

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 65, ISSUE 1

Newsletter, June, 2006



President's Message Teri Zutter

The Mile High Rendezvous in Denver this April was a soaring success! There were over 650 participants with all of MPAEA's eight states having ample representation and those who are not members of the association attendees from as far as Florida and New York! Kudos to Paulette Church, Conference Chair, and her lofty band of helpers who established new heights of conference prowess bringing outstanding sessions, 'Wicked' entertainment and action oriented state forums to the MPAEA yearly gathering. Plan now for the 65th Annual Conference in beautiful Coeur D'Alene, Idaho, April 25-28, 2007.

Past-president Anita Raynor has left her mark on the association establishing a student track at the conference and mentoring Gilbert Zamora, student Board Member from New Mexico. The Executive Director of VALUE Inc. (Voices for Adult Literacy United for Education), Martin Finsterbusch, led sessions with the students at the conference designed to inform administrators and students alike concerning the power of student involvement in Adult Education Programs at every level. One session generated a host of thought provoking suggestions included in this issue.

Welcome to Myna Frestedt, incoming President-elect from Arizona. Myna has been an outstanding GED instructor for more than a decade, has served on the MPAEA Board for the past three (3) years and has shared her expertise as a presenter at several conferences. Myna is a loyal friend to the Mountain Plains Association and I am looking forward to having her on the team. Thanks to Lou Workman, Utah, for agreeing to serve yet again as the Board's fearless secretary and Bravo to Detlef Johl, Montana, who has agreed to fill the position of Treasurer on the Board this year leaving his position as Sr. Board Member .

Congratulations and good luck to incoming Board Members Kelsee Miller from Wyoming, Brad Deeds from Nevada and Shannon Newman from Arizona. Your service is appreciated.

Pat Thorpe, retiring MPAEA Past-president will be missed—we love you Pat!

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Journal of Adult Education

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VALUE

Voices for Adult Literacy United for Education

In his session, Martin Finsterbusch, Executive Director of VALUE listed the following to improve your program with student involvement and build student leadership in your program.

Why have student involvement?

- * Ownership in learning
- * Make program decisions
- * Make decisions about what they want to do
- * Build community with each other
- * Act as teachers sharing information
- * Involved in fund-raising
- * Create leadership opportunities
- * Build confidence with presentations

Ways to improve MPAEA conference for students.

- * Let programs know students are invited.
- * List what is offered for them.
- * Create scholarships.
- * Develop student orientation at conference.
- * Streamline the program
- * Give student support—e.g. nearest drugstore
- * Develop guides/volunteers with defining shirts
- * Develop a student track—educational leadership/awareness
- * Create a student committee to pick workshops
- * Ask state associations to encourage student involvement—VALUE for Directors/Teachers/Students.
- * Develop workshops about students, educators and programs that help learn about each other.
- * Make sure they are part of the conference.
- * Ask adult learners to do student track/workshops.
- * Ask students to give workshops.

MPAEA WEBSITE

www.mpaea.org

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

Cont. from Pg 1

And we know where to find you. Pat's husband, Richard, has assured me that he'll be driving Mrs. Thorpe next year to Idaho to support us with her clear sense of direction and altruistic wisdom.

I'd like to express the board's gratitude to Sandra Grant from Utah for her many years of service to the MPAEA Board. Sandy is responsible for the beautiful handmade quilts that are raffled off each conference year. These quilts are crafted from t-shirts from each of the association's eight states, generate scholarship funds for the organization and are a much sought prize of each conference.

The world is changing—technology is moving at a rapid fire pace and information is generated faster than we can process it. In the world of adult education there is always much discussion of 'lifelong learning.' *Here's a practice what we preach challenge for all of you: learn a new 'technological' skill.* In my office, we recently acquired the ADOBE Acrobat writer and I am endeavoring to learn its secrets. Technology promises to polish efficiencies and boost effectiveness and that can only happen if it is used. Take a small step this summer; create your own Web-page, learn a new software program or organize your bookmarks. **Anything, just do it.** And then, share what you've learned with a colleague and reinforce your newly acquired skill while contributing to the global warehouse of knowledge.

