

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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Newsletter, November, 2002



THE PRESIDENT'S PLACE

Yvonne Hauwiller

Fall is wonderful! It is a time to cherish the beauty of sunlight streaming through brilliant red, orange, and yellow foliage, or a walk through crisp, crunchy fallen leaves. We educators have returned from our summer renewal. Fall is also a time for conferences and workshops. For me, this fall has been particularly pleasurable because as MPAEA President I have had the opportunity to travel across Wyoming, Montana, and Idaho to attend state association conferences. In these few paragraphs, I will share a few of the activities and ideas that I experienced at these meetings.

The first conference, Wyoming Lifelong Learning Association (WLLA), was held at Eastern Wyoming College in Torrington, Wyoming—just near the Nebraska border. Since air service is not as convenient as it is to hub cities, my husband and I drove to Torrington. Besides, driving there was half the fun as it was sunny and clear and we got a perspective of the size of the state. A lively presentation from the museum curator helped us imagine the pioneers' travels on the Oregon or Mormon Trail—suggesting that some of the conference-goers might be descendants of those early adventurers who crossed the state in wagon trains. What courage and tenacity was needed to make such a strenuous trip! Today as you drive on the highways and by-ways of Wyoming, you will see the ever-present railroad with long trains carrying goods to destinations thousands of miles away.

A WLLA presenter, and later one at MAACE in Montana, talked "About The Generations" including the silent generation, the baby boomers, the X'ers, Y's, and the upcoming millennium generation. I realized that within our adult education and higher education classrooms we may have the descendants of those early pioneers, but each

has been marked by the influences of the 20th, and now the 21st century. It is a challenge to teach this generationally diverse group—but how stimulating and empowering it can be!

In Great Falls, for the first time, the Montana MAACE conference planners provided an opportunity to welcome the often-reticent newcomers. Through a membership survey conducted last year, it was learned that some people feel intimidated by "those people who seem somewhat aloof and are in charge of everything." Those members in leadership roles, working on committees, serving as board members, or otherwise more interactive may be viewed as cliquish. It really doesn't matter how far from the truth it might be; the survey revealed that perception. At registration blue stickers were used to identify the new conference attendees. During the first morning's breakfast, they were invited to a roundtable discussion with MAACE veterans who shared with them the mission of the organization, the bylaws, awards, scholarships, and other membership opportunities. Through-

Continued pg. 8

Contents	
President's Message	1
MPAEA Governing Board and Directors	2
MPAEA NAEHS	2
Dynamic Program	3
Nevada Certification	3
State News	4
Emeritus Status	5
Journal RFP	6
Journal Criteria	7
GED Practice Tests	8
Copyright Bill	9
Opening Doors	9
Spring Election	10
Membership Application	11

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Journal of Adult Education

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MPAEA NAEHS Project—Year 2

Those who attended the MPAEA Conference in Phoenix last April know that we initiated an exciting new project we call the MPAEA NAEHS Project. NAEHS is the National Adult Education Honor Society and it is very much like the National Honor Society for high school students, except in this case, it honors adult students. MPAEA recognized the efforts of three Arizona NAEHS inductees at our Phoenix conference awards ceremony for the first time and it was an exciting addition to the ceremony.

The next conference is in Verdi, Nevada, and we hope to take this project to a higher level by not only paying tribute to the accomplishments of three NAEHS inductees from Nevada, but also to those from the other MPAEA states. In order to do this we need to give you some guidelines right now. These apply only to programs that have an NAEHS charter. If that is you, read this section of the article carefully. If your program doesn't have an NAEHS charter, I will share important information for you in the rest of this article.

For those programs with an NAEHS charter:

1. Each state association will be able to select up to three NAEHS inductees from their state's programs to be recognized at the Nevada Conference Awards Ceremony.
2. Each program will be able to nominate up to two of its NAEHS inductees to its state association for consideration to be selected as one of the three from your state to receive MPAEA conference recognition. These students must be current year students in your program or as further defined in item 4 below.
3. March 1st is the deadline for state associations to receive nominations from their state programs.
4. A student cannot be nominated to the state association by his/her program unless he/she is already an NAEHS member. This means programs must hold their NAEHS inductions in time to meet the March 1st nomination deadline. Some programs inducted students into the NAEHS after the Phoenix conference last year. Those inductees are eligible to be nominated by their program for this year's Nevada conference recognition.
5. If a program does not hold its NAEHS induction by the March 1st deadline, those inductees will be eligible for the Montana conference recognition in 2004.
6. State associations will have to select their maximum of three NAEHS members and notify the MPAEA Awards Committee Chair by March 17th at pthorpe660@msn.com.
7. State associations will also be responsible for submitting a 150-word biography on each of the inductees to the MPAEA

Continued page 5

MPAEA WEBSITE
www.mpaesa.org

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

DYNAMIC PROGRAM IN MPAEA REGION

EL/Civics in Colorado

In response to the needs of its growing adult ESL population and the programs that serve these students, the Colorado Department of Education funded the development of two EL/Civics projects during FY2002.

