

NEWS FROM THE MAINE ADULT EDUCATION ASSOCIATION

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Stayin' Alive!

Thanks to the work of Barbara Goodwin, the MAEA Media was born four years ago and all of us have benefited from this incredible electronic resource!

While I have truly enjoyed producing this quarterly newsletter over the past three years, it is now time to pass the torch. This issue will be my last issue as the editor and publisher of MAEA Media. We are actively looking for someone in the field who can take over the quarterly production of the newsletter, beginning with a September 2007 issue. Please contact Otis Smith if you are interested.

I am truly thankful for all of the positive feedback I have received since taking on the Media and know you will all be as gracious to the next editor. Effective immediately, I am channeling my marketing and creative energies into creating and managing the WorkReady marketing materials and website and will have the pleasure of continuing to work with many of you.

Again, thank you for all of your contributions and overwhelming feedback.

*Warmly,
Shannon M. Parker*

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The Maine Adult Education Association is a professional organization that advocates for adult education locally, statewide, and nationally and supports its members in order to meet the educational needs of Maine's adults.

Is Your Program Ready for WorkReady?

As many of you may already know, the Maine Department of Education, in conjunction with the Department of Labor, Department of Corrections, Maine's four Local Workforce Investment Boards (LWIBs), Maine Adult Education and Southern Maine Community College has designed a WorkReady program now in its pilot phase.



WorkReady is a 60-hour credential program designed to give clients the necessary soft skills necessary to attain and keep a job. WorkReady was created with area employers so that trainees who go through the program will have the skills employers are looking for in employees. It is: *the credential employers are looking for!* Lewiston Adult Education has delivered four pilots over the last year, graduating 37 students in total.

In the past month, Skowhegan and Farmington have also held WorkReady pilot programs with the sites graduating ten students each. This was no easy feat as both programs initially struggled with recruitment for the program! Their dedication and perseverance paid off and each site was able to recruit qualifying students and maintain local employer interest in the programs. Similarly, Rockland also offered a WorkReady program in May, but had to cancel due to low enrollment. While employers were often easily recruited due to strong existing ties with OneStop Centers, student recruitment has consistently taken more time and effort. Undeterred by initial low enrollment, however, Rockland and Bath/Brunswick will each run a WorkReady pilot in the midcoast in the fall of 2007.

Becky Dyer, State Director for Adult Education, Maine Department of Education, writes, "We now have a WorkReady curriculum, an application process, protocols and procedures, an MOU, a WorkReady Facilitator job description, our first training for facilitators and trainers, and consistency in marketing. We have come a long way in recent months and I am hopeful we can begin to take this statewide over the next five to six months."

Are you interested in learning more about WorkReady, or want to have a facilitator trained for your site? Join us at the Summer Academy where Rob Callahan and Eva Giles will share their knowledge of program implementation and cultivating success for WorkReady. See your summer academy brochure for Train the Trainer workshop details. Also, Shannon Parker is designing a website: www.workreadyforme.org which should be complete by July 15, 2007!

WorkReady Steering Committee

Melanie Arsenault
Tri-County Workforce
Investment Board

Patricia M. Boucher
Aroostook and Washington
Counties Workforce
Investment Board

Rob Callahan
Maine Adult Education
Lewiston, Maine

Beth Campbell
Workforce and Community
Development, Southern
Maine Community College

Rebecca Dyer
State Director of
Adult Education, Maine
Department of Education

Mary Frances Gamage
Program Manager, Maine
Department of Labor

Ellis King
Correctional Planning
Analyst, Maine Department
of Corrections

Bryant Hoffman
Workforce Investment
Board, Central and
Western Maine

Antoinette Mancusi
Coastal Counties
Workforce, Inc.

Shannon M. Parker
Maine Adult Education
Rockland, Maine

Paul Scalzone
Coastal Enterprises, Inc.

