiterate youth, **56% are girls.**¹²



The Digital Divide



No Internet Access

53% of people in developing countries do not have access to the internet compared to 13% in the rest of the world.

Globally, only **40%** of primary, **50%** of intermediate, and **65%** of high school-level schools have internet access.

Almost 9% of the global population—and more than **70%** of people in rural sub-Saharan Africa—**lack access to electricity.**¹⁰

ProLiteracy

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US Adult Literacy Facts

US Facts

48 Million

Approximately 48 million adults in the United States cannot read above a third-grade level.¹

Member Services



51% of ProLiteracy member programs put students on a waiting list due to demand exceeding program capacity.²



29% of adult basic literacy students enter a program reading at or below a third-grade level.³

The Cost of Low Literacy

\$2.2 Trillion

Bringing all adults to the equivalent of a sixth-grade reading level would generate an additional \$2.2 trillion in annual income for the country.¹

\$106-238 Billion

It is estimated between \$106-\$238 billion in health care costs a year are linked to low adult literacy skills.⁴

English Language Learners

50.6 Million

The US has the world's largest immigrant population. Immigrants comprise 15% of the US population.⁶

53% Proficient

Among immigrants only half (53%) are proficient English speakers.⁷

3X The Earnings

Workers who have less education than a high school diploma have the lowest median weekly earnings (\$592), three times less than the highest level of education.⁵

One-in-Six

The US immigrant population is projected to grow to 69 million by 2060, or to about one in six people living in the US.⁸

Incarceration



75% of state incarcerated individuals did not complete high school or can be classified as low literate.¹⁰



Incarcerated individuals who participate in correctional education programs are **43% less likely to recidivate** than inmates who do not.¹¹

Family Literacy



A mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income.⁹

ProLiteracy

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New Heights

20 YEARS OF NEW HEIGHTS.

Celebrating Educational Excellence together.

June 1, 2006 - June 1, 2026

Join the celebration!

NewHeightsEducation.org



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THOUGHTS ABOUT
SUBSTANCE USE! COMPLETE
THIS QUICK SURVEY FOR A
CHANCE TO WIN AN
AMAZON GIFT CARD!**




KENT STATE UNIVERSITY | **Center for Public Policy and Health**





Thank you for all that you do

Hi Pamela,

We hope you and your team are achieving all your year-end appeal goals (and more)! Remember, as you use our tools during this busy time, [our team and our partners](#) are here to answer your questions and help you find the best resources to meet the moment.

Our team is in awe of how New Heights Educational Group is making its mark on the world. We see how you are continually asked to do more with less, yet still create meaningful change in your community. It is such a joy to engage with you and the over 300,000 nonprofits around the globe who are leveraging Microsoft resources to [drive this positive impact](#).

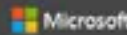
[Your stories](#) inspire us every day and we are grateful for your tireless work.

Thank you again for all that you do, and we look forward to deepening our [collaboration](#) in the year ahead.

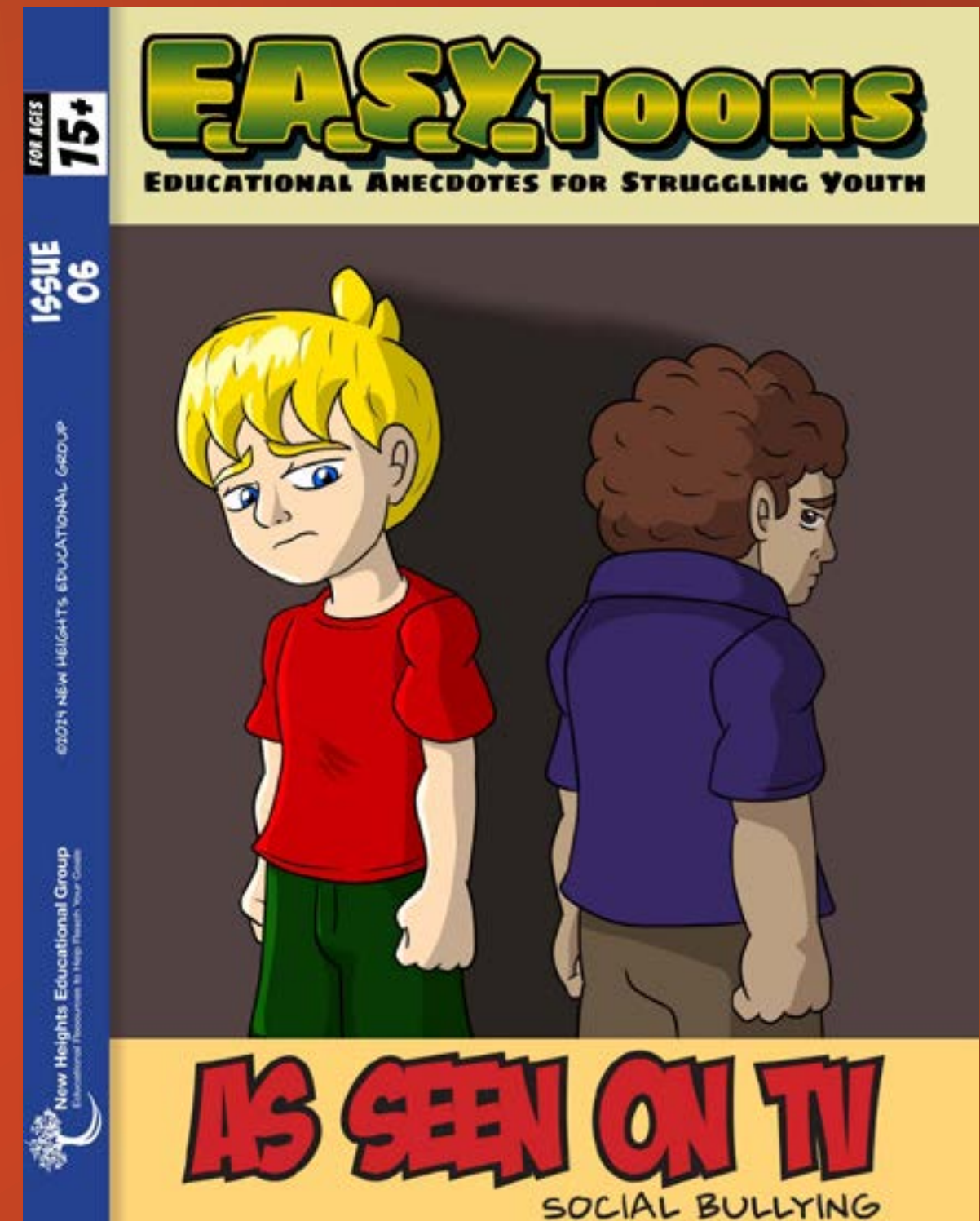
Regards,
Microsoft Tech for Social Impact

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YUMPU&OURPUBLICATIONS



Due to costs, our magazine and comic book will be moving from Yumpu to their own web page.

The NHEG EDGuide and E.A.S.Y.Toons can be found by visiting
<https://Publications.NewHeightseEducation.org/>

Check it out and give a like, and subscribe, share and follow us.

NEW COMIC STRIP BY LOGAN MORELAND



Logan Moreland is a passionate and talented artist whose work transcends the conventional boundaries of visual storytelling. With every art piece or comic he creates, he strives to capture the essence of the moment with unparalleled emotion and sincerity. What sets him apart is his unwavering commitment to telling stories that resonate deeply with the heart.

SEAL-OF-TRANSPARENCY

Bronze
Transparency
2024

Candid.

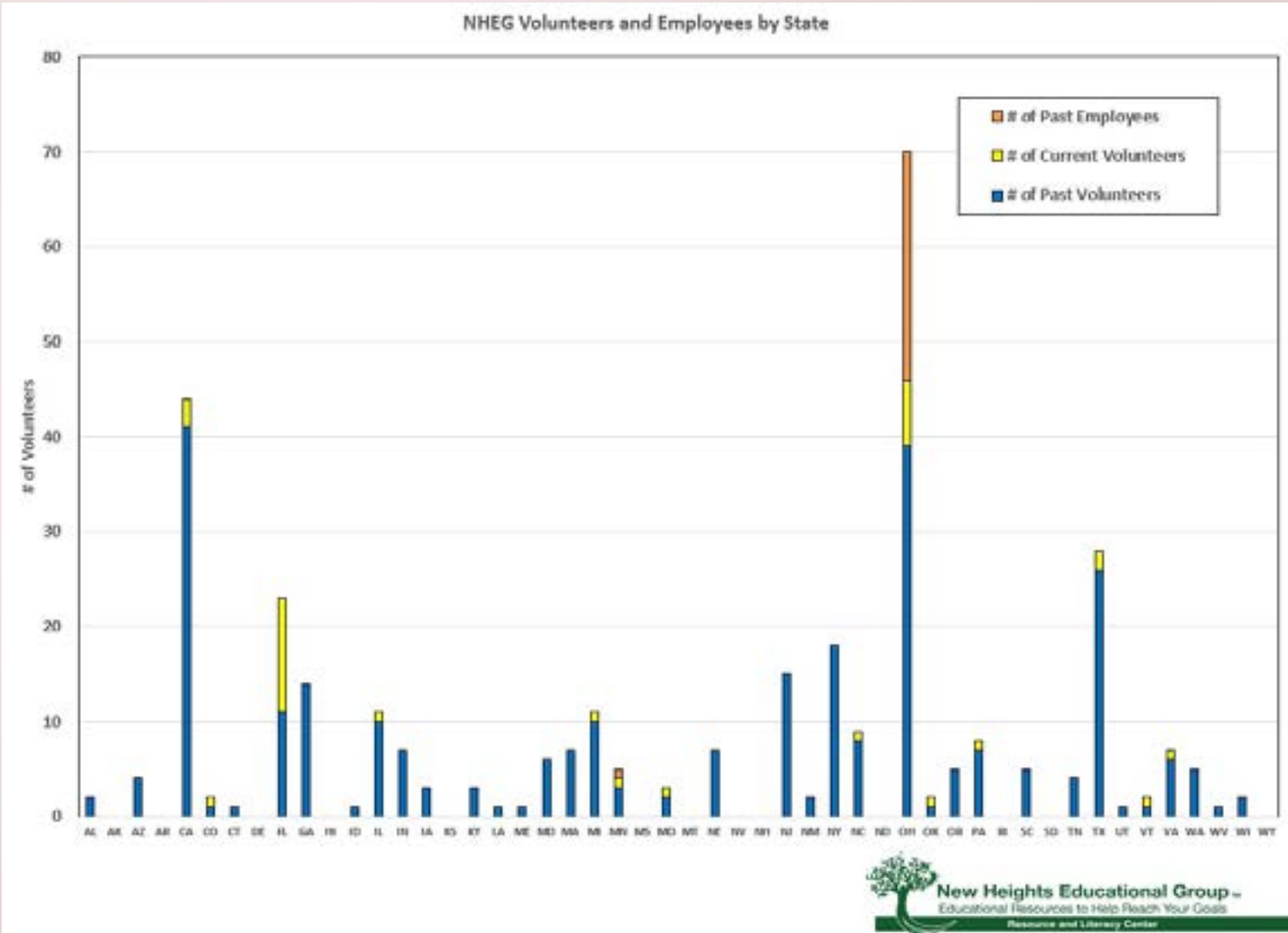
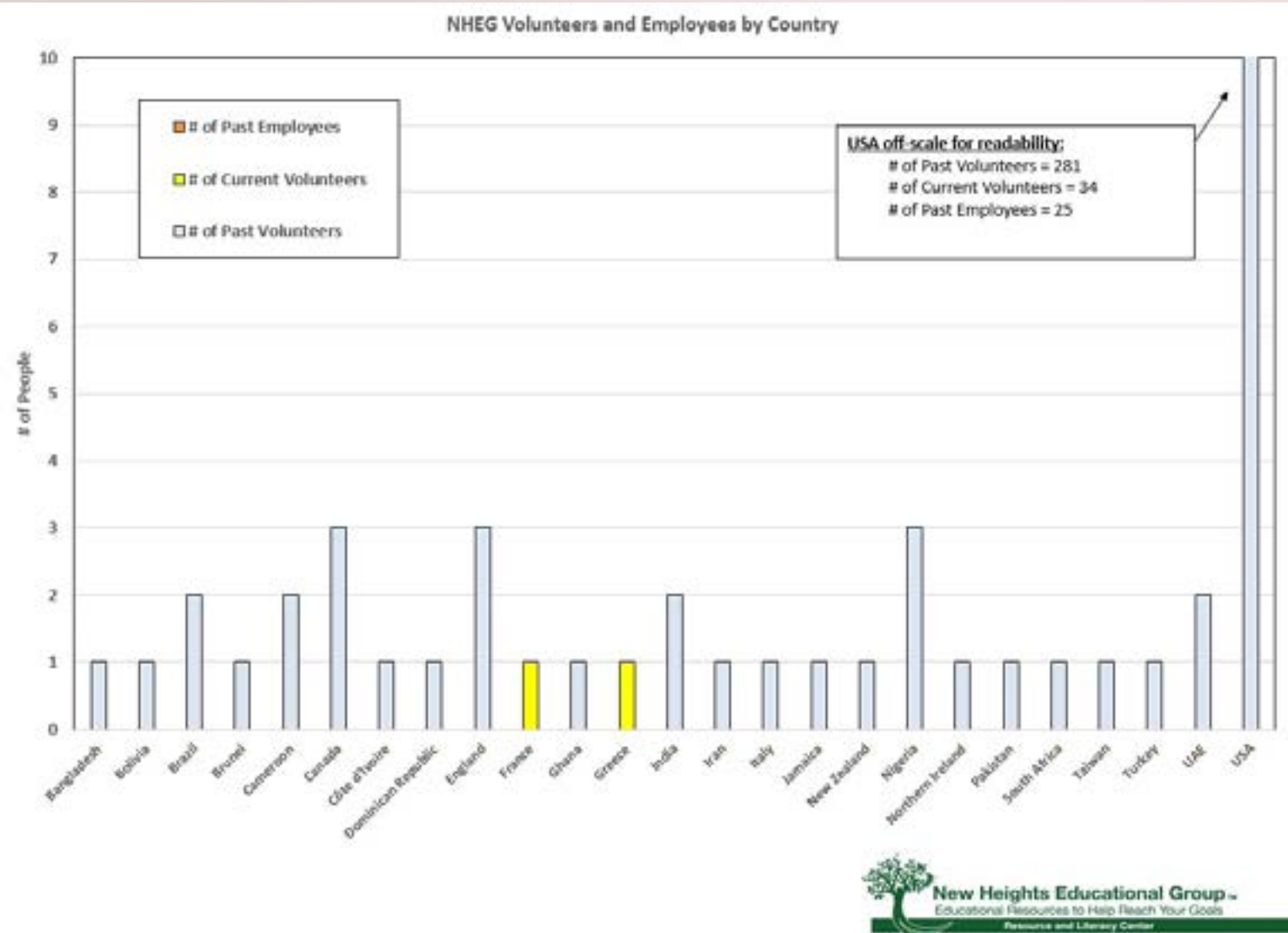
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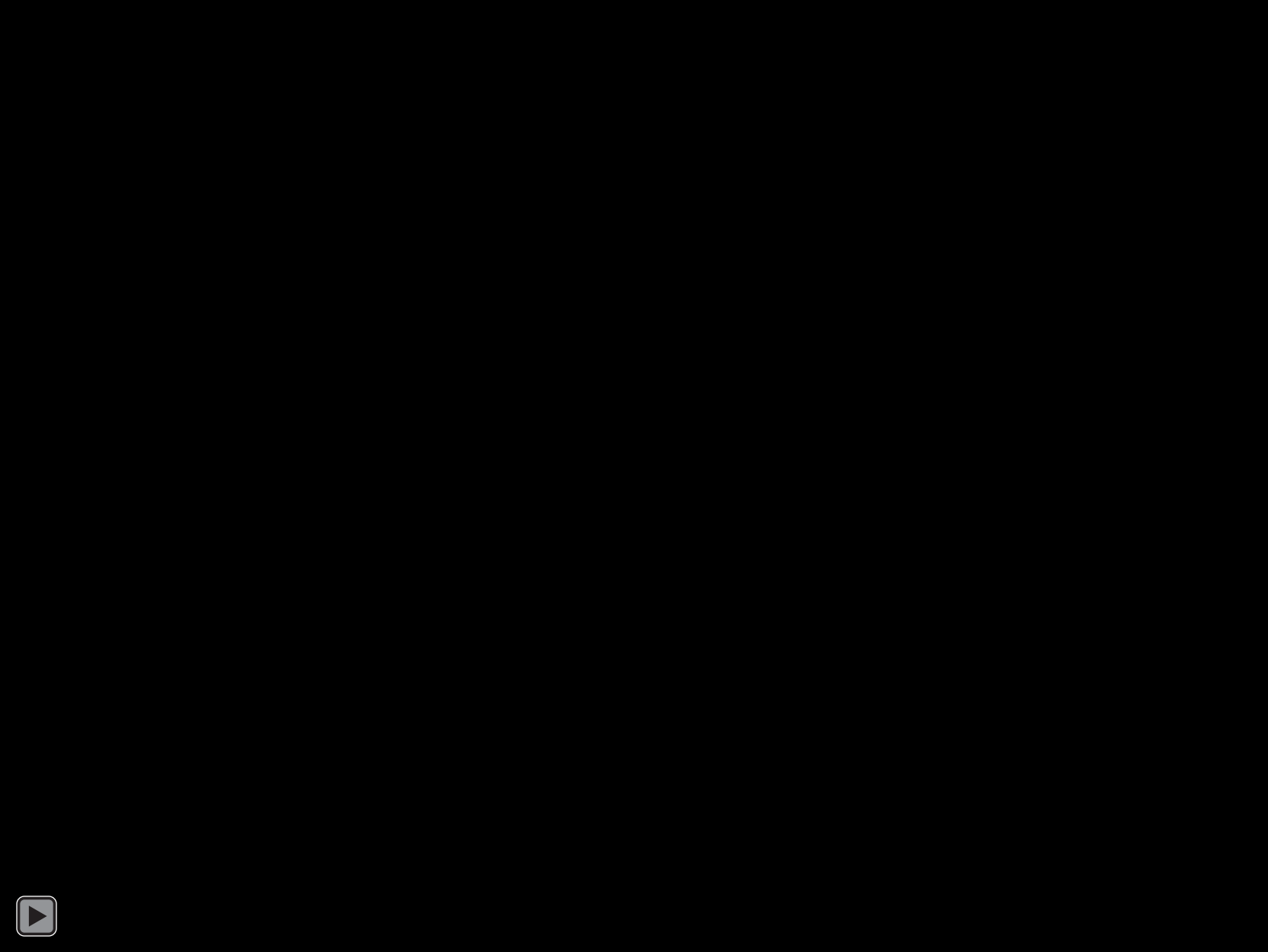
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NHEG PITCH DECK



Help us fulfill the NHEG dream

NHEG fall/winter fundraiser will provide much needed funds to keep our services, NHEG created courses and website(s) free and available to all those looking to improve their lives.

Donate via Paypal or Zeffy or send a check to:
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Educational Resources to Help Reach Your Goals

LITERACY FOR CHILDREN AND ADULTS

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**EASYTOONS**
EDUCATIONAL ANECDOTES FOR STRUGGLING YOUTH

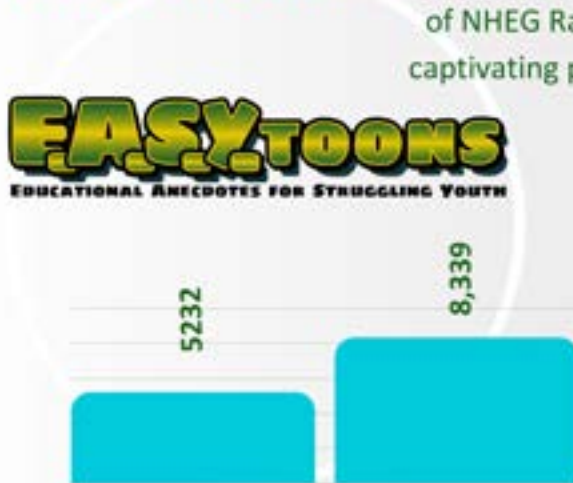
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EDUCATOR

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The Growing Impact of NHEG Media

Each year, NHEG touches the lives of hundreds of thousands of individuals and families through the enchanting waves of NHEG Radio and its captivating publications.



5,232

8,339



962

10,452

**EASYTOONS**
EDUCATIONAL ANECDOTES FOR STRUGGLING YOUTH

**Reading for a Reason**

**New Heights Educational Group**
Educational Resources to Help Reach Your Goals
Resource and Literacy Center

A HISTORY OF SERVICE AT NHEG

NEW HEIGHTS EDUCATIONAL GROUP

478 PEOPLE & FAMILIES SERVED

2006 NHEG FOUNDED

NEW PEOPLE & FAMILIES SERVED BY NHEG THE FIRST 9 YEARS

Year	People & Families Served
2007	21
2008	74
2009	95
2010	15
2011	121
2012	20
2013	128
2014	178

NEW PEOPLE & FAMILIES SERVED BY NHEG THE LAST 10 YEARS

Year	People & Families Served
2015	31,945
2016	43,990
2017	43,546
2018	49,619
2019	47,660
2020	90,116
2021	18,376
2022	83,000
2023	92,063
2024	100,477

THAT'S A GRAND TOTAL OF 851,891 PEOPLE & FAMILIES SERVED OVER 18 YEARS!

