

# NEWSLETTER

## Mountain Plains Adult Education Association ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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### THE PRESIDENT'S PLACE

Yvonne Hauwiller

#### The Need for Planning

In mid-July I met with the MPAEA Board of Directors in Verdi, Nevada. This summer meeting was a wonderful opportunity to bring the board members back together for both work and pleasure. While a summer's day in Nevada can be hot and dry, this one was actually very pleasant. The summer board meeting is always held in the location and at the facility of the next year's annual conference. So, I can tell you firsthand that the Boomtown Resort has all the amenities of food, fun, and comfort for you to enjoy. The Nevada Conference hosts are most gracious and helpful as well. The annual conference scheduled for April 23-26, 2003, will be held in Verdi, the home of Boomtown, 20 miles outside of Reno. I ask that you start planning now to submit a sectional proposal or to attend the conference. The professional development opportunities at the annual conference are always well worth the effort.

Now that I have made my brief infomercial regarding the conference, I'd like to inform you about association issues, concerns, and decisions. To do so is important because WE, the MPAEA Board, represent YOU in the governance of the organization. The 20+ people that attended the Board meeting are expected to communicate back to their State Association membership and colleagues. For example, the Board members may communicate directly through their state's newsletter, through electronic media, and in face-to-face conversations. To facilitate electronic communication, the Board is eager to update and improve the MPAEA website. However, this is a time-consuming endeavor and sometimes the members may be a bit impatient. But, as the website committee chairperson says, "we're working on it and one of these days, as if by magic, there will be a 'poof' and an updated and improved website will exist." So, watch for this magical explosion on the web!

Some of the proposed activities for this year are listed as follows:

Before the summer board meeting, I reviewed the MPAEA Strategic Plan that was written from recommendations made at the 1998 "Past President's Invitational Roundtable" at Beaver Creek, Colorado. Originally I was hesitant to include it on the agenda as I was not sure that strategic planning, i.e. writing goals, objectives, activities, etc. was a good use of the Board's time. It turned out to be exactly what was needed, especially for the standing committees. Through the review we all realized that MPAEA has already accomplished many of the activities in the document. For example, we are offering more scholarships and awards, developing a website, and honoring students' achievements. The Board is proud of the fact that this year at the Phoenix Conference, three ABE students were initiated into the National Adult Education Honor Society (NAEHS)—

thanks to the efforts of Past-president Blair Liddicoat. Since many of the 1998 objectives have been met, the Board has identified additional needs for the upcoming year.

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## Journal of Adult Education

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## GOALS FOR ADULT EDUCATION

Adult Education has been described as any systematic, organized, instruction for mature persons outside of full-time enrollment at high school or college or other educational agency. This description can be stretched to say that adult education is intended to increase competence for gaining and/or maintaining a livelihood, and/or to increase the fullness of living.

Historically, the first or livelihood type of courses aim at skills (social, manual and mental) which will result in greater income or profits. This is true for traditional students as well as for the nontraditional student who is returning to school at any level, and the professional who is participating in recertification courses.

Other courses may be 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 all kinds should be regarded not as a luxury, but as an absolute necessity for effective citizenship in today's world. Citizens not provided with the 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 adult education first became a reality, 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 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 in 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.

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MPAEA WEBSITE  
[www.mpaea.org](http://www.mpaea.org)

Access the MPAEA listserve  
[mpaea-l@cebrigham.usu.edu](mailto:mpaea-l@cebrigham.usu.edu)



## DYNAMIC PROGRAM IN MPAEA REGION

### Nevada Family Literacy Initiative Implemented

The Nevada Even Start Statewide Family Literacy Initiative (NESFLI) was created to accomplish the following four goals and all four goals have been satisfactorily completed. They were to:

- ✓ Establish permanent, ongoing communication and collaboration among all potential state and local agencies and programs involved in family literacy services.
- ✓ Facilitate local collaborative family literacy efforts.
- ✓ Improve the skills for family literacy service providers.
- ✓ Standardize terminology and evaluation indicators for family literacy.

More importantly, the Nevada stakeholders found the process valuable enough to voluntarily continue the efforts beyond the NESFLI grant. Even though this grant ended June 30, a plan for sustainability, the Nevada Family Literacy Services Plan, 2001-2006, was developed and approved by the Consortium.

