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Notes from the President

February 1, 2012

It is mid-winter and the pace of work for the MAACCE Board and membership is picking up.

Activities needing attention range **from** the Maryland legislative sessions **to** a proposed federal law requiring enrollment in adult education programs for all individuals without a high school diploma or its equivalent who receive unemployment benefits **to** preparing for our annual conference.

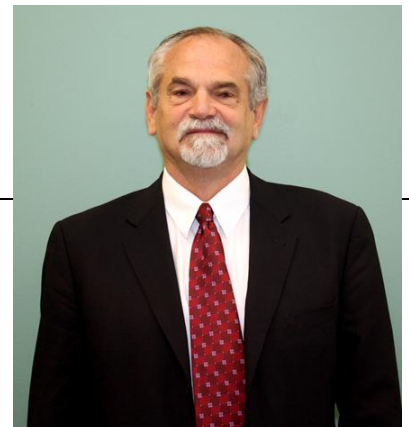
The federal legislation, which is currently in conference committee, would greatly expand the need for adult education services to potentially 1.6 million Americans without providing addition resources. MAACCE must and will monitor this legislation and voice our concerns.

With these issues facing us, the role of MAACCE in providing quality professional development becomes more important. Increasing our skills as adult educators is the one element of our profession that we all control. I encourage you to make a contribution to this effort by presenting at the conference, making arrangements to attend the conference and lastly volunteering to work at the conference.

The Winter 2012 Newsletter includes many great articles as usual, and focuses on the upcoming conference. Since Correctional Education is such a large part of MAACCE's focus, I have asked my colleagues to provide us with information on what is happening in the state's prisons who are challenged with providing this adult population with educational and career resources and opportunities.

I hope to see you actively participating in your own chosen manner in the coming months on addressing these issues.

Randy
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maacce@gmail.com



PUBLIC POLICY COMMITTEE – Sonia Socha

Join the MAACCE Advocacy Committee (formerly called the Public Policy Committee). If you are interested (or wish to know more about the committee) please contact Sonia Socha, Chairperson ([410-625-4215](tel:410-625-4215), ssocha@southbaltimorelearns.org). Meetings are held via conference call.

State: Thank you to all the MAACCE members and adult education programs across the state that joined in on our annual postcard campaign to the Governor. This important advocacy initiative helps ensure that the state funding that MAACCE worked very hard (over past years) to increase from \$750,000 to \$6.7 million stays intact. Our campaign this Fall has been successful – the Governor kept our Literacy works state funding level. Now it is our job to work with the legislature to be sure that they do not cut the funds, as they work to balance next year’s state budget. The Advocacy Committee will be going to Annapolis to meet with key legislative budget and education leaders. *MAACCE members can also help by contacting their local legislators and reminding them about the good work you do and asking them to be sure funding is not reduced.*



Federal: The *FY 13 federal budget* allocation for adult education will remain close to level. There will be an across the board cut of 1.89%. However, the allocation to Maryland could be more or less than this cut depending upon population migration from state to state.

Workforce Investment Act (WIA) – The U.S. Senate will once again take up hearings on the re-authorization of this legislation during the next few months. No action has occurred yet that we know of—but stay tuned to our g-mail for updates.

Proposed Unemployment Insurance provision for adults without high school diplomas: This legislation has passed the House of Representatives and is currently being discussed in a congressional conference committee (see articles below). We are asking MAACCE members to contact Senator Cardin (who is on the conference committee) and ask him to vote NO for this requirement (see exact wording below). Please see the following articles which detail the background and discussion on this proposed provision that has been included in the legislation.

Here is Senator Cardin’s contact information—please call or e-mail today!

[\(202\) 224-4524](tel:202-224-4524) (Washington office)

[\(410\) 962-4436](tel:410-962-4436) (Baltimore)

[\(301\) 777-2957](tel:301-777-2957) (Cumberland)

[\(410\) 546-4250](tel:410-546-4250) (Salisbury)

Due to space limitations, watch for more political action needed immediately in our gmail.

Or via email at <http://www.cardin.senate.gov/contact/>.

From NCL Action Alert: The [Temporary Payroll Tax Cut Continuation Act of 2011, H.R. 3630](#). House Republicans are expected to once again push for a condition that would deny unemployment insurance (UI) benefits to any worker who lacks a high school diploma or its equivalent and is not enrolled in classes to earn one—regardless of how long the person worked or whether he or she has access to adult education, according to [a report](#) from the Center on Budget and Policy Priorities (CBPP).

