

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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Ray's Rhetoric

Colorado has just very successfully completed its annual fall "adult education" conference, and I know other Mountain Plains member states have also had very successful conferences. Thus, I have just been thinking how important these events

and our own MPAEA conference are to our profession. First and probably foremost, is that these conferences give us a chance to see long time friends and find out what is happening in their lives, both personally and professionally. What an awful world this would be if we couldn't share our lives with friends.

Secondly, these conferences give us an opportunity to learn something new or expand on an idea in the formal setting of a workshop, a speech, a paper or any other medium, from someone who has greater expertise in a subject area. I doubt that any of us are comfortable thinking that we have all the information available on a subject or that there are no new ideas to be discovered.

Thirdly, and the point I really want to make—that conferences reaffirm how correct and important is what we do. One of the workshops that we had at the Colorado conference was *Family Literacy and Its Affect on Young K-12 Students*. The two outstanding ladies who presented this program had just returned from a national conference on family literacy and had been given the exciting results of recent national research done in this area.

When classroom teachers were asked to rate their

third, fourth and fifth graders on such things as motivation to learn, academic performance, attendance, relations with other students, and self concept, it was found that those who had been in family literacy programs with their parents were rated above their class average in all factors. Ah Shaw! Haven't we adult educators known that for years? If the parents are educated, the more interested their youngsters will be in education.

I am also reminded, for our community education brethren and sisters, that since the 60's we have preached the benefits of community schools as a means of reducing crime and improving the academic achievement of children by using the school as a center that can promote: reading and mathematics tutoring, activities to prepare students for college early, hands-on opportunities for young people to become invested in the teaching profession as a career, access to technology and telecommunications, involvement in the arts and music, and activities to promote parent involvement and life-long learning. But, now it is repackaged and offered by the US Department of Education as "21st Century Schools."

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IT'S AN OLYMPIC YEAR...GO FOR THE GOLD! Scholarship Program Y2000

Memorial Scholarship for Graduate Studies - offers up to \$1000 annually to a graduate student enrolled in a graduate degree program in adult education or closely related field, in a college or university located in one of the eight Mountain Plains member states.

The primary intent of this scholarship is for tuition, books and school-related expenses. The recipient and two alternates will be notified prior to receiving the award at the Annual Conference. This scholarship is valid for the following academic year.

Professional Development Scholarship - offers up to \$500 annually to one recipient from each member state, to be used to attend conferences or to engage in other staff development activities during the year which runs from the beginning of the Annual Conference through the Annual Conference of the following year. In most instances, the scholarship will be used to defray expenses for the MPAEA Annual Conference; however, other functions related to lifelong learning may be considered.

At the time of selection by the Professional Development Committee, one alternate will be named for the award. Recipient and alternate will be notified within one month after the application deadline. The award of this scholarship will be announced at the MPAEA Annual Conference and may be used at any time through the MPAEA Conference of the following year. Once an application is approved, no other activity may be substituted for the approved activity.

Application forms are available from any board member or on the MPAEA website. Application forms should be returned before January 31, 2000 to:

Lucy Smith
MPAEA Scholarship Committee
35 5th Street West
Kalispell, MT 59901

MPAEA WEBSITE

www.uvsc.edu/mpaea

ctmorgs/mpaea

Access the MPAEA listserve
mpaea-l@cebrigham.usu.edu

The Circle of Life

The circle of life is endless.
There is no beginning and no ending.
We go from infant to child, child to adult, and adult to elder.
This cycle is comparable to the four seasons.

As the seasons are essential to life, all ages are needed to complete the circle.
Spring is birth, Infants are the spring of life.
As seedlings promise new growth, infants are life reborn.

Childhood is the summer of life.
What was born in the spring grows and matures in the summer.
They become the people they will be as adults.

Autumn is adulthood. It is harvest time and just as the harvest provides the sustenance for the people, adults provide the younger generation.

Winter is the time of old age. The snow on the ground is white and so is the hair of our elders.

Composed and submitted by Leonard Begaye, New Mexico

IT'S AN OLYMPIC YEAR...GO FOR THE GOLD!

Scholarship for Innovation - offers up to \$1000 to foster innovative approaches to adult education and develop new models which have potential for replication in other adult and continuing education programs in the mountain plains region.

To be eligible for the scholarship, an organization, institution or person who submits an application must either have held MPAEA membership since the last conference or be sponsored by a member with that status. The sponsor should encourage membership at the time of application. The funds may not be used to provide for on-going operating support. The recipient has the responsibility for presenting the project and its outcomes at the MPAEA annual conference the following Spring.

Please mail three complete copies of your application to the MPAEA Scholarship for Innovation Committee Chairperson:

Julee Henson
Clark County School District
2701 E. Saint Louis Avenue
Las Vegas, NV 89104

KUDOS KORNER

A very special person receives the kudos in this issue. *Grace Blossom, Phoenix*, taught for almost 72 years. In addition to dedication to teaching in schools throughout the United States, Grace taught a year in Bogota on a Fullbright Scholarship. She traveled throughout the USA, England, and Canada during her summers providing workshops on effective language learning techniques.

