

MAACCE MATTERS

Summer 2008

Volume 7, Issue 1

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“Never has there been a more exciting time to be a member of MAACCE. Through the efforts of our members and the leadership of the Board, we have begun to open the eyes of legislators around the state to the need for adult education.” Sound familiar? This is the opening line of the MAACCE Matters for the Fall of 2000, from the MAACCE President, Claudia Morrell!

Eights years later, we are again faced with an exciting time that promises many changes to the field of adult education in Maryland. The theme of the conference for 2008 was Challenges, Choices and Changes. How appropriate! Together we need to work with our members, our legislators, our partners at MSDE and our new partners at the Department of Labor, Licensing, and Regulation (DLLR), to face the challenge of improving Adult Education, to make wise choices in the year ahead, and to create changes that allow us to sustain the high level of quality that has been a hallmark of adult education in the state of Maryland.

Last week at our annual board retreat, we did a quick tally around the table of the years of experience in adult education represented by the members of the board, and the result was astounding! Together we totaled almost 300 years of experience, (which could mean that some of us are really old)! Just think how many years of experience we would have if we totaled the years of experience of our members! It would be in the thousands if not millions! This is what MAACCE brings to the table, experience and expertise. Add to that the caring and commitment our members exhibit everyday in every office and classroom and we make an unbeatable team!

To quote one of my favorite educators, Albus Dumbledore, “It’s our choices, Harry, that show what we truly are, far more than our abilities!” (Okay, I know he’s not quite real, but I still like the quote!) Let us choose wisely the paths we take!

Melinda





Student Awards

Once again, a highlight of the annual MAACCE Conference was the awarding of Student Awards for outstanding efforts and accomplishments. The following students were recognized for their achievements:

Student Name

Sponsoring Program

Elba Alvaro

Baltimore City Community College

Oumou Barry

Community College of Baltimore County

Shaher Hanash

Baltimore City Community College,
Refugee Program

Juanita Jones

Calvert County ABE,
Even Start/Family Literacy, and EDP



Norma Morales

Howard Community College

James Park

South Baltimore Learning Center

Michele Scarborough

Kent County Public Schools

Scarlett Stanley

Harford Community College

Rebecca Ann Swain

Calvert County Adult Education EDP

Yanneth Torres

Calvert County Adult Education
ESOL Program

Aung Kyaw Langle ValThang

Baltimore City Community College,
Refugee Program

Atcharaporn “Noy” Widder

Harford Community College

Roxanne Wilson

Literacy Council of
Prince George’s County Maryland, Inc.





More Winners!

Volunteer Awards

Megan Bozick
Easter Family Resource Center Volunteer Tutor Group

*Baltimore City
Baltimore County*



!

Professional Awards

Practitioner/Facilitator Award	Edie McGreevy <i>Calvert County</i>
Teacher/Instructor Award	Ruthie Bottiger <i>Harford County</i>
Administrator Award	Peggy Wilkowsky <i>Baltimore County</i>
Advisor/Assessor Team Award	Christine Johnson, Brenda Hulbert, June Ruffo <i>Anne Arundel County EDP</i>
Team Award	CCBE ESL/Family Literacy Team <i>Baltimore County</i>
Community Award	Oak Ridge Apartments <i>Prince George's County</i>
Business/Agency Collaborator Award	FOX 45 WB54 / Sharon Wylie
Technology Award	Jim Fragomeni <i>Baltimore City</i>



Congratulations One and All!



And Thank You to
Thomas Perez
Secretary of Labor
For his informative session on the
Transition to the Department of Labor

Scholarship Winners

**Joseph P. DeSantis
and
Judy Costa Nagel
Awardees**

Carroll Community College

Harford Community College

Howard Community College

Prince George's Community College

South Baltimore Learning Center

Regina L. Milio Scholars

Austin Carmody

Montgomery College

Sponsor: Howard Community College

Salvatore O'Donnell

Frederick Community College

*Sponsor: Frederick County Public Schools Adult Education
& Up-County Family Center*

Richard Julian

Baltimore City Community College

Sponsor: Helping Up Mission

Arminda Kovalchik

Montgomery College

Sponsor: Montgomery College Adult ESOL & Literacy-GED

Christina Martin

Baltimore City Community College

Sponsor: South Baltimore Learning Center

Justin Otten

Garrett College

Sponsor: DJS Youth Center

Quyen My Tran

WorWic Community College

Sponsor: Charles County Public Schools Adult Education

Juliette K. Whipple

University of Maryland

Sponsor: Charles County Public Schools Adult Education



Inspiring Words!

