

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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Newsletter, September, 2003



LOU'S LAUNCH
Lou Workman, President

When I awoke this morning it felt like the heat wave might be subsiding in Idaho. That seems appropriate with school starting. Students returning to school is a time of excitement and the promise of new beginnings. This is especially true for me this year as I begin my first fall as Dean of Continuing Education and Summer Session at Idaho State University. I've really appreciated the support and encouragement on campus to create new opportunities for the nontraditional student population.

Thank you Board members for responding to the call for articles this month. I also want to invite all MPAEA members to contribute news of interest, job announcements, happenings in your state and community to either your Board representative or to Kathy Vickerman, Editor (vickkath@isu.edu). We want the newsletter to reflect your interests and those of all adult educators. And remember, not all members are living in the 8 western states. It would be wonderful to hear from those of you who live out of the 8-state region. What is happening in your "neck of the woods?"

Many people join MPAEA because of our peer reviewed Journal of Adult Education, or because they've moved away and want to stay connected with us.

Best wishes for a great new beginning this fall.

Best wishes,
Lou

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MPAEA GOVERNING BOARD

President

Lou Workman, Idaho
(208) 282-3155
worklou@isu.edu

President-Elect

Patricia Thorpe
(303) 778-1191
pthorpe660@msn.com

Past-President

Yvonne Hauwiller, Montana
(406) 522-6012
yhauwiller@bozeman.K12.mt.us

Treasurer

Sandra Grant, Utah
(801) 538-7844
sgrant@usoe.K12.ut.us

Secretary

Cathy Calderwood
(970) 563-0681
ccalderwood@ignacio.K12.co.us

Board of Directors

Arizona

Connie Armstrong
(480) 517-8036
connie.armstrong@riomail.
maricopa.edu
Myna Frestedt
(602) 238-4346
myna.frestedt@gwmail.
maricopa.edu

Nevada

Julee Henson
(702) 799-0170
jahenson@interact.ccsd.net
Teri Zutter
(775) 445-4451
tzutter@wncc.nevada.edu

Colorado

Kathy Holmes
(719) 667-3743
holmes.k@ppwfc.org
Marcie Hanson
(303) 854-4028
marcie.hanson@judicial.state.co.us

New Mexico

Anita Raynor
(505) 439-3812
raynor@nmsua.nmsu.edu
Dianne Marquez
(505) 392-87
dmarquez@nmjc.cc.nm.us

Idaho

Michael Tomlin
(208) 364-4031
mtomlin@uidaho.edu
Peggy Nelson
(208) 524-3000 ext. 3403
pnelson@eitc.edu

Utah

Andy Shinkle
(435) 797-1797
andy@brigham.usu.edu
Loma Prince
(801) 625-8722
princel@m.ogden.K12.ut.us

Montana

Margaret Girkins
(406) 756-3884
mgirkins@fvcc.cc.mt.us
Dixie Stark
(406) 363-2900
LVAbitroot@aol.com

Wyoming

Michael Woolcott
(307) 382-1817
woolcott@uwyo.edu

Journal of Adult Education

Editors

Pam Dupin-Bryant and Andy Shinkle
(435) 797-1797

Summer Board Meeting Summary

The MPAEA Board of Directors met in Bozeman, Montana for the annual summer board meeting for two days of organizational leadership. This year there were many new members on the board because of elections held in five states, resignation due to health problems, and members taking other positions. Dixie Stark was approved as a replacement for Donna Bakke—Montana. A replacement for Judy Turner—Wyoming will be announced shortly.

The Montana Conference report was presented by Gloria Gregg. She stated that the room rates will be \$75 or less—not finalized yet. The opening keynoter will be Lennox McClendon and Kim Ratz will speak/entertain at Friday's luncheon. Gloria said to expect the "Call for Presenters" in September.

The 2005 MPAEA Conference will be held in Jackson Hole, Wyoming at the Snow King Lodge on April 6-9.

Each committee chair gave a brief report on the committee meeting. Board members were urged to promote the Awards and Recognition, the Memorial Scholarship, Scholarship for Innovation and the Professional Scholarships. Other committees reporting were Legislative—ways of working with legislators, Marketing—ways to increase the scholarship fund, Finance—concern about the increase in expenses each year, Website—a list of what is available at the MPAEA website.