In 1989, Grace found out that public school textbooks, by Arizona law, could not be given away but, instead had to be thrown away. Realizing how ridiculous this was, Grace set out to get the law changed and, indeed, in 1991 a new law was passed allowing school textbooks to be consigned to a company that could donate the books to nonprofit organizations. So Grace started the Arizona Book Bank, the means through which over a million books that would have rotted in a dump, have been given to children and adults throughout Arizona, the United States, and even Pakistan, China, El Salvador, and Mexico.

Grace retired in 1995 but didn't stop. She began tutoring first and second grade students until her failing health forced her to stop last May.

And from Colorado, kudos go to *Rick Newell, Aurora Public Schools Continuing Education*. Rick is providing training for the opening of 17 labs in the Chicago Public Schools on technology assisted self-paced learning using the Comprehensive Competencies Lab Program. Within the labs are course books, paper, pencil, CDS, videos, and over 4,000 integrated internet assignments.

The manufacturer said, "If you want to see a lab that really works for adults, call Rick."

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Is there someone you would like to recognize?

The MPAEA region has many gems like those above. Let's not keep them hidden any longer. Send a short biography of the person and a description of their activity to Kathy Vickerman, email vickkath@isu.edu, fax (208) 236-5806 or to Sandra Grant, email sgrant@usoe.k12.ut.us, fax (801) 538-7882



DYNAMIC PROGRAM IN MPAEA REGION

High School Partnership a Triumph: New Alternative in Learning

Forward thinking educators have predicted that tomorrow's high school students will be studying alongside adult learners. In fulfillment of that futuristic prophecy, in the fall of 1997, Northland Pioneer College implemented a daringly innovative concept in alternative learning for at-risk high school students. Dubbed the Triumph Program, the in-house alternative learning center was offered to high school students who sought an alternative to the structured high school or who desired an accelerated schedule in order to graduate early.

Triumph Program students were originally taught by two instructors in a computer-assisted instructional lab, The Learning Cornerstone, and a regular high school classroom, both located on the Painted Desert Campus of Northland Pioneer College. The program has expanded to include extended classroom facilities and three NPC instructors who specialize in specific academic areas, those of reading, writing, and math. In The Learning Cornerstone, a multi-course lab, high school students work side by side with adult learners and are treated as regular college students in every way possible. NPC provides up to six hours of tuition-free basic skills classes to each student enrolled in the alternative school. The Holbrook Public School District provides a teacher, an aide, and instruction in high school courses. Students are held accountable in NPC policies and procedures when they are on the NPC campus and are expected to attend classes, be on time, and complete all course work. The Holbrook School Board has approved NPC course equivalencies for both core and elective courses at each grade level.

Besides free textbooks, computer use, and tuition, students are provided with academic advising support when enrolling in NPC courses. A high school student wishing to take pre-college level courses in the NPC classroom is tested and placed to encourage student success. The high school student benefits by receiving both high school and (non-transferable) college credit. A thumbs-up approval by Triumph program students is reflected in an ever growing student success rate, which was as high as 83% in spring 1998. The growth of maturity, responsibility, and self-discipline is evident in our Triumph Program. High school graduates, encouraged by success, are often motivated to return to NPC as college students. Holbrook, a small town in rural northeastern Arizona, has one grocery store and two stop lights. It is located in an area of high unemployment rate enriched by various minority cultures; therefore, this program exemplifies the community college mission by building successful high school and college students.

Delivering On-Line Courses to Adult Students

The technology revolution has clearly affected how instruction is delivered to students. The 1990's witnessed the explosive growth of virtual universities and on-line programs both in the public and private sector and that growth will increase dramatically in the decades to come.

- * The U.S. Department of Labor's America's Learning Exchange Project expects to list over one million on-line courses from over 10,000 providers by the year 2000.
- * In 2002, the number of college students enrolled in distance learning courses will reach 2.2 million, according to a report released by International Data Corporation
- * Nielsen Media Research predicts that 90% of U.S. households will have Internet access by 2010.

How can your institution stay competitive in the highly competitive world of information technology and provide the distance education opportunities that students will demand in the Information Age? Some tools to consider are:

1. components of effective on-line programs
2. identify new markets and new clientele for on-line courses
3. design curriculum to meet the needs of learners remote from their instructor
4. use lessons learned from conventional distance education programs to construct courses on-line
5. select effective course development and delivery systems
6. use a variety of technologies that incorporate the value of group learning with the flexibility of learning on one's own
7. provide support services to both students and faculty engaged in on-line courses
8. overcome institutional barriers to collaborative learning and asynchronous learning environments
9. resolve issues of quality, student assessment and faculty compensation.

Congratulations!

Patricia Thorpe, MPAEA board member from Colorado, has been named *Woman of the Year* by the Business and Professional Women's Association-Aurora Chapter for her contributions to the community in education. Over 250,000 people live in the community from which Pat was selected.

Strategies for Teaching at a Distance

To improve skills in teaching via distance education, one needs to first understand what the differences are and why distance education is necessary. Classroom teachers rely on a number of visual and unobtrusive cues from their students to enhance their delivery of instructional content analyzing the attitudes of students and adjusting course delivery as needed. In contrast, the distance educator has few visual cues so it is difficult to carry on a stimulating teacher-class discussion. Living in different communities, geographic regions, or even states deprives the teacher and students of a common community link.

