

# NEWSLETTER

## Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 64, ISSUE 2&3 (Combined)

December 2005

### President's Message

By Anita Raynor



The Mountain Plains Adult Education Association has always afforded its membership opportunities for professional growth while working in conjunction with its eight member states. The influence and intellect of so many leaders have been evident at annual conferences and other sponsored leadership training. Will Grant, a student trainer for many years in my state of New Mexico, is a charter member of an organization called Building Leadership through Adult Student Training (BLAST). Gilbert Zamora, one of New Mexico's MPAEA board members, is helping Will to make BLAST a useful professional organization for lifelong learners. They are being encouraged by New

Mexico's state Adult Basic Education (ABE) director, Dr. Pam Etre – Perez, to spread the BLAST idea to the other seven states in MPAEA.

One of my life rules has been, "When you m-a-t-t-e-r, what happens to you also matters!" In Alamogordo, where I live and work, we are committed to helping all adults improve their lives through lifelong learning. This quote from Talmud helps express my feelings, "Much have I learned from my teachers; more from my colleagues; but, most from my students".

The "Mile High Rendezvous 2006" annual MPAEA conference in Denver next April 26-29 will have some great speakers: Art Ellison, Tom Sticht, and Marsha Tait. Additionally, there will be some great presentations, round tables, and other discussions. It will be the first conference held in the downtown of a large city in several years. We held our summer board meeting at the Adams Mark Hotel last July; the entire MPAEA board is excited about having this great hotel be the site for our 64<sup>th</sup> annual conference. Go to our website [WWW.MPAEA.ORG](http://WWW.MPAEA.ORG) for more information, and watch your mail for registration details in a couple of months. Paulette Church and her Colorado Adult Education Professional Association urge you all to attend. The conference has a total of five cosponsors. See you there!

*Volume 64, Issue  
2 & 3(Fall & Winter)  
December 2005*

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**Journal of Adult Education**

Editors  
Pam Dupin-Bryant and Andy Shinkle

**A note from the editor:**

By Chuck Humphrey

This is my last issue. When I volunteered for this position about 18 months ago, it was as a co-editor and Communication Coordinator with Dr. Rita Kolody. Our title included editing the newsletter; maintaining our membership data base, and serving as webmaster. Soon after our first issue in September of 2004 Rita left MPEA and the USA to return to her native Canada, where she is a trainer for a multinational energy company in the Northwest Territories. Fortunately, I've had help from several people: graduate student Vichet Sum, colleagues Angie Palmer and Jolene Welker, and former editor (now MPAEA life member) Kathy Vickerman. I have enjoyed editing the newsletter and learning about our website "as I went along". Now, I encourage you to see the "new look" of [mpaea.org](http://mpaea.org), under the creative design and operation of Michelle Church. She will also be maintaining the membership database. During the last two years our organization's web site has become the "fastest" source of information; we actually upload this newsletter to the Internet before we bulk mail it! The website will only grow as the primary source of MPAEA information!

I've been editor for about 20 volunteer organization newsletters in the 40 years I've been an adult educator, and this has been the best experience of them all. I hope this newsletter continues to be available in published (printed) form as well as Online. MPAEA, coincidentally, was founded the same year I was born 63 years ago. I'm looking forward to becoming an emeritus member (i.e. a retiree) of this great organization, which I joined in 1992 at the urging of Professor Emeritus John Lv Bobell when I began teaching at Idaho State University.

The MPEA Newsletter will be important to the eight states "where the mountains meet the plains" 63 years from now—whether it's printed, published Online, or distributed in one of the new ways Dr. William Draves mentions in his book, "Teaching Online".

Although not quite as old as Dr. Glen Jensen, I endorse the words he repeated at our annual conference last April in Jackson: "Never stop learning"! Good luck to the next editor.

**Correction:**

The last issue of this newsletter should have read "Volume 64, Issue 1 (it was incorrectly labeled Volume 63, Issue 5). Note also that this issue combines 2 & 3 (Fall & Winter) of Volume 64

**Editor: Dr. Chuck Humphrey,  
Idaho State University,**

The MPAEA Newsletter is published four times a year: in September (Fall); December (Winter); March (Spring); and May (Conference Issue). For more information about the newsletter, the Journal of Adult Education, or about membership, please see our website: [www.mpaea.org](http://www.mpaea.org)



## NCSALL Research Update

Submitted by Kathy Vickerman

### Learner Persistence Study (Harvard Graduate School of Education)

This study investigates the forces that support or discourage adult learners' persistence in adult education and tests promising strategies that programs can use to support persistence. Practitioners and policymakers can use these findings to make decisions about how to structure programs and classrooms to help learners persist in pursuing their education goals.