A survey is being developed to determine what and how MPAEA might best serve the membership. The board also thought this survey could be used as a tool for recruitment.

A copy of the minutes of the Summer Board Meeting can be found on the MPAEA website. See address below. If you have any questions, contact a state director from the list on this page.

MPAEA WEBSITE

www.mpaea.org

Access the MPAEA listserv
mpaea-la@brigham.usu.edu

DYNAMIC PROGRAM IN THE REGION

Southpointe High School, Jordan School District Adult Education

Jordan School District Adult High School (JSDAHS) is in its 42nd year of operation. Many changes have occurred over the years.

Jordan School District Adult High School began at the old Jordan High School on 9400 South State Street. The program moved to Alta High School in 1976. It was necessary to expand to satellite campuses at West Jordan Middle School in 1978, Midvale Middle School in 1979, and Butler Middle School in 1980. In 1994, JSDAHS finally moved to its current location at the Sandy Jordan Technical Center.

Initially, this program offered seat-time classes two nights per week, then in 1972 expanded to three nights per week, teaching basic classes for high school diploma and GED. A packet competency delivery system was piloted in 1993. The coordination of seat-time classes and a self-study program required the consolidation of this program in 1994.

In 1995, JSDAHS hired a full-time coordinator and added vocational courses, student assessments, and SEOPs. In 1996, a full-time counselor was hired to complement the SEOP seat-time class. In 1997, computer-aided instruction using Destinations was added. The program also became a GED testing site.

JSDAHS has been designed to serve the adult student. It is a year-round school for adults who need high school diplomas or GEDs, have limited English skills, or are unemployed or underemployed with limited skills.

The delivery systems at JSDAHS now include seat-time classes, self study packets, computer-aided instruction, vocational courses, SEOP classes, GED classes, and GED testing.

Other services offered are ESL classes and lab; student pre-and post-educational assessments and test; educational and occupational counseling, tutoring, and job skill classes.

From Cindy Krueger-Communicator

National Adult Education Honor Society

Is your program thinking about a charter in the National Adult Education Honor Society? This is your chance to recognize those exceptional students and their achievements with a certificate. Each selected honor society inductee will be honored at next year's conference in Bozeman, Montana. Now is the time to start the process rolling. For more information about the National Adult Education Honor Society, contact your state director or Blair Liddicoat at blair.liddicoat@riomail.maricopa.edu.

"Nothing astonished men so much as common sense and plain dealing."

Ralph Waldo Emerson

Survey on Distance Education Offerings

A research project on distance education offerings was led by Clark Hickman at University of Missouri-St. Louis on practices and policies with respect to enrollments in various formats, organizational structures, faculty training, and support services. The research was conducted via an online survey instrument. Nearly all respondents were from 4-year institutions.

Findings include:

1. Student headcounts for various types of distance education revealed that 58 percent of respondents now enroll over 300 students per year in online courses. Correspondence courses are still attracting over 300 students in 53 percent of the institutions, 32 percent are engaging in live, remote-location courses.
2. Where is the administrative "home" on campus for Distance Learning? For online courses, divisions of Continuing Education (CE) are responsible, in some form, in 72 percent of the responding institutions with 34 percent coming directly under CE and 38 percent from a Department of Distance Education that is part of CE.
3. What type/quality of faculty training is being provided? Campus-provided comprehensive workshops, rated excellent or good, were identified by 44 percent of respondents; (20 percent said there were programs but rated them as fair or poor). Many respondents also cited one-on-one tutoring by media personnel as a training method.
4. What are the student support services for online courses? Nearly all respondents provide access to library resources/services and a technical help desk. Most provide access to the bookstore as a means to order texts; 75 percent provide electronic registration. The two least-provided services were Academic Help Desk (35 percent) and Academic Advising (56 percent).

Congratulations!

Lou Workman
Dean of Continuing Education and
Summer Session at
Idaho State University

News from Arizona

We are *heating up* for another spectacular year of Adult Education in the land of hot temperatures and cactus. Our state Department of Adult and Family Literacy planned an ESOL Institute held the last week of August to share best practices and continue the journey toward extraordinary education. This will be a yearlong professional development project specifically for Adult Education ESOL teachers. The process will dramatically improve ESOL instruction in Arizona and ESOL instructors who participate will have the advantage of being at the forefront of innovations. Standards, technology, assessment and teaching in specific contexts will all be addressed.

