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Notes from the President

Fall 2012

All organizations need to plan, set goals, and bring in new members to succeed. MAACCE is no exception and in the past two months, the Board has worked hard to these ends. We held a two day planning activity, set goals for the New Year, and sought out new Board members.

We covered many topics at our planning retreat in August and set six goals for the organization for FY 13. These goals are:

1. **To advocate for additional funding for adult education**—The effort to maintain and expand quality programs after years of level funding is becoming increasingly difficult.
2. **To increase membership**—There is strength in numbers, a stronger organization can better represent its membership.
3. **To increase membership within correctional education programs**—Correctional education represents a big part of adult education in Maryland but is under-represented in MAACCE membership and professional development activities.
4. **To expand regional professional development activities**—It is important to provide quality professional development activities to all adult educators and to customize those activities to specific needs.
5. **To provide a quality media presence**—We will be looking for ways to improve our website and newsletter and seek out new ways to be more visible in the public arena.
6. **To provide a quality conference**—Past conference evaluations have said we have consistently met this goal but we want to “push forward.”

On another front several members have stepped forward and said they want to become members of the Board. The infusion of new members with talent and varied experiences is just what every association needs to grow and succeed. Thanks for answering the call. And so we move forward this year with quality planning, established goals, and new Board members.

We look forward to a promising year. Take care

Randy

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maacce@gmail.com



Advocacy – Sonia Socha

South Baltimore Learning Center hosts a press conference for the 3rd Annual Adult Education and Family Literacy Week, September 12 – 18, 2012



SARBANES KICKS OFF NATIONAL ADULT LITERACY WEEK AT MAACCE/SBLC PRESS CONFERENCE

“By investing in adult education services we help promote our greatest asset – the entrepreneurial American worker,” said **3rd District Congressman John P. Sarbanes**, at a Sept. 12 press conference presented by the **South Baltimore Learning Center (SBLC)** and the **Maryland Association for Adult Community and Continuing Education (MAACCE)**.

Held at SBLC, the press conference drew over 100 people and was filmed by two TV stations. The event marked the start of the third annual National Adult Education and Family Literacy Week, proclaimed by the U.S. Senate and supported by the National Coalition for Literacy, National Adult Education and Family Literacy Week to raise awareness of the critical role adult education and family literacy plays in our country, in our economy, and for the nation’s well-being.

For the third year in a row, a House resolution (H. Res. 385) was proposed designating the week of Sept. 12 as National Adult Education and Family Literacy Week 2011. For the very first time, the Senate passed a similar bipartisan resolution (S. Res. 258) recognizing the same week as National Adult Education and Family Literacy Week.

“Congressman Sarbanes cares so much about adult literacy and is a true champion for the citizens of Maryland who need these services. We are so pleased that, for the third year in a row, he requested to hold a press conference at SBLC to recognize this national awareness event,” said **Sonia Socha**, SBLC executive director and MAACCE public policy chairperson and board member. “The purpose is to raise public awareness of adult education and literacy, and to garner support for increased funding and access to adult literacy services.” A founding member of the House Literacy Caucus, Sarbanes is an original sponsor of the House resolution. Others in the Maryland delegation to sign the resolutions were **Sen. Barbara Mikulski, Sen. Benjamin Cardin, Rep. Elijah Cummings** and **Rep. C.A. “Dutch” Ruppertsberger**, who prepared the following statement:

“As we work to create high-quality jobs that will propel Maryland’s economy forward, the issue of adult literacy is more critical than ever. “Working to improve basic skills with an emphasis on literacy and math will help more Americans get, retain or advance in a job and, more importantly, achieve a family-sustaining income. I am proud to support the goals of the National Coalition for Literacy and Family Literacy Week 2011.”