### Longitudinal Study of Adult Learners (Portland State University)

This study tracks the lives of almost 1,000 adults over an eight-year period, by collecting and analyzing data needed to understand how adult literacy develops for those with limited formal education. Practitioners and policymakers can use these findings to make decisions about how to organize programs and instructions to best serve adult learners.

### Health and Adult Learning and Literacy (Harvard School of Public Health)

This study focuses on how to help teachers integrate health literacy skills of navigation, chronic disease management, and screening/diagnosis into adult basic education classes. Practitioners can use the study circles being developed through this work to develop lesson plans for improving adult learners' health literacy skills and practices. In addition, the team is preparing health literacy guides for developing partnerships – among practitioners in public health, adult education, library services, and health care.

### GED Studies (Brown University)

These studies focus on (1) GED and labor market outcomes and participation in adult education programs in correctional facilities (substance abuse programs, vocational education, work release programs) and on (2) the impact of the GED on labor market outcomes and post-secondary participation among adult English or Speakers of Other Languages (ESOL) students. Policymakers can use these findings to make decisions about correctional education and GED-to-college transition programs.

### Adult Reading Studies (Harvard Graduate School of Education)

The Level One Study investigates "tipping points" in component skills that prefigure advanced reading on the IALS test, corresponding to the educational achievement, life skills, and increases in income that were found to be associated with higher levels of literacy in the IALS. Policymakers can use these findings to make decisions about program structure that support reading instruction to improve component skills.

These and other research studies pertaining to adult education can be found on the internet at [www.ncsall.net](http://www.ncsall.net).

## The Four Phases of Learning

by Tony Alessandra (Taken from internet)

Submitted by Kathy Vickerman

"The longest journey on earth begins with a single step."  
(Anonymous)

Can you remember when you first learned how to drive a car? Before you learned how, you were in the *ignorance* state. You did not know how to drive the car and you didn't even know why you didn't know how to drive it.

When you first went out with an instructor to learn how to drive you arrived at the second phase: *knowledge*. You still couldn't drive, but because of your new knowledge of the automobile and its parts, you were consciously aware of why you couldn't.

With some practice and guidance, you were able to become competent in driving the car through recognition of what you had to do. However, you had to be consciously aware of what you were doing with all of the mechanical aspects of the car as well as with your body. This third phase is the hardest stage, the one in which your people may want to give up – the *practice* state. People experience stress when they implement new behaviors, especially when they initially perform them imperfectly. They'll want to revert to the old, more comfortable behaviors, even if those behaviors are less effective. It's all right for them to make mistakes at this phase. In fact, it's necessary so they improve through practice.

Returning to our car analogy, think of the last time that you drove. Were you consciously aware of all of the actions that we mentioned above? Of course not! Most of us, after driving awhile, progress to a level of *habitual performance*. This is the level where we can do something well and don't have to think about the steps. They come naturally because they've been so well practiced that they've shifted to automatic pilot. This final state is when practice results in assimilation and habit.

This four-phased model for learning – ignorance, knowledge, practice and habit – is the recipe for success in learning any new behavior and having it stick.

## Nine Shift, by William Draves & Julie Coates.

In the 21<sup>st</sup> century:

1. People will work from home
  2. Intranets will replace offices
  3. Networks will replace pyramids
  4. Trains will replace cars
  5. Dense Neighborhoods will replace suburbs
  6. The Rich will get poorer
  7. Boys will lead a change in values
  8. Half of all learning will be Online
  9. Education will become web-based
- Conclusion: Life will be better for our children



The year 1920 began the industrial age and ended the agrarian age (and first year of professional football). In 2010 time will become more valuable and websites will replace many offices. In 1900, we had farm life and factory life; today, we have factory jobs and knowledge jobs.

After WWI people left the farms and went to the cities for economic reasons because of increased technology. Internet is the tractor of the 21st century making adult education more affordable.

Lots of people will hang onto values of last century as we move further into the 21st century. The trend is to become entrepreneurs: report to self, responsible for employment and learning, recruit employees, set knowledge skill.

