

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA - COLORADO - IDAHO - MONTANA - NEVADA - NEW MEXICO - UTAH - WYOMING

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Log On With Lenora

Message From the President

Exciting opportunities to observe, contemplate, and critique a variety of leadership styles are always invigorating to me, and provide stimulation that motivates me to examine my skills. During the past few months I have had the opportunity to attend the annual conference for the Montana Association for Adult & Continuing Education (MAACE), the Utah Association for Adult, Community, & Continuing Education (UAACCE), and the American Association for Adult & Continuing Education (AACCE). I also attended a planning meeting for the MPAEA conference which will be held in Boise, Idaho, in April 1999. While each event was facilitated in
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its own unique style, an attitude of service and the desire to provide excellence in delivery of that service prevailed. It was evident that careful planning, skilled leadership, and extensive support were all critical to the outcome of each of these events.

There is an "older" child's book entitled *The Chance World*. It pictures a world in which everything happens by chance. The sun may come up in the morning or it may not. If you jump up into the air, you may come down or you may keep on going. If water runs out to the edge of a cliff, it may fall down or it may fall up. If you plant your field with wheat, you have no way to determine in advance whether or not it will grow but if it does come up it may be wheat or it may be barley or it may be asparagus or rosebushes or apple trees, and there is no way to tell which it will be in advance.

In reality, and fortunately, the world of leadership is not a *chance world*. It is a world of planning and order where outcomes can be determined and controlled depending upon the quality of leadership involved. Outcomes can be directed, changed or even suspended by the direction of those possessing the necessary leadership skills and powers.

Human and organizational leadership is a great undertaking! Leadership is a science, and it is also an art. It can be supremely difficult thing to develop, or it can come about as a natural inherent tendency depending upon personality and individual talents. Goods can be manufactured with a formula; guided missiles can reach their own targets. We can bake our bread, make our clothes, plow our ground with machines. But it takes a human being to be a leader, and great leadership requires a human being at their best. Each person must develop his or her own leadership style.

A great leader would have the ability to teach, to train, to supervise, to organize, to deputize, to inspire, and to motivate. If we ask, "What must I do to succeed as a leader?" the answer may not be immediately clear in our minds. However, when we consider that leadership covers the whole field of administrative skills, executive procedures, training methods, morale building, and the means of bettering human relations, etc., we can begin to design our own "strategic plan" to develop our leadership abilities. In all our planning we need to consider that perhaps the greatest leadership power is example.

During my visits to the adult education conferences this fall, I have been inspired and motivated by those who are providing leadership throughout the MPAEA region and even internationally.

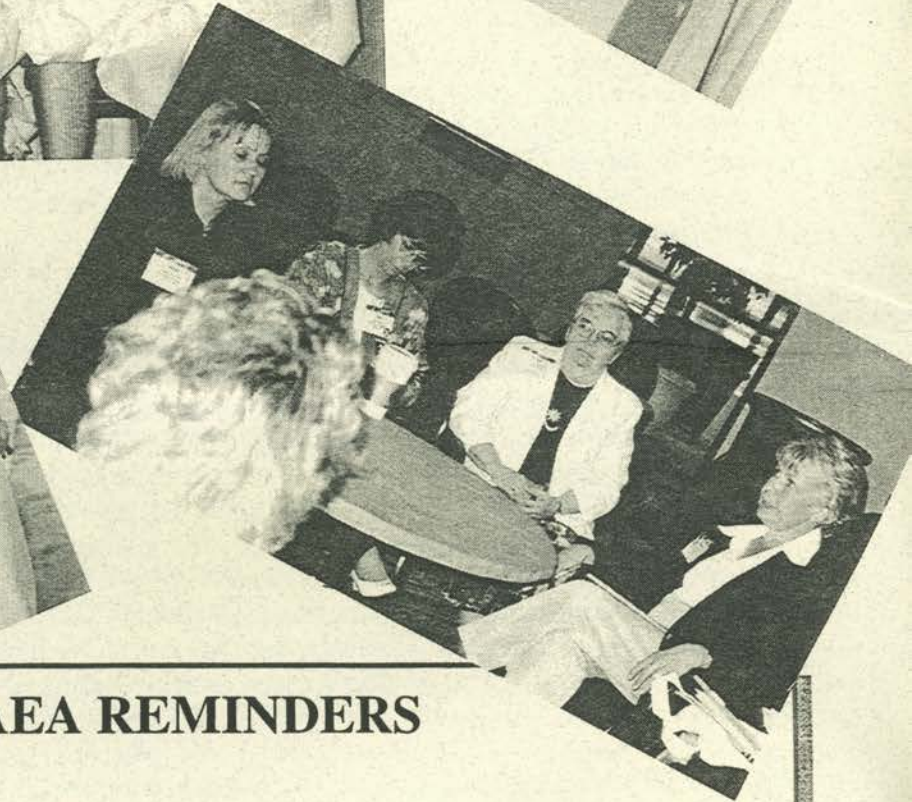
In Montana, I learned from the leader of a volunteer group that provides basic education to a group of adults who otherwise would continue to live in a world of illiteracy and poverty. Her commitment was the example that has given me the determination to give a little more of myself to serve others. Also in Montana, I was inspired by a young man who provides service to folks in a large geographic area on an Indian reservation. His determination to open new services through securing additional funding in adverse climates is an example that each of us could consider when we think we "just cannot do it."

At the AAACE conference, we heard an adult education graduate describe how the folks at an education institution in Phoenix encouraged her throughout her education process (and the death of her beloved husband), and taught her that she indeed could "do it." She gave them credit for her determination and self-confidence to continue on when she felt she could not. Their leadership inspired and motivated her. She is now successfully employed and continuing her education.

These are just a few examples of how competent leaders are affecting the lives of others. Each of us should improve our unique leadership skills as we strive to affect the lives of those we serve. Whether it be our families, our neighbors, our students, our peers or our supervisors. Robert H. Schuller, a best-selling author who also preaches from the Crystal Cathedral in Southern California has said, "Leadership is the force that selects your dreams and sets your goals. It is the force that propels your endeavors to success." Our challenge is to emulate his philosophy as we strive for excellence in developing our own leadership style.

Lenora Plothow

Highlights from AAACE

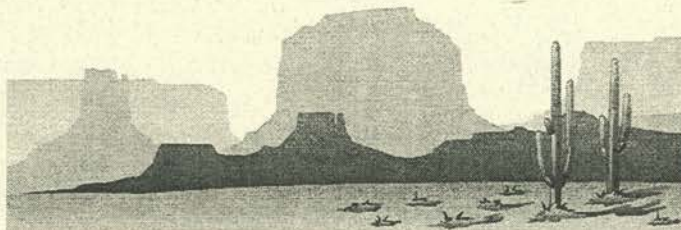


MPAEA REMINDERS

SCHOLARSHIP APPLICATIONS are due on January 31, 1999. Contact your local MPAEA representatives for forms.

