

MAACCE MATTERS

SPRING 2011
Volume 10, Issue II



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Notes from the President

MAACCE is more...

MAACCE is more because you make it more. You present at the conference. You write letters, and contact local, state, and national legislators. You participate in regional professional development. You join us on Facebook. And you make your learners' lives more complete.

It's been a great year, and we're not quite done yet – you should have already received the announcements about the **US Conference on Adult Literacy**, sponsored by ProLiteracy, to be held **May 24 & 25** at the Maritime Institute in Linthicum, Md. MAACCE is the local "host" partner, and a number of your Board members will be on hand to help the folks from Syracuse put together a pretty comprehensive professional development opportunity. They're hoping for participation from New York City, New Jersey, Pennsylvania, Virginia, West Virginia, Washington DC, and of course Maryland.

Looking at the **evaluation results** from the conference, it was great to see that so many of you enjoyed returning to Timonium, as well as the presentation from Ben Glenn. That will be a tough act to follow! Your Board of Directors will begin working on plans for next year as early as June this year.

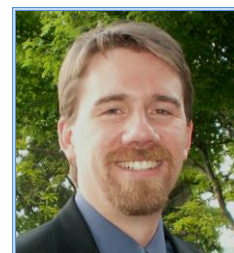
If you did not attend the conference, **please be sure to renew your membership** now! We very much want to stay in touch and your membership provides the newsletter delivery. The renewal form is later in this document.

As always, the focus of our work is improving instruction and opportunities for our adult learners, and MAACCE continues to strive to do more. You can choose the role you want to play. Join the board. Submit an article for the newsletter. Please be sure to contact your board members – via email to maacce@gmail.com, from the web at www.maaccemd.org, and on Facebook – with any cares or concerns or just to share the great things that are happening in your program. We would love to hear from you!

Thank you again for your persistence, commitment and incredible work.

Teach well!

Todd Elliott
MAACCE President
maacce@gmail.com





STATE FUNDING for FY 12

The good news (as you may have heard at the MAACCE conference) is that Maryland State funding for adult education and literacy remains level for next year. The state legislature did not make any changes to the budget recommended by DLLR and Governor O'Malley. MAACCE's postcard campaign was an important effort in helping to maintain our funding level in this tough economic year for Maryland. Thank you to all the programs throughout the State that sent in MAACCE postcards—our work paid off for all the many learners in Maryland in need of services.

MAACCE Public Policy Committee will be certain to thank the Governor and the legislature for their support—and you can do that also for your program's state delegation as well as the administration. Please invite government officials to visit your program and your events—and always thank them for their support.

FY 11 FEDERAL FUNDING (for our FY 12)

The news on this front for adult education and literacy state grants has been basically positive— with what appears to be level funding – although the final budget has not yet been released to State Directors by USDE as of today (May 16). Considering what other grant programs are experiencing in the way of federal cuts, this is very positive. Even Start is not in such a position—at this point, it is not funded at all for FY 12 (federal budget FY 11).

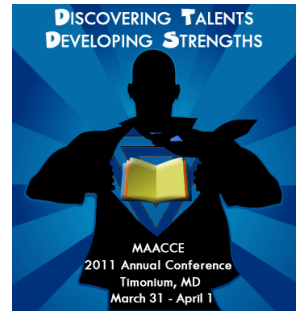
Next year's federal budget (our FY 13) could bring cuts depending upon several things—including the economy. MAACCE will keep you informed of how things are unfolding here. MAACCE needs you to contact your Congressional representative ASAP and make sure they know we need their help with keeping level funding for next year's budget. It is particularly important if you have a Republican Congressperson representing your area—please be sure you speak with his office, since their support with other Republicans across the country will be “key” in the pending budget negotiations.

OTHER State Legislation

Senate Bill 775—This bill was filed by Senator Joan Conway (Baltimore City) because of complaints she received from her constituents, and proposed to move the AEL department back to MSDE from DLLR. Intended as a “message” bill, it was directed towards the functioning (and backlog) of the GED Office since the transfer. Meetings were held with DLLR about the GED Office operation (as it relates to learners who have been delayed in receiving a testing slot and/or testing results) and the Senator was satisfied with the results of these discussions and withdrew the bill.

There was also a bill filed once again this year by Senator Pugh (Baltimore City) to raise the high school dropout age from 16 – 18. Due to the expense involved if this bill passed (see fiscal note), it did not gain enough support to pass this year. However each subsequent year it has been filed, more and more Senators have signed onto it as sponsors—and it is gaining momentum. Therefore, MAACCE will be discussing the possibility of preparing a position paper on the effects of this bill on adult education services—since it could impact our programs.