The EL/Civics Activities Packet was developed by Spring Institute for Intercultural Learning and initially disseminated to Colorado's ESL providers at regional trainings held in August and September, 2002. Based on two Equipped for the Future (EFF) learning purposes and two related CASAS competency statements, Spring's packet includes a series of civics activities that provide students with opportunities to apply their language skills to real life situations and to interact with actual civics systems and institutions. The Core Document is organized by life skills areas and includes activity options grids and resource pages. The grids indicate the two CASAS competencies plus topics, systems, services, or issues within the life skill area that could be the focus of EL/Civics lessons and includes pages listing Federal and State government agencies that provide information, materials, and services related to each life skill area and include space for instructors to add local resource information.



Sometimes you get a brainstorm, sometimes you only get the clouds.

Purpose of Nevada's ABE Certificate of Performance

- ◆ To recognize and honor the competence and performance of ABE/ESL instructors and tutors by providing them "proof" of proficiency.
- ◆ To ensure instructor/tutor awareness of program, state, and federal goals.
- ◆ To provide stakeholders evidence of Nevada's commitment to quality adult education.

Navigating the American School System was created by the Harrison School District 2 Adult and Family Education Program and offers ESL parents an overview of the American public school system from a Colorado perspective. The curriculum consists of six units—General School Information, Student Enrollment, Student Rights and Responsibilities, Parent Rights and Responsibilities, Report Cards, and Parent Involvement Opportunities—and includes both a teacher guide and reproducible student text. While the student text features materials specific to the Harrison School District, instructors can easily substitute equivalent forms from their local schools.

Both projects' documents will be available on the Colorado Department of Education website. Watch [Http://www.cde.state.co.us/index_adult.htm](http://www.cde.state.co.us/index_adult.htm) for their release.

Submitted by Bili Furney

Nevada's Outcome-based Certificate of Performance

Last spring, Nevada implemented the nation's first outcome-based certification system for Adult Basic Education (ABE) instructors and tutors. Unlike traditional teacher certification systems that recognize a practitioner's readiness to teach, Nevada's Certificate of Performance recognizes proven competence and performance in the ABE/ESL classroom or tutoring environment. It was designed to recognize and honor practitioners for achieving outcomes that support Nevada's State Plan or the objectives of their individual programs.

In order to receive a Certificate, an instructor or tutor must present evidence showing that he or she met specified retention and educational gain criteria at least twice during the past two years. The initial Certificate is valid for three years. Renewal requires that practitioners continue to meet the student outcome criteria and that they participate in at least 30 hours of meaningful staff development as well.

ABE program directors, coordinators, instructors, and tutors worked for nearly two years to develop the system and ensure that it was fair, objective, uncomplicated, inexpensive, and meaningful to all stakeholders.

This voluntary program has been extremely well received by Nevada's practitioners. Nearly 50 educators successfully applied for Certificates during the first six months of operation. Also, program directors report that the process has helped them focus attention on accountability issues and highlighted areas for program improvement.

For more information about Nevada's Certificate of Performance, visit www.literacynet.org/nevada or contact Project Coordinator Sharyn Yanoshak, (702) 253-6280 or saylv@lvcm.com.

Submitted by Sharyn Yanoshak

News from Montana

The Montana Association for Adult and Community Education (MAACE) held its annual fall conference October 17-18 in Great Falls. The conference featured speakers and breakout sessions carrying out the theme, *Discovering the Heart of Teaching Through Diversity*.

The first speaker of the MAACE Conference was special guest Linda McCulloch, Superintendent of Public Instruction for the state of Montana. Ms. McCulloch welcomed conference participants and talked about the importance of the role of adult education in Montana.

At Thursday's luncheon, Native American educator Dr. Murt McCluskey shared an overview of issues, cultural characteristics, and mistaken ideas about the American Indian. With humor and story telling, Dr. McCluskey provided the audience with tips and suggestions to help us work successfully with Native American students.

Mark Willmarth of Vision West, Inc. addressed issues of "age diversity" and generational conflict. Mark provided conference participants with handouts outlining the characteristics and values of different generations. "Through understanding of the values and expectations of different age groups," he said, "adult educators can be more *generationally friendly* in the classroom."

Maureen G. Mulvaney, a nationally known motivational speaker, closed the conference with an entertaining presentation, "How to Keep from Going Bonkers in Education Today." Some of her suggestions included: remember why you chose to be an educator, be excited about what you do, cheer your fellow teachers for their accomplishments, and use humor in your classroom.