In addition to Rep. Sarbanes and Socha, press conference speakers included **Michelle R. Brown** (assistant to Sen. Mikulski), **Lynn Selmsner**, (government relations director, National Council of State Directors of Adult Education), **Ralph Galvin** (Maryland Department of Labor, Licensing and Regulation adult secondary education specialist, Division of Workforce Development and Adult Learning); **Randy Shipe** (MAACCE president), **Anne Schroth** (SBLC Board President), SBLC graduates, **Greg Lewis, Peggy Butler-Watson, Daryl Witherspoon** (SBLC learner) and **Fatima Boudouch** (BCCC English as a Second Language Learner).

To get more information about the press conference and view the photos, click on this link:

<http://www.southbaltimorelearns.org/PDF%20Files/forwebsite.pdf>



MAACCE 2013 Annual Conference

“Bridges to Lifelong Learning”

Thursday May 9 & Friday May 10, 2013

Crowne Plaza Timonium
2004 Greenspring Drive, Timonium, MD 21093



MAACCE CONFERENCE LOGO CONTEST

Due to weather related closings, the MAACCE Board has decided to

Extend the logo contest deadline to Nov. 15

and to

Expand the contest to include our learners.

Participation is easy. The contest is now open to:

- Current MAACCE members
- All adult learners

Conference Logo Contest Rules:

- Your design must incorporate and/or reflect the spirit of the conference theme:
Bridges to Lifelong Learning
- No copyrighted materials or images are allowed in the design
- The winning entry becomes the property of MAACCE
- Design must be in jpeg file
- All submissions must be emailed to maacce@gmail.com before November 15, 2012.

(MAACCE Board members are not eligible to participate.)

The winner will get a \$50 gift card and be recognized in the 2013 conference program.

The Times, They are a-Changing!

NEDP Update

Mary Gutowski, Calvert County, October 2012

For the past several months, agencies in Maryland (along with other NEDP states), have been involved in the soft launch of the new on-line NEDP. We have identified glitches, praised the hard work that went into the program, and gotten a glimpse of the future.

The overall response has been positive. Not only are we pleased to be a part of the field testing, but we are pleased to be a part of the solution to some of the problems that have arisen. CASAS is incredibly open to listening to our concerns and accepting our ideas for improvement or clarity. They are quick to make the necessary changes. We have immediate contact with them through personal and conference phone calls and email.

The Health Literacy section was the first soft launch. Then, in March 2012, Civic Literacy and Civic Participation began. Consumer and Financial Literacy was the next area launched. The roll-outs continued all summer long and into the fall. By January 2013, the entire online program will be ready for use. Agencies will have the option to begin then, or wait until September 2013. By September, all paper tasks will be retired and everyone will be working on-line. The rigor has increased, and the competencies are in line with the core curriculum. The rest of the areas are: 21st Century Workplace, Cultural Literacy, History and Geography, and Scientific Inquiry. Communication and Media Literacy, Information and Communication Technology (ICT) and Applied Math/Numeracy is embedded and assessed in the aforementioned areas.

One of the things that we really like is that there is a place for the candidate to give feedback at each area. With the simple push of a button they can leave comments, concerns, compliments, or complaints. Assessors also have the capability to leave feedback, but we stress to our clients that CASAS needs to hear from them as well. Another nice feature is that an Assessor can leave a message at a ND answer that explains to the client why the answer is ND. Assessors are also able to leave notes to each other, and the reviewer can leave notes to the assessor and/or the client, at the item that is being assessed.

ABE classes will need to retool for both the computerized GED test, and for the on-line NEDP. Because these two ways of earning a high school diploma are moving in the same direction, instruction in the skills will be more in line with each other. Classes may need to incorporate computer skills for some of the students.

Get ready fellow colleagues: Interesting and exciting times are ahead! “you better start swimmin’ or you’ll sink like a stone, for the times they are a-changin’.” –Bob Dylan

The Art of Teaching: Developing Adult Learners' Metacognitive Skills

By Cynthia Macleay Campbell, Ed.D.