Several other projects are also ongoing; revision of our ESOL Adult Education Standards, development of Technology Standards, and statewide training in the FDIC Money Smart curriculum are just a few. We are looking forward to our annual state association (AALL—Arizona Association for Lifelong Learning) Awards conference in October as well as several regional mini-conferences throughout the year. The State Department is also planning a statewide conference in the spring. All in AALL, it will be a busy year for adult educators in Arizona.

Submitted by Connie Armstrong

"Others can stop you temporarily, but you are the only one who can do it permanently."

Unknown

News from Colorado

The year 2002-2003 was an extremely productive year for the Literacy Coalition of Jefferson County. After our initial kickoff meeting in September, sponsored by the Community Education Outreach, the organization sponsored monthly luncheon board meetings at various member locations. The program committee received a \$2,500 grant from the Colorado Department of Education, Adult Education and Family Literacy. The grant provided training classes presented by the Coalition to approximately 200 teachers and administrators from across the state. Over 100 volunteer tutors also received training and were placed in programs. Space for the classes was provided by The Learning Source for Adults and Families, McLain Community High School, and the Jeffco Probation REC Center.

A \$1,000 donation from Weyerhaeuser Inc. provided funding for the development of a volunteer manual. The program committee advertised and presented semi-monthly volunteer fairs hosted by Jefferson County Libraries. In addition the committee, in collaboration with The Learning Source, hosted the Colorado Reader's Digest Contest in January. Thank you to all who participated in the planning and presentation of each of these events.

One of the Coalition goals this year was board development. In order to achieve this goal, the Coalition requested assistance from the National Alliance of Literacy Coalitions (NAULC). Margaret Doughty was sent by NAULC to observe and help devise a strategic plan for board development. She spent two days with the board where members brainstormed and determined the immediate goals and long-term goals for board development. Members unanimously agreed that the main problem of the organization was the lack of paid staff causing all fundraising and board development to be assigned to volunteers from member organizations. Based on Ms. Doughty's recommendations

and the wishes of members, three universities have been contacted to advertise for graduate students interested in working with a nonprofit organization on board development and public relations. It has also been the goal of this board to become a nonprofit organization with its own 501-C3 designation (rather than as an affiliate of Literacy Volunteers of America), and we are awaiting our acceptance from the state as I write. However, the Coalition is continuing to work with LVA to complete the accreditation process that was started in June of 2002.

Coalition members have participated in a number of conferences throughout the year. Many members attended COTESOL, Colorado Teachers of English as a Second Language, in Longmont last fall. Ann Mezo and I attended the NAULC Conference in Washington, D.C. in March and lobbied our state Congressmen for adult literacy. Marcie Hanson attended the MPAEA Conference in Reno, Nevada, and represented both CAEPA and the Coalition.

Another popular state conference was CAEPA/CDE in April. Approximately 16 teachers from our member organizations attended, and two awards were received. A longtime volunteer tutor from McLain Community High School, Bob Thomas, received the Volunteer of the Year Award, and the Jefferson County Library received the Literacy Partnership of the Year Award.

Finally, I would like to take this opportunity to thank our organizations, our members, and our partnerships. Each of them has served the Coalition and the community by providing literacy instruction to thousands of adults and families in Jefferson County. It has been my pleasure and my honor to serve as chair this year. If you have questions about the Coalition, please contact me at nlambott@jeffco.k12.co.us.

Submitted by Nancy Lambott

News from New Mexico

The New Mexico ABE State Resource Team recently met to discuss the direction for the 2003-2004 year. The State Resource Team consists of representatives from the leadership team, director's council, teacher's council, student voice network, evaluation project, commission on Higher Education and various other stakeholders. The objective of the meeting was to align service and representation for all service providers. The cooperation between all stakeholders helps insure a successful year.

Adult Education at the Crossroads: Community Voices and Social Change will be the theme for the 1st annual New Mexico Coalition for Literacy (NMCL) and New Mexico Adult Education Association (NMAEA) Joint Conference to be held in Las Cruces on October 24 and 25th. A pre-conference session is scheduled for October 23rd. The Call for Presenters and Registration information is now available on the NMAEA website at www.nmaea.org or for more information contact Yesenia Palma at (505) 527-7742. The deadline for the Call for Presenters is September 12th and the registration deadline is September 26th. We hope to see you there!