The breakout sessions covered many topics over the two-day conference. Educators had the opportunity to learn

about software products from Plato and Steck Vaughn, the latest brain research, and effective practices in Indian education. Some educators learned how to use Power Path to assess learning difficulties and others discovered how to use Northwest LINCS as a teaching and communication tool. Other sessions covered the power of communication, using data, ESL tutor training, and working with your legislators.

During the conference business meeting, MAACE gave out four annual recognition awards. Lucy Smith, a dedicated LVA tutor, volunteer and former director of the LVA-Flathead received the Education Leadership Award. This award is given to a professional educator who has provided exemplary leadership for Adult Education, Community Education, and/or Family Literacy for his/her agency or organization. The Billings Vocational Rehabilitation Office (BVRO) received the award for Community Leadership. BVRO is an agency that works with adults needing education and/or job training for employment purposes. Pat Lifvendahl of Missoula received the Outstanding Volunteer Award. She has volunteered with the Missoula Adult Education Program since 1988 and helped dozens of students. The Outstanding Adult Learner Award was given to Muriel Rossberg. Muriel was recognized by the Great Falls Skyline Education Center for receiving her GED in February of 2002 and for being an inspiration to learners of all ages.

In addition to all the learning opportunities at the fall conference, some time was set aside for fun. MAACE members were treated to a reception at the Lewis and Clark Interpretive Center located on the Missouri River. The food and refreshments were wonderful and those who stayed long enough were delighted by a beautiful sunset.

Continued page 11

News from Colorado

The State of Opportunity

The year 2002 saw the release of the Bell Policy Center's initial annual report on the state of opportunity in Colorado. Conducted under the direction of Andy Hartman, director of policy and research at the Bell and former director of the National Institute for Literacy, the report discusses eight gateways to opportunity that provide the best means of breaking the cycle of dependency that many Colorado families struggle to overcome. One of the eight gateways is Education and Training for Adults. Noting that only four percent of Coloradans over 25 years old who do not have a high school diploma or GED are currently served through adult basic education and ESL programs, *The State of Opportunity* concludes that Colorado is not doing enough to provide adults access to these services and recommends that the state match federal funding for ABE and ESL programs. View the entire report at www.thebell.org.

Colorado Family Literacy Act (COFLA) of 2002

The Colorado Family Literacy Act (COFLA), which recognizes family literacy as an effective strategy in closing the achievement gap and establishes a Family Literacy Education Fund, was signed into law by Governor Owens this summer. The funding to implement COFLA would come from gifts, grants, and donations made to the Family Literacy Education Fund. The Act contains an automatic repeal provision. If sufficient funds were not deposited into the Fund by December 1, 2002, the Act would be repealed. Led by the Colorado Adult Education Professional Association (CAEPA) and with the support of the State Board of Education, Colorado's adult education providers pursued donations to the fund to ensure that COFLA remains on the books. For more information on the Family Literacy Education Fund, go to www.cde.state.co.us/cdecare/index.htm#CFLEF.

Submitted by Bill Furney

"Remember
why you
chose to
be an
educator."

Cont. from pg. 2

Awards Committee by March 17th. The bios will be read at the awards ceremony as individual recognition of each inductee.

8. Be sure to include the person's mailing address in the biography so MPAEA can mail him/her a certificate of recognition.

Remember that each year the three inductees from the conference host state are invited to attend the MPAEA Conference Awards Ceremony so they can be honored in person by the entire MPAEA region. Travel costs prevent those inductees from the other MPAEA states from attending the conference so they will be commemorated in absentia through reading the biography and awarding the certificate.

Now, what if your program does not have an NAEHS charter? Like the saying goes, you can't win if you don't play. So, you need to talk with your program director and get his/her commitment to start a charter as soon as you can. It is actually very easy to start a charter.

The best way to get information about NAEHS is to visit its website at www.naehs.org. You will find everything you need to know including a charter application that you can submit by mail, phone, fax, or online. There is a \$50 start-up fee per charter and you receive a very nice looking NAEHS banner that you can use at your inductions.

Some points worth highlighting include:

1. There is a \$12 per inductee fee to pay for the recognition materials you receive from NAEHS. Each inductee receives an NAEHS lapel pin, certificate, and a letter of recommendation.
2. If this fee is problematic for your program you can approach civic groups like Rotary or Lions' Club and ask them to sponsor so many NAEHS inductees each year.
3. Each year you hold an induction you receive a roster with the names of

your inductees that can be hung on the wall in your program office or learning center.

4. Each program should decide on selection criteria for its NAEHS nominees. You don't have to use the criteria suggested on the NAEHS website.