54

55

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

QR CODES

For quick access to a world of information






Course Catalog **New Heights Show on Education** **Awards** **Online Store**






Brochure **DONATE NOW** **Learning Annex** **Media Pack**





Website **Publications** **Volunteer Opportunities**

www.NewHeightsEducation.org | NewHeightsEducation@yahoo.org | 419-786-0247

CAN YOUR **TEEN** DO THIS IN 30 SECONDS OR LESS?

$$1\frac{5}{6} + 2\frac{7}{9} = \frac{83}{18} = 4\frac{11}{18} = 4.61$$

If not... Get
FRACTIONS MADE EASY
WITH A TI-30XA
SCIENTIFIC
CALCULATOR

7 ONLINE TUTORIAL VIDEO
LESSONS

30 DAY NO RISK - ONLY \$9

LEARN MORE AT:

[HTTPS://WWW.TRIADMATHINC.COM/FRACTIONS-MADE-EASY/?AFFILIATE=1996](https://www.triadmalthinc.com/fractions-made-easy/?affiliate=1996)

NEW HEIGHTS EDUCATIONAL GROUP COURSE CATALOG



2025-2026 School Year CATALOG

Language Arts



WRITING

In this ten-lesson writing course, students will learn about basic writing patterns. The course includes warm-up exercises, detailed instructions and multiple examples for students to visualize writing movements. Students will also have the opportunity to practice writing strategies to develop functional handwriting. At the end of the course, students will be proficient in basic writing skills and able to compose words involving different types of letters.

LEARN TO READ - YOUTH

The NHEG Learn to Read online course aims to educate parents/tutors/ teachers/guides on how to help their student practice reading skills and fluency, cultivate strategies for reading, broaden vocabulary, increase spelling ability and conquer reading anxieties. Proven exercises and fun tips are provided to keep the student motivated and engaged throughout the process. The course takes the student and their selected reading guide through easy-to-follow stages – Expectations & Tips for Success, Prepare, Read in a Relaxed Setting, After Reading, Daily Practice and Practice Tips – creating a foundation of literacy on which they can build over time.

This course is for younger students from first grade to seventh grade. Note: This class works as a complement to the lessons in Natural Speller, which are available, for free, on NHEG's website.



LEARN TO READ - ADULTS

The NHEG Learn to Read: Adult Literacy online course gives teachers/ tutors/reading guides strategies for helping older students acquire literacy skills and provides methods for consistent, repeated practice. The course demonstrates the reputable and proven Laubach method, and provides resources for continuing practice beyond the course: Preparing for the Course, Reading the Laubach Charts, Reading the Laubach Stories, Writing the Laubach Lessons, Continuing Your Practice – creating a foundation of literacy on which they can build through consistent, repeated practice.

NHEG recommends the Laubach Learning System for middle school, high school and adult reading students. An online course for younger students is also available.

NATURAL SPELLER

The NHEG Learn to Read online course aims to educate parents/tutors/ teachers/guides on how to help their student practice reading skills and fluency, cultivate strategies for reading, broaden vocabulary, increase spelling ability and conquer reading anxieties. Proven exercises and fun tips are provided to keep the student motivated and engaged throughout the process. The course takes the student and her or his selected reading guide through easy-to-follow stages – Expectations & Tips for Success, Prepare, Read in a Relaxed Setting, After Reading, Daily Practice and Practice Tips – creating a foundation of literacy on which they can build over time.

Even though this course can be taken by a student of any age, we suggest the Laubach Learning System for middle school, high school and adult reading students. The course for using the Laubach Learning System is coming soon, so you will be able to choose which course is best for your student.

Note: This class works as a complement to the lessons in Natural Speller, which are available, for free, on NHEG's website.



Virtual Reading Five-Tier Program



ONE TIER



Is a virtual reading program designed for young children to read books along with 6-year-old Rishaan Gupta on special occasions. (Pre-school – 1st grade students)

TWO TIER



In partnership with 2nd & 7 Foundation and our Reading Ambassador Rhone-Ann Huang, we have implemented a virtual reading program for children. As part of 2nd & 7's "Tackling Illiteracy" program, and with the help of Zoom video conferencing, student-athletes will read with second-grade students and discuss why reading and staying on top of schoolwork is essential.

This school year, the volunteer readers are student-athletes from Dartmouth University. The "Hog Mollies" books were written by 2nd & 7. Each book is 30 pages and contains a different lesson and moral. There are 13 "Hog Mollies" books, and we have now read all of them. Don't worry "Hog Mollies" is releasing another book this summer. Check back for updates. All second-graders are welcome to listen.

All virtual readings are available from our site.



THREE TIER

Rhone-Ann Huang is reading 9th- to 12th-grade and young adult books weekly.

FOUR TIER



Rhone-Ann Huang reading time for students from 2nd to 5th grade.



FIVE TIER

Rhone-Ann Huang reading time for students from 6th – 8th grade.

Info@NewHeightsEducation.org | www.NewHeightsEducation.org

First Book Network



If your children or students lack access to quality books, NHEG can help provide them with a high quality, online library through the First Book Network. Members have 24-hour, year-round access to an award-winning repository of new and affordable books, educational resources and basic necessities curated for kids and young adults up to 18 years of age.

To claim access to these free books, contact us at Info@NewHeightsEducation.org and send us the name, email address and age for each child you would like access for. We will send you an email with sign-up information (check your spam folder if you don't see this email in your inbox).

New Heights Educational Group

We are now part of the First Book Network!

If your Child or Student lacks access to quality books, NHEG can help provide you with a high quality, online library through First Book.

FIRST BOOK 

Eliminating Barriers. Inspiring Young Minds.

Need Books?

Members of the First Book Network have 24-hour, year-round access to an award-winning repository of affordable and new books, educational resources, and basic necessities curated for kids in need ages 0-18.

**WE CAN HELP
YOUR STUDENT
GAIN ACCESS TO
FREE, HIGH
QUALITY READING
MATERIAL!**

CONTACT US



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Foreign Languages



CHINESE

The 10-week course will take place for one hour twice a week and will be open for middle school to adult students who wish to learn to speak and write Chinese.

The pre-recorded course will include greetings, essential dialogues, useful words and phrases and basic grammar. This course will also teach students basic writing. For those students who don't have a Chinese name, this course will assist students in getting theirs! Throughout the process, students will learn about Chinese cultures and etiquette. This class is a great beginning course for anyone who wants to learn Mandarin Chinese but doesn't know where to start.

The course will introduce the Chinese writing system, both pinyin and the romanization system. It will have step-by-step guides on how to write Chinese characters and is great for a self-motivated beginner student who wants to learn to speak, read and write in Chinese. The course will provide beginner students of Chinese with a good basic knowledge of the language and build a great foundation for future learning.

FREE!



Science & Math

CHEMISTRY

In the NHEG Chemistry online course, we will provide you a better understanding of chemistry and how it is used.

We will discuss a variety of topics, from chemical bonds and reactions to electronegativity trends in the periodic table and atomic structure. It's important to complete all your assignments on time and on your own (and to have fun, too!).

FREE!



FREE!

GENEALOGY & DNA

NHEG is launching a Genealogy and Education course and a DNA and Education course. These courses will help students begin to explore their ancestry and are a precursor to a potential genealogy program that will help youth explore their roots.

These classes are for middle- and high school-level students and adults. In this course, students will explore the history of genealogy and be inspired to learn about their family history and its connection to their community.

Course topics:

- History of genealogy
- Family history and its ties to their environment
- Significance of learning about family history
- Steps to researching family history
- Sites to help organize a family tree
- Steps to downloading and transferring family tree data

ALGEBRA 1

Algebra 1 is a high-school level course that is typically taken in the 9th grade. It prepares students for more advanced mathematics. In this course, students will be introduced to the concepts of variables, negative numbers and advanced mathematical operations and use them to write, solve and graph linear and quadratic equations.

Students should have a strong foundation in basic mathematical operations and will develop the analytical and critical-thinking skills needed to model real-life application word problems. The tutor uses "Teaching Textbooks" to teach this course.

FREE!



FREE!

PRECALCULUS

Pre-Calculus with Chinmay Arvind Chapter 1-7 and Meghna Kilaparthi teaches chapter 8 to the end of the book.

Learn Function Basics, Polynomial Functions, Rational Functions, Exponential and Logarithmic Functions, Radical Functions, Power Functions, Triangle Trigonometry, Trigonometric Functions, Trigonometric Identities, Vectors and Polar Coordinates, Systems, Matrices, and Determinants, Analytic Geometry, Sequences, Probability, and Statistics, Introduction to Calculus, and many more topics. All of which will prepare you for the Calculus course.

Sign up now free with members to our Learning Annex.

PRE-ALGEBRA

Pre-Algebra course is taught by Meghna Kilaparthi. It is an online course with recorded lectures that will help you strengthen your mathematic and, more specifically, algebraic skills. This course will encompass topics such as adding, subtracting, multiplying and dividing whole numbers, fractions and decimals as well as discussing percentages, powers, roots, measuring the area and volume, negative numbers and solving algebraic equations with and without variables.

PRE-ALGEBRA COURSE LAYOUT:

- Topic 1 - Adding, Subtracting, Multiplying and Dividing Whole Numbers (Chapter 1 and 2)
- Topic 2 - Fractions (Chapter 3, 4, and 5)
- Topic 3 - Decimals (Chapter 6)
- Topic 4 - Percents (Chapter 7)
- Topic 5 - Measuring Length, Area and Volume (Chapter 8 and 9)
- Topic 6 - Simple Algebra Equation (Chapter 10)
- Topic 7 - Negative Numbers (Chapter 11)
- Topic 8 - Longer Equations (Chapter 12)
- Topic 9 - Combining x's and Fractions with x's (Chapter 13 and 14)
- Topic 10 - Powers and Roots (Chapter 15)

FREE!



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Electives



FREE!

VIOLIN VISION with Satya Vedula

The Violin Vision course covers all content regarding how to play the violin and sight reading violin music. The course is divided from beginner to advanced content, even including easy-to-remember tips and tricks.

Goals:

- Identify & interpret basic musical symbols
- Understand parts of a single line of music
- Start to understand basic note-reading
- Identify parts of the violin and the bow
- Learn about 2 main violin-holding positions



FREE!

MUSIC COURSE

NHEG Music Program will offer many musical opportunities, including Music Theory, History of Music, Famous Composers, Famous Musicians, individual classes, instrumental lessons and much more. These lessons will range in price from free to low-cost.

FINANCIAL LITERACY

FREE!



NHEG Financial Literacy course is a self-taught class that helps you build a better understanding of your finances. This high school- and adult-level class covers topics such as financial responsibility, income sources, deductions, financial institutions, purchasing decisions, taxes, credit, debits, assets, risk management, protection laws and budgeting.



FREE!

ORPHAN TRAIN

The Orphan Train Movement was a supervised welfare program that transported orphaned and homeless children from crowded eastern cities of the United States to foster homes located largely in rural areas of the Midwest. The orphan trains operated between 1854 and 1929, relocating about 200,000 orphaned, abandoned or homeless children. Charles Loring Brace, founder of the Children's Aid Society, decided the best way to help these children would be to take them out of the crowded eastern cities and instead put them in farming families in the Midwest.

He believed by removing them from poverty, he would be able to change the fates of the children and allow them to be able to make something of their lives. Children would be transported by train from the east to the Midwest where they lived and worked with farming families for free. On the route west, the orphan trains stopped in 45 states across the country. This program helped over 120,000 children and led to reforms in child labor policies, adoption and foster care policies, health care and public education.

HOW TO BE AN INTERNET RADIO HOST

FREE!



Ever dream of being heard in many places at one time? Are you often told that you have a voice that sounds "made for the radio"? We have an opportunity that you won't want to miss! Our professionals will teach you how to become an internet host or hostess! You will learn the requirements of the job, how to market a show, how to use the software and how to manage guests and hold roundtable discussions. And this is just the tip of the iceberg!

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HOLIDAYS AROUND THE WORLD

The Holidays Around the World courses will explore cultures, foods, history and beginnings of holidays from all over the world. Each course will take a unique look at these holidays and will feature six classes. Parents are encouraged to review courses before sharing with their children, and many classes are aimed at middle school, high school, college-level and adult students.

WORLD HOLIDAYS 1

CHRISTMAS

In this course you will learn about the history of Christmas and its origins, religious connections, comparisons between Christmas and Hanukkah, foods, cultures, beliefs, Santa Claus and so much more.

CHINESE NEW YEAR

In this course you will learn about the history of the Chinese New Year and its origins, traditions, foods, symbols and greetings and so much more.

EASTER

In this course you will learn about the history of Easter and its origins, persecution, religious beliefs, a comparison between Easter and Passover, foods, Christianity, Judaism, biblical references, Easter in America, eggs, rabbits, Babylonian heritage, Ishtar, festivals, cultures that celebrate it, fertility, folk customs, Palm Sunday, Easter Tuesday, Easter Parades and so much more.

HALLOWEEN

In this course you will learn about the history of Halloween and its origins, signs and symbols, saints, martyrs, Christianity, Samhain and Celtic roots, foods, bonfires, harvest times, beliefs regarding the boundary of this world and the underworld, costumes, games, fortunes, dreams, altars and candles, the holiday's evolution to modern times in America and beyond, cultures that celebrate it and how they celebrate, All Hallows' Eve and so much more.

HANUKKAH

In this course you will learn about the history of Hanukkah and its origins, Jewish roots, the revolt, menorah candles and the lighting of them, errors in lighting the candles, Judaism, the Torah, foods and the use of oil, blessings, songs, the population of Jews and where they live.

PASSOVER

In this course you will learn about the history of Passover and its origins, Jewish and Christian roots, Tribes of Israel, the Death Angel, Egypt and escape from it, biblical references, foods, a comparison between Passover and Easter, references to Jesus Christ, early Christians, Galatians, Easter taking over Passover throughout time, churches and how they celebrate, Pesah, Sedar, Jewish practices, breads, unleavened bread, wine, genealogy/family roots, cultures that celebrate it and how they celebrate it and so much more.

WORLD HOLIDAYS 2

All holidays covered explore its origins, traditions, foods, symbols, greetings and much more:

- DIWALI
- FATHER'S DAY
- GROUNDHOG DAY
- MOTHER'S DAY
- ST. PATRICK'S DAY
- VALENTINE'S DAY



INTERVIEW SKILLS

This class will instruct students on how to apply for a job and what is expected of them during the hiring process.

Partners & Affiliates

PARTNERS AND AFFILIATES INCLUDE:

Homeschooler Today



Hillsdale College



HILLSDALE COLLEGE

Home School Legal Defense Online Academy



Learn Play Connect

LEARN... PLAY... CONNECT... WITH MATH

Lima Symphony Orchestra



Chamber Theatre Productions



CHAMBER THEATRE PRODUCTIONS

Natural Born Leaders



National CSI



Fiverr



Personal & Professional Development Coaching -
Georgia Woodbine

Personal Development Coaching - Baffie Williams

Civic Theatre of Fort Wayne
(aka United Arts and Education)



The Animation Course



THE DRAWING COURSE

Izzit



FEE - Foundation for Economic Education

FEE FOUNDATION for
ECONOMIC EDUCATION

The Hip Hop Healthy Heart Program for Children™



Touch-type Read & Spell



CollegeXpress



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Contact:

www.NewHeightsEducation.org

Info@NewHeightsEducation.org

(419) 786-0247



New Heights Educational Group™

Educational Resources to Help Reach Your Goals

Resource and Literacy Center

New Heights Educational Group, Inc.
 Learning Annex www.School.NewHeightsEducation.org
 Donate to NHEG paypal.me/NHEG
 Stay up-to-date with educational news
 with the NHEG Magazine
www.Publications.NewHeightsEducation.org
 and www.Radio.NewHeightsEducation.org

OUR ACHIEVEMENTS

New Heights Educational Group is an Award-Winning Organization.
 Scan Here to View the Full List!



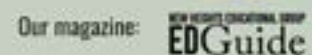
Student and Adult Leadership Opportunities

NHEG national groups promote leadership, providing student internship opportunities to serve in our organization and earn relevant experience. The Adult Advisory Group is for parents and others in the community who want a voice in education, and alongside these, NHEG offers various support groups for students and citizens.



Other Programs and Services Include:

- A free online 5-tier reading program
- Publications - E.A.S.Ytoons Comic Book and the NHEG EDGuide Magazine
- Internet Radio Program - New Heights Show on Education



Our Achievements

Scan QR code to see our awards!



Contact Us

Info@NewHeightsEducation.org
www.NewHeightsEducation.org

www.School.NewHeightsEducation.org
www.Publications.NewHeightsEducation.org
www.Radio.NewHeightsEducation.org

419-786-0247

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A Public Charity 501(c)(3)
Nonprofit Organization

Education frustration? Confusion? Feeling overwhelmed?

We understand and we care.

We know how to help you.



Mission Statement

New Heights Educational Group, Inc., promotes literacy for children and adults by offering a range of educational support services. Such services include the following: assisting families in the selection of schools; organization of educational activities; and acquisition of materials. We promote a healthy learning environment and various enrichment programs for families of preschool and school-age children, including children with special needs.

Student Services

NHEG offers resources for students who are homeschooled or attending charter schools or public schools in Ohio. This includes students from pre-k to adults of all ages. Resources include:

- Over 1,200 free and discounted courses
- Student leadership opportunities
- Access to free scholarship searches via our website
- Online affordable student assessments and placement tests
- Student lesson planning
- Diploma and transcript preparation

Learning Annex

NHEG is providing students discounted and free online classes that they can take in their free time or incorporate into their current studies. This includes students who are homeschooled or attending a charter, private, or public school. Also, NHEG has partnered with HSLDA Academy, so you will receive a discount when you use our code in one of their classes.

Scan QR code to visit the Learning Annex



Discounted and Online Classes

NHEG provides discounted and free online classes for home school, charter, public and private school students. Classes can be used to fulfill curriculum requirements (this only pertains to homeschool students) or to supplement current studies. NHEG has also formed a partnership with HSLDA which allows us to offer a discount to NHEG students taking HSLDA classes. Courses range from core subjects to hard-to-find subject matter, such as mathematics, economics, and even theology.

Parent & Teacher Services

NHEG offers training courses and information for parents of homeschool, charter school, public school, and special-needs students concerning schooling, resources, and education available to them. Likewise, NHEG also provides various resources to teachers such as classroom and training resources and educational technologies.



CALL 911 OR
1-800-843-5678 (1-800-THE-LOST®)

Madison County Sheriff's Office (Ohio) 1-740-852-1212

MISSING CHILD



Sharaya Green
NCIC# M058938278
Missing Since: May 11, 2026
Columbus, OH
Age Now: 17 Years Old
Female

Sharaya may still be in the local area.



Franklin County
Sheriff's Office (OH)
(614) 525-3333



MISSING CHILD



Kyle Hunter
NCIC# M218926052
Missing Since: June 23, 2026
Toledo, OH
Age Now: 15 Years Old
Male

Kyle was last seen on June 23, 2026.



Toledo Police
Department (OH)
(419) 255-8443



MISSING CHILD



Destiny Moore
NCIC# M298989245
Missing Since: June 19, 2026
Columbus, OH
Age Now: 16 Years Old
Female

Destiny was last seen on June 19, 2026.