Submitted by Dianne Marquez

If you have an address change from a move or a change of jobs, please notify the newsletter editor to insure that you will continue to receive the newsletter and the MPAEA Journal of Adult Education. Send any changes to Kathy Vickerman at vickkath@isu.edu or phone, 208 232-4537.

News from Montana

Montana ABE instructors and directors attended a PowerPath Coaches training in Livingston on July 21-22. Montana has been implementing the PowerPath process in their ABE programs for the past two years with the help of Department of Health and Human Services funds. This was in response to the needs of TANF clients with learning difficulties. PowerPath is a screening and intervention system based on 30 years of evidence-based research. PowerPath screens for key breakdowns in vision and hearing functions, information processing, attention difficulties, and scotopic sensitivity. The intervention process helps build successful learning pathways by helping the student understand how to build needed skills, manage time, accomplish short-term goals, and learn how to learn. The Montana Office of Public Instruction has committed to continuing to support the PowerPath implementation by funding a Coach network of ABE instructors and directors who will train and mentor new users.

For the first two years of the project, Dr. Laura Weisel, PowerPath creator, was the trainer. Because of demands on her time and the need for Montana to create a statewide system to sustain the PowerPath implementation, a network of formerly trained PowerPath users were recruited to carry on with the training. Dr. Weisel is leading the "train the trainer process," and hopes to use Montana as a model for implementing and sustaining the PowerPath process in ABE programs across the country. During the Coach training, Dr. Weisel shared the Coach Curriculum that was created based on her expertise, as well as suggestions made by previously trained PowerPath users. There was an opportunity for Coaches to make suggestions and add to or modify the curriculum.

The Coach network will begin promot-

ing itself to Montana ABE programs in the fall of 2003 and plans have been made to present it at the MPAEA Conference in the spring of 2004.

Submitted by Margaret Girkins

The ERIC System

ERIC, a national education information network and partner of MPAEA, is a part of the National Library of Education, U.S. Department of Education. The goal of ERIC is to identify, select, process, and disseminate information in education. The ERIC system consists of 16 clearinghouses, each serving a specialized field of education; adjunct clearinghouses on specific aspects of education; and support services. ERIC components offer products and services including ERIC Digest, major publications, user products, bibliographies, referrals, and computer searches.

Some publications of interest to adult educators are:

"From the Learning Organization to Learning Communities toward a Learning Society"

"Promoting Systemic Change in Adult Education"

"Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward"

"The Theory and Practice of Transformative Learning: A Critical Review"

"Evaluating Adult and Continuing Education"

"Creating Inclusive Adult Learning Environments"

Most publications can be found at www.ericacve.org/majorpubs.

News from Utah

The 15th Annual UAACCE Conference is scheduled for October 20-21, 2003, at the Eccles Conference Center in Ogden. The strands that have been developed with the latest issues, model programs, best practices, and networking opportunities are: Adult Education; Community Education/21st Century CCLC; Continuing Education; Corrections Education; Literacy & ESL; Technology; Personal Development; and General Topics. Many topics overlap various strands and are beneficial to all participants.

Featured speakers at the conference will be Tim Gard, Robert Landry, Julie Stevens; Elaine B. Johnson, and Dan Cady.

Keynoter Tim Gard is a nationally known humorist and authority on stress reduction through humor, interviewing techniques, and fraud prevention. Tim is guaranteed to make you look at life and stress differently. He majored in communications at Flathead Valley Community College in Kalispell and Montana State University in Bozeman.

Robert Landry is the Director of Research and Educational Services at Pasadena, Texas. He will make evaluation understandable as well as fun. The challenge is to prove that proposed outcomes can be measured. Robert will help you understand how and why to evaluate a program, curriculum, or process.

Julie Stevens, Texas State Liaison, CSAP's Center for the Application of Prevention Technologies, will focus on the media's influence on what we believe. Educators will benefit from learning the technique of looking at media messages with a critical eye. This will be both entertaining and informative.

Keynoter Elaine B. Johnson, Ph.D., is a prominent figure in the reform of education. She is in demand as an authority on the contextual teaching

and learning system, an instructional system based on new discoveries in brain research. She believes that placing academic subjects in the context of students' own lives and experiences helps students reach high academic standards.

