

MAACCE 2018 Annual Conference

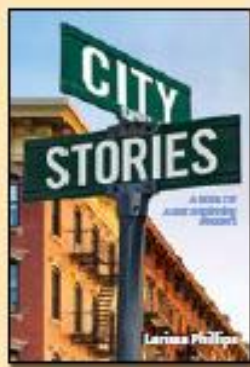


May 3-4, 2018
The Maritime Conference Center
Linthicum Heights, Maryland
#MAACCE2018

Available now!

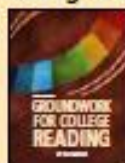
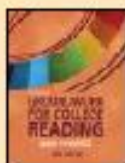
A New Book for Adult Beginning Readers

*Illustrated stories on four
levels of increasing difficulty
for your literacy and ESL classes*

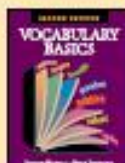


And Other Books for Basic Adult and ESL Readers

Reading Books



Vocabulary Books



Writing Books



Reading Plus and Vocabulary Plus (Digital)



Schedule of Events

Thursday, May 3

7:30 am	Registration Opens Exhibits Open	Main Hallway/ Vendor Area
7:30 – 8:45 am	Continental Breakfast	Main Hallway
8:45 – 9:30 am	Opening Session Student Awards Volunteer Awards Scholarship Awards	Auditorium
9:45 – 10:45 am	Workshops Session #1	Breakout Rooms
11:00 am – 12:00 pm	Workshops Session #2	Breakout Rooms
12:15 – 1:40 pm	Lunch Professional Awards	Lunch Room
2:00 – 3:30 pm	Keynote: Alvin Irby	Auditorium
3:30 – 3:45 pm	Afternoon Break	Main Hallway
3:45 – 4:45 pm	Workshops Session #3	Breakout Rooms
5:00 - 7:00 pm	MAACCE Meet & Greet Happy Hour	Maritime Bar

Friday, May 4

7:30 am	Registration Opens Exhibits Open	Main Hallway/ Vendor Area
7:30 – 8:45 am	Continental Breakfast	Main Hallway
8:45 – 9:45 am	Workshops Session #4	Breakout Rooms
10:00 – 11:00 am	Workshops Session #5	Breakout Rooms
11:15 am – 12:15 pm	Workshops Session #6	Breakout Rooms
12:30 – 2:00 pm	Lunch Annual Membership Meeting Door Prizes	

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LARRY HOGAN
GOVERNOR

STATE OF MARYLAND
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May 3, 2018
2018 Annual Conference
Maryland Association for Adult, Community and Continuing Education

A Message from Governor Larry Hogan

Dear Friends:

Welcome to the 2018 Annual Conference of the Maryland Association for Adult, Community and Continuing Education (MAACCE)! I am honored to provide this message to you such a wonderful occasion.

MAACCE is devoted to the idea that advanced education is a lifelong process and can benefit all Marylanders regardless of their background. Working with various state agencies, community colleges, and other participating organizations, MAACCE provides over 30,000 adults each year with continuing educations in ESOL, workforce, and GED classes. On behalf of the State of Maryland, I thank the members of MAACCE for all they do to ensure that every Marylander has the opportunity to reach their academic potential.

I want to congratulate all of this year's hosts and participants for their remarkable achievements, and thank the contributors, event planners, and everyone else whose hard work and dedication have made this exceptional event possible.

Best wishes for a memorable conference and for continued success in the years to come!

Sincerely,

Larry Hogan
Governor

A Very Special Thank You to:

Our Workshop Presenters

For sharing their expertise
to keep us all learning

Our Workshop Facilitators

For their support to our presenters
and their audiences

Our Registration Volunteers

For their welcoming smiles
and organizational skills

MCE Graphics Quick Copy

For providing printing services

Maritime Conference Center

President's Message

Greetings and welcome to the 35th Spring Conference of the Maryland Association for Adult, Community and Continuing Education!

We are so excited to be celebrating our 35th year with you – the educators and leaders who make adult education possible in Maryland. As the Workforce Innovation and Opportunity Act (WIOA) continues to be implemented at the federal, state, and local levels, the importance of strong adult education programs has become clearer and clearer. We are both humbled and thankful that you have joined us to grow professionally, network with your colleagues, and strengthen the voice of Adult Education in Maryland.

Joining us this year as our keynote speaker is Mr. Alvin Irby. While you can read his bio in our program, I want to personally thank him for joining us this year, and I hope that you are motivated by his passion for improving literacy in America and developing a love of reading in our students.

Looking ahead, MAACCE is excited to work with our national partner, the Coalition on Adult Basic Education (COABE), as we gear up for COABE's National Conference in Baltimore in 2020. This is an amazing opportunity to highlight all the great work we do in Maryland at the national level. Stayed tuned as we reach out to you in the coming year for your assistance in planning for this event.

Finally, I want to thank all of you for what you do for Adult Education in Maryland. No matter what your role is, you are an integral part of the lives of our students. You make a difference. You make Adult Education work in Maryland. Enjoy the conference.

Douglas Weimer
MAACCE Board President 2018

Greetings from the 2018 Conference Chair



Dear Conference Attendees,

As the Conference Chair, it is my pleasure to welcome you to the 2018 MAACCE Conference. Once again, I am excited to have the Maritime Institute as our conference site for this 2018 event. The conference committee and I have found the environment to be comfortable and accommodating, and the food to be delicious. If you need to step outside for a breath of fresh air, you will be sure to enjoy the beautifully landscaped grounds.

The two day conference is an excellent opportunity for you to attend workshops, share educational programs with colleagues, honor the award winners, and gather new ideas, tools and resources from our vendors to incorporate and implement into your programs.

As always, we thank you for joining us at the 2018 MAACCE Conference on our continued journey to become better adult educators and providers. We encourage you to ask questions about our committees and consider being more involved by joining us. Finally I would like to thank everyone on the conference committee and board of directors who made this assignment as conference chair a pleasure.

Enjoy the Conference!!!

Sincerely,
LeAnn Lorenz
MAACCE 2018 Conference Chair

MAACCE 2018 Keynote Speaker



Alvin Irby is a former kindergarten teacher turned award-winning social entrepreneur, comedian, and author. He is founder and chief reading inspirer at Barbershop Books, a literacy program that creates child-friendly reading spaces in barbershops and provides early literacy training to barbers. His work connecting reading to male-centered spaces and involving men in boys' early reading experiences earned him the National Book Foundation's 2017 Innovations in Reading Prize.