Columbus Police
Department (OH)
(614) 645-4545



MISSING CHILD



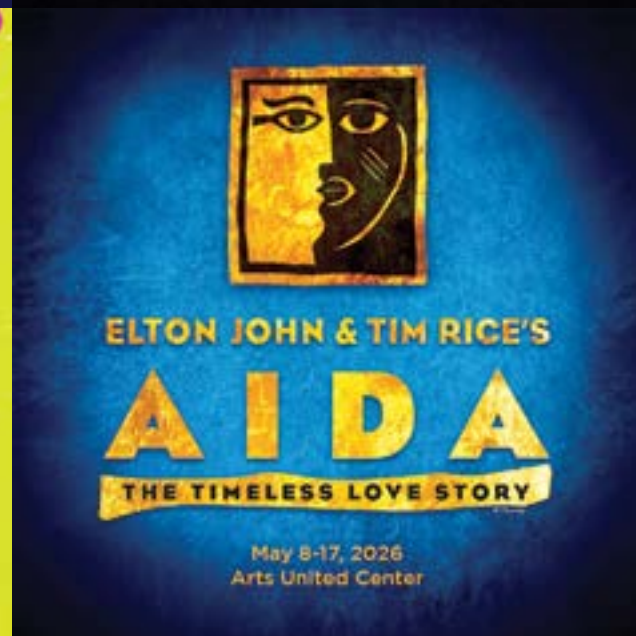
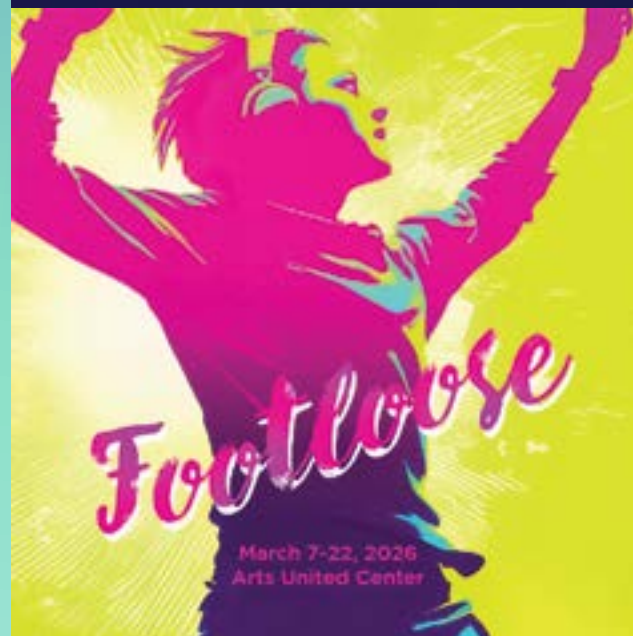
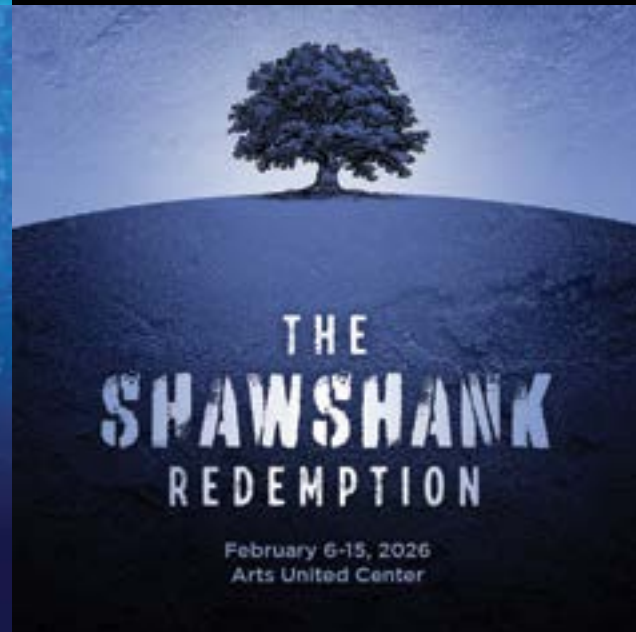
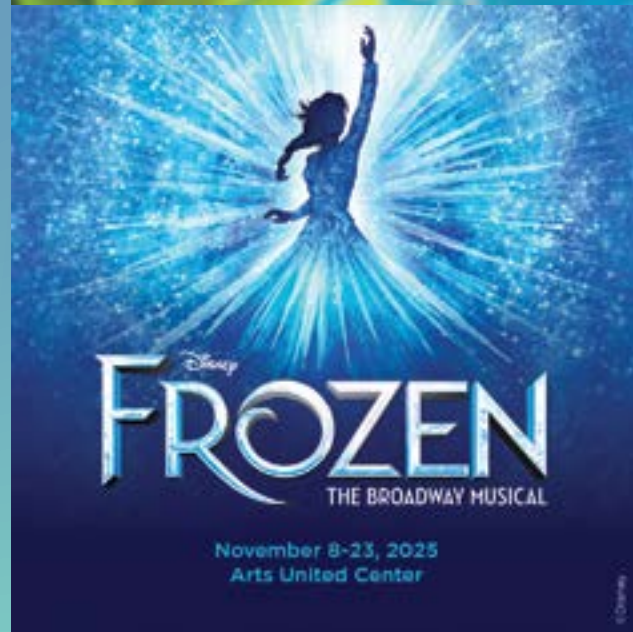
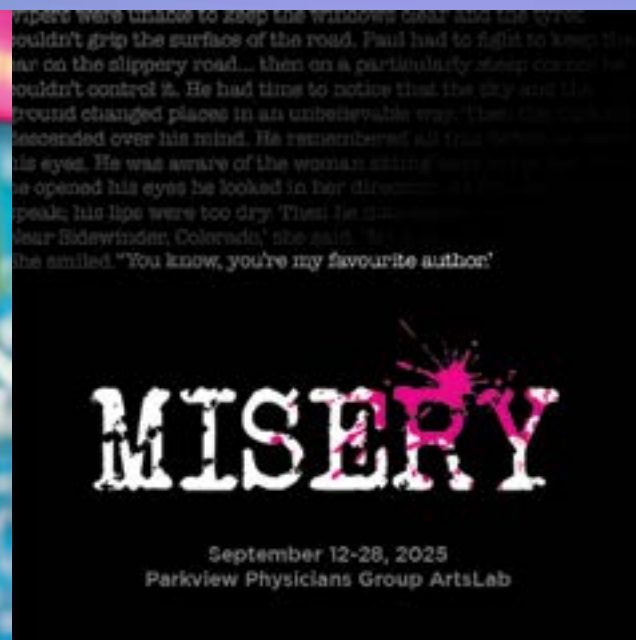
Gregory Eugene McGue
NCIC# M789019211
Missing Since: June 6, 2026
Hamilton, OH
Age Now: 17 Years Old
Male

Gregory was last seen on June 6, 2026.



Butler County
Sheriff's Office (OH)
(513) 785-1300





We are now part of the First Book Network!



Eliminating Barriers. Inspiring Young Minds.

Need Books?

Members of the First Book Network have 24-hour, year-round access to an award-winning repository of affordable and new books, educational resources, and basic necessities curated for kids in need ages 0-18.

**WE CAN HELP
YOUR STUDENT
GAIN ACCESS TO
FREE, HIGH
QUALITY READING
MATERIAL!**

If your Child or Student lacks access to quality books, NHEG can help provide you with a high quality, online library through First Book.

**CONTACT US
ON OUR WEBSITE AT
NEWHEIGHTSEducation.ORG**

***First Book is for U.S.
residents only**

Also, our **5-Tier Virtual Reading Program**

is **FREE** for all students

Preschool-12th grade

at NewHeightsEducation.Org





Have professional
genealogy research
done for only

\$65 per hr

Genealogy costs cover the genealogist's time and there may be extra charges for expenses that include photocopies, travel, website fees (Ancestry, MyHeritage, and public library fees) and postage if necessary.

For more information, please visit <https://School.NewHeightsEducation.org/affordable-genealogy/>
To sign up: <https://NHEG.MemberHub.com/store/items/838457>

New Heights Educational Group is now offering pre-recorded

Genealogy and DNA courses

Genealogy & Education

In this free course, students will explore the history of genealogy and be inspired to learn about their family history and its connection to their community.

Course topics:

- History of genealogy
- Family history and its ties to their environment
- Significance of learning about family history
- Steps to researching family history
- Sites to help organize a family tree
- Steps to downloading and moving a family tree

DNA & Education

In this free course, students will explore the world of genetics and DNA testing and be inspired to learn about their genetic makeup and their connection to others.

Course topics:

- Significance of learning about family history
- Introduction to genetic testing
- Overview of DNA
- DNA testing options
- Steps to take after DNA testing
- Value of adding DNA results to other websites
- Using Gedmatch
- Comparing DNA in multiple systems
- Comparing DNA relatives
- DNA results and social media

For more information, please visit <https://School.NewHeightEducation.org/online-courses/genealogy-dna-course/>

Contact Us

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Touch-type Read & Spell

An **award-winning, multi-sensory course** that teaches touch-typing, reading and spelling at the same time

Sign Up

<https://www.readandspell.com/home-course>

Discount: NHE10

HEROES OF LIBERTY



<https://NewHeightsEducation.org/NHEG-news/heroes-of-liberty-partnership/>

WIN THE

\$10,000

CARNEGIE DARTLET SCHOLARSHIP

https://www.collegexpress.com/reg/signup?campaign=10k&utm_campaign=NHEG&utm_medium=link&utm_source=NHEG

More Scholarship opportunities:
-<https://School.NewHeightsEducation.org/students/scholarship-opportunities/scholarship-search/>
- <https://School.NewHeightsEducation.org/students/scholarship-opportunities/>



New Heights Educational Group



New Heights Educational Group™
Educational Resources to Help Reach Your Goals
Resource and Literacy Center

Equal education for all those willing to work for it.



<https://www.zeffy.com/en-US/donation-form>



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← of this!

**Keeping that extra car
running is expensive**

Donate your vehicle

<https://careasy.org/nonprofit/NewHeightsEducationalGroup>

Call:

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Move &
Play



Nature
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Personalized
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give your child *Meraki*

K-3 Fall 2024

**Yukon,
OK**



**Meraki
Primary School**

MerakiPrimarySchool.com



Give your child...

- **small** class sizes (10 max)
- **support** from a *professional* teacher
- built-in **social** opportunities
- quality **curriculum**
- **flexible** options (hybrid/full-time)
- a **caring** community



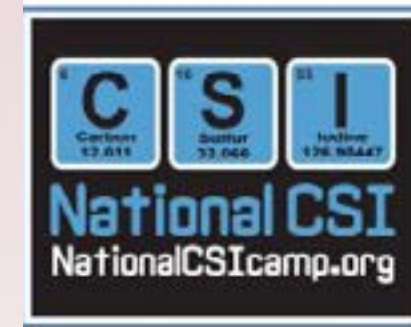
MERAKI PRIMARY SCHOOL



<https://School.NewHeightsEducation.org/online-courses/personal-development-coaching-courses/>



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



<https://School.NewHeightsEducation.org/membership/national-csi-classes/>

An advertisement for "Two FREE Math Gifts" with a blue and orange background. The text "Two FREE Math Gifts" is in large yellow font. Below it, "Use Code: NHEG" is in white text on a teal background. The first gift is an A/V book titled "How and Why Homeschool Math can be vastly Superior to Public School Math." The second gift is a \$47 interactive self-paced online math program titled "Learn to do Arithmetic Calculations with a TI30Xa Calculator - Quick and Easy!". The website "www.VastlySuperiorMath.com" is at the bottom.

<https://School.NewHeightsEducation.org/online-courses/>

[discounted-and-free-online-classes/](#)



<https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/>



New Heights Educational Group (NHEG)

and
Chamber Theatre Productions
offer a unique virtual education experience

Edgar Allan Poe: The Midnight Collection

A one-hour dramatic educational package
based on the works of Poe, offering flexible
one-week rental options for classroom or
remote learning

To learn more about this unique opportunity, visit

<https://school.chambertheatre.com/>

and enter code: HS5 at checkout - and you will receive 5% off.



Chamber Theatre Productions

America's Premiere Educational Theatre Company



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Educational Resources to Help Reach Your Goals

Resource and Literacy Center

<https://www.NewHeightsEducation.org>



Chamber Theatre Productions

America's Premiere Educational Theatre Company

VOLUNTEER PAGES

NEWVOLUNTEERS

ETHAR HAMID- COMIC ILLUSTRATOR AND
GRANT WRITER 5/2026

VOLUNTEERS OF THE MONTH

Brennen Carter
Laura Casanova
Khristia Cendana
Tamika Clayborne
Kojo Osei Ghansah

Ethar Hamid
Logan Moreland
Jasmine Morrison
Gary Stevens

THE INTERNET RADIO PROGRAM
FROM NEW HEIGHTS EDUCATIONAL GROUP



NEW HEIGHTS



SHOW ON EDUCATION



Radio show episodes

We're making it super easy to listen to our shows. You can check out the shows by host and topic using the following links.

Special note: Some use these for homeschool courses and supplemental resources.

This pre-recorded show will be available on our website Radio.NewHeightsEducation.org starting June 25, 2026. Homeschool families are encouraged to incorporate this resource into their American History studies.

Exploring Marine Biology and Zoology with Host Anna Shi

<https://radio.newheightseducation.org/anna-shi/>

History of America with Host Kathy Woodring

<https://Radio.NewHeightsEducation.org/kathy-woodring/>

Common Core with Host Priscilena Shearon

<https://Radio.NewHeightsEducation.org/priscilena-shearon/>

Technology and Cyber-Awareness with Host Freddie Bandola, Jr.

<https://Radio.NewHeightsEducation.org/freddie-bandola-jr/>

Educational and Inspirational Topics with Host Briana Dincher

<https://Radio.NewHeightsEducation.org/briana-dincher/>

Show Topics: Education in the News, Interviews Civil Rights, Roundtables and American Service Men and Women Tell Their Stories of Survival.

<https://Radio.NewheightsEducation.org/pamela-clark/>

Common Core with Host Charlotte D. McGuire

<https://Radio.NewheightsEducation.org/charlotte-d-mcguire/>

How education powers the world with Host Buffie Williams

<https://Radio.NewheightsEducation.org/buffie-williams/>

Depression, anxiety and other disabilities within our community with Host Erika Hanson

<https://Radio.NewheightsEducation.org/erika-hanson/>

Radio show episodes

Story Time with Host Shannon Williamson

<https://Radio.NewHeightsEducation.org/shannon-williamson/>

Soft Skills with Host Victoria Lowery

<https://Radio.NewHeightsEducation.org/victoria-lowery/>

Educational and Inspirational Topics with Host Sadia Eijaz

<https://Radio.NewHeightsEducation.org/sadia-eijaz/>

Memorial Day and Texas Flooding with Host Maria Ortiz

<https://Radio.NewHeightsEducation.org/maria-ortiz/>

History of Civil Rights in America with Host Barbara Bullen

<https://Radio.NewHeightsEducation.org/barbara-bullen/>

Special needs and disabilities with Host Kaden Behan

<https://Radio.NewHeightsEducation.org/kaden-behan/>

Issues that effect United Nations Youth

<https://Radio.NewHeightsEducation.org/taibat-olaniyan/>

Empowering HR in the workforce with Host Manya Shukla

<https://Radio.NewHeightsEducation.org/many-shukla/>

New Heights Educational Group Launches Podcast

The New Heights Educational Group is excited to announce the launch of a new podcast titled “American Service Men and Women Tell Their Stories of Survival.” Hosted by Pamela Clark, this podcast will feature firsthand accounts from sailors who served aboard the USS Drexler, with plans to explore additional stories and branches of the military, as well.

This pre-recorded show will be available on our website Radio.NewHeightsEducation.org starting June 25, 2026. Homeschool families are encouraged to incorporate this resource into their American History studies.

P.S. If anyone from the families would like to be interviewed on the show they can reach me at my email address.

(Info@NewHeightsEducation.org)

Commercial for show

https://www.canva.com/design/DAGVqZ9Ny2U/EZ8XuV0tHQU0URfQj07j9w/watch?utm_content=DAGVqZ9Ny2U&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha977a70340



NEW HEIGHTS

SHOW ON EDUCATION



Interested in Broadcasting?



Attention Students interested in broadcasting or working in radio and television: NHEG offers unique opportunities for students to explore.

Positions are all volunteer based and offer hands on experience working on a syndicated show, "New Heights Show on Education" (currently only online)

The Positions of Interest Include:

Internet Radio Host Assistant, Internet Radio Monitors, Creating of New Media, Editing Audio and Video, Press Secretary, Experience with Spreker and Zoom, Experience working as a Communications Secretary, Hosting of Round-table discussions. There might also be an opportunity to become a host for our organization.

Contact us:

NewHeightsEducation@yahoo.com

419-786-0247

<http://www.NewHeightsEducation.org>

<https://Radio.NewHeightsEducation.org/>

Learning Annex: <https://School.NewHeightsEducation.org/>



New Heights Educational Group
Educational Resources to Help Reach Your Goals
Resource and Library Center



NEW HEIGHTS

SHOW ON EDUCATION



The Voices Of NHEG Internet Radio



SADIA EJAZ



MARIA ORTIZ



PAMELA CLARK



VICTORIA LOWERY



RUFFIE WILLIAMS



FREDDIE BANDOLA JR



BRIANA DINCHER



OLANIYAN TABAT



PRISCILEMA SHEARON



SHANNON WILLIAMSON



KADEN BEHAN



KATHY WOODRING



CHARLOTTE MCGUIRE



ERIKA HANSAN



BARBARA BULLEN



ANNA SHI



MANYA SHUKLA



FeedSpot

The New Heights SHOW ON EDUCATION

JOIN HOST

Pamela Clark



AIRING WEDNESDAYS
6:00PM EST
INTERNET RADIO



AS SHE DISCUSSES EDUCATION NEWS AND HAPPENINGS

FeedSpot

The New Heights SHOW ON EDUCATION

NEW PODCAST

American Service Men and Women Tell Their Stories of Survival

JOIN HOST



Pamela Clark



Airing Wednesdays
6 PM EST

New Heights Educational Group
Educational Possibilities to Help Reach Your Goals



NEW HEIGHTS

SHOW ON EDUCATION



The Voices Of NHEG Internet Radio



The internet radio show hosts cover various topics of education for home, charter and public-school families in Ohio and beyond. We cover many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, Common Core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, Empowering HR within the Workforce, and reading of our teen comic book series that tackles youth issues.



Welcome to the New Heights Show on Education, an Internet radio program and podcast in which the hosts cover various topics of education for Home, Charter and Public School families in Ohio and beyond. We cover many aspects of education: the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, common core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, and reading of our bi-monthly teen comic book series which tackles youth issues. The show educates and inspires its audience by sharing and welcoming discussions. We invite the audience to send in show ideas and provide feedback.

The Voices of NHEG Internet Radio



New Heights Educational Group LAUNCHES PODCAST

The New Heights Educational Group is excited to announce the launch of a new podcast titled "American Service Men and Women Tell Their Stories of Survival." Hosted by Pamela Clark, this podcast will feature firsthand accounts from sailors who served aboard the USS Drexler, with plans to explore additional stories and branches of the military, as well. This pre-recorded show will be available on our website **Radio.NewHeightsEducation.org** starting June 25, 2025. Homeschool families are encouraged to incorporate this resource into their American History studies.

P.S. If anyone from the families would like to be interviewed on the show, email Info@NewHeightsEducation.org



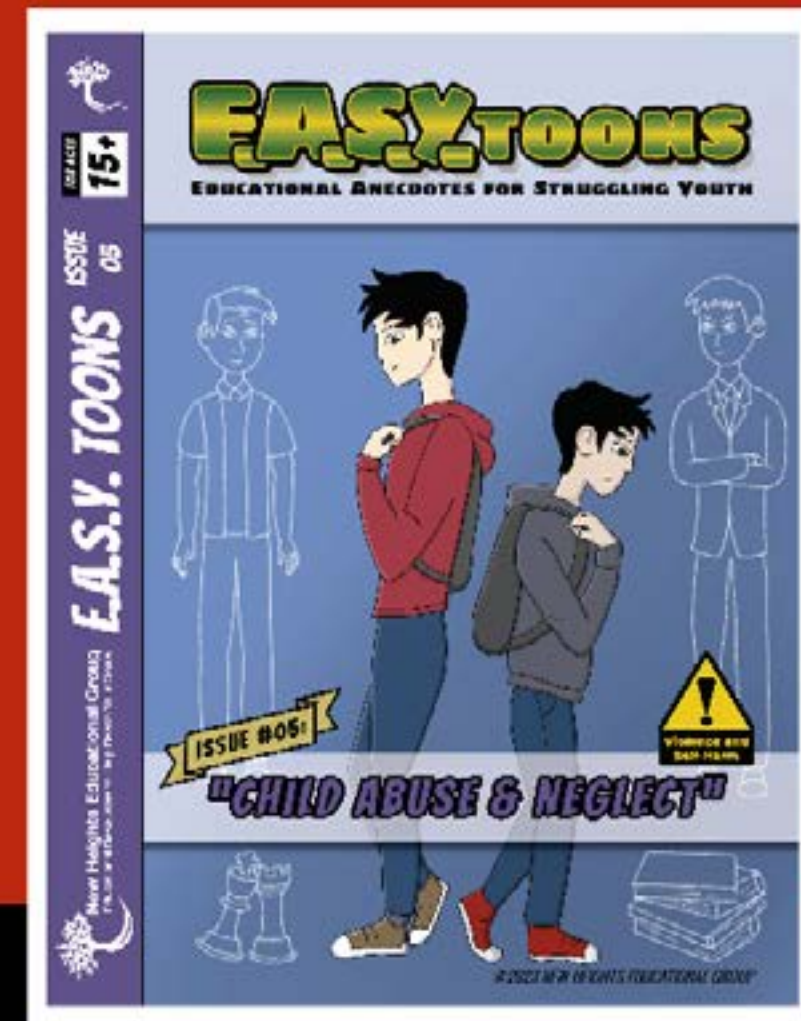
New Heights Educational Group
Educational Resources to Help Reach Your Goals



NEW ISSUE

E.A.S.Y. TOONS COMIC BOOK

AVAILABLE SEPTEMBER 1, 2023



www.yumpu.com/kiosk/newheightseducation



For 30 years, the Dollar General Literacy Foundation has been helping individuals increase their potential and pursue their dreams of a better tomorrow through the power of education. Through grant investments in local schools, nonprofits and libraries, we are supporting teachers, librarians and nonprofit leaders as they help individuals of all ages learn to read, prepare for the high school equivalency test or learn English. If you would like to learn more about the Foundation and our grant programs, please visit www.dgliteracy.org.

Grant Focus Areas:



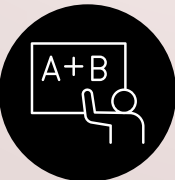
ADULT LITERACY

Grants provide support to organizations that help create access and opportunity for adults through adult basic education, high school equivalency preparation or English language acquisition.



SUMMER READING

Grants support efforts to prevent the summer slide and engage students who are below grade level or reader's with learning differences during the summer months.



YOUTH LITERACY

Grants support efforts to implement, enhance or expand K-12 literacy instruction with a focus on increasing access for all students.



FAMILY LITERACY

Grants support learning for the whole family. Preferred programs include adult education, children's education and parent and child together time.