MPAEA CONFERENCE - April 29 - May 1, 1999 in Boise, Idaho
Be on the look out for registration materials.

ARIZONA NEWS



The biggest news here from Arizona was the AAACE Conference held on November 18-22 in Phoenix and was co-hosted with AAACE by among others, AALL and MPAEA. With great co-hosts it was a great conference. Furthermore, these two associations co-sponsoring the conference

Sandal Hop, at which some people wore togas. We have some really interesting photos for future newsletters. AALL's presence was further felt at the conference in the form of an AALL booth, where, by the way, we handed out MPAEA membership brochures, newsletters, and scholarship applications. AALL use this conference an impetus to change its award ceremony procedures. Until now, the awards were given out every two years at the State ABE Conference. With AAACE coming to town, AALL decided to initiate annual awards, and the first of these annual awards was given out during the conference. Lastly, many of the conference volunteers were AALL members. So as you see, AALL is really involved in the AAACE conference and we are happy being so. We ran into many fellow MPAEA members there.

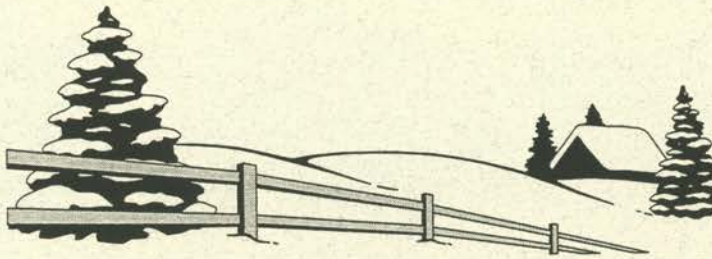
I'm happy to report that the Starbucks/AALL All Books for Children Book Drive was very successful. So much so that it turned out the books could not be delivered to the participating agencies as had been planned. Instead, the Head Start, Even Start, and Family Literacy programs in Maricopa County and Tucson had to pick up their own books. English and Spanish books for children were collected at Starbucks stores in the two regions. Around 1500 pounds of books were collected in Tucson. The book drive was held during August, and was the first such partnership between the two groups. Both are hoping to repeat the event next year.

Arizona, like all other states, is being impacted by the new Workforce Investment Act of 1998. The Arizona Department of Education Division of Adult Education has chosen to write its new Five Year Plan to take effect July 1, 1999 rather than preparing a one year transitional plan in tandem with a Five Year Plan to start in the year 2000 This means everyone is very busy as the plan must be submitted to the US Department of Education on April 1. Everyone here is interested in the core indicators. The Division of Adult Education has pointed out that our current method of reporting educational gains will no longer suffice due to differences in course content and assessments used by the programs throughout Arizona. The continuing Statewide Standards Project will remedy the first problem. Assessment methods will be addressed in the year 2000. Additionally, there is concern regarding the need to develop a new funding formula for Arizona programs. The existing system whereby programs are funded based on student hours will have to be replaced.

The new formula will seemingly take into account student achievement as measured by the three core indicators. The Division of Adult Education realizes the significance of this undertaking and began receiving input from stakeholders in October, first in a survey of the major needs and issues of Adult Education in Arizona for the next five years. Secondly, Community Forums were held throughout Arizona Allowing stakeholder input. Then, a subsequent more detailed survey was sent to programs. Finally, Program Directors will be gathering with the Division of Adult Education for an informal discussion of the legislation the start of the week of the AAACE Conference.

AALL will be holding a Board Meeting during the AAACE Conference. We will discuss the upcoming mini-conferences we plan on holding in the northern and southern parts of the state. We hope to make good use of the newly approved MPAEA State Professional Development Funds at these events.

Blair Liddicoat



COLORADO NEWS

Fall is traditionally the time for returning to school and re-focusing on learning. I think most of us experience a renewed sense of enthusiasm for our work at this time of year, regardless of whether we teach all year or not. For me, this excitement stems from anticipating what students will accomplish throughout the

year, and I bet this is true for most of you as well.

As each of us eagerly awaits our students' successes, Colorado Adult Education Professional Association (CAEPA) is planning efforts to assist programs in determining how to best deliver services to Colorado's adult learners. While most of us, either formally or informally, poll our students on issues related to retention and progress, I know that I don't have the opportunity to thoroughly explore these issues with my students. I'd bet that this is true of many of you.

This is a concern that CAEPA can address. Board members Andrea Martinez, Marcie Hanson, and Sharon Stone have laid the foundation for conducting regional adult learner focus groups. These sessions are designed to solicit in-depth learner input on the quality of the services we provide. Based on the National Forum on Adult Education and Literacy conducted by the U.S. Department of Education in September of last year, the Colorado sessions will examine adult learner hopes and expectations, accessibility, retention, and support.

We will conduct four or five focus groups of ten to twenty learners from regions all over the state. Participants will be nominated by their programs and received a \$25 stipend for their participation in the half-day discussion. Ideally, a free professional development activity for program teachers and/or volunteers will accompany each focus group meeting.

CAEPA will distribute the product of the discussions to the field free of charge. Also, we will identify initiatives that CAEPA can work on with local programs to improve the educational experiences for Colorado's Adult learners.

Other CAEPA actions that may emerge from this process include coordinating a state-wide adult learner support and advisory group, developing learner-story public relations materials for programs, and facilitating Colorado adult learner participation in national and regional adult education forums.

To honor our departed colleague, Jean Maio, the Colorado Library Association announces its "Excellence in Adult Literacy" award. Jean died of cancer late last year. She directed the Pikes Peak Library literacy program in Colorado Springs for many years. Jean also served two terms on the Adult Literacy Commission and was involved in numerous statewide committees, task forces, and other adult education efforts.

The purpose of the award is to recognize an exceptional literacy program achievement by a library or a library in collaboration with another agency during the past year. Priority will be given to a program that serves economically disadvantaged adults and their children. The award is accompanied by a \$500 check, made possible by donations from Jean Maio's family and friends.

We began to prepare the limited speaker of English for the world of work through WorkStyles, a program initiated through Denver's Spring Institute. A total of twenty students successfully completed the program during two different sessions. Of the twenty students who participated, thirteen became employed, three enrolled in training programs, and two were recently hired by Adult and Family Education.

The curriculum combines job retention and job seeking skills in an intense two week session. Participants have limited access to work but the class provides resume writing, interviewing practice, videotaping, vocabulary

building, a review of expected work behaviors, and a completion celebration organized by the students.