We are separated by decades of values. Outdated 20th century values are:

- 7:30am school or work
- show up on time
- time input equals accomplishment
- work alone, study alone

The 21st century values will be:

- collaboration
- work, study together
- behavior unrelated to learning or work production
- separate behavior from learning
- time is valuable (the less time something takes; the better)
- hacking is good-discovering how stuff works
- self-discipline replaces supervision

More people will be "school" online Cursive writing is going the way of horse shoeing. Some students may not be able to read it.

The last concept to learn is that playing is good. When playing, kids are working. Play is prep for work. Kids are leading us into the 21st century. Take time to watch them and figure out what they are doing.

Summary of Nine Shift: People who do not want to change will stay with the values of the past centuries and fall behind.

## NEWS FROM MONTANA

By Detlef Johl

The Legislative Committee has been very active on both the state and federal levels. In December 2004, Donna Bakke, Jake Gustin, Detlef Johl, and I (Dixie Stark) met with the newly elected Governor to ask for additional funds. Becky Bird joined us for that meeting, and for an additional meeting with Superintendent of Public Instruction, Linda McCulloch. Linda suggested that we start our advocacy push earlier next time and to request additional funds be placed in the proposed OPI budget. In the Montana State Legislature, we decided to focus our efforts on getting an amendment to HB 2 (the big budget bill) to increase the line item for state funding for ABLE. Donna Bakke and Steve McCoy both did a lot of work with state legislators.



Left to right:

Jake Gustin, Program director Helena  
 Steve McCoy, Program director Salish Kootenia College  
 Dixie Stark, Program director Bitterroot  
 Senator Max Baucus

Joey Jayne, House Representative from Arlee, introduced an amendment on March 8, 2005, to increase ABLE state funding from \$275,000 to \$500,000 per year. That amendment failed 5-15 with Reps Juneau, Jayne, Kaufmann, Taylor, and Buzzas voting "aye". In addition, at Steve's urging, Senator Bruggeman drafted an amendment that would have doubled the state allocation, but the amendment was never introduced.

At the Federal level, there are two main issues. The Workforce Investment Act (now called the Job Training Improvement Act) is in the process of reauthorization. Separate from that, the President's proposed 2006 Budget includes a 66% cut for Basic Grants for ABLE, so our appropriation is in jeopardy.

At the urging of Steve McCoy, MAACE sent a delegation to Washington DC to meet with Senator Burns, Senator Baucus, and Representative Rehberg. That delegation consisted of Steve McCoy, Jake Gustin, and me. We went to Washington DC, met with our representatives' key staff members, and had the opportunity to meet with Baucus and Rehberg. After our visit, we heard that Burns' staffer Melanie Benning, had reported that a "small delegation from Montana visited and made a compelling case for their field." Even though the staff members

and representatives all assured us they support our field, and they listened well to our explanations, Burns and Rehberg both voted for a budget resolution the following week that did not include the dollars for ABLE funding restored by the Kennedy Amendment in the Senate.

(Continue to page 5)

**64<sup>TH</sup> ANNUAL MPAEA CONFERENCE**  
**MILE HIGH RENDEZVOUS 2006**  
APRIL 26-29, 2006 ? ADAMS MARK HOTEL  
DENVER, COLORADO

sponsored by

**ADULT EDUCATION ASSOCIATION (MPAEA)**  
**&**  
**COLORADO ADULT EDUCATION PROFESSIONAL**  
**ASSOCIATION (CAEPA)**

The purpose of the Mile High Rendezvous is to promote professional growth, foster personal and program development, and contribute to program improvement. Conference strands will include:

ABE Best Practices  
GED Best Practices  
Family & Intergenerational Literacy  
Special Needs and Learning Disabilities  
21<sup>st</sup> Century  
On-going Professional Development  
Leadership

ESOL Best Practices  
Technology  
Correctional Education  
Higher Education  
Program Administration  
Adult Education Advocacy  
Adult Learner Leadership

For more information, contact:

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You can also keep up with 2006 conference planning at the MPAEA Website: <http://www.mpaea.org>



When we visited Washington DC, each office told us they had received many calls and letters in support of our programs.

Jake thought they generated more than 100 letters in Helena. We had about 50 calls and letters go in from Hamilton. I cannot overstate the importance of the grass-roots effort from all across Montana and the nation. Each student, each teacher, each member of the community who called in made a real difference.

