

# NEWSLETTER

## Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 61, ISSUE 1

Newsletter, May, 2002



### THE PRESIDENT'S PLACE

Yvonne Hauwiller

The Present and the Past—  
60 years of MPAEA

Adult educators from all around the eight mountain-states region came together in Phoenix, Arizona, for the 60th anniversary of the Mountain Plains Adult Education Association (MPAEA) annual conference on May 1-4, 2002. Those of us who traveled to the "Valley of the Sun" for the

conference enjoyed beautiful weather (as promised by the conference committee), and were stimulated by the professional development opportunities provided. Keynoter Bob McCall fascinated the audience with his talent of combining science with art to create a nearly surreal canvas of man and the infinite universe—thus exemplifying the conference theme, *The Art and Science of Lifelong Learning*. McCall documented the space program through artwork that he produced over the past 35 years, defining the human spirit as one driven with an insatiable desire to know, to explore, to understand, continuing forever to reach upward and outward.

When I learned that this is the 60th anniversary of Mountain Plains as an association, I thought about how so many years go by and how such an organization survives through it all. Within history there are always factors that challenge the foundation of any organization—so with what can we credit the solid bases and continuing strength of MPAEA? I asked this question of about 20 past presidents and emeritus members at the Past-presidents' Invitational luncheon. Professionalism, flexibility, commitment, vibrancy, enthusiasm, and camaraderie were some of the words used to describe why they entered into adult education and why they found the Association a continuing resource for them. One important attribute offered by an emeri-

tus member was what he called the **stamina** of the "Westerner." Kathy Vickerman, MPAEA Board secretary and past historian, in her writings speaks of the **conviction** of these "pioneer workers" (see historical insert by Ms. Vickerman). From the early beginnings adult educators have been strong and committed to an education movement that was and continues to be so tremendously important.

An ongoing commitment to any organization is not easy. That's true for MPAEA as well. It's difficult when there are so many forces pulling at us. Sometimes atrophy, competition with other professional organizations, or just simply a lack of time keeps us from committing to anything else. However, when you think about MPAEA, I encourage you to keep in mind the opportunities for leadership development through service on the Board of Directors or involvement in committee work. Consider also the possibility of submitting an article for publication in the MPAEA refer-

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## Journal of Adult Education

Editor

Bids are being accepted for the position of Journal Editor. For more information, contact any representative listed above.

## If You Weren't There!

If you weren't there, you'll have to wait another eight years before it returns to Arizona. Of course, I'm talking about the Mountain Plains Adult Education Association Conference. Over 375 individuals, mostly teachers, but happily some students also, attended the annual MPAEA conference this year. There was a wide variety of workshops including several employing technology. There was even a workshop which opened up the computer and blew the dust away!

Robert McCall, official artist for NASA and the Space Program shared his work and passion for learning and seeing things in different ways. His work captures future possibilities and makes them accessible to us here today. It takes mastery to blend the specifics and realities of the scientific with the artistry of the pictorial and to make them comprehensible to people. Robert McCall's art does that.

In addition to Mr. McCall, another highlight was the recognition of three students as they were inducted into the National Adult Education Honor Society. For the majority of attendees, the students are what they are about. To hear these students' stories, and to learn about the sacrifices they have made, and the obstacles they have overcome because they value learning was awe-inspiring. The students help us to confirm that what we have dedicated our lives to is indeed worthwhile.

Representatives from four of the Mountain Plains states shared their views on adult and lifelong learning and the challenges which they and all of us face. We learned that many of the challenges are the same throughout the region but others are unique. We were advised to be proactive and meet our legislators on a one-to-one, face-to-face basis. It was a valuable and welcome session.

Attendees appreciated the time they had to network with one another. Eight years ago we had unfinished freeways and a place to eat under the off-ramp. This time we had the opportunity to relax at BOB, or celebrate Cinco de Mayo; the Diamondbacks won, and there was dancing in the streets. A good session was the somewhat "impromptu" conference debriefing on Saturday morning. Attendees participated in

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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)



## Two Exciting Firsts for MPAEA Conference

The Phoenix MPAEA Conference was the forum for two first-time conference events. First was the recognition of three Arizona inductees into the National Adult Education Honor Society. Our congratulations to David Lopez, Frances Pennington, and Julia De Los Reyes for their magnificent achievements. The audience's response indicated definite approval of the new form of acknowledging student accomplishment.