The two groups that have assumed leadership for continuation of the majority of the efforts are the Nevada Literacy Coalition (NLC) and the Nevada Certified Literate Community (NCLC) Projects. Both NLC and NCLC receive State Leadership funds from the Adult Education and Family Literacy Act, coordinated by the Adult Education Office of the Nevada Department of Education

The Nevada Literacy Coalition, under the leadership of Susan Graf at the Nevada State Library and Archives, will maintain the literacy directories, databases, literacy calendar, resource clearinghouse (State Literacy Resource Center), Website, and listserv. NLC will also conduct an annual literacy awards ceremony; coordinate the training of literacy volunteers/tutors, especially in rural Nevada; and monitor the activities of the Family Literacy Training Team (47 people from 38 agencies in 13 counties).

The NCLC project, under the leadership of Vicki Newell at Northern Nevada Literacy Council, will coordinate the six subcommittees of the Literate Nevada Committee. NCLC will develop a system to collect consistent, reliable data and will expand their newsletter to a broader audience.

Many other agencies and organizations, as well as business and industry, are supporting the sustainability of family literacy efforts in Nevada. Nine of the groups involved have established websites dedicated to current activities and progress.

For information about Nevada Even Start Statewide Family Literacy Initiative's Final Report or copies of the Quality Indicators for Program Delivery and Program Outcomes, visit the Community Connections website at [www.nvcommunityconnections.com](http://www.nvcommunityconnections.com).

From Nevada Connections, Sharyn Yanoshak, editor

### Literacy: A gift for life.

She came to us one week. She was fortyish with a tiny build and short, tousled hair. There was a glimmer of hope in her sparkling eyes and she smiled. She smiled the nervous, hesitant smile of someone who is venturing into an area of uncertainty. Her skills were low and her self-esteem was lower.

She came another week to study phonics and to increase her vocabulary. She learned to use context clues and to read phrases and sentences. Her reading comprehension improved. Her attitude began to change. She realized she had the discipline to come to school regularly and to work hard when she came. She always did her best to complete any homework assignments.

More weeks passed. She began to read chapters from the book, *Very Easy True Stories*, by Sandra Heyer. She found the stories interesting and enjoyed reading them to the teachers. She liked to retell the stories and speculate on what might happen next.

After twelve weeks, she had advanced three grade levels in reading. She received an upgrade certificate to commemorate her success. She was so happy. She almost cried.

The next week she came to school and announced that for the first time in her life, she was confident enough to read to her grandchildren. She read to her grandchildren for the first time! When she told us, we almost cried.

Then last week, she came to school and announced that she had a terminal illness and only had six months to live. She went to a bookstore that day—to buy more books to read to her grandchildren. We all cried.

Written by Sandy Vizcarra, Southwest Skill Center Adult Learning Center, Avondale, AZ



## News from Arizona

The evaluations have been tabulated and the bills have been paid. Being chair for a conference is not an easy task, and sometimes you are hesitant to look at evaluations but they are so helpful. Overall, those who handed in an evaluation of the May MPAEA Conference rated it excellent to outstanding. Some things we learned were that people aren't shy about sharing their opinions, everyone enjoyed the opportunity to have time to just talk, meet and share with one another, and we got some good ideas for what the membership wants to see at future conferences. Also, what issues they would like to see the organization address. While the majority of the evaluations came from Arizona, which is understandable since the conference was here, it was somewhat disappointing that we only had evaluations from about a third of those who attended, and some states had a representation of only two. You know it's never too late to make a New Year's Resolution, and for many of us, this is the start of a new (fiscal) year, so make a resolution to give thoughtful feedback to the individuals and organizations who provide you some professional development. Think of it as your contribution to continuous improvement for the organizers, for yourself and for your colleagues.

In June the board of the Arizona Association for Lifelong Learning met in Bisbee. This out-of-the-way town in southeast Arizona reminds you of a quaint village on the slopes of the Swiss Alps. If you have the chance, visit Bisbee, walk through the narrow cobblestone streets, and take in a slower pace. AALL installed the incoming president for the year, Maureen Hoyt, reelected Connie Armstrong, who is also an MPAEA board member, as treasurer, and elected Rusty Ackerman, as president-elect. Rusty has done a tremendous job as AALL newsletter editor, and was honored with the Teacher of the Year award at the MPAEA conference. Arizona and AALL are very

fortunate to have all of these people in our state and organization.