Along the way, smell the flowers this summer. Enjoy the children. Read a good book. Have a good belly laugh or two. And renew your spirit. It could prove to be a quick year.

Namaste



Teri Sutter presents Presidential Plaque to Anita Raynor

CHANGE: A HARD PILL TO SWALLOW

(Editors note: It seems like some things never change. Change is still a hard pill to swallow for those who don't embrace the future. WOW! If Martin could see us now.)

Doing things better means changing the way you do things. And change is widely feared. History proves this out. Consider this portion of a letter written in 1829 by Martin Van Buren (then Governor of New York) to President Andrew Jackson:

Dear Mr. Jackson:

The canal system of this country is being threatened by the spread of a new form of transportation known as "railroads." The federal government must preserve the canals for the following reasons:

✕ If canal boats are supplanted by "railroads," serious unemployment will result. Captains, cooks, drivers, repairmen, boat builders and lock tenders will be left without means of livelihood, not to mention the numerous farmers now employed in growing hay for horses.

✕ Canal boats are absolutely essential to the defense of the United States. In the event of the expected trouble with England, the Erie Canal would be the only means by which we could ever move the supplies so vital to waging modern war.

The government should create an Interstate Commerce commission to protect the American people from the evils of "railroads" and to preserve the canals for posterity.

As you may well know, Mr. President, "railroad" carriages are pulled at the enormous speed of 15 miles per hour by "engines" which, in addition to endangering life and limb of passengers, roar and snort their way through the countryside, setting fire to crops, scaring the livestock and frightening women and children.

The Almighty certainly never intended that people should travel at such breakneck speed.

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.

National Adult Education Honor Society Awards

Each year local adult education programs select outstanding students to become members of the National Adult Education Honor Society (NAEHS). Each chapter conducts an induction ceremony and honors its students. Then MPAEA asks states to nominate three of their outstanding students to be honored at the annual conference. The outstanding students for 2006 are:

ARIZONA

Ramon Henry

Ramon has met his physical challenges with a "can do" attitude, encouraging and uplifting all through his cheerfulness. He has progressed from pre-literacy classes to advanced ELAA (ESOL) classes and taking TABE language tests.

Peter Hiadzi

Peter has progressed academically and personally, proceeding to GED classes in January 2004. His struggles with algebra and geometry help him as he now volunteers the processes to others. Through Peter's gentleness of soul and hardness of resolve, he pushes forward while always looking out for others.

Martha Menchaca

When Martha came into the program her goal was to receive her GED. Her initial scores were at the sixth grade level. She has been a model of positive persistence earning her GED, demonstrating leadership by encouraging and reaching out to help other students. Now Martha has expanded her goal to become a registered nurse and is currently attending courses at Pima Community College.

COLORADO

Janie Orrantia

Janie's intelligence, organization, persistence, humor, reliability, and "can-do" attitude helped her complete a business course and attend GED classes. She not only cooperates, she volunteers to help and goes "the extra

mile" whenever she can. Janie is a wealth of information about the Denver area.

Leighana Barbara Sisneros

Leighana is a tiny, poised powerhouse of a student who left high school with a 4.0 GPA because she "didn't fit in." More mature than many of her peers at the high school, she opted to earn her GED so that she could pursue post-secondary studies. She graduated in the top 15% of graduates nationally and began attending college in January. Leighana plans to complete an 18 month or two-year dental hygienist program in San Diego after she completes the basic work at Pueblo Community College.

Angelina Tina Lovato

Angelina Lovato is a young mother of three very active boys. Although she was juggling children, a husband and all the responsibilities that go along with such, she managed to complete her GED last summer. Angelina is also working in the southern Ute Tribal Court System and is considering going on to school. She is an excellent example of the importance of GED completion which is a gateway to the educational future for adult students.