If you were asked to read a tax document or a statistics textbook, what steps would you take? If you answered something like this “I would look for the key, relevant information” or “I would buy *Statistics for Dummies* because statistics is not my strength,” you would be demonstrating metacognition, or “thinking about thinking.”

Why is this important for our adult learners? There are two main reasons:

1. Metacognitive skills help students see the value of and apply various strategies to their learning. So, understanding a passage or solving a math problem is not just a matter of luck, but an *achievable* task.
2. Developing metacognitive skills is part of what helps adult students attain self-regulated learning – or in other words, own their learning process. This sense of ownership is considered a critical factor in learner persistence.

Metacognition should come into play before, during, and after approaching a learning task, such as reading a passage or approaching a math problem. During the *planning* phase, a learner should be employing pre-reading skills such as a KWL chart, making predictions about the text, or skimming first and last paragraphs and headings to obtain a sense of the passage’s argument. For math, this would include reading the problem carefully, then determining what the question is asking for and what operation to use.

While doing the task, learners should be *monitoring* their understanding of the passage. This can be done with colored sticky notes to place by sections of text. Designate a color such as red for “Huh?” yellow for “kind of understand this,” and green (or blue) for “I get this!” Other self-check methods can include writing notes, underlining key points, etc.

Finally, there is the *evaluation* phase, where one checks out how well the learning activity has gone. If an answer to a comprehension or math question is correct, a student should be encouraged to describe *how* he or she arrived at that right answer. At this phase, students can also decide how well the monitoring strategies worked for them and what adjustments they need to make.

However, our students will probably not naturally use metacognitive techniques in their academic work. Thus, they need help from their teachers to develop these skills.

First, introduce students to the idea of “thinking about thinking.” One strategy is to ask them to answer one of these questions:

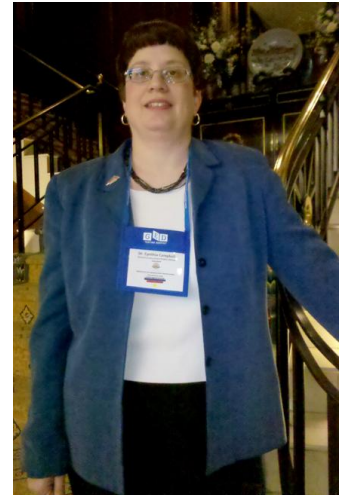
1. How do you plan and make a meal? What decisions are made as you plan a meal and why?
2. How do you decide what you are going to wear in the morning?
3. Explain what you do on a typical day at your job (or home) and why you do each task.

Point out to your students how they put thought into these daily activities and how what they are doing is “thinking about thinking.” Let them know that you will help them learn how to think about their thinking when they work on their studies.

Second, model metacognitive behavior. You can do this with “Think Alouds” where you perform a task such as reading a passage and answering questions or a math problem. As you demonstrate the task, articulate your thought process as you do it. Doing this will both humanize you as the teacher and help demystify the learning process for the students. An added benefit is that you will be thinking more consciously about how you learn and process information. You can also do “Think Alouds” when you show students how to do graphic organizers.

Third, give them time to experiment with various metacognitive strategies and debrief together how various strategies work for them. Students should try each strategy a few times before deciding its effectiveness. As time goes on, your students will start making more independent decisions about strategies and start using them without your coaching.

These are just a few of my ideas for helping adult learners think about their thinking, and I hope to learn from other teachers. How do you help your adult learners think about their learning? Please send me an e-mail at GoldApple@comcast.net or visit my blog at www.GoldAppleServices.com and leave a comment.



Cynthia Macleay Campbell, Ed.D. is the Adult Literacy Program Administrator at Baltimore Reads, Inc.