J. Michael Wilhelm
Superintendent, MSAD#75

DONATION ESTABLISHES ALICE HAISS SCHOLARSHIP

SKOWHEGAN – The MSAD 54 Board of Directors accepted an anonymous \$5,000 donation to establish the Alice Haiss Scholarship Fund. The fund will assist adult learners who are pursuing post-secondary education or training.



“The donor wants to publicly recognize Alice Haiss’s many years of service to Skowhegan area adult learning. This generous gift will help adult learners continue their education beyond the high school diploma or GED,” said MSAD 54 Adult and Community Education Director Patte Bowman.

Alice Haiss of Skowhegan worked as an adult education teacher for many years as part of the Somerset County Basic Skills Program. She taught literacy, basic skills, GED Preparation and English as a Second Language at the program’s Learning Center. She also taught GED Preparation, basic and life skills at the Somerset County Jail for many years. During that period she took part in a three-year federal grant project called The Esteem Machine that combined the teaching of life skills with basic reading, writing, and math skills.

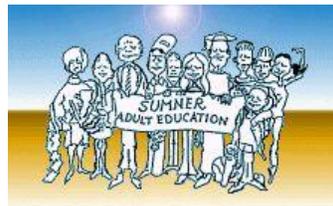
The Alice Haiss Scholarship will become available in 2008. Awards will help pay for college or post-secondary training-related expenses. For more information, call MSAD 54 Adult and Community Education at 474-7553.



2007 Commissioner’s Recognition Award

Ann Sargent-Slayton, Director of Sumner Adult Education, will receive one of the 2007 Commissioner’s Recognition Awards from the Office of Truancy, Dropout and Alternative Education. She will receive her award from Commissioner Gendron at a Blaine House Reception on May 24th.

Ann can be reached at:
aslayton@mail.sumner.k12.me.us
or by phone at 422-9100



Congratulations, Ann!

Literacy Volunteers Appoints Executive Director

Sarah Clayton Robinson of Portland has been appointed Executive Director of Literacy Volunteers of Maine. Sarah comes to us from Planned Parenthood of Northern New England, where she has served as Maine Donor Relations Director since 2002. A Pennsylvania native with family in Aroostook County, she earned a B.A. in Community Psychology from the University of New England. After completing a Master's Degree in Nonprofit Management, she held various management positions with MBNA, and assisted the Boys and Girls Club of Greater Portland with their capital campaign. An active volunteer, Sarah is married and has one daughter.



One of Sarah's top priorities for LV Maine is to reduce the tutoring services waiting list throughout the state by increasing technology use, expanding network visibility, and boosting dollars raised through LV Maine to assist with these efforts. In anticipation of her May 21 start date she says, "I look forward to working with the board, staff, affiliates, community partners, policy makers, friends and donors to expand the incredible services that the network provides across Maine."

Sarah steps into her new role as **Stella Hernandez** leaves the directorship to pursue family and business life changes. Among the many accomplishments of Stella's four-year tenure, she helped significantly raise the profile of literacy in the state, spearheaded LV Maine as a multi-faceted resource provider for our affiliates, and shared the talent, commitment and professionalism among members of our LV affiliate network.

MAEA Communications

Zane Clement is chairing the Communications Committee which is looking to revitalize our effort at marketing. The Committee is exploring several ideas for initiatives and would welcome input from the field and volunteers to join the committee.

Sanford's New Assistant Director

Sanford Community Adult Education is pleased to announce that Ann Marie Barter will be joining our staff as Assistant Director, beginning July 30, 2007. Anne Marie will be replacing Kim Crook, who will be returning to full-time teaching at the end of this year.

We look forward to having Ann Marie on staff and wish Kim all the best in her future plans.

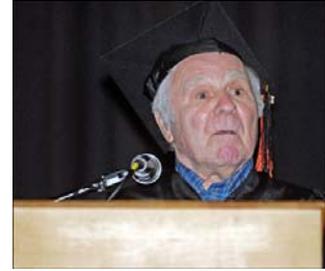
Submitted by:
Kathi Medcalf, Director
Sanford Community Adult Education
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Education Knows No Age Limit

By Ron Hawkes of Village Soup, published June 9, 2007

When it comes to getting an education, good teachers do not care about age. That is what Leroy Bennett found out when he replied to a piece of mail he received offering a free General Educational Development, or GED, high school diploma.