Dan Cady is the Executive Director for the National Community Education Center in Flint, Michigan.

The Adult Education strand will feature sessions such as: Adult Coordinator/Director 101; Tricky Curriculum for Adult Education; Implementing an Adult Education Website; Prove to Me it Works; and Adult Education Networking.

The Community Education/21st Century Programming offers Summer Programming; Ogden Programs; Leadership; What Works!; and many others.

Continuing Education has arranged for workshops which will include: Benefits of Partnerships and Consortiums; How Concurrent Enrollment Works in Utah.

The Corrections Education strand will feature workshops on Innovative Interventions, Restorative Justice, Internet Addictions and Capital Punishment.

Literacy/ESL has scheduled classes in Phonics Made Easy, Cultural Integration and English Proficiency in the Workplace.

The Technology strand offers UEN Resources MS Excel for Administrators Visual Data Presentation, Dreamweaver and more.

Personal Development has arranged for topics such as Feng Shui for Personal Use, Life's Too short for One Hair Color, Selling is Like Dating and many others.

The General strand will intrigue attendees with topics including Who is Watching Who or What?, and Critical Issues.

These and many other presentations will make both conference days productive and enjoyable. Of course, there will be our traditions of knockout door prizes, scholarship raffle items, and superior fund raiser bid baskets. For registration information see www.uaacce.org.

Submitted by Loma Prince

News from Idaho

Idaho's statewide Family Literacy Cabinet met in Boise, on June 27th, at the University of Idaho's Graduate Center. The meeting was convened and chaired by Valerie Aker, Even Start Family Literacy Coordinator for Idaho's State Department of Education. Program and activity updates were given by representatives of the Idaho State Library, Parent Information and Resource Centers, Learn and Serve Idaho, and Idaho Reads.

Other featured presentations included a description of the new Idaho State Training and Registry System (ISTARS), designed to establish a comprehensive, coordinated, high quality professional development and child care resource and referral system in Idaho. Karen Mason, Executive Director of the Idaho Association for the Education of Young Children, presented the program and responded to audience questions.

Cabinet member Michael Tomlin introduced the National Adult Education Honor Society, explained its mission, gave a brief history, and discussed ideas for creating chapters in Idaho.

Submitted by Michael Tomlin

NEWS FLASH

On August 14th, the Idaho State Board of Education unanimously approved the construction of a new Health Education building on the Eastern Idaho Technical College campus. The building will serve both EITC and ISU students. Construction is expected to commence in 2004.

Submitted by Peggy Nelson

HAPPINESS IS A WAY OF TRAVELING, NOT A DESTINATION

The only advantage of being a pessimist is that all your surprises are pleasant. But that's pretty small change compared to the big payoff that comes from projecting positive expectations.

Much of our happiness or unhappiness is caused, of course, not by what happens, but how we look at what happens—in other words, by our thinking habits. And habits can be changed.

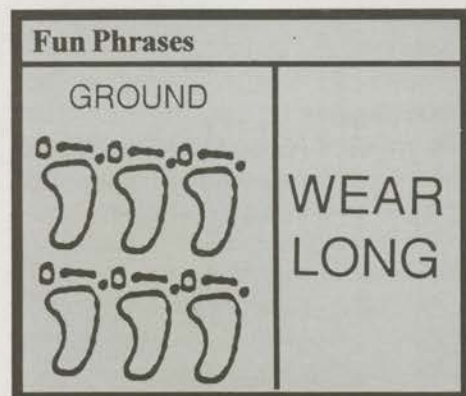
George Walther, in his book *Power Talking*, shows how you can foster the mind-set that interprets setbacks as positive opportunities. He believes this is a skill that you can develop—one word, one phrase, one sentence at a time.

For starters, purge the words “I failed...” from your vocabulary, Walther urges. Replace them with “I learned...” to help your mind focus on the lessons involved.

Similarly, you might want to get in the habit of using *challenge* when others would say *problem*, “I’ll be glad to” instead of “I’ll have to,” and “I’m getting better at...” rather than “I’m no good at...”

“The subliminal effect of changing even a few words,” Walther says, “can prompt your mind to come up with creative solutions rather than dreading or fleeing the problem.”