Program success can be attributed to the well-organized and clearly written curriculum, as well as the fine training provided by Spring. The classroom is always staffed with two or three other instructors, allowing for one-on-one time with students to check progress and ensure understanding.

Another job-oriented initiative is the partnership established with the Colorado Division of Vocational Rehabilitation. Adult and Family Education placed four computers at the Vocational Rehabilitation office and offers computer classes for the agency's clients. The agency's main purpose is to place individuals in the workforce, and Adult Education has the expertise to assist.

Bill Furney

NEWS FROM IDAHO

Greetings from Idaho, home to the upcoming "1999 Reasons for Lifelong Learning in the 21st Century" MPAEA conference in April/May 1999 in Boise. The conference committee has been diligently working to provide an extraordinary conference filled with productive workshops and sessions, power meal (you know, stuff Idaho is famous for), and cultural events-nothing you would want to miss.

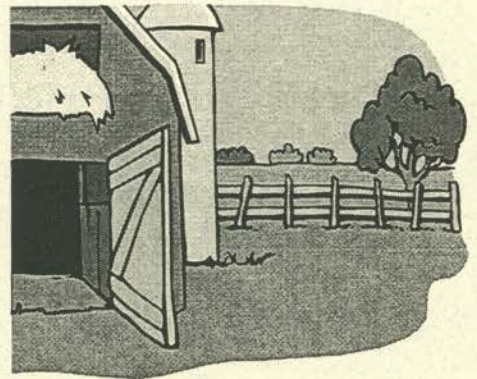
Idaho held its annual Idaho Lifelong Learning Association (ILLA) conference in beautiful Sun Valley, Idaho, October 18-20, 1998. The conference there was "The Art and Spirit of Facilitation." For the past two years, ILLA has joined with the Idaho chapters of the American Association of Trainers and Developers (ASTD). It has been a wonderful partnership, one that we will continue.

This year's ILLA conference was replete with wonderful workshops and dynamic speakers. John Roberts, the keynote speaker, created a contagious enthusiasm that continued for the entire conference. His topics included what is really important in life - the little things. He also discussed how to manage stress, the five laws of success, rainbow of the future, and qualities of being happy. His bottom line was this: "Be happy with what we have and work to improve ourselves."

At the ILLA awards banquet, Dr. Darrel L. Hammon, ILLA past-president, Associate Vice-President for Extended Programs at Lewis-Clark State College, and lifelong learner, received the "Outstanding Service to Higher Education/Industry Training" Award. Darrel is a Mountain Plains Adult Education Association junior board member from Idaho. Margaret Collins, the outreach coordinator from Eastern Idaho Technical College, received the "Outstanding Service to Adult Literacy Award." Margaret has been a phenomenal leader in Idaho regarding adult literacy issues and has won other literacy awards.

Like many of you, partnerships have become the soup de jour for many of us. Recently, Presidents from Lewis-Clark State College, University of Idaho, North Idaho College, and Idaho State University presented their plans to the State Board of Education for an educational partnership in northern Idaho, specifically housed in the Coeur d'Alene area. What this brings is the cumulative strengths of four institutions: a comprehensive community college, a comprehensive state college, and research and doctoral level-institutions. This collaborative partnership will be able to provide seamless educational activities to a growing population in northern Idaho.

During the last election, Idaho elected a new governor and a new superintendent of instruction. We look

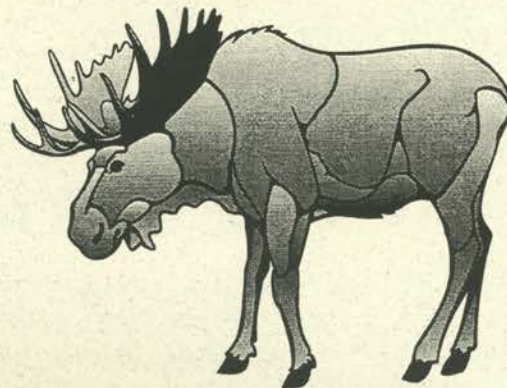


forward to partnering with Governor Dirk Kempthorne, a former senator from Idaho, and Superintendent of Instruction Marilyn Howard, a former principal from Moscow, Idaho. Both are strong advocates of education.

We are looking forward to seeing all of you in Boise at the end of April. We sincerely believe you will be impressed with not just the conference but also the peripheral activities. Bring your gunny sacks with you - there might be loose suds lying around. Also, be sure to turn out the lights when you leave. . . .

Leslie Anderson
Darrel L. Hammon

MONTANA NEWS



The annual MAACE Conference was held in Bozeman, October 15-16, 1998. Keynote speaker was John Frohmayer, lecturer, teacher, social/political commentator on Public Radio, and widely published author. The conference opened with a warm and humorous welcome from Montana's Lt. Governor, Judy Martz. Judy was an Olympic speed skater and kept us laughing with her humorous stories.

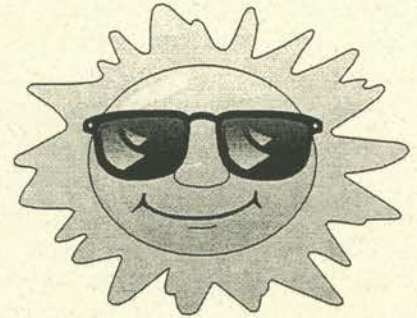
Other noted presenters of interest to MPAEA members include Gary Eyre, who did several presentations on the new GED for the year 2001; Yvonne Hauwiller and Diane Oldenburg, who did their presentation on community education; Lucy Smith, who presented the Coach Approach to Literacy Programs; Steve McCoy, who shared several ideas for getting satellite programs operating; and Bob Filipovich, who discussed the TABE Diagnostic Test.

Our conference was honored with the presence of Lenora Plothow, MPAEA President. Lenora and her husband, Roger, drove all the way from Orem, Utah, through rain, sleet, snow, and the beauty of Yellowstone National Park to attend our conference. Lenora did an excellent job of promoting MPAEA and Roger kept us laughing with his great stories about Lenora. We thoroughly enjoyed their presence at our conference and hope they will be back next year. Lenora and Roger are always welcome in Montana.

Nancy Reynolds



OLD AND NEW NEWS FROM NEVADA



Editor's Note: Parts of this article were inadvertently left out of the last newsletter. Sorry.