As we look to the future, I am so excited that Tom Sticht will be our Keynote speaker for MAACE this fall. I am also pleased that Steve McCoy is interested in staying involved as an advocate for adult education. The MAACE board and legislative committee hope to develop a five-year plan for advocacy, with a timeline that helps us become more proactive and produces results.

## NEWS FROM NEVADA

By Sharyn Yanoshak

**State to receive incentive funds:** According to federal guidelines, when Perkins, Workforce Investment Act (WIA) Title I, and Adult Education programs all meet or exceed established performance measures, they are rewarded with additional funds. For successfully meeting their performance goals for 2003-2004, Nevada's programs will share in approximately \$800,000. State personnel are currently developing an equitable plan for distributing the monies.

**State Adult Education Director faces the nation:** Late in July, Mary Katherine Moen participated in a panel discussion, "Ten Percent Increase in Volume," at the national Annual GED Administrators Conference in Alabama. Participants were very interested in Nevada's 18-24 and more Initiative ([www.nevada18-24.com](http://www.nevada18-24.com)), whose purpose is to increase the GED and high school completion rate for Nevadans between 18 and 64 years old. In August, our "MK" served on the U.S. Department of Education's monitoring team for Utah.

In addition to traditional live instruction, the 18-24 and more Initiative uses McGraw-Hill/Contemporary's *GED Integrated Online Solution*. Students may study at home or at one of the many study centers that blanket the state. The centers are located in ABE programs, Adult High School Programs, libraries, and Parks/Recreation facilities. The Initiative hopes to purchase the disk-driven version of the online program for use in the prisons.

## NEWS FROM WYOMING

By Mike Clark

**Source:** Carma Corra, Public Information Officer, Western Wyoming Community College, P.O. Box 428, Rock Springs, WY.

**RAWLINS** (sept 14, 2005) - Governor Dave Freudenthal appointed Carbon County Higher Education Center and Western Wyoming Community College Outreach Director Joan Evans to the Wyoming Workforce Development Council for a three-year

"I was impressed with Joan when I toured the Rawlins facility," said Freudenthal, who was the keynote speaker during the grand opening of CCHC's Integrated Systems Technology lab in December. "Her energy and insight will be a great addition to the Council."

The Council is responsible for creating a workforce development system that serves the needs of all Wyoming residents, students and employers by integrating economic development, training, education and employment opportunities.



Joan Evans

"This is a tremendous honor," Evans said. "We're doing so much here at the higher ed center with workforce training and development that I'm looking forward to expanding those efforts at the State level as an active member of the Council." Evans attributes the growing success of CCHC to "a phenomenal staff and active, supportive Board of Trustees."

Wyoming Workforce Development Council Chairman Charles Ware, who is also Executive Vice President of the Wyoming Contractors' Association, said that "it is important to have Joan on the Council because of her solid understanding of how training and workforce development are the foundation of successful economic development." Wyoming Department of Workforce Services Director Kathy Emmons agreed. "Joan has many strengths," she said, "but none more important to me than her unique ability to create a local training infrastructure that is mutually invested in by the community and the businesses it serves, and an amazing ability to pull people together to share ideas and resources with the ultimate goal of Wyoming getting stronger - not just her programs."

Evans accompanied Ware and several members of the Council to the National Center for Integrated Systems Technology in Illinois late July and said she realized that her approach to managing CCHC's IST program has many similarities with the national center.



"It was great to discover that most of the things we had to figure out on our own in terms of set-up and marketing are right in line with the national program," Evans said. "I learned too that development of these technology programs is a continual process and that it takes time to fully realize all the related opportunities for students, industry and community partners."

CCHEC is a Board of Cooperative Higher Educational Services (BOCHES), which serves both adults and high school students. The center is community funded providing adult basic education and vocational programs and is an outreach center for Western Wyoming Community College. CCHEC recently partnered with the Well Control School based in Harvey, Louisiana, to bring conventional and interactive Well Control School certification programs to the Center.