5. Although the web page says a minimum of 10 inductees is required each year, this is not the case. Lloyd Weaver, the originator and director of NAEHS, is quite flexible. He is most interested in seeing adult students receive recognition.

6. If you already hold an annual GED Graduation you can build your NAEHS induction into it or hold a separate induction because some of your inductees might be ESOL students. From my experience, the induction does not have to be fancy to be appreciated and it does not take long to plan.

7. NAEHS allows students from prior years to be inducted into the honors program. However, remember that the MPAEA NAEHS Project has different eligibility requirements as specified in the first part of this article.

In conclusion, if you have any doubts about the value of starting an NAEHS charter or think it will be too much trouble and not worth it, I urge you to contact any program that has become part of this wonderful organization. If you don't know who those programs are, you can contact me at blair.liddicoat@riomail.maricopa.edu or 480-517-8108 and I will be happy to give you my perspective. If you have any questions on how to start a charter, you can speak with a participating program or contact Lloyd Weaver, Mr. NAEHS himself. The NAEHS website tells you how to reach him.

Please join me in Verdi, Nevada, at the MPAEA Conference Awards Ceremony, and join the list of programs with NAEHS charters. Help this MPAEA NAEHS Project grow!

Submitted by Blair Liddicoat

EMERITUS—what does it mean in MPAEA?

The dictionary describes emeritus status as "honorably retiring from assigned duties but retaining one's title. However, emeritus status does not necessarily imply one is inactive."

What can you offer to MPAEA as an emeritus member? Achieving emeritus status in MPAEA should not mean that you just sit back and watch the younger members do all the work. Emeritus members in MPAEA are valued members who can lend their expertise to the President and the Board of Directors. How? By attending the conferences, by attending the Past Presidents' Roundtable luncheon and voicing an opinion and/or offering advice on current issues, by continuing to vote on the candidates.

What do you receive from MPAEA as an emeritus member? Emeritus members achieve lifelong membership, continue to receive all publications, continue to have voting privileges, and can attend conferences at a reduced rate.

Who is eligible for emeritus status? Any person who has retired from their profession and has been a member of MPAEA for the last 5 years is eligible for emeritus status. If you are thinking of retiring or if you know of any current member who is thinking of retiring, a form is available to apply for emeritus status. The form can be obtained by contacting President-elect Lou Workman at workman@suu.edu or Treasurer Sandra Grant at sgrant@usoe.k12.ut.us.

It is important for emeritus members to remain active in the organization as mentors and as a resource for the governing board. Several of you have already received this distinguished honor and you are challenged, if at all possible, to attend the conference next spring in Verdi, Nevada. Wouldn't it be wonderful to once again meet and greet old friends. Perhaps, even make a few new ones.

Call for Journal Editorial Board Members

Proposals are now being accepted for editorial board positions on *MPAEA Journal of Adult Education*. These non-compensated professional appointments will be awarded to 16 individuals (2 from each member state) who demonstrate an ability to evaluate scholarly research and writing. MPAEA members who are interested in serving on the editorial board are encouraged to submit a proposal. Existing editorial board members should also submit a proposal to reaffirm their ability and commitment to continue serving on the board.

Editorial board members serve an important role in publishing an academically rigorous journal. Board members critically evaluate journal submissions and insure high-quality manuscripts are published in *MPAEA Journal of Adult Education*. Individuals who are interested in serving on the editorial board should meet the following requirements. Each applicant should:

- be a member of MPAEA in good standing;
- be committed to serve a 2 year term on the editorial board;
- have written a thesis, dissertation, or comparable research project;
- have conducted and published research in peer-reviewed journals;
- have an understanding of statistics and research methods; and
- be skilled at critically evaluating a study's purpose, theoretical underpinnings, design, conclusions, and implications.

Those who are interested in serving on the *MPAEA Journal of Adult Education* editorial board, should submit a written proposal to the following address:

Dr. Andy Shinkle and Dr. Pam Dupin-Bryant
Editors, *MPAEA Journal of Adult Education*
Utah State University Brigham City
265 West 1100 South
Brigham City, UT 84302

Written proposals should include: (a) a letter of interest - outlining the applicant's academic background and ability to evaluate scholarly research/writing and (b) a current vita. Proposals should be postmarked no later than December 15, 2002.

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). The Editors of the *MPAEA Journal of Adult Education* encourage the submission of clearly written research articles, technique manuscripts, and book reviews which have the potential of stimulating thought, discussion, and inquiry.

The criteria for evaluating each manuscript will be based upon:

- (a) potential contribution to the improvement and/or understanding of practice,
- (b) clarity of purpose,
- (c) logical relationship to conceptual base,
- (d) writing style,
- (e) general scholarship,
- (f) strength of conclusions,
- (g) implications for practice,
- (h) adherence to submission guidelines.