- ◆ The Nevada Adult Education Association held its annual conference at the beginning of April 1998. More than 100 participants learned about "Building Educational Relevance: A Way to Win" from over two dozen presenters and field trips. Keynoter Dr. Eric Stephan, from Brigham Young University, opened the conference with "Overworked and Overwhelmed - How to Re-energize Yourself to Succeed in Adult Education."
- ◆ Evelyn Cheney, Julee Henson, Geraldine Thompson, and Teri Zutter joined incoming board members Vicky Ramakka and Sharyn Yanoshak at the MPAEA conference in Beaver Creek. Steven Knight, an "activist" both at the state and regional organizations, received the Award of Excellence for Nevada. We thank outgoing board members, Steve Knight and Beverly Klausner for their years of dedicated service to MPAEA.

Double up! Each member of the Nevada Adult Education Association's (NAEA) Board of Directors has committed to bringing in at least one new member before NAEA's annual Spring Conference and they have challenged each of the Association's 65 members to do the same. The Board agreed to issue membership badges to all members to promote recognition. "Let's wear them with gratitude, pride, and the knowledge that we are making an impact in our state," said President Sheila Fairbairn. As of October, 35 new members have joined.

NAEA's annual conference will be held from May 5-8, 1999 at the Atlantic Casino/Resort in Reno. It's finale will be the Third Adult Literacy Awards Ceremony, a luncheon on May 8th. For more information contact conference chair and President-elect Vicky Newell.

Same place next year. Ninety-seven percent of the 90 participants state they would like to return to Elko next year for Summer Institute. Inaugurated this passed June, at Great Basin College, the Institute included six strands; learning disabilities with Dr. Dale Jordan, Adult Education Fundamentals, Reading, English as a Second Language (ESL), Workplace Skills, and GED Testing. In true Elko fashion, one group wrote some Cowboy Poetry describing the experience. Coordinator Linda Zaczek (702-897-7684) stated, "The instructors seemed to really appreciate the opportunity to meet with others from around the state and share ideas. As administrators we tend to take these exchanges for granted." The Second Institute will take place in early June, 1999.

Section 353 at work. Martin Bauer, Teacher Training Coordinator at Truckee Meadows Community College (702-829-9030) maintains the Adult Teacher Training Homepage: www.tmcc.edu/att. The base provides access to adult education and literacy resources throughout the world wide web, with a focus on resources made available through teacher training projects in Nevada.

The annual Connections, Competencies, and Change, a six page summary of the major teacher training activities in Nevada for 1998/99, was distributed by Community College of Southern Nevada with the September issues of the bimonthly Nevada Community Newsletter.

Hista la Vista! Adult educators throughout the state said a reluctant good-bye to State Education

Consultant and MPAEA Board member Vicky Ramakka, who moved to Oregon with her husband Jim. Vicky will be replaced on the MPAEA Board by Julie Henson.

Another successful celebration! Over 500 adult educators, students, and business and community leaders celebrated literacy in Nevada at the Second Annual International Literacy Day Dinner, held September 10 at the Rio Hotel in Las Vegas. Former literacy student John Corcoran, who became a teacher, author, and real estate investor spoke movingly about his experience and urged the political candidates present to support literacy. Landra Ried received the Literacy Pioneer Award from Nevada's first lady Sandy Miller, who was honored last year for her support of literacy. Chaired by Sharon Rorman of Southwest Gas, sponsored by the Internal Association of Business Communicators, and Nevada Bell Corporation, and supported by scores of local business organizations, next year's event is already scheduled for International Literacy day, September 8, 1999.

Thanks to Nevada Bell Corporation for their \$10,000 donation to the Southern Nevada Literacy Coalition!

Julie Henson
Sharyn Yanoshak

UTAH NEWS



The Utah Association for Adult, Community, and Continuing Education held its annual conference in late October in Park City, Utah. The conference highlighted two keynote speakers, Murray Banks and Geoffroy Caine. "Successful educators like change, they like the challenge and stimulus that goes with creativity, growth, and new strategies. The key is to approach these times of change positively and to convert the **stress** of change to the **challenge** of change," stated Murray. Murray encouraged teachers to be healthy in all they do. Focusing on personal health and well-being helps to become a more positive, creative, and interesting teacher. Geoffroy took a look at how the brain works. Activities to stimulate the brain and increase learning by students and teachers alike. Other sessions included looking at the new recommendations for adult high school completion; looking at the new educational frontiers in continuing education; life skills communications; forming community networks; update on the Western Governor's University; the nature, structure, power, and use of questions in teaching adults and lifelong learners; student eligibility to study in the ESL programs; supporting K-12 objectives through community education; statewide collaborative degree in criminal justice; fostering resiliency in adults; integrating literature, technology, and communications in ABE; enhancing lifelong learning; tips of basic ESL for beginning teachers; basic education through technology; grant writing; an on-line campus; creating a career portfolio for the adult learner; identifying student learning strategies; higher education impacts on rural counties; and mother read/father read programs. The conference was one of the highest attended conferences in UAACCE history. Attendees enjoyed the breakout sessions and keynote speakers.

During the December meeting of UAACCE members elected Lynne McKenna, Granite School District adult education coordinator, to be the president-elect for 1999. New members of the Association Board include

Debra Young from Community Action Literacy Program in Salt Lake City, Pat Thomas director of adult education in Weber school district, and Don C. Larson, Dean of Instruction at the San Juan Campus of College of Eastern Utah. Leaving the Board, with a big thank you for their service, will be Jeri Swalberg adult education coordinator for Provo school district and Else Bauer, ESL coordinator for Provo school district, winner of the MPAEA 1998 Award of Excellence for Utah.

The UAACCE subcommittee is actively working on the MPAEA year 2000 conference, which will be held in Salt Lake City. The committee has met several times and is working on a logo for the conference. The theme for the 2000 conference will be "Where We Have Never Been Before..." focusing on the future look of education in the 21st Century. More information will be coming during the 1999 conference in Boise, Idaho.

The Utah Adult Education Advisory Committee presented the recommended changes in the state rules regarding adult high school completion and GED testing to the State Board of Education on December 1, 1998. The recommendations were passed on the first and second reading. Final approval of the changes will be on January 14, 1999, and the new rules will go into effect of July 1, 1999. The recommendations will mirror the K-12 Core requirements for high school completion, while still using credits for life skills developed outside of the classroom. The recommendations also include provisions for 17 year old students, whose high school class has graduated, to now be considered as adults and able to enter the adult education program. The advisory committee is now looking at the adult basic education rules and definitions. The sub-committee will give a report to the advisory committee and to the state directors of adult education. Any suggestions and/or input will be taken into consideration before the final recommendations are made to the state board.

Utah has opted to produce a one year transitional state plan. The advisory committee has formed a sub-committee to help write the plan and to assist in regional meetings with directors, teachers, and students for their input before the plan is written. The plan will be presented to the legislature during the current session by Senator David Steele, who is also an adult education director.