MAACCE 2011 Conference Awards List



Professional Awards

Emma Ostendorp
Leadership Award
Howard County Library

Connie Moore
Teacher Award
Greater Homewood Adult Literacy & ESOL

Barbara Handy
Support Staff Award
Harford Community College

Northwestern & Oxon Hill High Schools
Partnership Award
Literacy Council of PG County

Volunteer Awards

Clifford Fonda
South Baltimore Learning Center

Valerie Railey
Literacy Council of PG County

Walter Railey
Literacy Council of PG County

Mary Kay Shock
Greater Homewood Adult Literacy & ESOL

Student Awards

Cynthia Alston
Literacy Council of PG County

Angelina Bishop
Anne Arundel Community College

Layla Blackwell
South Baltimore Learning Center

Linda Fennel
Literacy Council of PG County

Elda Garcia
Prince George's Community College

Edgar Toledo Hernandez
Prince George's Community College

Shima Kachian
Greater Homewood Adult Literacy & ESOL

Stephanie McMullen
Harford Community College

Bridget Robinson
Literacy Council of PG County

Valarie Sissoko
Literacy Council of PG County

Michael Stengel
Harford Community College

Sharmin Sultana
Howard Community College

Angelita Young
Prince George's Community College

Joseph P. DeSantis – Judy Costa Nagel Scholarship Award

Anne Arundel Community College

Baltimore City Community College

Carroll Community College

Harford Community College

REGINA L. MILIO SCHOLARSHIP PROGRAM FY2011

RETURNING SCHOLARS		
NAME	SPONSORING PROGRAM	College Attending
1. Austin Carmody	Howard Co. Community College Adult Education (2008 award)	Received AA Degree from Montgomery College and is currently enrolled at University of Maryland. Current 2011 GPA 3.7
2. Arminda Kovalchik	Montgomery College Adult Education (2007 award)	Received AA Degree from Montgomery College and is currently enrolled at the University of Maryland Current 2011 GPA 2.8
NEW SCHOLARS		
NAME	SPONSORING PROGRAM	College Attending
3. Ryan D. Farlow GED 3320	Worcester County Adult Education	Wor –Wic Community College Currently enrolled; Journalism
4. Courtnie E. Krauss GED 3320	Calvert County Adult Education	College of Southern Maryland
5. Alfred C. Wainwright Jr. GED 3160	Baltimore City Community College	Baltimore City Community College Currently enrolled ; Culinary Arts
6. Yiming Wu GED 3180	Chesapeake College	Chesapeake College Currently enrolled/ on the Dean's list
7. Yi Gong Wu 3270	Chesapeake College	Chesapeake College Currently enrolled/ on the Dean's list



Conference Photos



Award Winners



MAACCE 2011 Leadership Award

Emma Ostendorp

Emma Ostendorp, Howard County Library Adult Literacy Coordinator, exemplifies leadership and service. She exhibits visionary wisdom, yet recognizes that pooling individual talent into a collaborative whole creates continuous improvement. She demonstrates the ability to lead with the right amount of collaboration and decisiveness and encourages staff members to try new ideas while helping each other.



Emma dedicates much of her personal time and energy to develop program practices which are of the highest standard and also uses her own time to build community within the program. She captures all possible opportunities for professional growth and service to the field of adult education, such as her eighteen months of participation in the Certified Manager for Program Improvement training and her service on the MAACE Board as the chair for the ESOL Interest Group. Students, staff, and the community recognize how far the program has come under her leadership.

MAACCE 2011 Teacher

Connie Moore

When I interviewed Connie Moore in September 2008, I could tell that the GHCC Adult Literacy Program would change with her on our team. As soon as we started talking about adult education, she lit up – this is truly her passion and her calling. Connie brings an unparalleled exuberance and sense of community to her classes, making her learners feel welcome and productive, and her colleagues equally gravitate to her generous spirit. Her classes consistently have high attendance, and the energy can be felt across the building. Connie’s learner retention is equally impressive – we have to practically pry her learners from their chairs when they have shown sufficient progress and should move on!

Connie spends considerable time making sure her learners succeed – she comes early and stays late, works each term to help them build portfolios, which they present, and her optional, pre-class “Tech Time” computer instruction has made a great impact. In the fall of 2010, she post-tested 63% of her learners, and 100% of them increased their scores. She makes herself available – completely – to help her learners better their lives, and we can’t imagine Greater Homewood without her!