Dr. Freeman Hbarbowski, III, President of UMBC, honored us as our keynote speaker at our annual conference. What an inspiration to us all! Dr. Hbarbowski stated that he was just as honored to speak to us, especially about his student and friend, Jamie Heard. Many of us who listened to Dr. Hbarbowski's speech were moved by Jamie's personal statement – his mission in life. How many of us actually take the time to think about our mission in life? According to Dr. Hbarbowski, Jamie Heard, the 21 year old Meyerhoff Scholar, who recently passed away is still deeply mourned by the UMBC campus community. Yet, all that he accomplished in his short life inspires them. Here are the words Jamie wrote as his personal statement. May it inspire us all!

JAMIE HEARD
MEYERHOFF SCHOLAR
Personal Statement

Life is Beautiful

“I value life because I realize that too many people waste it. I smile because I realize that too many people cry. I laugh because I know too many people take things too seriously. I lead because too many people have been led astray. I teach because so many people are ignorant. I speak because people need to listen. I listen because so many people have been ignored. I have fun because too many people are always busy. I live for a purpose, because too many people have died for no purpose. I love because too many people show hate. I keep trying because too many people give up. I appreciate what I have because so many people take it for granted. Life is beautiful” 2008

Thank You from Cindy Fischer Immediate Past President of MAACCE



For the past two years, I have been honored to serve as the president of the Maryland Association for Adult, Community and Continuing Education. Although most MAACCE Presidents serve one year, I became president at a time when there was no president-elect. In MAACCE's Constitution, anyone who serves as its president-elect must have been on the Board for at least one year. In 2006, no one qualified, so I became a two-year president. In recent years, several past presidents have also stepped up and served two years. I am glad others are once again willing to carry on the MAACCE mission by joining the Board.

When I became president in 2006, I had certain goals for MAACCE. First, I wanted to unify and strengthen communication with our members. Second, I wanted to make sure the MAACCE Matters newsletter contained more content from the field and was produced at least three times a year. Lastly, I wanted to find a conference site that was affordable and able to accommodate our growing membership. With the help the Board, I feel I was able to meet those goals. We now have a member email system. The newsletter was published three times in 2007-2008. We found a conference site that was affordable and able to handle our membership. Of course, we continue to look for an even better site.

Over my two years as president, I have been privileged to work with so many talented and hard-working people. I thank all the members on the Board of Directors who were willing to work with me to make MAACCE a better organization.



**and a big
Thank You
to all the
little worker bees!**

Sharing Our Knowledge

One for the Book
By Emma Ostendorp

*Howard County Library Project Literacy Vision Statement:
Building life skills through literacy. Educate. Enhance. Empower.*

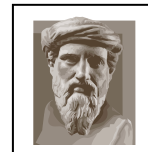
In the summer of 2006, the National Adult Education Professional Development Consortium (NAEPDC), in a joint effort with ProLiteracy America (PLA), Verizon Foundation and Literacy Works of Maryland State Department of Education, announced the establishment of Leadership Excellence Academy (LEA), the first national certification program for adult education administrators. I was among one of the first group of administrators to take part in LEA's pilot program. This unique training course, spanning over a period of 18 months, encompassed a wide range of training approaches, including online courses, face-to-face workshops, interim activities, web-casts, and a culminating learning project. The workshops and online courses were packed full of research-based tools for program improvement and the interim activities were thought provoking, challenging, and designed to maximize staff participation. The 18-month training went by swiftly and without interruption of our services to the learners. I attribute it to the support and hard work of my co-workers. This was especially evident during the final interim activity in creating a vision statement for our program.