From Tony Alessandra



Learner Persistence Study

NCSALL is involved in a three-phase study of learner persistence. The term “persistence” refers to the length of time that a student remains engaged in learning. Practitioners often use the term “retention” for the same phenomenon, but this study uses persistence because it places the student in a position of control and decision-making. A student persists in learning; a program retains a student. In addition, students may persist in learning after they leave a program through self-study or by joining another program. This research study is interested in learning how to help students persist in their learning.

In the first phase, the research team looked at the literature on persistence in adult education programs and interviewed 150 adult students in pre-GED programs. The interview protocol asked students to identify all of the positive and negative forces related to their persistence in learning and then to indicate the three most important positive and negative forces. This phase of the study identified the broad types of supports and barriers to persistence that are now being studied in depth.

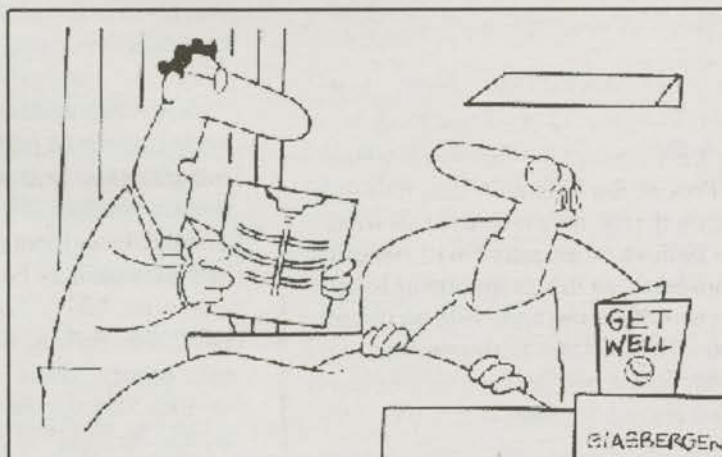
The project is now in its second phase. The research team is interviewing students and staff and observing the operations of five library literacy programs to gain a better understanding of the supports and barriers to persistence identified in the first phase and to develop a deeper understanding of persistence. The data for this article come from in-depth interviews with 30 adult students over a two-year period and from informal inter-

views and observations of students in their programs. The 30 adults include students born in the United States and immigrants, men and women, young and old. They include people who are Hispanic, African-American, Asian, African, Afro-Caribbean, and white. The project is described in *I Did It for Myself* and the findings will be presented in two reports to be published later this year and next year.

The goal of these first two phases of the research is the development of advice to programs and policy makers on how to increase the persistence of their students. The third phase of the project will test this advice to see if it does, in fact, lead to increased persistence. That test will begin in 2004.

Researchers call the first two phases “exploratory” (an exploration of a problem that leads to a proposed solution) and the last phase “confirmatory” (the solution is tested to see how well it works). When the third phase is complete (2006), NCSALL will be able to provide research-tested advice to programs and policy makers on how to help adult students persist in their learning. The Persistence Study researchers are sharing the insights they have gained during the exploratory phase of their research because, although the advice is untested, it is based on evidence acquired through rigorous research.

From Focus on Basics



“Your x-ray showed a broken rib, but we fixed it with Photoshop.”

Writing and Style Tips

The following tips are taken from Ancestry Daily News and can provide a guideline for articles submitted to the newsletter or the Journal.

1. **Just Write.** Whenever you sit down to write, pick a place in your outline and write a draft of that small portion. *Spill it out!* Write down everything that comes to mind.

2. **Remember Your Efforts Are A Work in Progress.** Label your writing "rough draft" and remember that good writing is rewriting and only that which has been drafted once can be rewritten. Only when your work exists in writing can you finish, refine, focus, deepen, expand, or improve your work.

3. **Hush Your Internal Nitpicker.** The inner nagging voice of perfectionism can discourage you by constantly telling you that your work is *not good enough*. Lynda R. Stephenson says, "Ignore any inner voices that make you doubt yourself. Keep working on your outline as you begin to write parts of the whole, and believe that you'll be able to do what it takes to get it on paper. Small steps, remember, are the key."

4. **Decide Your Purpose.** You should say all you know if the purpose of your work is information preserving.

5. **Let Your Style Show.** Lorie Davis says, "You do have a style whether you like it or not. To imagine that you can write anything without a style is like thinking you can have a body without having looks. Your style is there. It will come out. As you keep on writing and keep on redoing what you wrote the day before, your true voice will become more clearly and distinctly yours."

