

# MAACCE MATTERS

Fall 2015  
Volume 15, Issue III



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## Notes from the President

Fall 2015

Dear MAACCE Members,

I can't believe it is already November! How time has been flying. This fiscal year has started off with an amazing amount of energy, publicity and work around adult education, locally and nationally. First, the board welcomed the new MAACCE board members at our retreat in August. Please join me in welcoming our new members: Shelley Alter (Harford Community College), Ellen Beattie (CCBC), Chauncy Butcher (Montgomery College), Barbara Edwards (Johns Hopkins Hospital Skills Enhancement Program), Jacqui Walpole, (PGCC), and Doug Weimer (BCCC). All board members gathered for a two-day retreat to plan for the implementation of our new strategic plan. The committees have started working with board members and non-board members and the ideas and work that is coming out of it is fantastic!

The advocacy committee took us to a new level this year with their work during Adult Education and Family Literacy week. Thank you to our advocacy committee leaders, Sonia Socha and Cynthia Campbell. Also, thank you to our advocacy committee members, especially Liz Sinnes, Doug Weimer and Patti Meszaros. Through our members, we passed out over 6,000 wristbands, had a robust social media campaign, had a TV appearance ([Comcast Newsmakers](#)) and were recognized at the national level (<http://national-coalition-literacy.org/>). This work is helping us become known to the new administration and leaders in Annapolis, as well as the local community around us. Next on the agenda are the postcards to the governor and keeping the members updated on WIOA.

In addition to the work the advocacy committee is doing, the organizational structure committee is working on our mission statement, financial policies and a database. The professional development committee is working on our regional event and starting the conference planning - check out our new location, The Maritime Institute (<http://www.ccmmit.org/>).

Last but not least, the outreach committee has started reaching out to people in organizations that have not previously been connected to MAACCE. Our hope is that we can all increase our knowledge by sharing what is happening in different areas of the field (family literacy, youth programming, etc.).

We welcome all members to join us in our work by contacting [maacce@gmail.com](mailto:maacce@gmail.com) to join a committee (professional development, organizational structure, advocacy and communications, or outreach), and we thank you for all you are doing in your programs.

It has been a pleasure working with a fantastic board and wonderful members. I look forward to seeing how the plan comes together this year and to what next level we take MAACCE.

Sincerely,

Heather Ritchie



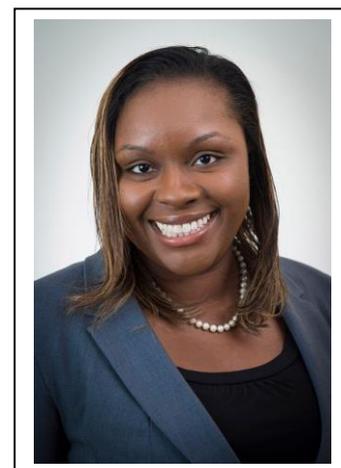
# Meet The New Board Members

**Shelley Alter:** Shelley is excited to be part of the MAACCE Board! She has a BA in English from UMBC and a Master of Arts in Teaching degree from Goucher College. She also earned a TESOL Certificate from UMBC. Shelley started working at Harford Community College six years ago as an instructor and advisor and currently is the ESL Specialist. Previously, she taught 5th grade and 7th grade for BCPS. Shelley states that working with adults has been an eye-opening and rewarding experience, and looks forward to continuing this work with the Board. Outside of work, her 2 boys and puppy keep her on the go. She also enjoys reading anything and everything, camping, kayaking, and torturing her children with her love of musicals.



**Ellen Beattie:** Dr. Ellen Beattie is currently the Adult Basic Skills program coordinator at The Center for Adult and Family Literacy within the Community College of Baltimore County. Her professional experience spans management and leadership roles in enrollment and student services. Dr. Beattie has held positions such as Manager of Academic Counseling, Director of Re-entry Advising, and Regional Director of Operations and Student Services for higher education institutions since 2003. For the last eight years, Dr. Beattie has taught undergraduate and graduate courses in cognition, educational leadership and technology, ethics and social responsibility, group dynamics, and student success. Dr. Beattie is enthusiastic about serving on the MAACCE board.