So, why teach at a distance? It provides an opportunity to reach a wider student audience, meet the needs of students who are unable to attend on-campus classes, involve outside speakers who would otherwise be unavailable, and link students from different social, cultural, economic, and experiential backgrounds.

Successful distance education courses contain basically the same content as classroom courses. But the presentation requires new strategies and usually some additional preparation time.

It is wise for the instructor to analyze and understand the strengths and weaknesses of the possible delivery systems that are available and have some hands-on training of the technology of delivery. Most sites have a competent technician on hand to make sure each site is properly equipped with functional and accessible equipment but knowing some basics can be helpful. Get a toll-free "hotline" for reporting and rectifying problems.

Course materials that are sent by mail should be received well before the class begins. Binding the syllabus, handouts, and other readings prior to distribution is very helpful to students. **DO NOT** wait until the day before you give an exam to send the material out—it won't get to the site in time for remote students to take the exam.

Meet the needs of the students by assisting them in becoming both familiar and comfortable with the delivery technology. Be sensitive to different communication styles and varied cultural backgrounds. Remember that students may have different language skills, and that humor is culturally specific and won't be perceived the same way by all.

Make sure students take an active role in the distance delivered course by independently taking responsibility for their learning.

Effective distance teaching requires the enhancement of existing skills, rather than developing new abilities. Remember that presenting content at a distance is usually more time consuming than presenting the same content in a traditional classroom.

Diversify and pace course activities and avoid long lectures. Intersperse content presentations with discussions and student-centered exercises. Humanize the course by focusing on the students, not the delivery system.

Supplement non-print materials with a print component. If using an overhead, the print must be very large or it cannot be read in distance sites.

Early in the course, use locally relevant case studies and examples as often as possible to assist students in understanding and applying course content.

Be concise. Use short, cohesive statements and ask direct questions, realizing that technical linkages might increase the time it takes for students to respond.

Develop strategies for student reinforcement, review, repetition, and remediation. Toward this end, one-on-one phone discussions and electronic mail communication can be especially effective.

Effective interaction and feedback strategies are a must and should include:

- pre-class study questions and advance organizers to encourage critical thinking and informed participation.
- require students to contact you and interact among themselves via electronic mail
- arrange telephone office hours using a toll-free number
- integrate a variety of delivery systems for interaction and feedback, including conference calls, fax, email, video, and computer conferencing
- take note of non-participants during the first session and contact them individually after class
- provide an evaluation tool
- have students keep a journal of their thoughts and ideas regarding the course content
- use an on-site facilitator to stimulate interaction
- call on individual students to ensure that all participants have ample opportunity to interact
- make detailed comments on written assignments, referring to additional sources for supplementary information. Return assignments without delay, using fax or electronic mail.

News from Arizona

The week of September 28-October 2 was a busy week for adult education practitioners in Arizona as the biannual Adult Education Conference was held in Phoenix. The event drew 1,150 attendees from the areas of adult basic education, corrections education, family literacy/Even Start, and GED testing. The conference was preceded on September 27 by the Yearly Program Director's Institute. Over 70 administrative staff from throughout Arizona gathered to hear presentations on the Five Year State Plan, the Arizona Adult Education Standards Project, The Federal National Reporting System, and the need for a unified voice from the adult education community when advocating for support for our programs from state and national legislators.

The Arizona Association for Lifelong Learning had a large role in the success of the conference. AALL sponsored two pre-conference workshops; a day long presentation by Dr. Stephen Brookfield on becoming a *Critically Reflective Adult Educator*, and an afternoon workshop on *Designing Your Own Website*. AALL was also responsible for organizing and coordinating conference session hosts. As usual, AALL ran a booth at the conference where literature on AALL and MPAEA was distributed. In an effort to encourage new AALL memberships, a TV/VCR was given away to a lucky new AALL member. A highlight of the conference was the Awards Ceremony. In addition to the Superintendent of Public Instruction Awards, AALL presented its four awards. One special moment came when Grace Blossom's daughter accepted the AALL Gary P. Tang Award for her mother who was hospitalized and unable to attend. Grace taught for 72 years and passed away the following Monday.

Featured conference speakers included Dr. Brookfield; Lt. Col. Consuelo Castillo Kickbush, who at retirement was the highest ranking Hispanic woman in the Combat Support Field; Dr. Daryl Mellard, an authority on instructing and accommodating adults with learning disabilities; Glenn Young, a Literacy and Disabilities Specialist from the U.S. Department of Education; Joan Auchter, Executive Director of the GED Testing Service; and Michael Lacapa, a storyteller extraordinaire.

On top of all this, everyone raved about the food so assuredly a good time was had by all.

Submitted by Blair Liddicoat

News from Colorado

Colorado MPAEA board members are taking the opportunity to listen to, and assemble a profile of the people who have been members of MPAEA in the past three years. The following is a sketch of the results.

A brief survey was mailed to 110 people asking for a rating and reaction to the aspects of their MPAEA membership. Responses were received from 37 people. Results showed the MPAEA newsletter was regularly read by 76.7% of the people and the Journal was read by 50%. Scholarship applications have been submitted by 63.6% and 98.8% of the people have attended one or more MPAEA conference. Mountain Plains was rated as a good value for the dues by 97%. The first obvious observation, as in all other organizations, is that active involvement is the key to satisfaction.