Retiring Board Members
Myna Frestedt, Arizona
Gilbert Zamora,
New Mexico

A simple compliment has great power. It can lift spirits, boost morale, and inspire dedicated work. It pays to give compliments often, and to be specific. It shows that you really notice and are appreciative.



Janie Orrantia
Colorado National Adult Education Honor Society Inductee

AWARDS**Award of Merit**

Lou Workman

Award of Excellence

Arizona—Garry L. Cox

Colorado—Paulette Church

Idaho—Bob Crocker

Montana—Jake Gustin

Nevada—Teri Zutter

New Mexico—Pam Ete-Perez

Utah—Pamela J. Atkinson

Wyoming—Christy Stocks

Legislator of the Year, 2006—

Ken Salazar

Student of the Year, 2006—

Kathy Valdez

Educator of the Year, 2006—

Andrea L. Heyman

Lay Leader of the Year, 2006—

Russ Weimer

Volunteer of the Year, 2006—

Judith Morris

Retiring and New Board Members

Members receiving plaques for their service on the MPAEA Board are:

Arizona—Myna Frestedt

Colorado—Marcie Hanson

Nevada—Jackie Kearns

New Mexico—Gilbert Zamora

Wyoming—Michael Woolcott

New Board Members are:

President-Elect—Myna Frestedt

Treasurer—Detlef Johl

Arizona—Shannon Newman

Nevada—Brad Deeds

Wyoming—Kelsee Miller



**Lou Workman, Utah
Award of Merit**

The Award of Merit is the highest award that MPAEA gives. It encompasses service in the field of Adult Education and service to the organization. Lou Workman has made outstanding contributions in both those areas. Her leadership was seen when she served as Director of Utah State University in Brigham City, three years as Utah's liaison with Western Governors' University, Dean of continuing Education at Southern Utah University and as the Dean of Continuing Education at Idaho State University

Within MPAEA she has given new meaning to the phrase, "whatever it takes." For eleven years she has served as Board Member, Marketing committee Chairperson, Treasurer, Secretary and president. Just this past conference she not only served as secretary but stood in as Treasurer.

Other colleagues say, "There is no more deserving person. Without her support, I would not have been able to continue in the leadership role. Lou is a good listener, a wise advisor, much needed mentor and above all a friend." Lou is an energetic enthusiastic person to work with who gives her all to adult education because she believes it makes better lives for others.



**Russ Weimer
Fort Morgan Colorado
Lay Leader of the Year**



**Andrea Heyman
Educator of the Year**



**Kathy Valdez
Student of the Year and
future educator**



Paulette Church, Colorado, Marjean Buchner, AAACE President, and Patricia Thorpe, Colorado, discuss strategies



The BLAST Project



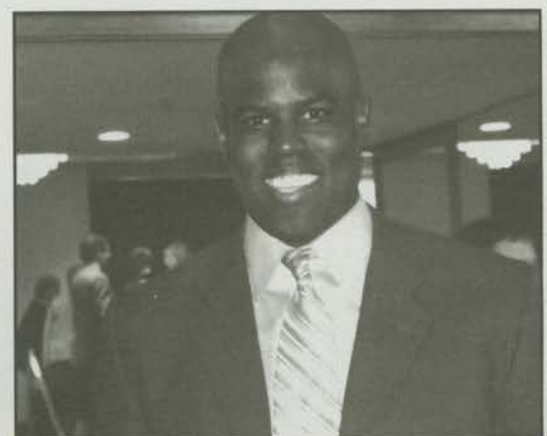
**Larry Wickham, Idaho
Acknowledged for attending 39
MPAEA Annual Conferences**



**Detlef Johl, MPAEA Board Member
Montana talks enthusiastically with
another MPAEA member.**



**Vendors Display
Longtime supporters of adult education**



**Reggie Rivers
Luncheon Speaker**

Adult Education—Here to Help

Over the past 20 years the Adult Education program has helped hundreds of adult learners make learning transitions in their lives. Students have taken advantage of help with high school completion, academic brush-up, career advisement, college support, English acquisition, and more. For example:

Kelly completed high school in the Adult Education program. He dropped out of high school at age 16 he said, but was ready to complete his studies a year later. "It worked well for me," Kelly said. He went on from completing his GED requirements to earning an associates degree in accounting.