Since 1993, the Foundation has:

**AWARDED more than
\$233 MILLION
IN GRANTS**



**SERVED more than
19.3 MILLION
INDIVIDUALS**



**IMPACTED more than
23,000
ORGANIZATIONS**





ACTIVE LEARNING BOOSTER™

SELF-PACED HANDS-ON ONLINE TEACHER TRAINING PROGRAM
FOR EARLY CHILDHOOD & PRIMARY EDUCATORS

CERTIFICATE OF COMPLETION

YOU'LL LEARN:

- HOW to support ALL areas of child development through Active Experiential Learning
- HOW to create Indoor and Outdoor Active Learning Experiences
- HOW to use everyday objects in Active Holistic Learning
- HOW to design and implement Play & Learning Stations
- HOW to use technology to support Active Experiential Learning
- HOW to provide Multi-Sensory support
- And so much more!

Aligned with EYFS Framework
& NVQ in CCLD Level 3



NEW PAYMENT PLANS
from \$11.99 per person!

PROGRAM DURATION: 3 MONTHS

NHEG July Birthdays

- JUL 02** Victoria Lowery
- JUL 09** Zachary Clark
- JUL 15** Oliver Clark

NHEG July Anniversaries

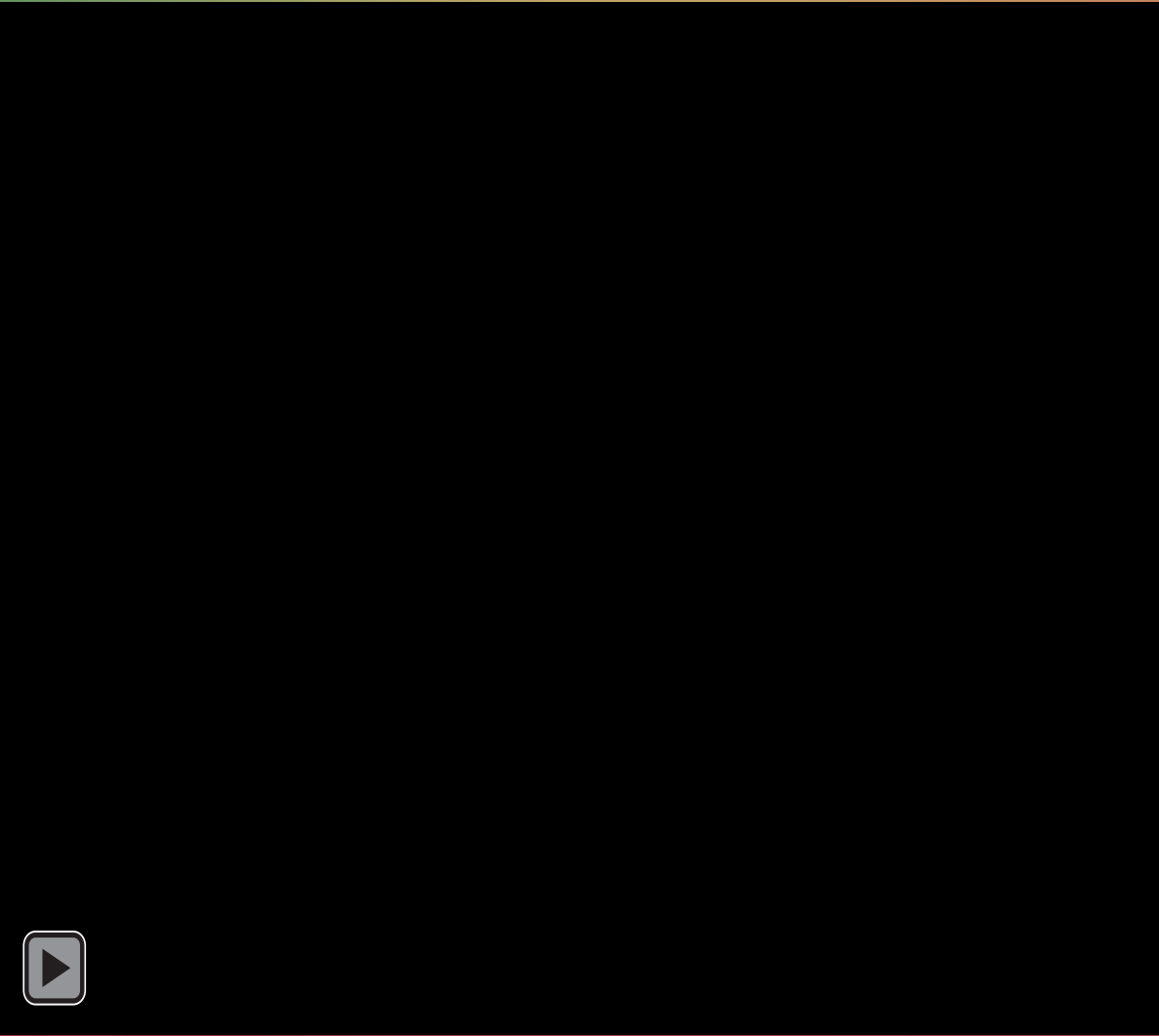
NHEG August Birthdays

- AUG 11** Sheila Wrightyears old

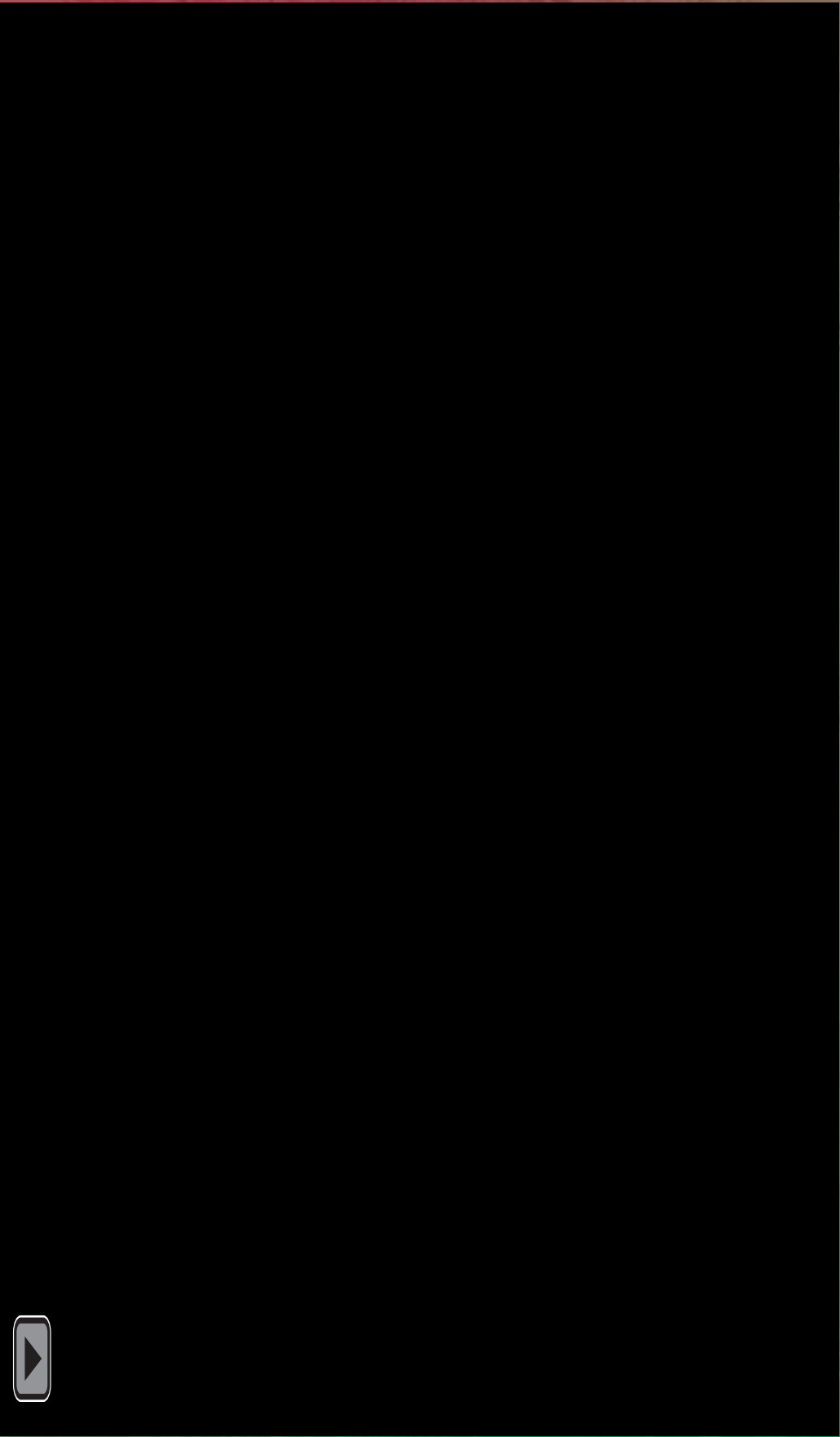
NHEG August Anniversaries

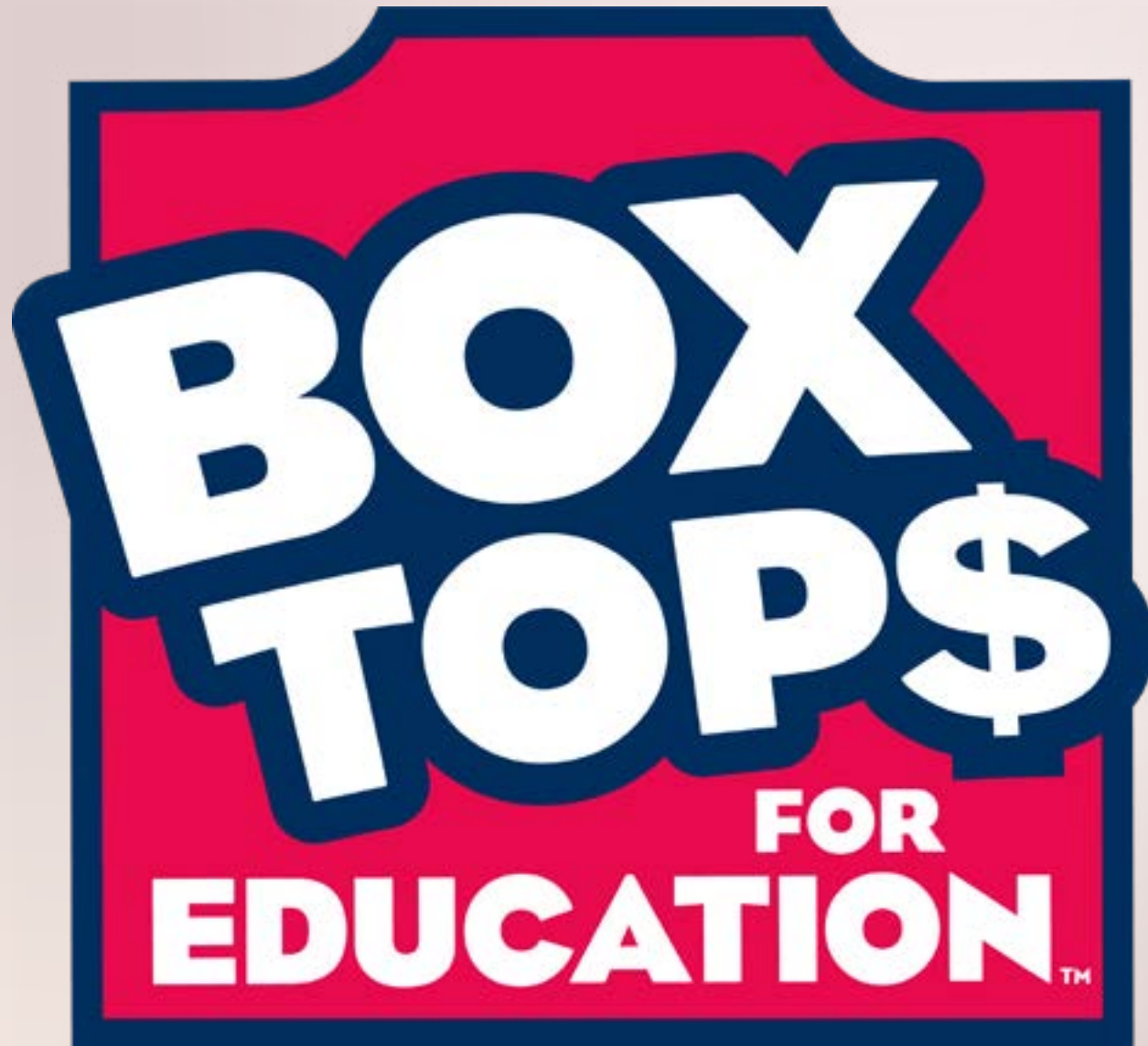
- AUG 13** Greg and Pamela Clark Wedding Anniversary
- AUG 28** Marina Klimi

NHEG Birthday Card



NHEG Anniversary Card





HOW TO EARN

BOX TOPS MAKES IT EASY

All you need is your phone! Download the Box Tops app, shop as you normally would, then use the app to scan your store receipt within 14 days of purchase. The

app will identify Box Tops products on your receipt and

automatically credit your school's earnings online.

Twice a year, your school will receive a check and can use that cash to buy

whatever it needs!

DO YOU NEED TO ENROLL YOUR SCHOOL? FIND OUT HOW HERE.

<https://www.boxtops4education.com/enroll>

PRESS RELEASE

INVITATION TO CELEBRATE A REMARKABLE ACHIEVEMENT

6/7/26

Invitation to Celebrate a Remarkable Achievement

To Whom It May Concern,

I am sharing this on behalf of the New Heights Educational Group to share an inspiring story of resilience and triumph. We have an adult student, Jacqueline Best, whose journey is a testament to the power of perseverance and the human spirit. Despite facing significant challenges as a teen mother of two, Jacqueline graduated in 2003 with a perfect 4.0 GPA maintained every year for four years. Though she ranked 99th% above her class earning distinction Summa Cum Laude, she was unable to walk across the stage to receive her Academic Diploma due to a tragic loss of both her parents six months apart in the same year 2003.

Jacqueline fondly remembers her parents for the invaluable lessons they imparted. Her mother, the late Evangelist Brenda Faye Wooten, taught her the importance of faith and love, while her father, the late Deacon Robert Earl Jones, instilled in her the belief that she could achieve anything she desired, and taught her to put God first and respect herself and others.

A Dream Fulfilled

Currently pursuing a DEd/MIN (A minor in criminal justice). The launch of Triumph Through Resilience will be announced publicly June 22, 2026.

Jacqueline attributes her strength to her faith in God, who guided her through years of hard work and sacrifice. She persevered through sleepless nights, often sleeping in her car between work and classes. Only to be awakened by her children as they headed to school. Her determination was unwavering, even as she juggled two 12-hour shifts, carrying clean uniforms and hygiene products to shower between school and jobs.

This year, Jacqueline's long-awaited dream is finally coming true. On June 22, 2026, at 6 p.m. she will proudly walk to receive her Academic Diploma at the Ohio Statehouse (Event room - Rotunda) in Columbus, Ohio.

This milestone is not only a personal victory but also an emblem of her perseverance and dedication.

A Life of Service

Throughout her life, Jacqueline has devoted herself to serving others while holding onto her dreams. She has supported teen parents and has applied Sacrificial services for whoever needs. Often sacrificing her own needs. On her days off, she and her children prepared gift bags to distribute to those in need. Her acts of kindness extended beyond the less fortunate to anyone she encountered, exemplifying a life of service and compassion.

Invitation celebrating: Jacqueline Best's remarkable journey and achievements. Gubernatorial Recognition of Jacqueline's accomplishments would be a fitting tribute to her indomitable spirit and unwavering dedication.

Sincerely,

Pamela Clark, Executive Director
New Heights Educational Group
419-786-0247



CELEBRATING JACQUELINE BEST

A TRIUMPH OF ADVENTURE: BRINGING EXCELLENCE INTO THE LIGHT
The Tri-State Graduation Ceremony of Ms. Jacqueline Best
Sponsor: Triumph Through Resilience Community Center

Special invited officiers: Dr. Bernice T. Henson Sr., Pastor & Professor (Hebrew missionary Baptist Church)

THE TRIUMPH & JOURNEY
We are deeply proud to celebrate our lifelong scholar, Ms. Jacqueline Best.
For over 20 years working as a nurse and advocate, being a tireless single mother. She is a tribute to her late mother Evangelist Brenda Faye Wooten and father, Deacon Robert Earl Jones (passed 10/1/2003). Her journey continues to inspire us all!

ACADEMIC HONORS
2003 Graduate of American Worldwide Academy (Recognized by Education Ministry) with a Perfect 4.0 GPA for all 4 years. Ranked in Top 1% of high schoolers in all 4 years. Distinction Summa Cum Laude (Lifetime Honor Scholar Member)

THE DEDICATION & THE FUTURE
Currently pursuing a Doctorate in Education Ministry Leadership and a Master's degree in Criminal Justice. Her goal is to teach and mentor young women in faith, strength, and leadership. Jacqueline has always held her dreams out of her heart and is now a reality. She is proud to be a part of this journey and will mark the official public announcement of her triumph through resilience, supporting student parents and mentorship.

FUTURE HIGHLIGHTS OF THE EVENING
Honoring the remarkable presence of Dr. Bernice T. Henson Sr., Pastor & Professor, who will be presenting:
• The Academic Ceremony: Formal display of the Summa Cum Laude Medal, honoring a lifetime 99th percentile class rank.
• The Triumph Award: Official presentation of the best student Academic Diploma.
• The Gubernatorial Presentation: Official presentation of the State of Ohio Gubernatorial Recognition.

CEREMONY INFORMATION
• **VENUE:** The Ohio Statehouse (The Rotunda Room)
• **Location:** Columbus, OH 43210
• **DATE:** Monday June 22, 2026 | **TIME:** 6:00 PM - 7:00 PM
• **PARKING:** LOWER GARAGE (HANDICAPPED ACCESSIBLE)

MANDATORY GUEST REGISTRATION
\$100 Seating Fee Due Before June 15, 2026
Dress: • Code: 419-786-0247 | Tag: TriumphThroughResilience

Special thanks to:
Pamela S. Clark and the New Heights Educational Group, Inc. for their incredible support and advocacy.



ALL NEW - FREE VIDEO SERIES

The White House asked Hillsdale College to assist the Salute to America 250 Task Force in producing a new free video series, The Story of America—a sweeping, episode-by-episode journey through our nation’s founding in honor of its 250th anniversary.

As we approach the 250th anniversary of the Declaration of Independence, this series invites you to learn about the principles, courage, sacrifice, and faith that made America possible—and why this story still matters today.

Filmed in the historic Indian Treaty Room in the Eisenhower Executive Office Building in Washington, D.C., each episode brings a pivotal chapter of the American story to life.

Here’s a glimpse of what you can access on your journey at no cost:

- The Declaration of Independence — Larry P. Arnn, President, Hillsdale College
- How the Declaration of Independence defines who we are—and what it still asks of us.
- The Formation of the Army — Pete Hegseth, Secretary of War
- The moment citizen-patriots took up arms and answered liberty’s call against overwhelming odds
- The King’s Call to Arms — U.S. Senator Mike Lee
- When imperial authority collided with colonial defiance—and compromise was no longer possible
- The Culper Spy Ring — Brian Kilmeade, Co-Author, George Washington’s Secret Six
- The remarkable story of ordinary Americans who risked everything to outsmart the British and save the Revolution
- Story of the American Soldier — Michael Knowles, Author and Podcaster
- A tribute to the forgotten men whose sacrifice secured American independence
- The U.S. Marine Corps Birthday — Vice President J.D. Vance

The enduring legacy of courage, service, and sacrifice that defines the U.S. Marine Corps

Here is the link : https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VW4twR7C69k2W25B-fn3-QX2FW1TDTHt5NcZq-N3cFw5-5nR3bW7ICGcx6lZ3l1W5jH8l017RrFnF1d0WWyYMWl-W8NRyhF7QhMFgW3CO2f47_6CFnW82Jvqq5lQ8TOW4gWMFk1wXkjTW23RKJ23-t6L7W4VNvJ93Pz70WW2K_8v06xZx9wW78-fRc6H7sjNW6n8y3X5kM1v6V-X2Hz2nwnj3W6Jn2D44R8Ms9VmT-gTr5dCYrlW8kHQJP2Qq_CmW1wV37N7s15J6W21ZvPt1cy02GW1WnzyX5K-Jb1MXM3-9g221W1nL8Yj8NT8p5W82SW9K1yg164W5nHfXr55FWNBW34mPCm5YPvr7W8PGmbG70hQrNW6ff-Mrv6sZBKFw5XshbB4lDfH5Vhg1rS8kr1MZW92qTWs1KTdNGW5xFgHJ6HHCLMW76yMJJ4B3lZ5N2xvJ_6tnkfpW4WB5yTSYrsdVW19K8FJ6dNnzdN52v4Q14B562W6yV5PF3JNpKBW52BLfq80Frn-IW8pXvlf5KYVIKW4-LK6T33vmDMV5_5x84klGgJvkKgs37pxF_gf7b4_YC04

THE NEW HEIGHTS EDUCATIONAL GROUP PODCAST
NEW HEIGHTS SHOW ON EDUCATION

The New Heights Educational Group podcast New Heights Show on Education has been selected by the FeedSpot panel as one of the 10 Best Ohio Education Podcasts on the web, for the second year in a row.

It is listed among the Top 10 Best Ohio Education Podcasts online, and NHEG is honored to be part of this. Anuj Agarwal, founder of FeedSpot, personally congratulated NHEG’s work on the podcast and its many shows. The award-winning New Heights Show on Education covers educational topics and news for families, students, and educators. The internet radio program and podcast hosts cover various topics of education for home-, charter-, and publicschool families in Ohio and beyond. Content topics include many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, Common Core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, and reading of our teen comic book series that tackles youth issues. The show educates and inspires its audience by sharing and welcoming discussions.

