

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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Newsletter, June, 2004



Pat's Perspectives
Patricia Thorpe, President

3+Rs

Outside your window spring and renewal are in the air. It may be buds on the peach tree, fresh geraniums in the patio pots, snow melting on the mountain tops or the first of 96 degree days on the deck. In all eight MPAEA states the changing of the season looks different, but brings the same surge in energy. For the 62nd year the MPAEA annual conference again brought the same sense of renewal to all.

Montana enveloped the attendees with true western warmth and hospitality and kept inquiring, "Are you having fun." The impeccable planning by longtime members, Gloria Gregg (conference chair) and Norene Peterson (MACCE president) resulted in a conference with precision timing and attention to detail. Over 180 participants heard presentations on current best practices for adult learners, results of graduate research and long-term marketing plans for programs. One professional, Larry Wickham, attended his 32nd conference while over 40 attended their first. Past-presidents, Blair Liddicott, Lenore Plothow, and Yvonne Hauwiller joined Larry, Lou Workman and current state presidents, Julee Henson, Marcie Hanson, and Sandi Grant (representing Nicki Lovell) for a meeting to share perspectives from their experience and ideas for the future during the Past-presidents' Breakfast meeting. MPAEA remains in sound fiscal condition with \$64,000 in assets. This summer the Board will evaluate all practices so the new budget continues to provide their over 340 members the same strong services while maintaining appropriate reserves to assure the future of the organization. Another source of pride is our Journal of Adult Education which contains current research in the field of adult learning. A juried publication is a true mark of a professional organization and a benefit that other organizations do not offer.

The strength of MPAEA comes from the service of the state board members. Special thanks go to completing their terms: Colorado—Marcie Hanson, Cathy Calderwood; Idaho—Michael Tomlin; Nevada—Julee Henson; New Mexico—Anita Raynor; Utah—Andy Shinkle; Montana—Margaret Girkins; Wyoming—Judy Turner. They have been strong members offering their experience and perspectives.

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Journal of Adult Education

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WOW! Montana has done it again!

The 62nd MPAEA Annual Conference held in Bozeman, Montana, was a monumental success from Thursday's opening music provided by Native Americans, Shane Doyle, Mike Jetty, and Dustin Walter, to the closing brunch/business meeting held on Saturday.

Thursday's keynoter Lennox McLendon spoke about the *Flexible WIA: Use It or Lose It*. McLendon claimed evolution is not a revolution as he listed the changes of methodology in education.

1960s—students were taught the 3 r's

1970s—students were taught to performance levels and skills were taught in the context of the learner

1980s—learner was involved in participatory learning

1990s—WIA/AEFLA

McLendon continued that states and local programs should assess their needs and prioritize their services and set performance standards to show continuous improvement. He then listed challenges of adult education as he perceived them:

1. Align assessment with instruction and with reporting,
2. Develop a valid reliable data system,
3. Implement program improvement, structures and processes.

This set the tone for the many wonderful sessions that covered everything from cue cards to internet activities. There were sessions from transition to college to transition to retirement. Sessions covered online course design, methods of teaching, budget control, collaborative learning, how to increase retention, best practices and many more.

The reception at the Museum of the Rockies was outstanding—so much food and a chance to roam through the exhibits from dinosaurs to Indian artifacts and pioneer memorabilia.

Friday's keynoter, Kim Ratz, entertained the lunch crowd with *How to Survive in a Radically Changing World*. Ratz used music, humor and wisdom to point out that adults need to recognize an opportunity rather than think of experiences negatively—and make right choices. Kim's sense of humor showed as he told of a bumper sticker he noticed. It said, "100% of arrows you don't shoot never hit the target." His moral was that adult

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MPAEA WEBSITE
www.mpaea.org

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learners need encouragement to keep "shooting" for practice. Then he said, "eagles may soar but weasels don't get sucked into jet engines." But, adult learners still need to be encouraged to reach for the sky.

Ratz concluded by urging educators to help students carry their load and accept their successes. They need to share the power of lifelong learning. But, most of all, educators should NOT underestimate how powerful their example is to others.

Awards were given throughout the conference to deserving MAACE members and MPAEA members.

Friday night's banquet was followed by entertainment from the Ringling 4 or 5 or, in this case, 7. Humor, song, and crowd participation kept conference participants "in stitches."