Now is a good time to reach out to conferees asking them to **Say No** to requiring a HS diploma or its equivalent in an unemployment insurance extension for 2012.

The current extension expires on February 29, so Congress will need to act quickly in order to continue these benefits while figuring out how to pay for them, according to the [Associated Press](#).

Save The Date



SPREAD THE NEWS!



2012 MAACCE Annual Conference

MAACCE: Lighting the Path

May 10 - 11, 2012

Crowne Plaza Timonium

- Great lineup of exciting breakout sessions
- Learn from expert practitioners across the State
- Cheer for our award winners
- Have fun catching up with your colleagues
- Registration now open.
- Call for presentations extended to Feb. 15, 2012

***Conference registration and CFP attached to newsletter**

Mystery question clue 1: In 1911 this famous educator had teachers volunteer to teach the illiterate parents of school children.

Thursday Keynote:

Dr. Rita Pierson



Dr. Rita F. Pierson of Houston, Texas has been a professional educator since 1972. She has served numerous roles, including elementary regular and special education teacher, junior high school teacher, counselor, assistant principal, director, testing coordinator, and consultant. In addition, she is a Licensed Professional Counselor. Rita also developed and implemented a school/community involvement program for a large urban elementary school, as well as organized and trained an in-school crisis team for students in need of immediate intervention. An experienced consultant, Rita has presented nationally with Ruby Payne and Frameworks for Poverty since 1997.

<http://www.youtube.com/watch?v=AGmLQmMctas>

Friday Keynote:

Dr. Tom Sticht



"Today, though officially retired, I keep busy doing writing, giving workshops and keynote speeches, and serving on various advisory boards and committees advocating for adult literacy education. My goal in this advocacy work is to gain formal recognition of and public support for the *Adult Education and Literacy System (AELS) of the United States* so it can move from the margins to the mainstream of publicly funded education. Over all these years, I have found working in adult literacy education to be

intellectually stimulating and socially meaningful. I hope that in coming years a whole lot more people will decide to work in this field and experience the same satisfaction I have."

Biography: <http://edweb.sdsu.edu/CWELL/stichtbio.html>

An outline of Dr. Sticht's professional career can be found here:

<http://www.nald.ca/library/research/sticht/nov01/page1.htm>

MAACCE Scholarships, Awards, and Grants

MAACCE is pleased to offer a variety of scholarships, awards, and grants to individuals and organizations working or studying in adult education programs in Maryland. MAACCE members may nominate candidates for any of the following awards. All awards are presented at the MAACCE Annual Conference. The deadline for nominations is March 26, 2012. Awards are funded through a portion of MAACCE membership dues and contributions. (If you wish to contribute to the MAACCE scholarship fund, please mail your check to MAACCE, P.O. Box 709, Leonardtown, Maryland 20650)



Scholarships

Regina L. Milio Scholarship Program

\$500 each for post-secondary students who score 3000 or above on the GED exam. Awarded annually as funds permit.

Joseph P. DeSantis – Judy Costa Nagel Scholarship

Department of Labor, Licensing and Regulation funded programs may apply for up to \$500 per program for student scholarship for high school credentialing, ESOL/ESL/TOEFL/Citizenship instruction, or continuing education classes at a community college or vocational education program. Awarded annually as funds permit.

Grants

Joseph W. Zebley Grant

Teacher/Administrator grants of up to \$400 are awarded to enable MAACCE members to undertake special projects that will contribute to the advancement of lifelong learning. Projects could include activities such as attending a national conference or conducting individual research. Awarded annually as funds permit.

Awards



MAACCE Annual Awards

Outstanding contributions and achievements in the field of adult education are recognized each year at MAACCE's Annual Conference. Any MAACCE member may nominate candidates for the following awards: Leadership, Teacher/Instructor/Facilitator, Support Staff, Partner, and Volunteer.

* See MAACCE website (www.maaccemd.org) for more information and application forms.

Mystery question clue 2: This educator was the first adult literacy educator to address a major political party in 1920 at the Democratic Party convention.