As a cultural competency specialist, Irby trains educators and administrators to translate learning objectives for children or adults into relevant and engaging communication and experiences. Irby's nationally recognized keynotes and workshops excavate his eclectic professional and personal life to better understand and address one of American education's greatest challenges – cultivating children's intrinsic motivation to read.

Irby's debut children's book, *Gross Greg*, combines his passion for early literacy and comedy; it is a laugh-out-loud story that captures the hilariously gross behavior of kids everywhere. His clever social commentary and astute observations shine through in his 2012 comedy album *They Know Too Much*. One of the highlights of Irby's comedy career was being selected as a 2015 StandUp NBC national finalist and performing at the legendary Hollywood Improv in Los Angeles, CA.

Alvin Irby holds a Masters of Science (M.S.) in General Childhood Education from Bank Street Graduate School of Education, a Masters of Public Administration (MPA) from the Robert F. Wagner School of Public Service at New York University, and a Bachelors of Art in Sociology from Grinnell College.

Thank You to our 2018 Exhibitors!

Academy of Medical Professions

Augusoft

Aztec Software

Burlington English

Cambridge University Press

Carlos Rosario International Public Charter School

COABE

Corrections Education Association

Cross-Cultural Communications, LLC

Data Recognition Corporation (DRC/CTB)

Edmentum

Essential Education

GED Testing Service

Gold Apple Services

Goucher College

Grand Canyon University

JSS Designs

Maryland Insurance Administration

Maryland Relay

National Center for Families Learning

National Geographic/Cengage Learning

Pearson ELT

Reading Horizons

SMRT Solutions

Townsend Press

VALUEUSA

Bridge Room

GED Preparation

Vinegar, Baking Soda, and Salt: Using Common Materials to Drive Scientific Inquiry*Cathleen O'Neal, Strong City Baltimore*

In this workshop, participants will learn ways to engage learners in scientific inquiry using common, inexpensive materials that can be purchased at your local grocery store. These activities prepare learners for success on the GED science exam by teaching critical thinking and close reading skills, integrating math competencies, spurring student writing, and boosting student engagement. Come ready to experiment—no safety goggles or lab coat required!

A111

Multiple Audiences

Helping Adult Learners Beat Test Stress*Cynthia M. Campbell, Gold Apple Services LLC*

Many adult learners struggle with test stress, and their true abilities do not get reflected in their test scores. To help our adult learners reach their goals, we must address test stress directly and strategically with them. We will explore various methods to help our learners BEAT test stress. In this workshop, participants will gain a brief overview of strategies to help adult learners with both stress management and direct instruction in test taking. Each participant will receive a free copy of Beating Test Stress - a booklet designed for adult learners.

A113

Program Administration/Staff Development

Exploring What Works: Administrators as Providers and Teachers as Learners*Heather Ritchie and Kaylin Wainwright, Carlos Rosario International Charter School;
Melissa Zervos, DLLR*

In this workshop, two administrators and a few teachers will identify several types of professional development (PD) and evaluate how well the various forms worked to change minds and actions. We will explore the different ways people experience it, how attitude affects learning, and that workshops are a starting place for PD. From the teacher's end, we will look at if I don't know the information and want to use it "what are my next steps?" and what happens if I already know the information "what can I do?". From the administrators side, we will look at how do you differentiate and support diverse needs and interests? Attendees will reflect on their own professional development experiences as well as evaluate their current options vs. the ideas presented. Attendees will identify the lens through which they view professional development and determine how they can take control of their learning in order to maximize instructional time with students.

A300

ESOL

When Adult ELLs Struggle to Read, What Can Teachers Do?

Chantal Ross

Academic ESOL courses that aim to prepare students for college or career training pose a particular challenge for ELL students. Students, whose reading ability often falls far below college and career readiness levels, must possess the literacy skills to access content-area knowledge. Participants will explore a simple approach to reading instruction in the adult education classroom geared toward strengthening students' literacy skills and bolstering their academic and professional potential.

A302

ESOL

Communicating Laws, Systems, and Culture to Adult Immigrants

Karen Taylor de Caballero, ELTS & Intercambio Uniting Communities

What information is vital to ease the transition for those living in the United States for the first time? This interactive workshop aims to equip teachers and administrators to anticipate topics that can cause culture stress and ways to create a welcoming space in their classroom, program and community. Discussion groups, activities with role plays, and how to welcome immigrants into communities will be discussed. This workshop has a three-fold purpose: to provide real-life information in adult ESL class(es); to give ideas on how to stimulate discussion in conversation groups; and common approaches in leading a workshop in your community using Intercambio's Immigrant Guide.

A303

Multiple Audiences

Critical Reading: Experiential Learning Models

Hira Zeb, Academy of Hope Adult Public Charter School

Imagine a class engaged in critical reading through an experiential learning model. This presentation highlights instructional techniques aligned with David Kolb's Experiential Learning Theory. Kolb suggests a thriving adult education classroom that combines student experience, perception, cognition, and behavior to create a comfortable environment where active learning is measurable and supported through an atmosphere of reciprocal respect and critical reflection. Workshop participants will be provided with templates and asked to consider a reading class that values and promotes learner experiences. The workshop requires that participants fully engage with the activities and that they begin to envision a different type of classroom, program, curriculum, and lesson expectations. This workshop encourages an andragogic approach that evokes transferrable College and Career Readiness skills for adult ed programs that value cultural inclusivity.

A304

Program Administration

Strategies for Providing Equitable Language Access at Adult Education Sites

Lauren Gilwee, Department of Labor, Licensing and Regulation

Following a brief overview of the (draft) Language Access Plan developed by the Division of Workforce Development and Adult Learning at DLLR, this presentation will include specific implementation strategies to enhance WIOA Title II services to individuals with Limited English Proficiency (LEP). Participants will learn about how to effectively utilize translated vital documents, multilingual interpreters, and strategic partnering to better serve English language learners in adult education programs.

A306

ESOL

Small Business and Entrepreneurship for ELLs

Raul Medrano, Carlos Rosario Public Charter School

Provide Small Business Program overview: Audience, Content Delivery, Classroom Tools, Community Resources and Strategic Alliances. Participants will walk away with a better understanding of the need and impact of an entrepreneurship in the adult immigrant community.

