

# NEWSLETTER

## Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 64, ISSUE 4

Newsletter, March, 2006

### President's Message

Anita Raynor



#### OPPORTUNITY: BEFORE

How many of you agree with Rita Coolidge who best describes certain opportunities in life...your life?

“Too often, the opportunity knocks,  
but by the time you push back the chain,  
push back the bolt, unhook two locks,  
and shut off the burglar alarm, it is too late.”

#### OPPORTUNITY: NOW

Plan on attending the Mile High Rendezvous in Denver, Colorado!  
Things are about to change for you!  
Spring into Action Now and Meet Us in Denver

Here is the Checkoff List

- ✓ Register before March 1st for the Early Bird Special
- ✓ Reserve your room at Adams Mark Hotel ([www.adamsmark.com](http://www.adamsmark.com))
- ✓ Review MPAEA's website ([www.mpaea.org](http://www.mpaea.org)) often for updates
- ✓ Reserve your airline ticket now, or arrange transportation of your choice
- ✓ Nominate your peers and students for the MPAEA Awards
- ✓ Get credit for your professional development
- ✓ Listen to the keynoters for professional uplifting
- ✓ Attend the Awards Banquet in support of those deserving
- ✓ Attend the Business Meeting
- ✓ Don't forget the Mile High City itself...Denver
- ✓ Say thank you to CAPEA and MPAEA Conference Planners

By meeting opportunity with hard work right now, one can expect to get positive results. So **ACT NOW!** We want to see you in Denver, Colorado, for this outstanding conference.

#### Contents

President's Message	1
MPAEA Governing Board and Directors	2
Visionary Genius	2
Digital Storytelling	3
Lessons Learned	3
State News	4
NAAL	5
A Look Back	7
Day on the Hill	8
Grant Seeking Tool Kit	8
Journal Information	9
Membership Application	9

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## Journal of Adult Education

Editors

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## Utilize Your Visionary Genius

To say that Einstein was a visionary genius is putting it very mildly. His vision extended all the way back to the beginning of time, and out to the most distant reaches of the universe. Many elements of Einstein's vision were truly revolutionary within the scientific context of his time. There were certainly people who would have liked to disagree with him. When Einstein said that space was curved, there were those who would just as soon have stuck with flat space, just as their ancestors would have argued for a flat earth. But fortunately for Einstein, he didn't really have to persuade anyone about his theories in the way the earlier visionaries had to do. Einstein's concepts were stated in the rigorous language of mathematics. There was no disagreeing with them, because they were already proven within the terminology that science had universally agreed to accept.

As you develop your own visionary capabilities, however, you probably won't have the benefit of mathematical proof. You'll most likely have to persuade others to buy into your vision using the regular old English language—and your ability to do that is just as important as your ideas themselves. If you have the power to imagine, the power to be creative, and the power to inspire your vision in others, you're going to be more influential than someone who can't. It's that simple.

Needless to say, a vision doesn't have to be a whole new way of looking at the universe. You can be a visionary—even a visionary genius—without being another Einstein. A vision can simply be your picture of a desired state of affairs at some point in the future.

How do you go about making your vision attractive to other people? "What-if" questions can be the starting point. Get people thinking beyond their rules or limitations. In his book entitled *A Whack on the Side of the Head*, Roger von Oech calls it "getting into a germinal frame of mind." That's like a garden bed with rich, black dirt where seeds get a good start on germination. "What-if" questions allow people to free themselves from ingrained assumptions about how things are done or what's even possible.

When you first introduce them, a lot of your "What-if" speculations may sound impractical and unrealistic. But, embedded

Continued Page 3

## MPAEA WEBSITE

[www.mpaea.org](http://www.mpaea.org)

Access the MPAEA listserv  
[mpaea-l@cebrigham.usu.edu](mailto:mpaea-l@cebrigham.usu.edu)

## Arizona Adult Education Digital Storytelling Institute

### What is Arizona Adult Education Digital Storytelling Institute? (AADSII)

The AADSII bring together cutting-edge technology, literacy, and the arts through training adult education staff in digital storytelling. Digital storytelling is an approach that allows media novices to produce brief (2-4 minutes) videos blending their own voices, still photography, or other artifacts.