The profile of people who belong from Colorado is varied. Mountain Plains members belonged to 65 different organizations. They are as diversified as Colorado Library Association, Colorado Correctional Association and the Women Woodworker's Guild of Colorado. Plans are now being made to create a network directory for the Colorado MPAEA members.

Open end comments which give the board members cause for consideration were clustered into operations and the big picture. Operational suggestions include timely registration information, the website, video or audio tapes of presentations, longer conference sessions, and change of the annual meeting date. The needs expressed in the professional area were: exchange of best practices, leadership in pursuing state support of adult education programs, balancing services for instructors who work at the college/university level and community based basic skills adult education program. Other suggestions could be met by connecting individuals to the state adult education association and by finding ways to support the work of the state association.

These survey results were shared and served as a source of discussion at the summer MPAEA board meeting. Cathy Calderwood and Patricia Thorpe would now welcome your insights, suggestions and tested strategies as they move ahead to support the Colorado adult education professionals in their mission. Your calls and email would be eagerly received.

Submitted by Patricia Thorpe

News from Idaho

Combine October's wonderfully sunny fall weather with almost three days in Sun Valley, Idaho, home to the rich and famous, and couple that with exquisite dining and you'll have the Idaho Lifelong Learning Association's (ILLA) annual conference. *A Climb to Discovery* served as the theme during the October 17-19, 1999 ILLA conference. Idaho's lifelong learners from higher education, industry, adult basic education, corrections, corporate training, and other educators gathered to hear keynoter, Frank E. "Frog" Hull, discuss education through song, poetry, and one liners and participate in lifelong learning.

Through video, slides, and conversation, ILLA members climbed with Cindy and Steve DeRoche to Mt. Everest Base Camp. Steve is a longtime member of the Cooperative Wilderness Handicapped Outdoor Group (C.W.Hog). Cindy and Steve organized and participated in the *All Abilities Trek* to Mt. Everest Base Camp and ensured the success of five individuals with disabilities. It was a delightful event, truly fitting to the theme of *A Climb to Success*.

Conference participants attended breakout sessions, ranging from Whole Brain Theory to Human and Adult Learning, Self-discovery of Writer's Potential; Critical Thinking in the Classroom to Cognitive and Affective Employability Traits; Leadership and Adult Learning, Economic Implications for the Learner in the 21st Century to Overcoming Resistance to Motivation; to Lifelong Learning in the Third World, and a host of other workshops.

Peggy Nelson, ABE Division Manager, Eastern Idaho Technical College and Dennis Griffin, Campus Director, Boise State University Canyon County Center, received the coveted Outstanding Service Award. Scholarship winners were Eastern Idaho Technical College's Scott Hays, Accounting Instructor, and Kathy Judy, Math Instructor, and Harriet Miller, Idaho State University.

Lewis-Clark State College will be hosting the University Continuing Education Association (UCEA) Conference in Coeur d'Alene, October 11-13, 2000 at the Coeur d'Alene Inn. Be sure to mark your calendars for that date. Coeur d'Alene is a beautiful spot, and we are currently planning some wonderful activities for you.

Submitted by Darrel Hammon

News from Montana

Kwa Taq Nuk Resort was the site of this year's MAACE Conference. The resort is located on Flathead Lake near Polson. It was a beautiful location with fall colors and warm weather to please all that attended. The conference was attended by close to 80 people. On opening night of the conference members were greeted with tours of the Salish Kootenai College located in Pablo. The cultural presentations and activities began at the college after dinner. We all enjoyed the drumming and dancing, as well as the beautiful costumes of the dancers.

Keynote speaker at the conference was Ronald Therriault who gave us some background on the Salish and Kootenai Indian Tribes. Ron told us stories of Indian education that contained humor and strong tribal traditions. We all learned about Indian history and how it is a cycle and a circle.

Sectionals offered at the conference included Right-Brained Mathematics, Corrective Thinking, GED Chief Examiner Training, ABE in the Year 2000, Establishing Rural Satellite Centers, Northwest Regional Literacy Resource Center, Model GED Test Center Development, Marketing Your Program, Education for Democracy in Russia, and Family Literacy Panel.

The new MAACE president is Yvonne Hauwiller. Many of you MPAEA members know her from her board membership on MPAEA. President-elect is Nancy Reynolds, another past MPAEA board member. MAACE members were informed of the scholarships available through MPAEA and of the great conference to be held in Salt Lake City, April 26-29, 2000.

Montana's state ABE director, Becky Bird, has created an advisory board. This advisory board will meet several times each year to assist with ABE issues.

Submitted by Nancy Reynolds

cont. from page 1

Holy cow, we have known the value of these things for years.

We know we are right. We know what we were doing does not affect just those with whom we work directly, but it has a ripple affect throughout the community and specifically to the school kids. . . and now others are beginning to realize it as well. So, there are rewards and recognition. . . eventually.

News from Nevada

Amy Hyams, Program Coordinator for Continuing Education at the University of Nevada, Las Vegas, reports that the Continuing Education and Professional Development Departments recently introduced three new professional certificate programs. Designed to help individuals develop the professional skills needed for workforce entry, the new programs offer certificates in Fashion Design, Golf Club Management, and Hotel Management. The students enrolled in these programs are typically "nontraditional" students, either re-entering the workplace or pursuing a second or third career. The programs are all the result of collaborative efforts between the University and professionals in the community.