Workshops



Attendees, Board members, Guests



Benn Glenn



Program Highlights



SOUTH BALTIMORE LEARNING CENTER 20TH ANNIVERSARY GALA RAISES OVER \$80,000

BALTIMORE – The South Baltimore Learning Center (SBLC) celebrated two decades of opening doors to learners at its *20th Anniversary Gala*, Saturday, Apr. 2, at Montgomery Park Business Center.

With well over 400 guests, the black-tie optional celebration featured flavorful dishes, wines, cocktails and a signature drink provided by Baltimore's best restaurants and caterers, including: **Eddie's Market, Espresso Expressions, MaGerk's Pub, Matsuri's Japanese Restaurant, Mother's Federal Hill Grille, Nick's Inner Harbor Seafood, Phillips Harborplace Restaurant, Ropewalk Tavern, Trattoria AnnaMaria Italian Deli** and **Top Notch Wedding and Event Management**.



The New Monopoly, Baltimore's premier show/dance band, inspired guests to strut their stuff on the dance floor. Adding to the fun, guests could bid in silent and live auctions on such items as: Camden Yards skybox parties and getaways to Paris, Steamboat Springs, the forests of West Virginia, and Ocean City.

What's more, one of the guests purchased the winning ticket in the champagne raffle, receiving a 20th anniversary commemorative champagne flute and a \$750 sapphire and diamond ring donated by **Morstein's Jewelers**.



With Fox 45 Chief Meteorologist **Vytas Reid** as emcee and SBLC Board Members **Anne Schroth** (Reno & Cavanaugh, PLLC) and **Edward Krikorian** as co-chairs, the gala honored long-time SBLC supporters, **Steve Tomczewski** (executive director for Environmental Operation of Maryland Environmental Service) and **Wheelabrator Baltimore L.P.**.

Currently serving as an SBLC board member, Tomczewski has demonstrated dedication to adult literacy as one of SBLC's most generous and involved volunteers for the past 18 years. Wheelabrator Baltimore, L.P. (formerly Baltimore RESCO) has been a long-time corporate partner and SBLC's largest overall corporate contributor in both

cash and in-kind donations. **At the gala, Wheelabrator surprised everyone in attendance by presenting a check for \$20,000 in honor of the 20th anniversary!**

Additional highlights included a special 20th anniversary video presentation, and remarks by **Mayor Stephanie Rawlings Blake** and SBLC External Diploma Graduate **Peggie Butler-Watson**.

Not counting the Wheelabrator contribution, the gala raised over \$80,000 to support SBLC's educational services and operations. Overall, SBLC is a community-based, non-profit organization providing functional literacy, life skills training and career preparation services to residents in the Baltimore area.

Founded in 1991, the organization prepares adults to earn their Maryland High School Diploma by offering adult basic education, pre-GED/GED classes, the external diploma program (EDP), basic computer literacy classes and career/employability counseling services. Its learners transition into jobs, job training or post-secondary education. SBLC has demonstrated tremendous success, with the total number of learners served increasing to over 1,000 during the last fiscal year.

For more information: www.southbaltimorelearns.org



March Madness

By Rhonda Davis – Harford Community College

Teach us what you know about American Sports.

Students of Harford Community College's ESL program set SMART goals for themselves to understand about American sports. Soccer we know, baseball we know, but basketball, wrestling and football we do not know and we want to learn how to play these sports. Teaching this class would prove to be a challenge because if you take a traditional approach of instructing students in front of a white board, with a text book they will only gain one dimension of each sport. The opportunity to teach students about sports and impart other components of learning about American sports is more than one dimension. It is an opportunity for learning the development of a sport and will prove to have a greater impact upon your students than you can imagine.

At the beginning of the semester our students had an overwhelming desire to learn about American sports. We took a pulse of our students needs to help us set Specific, Measurable, Achievable, Relevant, and Time-Framed goals or SMART goals. The goal helped our students learn about American sports and was an excellent teaching opportunity to introduce grammar in our lesson regarding sports. Students were more apt to learn when they enjoy what they are doing. One example of our SMART goal was to set an objective to learn the basic fundamentals of basketball. Project based learning was the best approach to ensure commitment of the students and allow each student to contribute to their own success of understanding basketball.