Leroy Bennett, 89, of Owls Head talks about Literacy Volunteers of Mid-Coast Maine and how its members worked so hard to help him achieve his goal of obtaining his GED diploma. (Photo by Ron Hawkes)

Such teachers are part of the Maine School Administrative District 5 Adult and Community Education Program and the Literacy Volunteers of Mid-Coast Maine. They held their 2007 high school diploma graduation ceremony Friday in the Rockland District High School Auditorium, with 37 students, including Bennett, graduating with a GED diploma.

Bennett and his wife moved to Maine in September of 2005 and two months later his wife died.

"We came here 'cause we are old," said Bennett. "...I could feel my brain just watching television stagnating and I wanted to open it up again."

Bennett left school in 1935 during his senior year of high school in Albertson, NY. He had to go to work and help support his family. He ended up working for a wholesale milk company for 43 years before retiring in 1980 at the age of 62.

Gifford is the director of the Literacy Volunteers of Mid-Coast Maine and runs the Midcoast Adult Learning Center at the McLain School in Rockland. "She has the patience of a saint," said Bennett. "She never pushes you, she allows you to go at your own speed and everything is perfect. If I didn't catch on to something I would go to her the next day and talk to her. They had a half dozen volunteers and each one is smarter than the other one. They help you out and don't get aggravated...They are very nice people." The other volunteers who helped Bennett and his fellow students were Doug Linder, Dave Uhlik, Janet Duffy, Carole Brand and Michael Herron. All are trained by Literacy Volunteers of Mid-Coast Maine.

Bennett was one of the featured speakers at the graduation and the crowd was completely silent as he spoke. "My wife was my push," said Bennett. "A quiet, beautiful woman, and I'm a loud mouth, I know I am. And she is the one that gave me my push. So when she passed away there was nobody there to push me and I found myself just watching television. I knew I was going to go senile if I just sat around the house and besides the cat was getting faster than me jumping in the chair."

That was when Bennett decided to go see Gifford, and now his life has changed because of it. In preparing to receive his GED diploma, Bennett found himself studying all the time, he said, and enjoying every minute of it. He said he could feel his brain start to open up again and he liked it.

Bennett was joined on Friday by fellow graduates Joseph B. Bailey, Lisa Bechara, Jaclyn Burchett, Mandy J. Dennison, Lauren Flavin, Richard Fyfe-Benoit, Ryan Gamage, Christopher J. Heald, Gregory A. Hopkins, Richard J. King Jr, Heather Marcotte, Cleopatra R. Poland, Heather M. Ripley, Trevor H. Schultz and Ronald Teele.

Also graduating but not in attendance were Jessica Adams, Joshua S. Anthony, Sara E. Barbour, Nicholas C. Beaupre, Crista L. Brown, Brett R. Butler, Michael L. Callahan, Devin Davis, Julia L. Dehlinger, Michael Flaherty, Matthew Hahn, Jesse A. Keathley, Andrew R. Krause, Jason E. Kurr, Jessica M. Nichols, Katie L. Pickett, Sam Rains, Anika J. Stephen, Brian P. Taylor, Henry D. Thompson and Benjamin Tripp.



Save the Date!!

October 18th & 19th
 Portland Marriott Hotel at Sable Oaks

Featured Guest Presenter: Greg Marsello, Vice President for Organizational Development of LERN is the “foremost authority on productivity, staffing and operations for lifelong learning programs.” *We’re thrilled he’s joining us!*

Workshop strands: English Literacy, Work Readiness, Family Literacy, Marketing, Counseling, Math Literacy, College Transitions, Support Staff topics, Data, ESOL and Round-table discussions

MAEA College Scholarship Awards



Judy McMahon of MSAD #5 in Rockland

...and

Trisha Pereault of Biddeford Adult Education



were each awarded a \$500 scholarship for post-secondary education. This scholarship will be paid directly to the college after completion of the first semester!