A vision statement is a beacon that guides all program activities; the ultimate goal that an organization strives to achieve. Ironically, the creation of a vision statement is often deferred in favor of pressing management concerns. To prepare for the final interim project, all LEA trainees were required to take an online course on the subject of visions, missions and values that serve as guiding principles for an organization. The course was both enjoyable and enlightening. It was an opportunity for me to take an inventory of my own management style and leadership qualities. It also provided the rationale for putting visions, missions and values in writing. Inspired by the newly acquired knowledge and the Maryland Primary, I proposed to the members on my Management Team to engage the full staff and the learners in the project of creating a vision statement for our program: to engage them in dialogues; in writing; and finally, to simulate the Primary Election, in a program-wide vote to decide on a winning statement that best describes the vision of this program. To start the process, the Management Team met in early February and collaborated on three vision statements to be communicated to the instructors of the program. The instructors were encouraged to discuss the meanings of these statements with their learners and, if chosen to do so, collaborate as a team to enter a statement of their own for final selection. The response to this activity varied from thoughtful comments and in depth discussions to utter confusion on the concept. However, when it came time to vote three weeks later, there were a total of seven choices on the ballot. Everyone in the program was eligible to vote once for the statement that they thought best described the vision of this program. The process lasted for a whole week to accommodate learners' various schedules and to achieve maximum participation. Thanks to the coordination and support of my staff, a total of 148 people voted and the winning statement received 50 votes.

I am extremely pleased with the powerful statement that the program has chosen and have been using it as a guide for program planning ever since. However, I learned that a project of this scale and significance required more planning and better communication than what took place. It was a perfect example of a learning project for program improvement.

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More strategies for preparing students for the GED Math exam



“The Pythagorean Theorem”

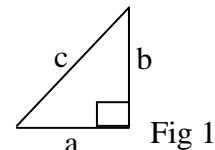
Pythagoras, a Greek mathematician, was born around 570 BC, over 2,570 years ago. At 23 he moved to Egypt where he probably learned the theorem that now bears his name. Pythagoras believed that all relations could be reduced to number relations. He died at the age of 99 after many years of research in mathematics, philosophy, and astronomy. The Egyptians, Chinese, and the Babylonians all knew of this theorem more than 1000 years before Pythagoras, but he was the person who is attributed with its first geometrical demonstration, and it remains one of the most important theorems in geometry.

According to statistics gathered by the GED Testing Service, questions involving the Pythagorean Theorem are the most often missed geometry questions on the GED math exam. We will now examine how the theorem works and the variety of ways it is presented on the GED math test, thus leading to wrong answers.

The **Pythagorean Theorem** states that in a triangle with one 90° angle, the sum of the squares of the lengths of the two sides forming the right angle (legs: a & b), will be equal to the square of the length of the side opposite the right angle (hypotenuse: c). (Fig 1)

With this relationship you can find the length of any side of a right triangle if you know the length of the other two sides.

$$a^2 + b^2 = c^2$$



Typical orientation: see Fig 1 a = 9, b = 12, what is the length of the hypotenuse (c)?

$$a^2 + b^2 = c^2 \quad 9^2 + 12^2 = c^2 \quad 81 + 144 = c^2 \quad 225 = c^2 \quad c = \sqrt{225} \quad c = \underline{15}$$

* The Egyptians found that there was a ratio of lengths of 3 to 4 to 5: **9,12,15** 30, 40, 50, etc.

Variation 1: see Fig 1 Leg **a** of a right triangle is 15 cm, the **hypotenuse** is 25 cm, what is leg **b**?

$$a^2 + b^2 = c^2 \quad 15^2 + b^2 = 25^2 \quad 225 + b^2 = 625 \quad b^2 = 625 - 225$$

$$b^2 = 400 \quad b = \sqrt{400} \quad b = \underline{20 \text{ cm}}$$

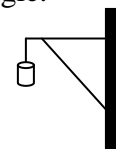
(Hypotenuse is given and the student must find the missing leg. a & b can always be interchanged.)