### View From the Road! A long, hot, dry summer

This has been a long, hot, dry summer, and many of you know that in Arizona thousands of acres of pine forest went up in flames. I was in the area of the fire about two weeks after it was contained. Much of the fire damage was not visible from the highway, but you knew it was there. There was the subtle odor of burnt pine, and sometimes, as you drove near burned out woods, it seemed as if a two or three foot layer of smoke was still

Hope that people have learned and that they will pass on their learning to others.

close to the ground. I first passed through the area at night, and although I really couldn't see the trees well, I could sense that something was not the same. I have been visiting that part of Arizona for almost 20 years. In the daylight, I could see what I had sensed. The pine trees were still standing. It was just that they were black, and had no needles on them. The needle carpeted forest floor was now shades of brown, gray and black. It was somewhat eerie. And at the same time, it was amazing to see blackened skeletons of trees standing next to people's homes which were totally intact. It was also hard to conceive how people who had lost everything and whose homes stood in ashes were dealing with the destruction. Yet, there was much activity in some of these areas. Bulldozers were clearing the debris, and people had begun to rebuild. Unfortunately, it seemed as if others just did not learn from the catastrophe which had occurred. We passed many homes which still had a layer of pine needles, not only on the ground, but on their roofs!

The local TV station was running in-

terviews with people who had taken a Master Gardening course through Northland Pioneer College, and who had learned about living in the woods. They were almost evangelizing about how to enjoy the woods and live responsibly. They were most thankful for what they had learned and how it had saved their lives, their homes and several of their neighbors. Hmmm, learning can save lives, and learning helps us to act responsibly. Something to think about. Even though I know that I probably won't see thick, green ridges of Ponderosa pine on the horizon in some places during the rest of my lifetime, I can hope that people have learned and that they will pass on their learning to others, so that what remains is healthy and vibrant for my kids and their children. What good is learning, if we don't share and pass it on to others?

Submitted by Miriam Kroeger

## Time

If you had a bank that credited \$86,400 to your account each morning, carried over the balance from day to day, allowed you to keep no cash in your account at the end of 24 hours, canceled out whatever part of that amount you failed to use, what would you do?

Try to spend every cent, of course! Well, everyone does have such a bank, and its name is TIME. Every morning it credits you with 86,400 seconds.

The next morning at the same hour it rules as lost whatever of this you failed to invest to good purpose. It carries over no balance and allows no overdrafts.

If you don't use the day's deposit, the loss is yours. There is no going back, no drawing against tomorrow.

**How do you spend your daily surplus?** *Best wishes for an Enormous Return on your investment Today!*



## News from Idaho

It's hot, hot, hot, in Idaho this summer with temperatures reaching as high as 110 degrees in Boise. Now, this may seem cool to our Arizona friends, but for us Idahoans, it is a bit of an aberration.

However, we are cooled by the thought of our annual Idaho Lifelong Learning Association (ILLA) Conference, which will be held, as usual, in beautiful Sun Valley, October 21st to the 23rd. This year's conference chair, Chris Heyer, and President Chuck Humphrey promise a stellar event, which will celebrate ILLA's ten year anniversary as Idaho's professional association devoted to lifelong learning. The theme for this year's conference is *Paths to Discovery*. Check out our website at [www.idaho-lifelong-learner.org](http://www.idaho-lifelong-learner.org) to get the details.

Longtime MPAEA member from Idaho, Scott Hays, is leaving the mountain plains region for the west coast. Scott, former accounting instructor at Eastern Idaho Technical College, will take up residence with his little family (wife Wendy and baby Darcy) in Bend, Oregon, where he will start this fall as an associate professor at Central Oregon Community College.

Brigham Young University (BYU) - Idaho, formerly Ricks College, is creating a boom in the University of Idaho's doctoral program in Adult Education. Classes are being added in Rexburg to accommodate the influx of new students in the program. MPAEA members Dr. Mike Tomlin, Dr. Mark McCaslin, and Dr. Karen Norum are all being kept busy in Idaho Falls as well as teaching courses in Boise. A new visiting professor, Dr. Karen Wilson-Scott, will be joining the team this fall.

All of us Idaho MPAEA'ers are looking forward to next spring's conference in wild & wooley Reno, Nevada—see you all there!

Submitted by Peggy Nelson

Karen Wilson-Scott has been hired as visiting assistant professor of Adult Education at University of Idaho-Idaho Falls. She is a recent PH.D. graduate from University of Idaho, and will join Mark McCaslin on faculty in Idaho Falls in the growing UI program.