UNLV's Programs for Older Students has also experienced unprecedented growth, thanks to the new Program Coordinator, Lori Slinn. Lori is new to UNLV and to Nevada, and is responsible for the Elderhostel, EXCEL Learning in Retirement, and UNLV Programs for Older Students, which invites all persons 62+ to take UNLV credit classes free of charge. Programs for Older Students allows the University to reach out to the community and truly support lifelong learning.

Submitted by Julee Henson and Sharyn Yanoshak

News from Utah

The Utah Association for Adult, Community, and Continuing Education (UAACCE) held their annual conference on October 25-26, 1999, at the Inn at Prospector Square. The conference theme was *Future Casting: Shaping Lives Through Education*, and the keynote speaker on Monday was Frank Zang, Director of Communications and Media, Salt Lake Olympic Committee. Frank's address gave insight into the impact of the Games on Utah's near future, as well as the legacy of the Games over the long term.

On Tuesday the keynote was given by Dan Jones, President of Dan Jones and Associates. Dan's topic was Utah's Critical Issues in the New Millennium for Lifelong Learners. He believes that successful providers of educational services will like change—they like the challenge and stimulus that goes with future casting, growth, and creativity. The key is to approach these times of change positively. Educators will need to convert the stress of change to the challenge of change, by understanding that new things will need to be accomplished because of critical issues facing Utah.

The membership said good-bye to three board members whose terms will end this year; Cindy Kruger, Heather Young, and Eileen Smart. UAACCE honored Larry Horyna, as this will be his last conference as Executive Secretary, with the James Burgon Memorial Award. Larry also received the Larry Horyna Award, a new award category created in his honor for longtime service to UAACCE. The Community Service Award went to Mary Hausen; the Organization Award to Southpoint High School; the Professional Educator Award to Wayne Mifflin; the UAACCE Professional Community Education Award to Russell Collett; the UAACCE Professional Continuing Education Award to Gary Wixom. President's Awards were given to Robert MacGillivray, David Steele, and Ted Ungricht. The Israel C. Heaton Award was given to LaRue Gurr. Service Awards were given to Merrill Douglas for 39 years of service, and Marion Deware for 15 years of service. Loma Prince was presented the President's Plaque for her work as President of UAACCE for 1999.

The Service Learning Conference was held on November 1-3, 1999, at the Provo Marriott. The Service Learning Conference is cosponsored by Safe and Drug Free Schools with a pre-conference workshop on Violence Prevention and Service Learning. This workshop focused on what we know about violence and how implementing a Service-Learning component will prevent violence and decrease the incidence of violence in schools. The keynote speaker was Richard Paul Evans, author of *The Christmas Box* and others. He is also the founder of the Christmas Box Foundation and the Christmas Box House International, organizations dedicated to creating and building assessment shelters for abused children.

The Utah Literacy and Adult Education Coalition announced they will hold their conference on March 20-21, 2000 at the Provo Marriott. For more information about this conference contact: Sandra Grant (801) 538-7844, fax: (801) 538-7882; email: sgrant@usoe.k12.ut.us; or Eileen Smart (801) 521-9050; or Gwen Vance (801) 373-8200.

Larry Horyna, Utah Adult Education Director, will be retiring in January 2000. His guidance will be sorely missed both at the Utah State Office of Education (USOE) and as the UAACCE Executive Secretary. Larry's position at the USOE will be filled; however, no date has been set for applications. Sandra Grant has agreed to take over many of the Executive Secretary duties for UAACCE when Larry retires. Beginning January 2000, Lynne McKenna will become the new UAACCE president and the new board members will include: Cindy Kruger, Russell Colett, Susan Anderson, and Ted Ungricht.

Submitted by Sandra Grant

News from Wyoming

The Wyoming Lifelong Learning Association (WLLA) held its first Fall annual conference in Cheyenne in October. Prior to this time the annual conference had been held in the Spring. The rationale for this change was the very real possibility that there would be travel monies still available in the budgets of most of the agencies in which the membership is employed.

Topics at the Conference included everything from using phonics to teach reading to starting an alternative high school, to mentoring for educational success. Jeannie Peacock and Laurie Toye from the University of Wyoming were the conference chairpersons and did an excellent job in organizing a conference in such a short period of time (less than 5 months). They were provided assistance with the conference by Judy Turner, WLLA President and John A. Tollakson, WLLA Secretary/Treasurer.

One of the conference highlights was the keynote speaker, Jep Enck, from the Human Resource Institute in Fort Collins, Colorado. Jep spoke on the topic of *The Power of WE* and shared the importance of working together to accomplish the task of providing the best lifelong learning programs possible in Wyoming. He was certainly in tune with the economic realities facing lifelong learning programs when he noted that, "we must be at our best when things in our profession seem to be at the very worst." Jep pointed out that we must be an encouragement to one another and recognize the positive things that are occurring in lifelong learning in the state of Wyoming. He stated, "What gets rewarded gets repeated!"

This writer was most inspired with Jep's comment that, "an educator's job is to educe (the root of the word - education)." To educe means to bring out that which is within. This seems to me to be the whole point of being an educator. That is to bring out "the best" in each of the students with whom we interact.