**Chauncy Butcher:** Chauncy serves as the Transition Program Coordinator for the Adult ESOL and Basic Skills for College & Careers unit at Montgomery College where she provides training and supervision to the College & Career Coach (CCC) staff. CCC's advise students individually and in groups about their post-secondary education and training options. Since starting this position she has also been involved in aligning curriculum frameworks with the College and Career Readiness Standards, special Maryland Integrated Basic Education and Skills Training (Mi-Best) programs, and working closely with program coordinators across the county on transition-related projects. She is active in the community working as an ESOL instructor, trainer, and tutor. In addition, she has partnered with national and local organizations to offer professional development sessions for staff, faculty, and community partners on connecting highly skilled immigrants to further education and training and integrating career awareness into the ASE/ESOL classroom.





**Barbara Edwards:** Barbara has been in the adult education arena for 25+ years, and has had the opportunity to teach and counsel students, advise instructors, and manage programs. Whether in the community or hospital environment, Barbara states that it has been a privilege to work with so many dedicated teachers and determined students. For the past 20 years, she has been invested in workforce education. Most of this experience has been at The Johns Hopkins Hospital with the JHH Skills Enhancement Program. From employees wanting to earn a high school diploma, to workers needing medical terminology for advancement, or post-doctoral fellows eager to improve English pronunciation, SEP accommodates a variety of academic needs. In addition to adult education activities, Barbara loves spending time with family and friends, enjoying the Fenwick Island beach, savoring seafood and ice cream, volunteering in Spiritual Care at JHH, singing in her church choir, and now, of course, being part of the MAACCE Board.

**Jacqui Wapole:** Jacqui Walpole was born in Wales. She studied political science at the University of Wales and gained a graduate teaching certificate in Adult Education from the University of London. After teaching at an education college in East London for a few years, Jacqui's former American government professor from the College of William & Mary in Virginia persuaded her to move to Williamsburg to pursue a master's degree in international relations at William & Mary. Jacqui was supposed to stay in the US only 1 year but a fellow student at William & Mary introduced Jacqui to his brother and the rest is history! Jacqui returned to teaching when her two sons were teenagers and taught ESL in the Adult Education program in Prince George's County and enrolled in the masters in TESOL program at the University of Maryland. Jacqui became the ESL Coordinator when the program moved to Prince George's Community College in January 2007 and assumed her current position as administrator in January 2013.



**Doug Weimer:** Doug is also excited to be a part of the MAACCE Board this year and is currently the Community ESL Coordinator at Baltimore City Community College, a position he has held for four and a half years. Before that, he was an adjunct ESL Instructor for three years as well as a middle school math teacher for five years. He loves working in Adult Education and looks forward to contributing to MAACCE. In his free time, he enjoys movies, camping, and spending time with his family.



# **MAACCE 2016 Conference**

**May 12-13, 2016**

**The Conference Center at the Maritime Institute  
629 Maritime Boulevard  
Linthicum Heights, MD 21090**

MAACCE's annual conference is for Maryland professionals working in adult education programs including community colleges, public school sponsored programs, community programs, local agencies and corrections!

Interested in presenting at the conference?

The Call for Proposals will be released soon.



## KEYNOTE ADDRESS: LEARNING HOW TO LEARN

**BARBARA OAKLEY**

### *EXPLORATIONS IN MIND AND SPACE*



#### **SPEAKER'S BIOGRAPHY OF DR. BARBARA OAKLEY**

Barbara Oakley, PhD, PE is a Professor of Engineering at Oakland University in Rochester, Michigan; a Visiting Scholar at the University of California, San Diego; and Coursera's inaugural "Innovation Instructor." Her work focuses on the complex relationship between neuroscience and social behavior. Dr. Oakley's research has been described as "revolutionary" in the Wall Street Journal—she has published in outlets as varied as the *Proceedings of the National Academy of Sciences*, the *Wall Street Journal*, and *The New York Times*. She has won numerous teaching awards, including the American Society of Engineering Education's Chester F. Carlson Award for technical innovation in

engineering education. Together with Terrence Sejnowski, the Francis Crick Professor at the Salk Institute, she co-teaches Coursera – UC San Diego's "Learning How to Learn," one of the world's most popular massive open online courses, with nearly a million students in its first year alone. Her book *A Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra)*, (Penguin, 2014) is a *New York Times* best-selling science book.

Website: <http://www.barbaraoakley.com/index.html>



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# Postcards for the Governor!