**Good
News**



As of January 1, 2013, your MAACCE membership now includes a complimentary membership to COABE – “The Voice of Adult Education”

Membership Benefits:

- Save \$30 off the new and improved COABE Journal (\$35 member price/\$65 nonmember price)
- Save \$75 off the COABE conference on March 24-28, 2013 in New Orleans, LA
- Apply year round for awards, incentive grants, and scholarships
- Receive advocacy alerts and legislative updates
- Access online quarterly newsletter
- Participate in regional institutes and regional discussion lists
- Election and voting privileges
- Members receive monthly updates that carry special offers and discounts off cutting edge professional development products from our VIP vendors: A+ Learning, American Education Corporation, A+ Advancer, Aztec Software, Boston Reed, Center for Legal Studies, CTB McGraw Hill, GED Academy, GED Testing Service, KET Adult Education, Pace Learning Inc., Paxen Learning, Teknimedia, Think60, and Wonderlic.

MAACCE MATH MATTERS

Mental Math by Mr. J

During each of my math classes I provide learning activities that I feel will enhance my students' number sense. The more students understand numbers and their relationships, the better they can analyze word problems and figure out the necessary math operations needed to successfully answer them. I especially like number patterns or series which I have discussed before:

1, 2, 4, 7, 11, 16, 22, 29, What is the 10th term in this number series? _____*

Students commonly do not have a great command of the multiplication facts and we know how this deficiency effects their ability to do basic math operations. The quick and automatic recall of the "times tables" is a prime example of "mental math" – whether they are multiplying, dividing, working with fractions, etc. To enhance mental math skills, I provide warm-up exercises in which they are to answer the problem mentally. Besides drilling them on the times tables, I include the following:

A. *Simple multiplication problems.* $14 \times 2 = 28$ (Mentally say 2 times 4 is 8 and 2 times 1 is 2)
 $34 \times 5 = 170$ (5 times 4 is 20, put down the 0, carry the 2, 5 times 3 is 15 and add the 2: 17)
Try these: $67 \times 3 = \underline{\hspace{2cm}}$ $52 \times 4 = \underline{\hspace{2cm}}$ $143 \times 6 = \underline{\hspace{2cm}}$

B. *Simple division problems:* $96 \div 3 = 32$ (3 goes in to 9, 3 times and 3 goes in to 6, 2 times)
 $136 \div 4 = 34$ (4 goes in to 13, 3 times which is 12, 1 left over makes the 6 a 16, 4 into 16 is 4)
Try these: $82 \div 2 = \underline{\hspace{2cm}}$ $165 \div 5 = \underline{\hspace{2cm}}$ $234 \div 7 = \underline{\hspace{2cm}}$

C. *Order of operations:* $3 + 9 \times 2 = 21$ (9 times 2 is 18 and adding 3 makes it 21)
Try these: $10 - 14 \div 2 = \underline{\hspace{2cm}}$ $3 \times 6 + 25 \div 5 = \underline{\hspace{2cm}}$ $7 + 2(24 \div 8) = \underline{\hspace{2cm}}$

D. *Changing mixed numbers to improper fractions:* $1\frac{3}{8} = \frac{11}{8}$ (8 times 1 is 8 and add 3)

Try these: $2\frac{4}{5} = \underline{\hspace{2cm}}$ $3\frac{2}{3} = \underline{\hspace{2cm}}$ $4\frac{8}{9} = \underline{\hspace{2cm}}$

E. *Changing improper fractions to mixed numbers:* $\frac{12}{7} = 1\frac{5}{7}$ (7 in to 12 goes 1 time and 5 left)

Try these: $\frac{13}{4} = \underline{\hspace{2cm}}$ $\frac{17}{2} = \underline{\hspace{2cm}}$ $\frac{20}{3} = \underline{\hspace{2cm}}$

F. *Multiplying whole numbers by fractions and simple percents:* $\frac{1}{8}$ of 24 = 3 (24 \div 8 is 3)

$\frac{2}{3}$ of 42 = 28 (3 in to 42 is 14 times and 2 times 14 is 28) 50 % of 128 = 64 ($\frac{1}{2}$ of 128 is 64)

Try these: $\frac{1}{5}$ of 125 = _____ $\frac{3}{4}$ of 140 = _____ 25 % of 172 = _____

These problems are certainly quite simple, but for the students to enhance their "number sense", and to practice "mental math", they must be relatively easy. Also, by doing these kinds of problems this way, it enhances their remembering the rules for each operation. You can experiment with your students and find many more ways to provide "mental math" activities. Share them with me.