Participants were offered a chance to buy tickets for a half and half jar and for a chance to win a beautiful quilt put together by Sandra Grant. The quilt was made of t-shirts from each member state of MPAEA. The proceeds from these raffles help pay for the scholarships offered by the organization.

All and all, WELL DONE MONTANA!

CONGRATULATIONS!

Chuck Humphrey
and
Rita Kolody
Idaho State University
Newsletter
co-editors

Cont. from pg. 1

New Board Members were welcomed, met in a planning session and had accepted committee assignments before they even left the conference. All members are urged to share their ideas and needs (a quick email will do) with their state representatives. New and second term members are: Arizona—Connie Armstrong; Colorado—Marcie Hanson; Idaho—Laura Holyoke; Montana—Nancy Kessler; Nevada—Jackie Kearns; Utah—Kathleen Robinson; Wyoming—Michael Clark. New Mexico will share the talents of Anita Raynor with MPAEA as she has accepted the position of President-elect. This year the Board will be strong with all of this new and returning talent.

As you know, an all volunteer organization is as strong as its participants. The annual conference celebrates outstanding professionals in the field of adult education and adult learners who have overcome incredible odds to succeed. With the help of you, the adult education professionals are recognized at our annual conference. And professionals and students alike come away knowing they have chosen to be part of a very special profession. Keep this spirit. Take the **risk** and submit an article to the Journal. Take a moment to send a "kudo" about an accomplishment of a colleague or a "best practice" idea to the newsletter. Stay a strong professional by granting yourself a moment to **read and reflect** through the MPAEA publications. Keep this spring energy alive.

Stagnation

Iron rusts from disuse;
water loses its purity from
stagnation...even so does
inaction sap the vigors of
the mind.

Leonardo da Vinci

KUDOS KORNER

Taken from the Billings Gazette

SD2 language teacher honored
By John Fitzgerald

If consistency is a good thing, then Norene Peterson is a nose ahead. For 30 years, Peterson has taught language arts at School District 2's adult education center.

"A lot of people say that they can't fathom a job where every other week new students start," said Peterson.. "But to me that's the beauty of the program. We can try to meet the needs of the students when they enter, and if something doesn't work, we try something new. It's a very unique experience."

And when she needs a little levity in the classroom, she puts on one of her 30 fake noses.

Peterson was recently given the Award of Merit by the Mountain Plains Adult Education Association, which works with educators in Arizona, Colorado, Idaho, Nevada, New Mexico, Utah, Wyoming and Montana. Several years ago, she received the Educator of the year Award from the Montana Association of Adult and Community Education.

"It's really a reflection of the people you work with," she said. "It's easy to do a good job when you work with good people, and that includes staff and students."

Peterson teaches language arts, which means her classes can have students who don't know a word of English sitting alongside professionals brushing up on their writing skills. According to a colleague if something doesn't work, she find another way to teach the students. She finds out what each student needs.

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News from Arizona

On May 11-13 adult educators in the state attended the state's Department of Education Adult Education Conference. They participated in workshops and professional activities that "Celebrate the Future....a Dream we all Share."

Topics of discussion included parenting, taking good risks, goal setting, teaching math, the human brain, language acquisition, student-led councils, technology, poetry, writing, motivation, marketing, field trips, and assessment. There was also information for county Detention Education providers. Over 60 conference workshops/sessions in all were conducted. Special speakers included Willard R. Daggett, Ed.D., Richard Cooper, Ph.D., David Rosen, Ed.D., and Robert Eslinger.

The Arizona Senate approved its version of the budget that includes ABE and Family Literacy funding and does not put any reductions or cuts into effect. This was indeed very good news for us. However, there are rumors that funding still could be cut. The House of Representatives has not yet shown the same support for adult programs. If the House puts together a budget that does not leave funding for ABE and Family Literacy programs intact, important services to the state's adult learners would be reduced and/or eliminated. It is even possible that funding would be cut altogether.

In response to these budget concerns, individuals in Arizona have developed a Virtual March on the State Capitol. Individuals do not go physically to the Capitol, but rather send email messages to their respective State Representatives, indicating why ABE and Family Literacy programs are essential to the community. All actions are done as private voters. Students, staff, teachers, parents, and community members have been sent key information to help them in the effort.

Submitted by Connie Armstrong

News from Colorado

Colorado Rendezvous of 300 for Literacy!

