

MAACCE MATTERS

Fall 2010
Volume 9, Issue 1



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National Adult Education & Family Literacy Week

MAACCE and the South Baltimore Learning Center (SBLC) co-hosted a press conference with Congressman John Sarbanes (D-Md 3rd) recognizing the celebration of National Adult Education and Family Literacy Week (Sept 13 – 19). The press conference was held at SBLC on Friday, September 17. In addition to the Congressman, speakers included Todd Elliott, MAACCE Board President; Sonia Socha, SBLC Executive Director/MAACCE Public Policy Chair; Patricia Tyler, Asst. Deputy Secretary of Workforce Development and Adult Learning; and SBLC graduates, learners, and community partners.

This was the second year of the NAEFL Week press conference at SBLC, and Congressman Sarbanes has promised that he will be back again next year! The Congressman is very committed to our work in adult education and literacy, and this year he demonstrated his strong support by being an original sponsor of the House legislation establishing the week-long celebration.

Adult Literacy Caucus

In addition to his support for Adult Education & Family Literacy Week, Congressman Sarbanes was an early member of the House Adult Literacy Caucus, part of the efforts of the National Coalition for Literacy (NCL). Both the AEFL Week and the Caucus are part of NCL's national advocacy to raise public awareness of adult education and family literacy.

Currently MAACCE's Public Policy Committee is working to ensure that all of Maryland's Congressional Representatives are members the Adult Literacy Caucus. So far, Representatives Sarbanes, Donna Edwards, Christopher Van Hollen, Elijah Cummings, and Dutch Ruppersberger have all joined the Caucus, placing Maryland well ahead of every other state in the country with participation in the Caucus thus far. If you have a link to your Congressional Representative, please contact them today and encourage them to participate! Please contact [Sonia Socha](#) or [Todd Elliott](#) for a "Dear Colleague" letter than can help pave the way.



750,000 adults in Maryland are without a high school diploma or the ability to read well!

Public Policy

Contributed by Sonia Socha



Postcards to the Governor

Once again this year MAACCE will be printing (hard copies for distribution) and providing to MAACCE members (electronically via our website) our advocacy postcard. MAACCE Members (and learners, volunteers, family, and friends) are being asked to send the postcard to Governor O'Malley asking for his support to maintain the current level of Maryland State funding for adult and correctional education services. Correctional education has lost some of its state funding, and we can't afford to take losses in this or other areas of support.

State funding for grantee programs has remained level in 2010, and we want to thank Gov. O'Malley for his commitment to our efforts. Overall the Governor has been very supportive of the needs for these services, especially during these tough

economic times when we have seen increased enrollment without increased funds.

The MAACCE Public Policy Committee relies on activities such as this to lead advocacy efforts each year, and we do not want our state leadership to lose sight of the significance of the adult and correctional education. So watch for these postcards in November and please help share our message!!

Please note: if there is a change in Governor after the election, there may be a second round of postcards so we may need to call on everyone's participation again. Please watch the MAACCE Gmail and website for more information.

The Race for Governor

MAACCE encourages members to talk and or e-mail the gubernatorial candidates and ask about continued support and funding for adult and correctional education services in the years to come. MAACCE will be preparing questions to send to all the candidates and will post their answers on the MAACCE website.

Press Conference Photos:



As MAACCE reflects back on the recent National Adult Education & Family Literacy Week and National Education Week, we would like to remind our fellow educators of the alarming statistics demonstrating the need for a vigorous effort to lobby for increased funding at all levels of education in America. Use the local and national facts found throughout this newsletter to support our need. Failure to address America's adult education and workforce skills is putting our country in great jeopardy and threatening our nation's standard of living and economic viability.