Article Categories

MPAEA Journal of Adult Education accepts submissions in the following categories:

Research Articles. Discuss concepts, theory, and research findings of particular interest and significance to adult education professionals. Maximum length: 3,500 words including abstract, figures, and references.

Technique Articles. Describe examples of innovative practice and procedures in relationship to recognized principles of adult education research and practice. Maximum length: 1,000 words including abstract, figures, and references.

Book Reviews. Describe the content of a book, evaluate the book's success in accomplishing the intended purpose, and give a recommendation based on the book's relevance and benefits to adult education professionals. Maximum length: 1,000 words. Do not include an abstract.

Letters to the Editors. Readers are invited to submit letters, rebuttals, and comments related to published articles or ideas reflected in the *MPAEA Journal of Adult Education*. Letters should be no longer than one typewritten page.

Submission Guidelines

Original manuscripts should be organized and submitted as follows:

1. **Title Page.** The title page should include the following: (a) the title of the manuscript,

(b) the full names of authors, institutional affiliations,

- and positions of the authors,
(c) a typewritten, signed, and dated warrant statement as follows:

I hereby confirm the assignment of first publication rights only in and to the manuscript named above in all forms and media to MPAEA effective if and when it is accepted for publication by the *MPAEA Journal of Adult Education* editorial board. I warrant that my manuscript is original work and has not been accepted for publication by another periodical. I further warrant that my work (including tables, figures, photographs, and other illustrative material) does not infringe upon any copyright or statutory rights of others, does not contain libelous statements, and that editorial board members, staff, and officers of MPAEA are indemnified against all costs, expenses, and damages arriving from my breach of the foregoing in regard to this manuscript. I acknowledge that the *MPAEA Journal of Adult Education* is relying on this statement in any publishing of the manuscript's information. Finally, I acknowledge that articles printed in the *MPAEA Journal of Adult Education* become the property of the Mountain Plains Adult Education Association and that permission must be granted for reprinting articles.

2. **First Page of Text.** Do not include your name or affiliation on the first page of text or on any subsequent page.

A. Research articles and techniques manuscripts.

The first page of the text should (a) repeat the manuscript title and (b) include an abstract of no more than 100 words that summarizes the manuscripts purpose, methods, and conclusions.

B. Book reviews. The first page of the text should include the book's bibliographic information (i.e. title, author(s), publisher, place and date of publication, number of pages, and price) immediately followed by the book review.

3. **Formatting.** Manuscripts should be typewritten, double-spaced with 1 inch margins and should be printed on 8 1/2 x 11 inch plain white paper. All manuscripts must conform to the American Psychological Association (APA) style requirements. For rules governing references and style consult the *APA Publication Manual of the American Psychological Association (Fifth Edition)*.

4. **Submission.** Mail four stapled copies to:
Dr. Andy Shinkle and Dr. Pam Dupin-Bryant
Editors, MPAEA Journal of Adult Education
Utah State University-Brigham City
265 West 1100 South
Brigham City, UT 84302

Subscription Information questions should be directed to sgrant@usoe.k12.ut.us or vickkath@isu.edu.

Cont. from pg. 1

out the conference I noticed that the newcomers were often greeted with a handshake or "hello and how are you." The Nevada Committee is planning to do a similar welcoming activity at MPAEA this year. So, when you are at Boomtown in April next spring you'll have the chance to introduce yourself to someone attending the conference for the first time—*please help make him or her feel welcome.*

Idahoans tried something new this year too. Instead of a professional development workshop/training at their preconference, ILLA offered an historic introduction to Sun Valley by having four very talented Sun Valley residents share a bit of history using well-chosen persona from the past. Among them was Captain Meriwether Lewis, resplendent in full military uniform adorned with lots and lots of buttons. Unfortunately, as he explained it, none were functional since not one of them was matched with a buttonhole. We were told that the real Captain Lewis brought four sets of this full regalia on the Corps of Discovery so that he would be appropriately dressed when he met the leaders of the Indian groups. By the time of the outbound expedition, Lewis had only one uniform left as most of the buttons and other pieces of the uniform had been presented as gifts.

An old-timer who lived most of his life in the area, told about the changes that occurred as Sun Valley moved historically from being a mining town, to sheepherding, to becoming the recreation area that it is today. During the evolution to a haven for skiers, celebrities, and artists, Ernest Hemingway resided in Sun Valley. In fact, *For Whom the Bell Tolls* was mostly written in room 206 in the Sun Valley Lodge.

Finally, a Hemingway scholar provided an interesting and rather vivid overview of the education of Ernest

Hemingway—the author, the man, his rebellions, etc. At one point, a surprise visit by a look-alike actor in the persona of Hemingway brusquely interrupted him. This "real" Hemingway challenged and clarified points made by the presenter. All four presenters were forthright about answering questions from the audience. Overall, it was a vital lifelong learning experience.