### National Adult Education Honor Society Project

By Blair Liddicoat

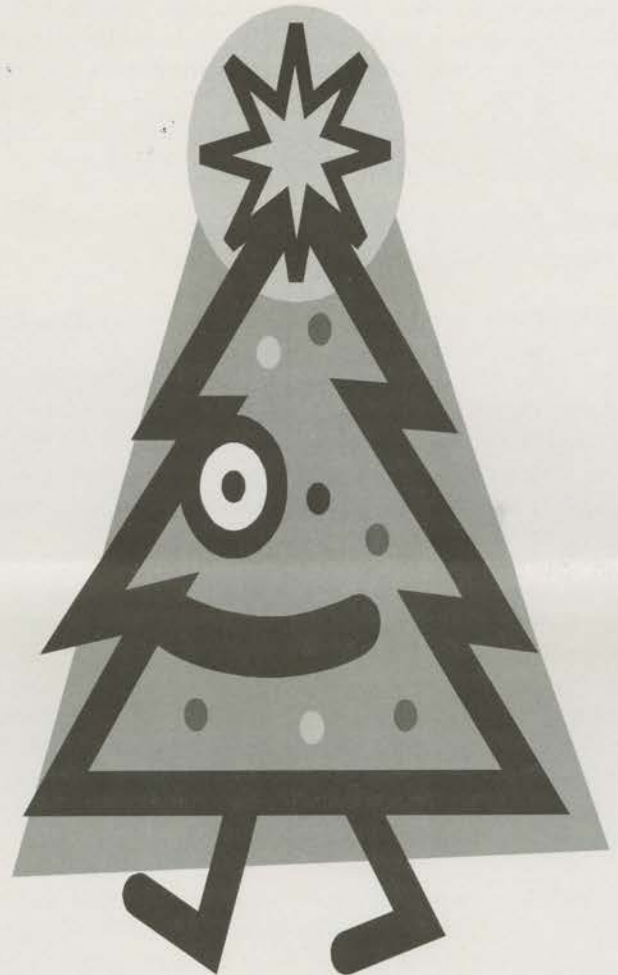
How many of you have ever nominated some one for special honor? This is your opportunity! For the fifth year the Mountain Plains Adult Education Association is participating in the National Adult Education Honor Society (NAEHS) Project. Those programs (and states) that have participated during the last four years know what NAEHS is. For others, let me summarize. It is an organization, much like the National Honor Society for high school students, annual honoring outstanding students who satisfy selection criteria. In this case it is adult education program students who are being honored. In order to participate in the MPAEA NAEHS Project you must first start an NAEHS chapter. This is very easy to do. Check the NAEHS website at [www.naehs.org](http://www.naehs.org) for more information.

After starting your NAEHS chapter you should select your program's inductees according to the criteria that you have set up, and hold an induction. An induction ceremony is not difficult, and the costs are negligible. Once you have done the inducting, your program can nominate up to two of its inductees each year to your state adult education association for consideration for inclusion in the MPAEA NAEHS Project. The catch is you must submit your nominees to your state association by March 4<sup>th</sup>, 2006. The state association president then submits the nominees to MPAEA in time for recognition at the annual MPAEA Conference awards ceremony. Be sure to include contact information and a 150-word biography for each inductee.

State associations should mail – or e-mail – nominations to MPAEA Awards Committee Chair Pat Thorpe at [pthorpe@msn.com](mailto:pthorpe@msn.com) by March 22. Pat's US Mail address is: 734 S. Vine St., Denver, CO 80209. You can phone Pat at: 720-244-6358.

You can also contact me at 480-517-8108; [blair.liddicoat@riomail.maricopa.edu](mailto:blair.liddicoat@riomail.maricopa.edu) and I will help convince you that it is neither hard nor time consuming. Jump on board this project and honor the achievements of some of your "special" students. I look forward to seeing you in Denver and

jointly applauding the efforts of NAEHS inductees from programs throughout the MPAEA region.



*Merry Christmas and Happy New Year!*

**MPAEA Journal of Adult Education**

The *MPAEA Journal of Adult Education* is reference 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 manuscript, 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:

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 Brigham City, UT 84 302  
 andys@ext.usu.edu  
 435-799-1784

**Article Categories for the Journal**

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

**Research Articles.** Discussion 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 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 on typewritten page.

**MPAEA Membership Application**

Please select type of membership, return form with dues to:

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

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**Upcoming Events**

April 26 – 29: MPAEA 64<sup>th</sup> annual conference Mile High Rendezvous, Adams Mark Hotel, Denver, CO.

2007: Annual MPAEA Conference in Coeur d' Alene, Idaho, sponsored by the Idaho Lifelong Learning Association