Southern Regional Professional Development Workshop

Sponsored by MAACCE



Friday, February 17, 2012

Lifelong Learning Center
12300 Vivian Adams Drive
Waldorf, Maryland
8:30 AM – 12:00 PM

Join us for a “mini” conference/workshop in Waldorf.
Light breakfast at 8:30 AM - Sessions begin at 9:00 AM

Attendees will be able to participate in 3 of the 12 sessions offered.

Session topics will include:

- GED[®] math activities
- ABE to GED[®] Transition
- Using O’NET for career exploration
- Maryland Workforce Exchange - registering adult education students*
- Conflict resolution
- Career Awareness
- Goals and action planning with students
- College of Southern MD credit enrollment*
- College of Southern MD non-credit options*
- Writing - for upper level ESL and ABE students
- And others

(*Representatives from agencies will present some sessions.)

**To register please contact your Program Director
Or for more information, please contact:
Charles County Lifelong Learning Center - 301-753-1774
Elizabeth Sinnes at LLC@ccboe.com**

Mystery question clue 3: This famous educator introduced the first newspaper for adult literacy learners.

Correctional Education

The Department of Labor, Licensing and Regulation (DLLR) Correctional Education Program operates in twenty state prisons and offers incarcerated individuals academic, occupational, transition/re-entry and library services. Programs support the mission of the Department of Public Safety and Correctional Services (DPSCS) in support of successful re-entry and reintegration back to the community.

The State of Maryland incarcerates some 23,000 offenders and releases more than 13,000 annually. About 60% of the released population returns to a metropolitan area. Eventually 90% return to society.

The academic program encompasses classes from basic literacy through high school completion and post-secondary offerings. Special Education services are provided to eligible students. This service is geared toward assisting students toward achieving their educational goals within the academic program.

Occupational classes prepare students for entry-level employment upon release. Presently, thirty-three instructors teach eighteen occupational programs in nine correctional facilities. In the transition program, students gain skills for developing short and long term employment plans including job search strategies. These courses are offered to inmates who are close to release and who are preparing for re-entry into the community. Libraries complement the educational programs offered at each institution by providing leisure reading, legal reference, and transitional information.

Each day, roughly 3,000 students attend classes in correctional education. In 2011, 702 students passed the GED[®] and earned their HS Diplomas. Over 2,500 earned Adult Skills Certificates in the basic, intermediate, and advanced academic classes. The occupational program boasted 850 graduates, transition program completers totaled 3,451.

All classes meet daily and are taught year-round. Teachers, librarians, and administrators working in the correctional education program have varied private and public school teaching backgrounds. Open and continuous postings of job vacancies are on the DLLR website.



OCCUPATIONAL TRAINING: MEETING THE NEEDS OF MARYLAND EMPLOYERS

At present, thirty-three instructors teach eighteen occupational programs in nine correctional facilities. Included are courses in automotive mechanics, body repair, construction, printing, desktop publishing, Microsoft Office Suite, Office Management, and CADD. Other courses include upholstery and fabric cleaning and warehouse/distribution.

This spring 2012, a new occupational center will welcome students to six additional courses at Western Correctional Institution, near Cumberland, MD. Culinary Arts and Welding are two new programs not offered elsewhere.

Courses run from 400 hours (4 months) to 600 hours (6 months) and include both classroom and hands-on work. Most courses require students to have a high school diploma or a GED, be within 48 months of release, and demonstrate interest in the occupation. Each of the courses has DLLR certification, while twelve also offer national certification making them more attractive to employers.

For those nearing release that did not graduate from one of these courses or even receive a GED, Correctional Education is setting up a series of daily On-the-Job Training (OJT) programs that are built around the food service and maintenance activities at virtually all facilities. Correctional institutions are similar to small cities – needed are kitchen personnel, plumbers, electricians, building maintenance, painters, landscaping, and office work as well as other essential jobs in order to operate. Every day inmates assist in these operations working under expert tradesmen and learn a great deal over time. Yet, up to now, they have not received any credit for what skills they have learned. This program will document that as well as provide it in such a manner that employers can see how valuable these workers can be.

Some of our students also work in the community fine-tuning their skills while at the same time helping to improve the quality of life across the state. In the past, students worked on Habitat for Humanity projects in Baltimore, installed “green roofs” in Baltimore, repaired the horse barn for the Second Chance Farm, built landmark signs for the town of Sykesville, and are presently rebuilding the pavilions at Sandy Point Park. These programs typically save state correctional facilities hundreds of thousands of dollars each year in repair expenses that otherwise would be rather costly.