*It's almost that time of year again for the MAACCE postcards for the Governor. Soon, your adult learners, teachers, staff, and supporters will have the opportunity to send postcards to Governor Larry Hogan to request continual support for adult literacy. Watch your email for information!*

## Adult & Workforce Literacy Services

### *FY2017 REQUEST FOR FUNDING*

Name \_\_\_\_\_  
Street Address: \_\_\_\_\_ City,  
State, Zip code: \_\_\_\_\_

Check one:  Volunteer  Adult Learner  Teacher  Supporter

**Thank you, Governor Hogan**, for supporting adult and correctional education in your FY2016 budget (and for your proclamation for Adult Education and Family Literacy Week in Sept. 2015). This investment empowers thousands of Maryland adults and out-of-school youth to complete high school diplomas, increase English language and/or basic literacy skills, and transition to jobs, job training, and post-secondary education. In FY2015, state-funded adult education programs served **36,030** adult learners.

Your support in keeping the GED® exam fee affordable allows more Marylanders to earn high school diplomas and qualify for jobs. Also, programs like MI-BEST and Career Pathways help learners gain employment. Adult Literacy & Workforce Services, including correctional education, aid Maryland's economy and families by increasing earnings and reducing recidivism. Keeping Maryland's minds learning and hands working are keys to its economic growth.

A total of 3,418 adults remain on **waiting lists**. With the new rigor of College and Career Readiness Standards, learners require more instruction and time in programs to make gains. *In FY2017, please continue to make Maryland's successful adult education system a high priority for your administration by providing critically-needed funding. With the new WIOA requirements for adult education, state and local support is needed more than ever.*

# *NEDP News*

## The NEDP

In 1972, when the only alternative option to a high school credential was the GED®, a study was conducted to find out why so many adults over the age of 25 years were not attending GED® preparation classes. The Syracuse Research Corporation Study discovered that many of the reasons were associated with real life challenges: work schedule, childcare, negative experiences with being back in a classroom with younger people, shame, embarrassment and a lack of confidentiality.

As a result of the study, the National External Diploma Program (NEDP) was developed in 1975, and four years later the U.S. Department of Education recognized it as a worthy high school diploma program. It expanded from New York to other states, becoming an alternative option to the GED®. In 2006, CASAS acquired the rights to the NEDP and made changes by updating methods, questions, competencies and the level at which one had to study. CASAS refers to “NEDP clients” rather than “NEDP students”

From 2006 until 2013, all NEDP clients worked towards their high school diploma by preparing a physical portfolio which demonstrated all the required skills. Some of the skills were, for example, reading, writing, mathematics, an appreciation of art and music, an understanding of literature, geography, economics and the ability to look for and apply for a job. A knowledge of basic computer skills was helpful but not a requirement. The clients were generally achieving their goals within a year, many within four or five months.

In July 2013, the NEDP changed from a physical portfolio to an online portfolio and computer skills became necessary. Potential students need more than passing scores in math and reading to be successful; they must be able to navigate many computer activities, from basic keyboarding to making an Excel spreadsheet. Generally, it is advisable for the clients to have their own computer at home or at least have access to one even if it means going to the local library. Despite some early misgivings and the typical pains that come with change, it is generally agreed that the skills required for the NEDP and learned during the process are relevant, necessary and useful in the 21<sup>st</sup> century.

Throughout the program, the client works one-on-one with a CASAS-trained assessor and an important difference between being enrolled in a class and enrolled in the NEDP is that assessors are not allowed to teach the clients because it is not a teaching program, unlike GED® preparation classes. Teachers and tutors can be relied on to help students with their work.

The current online program embodies many more items for the students to comprehend, learn from, study, work on and accomplish. It is a more comprehensive learning experience than the previous program and is up-to-date.