Next year Nevada will have the opportunity to showcase three of their most deserving NAEHS inductees and we look forward to that. Other states should remember that even though the conference is not held in their state they can still have their own three selected inductees recognized in absentia through the reading of their biographies. We expect this to be a continuing conference event and encourage and hope that all the MPAEA states will participate.

The second noteworthy new event occurred during the Saturday morning brunch. State Directors of Adult Basic Education or their representatives from four of the MPAEA states sat on a panel discussion sharing the local challenges they face and talked about how they are trying to overcome them. Thank you to Douglas Glynn from Colorado, Peggy Nelson from Idaho, Mary Katherine Moen from Nevada, and David Steele from Utah who took time from their very busy schedules to participate.

This event was of obvious interest to all in attendance and led to a discussion between the panelists and the audience which opened up the potential for an association-wide effort to be made to speak out in favor of the reauthorization of the Workforce Investment Act which is due to end in two years. Keep tuned for more information on this.

Submitted by Blair Liddicoat



Honor Society Inductees Julia de Los Reyes, Francis Pennington, David Lopez

## Congress Online Project

The Congress Online Project is a two-year project to study Congress' use of the Internet and to help congressional offices use Internet technologies to inform and communicate with constituents, reports, and the engaged public more effectively.

But, according to the report, a gap exists between what Web audiences want and what most Capitol Hill offices are providing on their websites. Instead of providing basic legislative information such as position statements, rationales for key votes, status of pending legislation, and educational material about Congress, offices are using websites primarily as promotional tools—posting press releases, descriptions of the member's accomplishments, and photos of the members at events.

As a result, this report provides substantial data on the five essential building blocks of an effective website—audience, content, interactivity, usability, and innovations. This information is useful not only for Congressional sites but also for any website in general.

To access the Congress Online: Assessing and Improving Capitol Hill Web sites, go to <http://www.congressonlineproject.org/webstudy2002.html>

Taken from infocus

It is not because things are difficult that we do not dare.

It is because we do not dare that things are difficult.

### MPAEA Recognizes Members During Annual Conference

Every year a member from each state of the Mountain Plains Region is recognized for support of and dedication to adult education. The Award of Excellence recipients for the year 2002 were:

- Jacquelyn Power, Arizona
- Ray Peterson, Colorado
- Joan Davies, Idaho
- Mike Joyce, Montana
- Marta Hall, Nevada
- Roger Porter, Utah
- Rom Bushnell, Wyoming.



Jacquelyn Power, Arizona

The Award of Merit is the highest award given by MPAEA. It is given to only one individual from the entire membership. Award of Merit recipients are recognized for "over and above" devotion to the cause of lifelong learning. This year's recipient was Miriam Kroeger, Arizona. Miriam is very deserving of this award. Congratulations to award recipients! *Job well done.*



Joan Davies, Idaho



Miriam Kroeger  
receives Award of Merit



Marta Hall, Nevada



## Institute for Literacy

The National Institute for Literacy and Partners, America's Literacy Directory, maintain a national online database of literacy programs to connect employers, learners, volunteers, social service providers to information about literacy programs in all 50 states. The site also lists ESL programs. Users enter their zip code, city, and state; and the site lists the names, addresses, and telephone numbers of program facilities within 5 to 100 miles of your location.

See: <http://www.literacydirectory.org/>

## Three from MPAEA Elected

The National Adult Education Professional Development Consortium (NAEPDC) recently elected three MPAEA members from Area IV to the Executive Committee. This is a two year commitment so these individuals will be active participants in the future of Adult Education.

Those elected were:

Mary Weaver, California

Shauna South, Utah

Shirley Spencer, Idaho

The Consortium is an excellent vehicle for programs in the west to be heard at the national level. This is a connecting arm to the U.S. Office of Vocational and Adult Education. NAEPDC works with the National Institute for Literacy and the National Center for Adult Literacy.