A307

Basic Skills/Literacy

Charm City Literacy Works: A Community-Based Model for Low-literate Adults

Jackie Blair & Pastor Mike Kemper, Charm City Literacy Works

Charm City Literacy Works is the brainchild of Jackie Blair. With many GED-preparation programs in Baltimore City having limited educational opportunities for low-literate adults, Blair realized there was a need for additional low-level literacy Adult Basic Education (ABE) programs in Baltimore. She partnered with her church, Charm City Community Church, to develop and implement a community-based, low-level literacy ABE program. This workshop will offer insight into that process and provide an opportunity for workshop attendees to critique a community-based low-level literacy Adult Basic Education plan.

**Watch for announcements about Adult
Education and Family Literacy Week
(late September) activities.**

Auditorium

Multiple Audiences

Developing Social-Emotional Skills to Improve Learning in Adult Students*Dr. Fran Tracy-Mumford, Suzan Powell, Renee Terry, Maryland Correctional Education - DLLR*

In this presentation, participants will gain greater understanding about the connection of social-emotional skills and learning; the research behind the connection; and strategies to help students become more effective learners. Most skills can be infused into a student's learning plan and the strategies take little class time to model and explain/infuse. A booklet developed for teachers of adult learners (gathered by Correctional Educators) including assessments of skill needs will be provided.

Bridge Room

Multiple Audiences

Close Reading Strategies for Every Subject*Lynda Geoffroy, Hagerstown Community College*

Research has shown that with "Close Reading" strategies our students will be successful in the classroom and beyond. Close reading is method of intense, focused reading that, when used with complex texts, will lead to a more intense comprehensive reading experience for our students. But, for many students, this sounds impossible. This presentation will show participants that they can teach close reading to their students in a manner that is effective and manageable. With close reading, students and teachers alike learn to have a "conversation with the text" and thereby gain insights and understanding that will have a lasting impact. Many of our students may not seem to be 'natural readers' but, with a few tricks, they can be taught to be skilled readers.

A111

Program Administration

Strengthening Your Non-Profit with Standards for Excellence®: An Ethics and Accountability Code for the Nonprofit Sector*Cynthia M. Campbell, Gold Apple Services, LLC*

This workshop will introduce the Standards for Excellence®: An Ethics and Accountability Code for the Nonprofit Sector, which guides nonprofit organization and management with research-based best practices. The Standards for Excellence Institute, part of Maryland Nonprofits, offers a national recognition and accreditation program for nonprofits to demonstrate their integrity and value. Participants will gain an overview of best practices in nonprofit management and why these practices are important for the growth and sustainability of their programs. All workshop participants will receive a free "Codebook" with the Standards and a self-assessment to use with their own organizations.

A113

Program Administration

Declining ABE/GED Enrollment: Tackling the Problem Head-On

Kim Bohnet and Linda Evans, Howard Community College

Are the compulsory age law, the economy, and other factors impacting your ABE/GED program enrollments? Have you tried different strategies to draw students to your program? We don't have the answers, but we certainly have tried a variety of creative ideas over the years. We are now taking a comprehensive look at our program in order to identify more effective strategies. We'll walk through part of our process- demographic analysis, persona development, and SWOT analysis- and invite you to share practices that have worked for you in the past or methods that you're currently implementing.

A300

Basic Skills/Workforce Development

Workplace Education with an Apathetic Population

Deborah Miller and Dr. Stephanie Hutter-Thomas, Allegany College of Maryland

This session will be a discussion of the model for the Workplace Experience Class offered by the Allegany College of Maryland Adult Basic Education program. We will explore what is working, strategies for motivating and engaging this population, building self-efficacy, ways we are connecting ABE educational needs with the needs of this adult population who struggle with day-to-day realities. Participants will gain an understanding of the social/emotional structure of this population and develop a list of strategies which can be used to engage and motivate this population.

A302

NEDP

NEDP: What Is It and When Is It a Better Choice for My Students?

Marci Leach, Chesapeake College

The National External Diploma Program (NEDP) can be the best choice to help your student earn their high school diploma. But for which students? Who could qualify? How could they get started? This session will provide a great overview of the NEDP program, including what it is and what it isn't. Participants will discover how to identify potential candidates for the program and how to get them started toward their goal. In addition, participants will learn how the NEDP can prepare students for life beyond their diploma! This session is perfect for teachers, intake, administrators and instructional specialists.

A303

Workforce Development

Critical Thinking & Problem Solving in Context: Workforce Development in Your Community

DeAnna Coon, Center for Applied Linguistics

Workforce development has been abuzz with “soft skills” for some time now, and even Google has confirmed that they’re first and foremost among the characteristics of its successful employees, but what are soft skills? How do we teach them? How do they fit within our already over-extended curricula? This session will use the theme of civic engagement to teach two soft skills that are also integral in academic instruction—critical thinking and problem solving. By practicing these approaches with our learners, we can position them not only to participate more fully in their communities, but also to transfer these valuable strategies successfully to the workplace. Participants will be able to: build on adult learners’ background knowledge of their communities to teach critical thinking skills and the problem solving process; encourage adult learners’ civic engagement to provide authentic opportunities to practice these skills in context; consider how these skills transfer to the workplace and how to encourage learners to do so.

A304

Multiple Audiences

Bring It!

Jennifer Youngerman, Calvert County Adult Education

ABE/GED instructors, bring your ideas and gather for a round table discussion/sharing opportunity of "best practices". Topics to include: favorite lessons (any subjects), your classroom do's and don'ts, multilevel teaching strategies/ lessons, classroom organization, etc. Whether you are new to Adult Ed or a seasoned instructor, YOU may have an idea to share, or a question you'd like to ask your peers. Participants can come ask questions of their peers, or take 2-3 minutes (or more) to share something that works for them. If you received prior notice of this workshop, feel free to bring material or visuals; however, if you just heard of this workshop, please come join us as you can verbally share your ideas. Bring It! will be also a great forum for those considering, but hesitant, to facilitate an entire workshop, but who have a desire to share their ideas.

A306

ESOL

Taking It to the Next Step: Integrating HOTS Into Listening Activities

Kimberly De Jesus Alfonso and Christyann Helm, Carlos Rosario International Public Charter School

Listening is one of the least focused skills in English language instruction. By integrating higher order thinking skills into listening activities, students are better equipped to improve their listening. This workshop will describe how one teacher incorporated higher order thinking skills into listening activities and helped her beginning adult ELL students improve their listening. Participants will walk away with ready to use activities.

A307

ESOL

Bridges: A Workshop for ESL & Nursing Students

Liz Hadley, Hagerstown Community College

In order to develop conversational skills among ESL students and health assessment skills among fundamental-level Nursing students, HCC staff organized a two-part workshop in which students from these two cohorts participated first in a round-table discussion and later in a simulated health clinic. The round-table discussion allowed students to address questions and concerns when working with a patient or health care provider who may not be familiar with the other person's first language. In the simulated health clinic, the ESL students acted as patients for the Nursing students to administer a basic health assessment and assist in completing an "ICE" wallet card. This presentation will summarize how and why the workshop was created and discuss how it could be implemented in other ESL programs.