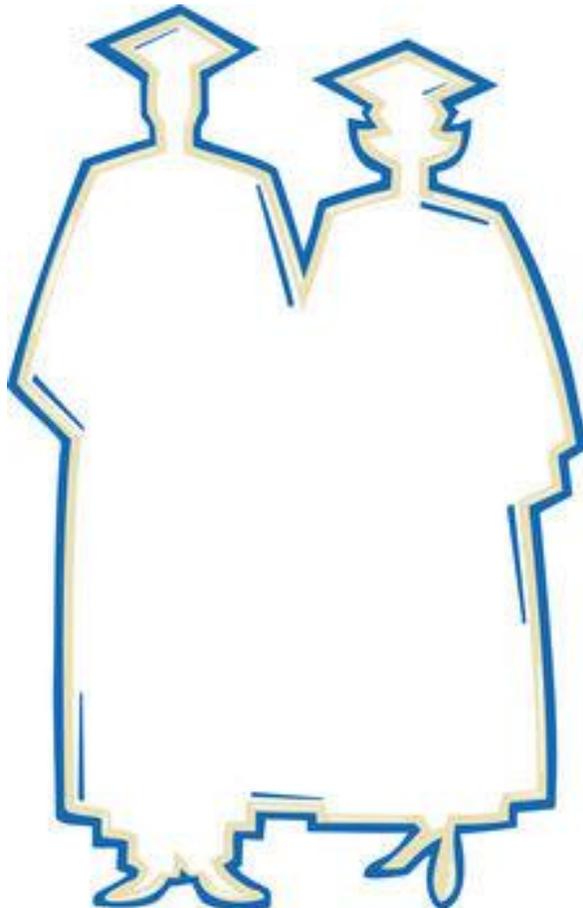
A professional rapport is usually built between the client and the assessor which is important because it contributes to the client's success by building confidence and keeping the client 'on-track'.

The pathway begins with an orientation and registration session where potential clients are given CASAS math and reading tests. Qualifying scores must be attained before anyone can be considered for the NEDP. If these scores are not reached, then a tutor or a class is offered to assist with further learning. Once the qualifying scores have been met on a re-test, then clients move into the first part of the program which is called "Diagnostics". In this section, the major hurdle is writing an online essay which meets prescribed CASAS descriptors. After having been out of school for several years, many students find writing an essay to be challenging.

Once Diagnostics has been accomplished, a client moves to the final and main section of the program which is called "Assessment". This section is considerably longer than in the days of the physical portfolio and encompasses several similar topics but in much greater detail and requires more research and reading from the many online resources provided by CASAS.

Clients generally take much longer to complete the online program because it is more challenging. However, when our students complete and receive a high school diploma, they not only feel relief but are genuinely happy, proud, and have a sense of accomplishment.

*By Helen Ottley, NEDP Lead Assessor with the Adult Education program at Prince George's Community College*



*Rene Lara was a student in Prince George's Community College's Adult Education program from 2008 to 2014. Rene began by taking ESL classes (his first class was ESL low beginning) and he eventually obtained a Maryland high school diploma through the National External Diploma Program (NEDP) in 2014. In 2013, Rene was nominated by the Program's staff and received a student award from MAACCE. In January of this year, Rene tragically died. He touched the lives of many of the staff and students in PGCC's Adult Education program by volunteering his time at registrations and keeping in touch with the staff through visits and emails. The following is an extract from Rene's essay written in August 2013 while he was in the NEDP. (Thanks to Helen Ottley, his NEDP assessor, and also to adjunct instructor, Christopher Welch, for selecting these extracts from a longer essay.)*

"I really give value to everything that has happened in my life. Since I can remember, my life has been very busy in so many ways. Many years ago, when I was one of the nicest children in the neighborhood, I enjoyed life to the maximum, running around and having so much fun playing with my sisters and younger brothers.

One of the things I remember doing is that I used to like to play with the red clay all over our front yard. We spent many hours playing, after the rain was gone, while my mother and my father were out, a long way from home, working for our daily bread. I was the one who had to take care of the younger ones.

Well, the days passed without me noticing and suddenly it was time for me to start school. I was about six years old and I remember my mother saying to me, "Rene, I am going to buy a pair of shoes for you because you need to go to school." I was excited, but at the same time a little confused and even a little overwrought. There was something new on my little mind that I had never experienced before. There I was, the child who liked to play with the clay, now getting ready for the first day of class, that was about to come.

Every day, I used to play by the hill and thinking when would be the first day of school, and I had many ideas for playing in the clay. I remember that I used to sculpt little toys - like a student in the classroom and a teacher at the front, but the rain always washed them away. At the same time, every single evening, I used to wait for my mother at the wooden fence; wait to see my new shoes arrive. Sometimes there, I felt a little desperate. Days went by. The first day, I asked my mother, "Did you get me my shoes?" She said, "Not yet".