In April, 2004, the Colorado Adult Education Professional Association (CAEPA) and the Colorado Department of Education (CDE) co-sponsored a "Rendezvous" of approximately 300 adult education professionals and supporters at the beautiful Omni Interlocken Hotel in Broomfield, Colorado. Between April 21-23, adult and family literacy practitioners, administrators, funders, supporters, and students convened to *Give Voice to Our Profession and Value to Those We Serve*. Workshops were offered on the following strands: Program Design and Administration; Intergenerational Literacy; ESL; Technology; Adults with Disabilities; Professional Development; ABE; GED; and Reading. ALL workshop evaluations—as well as the evaluations for the overall conference organization and activities—reflected an average between 3.0 and 4.0 (out of a scale of 1.0 to 4.0).

During lunch on April 22nd, the opening speaker, Maria Guajardo Lucero, Ph.D., Executive Director of the Mayor's Office for Education and Children in Denver, received a standing ovation for her very personal speech on "The Strength of American Dreams." Dr. Lucero recounted her experiences as a daughter of migrant parents and a former migrant worker herself who eventually graduated with honors from Harvard University. Margaret Doughty—a consultant promoting a social justice, community development and literacy, and also the founder of Literacy USA, the largest informal literacy support network in the United States—then launched the CAEPA Literacy! campaign by offering perspectives on other literacy advocacy initiatives in Los Angeles, California, Dayton, Ohio, and Hartford, Connecticut.

CAEPA also presented the Literacy! "Create Your Own Elevator Speech" video during lunch, offering both good and bad examples of how to best present your profession and the cause of Literacy! (check out www.caepa.org for a downloadable video stream of the presentation and for additional information about the Literacy! campaign). CAEPA followed up with workshops on the long-term Literacy! marketing plan developed to advocate for adult education resources and funding in Colorado.

During lunch on April 23rd, many deserving folks were honored, including: the Family Literacy, GED, and Team Teachers of the Year; the ABE and ESL Volunteers of the Year; the ESL, GED, and Family Literacy Couple Students of the Year; Legislator of the Year; and Partner of the Year. Shirley Bowen, Colorado Mountain College, Mimi Zippanti, Trinidad State College, and Rick Newell, Hartenbach High School, were all also honored for their multi-decade distinguished careers in adult education.

This was the third consecutive year that CAEPA and CDE have co-sponsored a state-wide rendezvous, and each year approximately 30% more people have attended. CAEPA and CDE are very much looking forward to two years from now when MPAEA will rendezvous in downtown Denver on April 26-29, 2006.

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 Rita Kolody at kolorita@isu.edu.

News from Montana

Lucy Smith, former director of LVA Flathead County, is now living in Eritrea, Africa. (Eritrea used to be part of Ethiopia, if you have trouble finding it on the map.) Lucy was the recipient of the MPAEA Award of Excellence from Montana last year, and the MAACE Education Leadership Award from the state association. She accepted a two-year assignment to improve the village schools and learn another language—that's our Lucy!

Lucy writes that she is supervising 22 Eparchy schools, each of which takes a full day to visit and requires a detailed follow-up report in English. She visits these schools with her counterpart in the Education Department, Efreem. Because Efreem wants to improve his English skills, Lucy writes her own report and then edits his English drafts, so by the end of the process, she has committed the facts about each school to memory and Efreem has had another English writing lesson.

According to Lucy, simple tasks such as providing water, storage, and transport of foodstuffs to the remote areas are monumental. Everything is so much more labor intensive than in the U.S. and the output of human effort to sustain life is unbelievable.

On weekends, Lucy and Efreem conduct workshops in teaching methodology, English enrichment, preparation and use of teaching aids, administrative skills for directors, and school-community partnership building.

Imagine having no electricity, no library, no water, no lavatories, no school bus, no lunch program, no playground equipment, few maps, charts, globes, or textbooks and you have the schools in Eritrea.

Lucy (being the active person she is) walks to school and encounters chil-

dren and their parents/grandparents all along the way. She says, "Being a novelty takes a lot of energy and we sometimes wish for invisible capes, a la Harry Potter. But, most of the time, we remember we are guests and we try to be gracious."

Submitted by Dixie Stark

News from Utah

Adult Education Summer Institute will be August 2-3, 2004, at the Plaza Hotel, 122 West South Temple, Salt Lake City, Utah. This year's theme is *No Student Left Behind*. The focus will be on professional development, especially in the areas of adults with learning disabilities, Language Acquisition and Curriculum, Civic and Community Involvement, Building Families and Communities, Correct Testing. For more information, contact Sandra Grant at the Utah State Office of Education (USOE), phone number (801)538-7844.