Notes from the President

Most of us are knee-deep (or further!) in our fall classes, having weathered another hot summer in Maryland. As I write this, the temperature is coming down and we know that means people begin looking for educational opportunities. And your MAACCE Board wants to help make you ready. Here are a few of the things we're working on:

- Plans have already started to come together for the **next spring conference**. In large part based on your responses from the past couple of years' we have made the decision to return to **the Crowne Plaza in Timonium on March 31 and April 1, 2011!** The Call for Proposals can be found at the end of the newsletter, and we will be getting registration information out later this year.
- We anticipate developing a **membership drive** this year, so if you know someone who could use the benefits of membership please pass along the suggestion.
- The **brand new MAACCE website** should be launched soon! It'll still be at the same location, www.maaccemd.org, but with a whole new look and updated information and links that we hope will make our communications with you and your access to news and updates even easier. We will be making another announcement when that is ready.
- There is, as ever, activity through our **outreach and advocacy** to help bring awareness and support to our programs. Hopefully everyone was able to participate in the recent Congressionally-declared National Adult Education & Family Literacy Week. On Sep. 17 South Baltimore Learning Center hosted a press conference with Rep. John Sarbanes, one of the original sponsors of the resolution, and many other programs around the state contributed to the effort to bring attention to our field. We'll be working over the next few months on a few more initiatives to keep us visible to our elected officials and the public, so keep your eyes peeled for updates and calls to action.
- As initiated last year for the first time, MAACCE is endeavoring to expand the offerings normally reserved for the spring conference with **fall professional development workshops**. Several of your Board members in different parts of the state will be organizing and hosting a variety of opportunities in the next couple of months, so stay tuned. See information on our first workshops on the next page.
- Finally, we're very excited about **our new group of Board Members** this year, which includes Rena Burkowsky from Anne Arundel Community College; Randy Shipe with Correctional Education; Elizabeth Sinnes at St. Mary's Public Schools; Peggy Skaggs at Howard Community College; and Marjorie Zimmermann, who works with Calvert County Public Schools. Our full list can be found elsewhere in this newsletter. If you have questions, comments, or suggestions, please get in touch with a Board member and let us know what you're thinking and what ideas you might have for MAACCE.

So, what else can you find in this issue? We've got a success story, instructional resources, an article on goal setting and the Call for Proposals for the spring conference. We are, as ever, interested in hearing from you, so shoot us a note and let us know what you're up to and what you would like to see MAACCE tackle – we'll see what we can do!

Teach well!

A handwritten signature in blue ink that reads "Todd".

Todd Elliott

MAACCE President

maacce@gmail.com

20% of Maryland adults function at the lowest literacy level ranging from 10% in Carroll and Frederick counties to 38% in Baltimore City!

Save The Date

66 % of the US has an adult population with higher literacy skills than Maryland!

MAACCE Returns to Timonium!

Mark your calendars now for our annual conference:

March 31 and April 1, 2011!

Crowne Plaza in Timonium

By popular demand, the 2011 MAACCE Conference will be held at the Crown Plaza in Timonium. Please hold the dates: Thursday, March 31 and Friday, April 1. Details will be available soon.

Our annual conference is successful because of participation from the field: presenters, facilitators and other volunteers whose energy and expertise help us to develop our skills and better serve our learners. If you are interested in volunteering, please contact Conference Chair Becki Maurio at beckimaurio@gmail.com. See the Call for Presenters in this newsletter.



Southern Regional Professional Development Workshop

Sponsored by MAACCE

Friday, October 29, 2010

Waldorf Lifelong Learning Center

8:30 a.m. – 12:00 noon

Nine sessions, with the opportunity for participation in 3, will be offered and will include the following topics:

- Career Development Tool Kit –Testing Accommodations
- NEDP
- Leadership
- Writing Strategies/best practices for writing instruction
- Computer websites for instruction
- Math Strategies
- Citizenship
- ESL strategies

Children of parents who are unemployed and have not completed high school are five times more likely to drop out of high school!

Representatives from the following agencies have been contacted to attend and present service options:

DLLR – One Stop, DORS, College of Southern Maryland

For more information, or to pre-register, please contact the Charles County Adult Education Program at 301-753-1774, or contact Elizabeth Sinnes at:

esinnes@ccboe.com

Student Success Story

Of the 200,000,000 adults in America, 43,000,000 have not finished high school!