In other news, Jim Fassler, MPAEA Senior Board Member, has just retired from the University of Wyoming. Probably figuring he might not have enough to do, he volunteered to serve on the WLLA Board to fill a vacancy in his home region. He, along with Rom Bushnell from Powell, will be responsible for the next annual conference of the Association to be held in Cody, Fall 2000.

Submitted by John A. Tollakson

Grants Aid in Development of Bilingual Teaching Skills

According to the council of Chief State School Officers, the number of limited English proficient (LEP) students increased between 1990 and 1997 from 2.1 million to some 3.5 million. Although in 1998, 54 percent of all teachers taught LEP or culturally diverse students, only 20 percent felt very well prepared to meet their needs.

To help improve teacher quality in schools serving LEP students, U.S. Secretary of Education Richard W. Riley announced the award of some 100 grants of more than \$21 million. The awards support collaborative efforts by schools, universities and state education agencies to develop and improve training programs to better meet the needs of a large and growing number of students not yet fluent in English.

The new grants augment the growing number of continuing education programs designed to help serve an increasingly diverse population of K-12 students, their teachers, and their parents.

The U.S. Office of Bilingual Education and Minority Languages Affairs administers the program.

News from New Mexico

New Mexico ABE Directors met with the ABE 223 Leadership Team in Socorro, New Mexico, to preview a staff training presentation on Needs Assessment and Evaluative Processes. Data gatherers met with the Data Base Programmer to try to work out concerns with the data program.

Some great staff development activities are available through STARS (Staff Training and Resource Services). Content modules include Challenge of Change, Taking Charge of Stress, Remembering what you Read, and Family Literacy. The metaphor for the Project Leadership Team is Route 223, the Road to Success!

Submitted by Marilyn Jackson

Did you know?

Called the Centennial State, skiing mecca Colorado, was admitted into the union in 1876 as the 38th state. Idaho yields more than a quarter of the nation's potatoes.

Collaboration: The Three-legged Race

Collaboration is an essential element of building a strong family literacy program. Do we know why? Some may feel that collaboration is a have-to—because of being forced to—either by funding needs or legislative mandates or because resources have been spread throughout the community.

It is much like the three-legged race at the community picnic. You're paired with a partner, sometimes of your own choosing and sometimes not. You may know your partner, or you may have just met him or her for the first time as the referee strapped your middle legs together. Either way, and as awkward as you feel at first, you're driven by a common goal: to win the race.

However, as you start the race, ankles bumping and elbows flailing, you think, "we'll never make it." You might even get angry at your partner, who doesn't seem to run as quickly as you do, or who seems to be dragging you in the wrong direction. You stumble, maybe you even fall—and you realize the only way to get back on your collective feet is to work together, to help pull each other up.

Now you're establishing a rhythm together, building momentum, and the finish line isn't as far away as you thought. You're even having fun doing it! You might not win, but you succeed—you finish the race together.

Why do we put ourselves through the embarrassment, the uncomfortableness, the frustration of running this race? Because we want to cross that finish line. Why do we relentlessly pursue collaborative partners in family literacy? Because we want to help families cross the finish line.

That should be our goal—helping families. We may write into our strategic plans that our goal for this coming program year is to collaborate with such-and-such agency. We may even state that the object of this goal is to raise additional funds or expand specific services. But the purpose of collaboration must always be to help families, to improve the educational and noneducational opportunities for the families we serve.

How do we make our collaborations work for us? Well, with that attitude, we don't. Collaborations aren't formed to help us, they're formed to help families. Too often we enter into a collaborative setting with the mind-set "what can these partners do for me and my program?" We come to the table expecting to receive, when we should be planning to give.

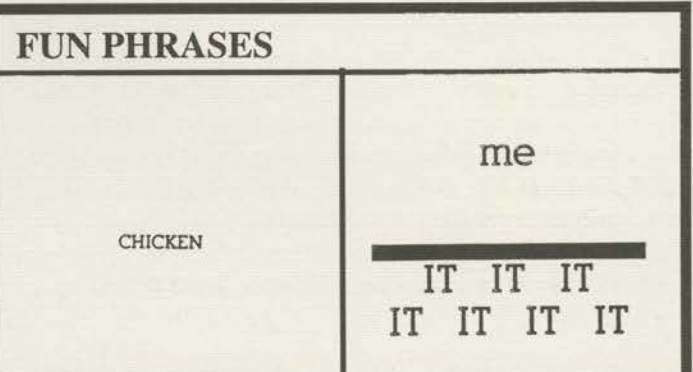
Your collaborative partners have goals, too. They have specific populations they want to help and those populations cross over to the populations you're working with.

Family literacy is the only program that has the potential for global collaboration. That is not to say it is a panacea for every social reform effort in the nation. It is, however, a strategy that lends itself to adaptation with powerful results for multiple populations. Family literacy works with the business community because it helps provide skilled workers; family literacy works well with the school community because it helps prepare at-risk children for academic success; family literacy works well with the community at large because it helps families attain self-sufficiency. Family literacy collaborates with so many resources on the federal, state, and local level—Adult Education, Even Start, Title I, Head Start, local and national businesses, public school systems, community organization—because it fits so well with other efforts.