The EL/Civics meeting was held in May at the USOE. Attorney Scott Benson, an immigration lawyer, addressed issues of naturalization and citizenship. He addressed the specific problem areas noncitizens in Utah have with naturalization, asylum, and obtaining citizenship. He also gave direction for how teachers and programs can smooth that path for students to gain citizenship.

The new Adult Education ESL Resource book is in its final draft and will soon be on the USOE website. This excellent resource gives ESL staff a list of the best Utah teacher recommended textbooks, audiovisual material, teacher support resources, community resources, and websites.

21st Century Grants are now out. Letters of intent to apply are due to the State Office by June 11th. There are bidders workshops June 18,21,24. The grants are due in July, and will be awarded October 1.

Utah Adult Education Report Card

The 2003-2004 Report Card to the State is titled, Adult Education: Leave No Students Behind—Parents Matter.

Statewide Totals 2002-2003
 32,886 adult students served
 10,650 ESL students served
 Adult Education Outcomes
 3,763 High School Diplomas
 5,076 GED's
 40,546 Credits Earned

What is the Purpose of Adult Education Programs?

To increase independence, employability, and functionality of adults through education.

How do Adult Education Programs Support Families?

Adult education may be the single most important tool for moving employable adults successfully off public assistance and out of poverty, as well as reducing the number of new crimes committed by former prison inmates. Educated, literate parents are the foundation for educated, literate children.

How Does Adult Education Benefit Utah?

1. According to a Legislative Fiscal Analyst's report, adult education increases the employability and earnings of adults. Each diploma or GED generates \$779 in additional state income taxes. This would be the equivalent of about \$4 million in revenue per year.
2. Graduating from high school decreases the likelihood of needing public assistance by 75%.
3. According to a Department of Economics study at the University of Utah, every dollar spent on corrections education programs results in direct savings of approximately \$11 in costs by reducing the number of new crimes committed.
4. Numerous studies have documented that parent literacy is critical to developing school ready and literate children.

Submitted by Loma Prince

MPAEA NAEHS Project

Have you chartered your chapter of NAEHS? Have you taken advantage of this opportunity to recognize those exceptional students and their achievements with a certificate and/or recognition at the annual MPAEA Conference?

Each year local adult education programs select outstanding students to become members of the NAEHS. Each chapter conducts an induction ceremony and honors its students. MPAEA asks states to nominate three of their outstanding students to be honored at the annual conference.

For more information about NAEHS, contact your state director or Blair Liddicoat at blair.liddicoat@riomail.maricopa.edu.

National Adult Education Honor Society Awards Recipients - 2004

Arizona

Saul Diaz—Saul's determination and progress since arriving in the U.S. from Mexico 3 years ago are testaments to his character and the value he places on education. He completed his ESOL classes and his GED in 2 1/2 years. To attend class, he traveled a long distance, seldom missing a day. In the spring of 2003, he began planning to attend college. Ineligible for financial aid, he worked two jobs to attend Scottsdale Community College in the fall of 2003.

Vivy Ortiz—Vivy has attended the Elvira Family Literacy Program for two years. She had some strong language skills when she entered, but she wanted to learn more and help others achieve their goals. Not only is she helpful and productive in class,

she also provides translation for Spanish speakers at school PTA meetings.

Roberto Rodriguez—An extremely conscientious, dependable student, Roberto assists teachers and fellow students. When he entered the program, he was three grade levels below what is needed to be successful in GED testing. He attended classes faithfully and helped others become more involved in thinking and learning. He passed the GED test and a nursing program entrance exam with excellent scores.

Colorado

Gloria Jones—Gloria, a 19 year old mother of two, passed the GED test under challenging circumstances after participating for less than a year in the Adult Education Center of Durango. She is a member of the Yurok tribe and serves as an excellent academic role model for other young Native American men and women.

Analise Mahnken—Analise and her baby boy, Payton, made it to class every day even in the worst weather this winter in Ignacio. She was a great example for other students in the classroom—always had her head in her books, studied hard, and helped others. Analise will be attending Pueblo Community College this summer.

Montana

Mary Opitz—Mary has successfully completed the Missoula County Adult Basic and Literacy Education and the Transition to College Program. Mary was born in Mexico City. She is currently pursuing her Associate Degree in Accounting Technology and Human Resources at the University of Montana College of Technology.