A Project Based unit of learning about sports allowed the students to get involved in what they wanted to learn and how they learned the material. Students worked in multi-levelled groups of four. Each group had the responsibility to read, write, and speak about their sport of choice. The students had to demonstrate a working knowledge of their sport of choice and teach the American sport to their classmates. Students selected the sports of wrestling, basketball, and football. Each team worked diligently together on a specific skill set that would allow anyone to easily learn and replicate playing the sport. Students learned new vocabulary and how to accurately pronounce the new vocabulary to ensure their audience understood the sport and could demonstrate how to play the sport after being taught. The Basketball group had the opportunity to complete their project by attending a live girls' basketball game at Edgewood High School. Preliminary work shared with students prior to the game was to focus our attention on the grammar point-verbs. We introduced various verbs we expected to see during the game like dribble, travel, shoot, pass etc.-- just to name a few. It is fair to say attempting to explain verbs used in playing basketball would be difficult for our lower level student learners. Most of our students are kinesthetic learners and by seeing the game and how it was played made all the difference in the retention of the material being taught. Teaching students about basketball lent a hidden teachable moment about idioms within the English language. Upon completion of the unit feedback given by our students was a pleasure. Students were able to complete the specific goal of learning the basic

fundamentals about American sports, measuring the amount of vocabulary and knowledge they now have and what they were able to achieve by investing their time into their group projects. Students related their experience watching the game of basketball into their instruction of how to play the sport. In one month students learned the basic skills needed to make it easier teaching their classmates how to dribble and pass a basketball. Additionally, each of the students had the opportunity to write in their journal about events during class to gauge a continuous pulse about their feelings about at topic of study and what they were learning. It was in their journal writing that we learned many had never seen a basketball game. Anastasia P. stated, "I have never been to a basketball game before and I now want to play. I would like to shoot the ball now if I could." Another student writes, "I enjoyed learning about basketball and going to the game." "I know you need five players to play and there is an offense and a defense to play the game," stated Jeonsoon P. The students engaged themselves in learning about American sports so much that we saw a rise in attendance during this unit. Our students are hard working people with young children and they work late hours which prevent them from attending class regularly; however, students worked diligently to rearrange their schedules to keep their commitment of learning about American sports and sharing their knowledge of what they have learned with their classmates.

One of the most amazing moments during the Sports project unit was at the beginning of the Girls' basketball game. We entered the gymnasium and they began to play the National Anthem. Our students faced the American flag, placed their hand over their heart, and looked up at the American flag in respect of what we stand for. The freedom and ability to learn everything they desired and use what they learned helped to make a better life for themselves and for their family.



MAACCE MATH MATTERS

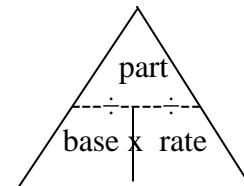


Another Way to Teach Percent (%) by Mr. J

Percent problems are found on all versions of the GED test. Textbooks provide several ways to solve percent problems using different formulas. Anyone who has read my articles or attended one of my workshops knows that I am a fan of the proportion formula for working percent problems. Most of the types of questions involving percent can be solved with this type of formula: finding the part, finding the whole, finding the %, finding the final cost, or finding the percent of change.

$$\frac{\text{Part}}{\text{Whole}} = \frac{\%}{100}$$

I **do not** like using the triangle formulas, although I realize these are variations of the proportion formula. I would rather have the students remember just one formula and not three.



Before I teach percent, I make sure the students are familiar with ratios and proportions as they are instrumental in solving many GED problems. I always begin teaching percent by a discussion of what percent means (some part of 100), and how they might use percent in real life (discounts, interest earned and paid, and commissions). I make sure they know how to change percents to decimals using all possible types of numbers they may see on the GED test, although the proportion formula has this operation built into it. They also need to know how to change decimals and fractions to percents for ease in solving some types of percent problems.

$$0.03 = 3 \%, \quad 0.3 = 30 \%, \quad 3.0 = 300 \%, \quad 8\frac{1}{2} \% = 8.5 \% = 0.085$$

Since the students know that percent is some part of 100, they often ask how you can have a percent like 135 %. This is a good opportunity to discuss mark-ups and how salesmen and manufacturers add a certain amount above what they pay for an item to make a profit.

At the beginning of my instruction dealing with solving percent word problems, I give them a *statement* showing all parts of a problem so they can get familiar with and learn to identify these terms and key words:

“A coat that originally costs \$180 is on sale at a discount of 20 % off. The buyer saved \$36 and therefore paid \$144 for the coat.”

Whole (original amount) = \$180
Part (amount saved or discounted) = \$36
Percent (%) or rate (discount) = 20 %
Final cost (cost minus discount) = \$144

A. Finding the part: What is 25 % of 400? (rate x whole = part)*

$$25 \% \text{ of } (x) \ 400 = \blacksquare \quad 0.25 \times 400 = 100$$

*This is the easiest type of percent problem. Students can easily learn this one algebraic formula for percent problems and use it to find the part, the whole, or the rate (percent) simply by solving for x.