In the ten years since its inception, NAEPDC has established itself as a major force in the adult education community. More than 50 states and territories are members.

Submitted by Shauna South

## News from Montana

Let the Circle Be Unbroken: Implementing PowerPath Accommodations

PowerPath is an intake, diagnostic screening, and intervention system that is required to be implemented by all Montana ABE/Literacy programs. A successful workshop was hosted by the Billings Adult Education Center on April 26th. The purpose of this in-service training was to provide a better understanding of PowerPath and its place within the classroom. Twenty-four adult educators from Eastern Montana *power worked* their way through the workshop by learning, laughing, and eating.

The objectives of the workshop were to provide an overview of common learning difficulties and an overview of PowerPath, to provide educators an opportunity to collaborate on current practices in the classroom, and finally to merge classroom practices with recommended PowerPath accommodations. Participants first listened to Billings School District #2's Program Specialist Cathy Downey discuss

learning disabilities and accommodations within the classroom. Following that, Charlene Hurd and Kathy Jackson from the Billings Adult Education Center provided background on PowerPath and demonstrated items from the PowerPath kit. Finally, everyone was divided into groups with the goal being to look at recommended PowerPath accommodations and discuss what other strategies teachers might be implementing without realizing that they are already making accommodations. Far too often educators may feel that something "new" is on the horizon when, in actuality, they are already implementing some of the suggested recommendations.

The workshop was a great introduction for those just learning about PowerPath. This summer Montana adult educators will have another opportunity to enhance their knowledge of Power Path by attending the Montana Summer Institute in Bozeman. By the time all of the training is done, educators will find the cycle to be complete: *from trainer, to teacher, to student.*

Submitted by Norene Peterson





## Professional Development Scholarship Recipients

Each year, the MPAEA offers professional development scholarships of up to \$500 to one recipient per member state. This scholarship may be used to attend conferences or to engage in other staff development activities such as research during the year.

This year's Professional Development Scholarship recipients were:

Mary Fry—Arizona  
Jackie Candelaria—Colorado  
Krishnamoorthy Krauppiah—Idaho  
Joanne Rolfes—Montana  
Vicki Newell—Nevada, for Jackie Kearns  
Cindy Krueger—Utah  
Sondra Nelson—Wyoming

## Memorial Scholarship for Graduate Studies

MPAEA offers up to \$1000 annually to a graduate student enrolled in a graduate degree program in adult education or closely related field or 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. This year's recipient of the Memorial Scholarship for Graduate Studies was Barbara Eldridge from Idaho.

MPAEA also offers the Scholarship for Innovation. This Scholarship promotes innovative approaches to adult education and development of new models which have potential for replication in other adult and continuing education programs in the Mountain Plains area. This scholarship is highly underused by the membership of MPAEA. No award was given this year. *So, everyone should begin right now to think about what could be developed to improve a program or develop a new program, and then apply for this scholarship next year.*

cont. from pg. 1

eed journal—a prospect for enhancing your professional resume. Further, I encourage you to apply for the many individual and state monetary scholarships offered each year, or to submit names of colleagues for recognition at the annual conference. Traditions and stability are the glue that holds an organization together. If we continue in the same pursuit of quality education and service to adults which was evident in the early days of the organization, MPAEA is good to go for another 60 years.

All who participated in this year's conference enjoyed a line-up of topics that suited the neophyte as well as the seasoned adult educator. Participants had ample opportunity to meet with colleagues in scheduled workshops or breakout sessions, and through "table talk" both at scheduled conference meals or at any one of the nearby restaurants. About 40 conference-goers opted to attend a Diamond-back baseball game and, according to Norene Peterson, Montana Senior Board Member, "AZ had lost the previous two games, but MPAEA brought them luck; they won 7-3, snapping the New York Met's six-game winning streak." She continues, "the highlight of this event was seeing the 2001 World Series trophy, the stadium's retractable roof, enjoying the great weather and terrific fellowship." The Conference provided a balance of professional development activities with sufficient opportunities for networking socially with colleagues.

The 2002, 60th Anniversary Year, MPAEA Conference committee was a good one! Next year, we expect a similar invigorating, quality, pleasurable experience in Reno. Hope to see you there. But for now, THANK YOU Arizona for a job well done!