Martha (Marty) Yopp has transferred from University of Idaho-Moscow to the Boise Campus to strengthen the Adult and Organizational Learning Graduate Programs there, and to better serve the Business Education students in the Boise Valley. Professor Yopp has been with UI since 1986.

Submitted by Michael Tomlin

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new members to the profession and MPAEA by presenting workshops or offering informal meetings for newcomers at the annual conference. The Board is concerned that new members may be reticent and feel "left out" of the activities. Some of you who have been members may be willing to volunteer to help with this effort. Call Vicki Newell, Nevada Conference chairperson, at (775) 356-1007, if you are interested.

◆ Encourage members to get to know their legislators; help members to be more effective in talking about programs and services being provided to under-educated adults in their areas. Many legislators are unaware of the need for adult education. Your staff might want to consider inviting your legislators for coffee, breakfast, or lunch to talk about the importance of what you do in your adult education program.

◆ Educate members on the impact of current legislation via the MPAEA website; provide names and addresses of legislators so they can be contacted to let views be known.

◆ Improve the accuracy and size of the Listserv, making it more viable especially for the President and/or the Executive Board to communicate with

the membership. Members, however, could choose whether they want to be included on the listserv.

◆ Develop a survey that will be distributed to the membership to find out *your* wants, needs, and current level of participation. This tool will be helpful in future planning, as well as in maintaining existing services.

Finally, if you have additional needs or ideas for professional development activities, please contact me, as I truly would like to hear from you. You may also contact any of the MPAEA Governing Board to provide your input. Our names and phone numbers are included in every newsletter. Thank you. I hope you will enjoy each remaining summer day to the fullest. Best Wishes as you enter a new school year.

## News from Nevada

Nevada proudly announces two new authors. Ronna Timpa and Lyn Pizer have authored and published a new state of the art teaching tool entitled Hotel English. This book, based on the two instructors experiences, teaches skills in ESL within the context of the hotel industry. Contact Ronna at [timpa@lvcm.com](mailto:timpa@lvcm.com) for more information.

At the April meeting of the Nevada Adult Education Association the membership heard an address by MPAEA President Blair Liddicoat, planned the committee necessary for the 2003 MPAEA Conference in Verdi, and chose Julee Henson as President-elect and Wendy Raynor as Secretary.

Plans are under way for the Annual Literacy Day Dinner in Las Vegas on September 4 and the celebration of Family Literacy Day with awards in Carson City on November 1-2.

Submitted by Julee Henson and Vicky Newell



## News from Utah

The Utah Association for Adult, Community, and Continuing Education (UAACCE) will hold their 14th Annual Conference October 21 and 22, 2002. Russell Collett, UAACCE President-elect and Conference Chair is excited about holding the conference at the Provo Marriott conference facility. This will be the first time in several years that the conference will not be held in Park City.

The conference will include presentations and sessions in the strands of Adult Education, Community Education, Continuing Education, Corrections Education, Literacy and ESL, Technology, Personal Development, and Special Interest. There will be a session on Critical Issues as well as networking time for the various strands.

Dr. John M. Novak has been selected as the keynote speaker. He will speak about Invitational Education, a way of applying business approaches to developing and maintaining places for people to learn. (More about Invitational Education? Visit International Alliance for Invitational Education [www.invitationaleducation.net](http://www.invitationaleducation.net).) Dr. Novak, a professor of education and department chair of the Graduate and Undergraduate Studies in Education at Brock University, St. Catharines, Ontario, Canada, has taught from preschool to the high school levels in the U.S. Dr. Novak has written and edited numerous chapters in academic books and journals. His most recent books include the Third Edition of Inviting School Success (with William Purkey), Democratic Teacher Education, Advancing Invitational Thinking, and Inviting Education Leadership.

UAACCE conference details and information can be obtained by contacting Russ at [colletru@uvsc.edu](mailto:colletru@uvsc.edu) or by phone at (801) 863-7428.

Adult Education Summer Institute was August 5th. Dr. Richard Cooper was the featured presenter for the Learning Disabilities Workshops. He included materials for alternative ways of teaching adult learners that focus on how to accommodate learning disabilities with hands-on methods that teachers can use immediately in their classrooms.

Shauna South from the Utah State Office of Education Department of Adult Education has been serving on the Executive Committee for the National Adult Education Professional Development Consortium in Washington, D.C. She has been assigned to work on the committees for the reauthorization of the Workforce Investment Act under the Title II, Adult Education Section. The recommendations being made address the standardization of Adult Education data collection for the National Reporting System (NRS). Two of the things being done will affect the way Adult Education programs will report to NRS, and how Adult Education programs will apply for Incentive Grants. Partners are required to make the

Recommendations will effect reporting to NRS and how Adult Education Programs apply for Incentive Grants.