### Why story?

Adult educators have long understood the value of our students' stories, stories packed with wisdom, struggle, and achievement over adversity. Digital storytelling, a process that allows students to document and preserve these stories using new technology, is a natural next step for the field of adult education. The AADSII provided five adult education programs with an intensive capacity building program to achieve the following goals:

**New Products**—All organizations received DVD and web-ready copies of the digital stories.

**New Skills**—Participating staff increased organization capacity in the use of story in the adult education classroom, digital video and digital photography.

**New Networks**—Programs collaborated through training and ongoing networking to foster story sharing and skill building.

The AADSII began with a "train the trainer" workshop that fostered a sense of community, provided hands-on experience, and launched the project. Ten participants from five statewide adult education programs gathered for an intensive training that provided the basics for developing a digital story and implementing the process in their program. This workshop covered the following topics:

**Why Story**—Explored the history of story within the tradition of adult education and considered the transfer to digital format.

**Story Development**—Participants learned different approaches, activities, and principles for preparing scripts for digital stories. Story starter activities were shared and participants learned to generate script drafts and/or reshape existing drafts.

**Making it a Multimedia Experience**—Further examples of digital stories provided the center for a discussion of how to use multimedia purposefully. The different media elements and their integration were addressed to foster creative media choices.

**Introduction to Digital Photography**—Participants learned the basics of scanning, downloading images, and manipulating digital images.

**Application to Adult Education**—Participants discussed the logistics of integrating digital storytelling into the classroom, potential lesson plans, connections with technology standards needs and resources.

**Application to Civic Activity**—Participants explored potential applications of digital storytelling to civic engagement, viewed sample curriculum of stories used for community building, organizing and advocacy, and developed an implementation plan.

Participants are expected to produce a minimum of three digital stories (in addition to stories from workshop) within six months following the workshop. And, each program must organize one screening within three months of the workshop.

You can learn more about digital storytelling at the Center for Digital Storytelling at [www.storycenter.org](http://www.storycenter.org). To see examples of local, community-based digital storytelling, visit [www.massimpact.org](http://www.massimpact.org) or [www.creativenarrations.net](http://www.creativenarrations.net).

Submitted by Myna Frestedt

Cont. from pg. 2

within the impractical you can plant a seed of practicality.

Visions are born for all sorts of reasons: to make money, to end a problem, to improve a situation, to create an alternative, to have more fun. To turn a vision into reality, the key is stopping people's critical instincts from coming in too soon. "What-if" questions are great to use on yourself, and they're essential for sharing your vision with others.

Taken from internet/Alessandra

### Lessons Learned

Taken from a paper on Montana LD Initiative written by Becky Bird

*Editor's note: The following can be adopted for success in any program.*

**Having vision is not quite enough.** The vision needs to be supported by a plan and frequently articulated. There is no room for assumption.

**Commitment comes with a price tag.** The ongoing resources needed to provide regular training, technical assistance and ongoing support needs to be thoughtfully considered. The original plan may change several times dependant on the stability of resources and infrastructure. Note: the plan may change, that doesn't mean fail.

**Stay focused.** It's very easy to get distracted by the possibilities and quickly get sidetracked from the goal. Keep your eye on the goals that lay the foundation. Without the foundation, the extras become irrelevant.

Continued on page 7

## News from Arizona

### Conferences

On February 4, 2005 a mini-conference at the Signal Peak Campus of Central Arizona College was held for all adult education professionals. It was cosponsored by the Arizona Association of Lifelong Learning (AALL), the Blackwater Community School, and the Arizona Department of Education's division of Adult Education. Billed as a "Summit at the Peak," the event followed the association's very successful AALL Awards Conference held in Tucson on October 14, 2005. This event was privileged to have MPAEA President Anita Raynor and representatives from the New Mexico BLAST program in attendance.