New shows are added on a regular basis on our website: <http://Radio.NewHeightsEducation.org/>

STUDENT EDUCATIONAL SUPPORT SERVICE PROVIDER
OF THE YEAR 2024

The New Heights Educational Group was named the Student Educational Support Service Provider of the Year 2024 - Ohio by the North America Business Awards.

<https://newworldreport.digital/winners/New-Heights-Educational-Group-2/>

NHEG Founder/Executive Director Pamela Clark stated “I’m always thankful for recognition of our work. The work at NHEG is all done by volunteers, and I appreciate them for their passion and support.”

Thank you to New World Report for recognizing our work.

Sincerely, Pamela Clark

It is listed among the Top 10 Best Ohio Education Podcasts online, and NHEG is honored to be part of this.

Anuj Agarwal, founder of FeedSpot, personally congratulated NHEG’s work on the podcast and its many shows.

The award-winning New Heights Show on Education covers educational topics and news for families, students, and educators. The internet radio program and podcast hosts cover various topics of education for home-, charter-, and public school families in Ohio and beyond. Content topics include many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology, Common Core, history, science, reading, business, entrepreneurship, special needs, round-table discussions, and reading of our teen comic book series that tackles youth issues. The show educates and inspires its audience by sharing and welcoming discussions.

New shows are added on a regular basis on our website: <http://Radio.NewHeightsEducation.org/>

THE NEW HEIGHTS SHOW ON EDUCATION AND
THE NEW HEIGHTS EDUCATIONAL GROUP (NHEG)
WELCOMES A NEW HOST.

3/28/25

The New Heights Show on Education and the New Heights Educational Group (NHEG) welcomes a new host. Manya Shukla is a certified HR professional and a dedicated advocate for personal development and team growth. She is excited to bring her podcast show “Empowering HR Within the Workforce” to NHEG. It’s your go-to podcast for the ever-evolving world of HR. The podcast shares insights on building a more effective and efficient workforce while also focusing on personal growth. Manya firmly believes that high-quality work is best achieved when employees feel valued, engaged, and happy in their roles. She also believes that what is important is not the number of hours an employee spends in the office but the quality of work he or she performs. Manya currently volunteers with NHEG as an HR Coordinator. She resides in Austin, Texas, loves singing and dancing, and is deeply interested in geopolitics. The award-winning New Heights Show on Education covers educational topics and news for families, students and educators. The internet radio show hosts cover various topics of education for home-, charter- and public-school families in Ohio and beyond. We cover many aspects of education: education in the news, civil rights, the power of education, restructuring schools, the IEP process, tips for teens, zoology, technology,

Common Core, history, science, reading, business, entrepreneurship, special needs, and round-table discussions. Our shows can be followed and listened to on your favorite podcast player or by visiting <https://Radio-NewHeightsEducation.org/>.

Pamela Clark (Founder/Executive Director, Creator of Show) hosts a show titled “Education in the News” that airs Wednesdays at 6:00 p.m. EST.

THE NEW HEIGHTS EDUCATIONAL GROUP IS NOW PART OF THE FIRST BOOK



The New Heights Educational Group is now part of the First Book Network! If your children or students lack access to quality books, NHEG can help provide them with a high quality, online library through the First Book Network. Members have 24-hour, year-round access to an award-winning repository of new and affordable books, educational resources and basic necessities curated for kids and young adults up to 18 years of age. To claim access to these free books, contact us at Info@NewHeightsEducation.org and send us the name, email address and age for each child you would like

access for. We will send you an email with sign-up information (check your spam folder if you don't see this email in your inbox). You can also sign up via the following link: <https://NewHeightsEducation.org/NHEG-educational-programs/virtual-reading-program/>. While you are there, check out the FREE 5-tier reading program.

ARTICLES FROM HILLSDALE COLLEGE

The first link is an issue of Imprimis, Hillsdale’s free “Digest of Liberty,” by Trent England on “The Danger of the Attacks on the Electoral College”: <https://imprimis.hillsdale.edu/danger-attacks-electoral-college/>

The second is an article for the Wall Street Journal in 2016 entitled, “The Electoral College is Anything But Outdated”: <https://www.hillsdale.edu/wp-content/uploads/2016/12/PR-The-Electoral-College-Is-Anything-But-Outdated-WSJ.pdf>

Check out the digital version of Imprimis, one of America’s most widely-read publications in support of individual liberty, limited government, free market economics, moral responsibility, and strong national defense.

My name is Larry P. Arnn, and I am the president of Hillsdale College, which has published Imprimis since 1972.

https://info.hillsdale.edu/e3t/Ctc/LS+113/c2xp-04/VXb3fY2hTH5TV7IKQ41v9XpFW5I3Nw35g8q1SN1PJbts3qgyTW6N-1vHY6lZ3lfW4hyg5z17-J43W7SnRr57R-43LW1Q2Mk21fj04DW83zt6N2-ypn2W1wL_HM6R5SyRW7v_brC8qMZzBVR4SWs2Gbj-SyW7hFsf02M7kTzW70915v6MHZgdW1jR62Z1hhzwYW7h459C7IMvd_W5BR4Wz6x4YhMW79PK482fmGtJW5WbbSN1v6C1F-W6n2zmT2bd9bBVkGDcf83-YWyW7rKFwY36fWbyW8l8vth29_LxSW3TknPQ5pNFNjW2BFMwp6xNTVvW6wDbsh49qmBSVNk-wl-3M78Xxf4P84Y404

LETTER TO VETERANS' COMMUNITY

ARE YOU A VETERAN?

DO YOU KNOW A VETERAN?

The New Heights Educational Group has recently launched a new radio show titled, "American Service Men and Women Tell Their Stories of Survival." Our goal is to provide veterans with a platform to share their experiences through interviews with our Founder and Executive Director, Mrs. Pamela Clark. Mrs. Clark has a personal connection to this cause, as her paternal grandfather heroically gave his life in WWII, and his father served in WWI. Both were awarded Purple Heart medals.

Mrs. Clark has been passionate about honoring veterans' contributions to our nation for quite some time, envisioning this initiative either as a history class or a radio show. Through this program, we aim to amplify veterans' voices and foster community education about our nation's history.

We warmly welcome any suggestions on how we can effectively proceed and connect with veterans interested in participating. Your support is invaluable to us in making this project a success.

Thank you for considering this opportunity to honor and share the incredible stories of our veterans.

Sincerely, Pamela Clark, Executive Director

419-786-0247

Info@newheightseducation.org



Will Estrada, Esq.

May 05, 2026

ANOTHER VICTORY FOR TENNESSEE HOMESCHOOLERS: H.B. 1729 SIGNED INTO LAW!

<https://hslida.org/post/another-victory-for-tennessee-homeschoolers-hb-1729-signed-into-law>

Dave Dentel

April 29, 2026

HOMESCHOOL GRAD DENIED COSMETOLOGY LICENSE

<https://hslida.org/post/homeschool-grad-denied-cosmetology-license>

Dave Dentel

May 11, 2026

FLORIDA OFFICIAL THREATENS TO FINE BUSINESS OVER TEEN VOLUNTEER

<https://hslida.org/post/florida-official-threatens-to-fine-business-over-teen-volunteer>

Dave Dentel

May 05, 2026

HOMESCHOOL FREEDOM TAKES A HIT AFTER WAVE OF BAD LEGISLATION

<https://hslida.org/post/homeschool-freedom-takes-a-hit-after-wave-of-bad-legislation>

Will Estrada, Esq.

April 13, 2026

QUENCHING A DREAM: FIREFIGHTER ACADEMY REFUSES TO ENROLL GRAD

<https://hslida.org/post/quenching-a-dream-firefighter-academy-refuses-to-enroll-grad>

Dave Dentel

April 08, 2026

HOMESCHOOLED BROTHERS BUILD SUCCESSFUL CONTRACTING BUSINESSSTUDENTS

<https://hslida.org/post/homeschooled-brothers-build-successful-contracting-business>

Will Estrada, Esq.

April 01, 2026

H.B. 2827, A TEXT, AND THE REST OF THE STORY!

<https://hslida.org/post/hb-2827-a-text-and-the-rest-of-the-story>

Dave Dentel

March 30, 2026

IGNORING LAW, DISTRICT THREATENS MOM WITH TRUANCY

<https://hslida.org/post/ignoring-law-district-threatens-mom-with-truancy>

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March 23, 2026

DISTRICT BLOCKS 18-YEAR-OLD FROM AP EXAM, SAYS SHE’S AGED OUT

<https://hslida.org/post/district-blocks-eighteen-year-old-from-ap-exam-says-shes-aged-out>



NEUROEDUCATION IN SCHOOL: PRINCIPLES OF NEUROSCIENCE

Neuroeducation implies understanding how a child's brain works and how the nervous system affects their learning.

Neuroscience studies applied to schooling have been essential both for teachers to innovate in pedagogical strategies and for parents to create more favorable conditions for their children's learning.

This article presents eight principles of neuroscience in action to help children learn in the classroom. As a strategy for writing the article, I will use a study conducted by the Social Service of Industry (SESI) of Brazil, which is now part of the National

Network of Science for Education (Rede CPE), an association that integrates Brazilian researchers and laboratories from different areas that develop research to improve educational practices and policies.

The following principles also contribute to the transformations of education over time:

1. Learning changes the brain: Neuroimaging tests have found that our brain changes both in structure and in functioning as a person learns new skills such as reading, writing, counting, practicing a new language, etc. This is due to neuroplasticity and the brain's ability to reorganize itself and form new brain synapses with each new learning or experience acquired throughout life. For this

reason, students need to know that intelligence is malleable and that it is always time to learn, regardless of the difficulty they have with a given content. Research in the field of neuroscience reveals that when students understand that their intelligence is malleable and that learning changes the structure of their

brain, they can renew their self-confidence and motivation to study.

2. How we learn is unique: Although each of us has the same set of neural circuit (linked to attention, motivation, motricity, language, reasoning, etc.), how each person's brain connects to these circuits is different, as it depends on the set of experiences inherent to how each person learns and experiences learning. Each student has a different type of neural circuitry that influences their performance and learning.

Thus, a classroom with students of the same age does not necessarily mean that everyone will learn in the same way. For this reason, it is necessary to awaken everyone's interest, investigating their previous knowledge, what they like to do most, their desires, and their curiosities. Diversifying pedagogical practices, as well as teaching resources, are alternatives for each student to put into practice their way of learning.

As the teacher manages to connect with the students, the easier it will be to connect the interests of the class to the concepts of the school curriculum.

3. Social interaction is conducive to learning: We are social beings. Learning by observing others is not as effective as learning by interacting with others. In a classroom, the exchange between teacher and student generates changes in each person's cognitive processing, and this is evident when the teacher needs to modify the lesson plan because of a doubt presented by a student. Learning occurs all the time, whether between students or groups of teachers. This way, a new neural construct is developed in the brain for each new learning. The neural circuits activated by social interactions have connections with the reward system, which triggers motivation, essential for quality learning!

4. The use of technology influences the processing and storage of information:

The teacher, when using smartphones, laptops, and tablets, as a pedagogical tool, first needs to ask himself/herself "What are the benefits and drawbacks that information technologies offer to students in the classroom?"

The indiscriminate use of these devices in the classroom can cause distractions and multitasking behaviors in students in a way that impairs their ability to focus and pay attention. For technology to be used to benefit learning, support and guidance are needed. It is necessary to guide the student on how to use selection strategies and identify inaccurate news when researching and seeking information, for example. Another important tip is to develop deep readings with students.

Students need to use cognitive strategies that allow in-depth reading, not only in printed texts but also on screens.

5. Emotion drives learning: In the human brain, reason and emotion are processes that work interdependently to allow our best adaptation to the environment.

From a neuroscientific point of view, it is impossible to build memories, carry out complex thoughts, or make meaningful decisions without emotion. That is why they are so important for human development and learning. In the classroom, "what" the student feels and "how" he feels about what is being taught will directly impact his learning. Leading him, for example, to pay more attention (or not) to the content of the class, to ask (or not) questions, and to dedicate himself more (or less) to his studies. This is how emotion guides learning. On the other hand, emotions that trigger episodes of stress and anxiety in students impair learning. Working with emotions in the classroom, and incorporating socio-emotional learning into pedagogical practice, means considering students in all their dimensions. It is about understanding and valuing the way students perceive themselves, interact, and perceive learning.

6. Motivation puts the brain in action for learning: Motivation is associated with the activity of brain areas that analyze the value of a given experience and also whether it is rewarding enough to be repeated and maintained over time. In learning, this process occurs when the student decides to dedicate more time to studying certain content.

A tip to stimulate motivation in students is to arouse their curiosity through thought-provoking questions in the classroom. Remember that every research project starts with a question or a problem!

Research indicates that when something truly awakens curiosity, brain regions associated with motivation and memory are activated. In other words, curiosity can be a great motivator that makes the brain want to learn.

7. Attention is the gateway to learning: Attention is the gateway to learning. It is through this that the brain is able to filter the necessary and relevant information for our knowledge. Without focus and attention, we cannot filter the information necessary for learning, and consequently, we cannot learn. But the challenge of attention is to maintain concentration, and this involves emotion. For this reason, it is essential that the learning content has value and meaning for the student.

This was proven through research in which, using electrophysiology techniques, they observed that when adolescents were presented with stimuli they considered more "interesting," areas related to selective attention were influenced by brain areas related to motivation. Thus, the study demonstrated that more interesting stimuli increase attentional focus.

8. The brain is not multitasking: Although the modern world values multitasking behavior in people, neuroscience has proven that the brain is not multitasking, alternating its attention on one stimulus at a time when performing a task.

Simultaneous tasks require the brain to compromise the same brain area, the prefrontal cortex, responsible for working memory. Thus, carrying out multiple tasks when studying can compromise academic performance and the reading comprehension, for example. Other harmful factors include difficulty maintaining focus, mental fatigue, working memory overload, and difficulty retaining the content studied.

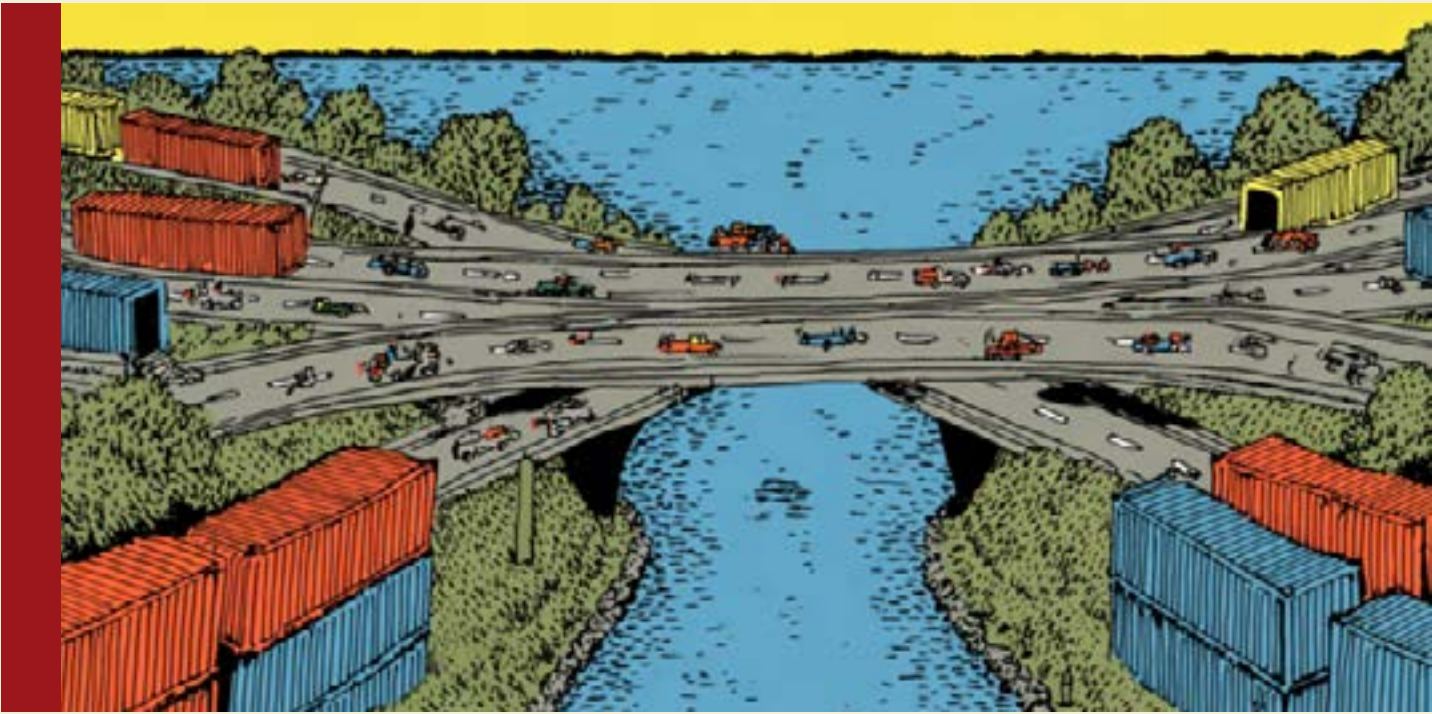
In order to make students understand the harm of multitasking behavior, it is necessary to explain to them that the greater the number of activities they are doing, the greater the level of distraction. In practice, this means avoiding using social media while studying and only using it again during the break between classes. cannot filter the information necessary for learning, and consequently, we cannot learn. But the challenge of attention is to maintain concentration, and this involves emotion. For this reason, it is essential that the learning content has value and meaning for the student.

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The educator’s work can be more effective when he/she understands how the brain learns, what motivates learning, and how it better captures attention—in short, how stimuli and social interactions impact the learner’s formation. The brain is the organ of learning, and neuroeducation aims to provide scientific evidence of how the brain learns more effectively in the classroom. Hence the importance of neuroeducation for the student’s academic life and for the teacher’s teaching process.

Source:
Serviço Social da Indústria. Departamento Nacional.
Neuroscience and education: looking out for the future of learning / Serviço Social da Indústria, Ana Luiza Neiva Amaral, Leonor Bezerra Guerra;
translation Mirela C. C. Ramacciotti. Brasília : SESI/DN, 2022.





SUNDAY, MAY 17, 2026
JAKE SCOTT

cuador and Colombia are forced to call a tariff truce.

Good Trade Deals Make Good Neighbors

Chances are, if you’re involved with or even mildly interested in politics, you’ve seen *The West Wing*; and, if you haven’t, you should probably watch it. At the very least, watch Season 2, Episode 16, “Somebody’s Going to Emergency, Somebody’s Going to Jail.” In the midst of a protest against the expansion of the World Trade Organization, White House Communications Director Toby Ziegler delivers a little soundbite that has been shared a lot in recent years:

You want the benefits of free trade? Food is cheaper. Food is cheaper, clothes are cheaper, steel is cheaper, cars are cheaper, phone service is cheaper. You feel me building a rhythm here? That’s ‘cause I’m a speechwriter and I know how to make a point. It lowers prices, it raises income. You see what I did with “lowers” and “raises” there? It’s called the science of listener attention. We did repetition, we did floating opposites, and now you end with the one that’s not like the others. Ready? Free trade stops wars. And that’s it. Free trade stops wars! And we figure out a way to fix the rest!

Toby’s “one that’s not like the others”—free trade stops wars—is a bit more simple than the nuanced reality of international trade’s impact on nations’ relations with one another; but it certainly seems as though the institutions, if not the principles, of free trade have actually managed to resolve diplomatic tension between two Latin American countries—Ecuador and Colombia.

After a recent Andean Community (CAN) ruling, Ecuador and Colombia have been forced into a climbdown from an escalating trade war that has been heating up since

the beginning of 2026. The escalation began in January when Daniel Noboa, President of Ecuador, announced a 30% tariff on all Colombian products—labeling it as a “security fee” given Colombia’s “failing to contain illegal mining and the trafficking of cocaine” and citing the Colombian government’s apparent “lack of reciprocity and firm action” on border drug trafficking. In return, Colombian President Gustavo Petro denied the accusations and promised a retaliatory, equivalent 30% tariff on all Ecuadorian goods, whilst also temporarily suspending electricity exports.

While the situation stayed at this point throughout February while the tariffs were themselves implemented, Ecuador raised the tariffs in March to 50% on Colombian exports, increasing yet further to 100% by the beginning of April, and coming into effect on May 1st.

The escalation, at this stage, took on an intensely personal turn: the increase to 100% came after Petro publicly called Ecuadorian Vice President Jorge Glas a “political prisoner,” after he was imprisoned following a controversial raid on Mexico’s embassy to Ecuador in the capital of Quito. Simultaneously, Colombia formalized differentiated tariffs across 190 Ecuadorian products, in steps of 35%, 50%, and 75%.

Finally, in an attempt to cool everything down, the Andean Community ordered both countries to end all reciprocal tariffs within ten business days on May 8, 2026.

The order followed the CAN ruling that the measures imposed by each had violated the Cartagena Agreement of 1969, as well as the principle of intra-community free trade. But the disagreement between the two countries is not economic only; politics, as ever, has played a major role in this escalation. Noboa, whose party the National Democratic Action (ADN) is right-leaning and generally more conservative, has sought increasingly closer relations with US President Donald Trump whilst alienating the socialist Petro (who was elected in 2022 as Colombia’s first left-wing president) over the region’s drug trafficking problem.