Collaboration should build on the strengths model just as family literacy programs do. When entering into a new collaborative relationship, or when nurturing an existing partnership, it's easy to start off with the barriers, the obstacles that are preventing all concerned organizations from effectively helping families. Instead, though, step back and dream a little. If you and your partners operated under no restrictions, what would you do to reach out to your target populations? Consider all of the strengths, the wealth of resources each and every partner brings to your teams, and grow from there.

Hopefully, we will all enter the three-legged race and actively pull all heads together to break through the tape at the finish line—to break the intergenerational cycle of undereducation.

Sharon Darling, National Center for Family Literacy



Correctional Education

According to the 1993 National Adult Literacy Survey (NALS), the majority of inmates in our nation's prisons have lower literacy skills and lower educational attainments than adults in the nation as a whole. Stephen Steurer, Executive Director of the Correctional Education Association (CEA), states that most inmates also are poor, unskilled, under-or-unemployed, and have a greater likelihood of being learning disabled. While direct correlation between educational disadvantaged and crime has not been verified, this description of the prison's population suggests the probability that low literacy skills, poverty, and crime are related.

A recent CEA review of current studies indicates that inmates who undergo correctional education average up to a 20% reduction in recidivism from that of the general prison population. These findings support correctional education programs. State legislators in some states are working to make GED and vocational education programs mandatory. Steurer emphasizes that correctional education must focus on more than basic skills instruction; it also must include vocational training and counseling for inmates to ensure their successful reintegration into society following their release.

To ensure that educational programs are consistent in the quality of services provided, 31 standards for adult and juvenile correctional education programs have been developed. Not to be confused with strict mandates, the 31 standards serve as benchmarks of program quality. Six of those standards address the issue of teaching inmates with learning disabilities and are designed to support the intent of current legislation. Among the standards are provisions for a system of incentives to entice inmates with learning disabilities into education programs; initial screening for all inmates which can determine the presence of a suspected learning disability; development of individual program plans for setting educational goals and objectives; regular evaluations of the student's progress; and the availability of non-print learning materials and special classroom accommodations.

After re-entering society, many former inmates are left with no support system for continuing their education. Steurer envisions a coordinated system of correctional education that supports students from prison to the street and gives former inmates access to general adult and substance abuse education after they leave the system.

Stephen Steurer, Alice Tracy, Charles Washington and Belinda Bates

College Costs: Adults can get help, too

Increasingly, colleges are attracting students with different priorities. These students frequently juggle homework and housework while trying to hold down a full-time job. College experts call them nontraditional students.

Going back to college, or attending for the first time, can help you pursue a new career or earn more money at your current job. The trick is figuring out how to achieve those goals without going broke. That's not easy but there are several options for adults interested in attending college.

Employer funded programs

Does your employer offer a tuition-assistance program? If not, draw up a proposal showing how a particular course of study will improve your job skills and present it to your employer. Your company may agree to reimburse you for at least some of your costs.

Student loans

Now you can deduct up to \$1,500 of interest on a student loan, even if you don't itemize deductions on your tax return. Only the first 60 months of required loan payments are eligible for this deduction. Sallie Mae has a new program for adult students who don't qualify for traditional, four-year college loans. The Career Education Loan is available for continuing education programs, including two-year programs and classes taken via the Internet.

Hope Scholarship Credit and Lifetime Learning Credit

These tax credits come right off the amount of tax you owe, unlike a deduction, which only reduces your taxable income. The Hope tax credit of up to \$1,500 per year is available for your first two years of college. Lifetime Learning Credits are more useful for adult students. If you qualify you can receive a tax credit of up to \$1,000 a year, even if you're only a part-time student. The credits are available for any year of college, including graduate courses.

Tax deductions

Educational costs must be itemized as a miscellaneous deduction, and combined miscellaneous items must exceed 2% of your adjusted gross income to be deductible. The deduction can be used for all college related expenses, such as books and transportation.

Taken from Sandra Block's USA TODAY column

Questions and Answers!

1. With each session more and more people are registering at the last minute. Should we send out catalogues and publicity later?

Ans. Research from the LERN organization, an association of people providing education in the community, says NO. Americans make up their mind, make plans and budget for costs as soon as they see the catalogue. They just take care of the "details" (registering) at the last minute.

2. What exactly does it mean when you say "dog days?" For example: dog days of summer.

Send your responses to Sharyn Yanoshak, MPAEA board member from Nevada at email-syank@ix.netcom.com or fax (702) 253-6280. All responses will be published in the next issue of the newsletter.

Please forward questions for future issues of the newsletter to vickkath@isu.edu, fax (208) 236-5806 or mail to Idaho State University, Campus Box 8015, Pocatello, ID 83209.

Journal of Adult Education

The MPAEA Journal of Adult Education is a refereed journal intended to serve as a voice for the translation of theory to practice for the membership of the Mountain Plains Adult Education Association (MPAEA). It seeks to disseminate clearly written articles which have the potential of stimulating thought, discussion, and inquiry among those in the MPAEA region.

The purposes of the MPAEA Journal include the following:

1. To provide a regional forum for the discussion and debate of current and pertinent issues in the field of adult education;
2. To stimulate research into adult education;
3. To seek examples of innovative practices and procedures;
4. To feature ideas and visions regarding the future of adult education;
5. To review current literature.