Nesta and Richard also earned diplomas through Adult Education in the early 80's. Nesta needed a few courses in English to complete her high school diploma. Richard needed a few more credits, so Nesta continued to attend classes with him after completing her English requirements. "As 40-something learners," Nesta said, "we found the courses interesting, but a bit challenging."

Over the years Adult Education has also helped many students prepare to go on to college and/or vocational training.

Chris, a 1998 high school graduate, who worked on a dairy farm for 17 years, was advised to find a new line of work following knee surgery. He took an algebra brush-up course through Adult Education and a career aptitude test.

"I went through their course to find out what field I was most qualified for," Chris said. "From adult education I went on to register at a technical college and took waste water courses and gained an associates degree in Applied Sciences. Adult education helped me a lot."

Angela used the Learning Center as

a place to prepare for college. She took college prep courses such as essay and creative writing and also participated in a woman's writing group. While she enjoyed these courses one of the most useful things she found at the learning center was access to the computer lab. "I got familiar with computers," she said, "I could go in and poke around on my own time, which in turn benefitted my typing skills."

Angela is now in her second semester of ITV classes and she is working toward an associates degree in Applied Sciences in Community Health Education.

Availability of computers at the learning center also helped Tyrene prepare for college. Tyrene took algebra brush-up courses at the center and familiarized herself with computers. She is now enrolled at a local technical college as a full-time student.

Adult Education has also given community members a chance to share their hobbies with others and gain some teaching experience. Robin has taught stained glass classes for several years. "I have thoroughly enjoyed it because I have met many, many people," she said. Robin received her introduction to glasswork from a former adult education teacher. He helped her overcome shyness and build her technical skills, and he encouraged her to teach the class when he moved away.

Adult Education records contain years and years of similar stories of accomplishment and personal growth. Adult educators rejoice in the progress made by the students. From passing the GED or balancing a checkbook to the earning of degrees and landing jobs, adult education is used as the bridge. For some the transition is quick, for others longer. Each day brings new faces and opportunities to help people work on their goals.

Taking life less seriously

MORE MURPHY'S LAWS

Nothing is as inevitable as a mistake whose time has come.

If at first you don't succeed, destroy all evidence that you tried.

There is no job so simple that it cannot be done wrong.

If anything is used to its full potential, it will break.

Asking dumb questions is easier than correcting dumb mistakes.

The number of minor illnesses among employees is inversely proportional to the health of the organization.

If something is confidential, it will be left in the copier machine.

Source: Murphys Law Book Three

The true harvest of my daily life is somewhat as intangible and indescribable as the tints of morning or evening. It is a little star dust caught, a segment of the rainbow I have clutched.

Thoreau

*Happy
4th of
July*

A New Resource For Your Teachers Tool Box

Choosing and Using Books with Adult New Readers, by Marguerite Crowley Weibel, is a resource book for a literature-based literacy instruction program with adult new readers. What is the first book that you remember being spellbound and lost track of time? Do you remember the first book you borrowed from a library? It is this love of books and reading that led many of us to become teachers, tutors, and writers. As you are working with students you may be searching for materials your learners will need in their student centered work. As they work on gathering, analyzing and using information, you may need to know what resources are available on a variety of topics for adult new readers.

Marguerite's book will aid adult new readers in their search for information in a wide range of topics. The title of Chapter 6: *Not for Children Only: Picture Books for All Ages* is one example of what you will find in this book. Marguerite is a librarian who has compiled an extensive bibliography of books you might not find in the Adult New Reader section of your library, but are a great source of information for adults in other sections.

The titles of her chapters invite you in to inquire into the resources within the covers, for instance: Chapter 1: *Reading Pictures: Art and Photography Books to Inspire New Readers and Writers*, Chapter 3: *Stories from the Human Family*, Chapter 7: *Finding Books Suitable for New Readers*.