CAN, formed in 1969 following the Cartagena Agreement and composed of Bolivia, Colombia, Ecuador, and Peru—since then expanding to include Argentina, Brazil, Paraguay, and Uruguay as associate members and Chile leaving in 1976—is explicitly set up to deal with trade in goods and services, the regulation of a customs union between members, a common market, and even foreign policy.

Originally called the Andean Pact, CAN was driven by a desire for regional economic self-sufficiency and protection from larger global powers, at a time when the Latin American nations really were members of the “Third World,” caught between the Free World and the Soviet Bloc and its allies.

As a result, it not only has the authority and power to rule on trade conflicts between members, but also has precedence over national law and applies directly without requiring further ratification. Evidently, it cannot address the political conditions that lead to such crises as that between Ecuador and Colombia, but it can at the very least force the two nations to cease escalations.

At a time when the barriers to trade are going up, and the most recognizable trade bloc in the world—the European Union—is overregulating the economies it was established to safeguard and facilitate trade between, the ruling by CAN is a welcome reminder that free trade is one of the most effective guarantees of international peace in history. The EU is a particularly egregious example of this squashing of trade: in the space of five years between 2019 and 2024, around 13,000 acts were created in the EU (compared to roughly 3,500 laws from Washington, DC). Likewise, Meta dedicated something in the region of 600,000 engineering hours and over 11,000 employees to compliance with the EU’s Digital Markets Act.

CAN may not be able to resolve the political conditions that led to this trade war escalation; it will evidently struggle to combat regional drug trades, it does not by itself inculcate respect for the rule of law, and it certainly cannot prevent the Colombian President making comments on the legality of Ecuador’s own internal politics. Nevertheless, CAN is at least able to remove the friction between nations and their economies through institutionalization of free speech, and fostering a culture of international trade.

Source: The Foundation for Economic Education (FEE) <https://fee.org/>



MONDAY, MAY 18, 2026
ANTHONY VELASQUEZ

What Seattle's gig law got wrong.

Higher Pay, Fewer Trips

According to researchers at Carnegie Mellon University analyzing Seattle's law in a National Bureau of Economic Research study, the average base pay per delivery jumped from about \$5.37 to \$12.52, but tips fell so much that more than one-third of that gain disappeared, and monthly earnings for highly active drivers were virtually unchanged after the first month.

When the city raised the required base pay per delivery, platforms adjusted pricing and interfaces to offset the higher cost. Delivery fees went up, and customers tipped less and, in some cases, ordered less often.

The higher guaranteed pay per trip also attracted more drivers onto the platforms, which is a predictable response in any open-entry market. But when more workers compete for a limited number of orders, each driver gets fewer trips. Highly active drivers completed roughly 20% to 30% fewer deliveries per month, even as their pay per trip increased. Their total earnings flattened after an initial bump, and their utilization fell as idle time increased, with the share of active time spent actually delivering dropping by about 11% and wait times between orders rising by roughly five minutes. What looks like a wage increase is really just a reallocation of the same work.

Seattle's experience reflects a broader pattern. California's Assembly Bill 5 tried to address similar

concerns by forcing many independent contractors into traditional employee classifications. It was sold as a way to provide more stability and benefits, but it made many forms of flexible work harder to sustain. Companies reduced opportunities, restructured operations or exited certain markets because the new rules made the economics less workable.

Pacific Research Institute economic Wayne Winegarden has documented the effects of these independent contractor regulations, finding that AB 5 virtually outlawed gig work for many Californians and reduced entrepreneurial opportunities, especially for low-income communities and communities of color. To attempt to reduce the damage, the Legislature exempted more than 100 job categories from AB 5's rules—and voters exempted rideshare drivers.

These policies are now colliding with a separate effort at the federal level. The recent "no tax on tips" provision allows many workers, including app-based drivers, to deduct a capped amount of their tip income from federal taxes for a limited period, based on the idea that lowering taxes on tips lets workers keep more. Tips have long been a major part of earnings in service work and gig delivery, so the change should help. Because the state of Washington does not tax wage or tip income at the state level, any benefit for Seattle drivers comes entirely from the federal deduction, not from state conformity.

When policies push compensation away from tips and toward higher base pay, they reduce the share of income that qualifies for favorable tax treatment and increase the portion that is fully taxable. The result is that take-home pay remains flat or even declines, despite both local and federal efforts aimed at increasing it.

If the goal is to help workers earn more and keep more, the focus should be on preserving the conditions that allow income to grow: open access to work, room for platforms to adjust without heavy-handed mandates and tipping as a meaningful part of compensation.

It also means recognizing that tax policy and labor policy need to work together rather than at cross purposes. That is the core lesson for a Free Cities Center approach: cities that protect flexible, voluntary work arrangements and resist AB 5-style micromanagement will do more to improve gig workers' prospects than cities that try to centrally plan their pay.

Seattle's experience offers a clear warning. Changing the rules around pay can shift where income comes from, but they do not guarantee that workers will be better off. If the objective is to improve outcomes for gig workers, the path runs through flexibility, competition and aligned incentives, not through attempts to centrally plan how their pay is structured.

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Source: The Foundation for Economic Education (FEE)

<https://fee.org/>





JENNIE JONES Jennie Jones is a former professional ballerina, turned homeschooling mom of four, turned education entrepreneur.

Curiosity Isn't Enough (But Control Isn't, Either) Common?

In a recent interview, David Bidler, founder of the non-profit Physiology First, asked an important question: Should our brains follow what they are interested in, or what we are told to pay attention to? One could argue that this is the central question that defines the variety of educational philosophies in our world today. It is essentially asking, “Who leads? The teacher or the student?”

I started my agile learning community (a center for self-directed learning) two years ago, feeling pretty adamant that the answer to that question was the child. However, after four years of unschooling my own kids, and two years of running my community, I am convinced that this is a false dichotomy. The middle place I am trying to land is relationship-centered learning, where both the mentor and mentee’s experience is valid and useful.

Four years ago, when I first told my kids that our new homeschool plan was to learn the things we are interested in, I envisioned that they would naturally get curious about things that fit into nice subject boxes like math, science, and reading—things that would look like my childhood school days. Instead, the question that came up right away was: “Does Minecraft ‘count’ as an interest?”

The kids didn’t ask that question, but I did. Over and over. Should kids’ brains really follow what they are

interested in?

This is a centuries-old question, but asking it in our modern, attention-driven economy is perhaps more nuanced than it was for the pioneers of the child-led learning movement. Handing kids full autonomy to follow whatever captivates their interest now feels a bit like selling them to the loudest bidder.

I am not a neuroscientist, but I have read enough to understand a bit about how our brains, with their novelty-seeking reward pathways, are naturally drawn to engage with our digital devices. And sure, there is a lot we can discover and even “learn” on digital platforms. However, the skill of processing and assimilating that information into applicable uses in our lives is mostly an off-screen task requiring our higher-level thinking, focus, and sustained effort. I can’t tell you how many amazing skills I have “learned” from Instagram that I still struggle to use—or even remember, for that matter.

One of the criticisms of traditional, teacher-led instruction is that kids are incentivized to memorize and regurgitate, making it difficult for deeper engagement, real-world application, and long-term retention. On the other end of the spectrum, allowing unfettered access to the Internet and calling it “educational” possibly gives kids a similar barrage of new (and often disjointed) information. It is interest-led and “self-directed”

(although I would probably call it algorithm-directed), so kids appear engaged. But how much is retained? What part is applied? When the project is harder than the video looks, do we sustain effort long enough to troubleshoot, or do we just go back to scrolling for something else new and flashy? Do kids even try the experiment? After all, they just saw it unfold before their eyes in living color. And there’s plenty more where that came from.

We live in the tension of two truths: Kids learn best when they can engage with something that interests them, and kids today are bombarded with constant digital novelty bidding for their attention.

I have found that while I believe strongly in giving kids space to explore their interests, my goals as an educator are twofold:

I want kids who are capable of following their curiosity and sustaining attention and effort to get to the deeper levels of meaning or higher-level skills within their interests.

I want to teach kids how to persevere when something stops being fun because they still want what is on the other side of the hard or the boring.

In our attention economy, I really want kids to know how to direct their own attention. This requires getting clear about what they want, making some sort of plan to get there, and then maintaining focus long enough to follow through on the plan.

One thing I love to teach my kids is that good questions lead to better ones. If we stay stuck in the false dichotomy of teacher versus student, we miss the more important question: How do kids learn to direct and sustain their attention?

An algorithm keeps a child engaged—that’s its goal. It can appear to be sustained attention. A mentor’s goal is actually the opposite: to help the child no longer need them. So curiosity is not enough, but control isn’t, either.

Curiosity is natural and easily led by the child. But focus and sustained effort are skills, and they don’t develop on their own. They require supported practice in the right environment. Kids need someone who can ask good questions, model reflection, and help them break big ideas into manageable steps. Over time, when extended in a caring relationship, that external guidance becomes the internal voice of a self-directed learner. That is the relationship-centered dance led by a guide who knows when to lead and when to follow.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



KERRY MCDONALD

“I love the microschooling model because it allows us to have a stable school community that provides our students with structured and predictable routines while also being flexible enough to meet the needs of each individual student,” said Michael Parsons.

In West Virginia, Microschools Come With Hope

When Michael Parsons envisioned his Montessori-inspired microschool in Charleston, West Virginia earlier this year, he knew that he wanted to create an intentionally small learning environment where each child’s individual strengths could be nurtured and needs could be met. He also valued a mixed-age classroom model, similar to a one-room schoolhouse, where young people could be in community together while working on academic content tailored to their learning level. Ample time hiking outside and walking to various local sites, such as the public library, were also key priorities.

Parsons pieced all of that together when he opened Vandalia Community School this fall in a cozy rented church space adjacent to a trail system near Charleston’s vibrant community resources. Parsons, who most recently taught at a community college, gravitated to the microschooling model which has been gaining popularity across the country and has been recognized by the West Virginia legislature as a specific educational approach.

“I love the microschooling model because it allows us to have a stable school community that provides our students with structured and predictable routines while also being flexible enough to meet the needs of each individual student,” said Parsons. “I think that microschooling presents a unique opportunity in a state as geographically isolated as West Virginia. It’s a

structure that allows individual communities to envision and implement diverse educational models without exorbitant funding requirements or the need for high enrollment.”

Vandalia currently serves 10 students with two teachers. Parsons says he will likely cap enrollment at about 20 students to retain the small, personalized learning setting that he believes sets microschoools apart from more traditional schools. He expects to open additional small schools as parent interest grows.

Like other microschoools, Vandalia’s tuition is a fraction of the cost of traditional private schools. With West Virginia’s new education savings account program, Hope Scholarship, distributing \$4,300 in state-allocated funding to almost every West Virginia K-12 student beginning next month, programs such as Vandalia become even more accessible to more families. (Children who are homeschooled or already enrolled in a private school are currently not eligible for the Hope Scholarship.) When the Hope Scholarship program was delayed in the court system over the summer, Parsons announced that he would provide private scholarships up to \$4,300 to the families in his microschool who were relying on that Hope Scholarship amount.

Microschoools have been sprouting across West Virginia and run the gamut of educational philosophies and approaches, from Montessori-inspired programs like Vandalia to classical education models, and include both secular and faith-based options. Microschoools were gaining popularity prior to 2020, but interest in these smaller, more customized learning settings has soared over the past couple of years of pandemic-related education disruption. Some estimates suggest that up to two million students across the U.S. are currently attending microschoools full-time.

Jamie Buckland has been supporting the emerging microschool movement in West Virginia and helping to activate more education entrepreneurship and innovation in the state. “The youth of West Virginia deserve access to learning environments that meet them where they are and foster curiosity and confidence now,” said Buckland, who runs the non-profit West Virginia Families United for Education (WVFUE). “Because of the flexibility and agility this model offers, our microschool leaders are finding they can respond accordingly to meet this increasing demand.”

Melissa Mohr has witnessed this increasing demand first-hand. Mohr worked as a teacher and administrator in a traditional private school for nearly 20 years until deciding to launch her own microschool, City on a Hill Christian Academy, this fall in Bridgeport. Her microschool now serves 49 children from elementary school to high school, and parent demand continues to climb. “It is like homeschooling,” said Mohr. “I sit at the table with the students. It’s a more relaxed atmosphere. We take Fridays off and the students work from home. I’m seeing so much growth in the kids.”

Microschoools allow for more flexible schedules and hybrid homeschooling approaches, with a tailored curriculum and close family involvement. Microschool students in West Virginia are assessed annually using either standardized tests or portfolio reviews, but they avoid the curricular and structural rigidity of traditional public and private schools.

“We started this year as a microschool because that is what got us off the ground quickly, but now we’re not going back. We don’t want to be a private school,” said Mohr.

Advocates of parental choice in education hope to encourage the expansion of microschoools and similar education models, particularly in West Virginia where school choice policies such as Hope Scholarship make these models accessible to more families. “The momentum for microschooling in West Virginia is an immensely promising development for this state, and it’s an indication that individuals in West Virginia recognize not only the problem, but more importantly, the solution,” said Garrett Ballengee, executive director of the Cardinal Institute for West Virginia Policy that championed the passage of the Hope Scholarship program. “Student-focused education is at the core of the micschooling movement, and the proliferation of this educational model will serve generations of students in West Virginia well.”

As more states introduce or expand education choice policies, like Hope Scholarship, that enable funding to follow students, parents gain greater opportunities to find the best educational fit for their children. Making it easier for microschool founders and other education entrepreneurs to start or scale their organizations can help ensure the success of these choice policies. Parents may have access to additional funding in some states, but if there is a limited supply of programs at which to use those funds, then choice policies may not achieve their full potential. Advocates in Utah are already tackling this issue, and those in West Virginia are also exploring ways to reduce regulatory burdens that can prevent education entrepreneurship from flourishing.

Despite startup obstacles, entrepreneurial educators in West Virginia and elsewhere are moving forward to imagine and build innovative education options that meet the needs of more families. For West Virginians like Ballengee, it’s exciting to see. “From where this state was just a few years ago to where it is now in terms of education options is a bit like going from the Flintstone car to a Tesla in relatively no time at all,” he said. “It is proof that if the state simply gets out of the way, individuals will build a better path all on their own.”



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Avoiding Burnout As a Microschool Founder

At the end of 2024, the National Microschooling Center performed a sector analysis on American microschools. The report used data from 400 microschools across 41 states to determine the outlook of this growing movement. Interestingly, they found a 50/50 split between current founders who are brand new to running a business, and those who have started at least one other business before starting their microschool. There was a similar outcome among prospective microschool founders, with 51% stating that this would be their first business venture.

If this trend continues, half of all microschools will be run by people who are learning business as they go. What an amazing model for the kids in their schools—creative problem-solving, willingness to try new things, tenacity, and lifelong learning! However, it can be a huge undertaking to be a first-time entrepreneur, especially while caring so deeply for the well-being of your students.

Entrepreneurs tend to wear many hats. A startup business struggles with capital, both human and financial, and therefore, the founder often tries to manage the bulk (if not all) of the aspects of running the business. As a general pattern in business, one survey found in 2024 that 49% of startup owners were considering quitting due to burnout. Rather than getting burned out, let me offer you a

framework that protects your mental health by keeping you working in the areas that give you joy and energy. In his book *The 6 Types of Working Genius*, Patrick Lencioni offers a unique approach to building a leadership team. Whether your school is already open and seeking to grow, or you are just starting out on your microschool journey, the more you can keep yourself working in your areas of genius by outsourcing your working frustrations, the more longevity you will have as a founder.

The following is a list of possible jobs that need to be done when opening a microschool, based on Lencioni’s working genius framework. You may find that certain job descriptions give you energy and joy, while others feel more taxing. You can take Lencioni’s short assessment if you would like a more in-depth analysis of your personal profile.

1. The Visionary

Working Genius: Wonder

- Asks the big questions about how learning should feel, look, and sound.
- Imagines what is possible: “What if we learned outside, had a school on wheels, let the kids pick their projects?”
- Prays, meditates, or journals on the purpose and calling of the school.
- Defines the mission and vision of the school and regularly filters ideas through that lens.

2. Program Evaluator

Working Genius: Discernment

- Filters project proposals (curriculum, partnerships, parent feedback) for alignment with the school’s core values.
- Senses the right people to invite into the space according to values alignment and school needs: hiring, family interviews, etc.
- Uses intuition to make timely decisions without needing all the data.

3. Program Designer

Working Genius: Invention

- Creates the systems to support the vision and mission: rhythms and schedules, learning experiences, environment and other tools.
- Designs the space and learning environment specific to the model employed.
- Creates branding and messaging to convey the mission and vision.
- Finds creative solutions to problems as they arise.

4. The Rally Leader

Working Genius: Galvanizing

- Builds community by inviting families into the space, hosting open houses and information meetings, or engaging online.
- Communicates the mission and vision of the school clearly and passionately, whether online or in person.
- Seeks out partnerships for funding, volunteers, and donations.
- Energizes the team or the student body to build momentum on initiatives.

5. Operations Support

- The first to ask, “How can I help?” in the early messy stages.
- Arrives early and stays late to get things running smoothly.
- Listens to families, helps them feel welcome and seen, and responds to needs as they arise.
- Task-driven, offers help freely, and works most of the daily operations.

6. Project Completion Specialist

Working Genius: Tenacity

- Follows through on important tasks like legal compliance, licensing, insurance policies, zoning laws, and reporting.
- Finishes applications for funding sources like grants and ESAs.
- Builds systems for tracking student records, billing, and budgeting.
- Creates systems for seeing school projects (possibly related to students or staff) through to the finish line.

What I love about this framework is that it gives me permission to have things I’m not good at or don’t enjoy doing, and reminds me that there are people who thrive in different roles. As Lencioni teaches, “Success requires us to understand the areas where we shine as well as those where we don’t.”

If I have the financial ability, I outsource my working frustrations. That can be a freelancer handling one specific project or task, a subscription software that makes the task more automated, or a hired employee. If I don’t have the means to hire it out, I can leverage AI tools to break it down into subtasks that feel more manageable, or even let AI do some of it for me. I can choose to be efficient rather than perfectionist in that area, or make it more enjoyable by moving it into the realm of my working genius.

Next time you are feeling weighed down by a necessary task, recognize it as a sign that you are working in your zone of frustration. Try giving yourself a “break” by switching to a task in your zone of genius. You will continue to build momentum, and then carry that renewed enthusiasm into the more challenging items on your to-do list.



KERRY MCDONALD

The ubiquity and widespread acceptance of homeschooling as a valid educational option for American families can obscure the fact that homeschooling freedoms were hard-fought.

Celebrating a Milestone For Homeschooling Freedoms

The ubiquity and widespread acceptance of homeschooling as a valid educational option for American families can obscure the fact that homeschooling freedoms were hard-fought.

Homeschooling didn't become legally recognized in all U.S. states until the 1990s, with families who chose to teach their own children in earlier years often harassed and sometimes criminally charged with truancy. The DeJonge family of Michigan was among them. On a fall day in 1984, the DeJonges were visited at their home by the Michigan Department of Social Services telling them they were breaking the law by homeschooling. A year later, the parents were charged and convicted of educating their children without a state teaching license.

The DeJonges then endured a long legal battle, supported by the Home School Legal Defense Association, resulting in a Michigan Supreme Court ruling on May 25, 1993 that secured homeschooling rights in Michigan and removed barriers, such as teacher certification requirements, for homeschooling parents.

On that same day, the Michigan Supreme Court also ruled in another case, *Clonlara v. State Board of Education*, that similarly expanded homeschooling rights throughout the state. That case against the Michigan State Board of Education was brought by Pat Montgomery, who founded the Clonlara School in 1967

and had adapted Clonlara's materials for the many at-home learners throughout Michigan and the U.S. who were attracted to the school's learner-centered, secular approach. Today, Clonlara serves more than 2,000 students through its online school, as well as additional students at its on-campus location in Ann Arbor.

After teaching in both Catholic schools and public schools, Montgomery grew disillusioned with the coercive nature of conventional schooling. "I didn't think that anywhere I taught was a proper atmosphere for children. Their opinions were not respected. They were never sought," Montgomery, now in her late-80s, told me in a recent interview.

Inspired by A.S. Neill, who founded the celebrated, self-directed Summerhill School in England in 1921, Montgomery built Clonlara as an alternative to traditional schooling that would encourage choice and autonomy.

From the beginning, Clonlara's educational philosophy resonated with many families, including those who lived far from the school's Ann Arbor location. They wanted to access Clonlara's curriculum as homeschoolers. Montgomery found it troubling that those homeschooling parents in the 1970s and 1980s weren't freely able to educate their children as they chose.

She filed her lawsuit against the state board of education in 1985, arguing that the board's rule-making procedures were unjust.

"I think that's where the great indignance came from," Montgomery's daughter, Chandra Montgomery Nicol, said of her mother's work in bringing the lawsuit. "Not only are these parents qualified and able in their own right as parents, you, Department of Education, can't enforce your rules against them. Only the legislature can bring those rules. And that's what the judge decided was true," said Nicol, who was Clonlara's first student and now serves on the school's Board of Directors.

The pivotal Michigan court rulings 30 years ago, in both the DeJonge and Clonlara cases, as well as a third case related to homeschooling rights, were among the last in a long line of consequential legal decisions throughout the U.S. guaranteeing homeschooling rights for all American families who wanted that option.

"The court's decisions represented a milestone in the educational freedom movement," said Molly Macek, director of education policy at Michigan's Mackinac Center for Public Policy. "They solidified homeschool rights and recognized a parent's right to choose how and where they educate their children. Empowering parents in the learning process allows them to provide the best possible education for their children."