“ ”

The beauty of the Carlos Rosario School lies in its diversity. It opens doors opportunity and prepares everyone to face the challenges of the new and different world.

- Tounesh Jasmanuel
Tutor

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Auditorium

Multiple Audiences

Registered Apprenticeship*Christopher MacLarion, Jeff Smith, and Andre Keyser, DLLR*

An overview of Registered Apprenticeship, connecting to Registered Apprenticeship opportunities and the benefits of Registered Apprenticeship

Bridge Room

Multiple Audiences

Teaching Writing: Key to Success*Monica Bracho Handyside, Prince George's Community College*

Adult English Language Learners in post secondary education are required to produce a variety of texts from lecture notes, summaries, to critique research papers. According to the National Commission on Writing report (2006) forty percent of community college registrants have skills below college level expectations and require developmental reading and writing instruction. In addition, entry-level jobs require adults who are flexible, fluent, and confident writers. The introduction of Common Core and Career Readiness Standards has put a focus on teaching writing. In this workshop, participants will review strategies and a writing approach to incorporate writing on a daily basis. Strategies will include pre-writing techniques, free writing, journal writing, and writing arguments. Teaching strategies will be described with an alignment to reading informational texts using close reading for the purpose of inferring deeper meanings, identifying writer's craft, and seeking patterns in the text.

A111

Multiple Audiences

Improving Outcomes for Families*Ramona Kunkel*

Multiple stress factors are prevalent in the lives of most of our adult learners. This can have a toxic effect and may impede learning and functioning in class. This workshop will present the brain science research conducted by Harvard University's Center on the Developing Child. We will look at how stress affects our students' ability to learn and what our program administrators and teachers can do to help our students manage these stressors, specifically as a parent and/or employee. We will also discuss the stressors our teachers face in creating a safe learning environment.

A113

Multiple Audiences

Developing Student Agency: When Learners Have the Power to Learn

Heather Ritchie, Carlos Rosario International Charter School

What is agency? What does it mean for the classroom? How can it facilitate greater learning gains in less time? These ideas will be explored in an interactive workshop and discussion session. Attendees will discuss how to define agency, “the power to act”, in education and how that changes the role of the teacher. The session will identify some ways to give learners more control of their learning and support them in developing study skills, time management, and self-assessment. The session will also help instructors evaluate how they facilitate learning and if there are some steps they can take to support student agency.

A300

Basic Skills/Literacy, ESL

Achieving Reading Proficiency for Adult Basic Education and ELL Students

Matt Crismon, Reading Horizons

This presentation will cover: (1) The five critical components of reading instruction for older students, (2) the correlation between motivation and reading outcomes; and (3) proven reading strategies to close the gap for struggling readers and ELLs.

Attendees will receive instruction and practice with simple and effective strategies to help students access the foundational skills necessary for reading through the construct of critical dimensions of motivation. The strategies taught are based on Orton-Gillingham principles of instruction and are researched and proven to achieve reading proficiency for adult learners and ELLs. Attendees will learn seven core skills to rapidly improve decoding and learn best practices to transfer those skills to text. Attendees will understand the why behind this research-based approach and learn the keys to reading motivation. Attendees will leave empowered with knowledge and skills to positively affect their instruction and the success of their students.

A302

ESL

Boosting ESL Literacy and Pronunciation: A Brain-Based Instruction

Karen Taylor de Caballero, English Language Training Solutions/The Color Vowel Approach

The adult brain presents certain challenges when it comes to language learning, so knowing a bit about where and how the brain processes language is important for every educator. In this session, participants will learn three powerful techniques that work with the brain to boost learners' phonemic awareness for improved literacy, pronunciation, and confidence.

A304

ESL, Workforce Development

Career Preparation with the Burlington English Blend

Lori Wedner and Chantal Winstead, Burlington English

With the growing demands of WIOA, adult programs are struggling to include Workforce Preparation Activities and Integrated Education and Training (IET) into their curriculum. This session will highlight how BurlingtonEnglish enables you to do this with a fully blended model. Our new Career Exploration and Soft Skills course prepares students to identify and pursue a career path, while our Career Extensions give them the career-specific language and background knowledge to succeed in their chosen career. Both can be utilized in the classroom, in the lab, or away from school to ensure anytime-anywhere access and to provide optimal results for students and programs. Help your students gain employment and ensure WIOA success with the BurlingtonEnglish Blend!

A306

ESL

ESL Through the Arts

Vincent Scott, Carlos Rosario International Public Charter School

Attendees will learn about a pilot class that teaches ESL through the Arts and discuss how to integrate arts into their multi-level ESL classrooms. Students learn about and utilize different disciplines of arts and culture, such as drawing and painting, music and dance, theater and storytelling, to learn and reinforce skills such as reading, writing, listening, and speaking. Students interview guest artists, take field trips to museums and art venues, perform for fellow students, and complete end of unit multi-media presentations to classmates and guests. Attendees will leave the session with ideas on how to teach practical basic ESL skills by examining a piece of art and by using project-based learning.

A307

GED

Tools for Transitioning GED Students

Rhonda Davis, Harford Community College

There is a need to prepare students for success in Adult Basic Education (ABE) programs as they work to earn their General Education Equivalent (GED®). In the Tools for Transitioning GED® Students Workshop, we will share how to assist students in developing realistic goals, identify potential barriers that would impede their progress and develop strategies to navigate the obstacles towards course completion.