Example: A TV that lists for \$1,275 is on sale at 15 % off. How much is saved if the TV is purchased at the sale price? rate x whole = part $0.15 \times 1275 = \underline{\$191.25}$
The final cost would be $1275 - 191.25 = \$1,083.75$

Practice: 1a. How much money would be saved if a pair of \$105 tennis shoes are purchased during a sale where all shoes are 35 % off? _____
b. What is the sale price for the shoes? _____

2. What gratuity should be added to the bill for a meal that costs \$13.85 if the patron leaves a 20 % tip? _____
- 3a. A sale offers $\frac{1}{2}$ off of the less expensive T-shirt when two are purchased. If Sam bought T-shirts costing \$9.70 and \$11.40 respectively, how much money was saved? _____
- b. What was the cost for the T-shirts during the sale before tax? _____
- c. What was the total cost of the purchase if the sales tax was $7\frac{1}{2}$ %? _____

B. Finding the whole: 30 % of what number is 144? (rate x whole = part)

$$30\% \text{ of } \blacksquare = 144 \quad 0.30x = 144 \quad x = 144 \div 0.30 \quad x = 480$$

Example: James was able to save \$48 on a new air conditioner because it was on sale for 15 % off.

What was the original cost for the air conditioner? rate x whole = part $0.15x = 48$ $x = \$320$

Practice: 4. Mary lost 15 lbs. What would Mary have weighed at the beginning of her diet if she lost 5 % of her weight after a three month diet? _____

5. What was Hardy's bowling average at the beginning of the season if he improved his game by 25% and added 45 points to his average score? _____

6. By purchasing 3 gallons of ice cream, Mrs. Howard saved \$3.75 because there was 20 % off for buying this quantity. What was the cost for *one gallon* of ice cream? _____

C. Finding the rate (%): 154 is what % of 380? (rate x whole = part)

$$\blacksquare \text{ of } 380 = 152 \quad 380x = 152 \quad x = 152 \div 380 \quad x = 0.4 = 40\%$$

Example: Mr. Wood bought a new living room suite which was originally priced at \$3,850 and saved \$770. What was the sales rate? rate x whole = part $\blacksquare \times 3850 = 770$

$$3850x = 770 \quad x = 770 \div 3850 \quad x = 0.20 = 20\%$$

Practice: 7. Betty had to pay \$4.47 tax on a gift she bought for her husband that cost \$74.50. What was the state sales tax rate? _____

8. Robert tipped his waitress \$8.25 on a meal valued at \$37.50. What percent of the bill did he tip the waitress? _____

9. Mr. Stone saved \$300 on a slightly damaged sound system that was originally priced at \$1,200. What was the discount rate? _____

Bonus Question: A new phone that was priced at \$299 was sold on sale for \$179.40

What was the percent saved by buying the phone on sale? _____

Answers: 1a. \$36.75, 1b. \$68.25, 2. \$2.77, 3a. \$4.85, 3b. \$16.25, 3c. \$17.47,
4. 300 lbs. 5. 180, 6. \$6.25, 7. 6 %, 8. 22 %, 9. 25 %, Bonus: 40 %

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Adult Education Math Specialist

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 has authored numerous math worksheets and a GED Math Workbook.

MAACCE Membership Application



Advocating on behalf of professional adult, community and continuing education groups and individuals in Maryland, and encouraging 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.

Date: _____ **Membership Type:** New Renewal

Name: _____

Organization (if applicable): _____

Position: _____

Street: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____

Email: _____

Please indicate up to two Interest Groups:

- | | |
|---|--|
| <input type="checkbox"/> Administration [AD] | <input type="checkbox"/> Family Literacy [FL] |
| <input type="checkbox"/> Adult Secondary Education [AE] | <input type="checkbox"/> Basic Skills/Literacy [L] |
| <input type="checkbox"/> Correctional Education [CE] | <input type="checkbox"/> Workforce [M] |
| <input type="checkbox"/> ESOL [E] | |

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

- Communications/Technology Public Policy Membership

Annual Membership Dues: \$ 35.00

Additional contribution: \$ _____

Total enclosed: \$ _____

- Check Money order Agency check - #

Does your Membership Application include a Conference Registration? Yes No

Write checks to "MAACCE" and mail application and payment to:

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

MAACCE

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E-MAIL:
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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