## Historical Insert

Beginning in the early 1940s, adult educators from the mountain plains area held conferences in Denver, Colorado. Two major assumptions made leaders and agencies willing to commit themselves to the great task of organizing and conducting these conferences.

First, there was a conviction among these pioneer workers that the adult education movement was tremendously important. Second, there was a realization that adult education is a complex field and that a vast array of organizations and agencies are involved in it.

As adult educators from the original four-state region met together year after year, they became convinced that there were real opportunities for cooperative action. As a result of the chain of events which extended over a period of years beginning in the mid-1940s, the Mountain Plains Adult Education Association (MPAEA) was formed at the business meeting of the Eighth Mountain Plains Adult Education Association Conference held in Denver, Colorado, in March, 1953. The constitution was drafted and adopted a year later.

The original four states were Wyoming, Colorado, Utah and New Mexico. In 1960 Arizona, Idaho, and Nevada joined the organization. Montana chose affiliation in 1988.

The first President and Founder was Clarence Jayne from Wyoming. The enthusiasm and pioneering spirit expressed by the adult educators who chartered MPAEA are still evident today.

Taken from *The Voice of Our History 1945-1995* This publication is available on the MPAEA website and ERIC.



## Workplace Essential Skills Workshop

On April 12, Donna Bakke and Cathy Smyers of the Dickinson Lifelong Learning Center in Missoula presented a Workplace Essential Skills (WES) Workshop to Eastern Montana adult educators, literacy providers, and agency personnel. Approximately 30 people attended and were pleased when they left with WES videos and materials!

Donna and Cathy provided an overview of WES, its purpose and organization. Participants learned that WES, sponsored by PBS Literacy Link, is a video and web-based instructional system that builds the basic skills essential for success in the workplace. The goal of the series is to be practical in nature "by teaching reading, writing, communication, and math skills in the context of how they are applied on the job. It also features strategies like teamwork and problem solving and applications such as reading charts, estimating, and measuring." (PBS LiteracyLink WES)

Participants viewed selections from the videos and web-based lessons along with learning about teacher-designed materials that have enhanced the project. Cathy and Donna had implemented WES as a part of the Quality Initiative Program that Montana has been participating in with other states from the Northwest. For more information about the project, go to [www.nwlines.org](http://www.nwlines.org) and click on Montana. Then click on Montana Quality Initiative under Special Features. Take a look at what Montana is doing for its literacy providers and students!

Submitted by Norene Peterson

## Lifelong Learning Trends

Using census data, Lifelong Learning Trends examined major demographic trends in the United States with the following implications.

**1. Population Trends**—*The racial and ethnic composition of the United States is changing.* The Hispanic population is expected to increase by 63 percent between 2000 and 2020 to 55 million. Another trend is the aging of the population. The U.S. population over the age of 60 is expected to grow from 45 million in 2000 to 91 million in 2030. But, the 20-59 year old population will grow only by 14 million. Thus, increasing the education and skill level of the workforce to raise productivity will remain crucial.

*Regional population patterns are changing.* Western states are growing fastest. This has major implications for state education systems. Suburban areas are growing faster than central cities. Another major trend is that the proportion of 'married-with-children' households is falling while the single-person and unrelated persons households are rising.

**2. Enrollment Trends**—*The overall level of educational attainment in the United States is rising.* Two-thirds of high school graduates enroll in postsecondary education and more students take AP courses. While higher education enrollments at all age levels continue to grow, the strongest growth in the past two to three decades has been in part-time enrollments of students over 25, particularly women.

*Higher education enrollment rates of under-represented minorities continue to improve.* African American high school graduate enrollment in postsecondary education has raised from 42 percent to nearly 60 percent. Hispanic high school graduate enrollment rates are also increasing.

**3. Rising Costs**—*High college tuition and fees are a deterrent but the added earnings potential individuals gain is quite significant.* The cost is generally agreed to be 'worth it'.

*Students create strategies to pay for college.* Attending part-time can enable students to more easily work while in school. Some 20 percent of graduate students receive employer assistance for education.