Workshops at a Glance

Thursday, May 3

Location	Session 1 9:30-10:30	Session 2 10:45-11:45	Session 3 3:45-4:45
Auditorium		Developing Social-Emotional Skills to Improve Learning in Adult Students	Registered Apprenticeship
Bridge Room	Vinegar, Baking Soda, and Salt: Using Common Materials to Drive Scientific Inquiry	Close Reading Strategies for Every Subject	Teaching Writing: Key to Success
A111	Helping Adult Learners Beat Test Stress	Strengthening Your Non-Profit with Standards for Excellence®: An Ethics and Accountability Code for the Non-Profit Sector	Improving Outcomes for Families
A113	Exploring What Works for Administrators as Providers and Teachers as Learners	Declining ABE/GED Enrollment: Tackling the Problem Head-On	Developing Student Agency: When Learners Have the Power to Learn
A300	When Adult ELLs Struggle to Read, What Can Teachers Do?	Workplace Education with an Apathetic Population	Achieving Reading Proficiency for ABE and ELL Students
A302	Communicating Laws, Systems and Culture to Adult Immigrants	NEDP: What Is It And When Is It a Better Choice for My Students?	Boosting ESL Literacy and Pronunciation: A Brain-Based Instruction
A303	Critical Reading: Experiential Learning Models	Critical Thinking & Problem Solving in Context: Workforce Development in Your Community	Strategies to Improve Listening
A304	Strategies for Providing Equitable Language Access at Adult Education Sites	Bring It!	Career Preparation with the BurlingtonEnglish Blend
A306	Small Business and Entrepreneurship for ELLs	Taking it to the Next Step: Integrating HOTS into Listening Activities	ESL Through the Arts
A307	Charm City Literacy Works: A Community-based Model for Low-literate Adults	Bridges: A Workshop for ESL & Nursing Students	Tools for Transitioning GED Students

Workshops at a Glance

Friday, May 4

Location	Session 4 8:45-9:45	Session 5 10:00-11:00	Session 6 11:15-12:15
Auditorium	ACT WorkKeys® Career Credentialing Services: Build the Bridge Between Job Seekers and Employers	TABE 11/12: Everything You Need to Know	Student Ambassadors: Developing the Story of Adult Education
Bridge Room	Connecting the Dots for GED® Success: 10 Strategies Every Teacher Can Use.	Scientific Method, Adult Learners & Classroom Fun!	Economics in Detention: 5 Years after COABE Journal Publication
A111	Update on MAACCE's Advocacy Efforts 2017-2018	Using Plain Language Principles in Serving Adults with Low Literacy	Testing Accommodations for Standardized Testing
A113	Brain-Based Teaching Strategies	News Literacy: How to Help Learners Tell Fake News from Real	Culturally Aware Lesson Planning
A300	Leadership Training for Adult ESL Learners	Successful Models for Workforce Training and Education-IET/IELCE	Building Tomorrow's Workforce System
A302	Engaging Technology & English Language Learners	Color It Out: A Literacy Pronunciation Game for Everyone	Student Self-Reflection in the ABE Journey
A303	Research-Based Financial Literacy for All Adults	ESL Family Literacy and Blended/Hybrid Learning	Soft Skills Matter: Discussion & Strategies for the Workplace
A304	Maryland's Skilled Immigrant Task Force: Resources for Supporting Internationally Trained Professionals	Opening the Door: Soft Skills Start the Conversation	Maryland Diploma Options: GED®, NEDP® & Adult High School
A306	Beginning English: Classroom Management for Adult and Senior Adult Learners	Developing Cultural Competence Skills and Bilingual Capacity in Talbot County	Fun, Easy, and Interactive Tech Lessons for ESL
A307		Free and Easy: Digital Tools for Every Teacher	Mapping Job Skills to English Learning Objectives

Auditorium

Workforce Development

ACT WorkKeys® Career Credentialing Services: Build the Bridge Between Job Seekers and Employers*Debra Lyons, ACT WorkKeys*

The Workforce Innovation and Opportunities Act (WIOA) presents a chance to build the bridge between job seekers and employers using career credentials and workforce solutions. This workshop is to explore the following: How skill assessment, credentials and WIOA can work together; how WorkKeys curriculum can improve employability skills for adult education participants; how skill assessments can be used in employer services; How to create a pathway from Title II to Title I; and how assessments help with WIOA employer measurements.

Bridge Room

GED

Connecting the Dots for GED® Success: 10 Strategies Every Teacher Can Use*Adora Beard, GED® Testing Service*

This session will review ten instructional strategies/practices that can increase students' success on the GED® test. We will also discuss the latest program updates, research information, and statistics.

A111

Advocacy

Update of MAACCE's Advocacy Efforts 2017-2018*Cynthia Campbell, MAACCE Board*

During this workshop, Cynthia Campbell, Advocacy Chair for MAACCE, will present an update on MAACCE's advocacy efforts during 2017-2018. Participants will also discuss future directions.

A113

Multiple Audiences

Brain-Based Teaching Strategies*Daquanna Harrison, Elevate Educational Consulting Group*

Don't let the word 'brain' scare you! In this workshop, you will learn about easy ways that you can use the science of the brain to enhance your teaching techniques. Attendees will learn how to integrate theories of learning and the brain into the physical class environment, lesson planning, and teaching strategies. Each attendee will leave with a list of brain-based teaching strategies to use in classes, lesson plans, and peer-to-peer professional development.

A300

ESOL

Leadership Training for Adult ESL Learners

Elsa Haile and Olianka Wingate, Carlos Rosario International Public Charter School

The objective of this training is to share experience on how to facilitate leadership training and civic engagement for adult ESL students. During this workshop, attendees will have the opportunity to gain information related to on how to moderate leadership workshop for ESL learners and different mechanisms to make them participate in civic engagement. Attendees will leave this workshop with ideas to implement a training to diverse participants with limited English language proficiency.

A302

ESOL

Engaging Technology & English Language Learners

Jamie Harris and Gail Dadourian

ESOL instructors participated in a Mobile Study Group to identify new ways to engage students using mobile technology, specifically cell phone applications. This workshop will present outcomes/discoveries from this study group, provide hands-on exploration of mobile apps, and offer discussion and evaluation for incorporation of this technology in other educational environments. A smart phone and/or tablet with Internet access and the ability to download applications is encouraged for full participation in this workshop.

A303

Multiple Audiences

Research-Based Financial Literacy for All Adults

Priscilla Graves and Michael Elonge, University of Maryland Extension

Financial institutions (i.e. Banks/Credit Unions) will teach based on their banking experiences and products, but the University teaches research-based financial decisions and outcomes that are applicable to all financial institutions. This presentation focuses on research-based financial decisions to enable adults (especially those in GED/ ESOL/ prison programs) to improve their finances. Participants will gain knowledge in financial decision making such as income allocation, budgeting, saving and spending plans, money services, choosing the appropriate credit, financial institutions (i.e. Banks/Credit Unions), and financial implications (credit report, history, and score).

A304

ESOL/Workforce Development

Maryland's Skilled Immigrant Task Force: Resources for Supporting Internationally-Trained Professionals

Lauren Gilwee, Department of Labor, Licensing and Regulation

This session will focus on the collaborative achievements of Maryland's Skilled Immigrant Task Force. Participants can expect to learn about the resources available to serve work-authorized, foreign-trained professionals who are looking to return to their previous fields of employment. Information may be especially helpful to those working in transition or integrated workforce roles.