Mary Opitz accepts her certificate from President Lou Workman

UAACCE Report

Thanks to the efforts of its Technology Committee, the Utah Association for Adult, Community, and Continuing Education (UAACCE) has a newly redesigned website (www.uaacce.org). The website was activated just in time to share with Utah's congressional delegates in March.

This is the fourth year that three to four UAACCE members have met in Washington, DC to attend The Day on the Hill workshop and meet with Utah's congressional delegates. The message presented this year to our delegates was to encourage support and funding for after-school programs, adult education reauthorization and concurrent enrollment recognition.

UAACCE is providing support to send four of its members to participate in the National Community Education Association's Emerging Leaders Academy this July in Florida. These individuals will help expand leadership training opportunities in Utah. The Utah State Office of Education has offered to sponsor two 21st Century Community Learning Center Directors, Rock Boyer from Murray and Carol Achziger from Logan.

UAACCE is also applying for a Mott Networking Grant that would help train and educate Utah community citizens in the principles and importance of lifelong learning.

Submitted by Russell Collett



Educator of the Year and Learner of the Year



Nancy Reynolds (the big black hat) clucks, crows, and struts with the Ringlings.



Past-presidents Larry Wickham, Idaho and Lenora Plothow, Utah



SMILES
Sandra Grant, Utah and Sharyn Yanoshak, Nevada



Nice leg! Michael Woolcott, Wyoming, helps the Ringlings

Mountain Plains Adult Education Association Survey of Members Results

(Survey was presented at the annual conference in Montana.)

Members were asked to rank answers from 1 (strongly disagree) to 5 (strongly agree). There were 86 respondents to the survey. The following are the results.

	Strongly Disagree				Strongly Agree					Unaware		
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>							
1.MPAEA newsletter is valuable to me.	1	4	12	28	16					13		
2.MPAEA Journal is valuable to me	4	8	24	15	18					17		
3.I am aware of how to nominate people for awards.	3	7	17	13	11					22		
4.I am aware of how to apply for MPAEA Scholarships.	8	10	14	14	22					18		
5.I am interested in earning college credit at the annual conference.	19	12	19	10	22					9		
6.I am interested in earning Continuing Education Credits at the conference.	13	13	12	14	22					9		
7.I am willing to receive the MPAEA Newsletter via email.	11	10	8	13	35					3		
8.I regularly visit the MPAEA website.	17	20	16	9	10					8		
9.MPAEA benefits and services are as valuable as other professional organizations to which I belong.	1	8	19	25	18					13		
10.I have attended	<u>24</u>	<u>0-1</u>	<u>33</u>	<u>2-4</u>	<u>17</u>	<u>5-7</u>	<u>7</u>	<u>8-10</u>	<u>4</u>	<u>11-13</u>	<u>1</u>	14 or more MPAEA Conferences.

MPAEA Annual Awards

Each year MPAEA recognizes people within the 8-state region who have shown their dedication to adult and lifelong learning, either as educators or administrators in the field of adult education.

The **Award of Excellence** is given to one individual from each state who has made significant contributions to the advancement of adult education at the state or local level. This year's recipients were: Colorado—Jackie Candalaria; Idaho—Rita Kolody; Montana—Terry Kelly; New Mexico—Gilbert Zamora.

Each year the host state gives an award to a student who has exhibited perseverance to receive an education. This year the recipient of the **Learner of the Year Award** was Jodey Greninger. Also, the host state chooses an educator who has given

“above and beyond” for the students. This year's recipient of the **Educator of the Year Award** is Gloria Miller.

To honor people in professions outside education who have shown themselves to be a close “friend” to adult education and lifelong learning, MPAEA offers the **Lay Leader of the Year Award**. This year's recipient was Julie Schreck. The **Legislator of the Year Award** is given to honor a legislator who has proven to be a strong supporter of adult education and lifelong learning. This year's recipient is Kim Gilliam.

The highest award given by MPAEA is the **Award of Merit**. This award is presented to one individual from the region to recognize outstanding contributions toward furthering the concept of adult education as a process continuing throughout life. The contribution may be on a community, state, regional, or national level. This year's

recipient of the Award of Merit was Norene Peterson from Montana.