Finally, beginning in 2012, employers, association personnel, union officials, and others are being invited to participate in “Employment Councils” that will be established for many programs. These councils will bring instructors together with employers and others to review course content, graduation requirements, and meet students. Through this process, Correctional Education hopes to shape programs to meet the needs of the workplace and reveal that many of the students in correctional facilities will make fine, hardworking, and loyal employees.

Post Release Program Efforts and Coordination with One Stop Career Centers

The Department of Labor, Licensing and Regulation's Division of Workforce Development and Adult Learning's Correctional Education Unit team up with the One Stop Career Centers to provide post-release coordination of services to correctional education students who are returning to local Maryland communities. Several programs integrate to ensure linkages between students and One Stop Career Center services. Career Development Facilitators (CDFs) and Business Service Representatives (BSRs) from the Career Centers regularly visit the prison school programs and present soon-to-be-released inmates with information and documentation regarding services afforded job seekers at the One Stop Career Centers. The types of services provided at the thirty-four (34) **One Stop Career Centers** for job seekers include:

- Self-assessment and career planning tools
- Labor Market Information
- Job listings
- Electronic résumé banks
- Education and training providers information
- Tutorial programs
- Office support products and services

One Stop Career Center staff provide clients with intensive services, including comprehensive assessment, individual counseling and career planning, case management, group career workshops, and follow-up services.

Correctional Education works in direct partnership with the Northwest Career Center/Reentry Center to support the “**Reentry Prison to One Stop Project.**” This project supports the work of two CDFs, one BSR, and one intake specialist who work specifically with ex-offenders returning to the Baltimore region. Research findings show that approximately 60% of inmates return home to the greater Baltimore City and Baltimore County regions. The two CDFs frequently visit the Employment Readiness classes offered in our prison education programs and meet with students prior to release. They direct clients to make appointments for case management services at the One Stop Career Centers once they are released. This unique partnership has entered its fifth year of operation and serves over 2,400 students annually behind the fence.

The **employment readiness workshops**, and other transition classes such as Introduction to Computers, are offered to students from two to twenty-four months from release. In the correctional education transition programs, students gain skills for developing short and long term employment plans including résumé development and job search strategies. During FY11, 3,451 students graduated from these classes in which education about the One Stop Career Centers is included.

In addition, **Reentry Resource Fairs** and other events will continue to be offered at various prisons in the Jessup, western, and the eastern shore regions of the state. Employers, state agencies, faith-based, and community-based organizations of all types participate in these events to share information with inmates who are preparing for return to their communities.

In another reentry initiative, an **Industry Awareness Day** is organized annually at the Occupational Skills Training Center (OSTC) in Baltimore City. This specialized event provides inmates in occupational training programs with an opportunity to interact with employers in those specific trades to learn about the skills required to become successful in those industries. State and local apprenticeship representatives also participate in this event. Other agencies visit this Center regularly to meet with inmates including Our Daily Bread/Christopher's Place and Community Supervision Support (formerly the Division of Parole and Probation) to share information and expectations of their respective agencies and services.

Finally, Correctional Education provides staffing for a Transition Resource Center at the Maryland Correctional Institution for Women. This center includes a **limited internet access computer lab** where students can learn to use the Maryland Workforce Exchange Virtual One Stop (MWE-VOS) and other job search web sites as they prepare for employment upon release. In combination with our comprehensive education and training programs, these efforts support the transition of inmates from prison to the workforce with the tools necessary for success in the 21st century.

ESL: Grammar Hints for Teaching Spanish Speakers, Part 2

By Susanne Gardner, ESL Instructor, MCI-J

In the last newsletter I presented grammar points that work well in a contrastive analysis approach when teaching English to Spanish speakers. This approach simply calls attention to the differences and similarities between the two languages. My adult beginning ESL students at the Maryland Correctional Institution in Jessup (MCI-J) enjoy contrasting and comparing the two languages when studying grammar. Previously, I reviewed capitalization, “s” plural formation, writing the date, apostrophes, and contractions. Herein I present four more rules that can be applied in any academic class with adult ESL learners:

Quotation marks are not used in the Spanish language, which generally uses dashes instead. Thus, the sentence, *He said, “I like the book.”* would be written as *He said—I like the book.* Recognizing that ELL students are learning a new form of punctuation helps teachers remember to fully explain the reasons for the marks—to separate the quote from the speaker--and to note how the quote is marked differently in the two languages.