Omar M. moved to the United States from Mexico as a teenager. He did not speak English, so he taught himself. Since he couldn't speak English, Omar did not have the opportunity to graduate from high school. When he was in his late 20's, he enrolled in Anne Arundel Community College's Adult Basic Skills program in order to earn his high school diploma. His instructor found him to be the ideal student, eager to learn and helpful to his classmates. Although he had a family, part-time jobs, he found time to come to class. He demonstrated a huge appetite for learning especially Maryland history. During the 3 ½ years he was in the program, he earned his External Diploma Program.



He demonstrated a huge appetite for learning especially Maryland history. During the 3 ½ years he was in the program, he earned his External Diploma Program.

Recently, Omar and his family moved from Anne Arundel County to Calvert County where he continued in the External Diploma Program. Omar has been an excellent student in the Calvert County External Diploma Program and is almost finished with the program. He has been with the same employer for years and they are very supportive of his desire to earn his diploma and improve his skills.

Omar has been such an exceptional example of how students can succeed in Adult Education programs that he was selected, along with a few other community college students, to meet with Vice President Joe Biden's wife, Dr. Jill Biden and Dr. Martha Kanter, Undersecretary of Education. When asked to participate in this opportunity, Omar immediately said "yes", in the same way that he always says "yes" to any opportunity to learn and better his life for himself and his family. Omar plans to continue his education after completing the External Diploma Program and, with his positive outlook and enthusiasm for learning, he is sure to succeed.

Submitted by: Rena Burkowsky Marjorie Zimmermann
 Curriculum Coordinator Adult Education Coordinator
 Anne Arundel Community College Calvert County Public Schools

Educational Trivia:

Who said: **“Education is the most powerful weapon which you can use to change the world.”**
Albert Einstein Benjamin Franklin
Nelson Mandela Thomas Jefferson

Who is this famous educator?



Send answers to jaywilletts@comcast.net

26% of adults (142,000) in Baltimore 25+ years old do not have a high school diploma!

Goal Setting

It is important for students to set goals to determine what they want to achieve and how they plan to do this. Goals must be realistic and should include both short and long term goals. The goal setting chart below helps students to establish goals at the start of class and record their progress at the end of the class session.

Name: _____
Date: _____

- **Short-term goals** are ones that you will achieve in the near future (example: in a day, within a week, within a few months, or possibly a semester).
- **Long-term goals** are ones that you will achieve over a longer period of time (example: one year, five years, or twenty years).

Beginning of Semester Goal Setting Date: _____	End of Semester WAY TO GO-Goals I Achieved Date: _____
What is your employment goal? <input type="checkbox"/> Find a job <input type="checkbox"/> Retain the job I have at _____ <input type="checkbox"/> I am not seeking employment at this time	Employment Accomplishments: <input type="checkbox"/> I found a job at _____ <input type="checkbox"/> I retained my job at _____ <input type="checkbox"/> I was not looking for a job
What is your short-term academic goal? (You may choose more than one). <input type="checkbox"/> Improve my math skills <input type="checkbox"/> Improve my reading skills <input type="checkbox"/> Improve my writing skills <input type="checkbox"/> Improve/Learn computer skills <input type="checkbox"/> Improve workforce-related skills (resume writing, job applications, interviewing, etc.)	Did you accomplish one or more of your short-term academic goals? Please check the short-term goals you accomplished this semester. <input type="checkbox"/> Improved my math skills <input type="checkbox"/> Improved my reading skills <input type="checkbox"/> Improved my writing skills <input type="checkbox"/> Improved/Learned computer skills <input type="checkbox"/> Improved my workforce-related skills (resume writing, job applications, interviewing, etc.)
What math skills would you like to learn? <input type="checkbox"/> Addition, Subtraction, Multiplication, and Division <input type="checkbox"/> Decimals <input type="checkbox"/> Percents <input type="checkbox"/> Reading/Interpreting Graphs and Charts <input type="checkbox"/> Solving Word Problems	In math I learned: <input type="checkbox"/> addition, subtraction, multiplication, and division <input type="checkbox"/> decimals <input type="checkbox"/> percents <input type="checkbox"/> how to read/interpret graphs and charts <input type="checkbox"/> how to solve word problems
What reading skills would you like to learn? <input type="checkbox"/> Comprehending what I read <input type="checkbox"/> Understanding Political Cartoons <input type="checkbox"/> Fact and Opinion <input type="checkbox"/> Reading/Interpreting Graphs and Charts <input type="checkbox"/> Making Inferences	In reading I: <input type="checkbox"/> improved my comprehension skills <input type="checkbox"/> improved my understanding of political cartoons <input type="checkbox"/> learned to distinguish fact from opinion <input type="checkbox"/> learned to read/interpret graphs and charts <input type="checkbox"/> learned about inferences