The Second Annual Service Learning Conference was held on December 7-8, 1998 in Park City, Utah. More than 245 people from all over Utah attended. The conference was organized by Nikki Lovell and featured Dr. Marilyn Smith, Director, Department of Service-Learning, Corporation for National Service. Dr. Smith focused her comments on the national view of service learning. Highlighting the new initiatives to establish Leader Service-Learning Schools and the President's Student Service scholarship and award program. In 1998, Citizens' Scholarship Foundation of America programs provided more than \$81.1 million to 80,500 students through Dollars for Scholars, Community Volunteer Service Awards, and Scholarship Management Services. For She praised the local service learning leaders for their efforts. For information visit: "www.nationalservice.org"; "www.PointsofLight.org", and "www.SERVEDnet.org".

A new effort for "Opening the School House Doors" was also unveiled, as an effort to establish service-learning and involved all the streams of service volunteers in their district programs to American Association of School Administrators (AASA). The purpose of "Opening the School House Doors" is to develop guidelines for successful relationships among volunteers, educators, and young people and to facilitate connections between national volunteer programs and public schools.

Dennis Weaver, professional actor and president of Ecolonomics in Action spoke on Tuesday emphasizing service to the earth. Tom Jackson, author of *Activities That Teach*, *More Activities That Teach*, and *Activities That Teach Family Values* spoke and interacted with participants to show how activities can teach. The conference ended by highlighting the music of Steve James, professional music writer and entertainer. Steve writes and produces music to accompany curriculum focusing on prevention, service, and personal values. He performed many of his original songs and attendees were given a prevention poster and a copy of Steve's music tapes.

"I'm very please with the growth and acceptance of Service-Learning as a teaching strategy for students

of all ages in Utah," stated Harley Paulson, State Coordinator for Service-Learning. Utah takes school service seriously. Service-Learning, Lovell said, involves teaching a school subject and creating ways for students to use that knowledge solving problems in the community. More than 30 of Utah's 40 school districts have service-learning projects in kindergarten through high school. It is also part of the state's core curriculum. Utah adult education is also looking at ways to include service learning as part of the curriculum in both high school completion and basic skills. "Schools that have service-learning projects have less violence, fewer absences, and high grades," said Nikki. "Students in northern Utah's Box Elder schools decided to learn about good and bad bacteria. They took samples and identified them, then used yeast to bake bread for the needy," she continued. Other examples of presentations include: Students who have written about difficulties they have faced in life, such as the death of a loved one, and made them into a book; pupils at Hill Field Elementary in Clearfield built a greenhouse, grew flowers and delivered them to the needy on Mother's Day; and The RASK club — Random Acts of Self Kindness — is one of the more popular clubs at St. George's Dixie High.

The RASK club does not broaden students' social lives. It helps them to be of service to others. Elyse Bryant, student president of RASK said, "Last year we had a dinner at the Independent Living Center, which helps seniors. The potatoes were missing, we could not find plates, and I went home and got paper ones. Dessert was missing, so I went home again and stole a bunch of cookies. I learned not to stress out." The club was founded in 1997 and has more than 200 members. "The goal is to teach responsibility. Service is one of the best ways," Bryant said. "Even in tiny St. George, Utah, we can make a difference," she continued.

"You have done it again!! The Service-Learning Conference was wonderful..sessions were productive and it was so well organized. Thanks to many hours of planning and hard work prior to December. People left energized and excited about Service-Learning and its many opportunities! Thanks for the opportunity to be involved and the chance to attend..." wrote Shar Linford, Granite School District.

Sandra Grant

THOUGHTS FROM WYOMING

As I travel in and through Wyoming's many mountains, I never seem to tire of the grandeur of it all. Which each change of season, Mother Nature can enhance any scene that appeared flawless just a few weeks

before. The mountains smile at me each time I notice their beauty. In the past few weeks, however, I have noticed a phenomenon that saddens me tremendously. I feel that the majestic mountain peaks in Wyoming are weeping.

Within the last year they have seen college students raped and murdered, little girls murdered — one by her mother, another by a convicted child molester — another college student beaten and murdered not far from campus, and on and on.

I certainly feel that the victims cried for help. Perhaps the perpetrators cried for help and no one was there. And now it is too late for all of them. Why do I bring up these terrible crimes? How does this disturbing news affect MPAEA? BECAUSE WE CAN HELP!

Collectively and as individuals we are in the lifelong learning profession. We care, we help, we educate. We can never take our responsibilities too seriously. In helping anyone achieve success through learning, we are



providing avenues to combat bigotry, hatred, and despair. We may also be teaching students that we can disagree with one another without creating feelings of hatred. We may find others who express their thoughts better than we, but our thoughts are as equally important. Understanding, thy name is learning.

In the Fall 1998 Newsletter on page 10 the Idaho Conference Committee has listed several reasons for lifelong learning. Several of those reasons include changes in life and learning is living. Charles Kettering said, "The world hates change but it is the only thing that has brought progress." MPAEA must accept the changes necessary to face these unique challenges. Let's continue to accept and "to discover the beautiful spark and aliveness in every person" we meet.

On the lighter note, President Mike Woolcott and the members from the southwest corner of the state are preparing for the Wyoming Lifelong Association (WLLA) Spring Conference in Rock Springs on April 7-9, 1999. If you live nearby, please plan to help us celebrate our theme, "Lifelong Learning — Bringing It All Together."

Jim Fassler



Some Goals for Adult Education

Article submitted by Kathy Vickerman

I found this article in the MPAEA archive material when I was working on my Master's paper. It isn't new but I believe it can be a reminder of what we are all about.

Adult Education is described as any systematic, organized, instruction for mature persons outside of full-time enrollment at high school or college or other educational agency. This instruction can include, but is not limited to:

- ◆ Vocational courses - restricted to technical and vocational instruction with specific aims for utilitarian purposes.
- ◆ Recreational and hobby courses,
- ◆ Liberal or humanistic courses - those which serve intellectual, social, or aesthetic interests; which concern human relationships and ultimate values.

The article goes on to say that adult education is intended to increase competence for gaining a livelihood, and/or to increase the fullness of living. Because of changes in the make-up of the student body since the article was first printed, maintaining a livelihood or hanging a livelihood should also be included. More and more adults classified as non-traditional students are returning to education to upgrade or change positions in the workforce and may be full-time students.

Continuing on, the article states that, historically, the first or livelihood types of courses aim at skills (social, manual, and mental) which will result in greater income or profits. This is also true for the non-traditional students who is returning to school at any level, as well as the professional who is participating in recertification courses.