The second day I asked the same question and she gave me the same answer. But on the third day, I said to her, "Mother you promised something from the market". Without hesitation, she replied, "School will be starting in 5 days, but I will buy your shoes tomorrow". I remember that very clearly.

Well, that night I could not sleep very well because I was anxious for the next day to come. The next day, I woke up as early as I could and helped my mother prepare the coffee. She went to work and just as she said she would, my mother got me a new pair of shoes at the end of the day. I was very impressed. I had my new pair of shoes, I was really so happy.

Somehow, the days turned into months and years. In my third grade, we started handicrafts lessons. For some reason I became addicted to playing with clay and was able to create a clay vase. Back then, I dreamt of being able to paint even though I had never seen a painting before. So I asked my mother if there was a possibility of getting some watercolor paints. I really knew that it wouldn't be possible, but my mother had a lot of initiative. She let me know that paint was too expensive for her and she couldn't afford to buy it, so she gave me another option.

One week later, having done my handicrafts, I took it to the classroom and every classmate was very impressed with my work. It was not expensive to make and was easy and very colorful. Everyone displayed their handiwork for a week and at the end of the exhibition, the final winners were nominated. I was one of them. I remember that the prize was some kind of monetary gift.

Everyone must remember those feelings when they win a prize for the first time. I went back to my house and told my mother about the exhibition. She suggested I use the money to buy the watercolor paints I wanted to get before. At that moment, I thought it wasn't that bad to be working with clay or getting it on my shoes after all; somehow I had taken advantage of it. I have been paid for working in red clay!

My previous feelings of embarrassment were over and I was getting all the attention of my mother and her friends. I remember them saying to my mother that they wanted a son like me who was very creative and had good social skills.

Today, I really enjoy art and paintings. One day I will buy one and put it in my room."

*Extracts from Rene Lara's essay, August 31, 2013*





## National Council of State Directors of Adult Education

### National Council of State Directors of Adult Education

Washington News

#### **Government Relations Report: September 2015**

*By Gene Sofer, NCSDAE Government Relations Consultant*

#### **Budget and Appropriations**

There is some good news to report. Congress passed, and the President signed, a Continuing Resolution (CR's) that will remain in effect until December 11. This averts a government shutdown and gives the Congress and the Administration time to try to work out a larger agreement on the Budget for fiscal year 2016.

There is more good news. Senator McConnell (R-KY), the Senate Majority Leader has indicated he would support an agreement to cover the next two years that would include raising the budget caps on both defense and non-defense spending. Senator Barbara Mikulski (D-MD) also supports a two-year deal.

The campaign to raise the budget caps in which we participate has achieved a degree of success. Raising the caps to permit more spending is now part of the debate. One might say that at the leadership levels, the discussion now revolves around how to do it (and by how much), rather than whether to do it at all.

An indication of how difficult the task is: more than 60% of House Republicans voted against the CR which maintained funding at current levels, and were thus willing to shut down the government. That is a much larger number of Republicans whose votes may be problematic on a budget deal and/or omnibus. There are several challenges, however:

Presumably, a substantial portion of the increase would have to be offset with cuts elsewhere in the budget. The President's budget would have increased spending by \$74 billion in FY 2016, alone. Where Congress will find \$148 billion (\$74 billion x 2) in a couple months is a real problem.

On September 25, Speaker of the House John Boehner announced his intention to retire from Congress at the end of this month. The conventional wisdom in Washington is that Boehner's decision made it easier to avert a shut down at the end of September, but raised the chances of a shut down in December. While the House Republicans are struggling to elect a new Speaker, nobody knows whether that person will be able to negotiate a budget deal that House Republicans will support.

Politico quotes one unnamed Democratic aide as saying, "The immovable object is about to meet the unstoppable force: Republicans cannot pass a bill that funds Planned Parenthood and congressional Democrats and President [Barack] Obama cannot vote for or sign a bill that defunds it." Indeed Democrats told me they won't stand for defunding Planned Parenthood and Republicans are starting to say they won't stand for funding it."

There are rumors that this deal could also include a highway, or infrastructure bill, and the reauthorization of the Export-Import Bank, both controversial items in their own right. Adding more controversy to the mix has to make an agreement more difficult.