All three conferences were excellent and I appreciate the work of the planners and committees that developed programs of interest and quality. The welcome mat was out and I felt truly welcomed. My sincere thanks to all of you. In addition to my travel, President-elect Lou Workman and Past-president Blair Liddicoat have been attending other state association conference in New Mexico, Utah, Colorado, and Arizona. As for Nevada, we'll all be there to *Cowboy Up* in April, 2003.

Yes, fall is truly a special time of the year. As a final note, I would like to share a few words on the beauty of the season taken from the Hemingway Memorial in Sun Valley where he spent his last several years.

**"Best of all he loved the fall,
the leaves yellow on cotton-
woods, leaves floating on
trout streams, and above the
hills the high blue windless
skies."**

GED Practice Tests Available

Steven Korte, President and CEO of publisher Steck-Vaughn, recently announced that the company is offering Form PA of the Official GED Practice Tests for sale to the general public through Barnes and Noble bookstores. The official GED Practice Tests remain the only reliable, valid, and accurate indicator of test readiness and score prediction available for the full-length GED tests.

For the first time, the GED Testing Service served over 1,000,000 test takers within a year. Steck-Vaughn and the GED Testing Service hope "to sustain and propel the unparalleled growth seen during 2001."

A certified GED Scoring Service will score the practice tests, ensuring test security. Those who pass the test will be encouraged to contact their local instructional programs to confirm that they are prepared to take the real test. Those with substandard scores will be referred to America's Literacy Directory. To enroll your instructional program in this national database, visit www.literacydirectory.org.

Steck-Vaughn has been a longtime exhibitor at MPAEA conferences continuing to support the fight against illiteracy in America.

From the Nevada Connections

National Association for Adults with Special Learning Needs (NAASLN)

Want more information on how to accommodate adults with special learning needs? What are the best products and resources to maximize outcomes and services for adults with disabilities? Or, what legislative issues are critical as support to adults with special learning needs?

NAASLN is a unique organization devoted to supporting service providers working with persons with disabilities including learning disabilities, visual and hearing impairments, developmental disabilities, long-term mental health and addiction disabilities, and physical disabilities. Conference keynote speaker Andrew Imparato will be addressing the *Routes to Impacting Local, State, and Federal Legislation for Persons with Disabilities*. See page 12 for conference information.

Opening Doors: Students' Perspective on Juggling work, Family, and College

The new Manpower Demonstration Research Corporation report shows factors sometimes overlooked by legislators and policymakers as they seek to better the circumstances of America's underclass.

Recognizing the critical role of education and vocational training in improving upward mobility, key players effectively fail to appreciate that access to higher education means very little to those already overburdened with substantial work and childcare responsibilities. Focusing on educational opportunities afforded by large metropolitan community college systems, the study examined an ethnically diverse array of students grouped in three categories: one currently attending a community college, one that had failed to complete a degree or certificate program, and one that had never matriculated in such a program but which hoped to do so at some point.

While the desire to move up the socioeconomic ladder through higher education is pronounced across a broad spectrum of America's low-wage population, the challenge is finding the time, the money, and the broader systemic support necessary to realize such achievements.

From infocus

While this report focused on metropolitan areas, these same challenges face students and potential students in the MPAEA region. Time, money, and support are the three biggest blockers for achieving more education, from GED preparation to college degrees.

Copyright Bill Moves Out of House Committee

The Technology, Education and Copyright Harmonization (TEACH) Act, passed unanimously in the Senate over a year ago, has finally been moved out of the House Judiciary Committee.

This came as a great relief to those who have been trying to get this bill passed for quite some time. The compromise worked out between the education community and content community was a delicate one. There was some danger that the bill would not be finished before adjournment and would thus have to be reintroduced in both chambers.

If passed in the House and signed by the President, the TEACH Act would expand the exceptions under the 1976 Copyright Act and allow educational institutions to use copyrighted material for instruction without securing the copyright holders' permission. It would allow accredited, nonprofit distance education providers to digitally transmit nondramatic literary and musical works.

ERIC, The Clearinghouse on Adult, Career, and Vocational Education

Listed below are some of the latest publications from 2001 that were disseminated by ERIC. All are approximately 2-page summaries of key points and helpful reference lists. All are available at the ERIC website for downloading and printing at no cost. The website is <<http://ericacve.org>>.