According to the article, the other courses are broadening in the sense of giving perspective and awareness and in developing standards for criticism and judgment in both manners and morals. They have more to do with the handling of ideas than with the handling of tools. They are intended to develop wisdom,

imagination, creativeness, and intellectual poise.

Adult Education of both kinds should be regarded not as a luxury, but as an absolute necessity for effective citizenship in today's world. Citizens not provided with opportunity to have such continued education are indeed *underprivileged*. Providing such an opportunity to adult citizens should be a *first priority* for adult educators. Effective citizenship in today's world may have a whole different meaning than it did when this article was first written but it is even less of a luxury because of the globalization of economics, politics, and education.

Therefore, let's change the description of adult education to read: Adult Education should provide an opportunity for every adult to receive any instruction he/she chooses at a time and place convenient to his/her living conditions.

To attain this goal, to realize this opportunity, we must somehow get more funds set aside for adult education and provide more leadership training on methods of adult teaching and learning. Educators need to inculcate greater motivation in youth for continued education throughout adulthood. The vital spark must be lighted so that youth leaving high school or college will expect to continue with systematic learning and will not feel satisfied or happy unless they may do so.



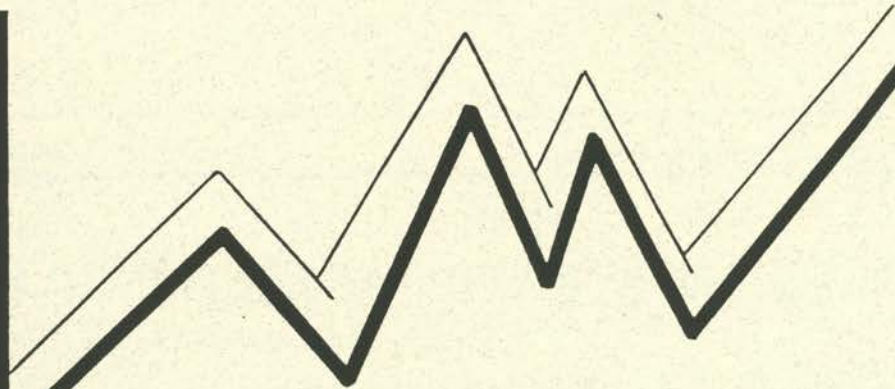
Learning facilities change which, as we all know, gets harder to accept as adults grow older. How many of us in MPAEA are lighting that spark in learners of any age? How many of us continue to learn something new each day, each month, each year? How many of us do not feel satisfied or happy unless we are learning?

MPAEA REMINDERS

SCHOLARSHIP APPLICATIONS are due on January 31, 1999. Contact your local MPAEA representatives for forms.

MPAEA CONFERENCE - April 29 - May 1, 1999 in
Boise, Idaho

Be on the look out for registration materials.



**Mountain Plains Adult Education Association
57th Annual Regional Conference**

Arizona Colorado Idaho Montana Nevada New Mexico Utah Wyoming

April 28-May 1, 1999
Doubletree-Riverside Hotel
Boise, Idaho

MORE, even more, reasons for lifelong learning in the 21st century:

- | | |
|---------------|-------------|
| Citizenship | Science |
| Satisfaction | Sociality |
| Happiness | To learn |
| Pleasure | Relax |
| Morale | Stress |
| Harmony | Influence |
| Creativeness | Energy |
| Fun | Memory |
| Image | Youth |
| Wisdom | Ideas |
| Imagination | Jobs |
| Interaction | Degrees |
| Skills | Literacy |
| Journalism | Visions |
| Ethics | Involvement |
| Unity | Standards |
| Effectiveness | Service |

Make your plans right now to attend the annual conference in Boise, Idaho, to be held April 28 through May 1, 1999.

The registration fee has been established at \$159. Options will be available for students and one-day attendees. Registration information will be mailed in January.

Thursday the keynote speaker will feature adult education's link with the community. Friday will spotlight distance learning. Saturday's speaker will address adult basic education.

AND you will not want to miss Muzzie Braun, Gramma Maudie, Birds of Prey and the Basque dancers.

STRESS RELIEF OR...POINTS TO PONDER*



There are 293 ways to make change for a dollar.

On a Canadian two dollar bill, the flag flying over the Parliament Building is an American flag.

All 50 states are listed across the top of the Lincoln Memorial on the back of the \$5 bill.

A dime has 118 ridges around the edge

On an American one-dollar bill, there is an owl in the upper left-hand corner of the "1" encased in the "shield".

'Stewardesses' is the longest word typed with only the left hand.

Maine is the only state whose name is just one syllable.

The longest one-syllable word in the English language is 'screached'.

No word in the English language rhymes with month, orange, silver, or purple.

There are only four words in the English language which end in -dous: tremendous, horrendous, stupendous, and hazardous.

QUOTABLE QUOTES

ON EDUCATION

W.B. Yeats: "Education is not the filling of a bucket but the lighting of a fire.

Phillip Schechty: "Students are volunteers, whether we want them to be or not. Their attendance can be commanded, but their attention must be earned.

Their compliance can be insisted on, but their commitment is under their own control."

Oliver Wendell Holmes: "A mind stretched to a new idea never goes back to its original dimensions."

Theodore Roosevelt: "What we need is more people who specialize in the impossible.

Edward Bulwer-Lytton, English Novelist: "The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself."

Margaret Mead: "We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet."

ON CHANGE

George Bernard Shaw: "Progress is impossible without change; and those who cannot change their minds cannot change anything."

Washington Irving: "There is a certain relief in change, even through it be from bad to worse; as I have found in traveling in a stage-coach, that it is often a comfort to shift one's position and be bruised in a new place."

Chinese Proverb: "If we don't change the direction we're going, we're likely to end up where we are headed."

George Kettering: "The world hates change, yet it is the only thing that has brought progress."

Greek Proverb: "There is nothing permanent except change."

Leo Tolstoy: "Everyone thinks of changing the world, but no one thinks of changing himself."

**From the Wyoming Lifelong Learning Association Newsletter, November 1998*

FROM Learning Disabilities Association (LDA)

by Harry Sylvester, President



Everyone knows that children with learning disabilities need special help in school. But there are also adults with learning disabilities. As one of them I'd like to address what LDA is doing for adults with learning disabilities.

Today's adults with learning disabilities started as children with learning disabilities. In elementary school, they often could not grasp the verbal skills that came naturally to many children, so they experienced repeated school failures. By junior high, they were singled out, not as special education students — there was no special education program when I was in school — but as *dummies* or by their compensatory mechanisms (acting out, daydreaming) that made them troublemakers in teachers' eyes. In high school, failure to pass English courses meant being barred from the extracurricular activities in which they might have excelled.