Each chapter is followed by an extensive annotated list of books in each of these categories that your student could find in the library that would complement their literacy program. The author goes beyond merely recommending and annotating titles that are appropriate for adults learning to read or trying to improve their reading

skills—she discusses a multitude of ways for adult new readers to use the books in a student centered learning environment.

NCSALL Research: Learners' Engagement in Adult Literacy Education

This research was conducted by the NCSALL research team at Rutgers University, New Jersey, in partnership with the New Brunswick Public Schools Adult Learning Center, NCSALL's partner in the National Lab site for Adult Literacy Education. The research team studied six classes: three basic level classes, a GED class, and two adult high school reading and writing classes. Engagement is mental effort focused on learning and is a precondition to learning progress. This qualitative study looks at how learning context shapes engagement. Key findings include:

✓ Students participating in classes that use individualized group instruction (IGI) show a high level of engagement. The high level of engagement exists for three reasons: motivation, the encouragement given to students by teachers, and the voluntary nature of participation in adult literacy education.

✓ The engagement falls into three categories: learners engaging with materials, learners engaging with teachers, and learners engaging with other learners. Each engagement pattern has a shaping factor. For learners engaging with materials, the shaping factor is the routines and procedures of IGI. For learners engaging with teachers, the shaping factor is the teacher's interpretation of his or her role and related behavior, and for learners engaging with other learners, the shaping factor is the social norms of the classroom.

IGI is a commonly used method of instruction in adult basic education. This study has revealed factors that shape

engagement. Engagement, a precondition to learning, can generally be assessed through simple observation. It follows that learners' level of engagement can function as a day-to-day marker of instructional success. If the results of assessment prove negative, malfunctions of the instructional system, teachers' role behaviors, and/or classroom norms may be places to search for solutions.

NCSALL Program Administrators' Sourcebook: A Resource on NCSALL's Research for Adult Education Program Administrators

If you administer an adult education program, you face a wide variety of challenges:

- ❖ How can you help students make "level" gains?
- ❖ How can you help students gain the skills they need to reach their goals?
- ❖ How can you help students stay in programs long enough to meet their goals?
- ❖ How can you prepare and retain good teachers?
- ❖ How can you document the successes of your program?

The National Center for the Study of Adult Learning and Literacy (NCSALL) conducted research relevant to these questions. The Program Administrators' Sourcebook (December 2005) is designed to give you, as a program administrator, direct access to research that may help you address the challenges you face in your job. For more information, go to: www.ncsall.net/?id=1035.

"Experience is that marvelous thing that enables you to recognize a mistake when you make it again."

F.P. Jones

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 Journal editors, your state's MPAEA board members or send inquiry to your newsletter editor.

MPAEA Membership Application

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

Detlef Johl
815 Front Street 44200
Helena, MT 59601
djohl@helena.k12.mt.us

Membership applying for: (Please check one)

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| Individuals | \$30 |
| Libraries | \$30 |
| Students | \$20 |

Institutional

| | |
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| Colleges & Universities | \$55 |
| State Education Agencies | \$55 |
| Public Schools, Corporate | \$55 |
| Other (includes International) | \$55 |

All membership dues are tax deductible

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Upcoming Events

- October 12-13, 2006 Wyoming Lifelong Learning Association (WLLA), Gillette, Wyoming
- October 22-24, 2006 Idaho Lifelong Learning Association, Sun Valley Lodge, Sun Valley, Idaho. Go to www.idlla.org for more information.
- October 23-24, 2006 Utah Association for Adult, Community, and Continuing Education, Utah Valley State College, Orem, Utah. Theme—Learning-The Way to Change.
- November 3-4, 2006 39th Annual New Mexico Adult Education Association (NMAEA) Conference, Albuquerque Marriot Pyramid, Albuquerque, New Mexico. Go to www.nmaea.org for more information.
- February 7-9, 2007 Colorado Adult Education Professional Association (CAEPA), Omni Interlocken Hotel, Denver, Colorado. Go to www.caepa.org for more information.