### MPAEA and ERIC—Partners in Education

For articles disseminated by ERIC, The Clearinghouse on Adult, Career, and Vocational Education, go to their website, <http://ericacve.org>. There are many approximately 2-page long summaries of key points and helpful reference lists for further reading. You may also access the ERIC website from the MPAEA website, as MPAEA is considered a *Partner in Education* with ERIC.

state eligible for Incentive Grants. The new format

may be structured differently for how partners will be required to work together.

Fourteen ESL Civics Grants have been awarded for the 2003 school year. The grants were awarded equally to Community Based Organizations and School Districts. Thirty-four Adult Basic Education Grants were submitted to the State Office this year and are still in the selection process.

Zada Haws and Sandra Grant attended week long training for the 21st Century Community Learning Centers at the National Consortium of State Community Education Association Conference in St. Paul, Minnesota. They will present a condensed version of the training at the UAACCE Conference in October.

21st Century Community Learning Center Grants were available mid-August along with the Jump Start training. A Bidders Conference will be held in September with Grants due October 15, 2002. Information can be accessed on the Utah State Office of Education website.

The National Community Education Conference will be held in Austin, Texas, November 13-16, 2002.

Submitted by Loma Prince

### Congratulations Andy Shinkle

the new Regional Department Head, Northern Region for Continuing Education at Utah State University.

### Peggy Nelson

the new General Education Division Manager at Eastern Idaho Technical College



## Overview of the Northwest Quality Initiative

During the period July 2000-June 2002, Montana's Adult Education Office has participated in the Northwest Quality Initiative (NQI). The NQI is a regional program improvement collaborative among the adult education state offices in six Northwest states (Alaska, Idaho, Montana, Oregon, Washington, and Wyoming), Abt Associates, Inc., and the NW Regional Literacy Resource Center. The main goal of NQI has been to develop state and local capacity to manage and deliver adult education services effectively and efficiently. The NQI also has been an experiment in state and federal leveraging of adult education funds and expertise and, as such, is serving as a national pilot project for the U.S. Department of Education.

During the NQI workshops, Judy Alamprese of Abt Associates, Inc. trained ABE program staff to use a problem-based learning process for analyzing local programs. The process looked at program strengths and weaknesses, identifying new practices that could be used to address the weaknesses, implementing the new practices, and evaluating their effectiveness. In the Program Directors' workshop, Abt Associates, Inc. trained ABE program directors to apply this model to the management and improvement of their programs.

If you have questions about special accommodations for GED Testing, talk with a GED examiner. The GED Examiner's Manual has a wonderful section on Accommodated Testing and a lot of good information for instructors.

## News from Montana

Two of Montana's programs participated in the first year (Winter/Spring 2001) of the Northwest Quality Initiative—Flathead Valley Community College in Kalispell, and Missoula Adult Education Program. Margaret Girkins, Shelly Jo Isaak, DeAnna Shaw-Berget, Marti Munts, Jeanie Manion, Gail Steele, Shirley Burns, and Lucy Smith, from Kalispell, and Donna Bakke, Sharon Engh, Shawna Hudson, Mike McCarthy and Cathy Smyers from Missoula participated in the first year of the project. They used NQI as an opportunity to pilot test two new products that they had purchased and that the state was interested in disseminating to other programs. Missoula worked with the Workplace Essentials materials to test their viability in satellite program sites, and Flathead Valley Community College developed a process for using PowerPath during the ABE intake process to identify adults with possible learning difficulties and to suggest steps that the adults might take to address these difficulties. During the second year (Fall 2001-Spring 2002), the two programs collected data about the use of these products in their programs and the outcomes that had been achieved from their use. As a result of their experience working with these products in the NQI, the two programs should be in a position to plan the dissemination of these products in the state.

Four programs participated in the NQI Program Director's Workshop—Donna Bakke, Missoula Adult Education Program, Margaret Girkins, Flathead Valley Community College, Woody Jensen, Billings Adult Education Center, and Jake Gustin, Helena Adult Education Center. After the workshop, the program directors were to analyze the strengths and weaknesses of their programs and to select an area of program management or program improvement on which to focus. The results of these activities are being completed at this time.