- Adult Learners in Postsecondary Education
- Adult Students: Recruitment and Retention
- The Balancing Act of Adult Life
- Technological Literacy
- Adult Education for Native Americans
- Mentoring and Work-Based Learning
- Diversity Training
- Postmodernism: Yes, No, or Maybe?
- The Older Worker
- Learning Technologies in Adult Education
- Spirituality in Adult and Higher Education

Submitted by Jean Fleming

Top 10 Helpful Strategies for Demanding Times

Many of these tactics have worked well in the past and are included as reminders. Others are more specific to the current challenging economic environment in all levels of education.

1. Be creative, flexible and responsive.
2. Be fiscally responsible and anticipate any unintended consequences of budget cuts.
3. Pursue partnerships that can generate resources not otherwise available.
4. Consider "acquiring" other entities and programs that may be struggling.
5. Seek collaboration where appropriate to avoid duplicative effort and structures.
6. Exploit credit-bearing opportunities (there is strength in accreditation).
7. Pursue contract training and legislated, mandatory training.
8. Recognize the success of programs that remain stable or grew slightly in the last 18 months.
9. Be on the lookout for emerging groups of students that are not being adequately served.
10. Don't just cut budgets; look for new revenue sources and continue to develop new programs.

News from Utah

New Utah State Office of Education assignments for state over-site for the 21st Century Community Learning Centers will be administered by Sandra Grant. Even-Start will be administered by Shauna South. General coordination of both programs and adult education are under the direction of Dave Steele. With major re-organizational changes at the State Office level, adult education will now be combined with the Applied Technology Education section.

A team from the Utah Association for Adult, Community, and Continuing Education (UAACCE) will be going to the National Community Education Conference in Austin, Texas, and will conduct an inservice training for Community Education upon their return.

UAACCE and the Community Education Forum are planning to host at least four trainings or workshops during the upcoming year that will include grantwriting and national conference updates for those who could not attend the conferences.

UAACCE held their 14th Annual Conference on October 21-22, 2002, in Provo. The theme for the conference this year was *Journey of a Lifetime*. Conference Chair and President-elect Russell Collet welcomed over 200 UAACCE members to the conference. The keynote address—An Invitation to the Journey of Educational Living—by Dr. John M. Novak, Professor of Education and Chairman of the Department of Graduate and Undergraduate Studies in Education at Brock University in Ontario, Canada, provided a framework for thinking about who we are and what we hope to accomplish in education. The basic goal of his *Invitational Education* shared a way to create a total school environment that intentionally summons success for everyone associated with the school. Using ideas from educators around the world, Dr. Novak helped us look at ways to make our

workplace the most inviting place in town.

Fifty-three different breakout sessions were presented in the two days. Breakout topics ranged from Life's TOO Short for One Hair Color to legal liability problems in nontraditional education programs, a plethora of technology sessions, correctional education topics, English as a Second Language, adult literacy, GED, high school completion, community and continuing education topics.

The keynote address for day two was presented by Doug Nielsen of Self-Management Systems located in Layton, Utah. His presentation—Who's at the Helm—provided real-world tools that measurably improve performance in our personal and professional lives. His presentation fit the conference theme as he guided us with a unique approach of blending music, magic, humor, and power content.

Sixteen vendors presented products supporting adult education and donated many door prizes. Twenty-six beautiful and bulging bid baskets earned the scholarship fund \$1,887. Door prizes and Bingo brought another \$473. Conference evaluations rated the food as superior this year.

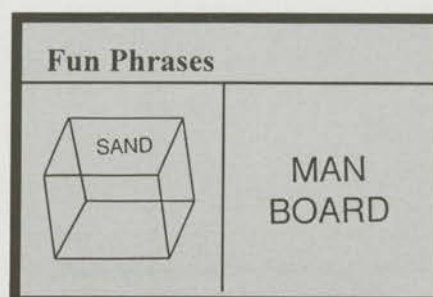
Probably the best part of the conference was getting together once again as friends and colleagues to celebrate the accomplishments of each other and share ideas as adult educators. THANKS, RUSS, FOR A GREAT CONFERENCE!!

This Spring's Election

Although we have only recently gotten into autumn weather here in Arizona, others in the MPAEA region are quickly moving into winter. While spring now seems far off we need to keep in mind that MPAEA will hold its annual elections at that time. MPAEA has a rotating election schedule that means this year five states will need to elect a new Director. Those states are Arizona, Colorado, Nevada, New Mexico, and Wyoming. Of course, we will also be choosing a new President-elect of MPAEA. To be eligible for nomination you must be a current MPAEA member in good standing and have been a member for at least one year prior to the election.

Anyone considering making him/herself available as a candidate needs to be prepared to attend the three required meetings each year during your three-year term of service, beginning with the post-conference board meeting in Verdi, Nevada, next April. Meetings take place throughout the MPAEA region so you must be prepared to travel and incur those costs. MPAEA urges you to obtain the support of your institution in advance. And it goes without saying that once you are elected to the MPAEA Board you will be expected to pull your weight by serving on committees, and possibly chairing a committee. In exchange for this commitment you will have a unique opportunity to serve the members of the second oldest regional adult education organization in the United States. At the end of your term you will have made some wonderful friendships that will be ongoing even after you leave the Board. It is also very possible that you will enjoy your Board service so much that you will decide to run for another consecutive term. Yes, it happens more often than you would imagine.