Those interested in submitting manuscripts to the Journal should send three copies of the article to:

Editor, MPAEA Journal of Adult Education
University of Idaho Graduate Center
800 Park Blvd., Suite 200
Boise, Idaho 83712

For more information contact the editor at email, mtomlin@uidaho.edu or call (208) 334-2999.

MPAEA Membership Application

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

Gary Wixom, Treasurer
Utah System for Higher Education
462 West Chokecherry Creek
Orem, Ut 84058

Membership applying for: (Please check one)

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Individuals	\$20
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Institutional

Colleges & Universities	\$45
State Education Agencies	\$45
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Other	\$45

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**Make checks payable to:
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All membership dues are tax deductible

Mountain Plains Adult Education Association 58th Annual Regional Conference

Arizona Colorado Idaho Montana Nevada New Mexico Utah Wyoming

April 26-30, 2000
Wyndham Hotel
Salt Lake City, Utah



Pre-Conference Workshop
Technology and Education

Keynote Speakers
Dr. Margaret Wheatley
Karl Boyd
Tom Jackson

Breakout Sessions
Thursday, Friday and Saturday

Reception
Hansen Planetarium with Laser Light Show

Banquet
A Night on Broadway—A Look At the Past to View the Future

MPAEA
Salt Lake City, Utah
April 26-29, 2000

Utah Association for Adult, Community, and Continuing Education
Utah State Office of Education

IT'S AN OLYMPIC YEAR ... GO FOR THE GOLD!

Mountain Plains Adult Education Association

Scholarship Program Y2000

MPAEA MEMORIAL SCHOLARSHIP FOR GRADUATE STUDIES

MPAEA PROFESSIONAL DEVELOPMENT SCHOLARSHIP

MPAEA SCHOLARSHIP FOR INNOVATION

Are graduate studies among your dreams?

Would a workshop or conference enhance your professional development?

Do you have an innovative idea but lack funding?

Then enter the competition for a Y2000 MPAEA Scholarship!

Applications are available through:

- > MPAEA Web site: www.uvsc.edu/mpaea (follow the link to "What's New")
- > MPAEA Board Member: Lucy Smith, Montana. 406 257-7323; lvafc@digisys.net
- > MPAEA Board Members: Juliee Henson, Nevada. 702/799-0170; grannyhens@aol.com
Sharyn Yanoshak, Nevada. 702/253-6280; syank@ix.netcom.com

ON YOUR MARK ... GET SET ... GO FOR YOUR GOALS!

**2000 SCHOLARSHIP FOR INNOVATION
FUNDS AVAILABLE UP TO \$1,000
MOUNTAIN PLAINS ADULT EDUCATION ASSOCIATION**

SCHOLARSHIP APPLICATION INSTRUCTIONS

1. Cover Sheet – one page

- a) Applicant's name, address, phone, fax, and e-mail information
- b) Name and address of sponsoring organization
- c) Abstract of the proposed project, not more than 150 words.

2. Narrative – no more than four typed pages

- a) Explain the innovative nature of the proposed project.
- b) Give a clear description of the proposed project including where and when it will be implemented.
- c) Describe the predicted outcomes of the project in measurable terms. Who and how many will benefit; how will the project benefit them; how will you evaluate the success of the project?
- d) Describe the settings you envision for successful replication of this project. How will this project be helpful to other mountain plains area programs?
- e) Briefly describe your organization's background and the need for the proposed project.
- f) Defend the feasibility of the project. Will the project require additional funding?
- g) Identify any proposed staff positions and describe the general duties of the positions. You may attach resumes of staff members involved in the proposed project, up to 3 pages.

3. Budget – no more than two pages

Provide sufficient detail to give a clear understanding of project costs.

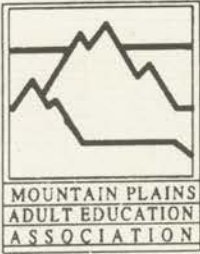
4. Attachments – no more than 10 pages (optional)

May include such support documents as resumes, brochures, related materials.

Mail three complete copies to the MPAEA Scholarship for Innovation Committee Chairperson:

Julee Henson, Coordinator/GED Chief Examiner
Adult Education Programs
Clark County School District
2701 E. Saint Louis Avenue
Las Vegas, NV 89104
Phone: 702-799-8655 Fax: 702-799-8608

**APPLICATIONS MUST BE POSTMARKED NO LATER
THAN MARCH 1, 2000**



MPAEA Newsletter
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Upcoming Events

- January 24-26, 2000 The 9th Annual National Conference on Family Literacy
Family Literacy: New Challenges in the New Century
- March 20-31, 2000 Utah Literacy and Adult Education Coalition Conference
Contact Sandra Grant, sgrant@usoe.k12.ut.us; Eileen Smart 801 521-9050;
Gwen Vance 801 373-8200
- March 29-31, 2000 Nevada Adult Education Association Annual Conference
Contact Martin Bauer, mb@unr.edu or 775 829-9030 for more details
- April 27-30, 2000 Mountain Plains Adult Education Association Conference *Where We've Never Gone Before*
Wyndom Hotel, downtown Salt Lake City, Utah