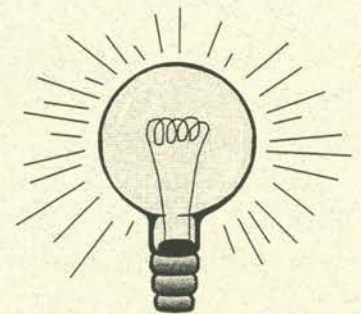
School tended to set the pattern for failure after failure. School success is a measure of our ability; those of us with learning disabilities can't measure up. In a society where reading and writing *are* valued, *people* who *lack* these skills can't find ways to showcase the skills and talents they do have. They spend a lot of energy hiding their disability. The result is a lack of self-esteem, a lack of self-confidence, a lack of knowledge of self-worth. Many adults with learning disabilities make their living as fine carpenters, or professional musicians, or athletes, but because of their histories of failure, they downplay their talents, believing that *If I can do this, so can everyone else*.

Within the last couple of years, LDA has started collaborating with other organizations that promote adult literacy. These organizations provide tutors who teach reading to individual or small group sessions. Not all adults who can't read well have learning disabilities; but tutors for those who do, need special teaching techniques. LDA is helping them learn such techniques, based on the latest research. Although many of these techniques were developed for children, experience shows that often they work well for adults.

The collaboration between LDA and adult literacy providers is the natural way to provide the help that an adult with learning disabilities needs to become successful. Success requires overcoming the self-consciousness of having learning disabilities, learning literacy skills, and building self-esteem and self-understanding. Both LDA and the literacy organizations operate on a grassroots level. Reading tutors need to know when and how to refer a student to LDA for support; LDA volunteers need to know when and how to help an adult find a reading tutor.

LDA has started on a good, new path and needs to continue to strengthen its adult programs. We need to bring our national collaboration with literacy providers down to the local level. We need to push for additional research in the adult literacy area. Even with today's school-based special education the problem of adults with learning disabilities will not go away.

NOTE: MPAEA needs to help literacy providers interface with the Learning Disabilities Associations in each area to increase the collaborative efforts to help adult students with learning disabilities.



Rethinking Workforce and Employability Skills

Some resources to assist ABE programs in keeping pace with change

-Marcel Fernando Schaerer, Nevada Connections Teacher Tips, December 1998

In the big picture, many of us involved in adult education programs are challenged to think about what many people in the business world now call the New Economy. This is an economy in which societies and market forces are driven by information technology. The New Economy also represents a world that continues to move toward increased globalization. Like it or not, this is a journey not only of a few skills for our students, but a lifelong commitment to learning. The New Economy is also more than markets. It is a world in which we are all closer to global and community issues than ever before. And if this is indeed the path for the 21st Century, I would encourage you to read more of what is in store for us in the special double issue of *Business Week Magazine*, titled "The 21st Century Economy" (August 24-31, 1998). If you are a subscriber to *Business Week*, you may have free access to the most recent issues on the World Wide Web: www.businessweek.com.



With respect to another macro change, you have probably been reading a lot about education reform with the passage of the Workforce Investment Act of 1998. This is an old issue with a new sense of urgency. Lots of questions regarding the interpretation of the bill remain to be answered. However, under the Performance Accountability System (Section 212), three core indicators make us, once again, redefine the meaning of the words *accountability* and *performance*.

The core indicators of performance include the following:

- ◆ Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- ◆ Placement in, retention, in or completion of, post-secondary education, training, unsubsidized employment or career equivalent.
- ◆ Receipt of a secondary school diploma or its recognized equivalent.

One practical way to find out the meaning of accountability and performance is by looking for competency curricula. You may contact the (Nevada) State Literacy Resource Center (SLRC) at 1-800-445-WORD or at (702) 687-8340 for some answers. Emmy Bell and her staff can direct you to approximately two dozen new titles related to workforce education and employability skills. They range from personal planning, career/employment skills, workplace life skills, consumer skills, and workplace social skills. The new employability resources respond to the findings of the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) competencies, and they closely correlate with CASAS employment competencies.

Social Skills on the Job (American Guidance Service - AGS)

The curriculum features a variety of interactive materials. Video vignettes illustrate appropriate behavior in actual work situations. The curriculum also includes software to help reinforce skills.

Topics of interest to adult education programs include:

- ◆ Getting to work on time

- ◆ Knowing who to ask for help
- ◆ Dealing with criticism (I have used this section in competency-based training activities)

Real Life Employment (Scholastic)

This resource focuses on basic and fundamental skills. It is quite practical because it has several competency-based activities for writing and reading. The reading level is 5-6.

Topics include:

- ◆ Job Hunting
- ◆ Working in Stores
- ◆ General Office Work (I have used a diagram of a copying machine for examples of competency-based training.)
- ◆ Service Jobs



Let's Work Safely! English Language Skills for Safety in the Workplace (Linmore)

We all know that safety in the workplace, especially in manufacturing settings, is a must. This book provides easy and clear illustrations for our program participants.

Topics include:

- ◆ Understanding safe instructions
- ◆ Asking and explaining safety procedures
- ◆ Reporting accidents
- ◆ Wearing proper clothing
- ◆ Reading safety signs (Safety posters and practice activities are great!)

TUTOR TIPS — READING SKILLS TECHNIQUES*¹

Hints for Remembering

Many people have difficulty retaining information. Studies show that the average person forgets 50 percent of what they learn within hours and 70 percent within three days. Students frequently comment on their poor retention skills, particularly in retaining information that has been read. Following are a few techniques that can be used to increase retention.

There are two kinds of memory, short and long term, and one reason why people have difficulty remembering is that they don't transfer information from short term memory, which is good for about 15 seconds,

¹Compiled by Eric Melbye, Community Educational Outreach, using information from T3: *Training the Trainer*, prepared by Colorado Literacy Action, Colorado Department of Education, 1991.

to long term memory. One way to transfer memory is repetition — repeating it over and over. Another way is to find a way to organize the information into a pattern, or categorize information. The phone number 787-8787, for example, has a recognizable pattern; a grocery list can be categorized into food/nonfood groups. A third way is to use a mnemonic device. A mnemonic usually involves turning information into an acronym, so that Repetition, Organization, and Mnemonic Devices becomes Raccoons Occasionally Make Dams.

Information is not always meaningful unless it relates to a student's life. If a student can find a way to relate information to his/her life (using something like a "That reminds me of the time when..." exercise) it will become meaningful and will "stick" in the student's mind. This also helps the student make sense of the information, which is another key to memory; nonsensical information is not retained for long. Relating information to the student's own life involves association, which is a more reliable form of memorizing than rote memorization (memorizing facts independent of realia). The key to associative memory is realizing the information needs to be remembered and then deciding to remember it.