Vowel sounds or phonemes in Spanish are much easier to learn than in English. This is because there are only five vowel sounds in Spanish, but twenty in English. These difficult sounds are present in words with vowel combinations such as *ea, oo, ay, oy,* and *ou,* for example. ESL students struggle with these vowel sounds when reading, speaking, and writing. For this reason, it is essential that students study phonology in their weekly curriculum, and this can be done contextually within a particular unit. Instructors can isolate vocabulary during a content lesson and focus on the pronunciation and spelling patterns that exist with vowel combinations.

Cognates, which are words similar in sound, appearance, and meaning, are an extremely useful strategy for reading comprehension. Because 30% to 40% of all English words have similar words in Spanish, students who are familiar with the Spanish cognates will know and understand the same words in English. This is an important feature to point out in class so that students can look for and anticipate such words. At MCI-J, students enjoy making lists and writing both words on the board. Cognates include all parts of speech; some common examples include president, *presidente*, actor, *actor*, doctor, *doctor*, tourist, *turista*, optimism, *optimismo*, intelligence, *inteligencia*, estimate, *estimar*, and correctly, *correctamente*.

Adjectives are placed and used differently in English than they are in Spanish. In English, the adjective is placed before the noun it modifies, while in Spanish it is placed after the noun. Additionally, the English adjective remains non-gendered and non-numbered, which is the opposite of the Spanish adjective which agrees in gender and number with the noun that it modifies. A sentence such as *They are wearing shirts blues* is a common mistake for Spanish speakers learning English. At MCI-J, students begin learning the different colors as soon as they enter the ESL class. Not only are colors wonderful words to work with (so descriptive and exuberant), but they provide a pattern for adjective placement. Similarly, in writing practice, as soon as students learn how to write the different colors, they have a whole set of adjectives with which they can write descriptive sentences for the Adult Skills Certificates (ASCs) issued by the Department of Labor, Licensing and Regulation for recognition of writing competence.

The Ideal NEDP Client

By Mary Gutowski

You may be wondering which of your students would do well in NEDP. There are qualities to look for and I hope the following information is useful.

This program is designed for self-motivated adults with good reading, writing and math skills who have been out on their own. In Maryland, the client must be at least 18 years old. We have had many 18-20 year-olds come through successfully because they have maturity as well as the skills. Others have dropped out, usually because they were not mature enough to get the work done on their own.

Here is what to look for in your students so you can confidently recommend NEDP to them:

Mature, organized, focused, able to use time wisely, able to come to a weekly appointment, able to spend 12-15 hours per week studying and preparing for their appointment.

Other possible considerations and thoughts:

- They are not in a rush to earn their diploma: It will take a minimum of three months for most people.
- They can afford (or have access to outside funding) the tuition.
- Typically, they have low self-esteem which improves as they see success in the program.
- Most have never heard of NEDP, and many need ABE or alternative help.
- They may have personal problems or are dealing with the effects of poor choices. Often, there is little family support for earning their diploma. That is one area where we can help. We stress the positive progress they are making, steering them to any help they may need. We know that for many, they have never had a positive comment made about their “school work”.

It is the rare person who has all of these attributes and few of these problems, but the more attributes they have, and the fewer problems, the quicker they will complete the requirements and earn their diploma.



Mystery question clue 4: This educator was the first to produce reading materials especially for adults learning to read and integrated teaching of literacy with important knowledge content.

The Art of Teaching: Our Students as Expert Novices

By Cynthia Macleay Campbell, Ed.D.

How do we view our students? As teachers in the adult education field, we can be tempted to focus overly on the gaps in their education and how we can fill it. I would like to suggest an alternate perspective to incorporate into our thinking and our practice. Yes, we have much knowledge to impart such as the nuances of English grammar or how to read informational text. However, incorporating a focus on what our learners already know is important for the building of their confidence as learners *and* for helping them relate the learning to their lives and retain that learning.