Summer Academy

See you at MAEA’s annual Summer Academy at Colby College in Waterville on June 20, 21, and 22. The Academy will begin on Wednesday, June 20 in the morning and continue through Thursday. Although the emphasis will again be on program management geared to directors and others in a supervisory role, there will be some meetings of interest to teachers. The Academy will be held in the brand new Diamond building, totally wired!



DROP-OUT PREVENTION & RE-ENROLLMENT IN CHICAGO



The American Youth Policy Forum, National Council of State Legislatures, and the National Governor's Association sponsored a "Field Trip" to the Chicago Public Schools, funded by the Bill and Melinda Gates Foundation, on May 24 and 25. The focus of this trip was on alternative education and on the efforts of the Chicago Public Schools to reduce the drop out rate. The combination of prevention and re-enrollment strategies was evident throughout the visit. The 25 attendees included individuals from the Gates Honor States (states receiving high school redesign funds) of which Maine is one. Other states represented were Illinois, Indiana, Louisiana, Massachusetts and Connecticut. The individuals attending represented state legislatures, Departments of Education, State Boards and Workforce Councils as well as the sponsoring organizations. Maine was represented by Shelley Reed of MDOE's Truancy, Drop-out and Alternative Education office, Phil Dionne, Vice-chair of the State Board of Education, and me.

We visited an alternative school and met with the movers and shakers in the world of Chicago and Illinois alternative education. Chicago Public Schools is dealing with a more than 50% drop out rate (66% among African American males), high levels of poverty, and racially segregated neighborhoods. The other two schools (100% African-American, 98% low income) were examples of the "small" (600+ pupil) high schools recently established to focus on college prep. Both had exceptional principals who had attracted committed and talented staffs and were making use of resources in curriculum and technology in a most inspiring way. The current CEO of the Chicago Public Schools Arne Duncan began his career in the system as Coordinator of Service Learning and has been in charge of the system for 6 years, managing a \$4.4 billion budget including \$26 million in Gates funding. His vision and that of Mayor Daley drive the efforts for change. We met with Mr. Duncan for an hour and learned that his focus is on leadership and instruction and on an intense focus on the freshman year. He firmly believes in complete transparency regarding the drop-out rate and on providing 6 or more alternatives in each of the 6 high school regions in the city. He alluded to the issues in the rural parts of Illinois, stating that half of Illinois' drop outs are not in Chicago, and stated that providing alternatives would be more of a challenge in rural areas.

The system has made great use of the research capacity of the University of Chicago and it is clear that their initiatives are data-driven, and that a real tracking system is critical to their efforts. The focus on freshman year came out of the data. The first step in Chicago was to admit the scope of the problem, do away with the mythology surrounding the graduation rate and to realize that the issue of drop outs is a community development and a family economic issue. The second step is to adjust resources to address the issue. The leader of the alternative school advocacy effort, Jack Wiest, stated that \$10,000 to \$12,000 per student per year was what is needed to really address the issue. In Chicago it is possible to address the problem through creation of a fairly elaborate "menu" of options including charter schools, selective enrollment schools, open enrollment, alternative, CTE, etc. Adult education is part of the picture but is divided between schools and the community colleges. GED was referred to often and is most definitely one of the menu items, but in combination with other services. It was frequently stated that the overall strategy must include both prevention and re-enrollment.

So what did I bring home to our very white, rural state?

1. A commitment to focus on the role played by our adult education programs in serving the Maine youth who drop out and re-enroll in our programs. This means obtaining the actual figures and working with partners to share them with decision-makers. It is clear that the emphasis of the Gates project in Maine is not focused on this population although the "mythology" surrounding the graduation rate has been somewhat dealt with by MDOE. The fact that an unacceptable percentage of young people is not completing high school should be viewed as a priority in a state with a dramatically shrinking number of youth.
2. To increase our collaboration with the Department's Office of Truancy, Drop-out, and Alternative Education. The impetus to create this office began under Clayton Blood, the GED consultant in the 1980's, with tremendous legislative support. The opportunity to share this experience with Shelley Reed and with Phil Dionne was very valuable.
3. To raise the issue of resources available in Maine for dropout prevention and re-enrollment at the upcoming strategic planning session planned by MAEA in June. Should this emerge as a MAEA priority, work on an appropriate legislative strategy.