## Benefits to Montana

Montana's participation in NQI has been subsidized by the U.S. Department of Education (through Abt Associates' funding). During the two-year period, Montana received \$19,847 in travel reimbursements and program stipends. The state also received \$7,400 worth of consulting from Abt Associates' staff. Monies from Montana's State Leadership funds were used as leverage for the project, thereby enabling Montana to undertake activities that would not have otherwise been possible.

Montana's adult education system has realized the following return on developing staff expertise and products from its investment in NQI.

- ◆ Development of local program staff expertise in analyzing the weaknesses and strengths of their programs and in identifying solutions that can address the problems. Montana's staff use of this method should result in more effective management of programs.
- ◆ Development of processes and data for using the two new products in ABE that will be able to benefit all ABE programs in the state. With the training provided through NQI, Montana's program staff were able to have a systematic process for pilot testing these materials and for determining the ways in which their use might be expanded.
- ◆ Acquisition of information about additional products or practices from other programs in the NW region that Montana's program staff can use in ABE intake and instruction.
- ◆ The opportunity for Montana's adult education state and local staff to expand their professional networks with ABE professionals in five other states.

Submitted by Donna Bakke



## Program Memorandum-FY 2001-03 Benchmarking Adult Literacy in America

Benchmarking presents data from the International Adult Literacy Survey (IALS) on the literacy skills of U.S. adults as compared with skills of adults in 21 other nations.

The good news is that the U.S. ranks among the most literate Western nations:

- ✓ The literacy proficiency of the U.S. adult population aged 26-65 is significantly above average and is exceeded by only Canada, the Netherlands, and three Nordic countries (Finland, Norway and Sweden).
- ✓ The literacy ability of the top-performing segment of the North American (U.S. and Canadian) workforce is superior to that of the high-achieving segment of workers in many European countries.

Other findings are less encouraging:

- ✓ Twenty percent (20%) of Americans aged 45-65 perform at the lowest literacy level. This means, for example, that they may not be able to read instructions on a medicine bottle or complete a simple form.
- ✓ The mean literacy score of U.S. high school dropouts is among the lowest of the countries investigated with only Slovenia and Chile scoring significantly lower.
- ✓ There is a high degree of literacy inequality in the U.S. with large numbers of people at both the highest and lowest levels of literacy. This inequality in the distribution of literacy skills is strongly related to economic inequality as measured by income.
- ✓ More than half (64%) of the immigrant population that primarily speaks a language other than English performs at the lowest literacy level on literacy assessments administered in English.

The monograph suggests 10 *Tools for Action*, to increase literacy in the U.S., including promoting—

- ✦ Cultures of life-long and life-wide learning.
- ✦ Early childhood education and care programs.
- ✦ Measures to improve the quality of education.
- ✦ Measures to reduce inequality in the outcomes of schooling.
- ✦ Access to adult education for all citizens.
- ✦ Literacy-rich environments at work.
- ✦ Workplace literacy programs.
- ✦ Literacy-rich environments at home.
- ✦ Literacy-rich environments in the community.
- ✦ Access to information and communication technologies.

It is hoped that this will be a useful and informative resource for literacy policy development in your state. For more information go to <http://www.ed.gov/offices/OVAE/publicat.html>.

From Ronald S. Pugsley, Director, Division of Adult Education and Literacy

## Preparing America's Future

Under the leadership of Assistant Secretary Carol D'Amico, the Office of Vocational and Adult Education (OVAE) is developing strategies and proposals for reauthorization of its major guiding legislation. This initiative is entitled *Preparing America's Future*, reflecting our mission of preparing both youths and adults to meet the challenges of the 21st century.

*Preparing America's Future* is an exciting new initiative that clearly defines its role in supporting President George W. Bush's and Secretary Rod Paige's education reform agenda and, more specifically, its contribution to preparing the 21st Century Workforce. This initiative is a framework that connects OVAE's activities around three key issues:

1. Preparing every American youth to complete high school and be well prepared for postsecondary education and employment.
2. Supporting community and technical colleges to fulfill their potential as an engine of education, career preparation, workforce development and economic development; and
3. Expanding adult learning to bring higher levels of literacy and English fluency to millions of underserved Americans.

Three teams—High School Excellence Team; Community and Technical Colleges Team; Adult Learning Team—have been organized and charged to develop a coherent strategy for *Preparing America's Future* with implications for policy and practice. For more information go to [www.ed.gov/offices/OVAE/publicat](http://www.ed.gov/offices/OVAE/publicat) and link to legislation.