MPAEA also presents a scholarship annually for innovation in the development of a program in the adult education field. The program presented for this award must be innovative and replicable in other states. The recipient must be a member of MPAEA or sponsored by a member. This year the recipient of the **Scholarship for Innovation** was Sandra Garza who developed an ESL book. Sandra will present at next year's conference in Wyoming.

The **Memorial Scholarship Award** is given to a graduate student from the region who is studying adult education or a closely related field. The student must be a member of MPAEA or sponsored by a member. This year the recipient of the Memorial Scholarship was Lorrie Morgan.

Approaches to ABE Transition to Postsecondary Education

Adult Basic Education (ABE) programs increasingly are being viewed as a bridge to the next destination rather than a student's final stopping place in education. A variety of factors are prompting the development of activities to assist adults enrolled in ABE, English as a Second Language (ESL), and General Educational Development (GED) instruction to enter postsecondary education. ABE staff, particularly those in community colleges, recognize the resources their institutions offer learners in developing their skills and knowledge so that they can access better opportunities in the labor market. To assist learners in accessing these resources, ABE staff are enhancing instruction and identifying support services to enable learners to enroll in college credit courses. State adult education offices also are encouraging ABE programs to work with admissions and counseling offices in colleges to orient learners to the requirements of postsecondary education.

Efforts are underway to describe practices and learner outcomes as an initial step in developing robust research on this topic. For example, as the linkages between ABE program and college enrollment data are improved, programs and states are better able to determine the patterns of ABE student enrollment in college courses. In Oregon and Idaho, state policymakers track the enrollment of ABE students in college courses and encourage their ABE grantees to promote postsecondary participation. ABE programs supported by the Nellie Mae Education Foundation are collecting data on the outcomes of adults participating in their transition services in an effort to document, understand, and evaluate the results of these activities. As models of service become better defined and data about learner outcomes from these services become available, the stage will be set for a scientific test of the effects of ABE transition activities.

Activities in ABE transition range from orientation and advising about the opportunities and requirements for postsecondary participation to multi-component programs designed to place students in college credit classes. The development of transition activities moves ahead in stages. ABE staff try new strategies, test them with groups of learners, and then refine them based on learners' reactions and the availability of new information.

The approaches that ABE programs are using in developing activities to transition learners to postsecondary education can be categorized into three types: awareness and orientation activities, counseling and referral activities, and comprehensive transition programs.

Awareness and orientation activities usually involve the dissemination of information regarding the college admissions and registration processes, financial aid, and college placement examinations.

Counseling and referral activities emphasize offering learners individualized assistance in understanding the requirements for postsecondary participation, determining whether their life's activities make their participation feasible, providing encouragement, and identifying areas in which learners need to strengthen their skills in order to qualify for admission to college.

In the **comprehensive program** model, ABE programs provide a multi-component set of services that include orientation, advising, study skills and time management, and academic preparation.

As these approaches are refined further and data are collected about their effectiveness, the field of adult basic education will have better resources and tools to use in providing effective transition services for adult learners.

From Focus on Basics

Thinker Cultures

Under adverse political and geographic conditions, two Thinker countries have historically figured out creative, intuitive ways to survive. Both Sweden and Switzerland have harsh winter climates, but they've mastered the art of survival. Switzerland, especially, boasts a substantial corner on the market of the world finance. For a small country, it controls a disproportionate amount of the world's money. And Sweden, long known as a land that appreciates beauty, continues to have a worldwide impact in exporting its aesthetic talents, products, and services resulting from cultivated efforts.

Whether watching a professional tennis match or beauty contest, we frequently see a representative from sparsely populated Sweden in the running for top honors. And, whether shopping for distinctive items—such as Scandinavian sweaters, needlework, furniture, crafts or other unique objects—or tasty and eye-catching bakery goods, the artistic flair of the Swedish heritage has universal appeal.

Which of the following Thinker characteristics listed below match individuals you know with cultural roots similar to those discussed above?

- * careful—methodical and cautious; they don't jump into things initially,
- * precise—need to be accurate, so they check and recheck in their effort to find the right or best available answer,
- * proper—more formal, discreet, and inclined to allow others to be in their own space, expecting the same for themselves,
- * private—keep thoughts to themselves; do not willingly disclose their own or others' thoughts and feelings,
- * reserved—somewhat formal and cool; take time to get to know them, they have few close relationships,

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* logical—process-oriented seekers of reason,

* inventive—like to see things in new or unique ways; often have a unique perspective that includes or addresses both themselves and others,

* contemplative—introverted and reflective, they ponder both the “why” and the “how” elements in situations.