This article is just an initial reminder of the election. You will receive more specific information as election time approaches. For now think about



whether you would like to serve your fellow MPAEA members in this way and be ready to step forth as a candidate when the time comes. Remember that anyone who is nominated for a Director position for a particular state must be from that state and only MPAEA members from each state may vote for their state's Director. On the other hand, a member may nominate another member from any state for President-elect as all members vote for this position. If you are considering nominating someone for a position be sure to receive his/her agreement in advance of being placed on the ballot.

Submitted by Blair Liddicoat

Happy Holidays

The Board of Directors of MPAEA wish you a safe, happy and blessed holiday season.

News from Idaho

In beautiful Sun Valley as a kickoff social for the Idaho Lifelong Learning Association's (ILLA) annual conference, the adult ed folks from the University of Idaho hosted an evening social with focus on research.

Over 50 conference attendees showed up to chat, snack, and imbibe (just a little) as awards were given for outstanding dissertation, thesis, and most distinguished paper. With great collegueship and little formality, the following awards were given:

Outstanding Dissertation—Roger L. Scott, "An educated imagination: the phenomenology of creating." Chaired by Dr. Mark McCaslin, Uofl-Idaho Falls.

Outstanding Thesis—Jeffrey R. Rigg, "Predicting intentions of Native Americans to participate in adult physical education classes." Chaired by Jerry McMurtry, Uofl-Moscow.

Most Distinguished Paper—Karen

Wilson-Scott, Visiting Assistant Professor, Uofl-Idaho Falls. Her study, directed by major professor Dr. Mark McCaslin, is titled "High Self-Efficacy and Perseverance in Adults Committed to New Challenging Life Pursuits After Age 50: A Grounded Theory Study." Ms. Wilson-Scott was also recently honored with Phi Delta Kappa's prestigious Outstanding Doctoral Dissertation Award for 2002.

Submitted by Michael Tomlin

Cont. from pg. 4
One of the items of discussion at MAACE was the 2004 MPAEA Conference. With so much focus on the anniversary of the voyage of Lewis and Clark, the MAACE board decided on the following theme, *Voyage of Discovery—the Journey of Adult Learning*. The conference will be held in Bozeman April 29-May 1, 2004. Mark your calendars now and plan to be there.

Submitted by Donna Bakke

MPAEA Membership Application

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

Sandra Grant, Treasurer
Utah State Office of Education
PO Box 144200
Salt Lake City, UT 84114-4200

Membership applying for: (Please check one)

Individual	
Individuals	\$30
Libraries	\$30
Students	\$20
Institutional	
Colleges & Universities	\$55
State Education Agencies	\$55
Public Schools, Corporate	\$55
Other (includes International)	\$55

All membership dues are tax deductible

Membership Information

Application Date _____

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Department or Title _____

Address _____

City/State/Zip _____

Business Phone _____

Residence Phone _____

Fax _____

Email Address _____

**Make checks payable to:
Mountain Plains Adult Education Association**

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Campus Box 8015
Pocatello, ID 83209



Upcoming Events

- | | |
|---------------------|--|
| January 9-10, 2003 | Lt. Governor Literacy Summit, southtowne Exhibition Center, Sandy, Utah. Contact Sandra Grant at sgrant@usoe.k12.ut.us |
| January 10, 2003 | UAACCE Workshop on Grantwriting, Jordan School District Auxillary Building, Utah. Contact Sandra Grant at sgrant@usoe.k12.ut.us |
| January 23-24, 2003 | Workforce Development Forum, <i>Engaging the Future: Emerging Trends in Workforce Development</i> , Clearwater Beach, Florida. Contact Peter Gwynn, pgwynn@ucea.edu |
| March 14-18, 2003 | National Conference on Family Literacy, Long Beach Convention Center, Long Beach, California. |
| March 16-18, 2003 | National Association for Adults with Special Learning Needs Conference, <i>People and Partnerships First! Advocating and Partnering for Access, Quality and Outcomes</i> , Columbus, Ohio. See website at www.NAASLN.com |
| April 2-4, 2003 | Colorado Adult Education Professional Association Conference, Sheraton Denver Tech Center, Denver, Colorado. |
| April 23-26, 2003 | Mountain Plains Adult Education Association Conference, <i>Cowboy Up</i> , Boomtown in Verdi, Nevada. Contact Vicki Newell at director@nnlc.org |