Context Clues

The purpose of using context clues is to enable the reader to guess from the meaning of words and phrases surrounding an unknown word what the meaning of the unknown word might be. In using context clues, the reader does not stop reading for meaning in order to examine letters or letter-cluster within the word. Readers at all levels use context clues. Conscious knowledge of this decoding skill can make it a powerful tool for any reading student. Using context clues involves:

Rereading text preceding the unknown word: Looking for word meanings and relationships that give clues to its meaning.

Reading further in the text: Reading for a word or phrase that may shed some light on the unknown word.

Visualizing the scene: Imagining what is being described in the text in order to understand its elements. For example, if the reader is stuck on the word "supplication" in a passage describing a man pleading to heaven on his knees, the reader would visualize the scene and ask, "What might a person be doing in that position?" To plead or ask for help is one answer that describes supplication.

Cluster Technique

The cluster technique deals with the relationship of letters and letter-clusters to sounds. When readers stop to examine the letters making up an unknown word, they have for the moment stopped reading for meaning. Using the cluster technique, readers are reading for sound. If the word they pronounce is in their oral vocabulary, when they hear it they will know its meaning. This is how the cluster technique enables a reader to extract meaning from print. Beginning or reluctant readers very often are afraid to try to sound out longer words; reliance on only sight words can interfere with students' development of word attack skills. The cluster technique can help a student in this situation. An important aspect of this technique is that it teaches a reader to look at a target word analytically. Sometimes a student sees an initial letter, or the overall look of the word, and makes a guess on that basis. When this leads recurrently or error, the tutor may introduce the cluster technique. It not only guides a reader to examine all parts of the word, but demonstrates that word attack need not begin with the first part of the word. Successful readers know this, though perhaps not consciously. You should choose the cluster technique only when you know the target word in the student's vocabulary.

The cluster technique involves breaking a word down into known or pronounceable parts. A word like "instruction," for example, can be broken down piece by piece, not necessarily beginning to end, into parts:

in/struc/tion. If the student recognizes the "tion" ending, the word "in.," and all or part of "struc," (the str sound is common), students can then piece the sounds together into a word.

Syllabication Technique

This technique helps students recognize two common consonant-vowel patterns and use these patterns to determine word pronunciation. Like the cluster technique, the purpose of syllabication is to enable students to recognize a word that is already in their oral vocabulary. Using this technique, students identify two consonant-vowel patterns which tell them how to pronounce the initial vowel in each pattern, and how to divide the word into syllables. This information enables them to pronounce and recognize the word. As with other techniques, the effectiveness of this one depends on appropriate application. Tutors would present this technique to students who consistently had difficulty distinguishing between written words such as dinner and dinner, or hopping and hoping. The tutor should introduce this technique only to students who already know that there are 26 letters in the alphabet, and the a, e, in, o, u, and sometimes y are vowels and the remaining letters are consonants. There are three steps to this technique.

Step 1: Introduce students to a simple notation system for identifying the consonants and vowels in their reading material. Write v or c above every letter in a sentence. They will use the notation system to help them see two vowel-consonant patterns: **v-c-v** and **v-c-c-v**.

Step 2: If students don't already know, introduce the concept of long and short vowels. If appropriate, let students choose short, familiar words as examples of long and short vowel sounds. A good way to help students memorize these sounds is to use a mnemonic device. Make two sentences for long and short vowel sounds — Bad Ed Is Not Up, for example, for the short sounds.

Step 3: When students are accustomed to marking letters as vowels or consonants, and are familiar with long and short vowels, introduce the v-c-v and v-c-c-v rules:

v-c-v rule: The first vowel in a v-c-v sequence is likely to be a long vowel.

v-c-c-v rule: The first vowel in the v-c-c-v sequence is likely to be a short vowel.



Enjoy the New Year —
New Challenges —
and New Friendships!

MPAEA CONFERENCE NEWS

1,999 Reasons for Lifelong Learning in the 21st Century

*Mountain Plains Adult Education Association 57th Annual
Regional Conference*

*April 28- May 1, 1999
Doubletree-Riverside Hotel
Bosie, Idaho*

Featured Speakers:

Bridget Gothberg

An associate training for Search Institute, Bridget Gothberg provides community and education leadership groups with informational and motivational presentations on asset building, survey tools, community mobilization, and other resources and strategies that can be utilized in all areas of adult education. Bridget is the current President of the National Community Education Association in St. Louis Park, Minnesota. She has studied under a Mott Fellowship and received a Bush Public Schools Executive Fellowship.

Robert C. Albrecht

Albrecht currently serves as Chief Academic Officer at the Western Governors University, heading the Colorado office of the University. From 1989 until 1997, Albrecht served as the Associate Vice President of the University of Colorado. Chiefly dealing with technology across the four campuses of the University. After degrees from Illinois, Michigan, and Minnesota, where he was awarded a Ph.D. in American Studies, Robert taught at the University of Chicago and the University of Oregon. He served in positions in academic affairs at the University of Northern Colorado and in the Montana University system until 1989. Robert's publications include books and journal articles in American literature, academic administration and distance learning.

MPAEA JOURNAL ARTICLES

Submit all Journal articles to Dr. Michael Tomlin at the University of Idaho, Boise Center, 1800 Park Blvd., Suite 200, Boise, ID 83712
or Fax: (208) 364-4035
or E-mail: "mtomlin@uidaho.edu"



MPAEA Membership Application

Please select desired membership, detach form and return with dues to:

Gary Wixom, Treasurer
Mountain Plains Adult Education Association
Utah Valley State College
462 West Chokecherry Cr.
Orem, UT 84058

Membership applying for: *(Please check one)*

Individual

- Individuals** \$20
 Libraries \$20

Institutional

- Colleges & Universities** \$45
 **State Education Agencies,
Public Schools, Corporate** \$45
 Other \$45

Membership Information

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Employing Institution _____
Department or Title _____
Address _____
City/State/Zip _____
Business Phone _____
Residence Phone _____
E-mail _____

Make checks payable to:

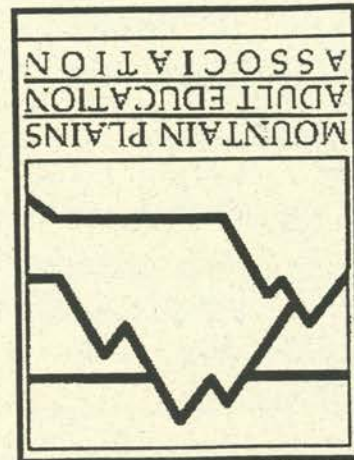
**Mountain Plains
Adult Education Association**
All membership dues are tax deductible

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