Hall of Flags



The Maine Adult Education Hall of Flags Day was held on May 10 and despite competing with graduation season, Chair Suzanne Rojas rounded up great displays by close to 20 programs and Pam Cahill of Howe, Cahill and Company arranged for the legislative sentiment to be passed in both House and Senate. Governor John Baldacci, Education Commissioner Sue Gendron, and Senator Peggy Rotundo and other legislators were present.

Submitted by Suzanne Rojas



Certificates were given to all members of the Education and Appropriations Committees, as well as leadership, who have been so supportive of the College Transition initiative this year. The MAEA Board thanks Suzanne, Pam and all programs who took the time to come at this hectic time of year.



Legislator Speaks

Chris Rector, State Representative House District 48 of Thomaston, Maine was the adult education graduation speaker for MSAD #5 Adult and Community Education in June, 2007. Chris is a true supporter of adult education and we are lucky to have his voice speaking on behalf of the work we do!

“Adult Ed. serves a critical front-line role in education in our region and across the state,” says Rector. “Your role is critical as a link in our education infrastructure.” Chris has a long history of support for our programs and his father served as a literacy volunteer for many years.

Thanks to Chris, and all of the many other supporters of adult education, who are a tremendous asset to our field!

DOE Curriculum Development Update



Andy McMahan, Marcia Cook and Ann Marie Barter have co-facilitated a year-long curriculum development project that has resulted in the creation of four standards-based curricula. The goal of this work is three fold:

- to develop curricula that align with the Revised Maine Learning Results and Equipped for the Future Standards to be used in high school diploma programs and college transition courses around the state.
- to develop curricula that represent a model of what quality curriculum looks like that aligns with the revised Quality Curriculum Rubric.
- to provide professional development about what standards-based instruction is and how it informs the curriculum development process.

Two English curricula were developed last fall. They were reviewed by local, state and national experts prior to being piloted in seven adult education programs around Maine. Although not all pilot data is in just yet, more than half the sites report an average of a 10 point CASAS increase in 45-50 hours of instruction. This increase doubles the CASAS expectations of one level gain in 90-100 hours of instruction and both learners and instructors gave very positive feedback about the curricula.

Two Math curricula were developed this spring and are going out to review soon so that we can pilot them in the fall. The current plan is to develop two more English and two more Math curricula next year. Additionally, there will be several professional development opportunities offered to directors and teachers about how to implement the new curricula.

Sanford Community Adult Education also partnered with DOE in a year-long curriculum development process that resulted in five new curricula being developed for ABE, ESOL, and HSD. We hope to add their products to a library of curricula available on the CALL website once they are piloted next year.

Finally, this work could never have been completed without the exceptional contributions, dedication and expertise of the Curriculum Team members:

Juliette Dzija (Auburn), Maggie Scholl (Farmington), Gail Burns (Sanford), Joan Parker (Oxford Hills), Tamara Jorgensen (Lewiston), Pam Meader (Portland), Claudette Dupee (Sanford), Louise Burns (NOBLE), and Trudy Martin (E. Sullivan).

I would also like to recognize the Pilot Teachers:

Valerie Sullivan (Bonny Eagle), Mary McNulty (Auburn), Joan Parker (Oxford Hills), Tamara Jorgensen (Lewiston), Christina Parks (Sanford), Meghan McLaughlin (Bridgton) and Maureen Perkins (Farmington).



Thank you to all the participating programs and please don't hesitate to contact Ann Marie Barter or Andy McMahan with any questions about this project.