### Fun Phrases

PRE4SS

GETTING

IT  
ALL



## 13 Ground Rules for Success in the Information Age

**1. Become a quick-change artist.** Taking care of your career these days means managing perpetual motion. You should expect flexible ways of working with duties constantly being realigned. Resistance to change is almost always a dead-end street. Be willing to adapt to change.

**2. Commit fully to your job.** Expect your employer to expect more from you. More people to solve problems can no longer be hired. Employees are expected to do more—faster and better—with less. Strong commitment makes work far more satisfying.

**3. Speed up.** It's important to erase boundaries between different parts of an organization so work flows seamlessly and swiftly.

**4. Accept ambiguity and uncertainty.** Create role clarity for yourself. Take personal responsibility for figuring out the top priorities and then go in that direction. Develop toleration of ambiguity and uncertainty as a "critical skill."

**5. Behave like you're in business for yourself.** Employers want decisions made by those closest to the information, creating empowered employees. Assume responsibility for the success of the entire enterprise.

**6. Stay in school.** Today's world takes no pity on the person who gets lazy about learning. Lifelong learning is the only way to remain competitive. Know the changes in your field or profession.

**7. Hold yourself accountable for outcomes.** Careers carry more personal exposure these days. Don't waste time, energy, and other resources. Clean out the clutter and stay intent on targeted outcomes.

**8. Add value.** Make sure you contribute more than you cost. It's your

contribution that counts, not the hours (or years) you have worked or how busy you are. Make a difference.

**9. See yourself as a service center.** The better you serve the "customer" the better you protect your career. Know who they are. Address both the internal and external "customers."

**10. Manage your own morale.** Expect yourself to stand personally responsible for your attitude. Putting someone else in charge disempowers you.

**11. Practice kaizen.** Kaizen—Japanese for continuous improvement—offers the best insurance for your career. Kaizen keeps you reaching, stretching to out do yesterday.

**12. Be a fixer, not a finger-pointer.** Problems are natural so build a name for yourself as a problem-solver. Let the solutions start with you.

**13. Alter your expectations.** No one can stop the world from changing. The "entitlement" mindset causes problems. No one "owes" you employment. Embrace change, and develop the work habits you need for success.

New Work Habits - Price Pritchett

Cont. from pg. 2

Learning facilitates 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?

Adapted from the MPAEA archives and submitted by Kathy Vickerman

Walk on a rainbow trail;  
walk on a trail of song,  
and all about you will be beauty.  
There is a way out of every dark mist,  
over a rainbow trail.  
....Navajo song

## More Adults Pursue Educational Activities

All age groups increased their participation levels in a wide variety of educational activities between 1991 and the present.

Adult education includes nearly every type of organized learning delivered by almost any type of organization. The reasons people give for seeking out learning opportunities are extraordinarily diverse, but some patterns emerge with respect to age. The type of education most often cited among individuals 25 to 64 years old was work-related. Most individuals 65 and over pursue education for personal interest and enrichment reasons. The largest portion in the 18-24 year age group attended full-time, at credentialed programs.

In 1999, 64.8 percent of individuals with a bachelor's degree or higher reported having participated in some sort of learning activity in the past 12 months. By contrast, 38.6 percent with a high school diploma or GED had participated in learning activities and only 14.9 percent of those with an eighth grade education or less had participated in any type of learning activity during the past 12 months.

Though many of the learning activities in this survey are not normally delivered by regionally accredited higher education institutions, the results clearly indicate that the demand for education is growing and that past education is related to the receptiveness to Continuing Education.

From Lifelong Learning Trends, UCEA

**Enthusiasm is contagious. You could start an epidemic.**



## No Child Left Behind Act of 2001

On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001*. The Act is the most sweeping reform of the elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles; stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Family literacy is mentioned in seven different titles in the *No child Left Behind Act of 2001*. The following are content titles. An analysis of where family literacy appears and in what context it is included in the legislation can be found at <http://www.famlit.org/policy/esea.html>.

- ◆ Title I—Improving the Academic Achievement of the Disadvantaged.
- ◆ Title II—Preparing, Training, and Recruiting High Quality Teachers and Principals.
- ◆ Title III—Language Instruction for Limited English Proficient and Immigrant Students
- ◆ Title IV—21st Century Schools
- ◆ Title V—Promoting Informed Parental Choice and Innovative Programs
- ◆ Title VII—Indian, Native Hawaiian, and Alaska Native Education
- ◆ Title IX—General Provisions

## News from New Mexico

What makes a good ABE teacher?