Variation 2: A wall bracket for hanging plants has 12 in. & 16 in. metal rods forming a right angle.

What is the length of the diagonal brace that supports the plant?

$$a^2 + b^2 = c^2 \quad 12^2 + 16^2 = c^2 \quad 144 + 256 = c^2 \quad 400 = c^2 \quad c = \sqrt{400} \quad c = \underline{20 \text{ in}}$$

(Orientation of the right triangle is different and it is often part of a drawing.)

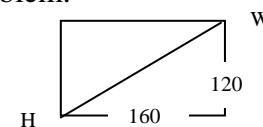


Variation 3: Tom walks 160 m east from his home on King Street, then heads north 120 m on Queen Street to work. He returns home from work diagonally through a park. How many meters does he walk on the return route through the park? Solution: Draw a diagram to help visualize the problem.

$$a^2 + b^2 = c^2 \quad 120^2 + 160^2 = c^2 \quad 14,400 + 25,600 = c^2$$

$$40,000 = c^2 \quad c = \sqrt{40000} \quad c = \underline{200 \text{ m through the park.}}$$

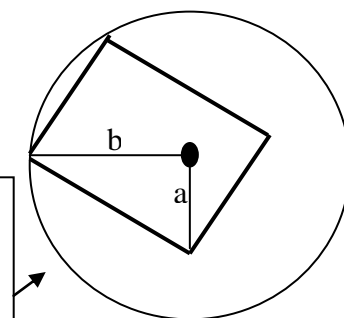
Does he walk further to work or from work? (To work = 160 + 120 = 280)



- Another way this Theorem can be used is in finding the distance between 2 points on a coordinate grid. You can draw a right triangle with the hypotenuse being the distance requested.
- Contact Mr. Willetts with your Bonus answer or for assistance.
- Mr. Willetts can provide a worksheet of Pythagorean Theorem problems per your request, and is available to present workshops on any level of GED math for your program.

J B Willetts jwilletts@bcc.edu
Instructional Specialist 410-986-5458
Baltimore City Community College

Bonus: What is the area of the square?
 Given: Circumf. of circle is 2,464 cm.
 a = 21 cm. and b connects the center of the circle with its edge.





Computer-Assisted Instruction

Sandi Myrick Nelson

The average age of students enrolled in GED classes has dropped severely over the past 10 years. In an effort to better serve these “younger” learners, many instructors are turning to computer-assisted instruction. Not only does computer-assisted instruction engage learners who are members of the “computer-generation” but it also helps keep order in the classroom.

Computer-Assisted instruction can take many forms. First and foremost, computer-assisted instruction serves to reinforce information that is presented during face-to-face instruction. After presenting the information in a group setting, the learners are then given the opportunity to practice the concept using a pre-screened website. This process allows the learners to internalize the concepts and to put them into practice. In many cases younger learners will retain more of the information because they are using a learning tool that they are interested in.

Another use for computer-assisted instruction, as mentioned in a previous article, is maintenance in the multi-level classroom. Instructors who have divided their class according to skill level can use computer-assisted instructor for one group while working with another. This will prevent members of one group from becoming bored if the lesson is moving too slow for them or discouraged if the lesson is moving too fast.

For those who have problems with attendance, computer-assisted instruction can also help learners stay on top of lessons when they are out. Students who know they are going to be out can request a computer assignment for the lesson that will be taught in their absence. Also, students can call in to get a website to work on for any day of absence.

There are many websites that can be used for computer-assisted instruction. My personal pick for computer-assisted instruction is www.townsendpress.com. This is an interactive website that focuses on language arts skills. Instructors can register (free) to set

And Last, but most definitely, not Least—

A Big Thank YOU!

To the Presenters, Speakers, Vendors, Workers, Members and everyone else who made the 2008 MAACCE Conference another rousing success!

MAACCE

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We're on the web!

See us at:
<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.

MAACCE

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