6. **Use Words That Are Specific, Definite, and Concrete.** The best

writing deals in particulars and gives details that matter. If you record specific, definite, concrete details that can be seen, smelled, tasted, or touched, your writing will come to life.

7. **Use Specific Nouns and Vigorous Verbs.** Instead of writing "He walked down the street," try big-muscled verbs such as ambled, strolled, dashed, charged.

8. **Remember the Strength of Single-Syllable Words.** Never use a long word when a short one will do. Short words are like bright sparks that glow in the night, terse like the dart and sting of a bee. (Notice that every word in that sentence was a single-syllable word.)

9. **Use the Active Voice.** Avoid am, was, and were whenever possible. They are passive.

10. **Use Adjectives Sparingly.** Keep only adjectives that denote qualities that can be perceived, that show rather than tell.

11. **Write What You Know.** But, don't try to jam everything you know into your article. Be selective.

12. **Interview Yourself.** Ask yourself pertinent questions in regard to the subject matter.

13. **Use Titillating Transitions.** A transition is the word, phrase, or idea that connects one sentence, paragraph, or chapter part to another. Improving transitions can be one of the most important parts of the revision process. Good transitions keep the reader reading. Three kinds of transitions are conjunctions, time passages and questions.

Don't be afraid to delete part of what you write. Many editors share the opinion that you can tell a good story by the amount of good stuff that is thrown away. Too many words often muddy the stream.

Adult Education in Utah

Dave Steele, Adult Education Director at the Utah State Office of Education, is a progressive leader who works with business and industry and the Utah State Legislature and has been researching the financial impact and need to support adult education. Dave shares his research through a Power Point Presentation entitled, *Adult Education Dollars and Sense*. This presentation is designed to be shared with legislative, business, and community leaders who make or support the funding decisions for the future of adult education. *Dave's presentation is available to all Mountain Plains members to use in education communities.* The presentation is on the Adult Ed page of the Utah State Office website, www.usoe.k12.ut.us/adulted.

Regional Director and Coordinator Meetings will be held in September beginning on the 23rd in Richfield. The second meeting will be the 24th at Price and the last will be held in Salt Lake City on the 25th.

The Even Start programs in Utah will now be administered through the State Adult Education Office. Shauna South will be sharing information with Adult Ed providers at the Fall Regional Meetings.

The Adult Ed Advisory Advocacy Committee is working on how to promote and keep Adult Ed funding at the legislature as a line item reestablishing the 2.6 million dollars of state funding that was taken out this past year. Data has been collected by using economic standards that show there is a return of \$11.00 to the tax payer for every \$1.00 spent on adult education. The committee will take this and other information to legislative committees to show sound reasoning for continued support of adult education.

Submitted by Loma Prince

MPAEA 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.

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

Article Categories for the Journal

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: 3500 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: 1000 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: 1000 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.

For submission Guidelines contact the editors, your state's MPAEA board member or send inquiry to vickkath@isu.edu.

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 _____

Name _____

Institution _____

Department or Title _____

Address _____

City/State/Zip _____

Business Phone _____

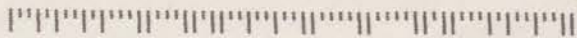
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Upcoming Events

- October 1-4, 2003 University Continuing Education Association, *Thriving and Surviving*, Las Vegas, Nevada.
- October 12-14, 2003 Outreach Scholarship Conference 2003, Madison, Wisconsin. Contact Greg Wise at greg.wise@uwex.edu
- October 16-18, 2003 Nevada Adult Education Association, Carson City, Nevada
- October 19-21, 2003 Idaho Lifelong Learning Association Conference, Sun Valley, Idaho.
- October 23-25, 2003 New Mexico Adult Education Association and New Mexico Coalition for Literacy, *Adult Education at the Crossroads: Community Voices and Social Change*, Las Cruces, New Mexico. Contact Yesenia Palma at (505) 527-7742.
- October 24-25, 2003 Arizona Association for Lifelong Learning Award Conference, Phoenix, Arizona.
- November 19-22, 2003 The American Association for Adult and Continuing Education Conference, *It's a great time in Detroit*, Detroit, Michigan. Contact Merry Malfroid at malfroid@triton.net