What do teachers need to know in order to teach adult students?

How should we evaluate teachers?

As New Mexico develops a new teacher certification system, BLAST and the Student Voice Network have worked with over 100 students and 17 ABE programs to find out how New Mexico ABE students answer those three questions.

This research was carried out by members of the Student Voice Network (SVN). The SVN is a student leadership project where students and educators work together to develop student leadership at the local program level and bring student voice into state level decision making. SVN involves 17 students and 20 educators from 17 programs.

This work began as a way to involve student leadership in teacher certification. But, as the answers were put together into this report, the answers became much bigger than just certification. Teachers and students see each other every week, but how often is time taken to step back and talk about how to teach and what to teach? This report offers to educators and to students a way to begin talking with each other about teaching.

### How the Student Voice Network worked.

In January, BLAST trained educators from 17 programs as “Student Leadership Coordinators.” At their home programs, these coordinators visited classes and lead discussion with students in ESL, GED, and Literacy classes about teacher certification. They asked the three questions from above.

Programs from all five regions of New Mexico were part of the process. The participating programs included large, medium, and small programs in rural and urban areas. The students in the discussion group were from both classroom based and open lab style instruction.

From those discussions, the Student Leadership Coordinators recruited student leaders to act as representative to two statewide meetings. The students and educators came together at these meetings in March.

The students met with BLAST TEAM student leaders, who facilitated day long discussions about teacher certification and the role of student voice and student leadership. The Coordinators met with the BLAST trainers to dialogue about generating student voice for teacher certification. On the second day of the meetings, the students lead a discussion with the educators about the perceptions and recommendations for teacher certification.

The student leaders at the two regional meetings spent two full days in discussion about their view on teacher certification, and the views of the students in the discussions at the program level. BLAST has combined the notes from the two regional meetings into a document that is available to anyone who is interested.

The 17 student leaders represented a diversity of students: Navajo, Zuni, Mexican immigrants, Native New Mexican Hispanics, African-American and Anglo, ranging from 17 years old to 67. Their education level was intermediate to advanced, with two GED graduates. Four of the students were GED/ESL students, and one was a literacy graduate working on his GED. For more information, contact [Blastgrant@aol.com](mailto:Blastgrant@aol.com).





**Einstein's cat.**

## 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  
 Utah State University  
 265 West 1100 South  
 Brigham City, UT 84302

For more information contact email, [pamd@ext.usu.edu](mailto:pamd@ext.usu.edu) or [andy@ext.usu.edu](mailto:andy@ext.usu.edu)

## MPAEA Membership Application

Please select desired membership,  
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## Upcoming Events

- |                       |  |
|-----------------------|--|
| September 20-22, 2002 | New Mexico Adult Education Association Conference, Farmington, New Mexico. <i>Adult Basic Education: The beauty of Learning—Walk in beauty.</i>  |
| October 2-4, 2002     | Wyoming Lifelong Learning Association Conference, <i>Pathways and Trails to Success: Enhancing your Lifelong Learning Programs</i> , Torrington, Wyoming.  |
| October 13-16, 2002   | National Community Education Conference, Austin, Texas   |
| October 16-18, 2002   | Montana Association of Adult and Continuing Education Conference, Great Falls, Montana. <i>Discovering the heart of Teaching Through Diversity.</i> Contact Margaret Girkins at (406) 756-3884   |
| October 17-18, 2002   | Arizona Association of Lifelong Learning Awards Conference, Holiday Inn, Central & Indian School, Phoenix, Arizona. Contact Connie Armstrong at <a href="mailto:connie.armstrong@riomail.maricopa.edu">connie.armstrong@riomail.maricopa.edu</a> |
| October 20-22, 2002   | Idaho Lifelong Learning Association Conference, <i>Paths to Discovery</i> , Sun Valley, Idaho. Contact Chris Heyer at <a href="mailto:heyechri@ida.net">heyechri@ida.net</a> .   |
| October 21-23, 2002   | Utah Association for Adult, Community, and Continuing Education Conference, Provo, Utah. Contact Russell Collett at <a href="mailto:colletru@uvsc.edu">colletru@uvsc.edu</a> .   |
| November 1-2, 2002    | Family Literacy Day, Carson City, Nevada   |