While researching teacher education, I came across the concept of “expert novice” (Williams, 2010) in discussing how to incorporate the prior knowledge of career changers as they prepare for teaching. I believe this idea can be applied to our adult learners as well. Viewing our students as expert novices means acknowledging that while they do have learning needs, they also come with prior knowledge, which can be drawn upon in teaching. Furthermore, the adult learners’ knowledge and experience are valuable both to themselves and to others, including the teacher. Hence, a part of teaching is helping adult students appreciate the value of the knowledge and experience they have.

With the consideration of my students as expert novices, here are some strategies that I employ with my ESL/ABE students:

1. I intentionally bring in reading material that capitalizes on their prior knowledge. Along with providing readings to present new information, I also assign readings on topics that the learners know well. Often they will know much more about the subject than I do, and they teach me with their knowledge. For example, with Hispanic students, I have brought in articles written in simple English which discusses a cultural, historical, or political aspect of Mexico or Central American countries. Beyond reading for understanding, I also ask for their feedback as to whether they think the article is accurate or missing any key information. Other readings could relate to their current jobs or the immigrant experience.

2. I also have students write about what they know. “Write what you know” is classic advice for professional writers, but it also works with beginning writers. For reflection journals, I often ask students to respond to questions about their jobs, skills, or hobbies. For more formal writing, such as a paragraph, I have students write about important aspects of their jobs or a subject they care about. Sometimes, I might ask, “What are the most important ways to do well at your job?” or “What is an issue you care about and why is it important?” In working with my students, I have had the pleasure of reading paragraphs about how to give excellent customer service at a restaurant and the problems of post-partum depression. The students learn a lot about the writing process, I learn from them, and none of us get bored!

3. I also ask the students to talk about what they know. Inside/Outside Circles is a great venue for students to respond to questions like “what are some of the most important skills one needs in your job?” Students can also share about aspects of their home country's culture or history. In one-on-one discussion, students have given me new information such as the nuances of a job search for general labor or how to ice a cake, a task I personally do badly and look forward to applying my student's tips!

A word of caution now. Many of our students don't think they have any worthwhile knowledge or experience to bring to the classroom, and it often takes time to help them understand otherwise. Therefore, it is important to *ask questions, listen, and be patient.* For me the effort is worth it. I have seen my own students grow in confidence as learners *and* increase their academic skills as they function as expert novices.

Now, I have a couple questions for you because I *love* learning from other teachers.

- How do you capitalize on the knowledge of your students and build on it?
- What have your students taught you?

Please send me e-mail at GoldApple@comcast.net or visit my blog at www.GoldAppleServices.com and leave a comment.

Cynthia Macleay Campbell, Ed.D. is a literacy instructor with Howard County Library Project Literacy in Columbia, MD where she teaches an ESL/ABE class with students working toward attaining a high school diploma. She also teaches one-on-one students on their skills for general literacy or preparing for the work in the External Diploma Program. If you like this article, she will be happy to write future articles on the Art of Teaching.

Reference cited

Williams, J. (2010). Constructing a new professional identity: Career change into teaching. *Teaching and Teacher Education*, 26, 639-647.
doi:10.1016/j.tate.2009.09.016

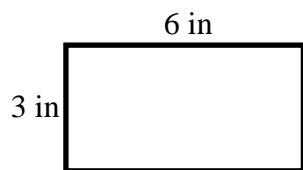
Mystery question clue 5: “Moonlight Schools” & “Functional Context Education”

MAACCE MATH MATTERS

Geometry and CASAS by Mr. J

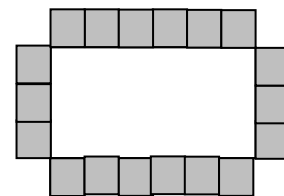


There are two geometry operations students need to know on the CASAS tests: perimeter and area. They also need to know how to differentiate between squares and rectangles. The *perimeter* of a geometric figure is defined as the distance around its edge, and is calculated by the following formula: $P = 2L + 2W$.