As homeschooling has moved from the margins to the mainstream over the past two decades, and especially over the past three years of education disruption, today's homeschooling families benefit from the courage and perseverance of pioneers like the DeJonges and Montgomery.

Among those beneficiaries are the more than 100 Detroit homeschooling families who are members of Engaged Detroit, a homeschooling resource center launched by Bernita Bradley in 2020. What started as a small, informal support network for pandemic homeschoolers has grown to serve more than 200 learners throughout the city, offering homeschooling classes and activities, curriculum and assessment materials, and access to one-on-one coaching with an experienced homeschooling parent.

One such coach is Marla Wellborn, who began homeschooling her two children 30 years ago—just after it became fully legal to do so in Michigan. "We made that choice because we didn't have faith in the system," said Wellborn. One of her children is currently completing a Ph.D. at Vanderbilt University, while the other attended the University of Michigan and is a full-time minister. Wellborn now works with Engaged Detroit families, including Jayne Jackson, a birth and death doula, who homeschools her daughter and appreciates the encouragement and guidance that veteran homeschooling parents like Wellborn provide.

Today's homeschooling parents can choose from a variety of educational philosophies and curriculum offerings, participate in a growing number of microschools and hybrid homeschool programs, gain support from places like Engaged Detroit, and customize an educational approach that meets their children's individual needs and interests.

More than 50 years after founding Clonlara, and 30 years after helping to secure homeschooling rights in Michigan, Pat Montgomery is optimistic about the future growth of education options for families. She is particularly hopeful that more empowering, individualized, learner-centered models like Clonlara will continue to spread. "We have to trust each other, and we especially have to trust our children," said Montgomery.

Her daughter Chandra agrees, acknowledging that both adults and children need autonomy and choice in order to flourish: "What we need to learn—what we need to be creative, confident humans—is autonomy. We must have autonomy. We must be able to make our own choices."

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Source: The Foundation for Economic Education (FEE)

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KYM KENT

Kym Kent is an Entrepreneur-In-Residence at FEE. She is a veteran homeschool mom, self-proclaimed Homeschool Mythbuste

Maryland Homeschoolers Right to Play: Could 2026 Be THE Year?

However, Maryland is one of several states where homeschoolers are not permitted to participate in public high school athletics. In Maryland, homeschooled student-athletes have limited options and must choose from fee-based private organizations such as the Boys and Girls Club and other community-based sports teams, or find private schools willing to accept homeschoolers in their athletic programs. For a number of years, my children played sports through a community team sponsored by Mt. Oak Church. The Mt. Oak Saints were part of the Greater Metropolitan Christian Athletic Conference (GMCAC), a collective of approximately 15 private Christian schools offering recreational, yet competitive, tournaments in soccer, basketball, volleyball, and flag football. GMCAC was an integral part of the homeschool athletic experience in our community until the pandemic hit, and sports programs throughout the nation were forced to shut down. While some programs emerged from that period intact, others, such as GMCAC, struggled and never fully recovered. Still others never reopened, limiting the availability of quality athletics programs.

Currently, community athletic groups vary widely in terms of available sports and level of competitiveness. In the Washington, DC, Metropolitan area, organizations such as the Laurel Boys and Girls Club offer spring cheer,

flag football, and soccer for elementary and middle school children. The Prince George's County Boys and Girls Club offers basketball, soccer, football, baseball, kickball, track and field, and cheerleading to elementary and middle school students. Similarly, DMV Marksman Soccer has a co-ed program for elementary and middle school students.

The challenge, however, is that many of these private programs end at middle school. Moreover, most of these programs compete at a recreational level and have limited offerings. While DMV Marksman does offer competitive travel teams, they are only open to middle school students. The Savage Boys and Girls Club offers highly competitive high school travel teams, but only for softball and baseball. Finding a wide range of highly competitive athletic teams outside of the public school system is difficult because so few exist, and those that do, can be costly. My neighbor's daughter played on a travel softball team, and he spent thousands of dollars funding her participation during her high school years. Thankfully, she was scouted while on that team and landed a partial athletic scholarship. While homeschoolers all over the country are scouted and do earn college athletic scholarships, that road often proves difficult and costly to families.

The hope of the two bills currently sitting in the Maryland chambers, and particularly House Bill 1043, is to provide access to high school sports for homeschoolers, offering a navigable pathway to competitive athletics for families who educate outside of the traditional setting.

Homeschooling and unconventional learning have never been about opting out. Rather, they have always been about choosing something better for our students. For countless Maryland homeschooling families, these two bills represent an acknowledgment that making the choice to educate outside of the traditional setting should not mean closing doors of opportunity, especially athletic opportunity. Whether you are a homeschool parent, an educational entrepreneur reimagining what school can look like, or simply someone who believes in expanding opportunity, this moment in Maryland, along with similar moments unfolding in other states, matters. Here in Maryland, homeschoolers showed up en masse to testify in the Maryland chambers on behalf of this bill. Our hope is that the legislators listened, and this will be the year that Maryland homeschoolers earn the right to play.

Source: The Foundation for Economic Education (FEE)

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KERRY MCDONALD It doesn't look or feel like a classroom—it looks like a lounge—and that's what the kids like.

How 'The Learning Lounge' Is Bringing Educational Entrepreneurship to Arkansas

In 2023, Arkansas joined a growing list of states to pass universal school choice legislation, eventually enabling all schoolchildren in the state to find their best educational fit. The Arkansas LEARNS Act, which provides families with an education savings account (ESA) of about \$6,600 annually per child, went into effect this academic year for eligible students attending a state-recognized private school. The continued roll-out of the program to include microschooling and homeschooling students in the upcoming school year is catalyzing education entrepreneurship and expanding the supply of innovative learning options.

"Our families want choices, but they can't afford choices," said Kanesha Adams, founder of The Learning Lounge in Pine Bluff, Arkansas. Adams is helping to create those choices. She spent most of her childhood and adolescence in Pine Bluff, a city ranked among the most dangerous in the US, with one-quarter of the population living in poverty, according to the US Census. She attended the local public schools, eventually returning to the city during and after graduate school to work as a certified teacher and instructional facilitator in the public schools.

It was her time teaching in the local public schools that led her to experiment with different learning approaches. She invented fun, hands-on activities for math class to

engage her students, including many who had special needs and were on an individualized education plan (IEP). Most of her students weren't reading at grade level, so she introduced creative strategies to foster greater interest in reading by introducing more culturally relevant books, with Black and Brown characters who looked like her students. "It put me in the mindset of always doing something outside the box in education," Adams told me when I visited The Learning Lounge last week.

During the 2020–21 academic year, when education was rattled by the pandemic, Adams and her sister, who was studying to be a school counselor, began thinking about opening a microschool with Prenda, a national network that helps entrepreneurial parents and teachers launch microschools—or intentionally small and flexible, low-cost, highly-personalized learning communities. But when her sister tragically died in a car accident in early 2021, and Adams assumed care of her young niece, those plans were tabled. It wasn't until last fall, when her niece entered kindergarten in the public schools, that Adams decided to revisit those microschool plans.

"I felt like kindergarteners should love going to school," said Adams, "but many days I would drop off my niece with tears in her eyes, crying because she didn't like school.

So I started building. I asked: 'What would it look like to have a space where kids are able to get the best education?'"

She opened The Learning Lounge in October 2023 as an after-school tutoring center with plans for it to be a full-time, Christian faith-based microschool for homeschoolers this fall. Adams received a microgrant from VELA, a philanthropic non-profit organization that supports and connects education entrepreneurs who are creating individualized learning models outside of conventional schooling, and launched her program in a standalone building near the University of Arkansas at Pine Bluff. Inside, the space is calm and colorful, with a welcoming, at-home atmosphere. "It doesn't look or feel like a classroom—it looks like a lounge—and that's what the kids like," said Adams.

In February, the Learning Lounge was approved by the state as a recognized tutoring provider, enabling students to receive tutoring services tuition-free as part of the state's literacy and learning loss recovery initiatives. Adams is hopeful that she will now be approved as a microschool provider and is encouraging her tutoring families to apply for an ESA—known in Arkansas as an Education Freedom Account. Applications for microschoolers and homeschoolers opened this week.

Despite doing almost no marketing, Adams says she already has nearly 25 students planning to attend her microschool full-time this fall, and expects to quickly outgrow her current space. She says that many of the parents who are interested in her microschool have children with ADHD, autism, or other types of neurodiversity. They are looking for a smaller, more personalized, less distracting learning environment for their kids.

"I value that parents are asking for something a little different," said Adams, adding that with the LEARNS Act, more families will be able to access programs like The Learning Lounge. "I went to public schools and still love traditional public schools, but I think it's important to think of how to serve all students, and right now some of our students are being missed. I believe that access to funding will really help families have more choices."

"Microschools are bringing the original intent of the schoolhouse back," said Laurie Lee, chairman of The Reform Alliance, an Arkansas school choice advocacy organization. "We are educating children in a setting that works for them, involving their communities. LEARNS has now brought innovation to Arkansas by allowing parents to have options that they didn't before due to their zip code or income."

Adams says she hopes to launch more Learning Lounges across Arkansas in the coming years to serve more students. She may eventually operate these spaces as regular private schools rather than as microschools for homeschoolers, but that is currently a lengthy, cumbersome process that can delay the introduction of new, creative learning models. "The process is longer, with lots of qualifications and building requirements that you need to meet," said Adams. "Our students need solutions now. We can't wait. Many of our parents want to homeschool but can't because they work. Maybe someday we'll become a private school, but right now microschools are a solution for families who don't otherwise have one."

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Source: The Foundation for Economic Education (FEE) <https://fee.org/>



KERRY MCDONALD Standard schooling is the real problem.

What the Back-to-School Adderall Shortage Really Tells Us

It’s back-to-school season and that’s prompting concerns about further shortages of medications to treat attention deficit hyperactivity disorder (ADHD).

Last fall, the US Food and Drug Administration (FDA) declared a nationwide shortage of Adderall, a popular ADHD drug. That shortage is expected to worsen. According to CNBC: “Many children and young adults with ADHD often take the summer off medication and primarily rely on it during the school year. That could lead to even more demand in the months ahead that may not be met. Historically, prescriptions for ADHD medications increase as the school semester starts around the U.S.”

The CDC estimates that over 6 million children have been diagnosed with ADHD, and 60 percent of them are medicated for it. If many children don’t need their ADHD medication during summertime and then resume the use of these powerful psychotropic drugs at the start of the school year, that should send alarm bells ringing. Schooling is the problem. Indeed, as Boston College psychology professor Dr. Peter Gray asserts: “What does it mean to have ADHD? Basically, it means failure to adapt to the conditions of standard schooling.”

In his research of children diagnosed with ADHD who left a conventional classroom for homeschooling and related

unconventional learning environments, Gray found that their ADHD characteristics and behaviors ceased to be problematic and that most children no longer needed to be medicated. This was particularly true if these children learned in more self-directed educational environments that intentionally avoided the trappings of traditional schooling.

This topic is so important that I strongly recommend you listen to my podcast conversation today with Dal “Doc” Richardson, who founded BreakOut School in Utah County, Utah specifically for children with ADHD and related diagnoses. Richardson holds a doctorate in pharmacy and worked as a community pharmacist for 20 years before deciding to become an education entrepreneur. He was concerned about children—and especially boys—with ADHD being unable to flourish in a conventional classroom.

“The families that come to BreakOut School, many of them are just at their wits’ end,” said Richardson. “They find that this system has been trying to jam the square peg into that round hole and all they see are splinters occurring.”

Richardson founded BreakOut School in 2019 as an outdoor-based microschool, similar to a “forest school” model, that provides ample opportunities for unfettered movement and play, along with core academics.

He has seen extraordinary results in his students—both academically and emotionally.

From an economic perspective, we should be concerned about the shortage of Adderall, which is likely due, at least in part, to various quotas imposed on manufacturers by the US Drug Enforcement Administration (DEA) that regulates narcotics and controlled substances like Adderall. These shortages would likely not exist in a free market devoid of government meddling.

From an educational perspective, we should be even more concerned about the shortage of Adderall this back-to-school season. This signals that Adderall is being used to equip children to “adapt to the conditions of standard schooling” without questioning whether or not that’s a desirable goal. As Richardson told me, these drugs do work. Kids will conform and perform. But at what cost? What are we taking away from them when we force them to comply with the standard schooling mold?

I always trust parents first, and back them in their decisions regarding what is right for their children. But I hope that more parents who may have children with ADHD characteristics consider that standard schooling may be the real problem.

Fortunately, there are now so many more schooling alternatives for these parents to explore, including BreakOut School, which is a recognized, low-cost private school in Utah that participates in several Utah school choice programs, including the new Utah Fits All Scholarship. This recently-passed universal education savings account (ESA) program provides each K-12 child in Utah with access to about \$8,000 per year to use toward approved educational expenses, including microschools like BreakOut School whose tuition hovers right around that ESA amount. Today, more children have access to standard schooling substitutes than ever before.

Several years ago, I wrote about how Thomas Edison would have been given Adderall today. When he was eight years old, his teacher called him “addled” and by all accounts he was unable to adapt to the conditions of standard schooling. His mother found the “addled” label to be unacceptable. She removed young Thomas from school after only a few weeks and homeschooled him from then on using a largely self-directed approach. “She understood me; she let me follow my bent,” Edison recalled.[1]

Years later, as Edison was securing his place as one of America’s greatest inventors with more than 1,000 US patents—including for the phonograph, the motion picture camera, and the incandescent light bulb—a chemist working in his massive New Jersey laboratory said: “Had Edison been formally schooled, he might not have had the audacity to create such impossible things...”[2]

Today, as millions of children return to school—and some return to potent medications— it’s worth asking: Is standard schooling really worth it? Or, is there something better that will allow each child to follow his or her own bent and create those impossible things?

[1] Josephson, Matthew. Edison: A Biography. New York: John Wiley & Sons, Inc., 1992, p. 22.

[2] ibid, p. 412.



KYM KENT

Standard schooling is the real problem.

Preserving Homeschooling Freedoms Is a Perpetual Task

Earlier this month, a friend alerted me to New Jersey's bill A-5796, which was scheduled for a vote on January 5th. This bill would have required homeschool parents to meet annually with a designated representative from the school district, in part to "conduct a general health and wellness check of the child." Among the concerns with this bill was the absence of any parental protections, as parents could be separated from their children during questioning. Within two days, the bill was withdrawn, never coming to a vote, due to an overwhelming response from the New Jersey homeschooling community.

As I reflected on what happened in New Jersey, three thoughts came to mind. First, I was reminded that there will always be challenges, either direct or inadvertent, to parents' freedom to educate their children in the way they believe is best. Next, the fates of these challenges are almost always connected to the level of parental engagement on the issues in question. For homeschoolers, engagement is high. Finally, an inverse relationship is trending between restrictions on homeschooling in states that embrace and expand educational choice.

The bill presented by the New Jersey legislature and those like it in other states are nothing new. From time to time, lawmakers will present bills that on their face appear to be benign attempts to help schooled

children, but at their core, often challenge parental rights. Rarely are these bills targeted attacks on homeschoolers. Far more often, these bills are presented by well-intentioned lawmakers who, in their zeal to correct a perceived problem, overstep their authority. This was the case in New Jersey.

The first part of the New Jersey bill, and others like it, appears to help administrators answer the questions "Where are the kids?" and "What are they doing?" These are understandable questions, given that in many states, public school funding is tied to student enrollment numbers. However, the inclusion of a "general health and wellness check" goes beyond the scope of education. With no parental protections written into the bill, there were legitimate concerns regarding government overreach, especially since no other state requires wellness checks for its students, and homeschoolers would be the only group of students subject to this requirement.

Thanks in large part to strong grassroots support, the New Jersey bill was pulled and never reached a vote. In nearly every state, organizations that monitor legislative activity and alert local communities of possible threats to homeschooling and educational freedom are very active, and whenever these alerts have been sounded, homeschoolers and the unconventional learning community are quick to respond. National organizations such as Home School Legal Defense Association (HSLDA)

they successfully mobilize the unconventional educational community to respond to potential challenges to educational freedom. In 2025, Illinois families successfully halted efforts to pass House Bill 2827, the Homeschool Act, which would have tightened existing homeschool regulations by requiring parents to register/notify their local districts of their homeschooling, imposed minimum education requirements for homeschooling parents, and allowed authorities to request proof of curriculum or student work if concerns arose. Homeschooling advocates overwhelmingly responded to calls for action amid concerns surrounding parental rights, religious freedom, and the potential for criminalizing families who failed to comply.

This past year, when Connecticut drafted legislation to tighten homeschooling laws, the robust response from that state's homeschool community, which included assembling at the State Capitol, resulted in the stalling of those efforts and the disbanding of a subsequent legislative working group. In my home state of Maryland, the announcement of the State Department of Education's periodic review of homeschooling laws mobilized homeschoolers across my state to contact lawmakers, voicing concerns over any changes to the existing laws, asking that the current regulations remain unchanged.

This is the hallmark of families in the unconventional learning space. We are fiercely protective of our right to educate our children as we see fit. While we understand that things can go wrong, the reality is that the potential for wrongdoing exists everywhere, and the proper response is not to punish an entire group of people for the failings of a few outliers. When challenges and perceived threats to freedom come, homeschoolers typically reply swiftly and en masse, resulting in the preservation of these rights.

Looking around the country, as homeschooling continues to grow beyond pre-pandemic and pandemic levels, what I've noticed and been encouraged by is a trend toward deregulation, especially in those states that have embraced educational choice. This is in stark contrast to what I had come to believe in 21 years and counting of homeschooling. For years, I falsely assumed that the expansion of school choice through ESAs, tax credits, and similar legislation would encroach on my homeschooling freedom, and feared increased regulation stemming from these choice measures. However, none of that is true.

In a study conducted by Dr. Angela Watson of the Johns Hopkins University School of Education and Jeremy Newman of the Texas Home School Coalition, the data demonstrates that as school choice and ESA availability rise, not only is homeschooling not negatively impacted, but homeschool regulations actually decrease. That report states, "We find that increased homeschool student access to local public school offerings does not appear to have negatively impacted homeschool policy. We also find no evidence that public funding of private school choice has impacted homeschool policy. Indeed, we find that overall, homeschool regulation has decreased over time."

Moreover, these findings were further demonstrated in an article by Kerry McDonald, where she noted that "states with the strictest regulation of homeschooling have no private school-choice policies or general policies that allow homeschoolers to participate in public school programs, while states with these expansive policies often have the least amount of homeschooling regulation." Her article pointed to states such as Florida, Arizona, Utah, where there are minimal homeschooling regulations, and also Wyoming, where homeschooling was deregulated just prior to enacting universal choice. In these states where school choice abounds, homeschoolers are experiencing more freedom, and more resources are available to homeschoolers.

However, some of the most heavily regulated states, such as New York and Massachusetts, lack full access to school choice. My home state of Maryland is considered by some to be among the more restrictive states for homeschooling, and here, school choice is minimal, at best. We have no ESAs, we have no tax credits, and there's nothing on the horizon.

The pattern is becoming difficult to ignore. Where families are trusted with real educational options, homeschooling flourishes with fewer restrictions; where choice is constrained, regulation often follows. The recent battles in New Jersey, Illinois, Connecticut, and Maryland are reminders that parental rights and educational freedom are never permanently secured; they are preserved through vigilance, engagement, and collective action. Yet there is reason for optimism. As educational choice expands across the country, it is not eroding homeschooling freedom as once feared, but strengthening it. The future of education belongs not to rigid systems, but to empowered families who remain watchful, involved, and unafraid to defend both their children and their freedom to educate them well.

Source: The Foundation for Economic Education (FEE)

<https://fee.org/>



KERRY MCDONALD The problem with proposed ‘learning loss’ remedies is that they view more schooling as the pathway toward more learning, rather than challenging the whole notion of schooling itself.

The Solution to Pandemic Learning Loss Is Less Schooling, Not More

The latest data dump from the Nation’s Report Card reveals declining academic performance among US students. As with previous releases showing the same trend, especially over the past three years, the solution proposed by many education reformers and advocates is to double-down on the amount of schooling and school-like activities students get.

“The greatest challenge is finding extra hours for supplementary instruction,” writes the author of a recent New Yorker/ProPublica article explaining some of the strategies that have been adopted by school districts to fix alleged “pandemic learning loss.” These include “high-dosage tutoring,” longer school days, more summer school programs, and year-round schooling.

The problem with proposed learning loss remedies is that they view more schooling as the pathway toward more learning, rather than challenging the whole notion of schooling itself. Children need less schooling, more time to play, and more freedom to learn.

As Boston College psychology professor Peter Gray says in his latest Substack: “We have created a world in which children are monitored and controlled by adults nearly all the time. They are spending more time in school and schoolwork at home than ever before. Schooling itself



has become ever more rigid with ever less opportunities for play or anything creative.” Gray and his colleagues argue in a recent paper in The Journal of Pediatrics that this childhood play deprivation is contributing to the current youth mental health crisis.

It’s not that learning loss remedies don’t work. It is true that if students are subjected to more intensive drilling of schooled content, and particularly content to be measured on standardized tests, they will perform better on those tests. Last month, Education Week reported on how “high-dosage tutoring” during the school day improved student test scores.

But are those children really learning? Sure, they may be memorizing content for a test, but do they really know and retain that content?

I have been writing for years about how “summer slide” does not exist, explaining that alleged learning loss over summer vacations exposes the folly of today’s coercive schooling model. Students memorize and regurgitate schooled content during the academic year and then quickly forget it. This was certainly my experience in school, and I bet it was true for many of us.