A306

ESOL

Beginning English: Classroom Management for Adult and Senior Adult Learners

Amoke Alakoye, MHS, MSM, City of Rockville Senior Center ESOL Program

Effective teaching and learning cannot occur in a poorly managed classroom. This workshop will present and model strategies for creating safe, positive, supportive classrooms.

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Auditorium

Multiple Audiences

TABE 11/12: Everything You Need to Know*Maxine McCormick, Data Recognition Corporation, CTB*

TABE 11/12 is a New Test that is 100% aligned to College and Career Readiness Standards. Prepare for the changes by learning everything you need to know about TABE 11/12. The session will include the Blueprints for levels L, E, M, D, A and Sample Items available for review. Preview both TABE Online and Print as well as meet your support team.

Bridge Room

Multiple Audiences

Scientific Method, Adult Learners & Classroom Fun!*Lynn Pinder, South Baltimore Learning Center*

In this experiential workshop, participants will work in teams to complete a hands-on, science experiment. Then, they will work in teams to complete a worksheet to document their actions and findings. Workshop participants will receive a sample lesson plan for the class experiment they completed, and a GED Science Resource Sheet.

A111

Basic Skills/Literacy

Using Plain Language Principles in Serving Adults with Low Literacy*Cynthia M. Campbell, Gold Apple Services, LLC*

Dealing with confusing forms and other documents is daunting for most people, but especially so for adults with limited English reading skills. The fault for confusing documents does not lie with the reader, but with the writer! In this workshop, participants will learn the main principles in writing in "plain language." We will also pay special attention to writing for adult learners. Please bring a piece written for adult learners or clients to the workshop, so you can assess its strengths and needs for improvement.

A113

Multiple Audiences

News Literacy: How to Help Learners Tell Fake News from Real*Valencia Smith, New Readers Press*

"Fake news" and misinformation has been with us since the tale of the Trojans falling for a wooden horse. But it has been making big headlines recently. Even major news organizations are devoting teams to fact-checking published reports. So how is an adult learner to figure out what's legit? New Readers Press Consultant Valencia Smith will present a brief overview of the "fake news" crisis and offer ideas and activities to help learners sharpen their online and news literacy skills. We'll also talk about how *News for You* may be incorporated in classroom instruction in levels 4 – 6.

A300

Workforce Development

Successful Models for Workforce Training and Education - IET/IELCE

Melissa Zervos, Department of Labor, Licensing and Regulation

Integrated Education and Training (IET) and/or Integrated English Literacy and Civic Education (IELCE) are program models that have proven successful as accelerated learning workforce training models. This innovative and collaborative approach is part of WIOA Title II and Maryland Adult Education programs are working to fully implement these models in partnership with Title I training providers. In order to best serve our customers/students adult education and workforce partners need to collaborate on reaching the most appropriate audience for the IET/IELCE programs.

A302

Basic Skills/Literacy, ESOL

Color It Out: A Literacy Pronunciation Game for Everyone

Karen Taylor de Caballero, English Language Training Solutions

For emerging readers, Color it Out! is a literacy game. For English learners, it's a pronunciation game. For tutors and teachers, it is a fascinating language game. Participants will play the game and discover how its unique visual design promotes practice while building confidence.

A303

ESOL/Family Literacy

ESL Family Literacy and Blended/Hybrid Learning

*Elani Lawrence, Kate Storks, Nancy O'Regan, and Heather Ritchie,
Carlos Rosario International Public Charter School*

Two teachers, the program administrator, and a PD coach will discuss the evolution of implementing a blended learning/hybrid curriculum in a family literacy class. During this workshop, attendees will identify the difference between hybrid and blended learning models as well as the benefits and challenges to moving a program to these models. Attendees will also evaluate data, discuss ideas for how to assess a hybrid/blended program and learn from teachers and administrators as to what it takes to implement this model. Participants will also have the opportunity to experience some tech activities designed for the ESL for Families classroom.

A304

Multiple Audiences

Opening the Door: Soft Skills Start the Conversation

Lori Riley, Ed.D., Chesapeake College

Critical thinking, communicating, listening, and problem-solving! Soft skills, included in a most important skill set, are needed to succeed in the workforce. These skills gain applicants access to the employment conversation and assist them to stay engaged in the workplace. Soft skills are less about qualifications and more about professional personality. When prepared, candidates can show evidence that their applications are worthy of first and second looks. This workshop will identify key soft skills employers and recruiters seek and explore hands-on instructional strategies that enhance students' awareness and self-efficacy. Participants in the workshop will experience activities they can use right away in their own classrooms.

A306

ESOL

Developing Cultural Competence Skills and Bilingual Capacity in Talbot County

Lorelly Solano, Ph.D., Chesapeake College & Chesapeake Multicultural Resource Center, Inc.

Through the creation of a collaborative network that includes agencies from the public, private, nonprofit, and academic sectors, Talbot County is leading the implementation of a Language and Cultural Competence program. Our vision is that the Spanish-speaking members of our community will have access to trusted, professional interpreters, and culturally competent services across all agencies. The initiative exemplifies the purpose of collaborative networks, by having established a mechanism to share information, resources, activities, and capabilities, with the goal of producing outcomes that could not be efficiently achieved through single organizations. Through the adoption of formal and informal adult education approaches, this specialized program is designed to improve the skill set of local practitioners and create new career opportunities for bilingual individuals.

A307

Technology/Multiple Audiences

Free and Easy: Digital Tools for Every Teacher

Kendra Johnson

Free technology that is easy to use can be a teacher's best friend. The speaker will share actual teacher presentations and student assignments created with Adobe Spark, Flipgrid, and other programs that are useful for instructors of any subject. Participants will learn how they can use these tools in their own classrooms to help students interact with each other, engage with the material, and advance their understanding.

Auditorium

Multiple Audiences

Student Ambassadors: Developing the Story of Adult Education*Samantha Vega, Shattu Abba, and Melanie Chapman, Allegany College*

This workshop will share the efforts of Pima College Adult Education Ambassador Representational Leadership Training that was the focus of the COABE2018 Student Ambassador Train the Trainer. The Ambassador Representational Leadership Training program focuses on the development of the student voice in the fullest sense. It provides adult learners a recognized role in which they can publicly speak about their own experience and represents the common interests and needs of others. Students develop confidence and skills that transfer to other personal and professional roles. The objective of this workshop is to inform programs of the student training effort and to encourage Maryland programs to identify students that would be willing to develop their voice and share their adult education experiences.