So, if you are having trouble understanding why a coworker or instructor does or acts as they do, keep in mind that they are probably wondering the same thing about you. *Communication is the key* to a successful relationship, whether personal or professional. Talk about your differences. And remember, it never hurts to count to 10.

Adapted from Internet

Cont. from pg. 3

According to Peterson, while the job has changed in 30 years, some parts have remained the same. “Reading is reading is reading,” she said. “But, in 30 years we’ve gone from whole language to phonics-based to, duh, let’s put it all together.”

One change Peterson has noticed is the age of her students. “At one time the average age was something like 36, then 27, and we’re serving younger people now. For whatever reason, high school didn’t work and we’re the alternative.”

She said that sometimes students come to adult education several times. They’ll give it a try, then drop out and return several years later. “They’ll come back and say, ‘The last teacher I had...’ and I’ll say ‘Me. It was me’.” Peterson also said she has taught several children of previous students.

To survive 30 years, she said, “You have to have a good sense of humor. I told my son that when I die, he gets my collection of noses.”

Fun Phrases

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Dig this scene

The 177 residents of Torrington, Alberta, were tired of watching tourists bypass their town for the nearby Royal Tyrell Museum of Dinosaurs. So they capitalized on their tinier treasures. They opened the Gopher Hole Museum, which uses 54 stuffed gophers to portray 31 scenes of life in Torrington.

Must-sees: the critters shooting pool at the saloon, robbing a bank (“Put your paws up!”), and lunching at a local cafe (“Boy am I stuffed!”).

From Newsweek

The ought to be a law...

Two professors at California State University at Chicago objected to the wording of a help-wanted ad seeking “a dynamic classroom teacher,” claiming the word “dynamic” is actually a code word for white male. Many women, Asians, and Hispanics operated in a more subdued manner, they argued. The university changed the word “dynamic” to “excellent.”

From U.S. News & World Report

The high cost of persuasiveness

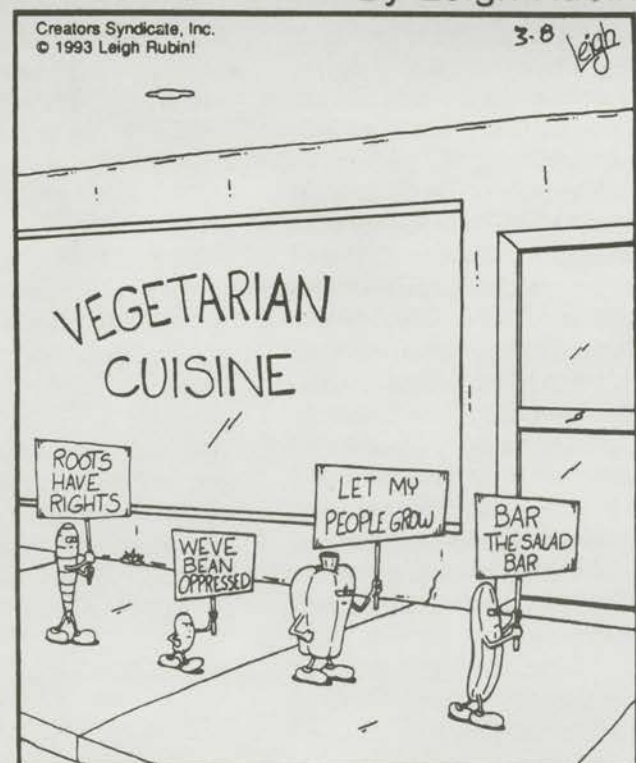
In 1867, American businesses spent an estimated \$50 million to persuade consumers to buy products.

In 1990, U.S. advertising expenditures amounted to \$20 billion, roughly one-tenth the amount we spend on primary and secondary education.

From Economics Explained

Rubes®

By Leigh Rubin



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
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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.

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Upcoming Events

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| June 14, 2004 | UAACCE Continuing Education Forum. Contact Luella Jones at 801 863-8485. |
| June 27-29, 2004 | UCEA Summer Institute for CE Professionals, Boston, Massachusetts. Contact Lizbeth F. Lear at LLear@ucea.edu . |
| October 18-19, 2004 | UAACCE Conference, <i>Valued Added Education</i> , Utah Valley State college, Orem, Utah. Contact Luella Jones at joneslu@uvsc.edu or 801 863-8485. |