Moreover, after we graduated from high school, how many of us really remembered much of what we had been taught? What is a covalent bond? What year did the Roman Empire fall? Chances are that the content we remember is the content that is most meaningful to us and most connected to our interests and vocations.

Now, with all the chatter about alleged pandemic learning loss in the wake of school closures and remote learning, the same tired tale is being told again. Test scores need boosting and more schooling is the answer, goes the narrative. Unlike the “summer slide” story of yesteryear, today’s pandemic learning loss interventions are flush with cash, thanks to billions of dollars in federal Covid relief funds. Questioning the underlying premise of these interventions by stating that schooling is not the same as learning, and testing is a short-term and often artificial marker of memorized knowledge, is simply not profitable.

It takes a bold paradigm shift to move away from the traditional model of forced schooling and recognize the many other, more authentic and joyful ways of being educated. Some of these ways look nothing like schooling.

In my podcast episode this week, Karema Akilah discusses the value of unschooling and self-directed education as an alternative to the conventional classroom. A former teacher in the Maryland public schools, Akilah has been homeschooling for 20 years and unschooling for the past 12. She is the founder of The Genius School and the Genii DAO application, and works with families to “deschool” by helping them to shed their assumptions about learning while embracing non-coercive, self-directed education.

“I ask parents, teachers, and kids: who do you never get to be in school?” said Akilah in our interview. “I’ve met with hundreds of families for the past three years and the answer is always the same: I never get to be free to be myself. Then when we talk about deschooling, I explain that the thing that stands in the way of children, parents, and teachers being able to be who they really want to be—which is authentic and free—are the expectations of others, the expectations of traditional school. That’s why I believe in self-directed learning.”

As Akilah explains, self-directed learning can come in many forms, from families choosing unschooling as their approach to homeschooling, to joining a self-directed microschool such as Agile Learning Centers, to enrolling in a Sudbury-model school.

Fortunately, there are now many more alternatives to conventional schooling that families can consider, and they are more accessible than ever. Education entrepreneurs like Akilah are steadily building these alternatives and challenging the schooling status quo.

Moving away from top-down, traditional models of education toward decentralized, learner-driven ones leads to deeper learning and mastery tied to an individual’s personal interests and goals.

This learning can’t be lost because it is gained through freedom, not force.



KERRY MCDONALD Creative interventions can work with their strengths.

Boys Are Falling Behind, But New School Models Can Help

It’s a tough time to be a boy in America. According to the American Institute for Boys and Men, boys on average start school academically behind girls and remain that way throughout their schooling. They graduate high school at lower rates than girls and, if they do graduate, are more likely to have grades in the bottom of the class than the top. If they go to college, which fewer of them now do, boys are less likely than girls to attain a degree. For many boys of color, these negative trends are even more pronounced. Additionally, the CDC reports that boys are nearly twice as likely as girls to be diagnosed with attention-deficit/hyperactivity disorder (ADHD), and are more often medicated for it.

These unsettling outcomes for boys are prompting parents and educators to create innovative schooling solutions that enable all children, and especially boys, to thrive.

“Honestly, it feels like a rescue mission,” said Kenisha Skaggs. In 2011, she founded Soar Academy, a first-through-twelfth grade non-traditional private school in Augusta, Georgia that today serves over 150 students—with another 200 on the waitlist. The majority of Soar’s learners are students of color, and boys make up 65 percent of the total enrollment. More than 90 percent of Soar students have at least one diagnosed neurodiversity, such as autism, dyslexia and ADHD. Soar is an approved provider for the Georgia Special Needs

Scholarship Program, enabling some students to attend the school nearly tuition-free.

“Most of them are on an IEP [individualized education plan] when they come to Soar, and the first thing you see that stands out is ADHD,” said Skaggs, adding that “it doesn’t really exist here in an unconventional classroom because movement is encouraged.” Skaggs says that nearly 100 percent of her students who arrive at SOAR medicated for ADHD are able to stop their medications entirely. The only change is their learning environment. “I think we’re stifling students when we’re asking them to sit at a desk, if that’s not who they are, as they’re growing and developing. And we’re improperly labeling them as ADHD,” Skaggs told me during a recent interview.

At Soar, students are able to move around and be supported as individuals, rather than being forced to comply with conventional classroom standards that can be developmentally unreasonable. Soar students use ADHD traits to their advantage, viewing them as strengths not limitations. “We’re encouraging that ADHD,” said Skaggs. “When we’re stamping them with a label, we are missing and even stifling the creativity that they will use to contribute to our communities. I love when I see my ADHD and my autistic boys coming to Soar because I know they’re going to do something to change the world.”

Soar is one of the many creative schooling options that has emerged or expanded over the past several years, offering a less coercive, more personalized educational environment. Some of these programs are state-recognized private schools like Soar, which also offers part-time enrollment options for homeschoolers. But a growing number of these emerging schooling models are designed specifically for homeschoolers, with both full-time and part-time enrollment options that make homeschooling more accessible to more families. The growth of these programs may at least partly explain why homeschooling numbers remain above pre-pandemic levels across the U.S., and are actually climbing in many states. Professor Angela Watson, creator of the Johns Hopkins University Homeschool Hub, finds that of the 21 states that have reported homeschooling data, 19 of them had more homeschoolers in 2023 than 2022.

One state that does not report its homeschooling numbers is Missouri, but a new report suggests that homeschooling is growing there as well. The Policy Research in Missouri Education (PRIME) Center at Saint Louis University School of Education reveals that over 60,000 students, or approximately 6 percent of the student population in Missouri, are homeschooled.

Some of those homeschoolers attend a new microschool in the St. Louis suburb of Barnhart that now serves nearly 200 students, ages 4 to 17. Launched in the fall of 2022, Off The Page Co-Learning provides flexible, hands-on learning opportunities for homeschooled students. Founder Kate Brockmeyer says the majority of students attend the microschool four days a week, including her three boys who provided the initial motivation for her endeavor.

“I started this microschool because I realized as my boys aged that the industrial education model was not designed for their needs. When I pulled them from their school their self-confidence was very low, their passions were non-existent and they were just wandering around,” said Brockmeyer. “Industrial education suffocates the interests and passions of boys because of its demands for stillness, regurgitation and testing,” she added.

At Off The Page, students spend a great deal of time outside in active play, as well as working on collaborative projects tied to their interests. What began as a small summer camp two years ago has evolved into a sought-after schooling solution for many families in Brockmeyer’s community. She’s attentive to the needs and wants of the families she serves, and is planning to add a skill-based program in January for 8 to 12 year olds, as well as a career and technical education (CTE) program for teens 13 and up.

Boys and girls attend Brockmeyer’s microschool but she finds that it’s particularly beneficial for boys. “Boys are in desperate need of learning environments that are encouraging of their strengths and not emphasizing their weaknesses,” she said.

At a moment when many boys are lagging further behind girls in school and beyond, microschools and similar learning models may provide a low-cost, innovative solution to halt this trend.

Soar’s Kenisha Skaggs urges parents to consider new and different education options for their children—and especially their sons. “Be open to trying some of the unconventional school programs and microschools. Be open to homeschool, to nature schools,” she said. “I’m so glad that parents aren’t waiting any longer. We can’t wait. We’re losing kids every day. We have to innovate right now.”

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Source: The Foundation for Economic Education (FEE) <https://fee.org/>



NASIYAH ISRA-UL

From AI to online learning, there's been a big push to highlight the future of education.

Homeschoolers and Microschoolers Describe the Benefits of Alternative Education

Since the pandemic, talks of the future of education have taken the Internet and academic world by storm. While much of the media attention has been focused on parents and institutions, there's been very little overall coverage of the learners who are participating in the educational alternatives that have emerged since 2020. However, nearly 6 percent of the US student population are being homeschooled, in addition to students learning in new alternative schools. So it's fair to say that the voices of these learners are important to maintain a clear picture of the unconventional education movement and its momentum.

I'm a homeschool graduate, so I grew up knowing that unconventional education provided me unparalleled flexibility, freedom, and personalized learning that just wasn't possible in public education. Yet I've never seen homeschooling and other alternative educational methods receive so much positive attention until recently.

Still, many are questioning whether or not these unconventional models will prove effective over time and whether the output from these alternative learning environments will equate to more success for learners. I believe that unconventional learning models have already proven themselves effective during the pandemic, and will only continue to impact the lives of

students as these models expand.

To get a student's perspective on this topic, I interviewed three homeschoolers who either attend or have graduated from a homeschool program or other non-traditional learning environment. I wanted to understand better how learners view unconventional education and how that plays into their future goals and ambitions.

1. The Freedom and Flexibility of Learning

One of the biggest benefits when I was homeschooled was the flexibility of when I learned and how I learned. If I wanted to start a business, volunteer in the community, or practice a sport or art, I could do so without being confined to a classroom for an extended amount of



time. This is exactly why Jordan Wright, a student at Cultural Roots Homeschool Co-op, is also such a fan of learning

Jordan is currently a high school student at Cultural Roots Homeschool Co-op in Richmond, Virginia. Jordan is a big fan of homeschooling and was recently featured in a documentary on the benefits of homeschooling that highlighted stories from within historically underrepresented communities in Central Virginia. Jordan is an avid environmental activist and the co-founder of a small STEM-focused business.

Jordan says that people often misinterpret her having more flexibility in her schedule as a homeschooler as a lack of academic rigor, but that's far from the case. "One thing I hear a lot is that people assume I'm not as serious about my academics and it's not as rigorous. I still take the same classes, but the time I spend on them, and the amount of unconventional classes I take makes it different. It looks much different from a traditional school."

Jordan uses the extra time to pursue her love of science, hosting classes in partnership with her 4-H Club, running her business, and staying active in her local community. Last year, Jordan was able to participate in the Black Engineering Institute at Virginia Tech. She was also a youth speaker for a special event at the Science Museum of Virginia called Up & Atom. Her organization, Cool Kids Science RVA, has hosted over 30 different workshops and events for kids in her community, including summer camps.

Being homeschooled, Jordan says she was able to take time to work on her business and expand the reach of her advocacy. Jordan is now the Henrico Youth Ambassador for Keep Virginia Clean initiative, helping to inform her community about pollution and littering and advocate for clean parks and other public spaces.

When asked who inspires her most to reach her goals, Jordan says it's her older sister, who was also homeschooled. As a homeschool grad, her sister is now a PhD student at a very prominent US university studying biomedical engineering. Jordan says her sister has "inspired me to reach for my goals, she is one of my biggest inspirations." Jordan's future goals include going to college for mechanical or environmental engineering, and she is presently looking into applying to Virginia Tech.

2. Shaping the Next Generation of Innovators



Like with Jordan, unconventional education is also paving the way for more learners to build successful businesses and develop new innovations sooner and more effectively than ever before. As a homeschooled student, I was afforded the schedule that fit my desire to build a business in both middle and high school. It made a huge difference in the career path I chose. With the added time available to learn what's relevant to them, learners are leveraging unconventional education to learn and hone skills that will be vital as an entrepreneur and in the 21st-century workforce. This is why Yasad Isra-UI, recent homeschool grad and entrepreneur, is extremely grateful to have been homeschooled.

A visual artist and digital designer since he was twelve years old, Yasad is now the founder and CEO of YasadCreativeStudios, a graphic arts and animation studio focusing on mental health advocacy and neurodiversity awareness. Being neurodiverse himself, Yasad is passionate about storytelling and helping others embrace their unique stories.

"A lot of people believe that we [as homeschoolers] don't socialize," Yasad says. "But that's not true. As a student, I visited libraries and museums, went on field trips, and met up with other homeschoolers. Being homeschooled helped me prioritize what I really wanted to become and study that."

As an ADHDer, homeschooling helped him focus on learning at his pace and embrace movement and creativity to study. He was able to graduate a year early from high school and decided to take a gap year exploring the visual arts and building his business. He has had nothing but resounding success. Recently, he was a seed prize awardee and contender for the 2024 Ashoka x Taco Bell Ambition Accelerator, and a recipient of a Hershey's Heartwarming grant for his community advocacy. He has volunteered to support other homeschoolers and is about to publish his first

neurodiversity and self-esteem. His work continues to inspire others, and he hopes that he can open the door for more young people to pursue entrepreneurship.

Yasad says that his future goals include further expanding his business, changing the narrative on mental health and neurodiversity through art, and eventually becoming a life and career coach to help others embrace their unique stories and become advocates for things that inspire them.

3. The Future of Education Is Bright



The students and grads interviewed above are a part of a larger movement of young people who have leveraged the freedom, flexibility, and personalized learning that comes with unconventional education to build, create, and innovate. “Being homeschooled,” Jordan said, “I was able to work on this business more throughout the day alongside my siblings, as well as host workshops for other homeschoolers in my community.”

While it’s fair to say that not every graduate of an unconventional education program will build a company or speed through high school, we are seeing how unconventional education can make it easier for students to feel empowered to dream big and start pursuing their passions earlier in life. The promising output of these programs is a good sign that those graduating from these programs will be better equipped with the skills and knowledge necessary to do whatever they put their minds to.

Homeschool grad Grace Lever shares this perspective. Grace attended Baker Creek Academy, a learning center for homeschoolers in Arizona. Grace says, “One of the things I love most is the autonomy to explore subjects that excite me without being confined by rigid school schedules or standardized curriculums.” Grace is an avid traveler and entrepreneur. As a middle schooler, she started her first small business and participated in a cake decorating apprenticeship. By the time she was in high school, she had joined the Marine Corps’s Devil Pups program and eventually became the first-ever female intern at a rural language immersion camp in the Southwest US. “A common misconception about homeschooling is that it’s all laid-back, pajama-clad days filled with paper crafts and leisurely learning.” Grace says, “In reality, homeschooling is often a dynamic, high-energy environment where we’re actively engaged in rigorous, personalized education.” Grace now has plans to travel the world, expanding her horizons through entrepreneurship and exploration. “Having charted my own unique journey, I know the transformative power of choosing a path that aligns with your values and passions. I hope to empower others to embrace their individuality and dare to learn, grow, and achieve in ways that defy expectations.”

And at the heart of it all, Grace says, “I see myself as a world-traveling cowboy—embodying the grit, freedom, and untamed spirit of the Old West while exploring new frontiers.” So, “whether it’s riding horseback across foreign landscapes or connecting with cultures that share a love of the land,” Grace plans to live a life “rooted in adventure, respect for tradition, and a quest for the extraordinary.”

Learners are not held back by homeschooling or attending a microschool, virtual school, co-op, or other educational
Source: The Foundation for Economic Education (FEE) <https://fee.org/>





DENISE LEVER Denise Lever is the founder of Baker Creek Academy and Trailblazed Microschool Leader-

How Lessons from the Fireline Can Shift Education Outcomes

Most parents discover it in an ordinary moment. They sit with their child, homework on the table, and realize something deeply uncomfortable. After spending 13 or more years in a classroom themselves, they are not confident helping with middle-school or sometimes even elementary math or reading.

This is not a personal failure. It’s a systemic one. Recently, a mother of a 5th grader engaged me to tutor her child. I had been assured that this was a bright student, at the top of her class academically. After an initial assessment, it was clear that the learner’s math skills were 2 years behind. This was not a disengaged parent. This was a concerned parent who had noticed a problem and asked for help, because she felt unprepared to intervene herself. Most parents don’t realize that there’s an issue until gaps are large, visible, and painful. This should raise a collective alarm. Why do so many parents feel compelled to perpetuate a system that left them unprepared? A system that leaves parents unequipped to support basic learning has failed twice: first, the learner, then the adult who trusted the system to prepare them for life.unconventionally.the world.”

As a former wildland firefighter, I have seen firsthand how empowering those closest to the crisis results in a flexible and efficient response. In firefighting, decentralized decision-making empowers self-managed teams, provides for a timely response to emerging threats, and creates an environment of trust and shared goals. Imagine a fire management strategy that relied on an assessment from someone remote from the fire’s origin to make all the decisions. Would we expect them to know where to

put the fire line, when to start the burnout, or if more resources are urgently needed? The fluidity of the situation on the ground demands that decisions be made by those engaged directly in the battle. If we can trust firefighters to make decisions in the high-risk theater of firefighting, why wouldn’t we trust families to act in the best interest of their child’s educational needs and to search out additional support if necessary?

Alternative education functions like crews on the fireline during direct attack: agile, innovative, flexible, and solution-centered. Because of this, they are uniquely positioned to solve problems as they appear. Education programs focused on mastery can help fill gaps and build real learning in a meaningful way. Smaller average class sizes facilitate transparent communication, individualized skill-building, and personalized goals. These cohorts can focus



more intently on durable skills like character, collaboration, leadership, and critical thinking.

Why has the status quo in education remained almost wholly unchallenged? We are conditioned to believe that learning requires credentialed experts, formal programs, and, most importantly, institutional permission.

So, when parents sense that something should be done differently, they hesitate. Deviation feels risky. Acting independently feels irresponsible. We forget that we are our children’s first teachers. Parents should feel empowered to define the educational experience for their children. Innovative models can help foster the skills, provide the resources, and facilitate change in how parents approach not only their child’s skill gaps but their own as well.

Learner-centered programs can adjust pacing, methods, and support as soon as a learner struggles. Parents are partners, not bystanders. Most importantly, empowering models restores the lost outcome: parental capability. When families are invited into the learning process, parents relearn alongside their children. They stop asking, “Am I qualified?” and start asking, “How do we figure this out together?” That shift changes everything.

The real question isn’t whether a school earns an “A” rating. It’s whether parents feel capable, learners are supported early, and gaps are addressed. Microschools support families to produce confident learners and help to empower parents every day. While some learners benefit from a traditional system, for a growing number of families, a decentralized, innovative option is just the solution they are looking for.

Source: The Foundation for Economic Education (FEE) <https://fee.org/>





DENISE LEVER It's no surprise that those who favor top-down control of education feel anxious about the current bottom-up education transformation.

As Education Decentralizes, Those Who Like Control Are Nervous

As more parents gain the opportunity to abandon a compulsory schooling assignment for other options, including homeschooling and microschooling, it's no surprise that those who favor top-down control of education feel anxious about this bottom-up education transformation. This nervousness is occurring on both ends of the political spectrum.

On the political left, The Washington Post did some pearl-clutching last week around the possibility that “no government official will ever check on what, or how well, [homeschoolers] are being taught.” On the political right, the Fordham Institute expressed similar concerns about hybrid homeschoolers and microschoolers: “To ensure that those children receive the education they deserve, it will require policymakers to craft smart laws to govern these new institutions....”

There can be a strong desire, especially in public policy, to control others by imposing on them a specific set of beliefs or preferences. In a free society, with such a breathtaking diversity of these beliefs and preferences, we must resist this urge for centralized control. We must, as FEE founder Leonard Read wrote, have “a faith in free people,” and allow individuals to make the choices that are right for them. They may make choices that we personally dislike or find objectionable, and they may similarly frown upon our choices. We don't need to like each other's choices, but we should embrace the freedom to choose.

The freedom to choose in education is becoming a greater reality for many families, particularly as more states introduce or expand

education choice programs that enable families to access a portion of state-allocated education funding to use toward tuition at private schools, microschools (which are like modern one-room schoolhouses), and various homeschool programs, as well as toward educational therapies, tutoring services, and learning supplies.

According to EdChoice—which was founded in 1996 by Nobel Prize-winning economist Milton Friedman and his economist wife Rose to promote parental choice in education—roughly 20 million students—or about 36 percent of the overall US K-12 student population—are now, or will soon be, eligible for a choice program that enables them to exit an assigned district school for a private education option that better meets their needs.

More parents are fleeing district schools for these other options. The Washington Post recently released a detailed analysis showing that US homeschooling numbers have increased more than 50 percent over the past six years and that “a dramatic rise in home schooling at the onset of the pandemic has largely sustained itself through the 2022-23 academic year, defying predictions that most families would return to schools that have dispensed with mask mandates and other covid-19 restrictions.”

Many of these homeschoolers are enrolling in affordable microschools that offer the freedom and flexibility of homeschooling within the structure of a drop-off, teacher-led learning environment. Crossroad Trails Educational Center near Kansas City is an example of this. Launched last year by Tara Cassidy, who was a public school teacher for 17 years, Crossroad Trails is a full-time, low-cost microschool that is now at capacity

with over 30 students, who are all legally recognized as homeschoolers.

“Our goal was to let parents be in control,” Cassidy told me in a recent podcast interview. “I learned, as a mom who was searching for other options, that what my kid needed wasn't out there. And so that was my main goal: what your family needs, needs to be available to you.”

More families than ever now have the opportunity to assess their educational needs and make choices accordingly. These parents are increasingly choosing personalized, decentralized education options such as homeschooling and microschooling—often precisely because they break from one-size-fits-all standard schooling. They want the variety, customization, and abundance in education that they enjoy in all other areas of their lives that are not controlled by the government.

As Leonard Read wrote in his classic 1964 essay, The Case for the Free Market in Education: “While one cannot know of the brilliant steps that would be taken by millions of education-conscious parents were they and not the government to have the educational responsibility, one can imagine the great variety of cooperative and private enterprises that would emerge.”

We are now seeing that great variety of cooperative and private enterprises, created by everyday entrepreneurs like Cassidy to meet the diverse needs and preferences of millions of families across the US.

Top-down, government-run schooling is being steadily replaced by bottom-up, decentralized learning models. While this may make defenders of the schooling status quo on both the political left and right feel nervous, it should make the rest of us feel happy and hopeful.

Source: The Foundation for Economic Education (FEE) <https://fee.org/>

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