Bridge Room

Corrections

Economics in Detention: 5 Years After COABE Journal Publication*Michael Elonge and Priscilla Graves, University of Maryland Extension*

Inmates are learning and practicing principles of economics in Baltimore. Everybody needs principles of economics. Come see what inmates are learning. The focus is teaching economics as decision making techniques to promote a better lifestyle after incarceration. Participants will gain knowledge in economics decision making by understanding and analyzing: economic scarcity, choice, opportunity cost, rational thinking, and income function (income, consumption, and saving relationship). In addition, participants will gain learning techniques that could be replicated to other adult learners.

A111

GED/Multiple Audiences

Testing Accommodations for Standardized Testing*Ramona Kunkel, Department of Labor, Licensing and Regulation*

What are testing accommodations and who is eligible to receive them? What are testing accommodations permitted to do and what are they not permitted to do? When and how should our programs provide accommodations? What documentation is required? These questions will be answered as they relate to standardized testing with a focus on GED® testing.

A113

Multiple Audiences

Culturally Aware Lesson Planning

Daquanna Harrison, Elevate Educational Consulting Groups

Culturally relevant pedagogy has often been discussed within the context of K-12 teaching; however can the concept be applied to the adult education classroom particularly within the context of the Black Lives Matter Movement, persistent attacks on immigrant communities, and the diverse experiences of adults? In this workshop we will provide specific strategies that address incorporating culture appropriately and, perhaps more importantly, ways to prevent culturally insensitive pitfalls. We have all been in situations where our perspective misaligns with the perspective of our students. In this current political era we must have a larger scope of knowledge and be able to incorporate our students' images, perspectives, and realities into our lessons. In this workshop we will explore how to integrate culturally relevant material into your class. We will also discuss major 'fault lines' that you should be thoughtful of and prepared to engage with or contain.

A300

Workforce Development

Building Tomorrow's Workforce System

LiLi Taylor and Melissa Zervos, Department of Labor, Licensing and Regulation

The Benchmarks of Success for Maryland's Workforce System is a game-changing initiative Maryland's WIOA partners are jointly implementing to drive system integration and produce positive outcomes for shared customers. Session participants will learn about how Maryland's WIOA-Title II Adult Education providers will collaborate with other WIOA partners to coordinate employment and training services, vocational rehabilitation services, and the Temporary Assistance for Needy Families program. Session presenters will examine the strategic goals and measurable achievements that comprise the Benchmarks of Success, and discuss the role the Benchmarks will play in moving the State's workforce system beyond focusing on the isolated performance metrics of a single program, to evaluate the effectiveness of the State's system as an integrated, effective entity.

A302

ABE/Multiple Audiences

Learning Contracts and Student Self-Reflection on the ABE Journey

Summer Ellis, Academy of Hope

Learning contracts offer an effective method for engaging students in individual pathways, not program pathways, but their own. In order for participation in adult basic education classes to be meaningful and successful, it is imperative for students to be fully attuned with themselves. This reflection may include addressing the reasons they initially dropped out of school, recognizing if their human needs are met, knowing their Margin in Life (McClunsky, 1974), determining their position on the pathways available and setting reasonable, achievable goals. Each of these points to a more self-aware student who is then able to define academic goals as well as the strategies they may need to achieve those goals. Workshop participants will be provided with student self-assessments, tests, questionnaires, pathway-setting forms (think goal setting but not quite) and learning contract templates. This workshop will demonstrate what an alternative model to student accountability and rigor needed for 21st century college and career readiness.

A303

Workforce Development

Soft Skills Matter: Discussion & Strategies for the Workplace

DeAnna Coon, Center for Applied Linguistics

This interactive session will explore coupling workplace dilemmas with polite discussion strategies in instruction. It will demonstrate how to scaffold polite discussions in the classroom and then link those to the workplace using scenes that will challenge students to negotiate and resolve difficult situations amongst themselves. Content is appropriate for intermediate to advanced students preparing to enter the job market, and ESL learners will be considered in both the scaffolding presentation and reflection.

A304

Multiple Audiences

Maryland Diploma Options: GED®, NEDP® & Adult High School

*Perketer Tucker, Bayo Adetunji, and Molly Dugan,
Department of Labor, Licensing and Regulation*

This workshop will present an overview of the three options to earn a Maryland High School Diploma for adults who separated from secondary education before earning a traditional high school diploma. The GED® test is a nationally recognized high school equivalency assessment designed to measure the skills and knowledge similar to a high school course of study in four major subject areas. The National External Diploma Program (NEDP®) is an applied performance assessment system that assesses the high school level skills of adults in ten content areas. The Adult High School Pilot Program is a new Maryland initiative that establishes an alternative method for adults who did not graduate from high school to earn a high school diploma and potentially post-secondary credit or industry-recognized certification.

A306

ESOL

Fun, Easy, and Interactive Tech Lessons for ESL

Genevieve Rene and Christyann Helm, Carlos Rosario International Public Charter School

Have you used Power Point in your lessons and found the lesson to be teacher centered or less than engaging? Were students taking a passive role in class? This presentation will highlight a tech tool that transforms Power Point into interactive and engaging lessons. With Nearpod, students interact with the content presented as well as with other students. In this interactive workshop, the presenters will explain the basics of creating Nearpod presentations while demonstrating how they have used Nearpod in their own ESL classes for specific life skills topics and varying proficiency levels.

A307

ESOL, Workforce Development

Mapping Job Skills to English Learning Objectives

Yemily Lopez, Pearson ELT/ESL

Participants will be able to identify high value English language skills related to specific vocations including hospitality, healthcare, finance and business. Participants will receive information and access to freely available resources for aligning current vocational programs to English learning objectives. Objectives based teaching can expedite the development of job skills and language aptitude necessary to enter the workforce. By mapping job skills to specific English learning skills, educators have an opportunity to gain insight into the efficacy of language and vocational development programs and speed learning progress. In this workshop, we will examine the use of granular learning objectives to set language learning goals for specific vocations emphasizing high value job specific language skills.

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Easy English NEWS

Volume XXII Number 8

April 2017



Going, going, gone?

April is Earth Month. *Easy English NEWS*' first article every April is about the earth and how we can care for it.

How many dinosaurs* have you seen lately?

None? That's because dinosaurs have been extinct* for 65 million years. A catastrophic* event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different species* of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several massive* extinctions* in the earth's past. Most of those earlier plants and animals became extinct before humans existed*.