* If you guessed 37, you did what many students do when they don't read the question carefully and don't provide the answer the GED test question actually wants: The 10th term is 46.

This mathematics article was written by Jay Willetts and is a regular feature in the MAACCE newsletter. Jay is often called upon to present informative math workshops for instructors and students on all levels of GED math. He has presented at the local, state and national levels, and authored numerous math worksheets and a GED Math Workbook.

Jay Willetts, Adult Education Math Specialist,
401-952-6724, mr.jgedrx@comcast.net



MAACCE Fall Membership Drive

If you know anyone who would benefit from a MAACCE membership or if you know someone whose membership has lapsed, encourage them to participate in the FALL MEMBERSHIP DRIVE.

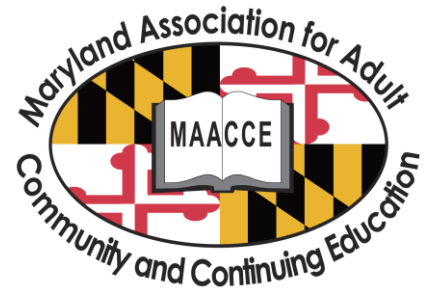
MAACCE membership includes the following:

- Reduced conference rates
- Regional professional development opportunities
- Advocacy update
- Opportunity to recognize students and staff through MAACCE awards
- Scholarship opportunities for students and programs
- Quarterly newsletters
- Your membership now includes a COABE membership!

Join MAACCE as a new member during the months of October or November, 2012, and get an extended membership (until the day before the **2014** conference). Current members who recruit new members during the drive will receive a \$5 Starbucks gift card.

Now is the time to recruit! Now is the time to join!

MAACCE Fall 2012 Membership Drive



**BECOME A MEMBER TODAY AND RECEIVE 1 1/2
YEAR MEMBERSHIP**

Date: _____

Name: _____

Organization/Affiliation: _____

Address: _____

City: _____ State: _____ ZIP _____

Phone: _____

Email: _____

Recruited by*: _____ (MAACCE Member Name)

* MAACCE recruiter will receive a \$5.00 Starbucks Gift Card

Are you interested in participating in one of the following committees?

- Communications/Technology Advocacy

Annual Membership Dues: \$ 35.00

Scholarship Donation: \$ _____

Total enclosed: \$ _____

- Check Money order Agency check - # _____

This special membership year is effective until the day before the 2014 conference.

Make check or money order out to MAACCE and mail application and payment to:

MAACCE Membership Registration, c/o Laurie Askins, P.O. Box 709, Leonardtown, MD 20650

MAACCE advocates on behalf of professional adult, community and continuing education groups and individuals in Maryland, and encourages organizations and agencies to cooperate in educational programs and activities in support of lifelong learning. Anyone interested in advancing education as a lifelong process is invited to join.

NEW MEMBERSHIP APPLICATION FORM

MAACCE

C/O Laurie Askins
St. Mary's County
Public Schools
PO Box 709
Leonardtown, MD 20650

E-MAIL:
lkaskins@smcps.org

We're on the web!
See us at:
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

***Special announcement:**

To encourage our members to read the MAACCE Newsletter thoroughly and to reward those who do, each issue of the newsletter will pose a question concerning adult education and the clues will be hidden in that issue. Some clues may require a bit of research. ☺ The **first** MAACCE member that responds with the correct answer will be awarded with a **\$20 gift card**.

Question for this issue:

Which new Board Member has initials that remind you of a medical or liquid measurement?

Please respond to: jaywilletts@comcast.net

MAACCE Board Members and former winners in the same year are not eligible to participate.
Good Luck!