**4. Trends in Workforce Needs**—*The Bureau of Labor Statistics projects that most of the fastest growing jobs not classified as low- or very low-paying require some postsecondary education.* Data suggests a link between a more highly skilled workforce and increased economic productivity.

*About 24 percent of corporate spending on training is spent outside the organization.* IT and professional skills are the most common types of training paid for by employers.

**5. Technology, Global and Other Trends**—*Information technologies, particularly the Internet, have dramatically influenced the way we work, learn and spend.* In 1998, enrollments were 710,000 but by 2000 enrollments were estimated at 1.42 million.

*The global economy is growing more integrated.* Trends in international education exchange, travel, and immigration influence education spending and student performance.

WAY

PASS



### MPAEA Learner of the Year and Educator of the Year Awards

Each year the host state selects an exceptional teacher to receive the Educator of the Year Award. This award recipient not only receives a plaque but a stipend of \$250. **This year's recipient of the Educator of the Year Award was Rusty Ackerman.** Rusty began working for the Adult Education Program in 1990 as a part-time ABE/GED instructor. Now he has taken on a remarkable challenge as Coordinator of Refugee Education Project and Project RAISE. Both of these programs are filled with students living on the margins of society. Refugees from all over the world come to learn English and connect with the community. He continues to give his best to the students and staff of adult education. Congratulations, Rusty.

Also, each year the host state selects a student who has worked extremely hard and overcome many barriers to education. The Learner of the Year Award recipient receives a plaque and a stipend of \$250. **This year's recipient of the Learner of the Year Award was Cira del Carmen Villarreal.** While working a full-time job at night and going to classes during the day, Cira was able to complete her GED. She also received the training for CPR certification. At the same time she was able to give her special needs child (autism) the love and compassion required. Because of her experiences she was the perfect volunteer for special education classes. Cira generously assists her fellow students with tutoring and encouragement so they might achieve their goals. Congratulations, Cira.



Robert McCall  
chats with  
Amilia Carillos



The beautiful Arizona desert





Nevada President Jackie Kearns  
and  
MPAEA President Yvonne Hauwiller  
discuss MPAEA at the  
Past-presidents' Invitational luncheon



Networking at the  
Diamondbacks' game



State Directors Douglas Glynn, Colorado; Mary Katherine Moen, Nevada;  
MPAEA Past-president Blair Liddicoat; Peggy Nelson representing Shirley Spencer, Idaho  
and David Steele, Utah



## Brief History of ABE in New Mexico

Small local adult education efforts in New Mexico have been reported as early as 1917. In Taos, a group of Spanish-speakers met in an elementary school to learn to read. They read Spanish newspapers and held discussions on current events. Reports on activities in the 1950's and 1960's describe night classes in basic skills and English as a Second Language held in Albuquerque, Santa Fe, several of the Indian reservations, and a few other small communities. Classes were offered only where there was no state or federal funding. Some classes were supported by the local public schools and others by the adult students themselves.

Formal Adult Basic Education (ABE) in New Mexico began in the mid-1960's. In 1964, the Economic Opportunity Act provided funding for state education agencies for ABE. Then in 1966, passage of the Adult Education Act increased the focus on ABE, and additional funds were available to state and local education agencies for new purposes. Funds could be used to pay for instruction, hire and train adult educators, and to develop new techniques and curricula specific to the needs of adult learners.

The Adult Education Act funds made ABE classes possible all over the state. Many communities increased the number of classes they offered and others were able to hold classes where they had never been before. By 1971, ABE classes were available in 38 locations. This was an exciting and challenging time in adult education.

In the mid-1970's, the State Department of Education decided to begin moving ABE programs from public schools

to post-secondary institutions and had done so by the early 1980's. The transition to colleges removed some of the stigma of going back to school. Previously, classes were occasionally offered in elementary schools. Some students related that classes in an elementary school brought back so many unhappy memories that they did not want to attend. Most ABE students report being more comfortable coming to an adult-oriented environment and are pleased about the move from public schools to institutions of higher education.

The 1960's were characterized as the formative years; the 1970's were a time for legislative action and getting the news out about adult students and their needs; the 1980's were a time for developing a continuum of educational offerings and building the "employability factor" into ABE.