Today, scientists estimate* that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing most of these extinctions.

We are all connected

Without these species, humans will be in danger, too! Each species is connected to a whole web* of other species.



A family of African elephants at a watering hole that has dried up. Digitstockphoto.com

Wild animals, birds, insects, fish, and shellfish are food for people and for each other. Birds eat harmful insects and lower the mosquito population. Wolves and wildcats keep rat and rabbit populations low. Plants are food and a source* of medicine for people and animals.

(continued on page 9)

Words in black print with a star (*) are in WORD HELP on page 12.



What's Inside?

Events in April.....	2, 3
This Is Your Page.....	4
Poetry Month.....	5
Your Health.....	6
Eat Well, Live Longer.....	5
America the Beautiful.....	6
New York City.....	6
Heroes and History.....	7
The Great Migration.....	7
Idiom Corner.....	8
Punny Stuff.....	8
Crossword Puzzle.....	8
Answers to Puzzle.....	11
Let's Talk About It.....	11
Word Help.....	12

Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called tenants*. They pay rent to the landlord* of their building.

How to find an apartment

Tell your friends and family that you are looking for an apartment. Put a note on the bulletin board* at your work place. Look at the ads in the real-estate* section of the newspaper or on craigslist.org*.

Go to a real-estate website and look at the apartments. Some real-estate



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. Digitstockphoto.com

websites are: Zillow.com, Trulia.com, and Realtor.com. Type in your city or ZIP code. You can choose a price range*, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a real-estate agent* to help you find an apartment. The agent's fee* is usually one month's rent.

What do you want?

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do

(continued on page 10)

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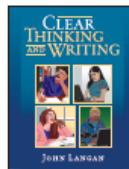
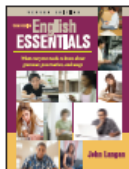
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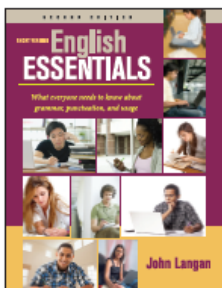
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CONTENTS

PART ONE

Fourteen Basic Skills

- 1 Subjects and Verbs
- 2 Irregular Verbs
- 3 Subject-Verb Agreement
- 4 Sentence Types
- 5 Fragments I
- 6 Fragments II
- 7 Run-ons and Comma Splices I
- 8 Run-ons and Comma Splices II
- 9 Commas
- 10 Apostrophes
- 11 Quotation Marks
- 12 Homonyms
- 13 Capital Letters
- 14 Parallelism

PART TWO

Extending the Skills

- 15 Preparing a Paper
- 16 Punctuation Marks
- 17 Pronoun Forms
- 18 Pronoun Problems
- 19 Adjectives and Adverbs
- 20 Misplaced and Dangling Modifiers
- 21 Word Choice
- 22 Numbers and Abbreviations
- 23 More about Subjects and Verbs
- 24 More about Subject-Verb Agreement
- 25 More about Verbs: Tenses
- 26 Even More about Verbs
- 27 More about Run-Ons and Comma Splices

- 28 More about Commas
- 29 More about Apostrophes
- 30 More about Quotation Marks
- 31 More about Homonyms
- 32 More about Capital Letters

PART THREE

Writing and Proofreading

- 33 The Basics of Writing
- 34 Writing Assignments
- 35 Proofreading Techniques
- 36 Ten Proofreading Tests

PART FOUR

For Reference

- 37 Parts of Speech
- 38 Dictionary Use
- 39 Spelling Tips



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Emergency Staging Area

Campus Map



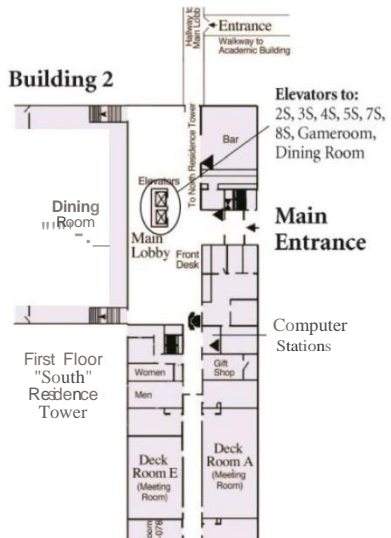
- Building 4**
- A001 to A148
 - L108/L110
 - AVN Simulator
 - Computer & Medical Labs
 - Sales & Administrative Offices
 - Academic Conference Room

- Building 1**
- 2 North to 8 North
 - Pool
 - Fitness Center
- Building 2**
- Front Desk, Lobby
 - Bar and Lounge
 - Deckrooms A to E
 - 2 South to 8 South
 - Dining Room
- Building 3**
- A300 to A315
 - Classroom 1 and 2
 - Auditorium
 - Bridgeroom
 - Memorabilia Room
 - SHS Simulators
 - Planetarium
 - LNG Simulator
 - ILA Classroom

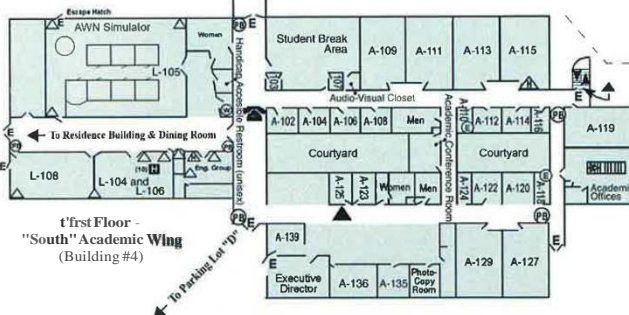
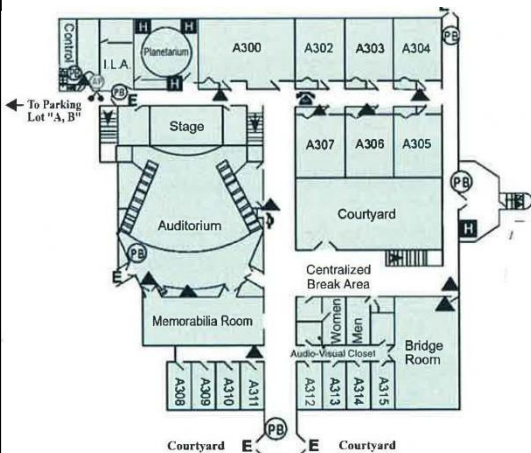


The Conference Center
at the Maritime Institute

Building 2



First Floor -
"North" Academic Wing
(Building #3)



The Conference Center
at the Maritime Institute