Annmarie.barter@maine.gov andy.mcmahan@maine.gov

CALL SCHOLARSHIP REPORT submitted by Kim Crook

DID YOU KNOW? One of the many great opportunities offered through the Center for Adult Learning and Literacy is a scholarship to attend a national conference. I was able to receive one of these scholarships to attend the TESOL conference in Seattle.

CONFERENCE OVERVIEW It was an amazingly refreshing time, although intense. There are so many new ideas and so many enthusiastic, innovative, teachers and program administrators out there! I was able to attend workshops with titles such as “Maximizing Student Motivation, Persistence, and Retention,” “Ideology of Curriculum,” “Program Change,” and “Implementing Best Practices in Teaching English in Occupational Settings.” I also attended workshops on using simulations and project-based learning. One evening I attended a showing of Sentenced Home. This is a documentary that tells the story of three Cambodian-American men who are deported, or face deportation for committing crimes in their late teens or early twenties. Although they had lived in the U.S. since infancy or childhood, they never obtained citizenship. Therefore, they were sentenced to be returned to their country of birth, although they had already served their sentences and did not re-offend. For the sake of brevity, however, (or is it already too late for that?), I want to focus on the workshops on writing and the presentations on College Transition programs.

WRITING WORKSHOPS I was intrigued by the workshop on the six trait writing process. The six traits are content, voice, organization, word choice, sentence fluency and conventions. There are rubrics to evaluate each trait, and throughout the year teachers focus on one of the first five traits, while working on conventions all year long. This is a way to standardize writing instruction at all levels. (Vicki Spandel, Creating Writers is the book). Another workshop I attended gave a very innovative take on leading students through the (usually painful?) research paper writing process. First, the whole class chooses one topic from a pre-determined list. They then read the same five or six articles, discussing them in class, doing a read-react with them, summarizing them, etc. Next, they decide on a topic for their paper using the same articles. They do more pre-writing and organizing in class, often in groups. *Then* they write a three to four page paper. In a third workshop, a graduate student shared her work on coherence in writing. She evaluated research abstracts for coherence using “move analysis,” i.e. how closely the writer follows the steps (or moves) the reader expects in this genre. “Contemplative Writing” was a workshop that gave yet another perspective on the writing process.

COLLEGE TRANSITION The college transition workshops gave different takes on how ESL students can successfully transfer into classes for college credits. Most of the programs presenting on the panel were community colleges. Some offered ESL classes for college credit as well as non-credit ESL. Hearing how programs changed in order to meet the needs of increasing numbers of ESL students with varying backgrounds was exciting. This program change is a transition in itself.

CONCLUSION Of course, there isn’t room to mention the plenary speakers from the “big names” in the field. One very moving plenary session was entitled, “From ESL to Harvard,” given by Mawi Asgedom, who told his story, starting with fleeing Ethiopia as a small child to refugee camp, to Illinois, to Harvard, to his career as a motivational speaker and author. (www.mawispeaks.com) So, mark your calendars for TESOL 2008, which be held April 2 to 5 in New York City. For more information, www.tesol.org or to contact me, kimsopin@yahoo.com.

MAINE HIGHER EDUCATION COUNCIL

An association of Maine's College and University Presidents



Statement on College Readiness

Get
Ready
for
College

While individual Maine colleges and universities vary in their requirements for admission and placement, they all recommend at least the following high school preparation in the core academic areas:

- **Four years of English** courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.
- **Four years of math** courses that include at least Algebra 1 and 2, and Geometry, taken as separate courses or as an integrated sequence of courses, and a 12th-grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- **At least three years of laboratory science**--offered as either separate courses or as integrated core classes--that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.
- **At least three years of history and social science** in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- **At least two years of study in a language other than English.**

In addition, most colleges expect students to have taken some classes in the **visual or performing arts** and all colleges expect that they will know how to use a **computer**. Students should take every opportunity to learn about these subjects.

Students and parents should consult their high school guidance counselor and college admissions office for a more complete list. For more information about getting ready for college and a list of Maine's fine colleges and universities, please visit www.mecolleges.org.