Today, as in the past, many ABE classes are like a one-room school house with many students working at a variety of levels on a variety of subjects. Teachers are required to teach many different things during one class period.

In the larger programs, however, there are now more classes offered at individual levels on specific topics. Learning centers and classrooms are often equipped with computers as well as a variety of instructional materials developed specifically for adults. Through the dedicated efforts of many teachers, administrators, volunteer tutors, support staff, legislators, and students, ABE in New Mexico is great and getting better every year.

New Mexico Coalition for Literacy Submitted by Diana Lopez

Cont. from pg. 2

a thoughtful discussion of community and continuing education and also provided some good feedback for future conferences.

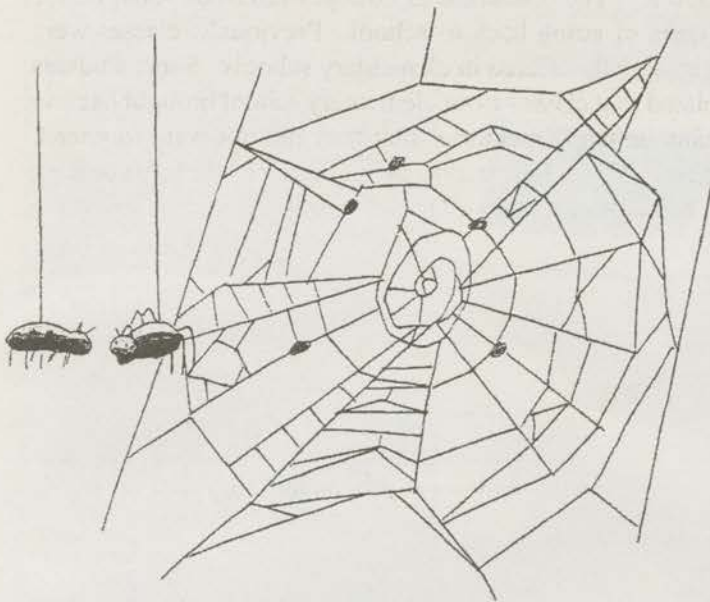
The conference isn't quite over for the committee. We're still paying the bills, tabulating evaluations, writing notes and looking at feedback on what happened so that next year's conference in Reno, Nevada will be even better. If you have any additional comments you would like to make about MPAEA 2002 or suggestions for next year, please contact Miriam Kroeger or Connie Armstrong. Their addresses and/or emails can be located on the MPAEA website at [www.mpaea.org](http://www.mpaea.org).

Submitted by Miriam Kroeger



Julee Henson excited by the \$\$ raised for scholarships.





**"Excuse me...I just want to check how many hits I've had on my web site."**

Taken from PARADE MAGAZINE

## 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  
Lewis-Clark State College  
500 8th Avenue  
Lewiston, ID 83501

For more information contact email,  
[mpaeajournal@lsc.edu](mailto:mpaeajournal@lsc.edu).

## MPAEA Membership Application

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

Lou Workman, Treasurer  
Southern Utah University  
833 Wipishani Lane  
New Harmony, UT 84757

Membership applying for: (Please check one)

### Individual

Individuals	\$20
Libraries	\$20

### Institutional

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

*All membership dues are tax deductible*

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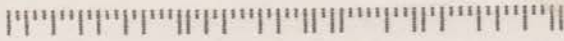
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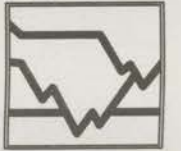




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Mountain Plains  
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### Upcoming Events

- June 11-14, 2002 MAACE Summer Institute 2002, Montana State University, Bozeman, Montana.
- June 18-20, 2002 Comprehensive Adult Student Assessment System (CASAS) National Summer Institute, San Diego, California. Contact 1-800 255-1036 ext. 351
- October 2-4, 2002 Wyoming Lifelong Learning Association Conference, Torrington, Wyoming.
- October 20-22, 2002 Idaho Lifelong Learning Association Conference, *Paths to Discovery*, Sun Valley, Idaho. Contact Chris Heyer at [heyerchri@ida.net](mailto:heyerchri@ida.net).