As the legislative process bogs down, Members of Congress increasingly look to must-pass appropriations bills to achieve policy goals. These goals often take the form of legislative riders, of which there are likely to be dozens, if not hundreds. Some will be easily dealt with, others like those dealing with Dodd-Frank, the Affordable Care Act, and Planned Parenthood are not so easy to resolve. They, too, will complicate any deal.

Finally, the Treasury has announced that we are likely to breach the debt ceiling on November 5, before the Continuing Resolution expires. While Congressional leadership has promised that there will be no default, it is not clear how much control the leadership has over the rank and file, particularly in the House.

By all accounts, serious discussions are just beginning. This while according to Rep. Nita Lowey (D-NY), and the ranking Democrat on the House Appropriations Committee, “we have been busy doing nothing this year.”

Appropriations staff says that it will need about a month to write bills that conform to the new caps (whatever they are), implying that most decisions will need to be made by the beginning of November. This raises the possibility that there may have to be short term CR’s enacted to give them time to finish their work.

The consensus seems to be that if efforts to craft a new package by December 11 fail, Congress will pass a yearlong Continuing Resolution.

All of which is to say that there is some distance to go before the situation is resolved, and not much time left in which to resolve it.

## **Other Legislation**

On September 30, Sen. Tammy Baldwin (D-WI) asked unanimous consent to allow the Senate take up and pass H.R.3594, The Higher Education Extension Act, a bill to extend temporarily the Federal Perkins Loan program. Senate HELP Committee Chairman Alexander objected, saying “I’m going to oppose a one-year extension because we’re in the midst of completing our work on the Higher Education Act including the Perkins loan and we should be through with that by the end of the year,” said Alexander.”

Most of those in the Higher Education community doubt that the Congress will complete action on the Higher Education Act reauthorization this year.

ESRA remains caught up in the same procedural morass it has been in for the better part of the year.

*Please Note: This report is supported by NCSDAE member states and is distributed to NCSDAE members as a benefit of membership. You are welcome to redistribute or publish this report, in whole or in part — please let us know, and be sure to credit the author and NCSDAE.*

National Council of State Directors of Adult Education (NCSDAE)  
[\(202\) 624-5250](tel:(202)624-5250) | [www.ncsdae.org](http://www.ncsdae.org)

# Maryland Literacy Hotline

410-752-3595

(Baltimore Reads old number)

[MDLiteracyHotline@gmail.com](mailto:MDLiteracyHotline@gmail.com)

<https://www.facebook.com/MDLiteracy>



**The Maryland Literacy Hotline is available to help Maryland residents find nearby Literacy, Adult Basic Education classes, GED® Exam preparation classes, National External Diploma Programs, and English as a Second Language classes. This project was originally a collaboration of Baltimore Reads and the Family Literacy Coalition in Baltimore. Now the hotline is being run by Cynthia Campbell of Gold Apple Services for the Family Literacy Coalition.**

**If you are a Maryland adult education provider and would like to be on the referral list, please send an email to Dr. Cynthia Campbell at:**

**[MDLiteracyHotline@gmail.com](mailto:MDLiteracyHotline@gmail.com)**

Be sure to include the following:

- Name of organization
- Contact information including address, phone number, web address, e-mail address.
- County or city the organization serves
- Name of director
- Name and email of person for prospective students to call
- Types of classes offered
- Indication of costs (if any) for to the student for classes, materials, or other fees.

*Please note: While MAACCE is supportive of the work of the Maryland Literacy Hotline, Maryland Literacy Hotline is not a program of MAACCE.*

MAACCE

C/O Laurie Askins  
PO Box 709  
Leonardtown, MD 20650

E-MAIL:  
MAACCEcoordinator@gmail.com

**We're on the web!**  
See us at:  
[www.maaccemd.org](http://www.maaccemd.org)

## About Our Organization...

*The Maryland Association for Adult, Community and Continuing Education is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process. MAACCE provides a central forum for a wide variety of adult, community and continuing education groups and encourages organizations and agencies in Maryland to cooperate in a broad spectrum of educational programs and activities in support of the lifelong learning concept.*

Join us on Facebook:

<https://www.facebook.com/pages/MAACCE/135869909789248>

**MAACCE Matters** is published quarterly coordinating with the seasons. If you would like to furnish an article or supply information for MAACCE members, contact Jay Willetts at [jaywilletts@comcast.net](mailto:jaywilletts@comcast.net)

## MAACCE Board of Directors 2015-2016