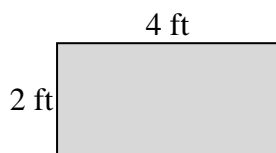


$$\begin{aligned} P &= 2L + 2W \\ P &= 2(6) + 2(3) \\ P &= 12 \text{ in} + 6 \text{ in} \\ P &= 18 \text{ in} \end{aligned}$$

For the visual learner >

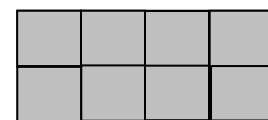


Area is defined as the total space within a geometric figure and calculated by the formula: $A = L \times W$.



$$\begin{aligned} A &= L \times W \\ A &= 2 \text{ ft} \times 4 \text{ ft} \\ A &= 8 \text{ ft}^2 \end{aligned}$$

For the visual learner >

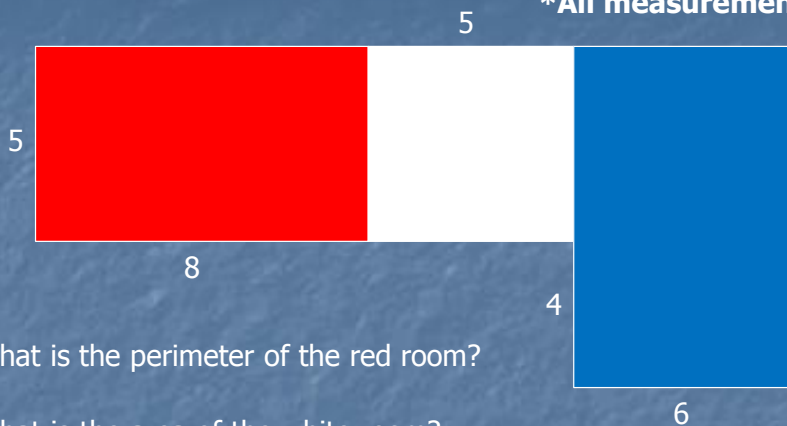


Make sure the student understands that the perimeter is in units and the area is in units².

The exercise that follows demonstrates how these questions are asked on the CASAS tests and also how area and perimeter questions on the GED are often asked when information is missing but can be found.

Answer these questions based on the diagram below:

***All measurements are in feet.**



1. What is the perimeter of the red room?
2. What is the area of the white room?
3. What is the perimeter of the blue room?
4. What is the difference in ft² between the areas of the blue room and the red room?
5. What is the area of all of the rooms combined?

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

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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 throughout 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**. Our premier winner of the contest from the last issue was Bobbie Jo Loyd from AACC who correctly identified Arne Duncan as the current United States Secretary of Education. Ms. Loyd will not be eligible to win again until the next issue.

Please respond to: jaywilletts@comcast.net.

MAACCE Board Members are not eligible to participate.

Good Luck!

Question for this issue:

Name the famous educator in history from the five clues provided.



2012 MAACCE Membership Application and/or Conference Registration Form



Name: _____

Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone: _____ E-mail: _____

MAACCE Membership (The membership year begins with the annual conference and continues through the day before the next year's Annual Conference) **New** **Renewal** **Cost: \$35.00**

Please indicate Interest Groups and Committee(s):

- Basic Skills/Literacy [BL] Family Literacy [FL] Correctional Education [CE]
- Administration [AD] ESL/ESOL [L] Adult Secondary Education [AE]
- Public Policy [PP] Workforce [M] Communication/Technology [CT]

- **MAACCE Annual Conference, May 10-11, 2012**
- **Crowne Plaza Hotel, Timonium, Maryland**

Conference Registration Rates (check one):	<u>Current Member*</u>	<u>Nonmember</u>
Early Registration (postmarked by 3/23/12)	\$ 115 <input type="checkbox"/>	\$ 175 <input type="checkbox"/>
Regular Registration (postmarked by 4/13/12)	\$ 135 <input type="checkbox"/>	\$ 195 <input type="checkbox"/>
Late/On-Site Registration (postmarked after 4/13/12 or day of conference)	\$ 155 <input type="checkbox"/>	\$ 215 <input type="checkbox"/>
One Day Registration: <input type="checkbox"/> May 10 th or <input type="checkbox"/> May 11 th	\$ 80 <input type="checkbox"/>	\$ 120 <input type="checkbox"/>
One Day Late/On-Site Registration: <input type="checkbox"/> May 10 th or <input type="checkbox"/> May 11 th (postmarked after 4/13/12 or day of conference)	\$ 110 <input type="checkbox"/>	\$ 150 <input type="checkbox"/>

Special Needs: _____ **Meal Preference:** Reg Veg Kosher

Conference registration fees include all sessions, continental breakfast and lunch for day(s) registered. Note: Registrations received after the 4/13/11 deadline may not be guaranteed a meal at the conference.