Beginning of Semester (cont)	End of semester (cont.)
What writing skills would you like to learn? <input type="checkbox"/> Understanding parts of speech <input type="checkbox"/> Writing good sentences <input type="checkbox"/> Writing paragraphs <input type="checkbox"/> Writing essays <input type="checkbox"/> Spelling	In writing I learned: <input type="checkbox"/> parts of speech <input type="checkbox"/> how to write good sentences <input type="checkbox"/> how to write paragraphs <input type="checkbox"/> how to write essays
What computer skills would you like to learn? <input type="checkbox"/> Using the Internet <input type="checkbox"/> Typing letters on the computer <input type="checkbox"/> Setting up an e-mail account	On the computer I learned to: <input type="checkbox"/> use the Internet <input type="checkbox"/> type letters on the computer <input type="checkbox"/> set up an e-mail account I used the SkillsTutor online program: <input type="checkbox"/> in class <input type="checkbox"/> at home
What workforce-related skills would you like to learn? <input type="checkbox"/> How to search for a job <input type="checkbox"/> How to fill out a job application <input type="checkbox"/> How to write a resume <input type="checkbox"/> How to interview for a job	Workforce-related Skills Accomplishments: <input type="checkbox"/> I learned how to search for a job <input type="checkbox"/> I learned how to fill out a job application <input type="checkbox"/> I learned how to write a resume <input type="checkbox"/> I learned how to interview for a job
What are at least three things you will do to help achieve your short-term goals? <hr/> <hr/> <hr/>	What did you do this semester to help you achieve your short-term goals? Did you reach you goal?
What is your long-term academic goal (you may choose more than one)? <input type="checkbox"/> Earn my High School Credential (GED or External Diploma) <input type="checkbox"/> Take college classes (earn a certificate or a degree)	Please choose the long-term goals you still plan on pursuing. <input type="checkbox"/> Earn my High School Credential (GED or External Diploma) <input type="checkbox"/> Take college classes (earn a certificate or a degree)

This activity was provided by Lynda Brode Hall, Anne Arundel Community College Instructional Specialist.



Call for Presenters
MAACCE Spring 2011 Conference
March 31 - April 1, 2011
Baltimore, Maryland

Due: **January 15, 2011** to mdabneymaacce2010@gmail.com

Primary Contact and Title:

Organization/Affiliation:

E-mail:

Day phone:

Evening phone:

Other presenters and their titles:

Is this session a vendor presentation? (please underline) Y N

Session Title:

Session Objectives:

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

- 1.
- 2.

Session description for the program booklet (limited to 75 words):

Short biography of each presenter(s) (limited to 50 words for each presenter):

Most appropriate audience (Please underline all that apply):

Basic Skills/Literacy	GED	ESL/ESOL	Workforce
Correctional Education	Family Literacy	Program Administration	EDP

Date preference: (Please underline)

Thursday	Friday	No Preference
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Important Notes:

Contact Information: Unless otherwise requested, presenters' contact information will be included in the printed program.

Evaluation Criteria: Proposals will be evaluated on the clarity of objectives; timeliness of topic; connections to best/practices or research; overall clarity of written proposal (including grammar and spelling); and potential for contribution to the conference and field.

Session Length: This year all sessions will be 60 minutes. No double sessions will be available.

Equipment: Given the prohibitive cost of equipment rentals, presenters should plan to provide their own equipment and handouts. All rooms will be provided with screens, white board and markers, and electrical outlets.

Registration: Presenters who plan to attend any part of the conference must register. Presenters will receive the early registration rate regardless of the date registration is received. Presenters who wish to stay for lunch should pre-register at least two weeks in advance. Lunch is not guaranteed for walk-in registrants.

Submissions: E-mail your completed form as an attachment to mdabney at mdabneymaacce2010@gmail.com by **February 15, 2010**. The primary contact person noted above will be notified of the status of the proposal.

The Facts

The Focus is on application of knowledge in real life situations and how well students can apply math skills to different situations.

Math skills are a GATEKEEPER to post-secondary education and training programs, as well as passing the GED.

Geometry formulas are provided, measurement comparisons are not.

Passing rates are lowest on GED math. **Students** have equal difficulties on both parts of the test; they miss similar types of questions, and make similar types of errors.

Some questions provide more info that is necessary for the answer, and some provide not enough information.

Most often missed questions/concepts:

Geometry and measurement

*Pythagorean Theorem # 1!

Visualizing formulas

Basic math calculations

Estimating, reasonable answers

Interpreting graphic data

Falling for distracter choices

Exponents and square roots

Working with negative numbers

The GED Math Test; An Overview

With the beginning of the new school year, it's time to remind students of the information required to pass each of the GED tests. Here are the important facts concerning the Math test.

The Figures

50 questions, 2 parts, 45 min each
 $\frac{1}{2}$ with calculator $\frac{1}{2}$ without
Need scaled score of 450 to pass
450 = 35/50 correct

Math Concepts included on test:
(each 20 – 30 %)

Number operations and sense

Measurement and geometry

Data analysis, stats, probability

Algebra, functions, patterns

Problem types:

Procedural – 20 %

Applying correct operation

Conceptual – 30 %

Understanding math concepts

Application – 50 %

Applying math principles

Alternate format questions:

20 % of the questions do not provide choices but require students to show answer on a grid.

Instructional Strategies

Insure students have good foundations of the **basics and symbols:** whole numbers, fractions, decimals, multiplication facts, >, @

Give students practice with **“Order of Operations”:**

$2 + 4 \times 3 = 19$, not 18 as most students would answer

Make sure students have a good knowledge of **math vocabulary:**

integer, mean, ratio, slope, volume, perimeter, net pay, quotient

Use **math manipulatives** to enhance learning of math concepts:

dice, money, rulers, geometric shapes, clocks, wage statements

Provide activities that demonstrate **real-life situations:**

tax forms, construction, banking, shopping, price comparisons

Teach math operations using **visualization:**

charts, drawings, graphs, fraction models, cubes, globes

Provide problems involving **graphic data** such as tables, graphs, charts, etc. as over 50 % of the GED questions, including math, science, social studies, and language arts are presented this way.

*When teaching the use of **formulas** like Perimeter ($P = 2L + 2W$), be sure to provide problems where one of the usual given items is missing instead of what the formula is looking for. Very common!

Provide students practice using the **calculator** allowed on the test and filling in the answer grids on the **alternative-format questions.**



Jay Willetts
jaywilletts@comcast.net
Adult Education
Math Specialist
410-952-6724

*This mathematics article is a regular feature in the MAACCE newsletter. Mr. Willetts is often called upon to present informative math workshops for instructors and students. The math seminars are appropriate for GED math instruction at all levels and can include incorporating CASAS activities with math concepts. He has presented at the local, state and national levels, and has authored numerous math worksheets and a GED Math Workbook.

MAACCE

C/O Laurie Askins
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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.

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

46% of American adults cannot read or follow medical instructions!

Public schools in Baltimore are only graduating 38.5% of their students! 61% of ninth graders fail to graduate from high school!

American businesses lose more than \$60 billion in productivity each year due to employees' basic skill deficiencies!

Cartoon:

© Randy Glasbergen / glasbergen.com



"You have to attend classes. You can't just follow me on Twitter."

19.5% of the Baltimore City's population lives below poverty level!

38% of adults read below the fourth grade level in Baltimore!

The dropout rate for Baltimore City public high schools is the highest in the state; almost twice as many city residents lack a high school diploma as compared to other Maryland residents!