Special MAACCE room rate of \$102 is available through April 9, 2012; contact Crowne Plaza Timonium at (410) 252-7373.

Payment

<input type="checkbox"/> Check <input type="checkbox"/> Money Order <input type="checkbox"/> Agency check # _____ <input type="checkbox"/> Membership/Conference Fee paid separately	Conference registration: \$ _____ Membership Dues: \$ _____ Total enclosed: \$ _____
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Write checks to "MAACCE" (Federal tax ID 52-1355700)

Mail registration and payment to:

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

***Conference Registration will be held until Membership payment has been received.**

MAACCE 2012 Conference
Call for Proposals
Crowne Plaza, Timonium, Maryland

Proposals Due: **February 15, 2012**
Send To: **maacce.conference@gmail.com**

MAACCE is seeking experienced practitioners to share their expertise at our spring conference – you could be one of them!

Typical presentations include the following areas:

ESOL/ESL	Correctional Education
Pre-GED instruction	Integrated basic skills & vocational education
Basic reading, writing, and math	Workforce literacy development, including career development
GED and EDP high school completion	

Workshop topics and ideas could include:

Learning Disabilities/Difficulties	Teaching multi-level groups
Testing & accountability	Listening comprehension
Creating effective lessons	Integrating technology
Learner transitions	

Staff development, including new teacher and volunteer training

[Download the workshop proposal at our website.](#)

Please note proposal and workshop “ground rules”:

- *Session Length:* All sessions are **60 minutes**.
- *Equipment:* Given the prohibitive cost of equipment rentals, **presenters must provide their own equipment** (laptop, projector, etc.) and handouts. All rooms will have screens, easels and markers, and electrical outlets; wi-fi may be available.
- *Submissions:* E-mail your completed form to **maacce.conference@gmail.com** by **February 15, 2012**. The Primary Contact noted on the proposal will be notified of the status of the workshop.
- *Evaluation Criteria:* Proposals will be evaluated on overall clarity of written proposal and potential for contribution to the conference and field, among other criteria.
- *Registration:* Prospective presenters who plan to attend any part of the conference, regardless of the status of their proposals, must register separately for the conference. (Please refer to Conference Registration for more information.) Lunch is not guaranteed for on-site registrants, including presenters. Conference registration is not necessary for presenters only attending for their own workshops.
- *Contact & Photography:* Unless otherwise requested, presenters’ contact email will be included in the printed program. By submitting a proposal you agree to having your photo image used by MAACCE for possible future purposes.

MAACCE Workshop Proposal
2012 Conference, May 10 & 11
Crowne Plaza, Timonium, Maryland

Proposals Due: **February 15, 2012**
Send To: **maacce.conference@gmail.com**

Primary Contact:

Organization/Affiliation:

E-mail:

Phone:

Other presenters' names & emails

Name:

E-mail:

Name:

E-mail:

Name:

E-mail:

Presentation Title:

Session description (75 word limit)

Presentation Objectives

By the end of the session, participants will be able to...

- 1.
- 2.

Most appropriate audience (Please check all that apply)

- | | | |
|---|---|-------------------------------|
| <input type="checkbox"/> Basic Skills/Literacy | <input type="checkbox"/> Correctional Education | <input type="checkbox"/> NEDP |
| <input type="checkbox"/> ESL/ESOL | <input type="checkbox"/> Family Literacy | <input type="checkbox"/> GED |
| <input type="checkbox"/> Program Administration | <input type="checkbox"/> Workforce | |

Is this session a vendor presentation? Yes No

Preference(s) Thursday A.M. Thursday P.M. Friday A.M. No Preference

Would you be willing to present your workshop more than one time? Yes No

The Fine Print

- **Session Length:** All sessions are **60 minutes**.
- **Equipment:** Given the prohibitive cost of equipment rentals, **presenters must provide their own equipment** (laptop, projector, etc.) and handouts. All rooms will have screens, easels and markers, and electrical outlets; wi-fi may be available.
- **Registration:** Prospective presenters who plan to attend any part of the conference, regardless of the status of their proposals, must register separately for the conference. (Please refer to Conference Registration for more information.) Lunch is not guaranteed for on-site registrants, including presenters. Conference registration is not necessary for presenters only attending for their own workshops.
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