In continuation with Tucson's topics, several sessions further explored working with disabled populations, state task force activities, advocacy, and student leadership. AALL sponsored seven student memberships in AALL and covered these students' conference costs by means of a newly-formed Student Scholarship Program. For the program, teachers recommended student leaders who in turn applied for a scholarship. Each student also wrote a paper stating what leadership means to him/her. Other conference activities included a Bridges to Practice Workshop with sessions on advocacy and distance learning by Maureen Hoyt of Arizona Call-a-Teen, presentations by Department of Education representatives, and a national literacy update from Jacquelyn Power, Principal of Blackwater Community School.

### Other News

Miriam Kroeger, Education Specialist from the Arizona Department of Education, Division of Adult Education reported Arizona has completed revisions of the adult education standards for the state. Teams of instructors met and reviewed the Arizona Adult Education Standards in reading, writing, math, science and social studies. The teams revised the standards using feedback from the field and their own

experiences. This work was preceded by a similar project with the English language standards for ESL. The Revised Arizona Adult Education Standards were to be posted on the Arizona Adult Education website in February of this year ([www.ade.az.gov/adult-ed](http://www.ade.az.gov/adult-ed)).

In addition, Arizona is working on a system of training for professional development of adult educators. Currently, pilot teams participate in training following the National Staff Development Council's standards. Teams are working with "data-driven decision making" and "professional learning communities" as well as other topics. The state's Educational Technology Experts training is also taking place. Its work is to enact full implementation of Arizona's Adult Education Technology Standards, made effective July, 2005.

Submitted by Myna Frested

## News from Nevada

### Nevada's new SPOC

Vicki Newell, executive director of the Northern Nevada Literacy Council, has agreed to serve as the state's "Single Point of Contact" for legislative advocacy regarding adult education. During 2005, the contact network effectively mobilized support for retaining adult education funding. "Vicki's legislative knowledge, experience, and contacts are deep and extensive. They will ensure Nevada's voice will continue to be heard at the state and federal levels," said Mary Katherine Moen.

### PD workshops broad and deep

Full-day workshops on a wide variety of topics—such as adult student persistence, emotional intelligence, and teaching effective reading to the ESL student—are offered throughout the state. The workshops are free to all adult educators on a space-available basis. See the calendar at [www.literacynet.org/Nevada](http://www.literacynet.org/Nevada), click on

"calendar of events" button along the left.

### ESL standards rolled out

Nevada's Content Standards for Adult ESL Programs are aligned to the National Reporting System levels, CASAS assessments, the 300+ CASAS competencies, and the EFF standards. They include reading, listening and speaking, writing, and grammar. They address beginning, low intermediate, high intermediate, low advanced, and high advanced levels of literacy. Claudia Bianca-DeBay, Nevada's ABE CASAS manager/trainer and resource specialist, spearheaded development of the standards which are posted at [www.literacynet.org/nevada/sdocs/eslcontentstandards.pdf](http://www.literacynet.org/nevada/sdocs/eslcontentstandards.pdf). Claudia is also heading the team developing Standards for Adult Basic and Adult Secondary Education.

Submitted by Sharyn Yanoshak

At the end of winter there is a season in which we are daily expecting spring and finally a day when it arrives.

I hear the bluebirds...the blue curls of their warblings thawing the torpid mass of winter—assisting the ice and snow to melt and the streams to flow.

Thoreau

**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.**

## News from Montana

On November 14, 2005, five adult educators from Montana were awarded the 2005 Award for Distinguished Service in Denver, Colorado. Two hundred and twenty adult educators from across the country were in attendance at the National Association for Adults with Special Learning Needs (NAASLN) Conference where sessions focused on how to improve service to adults with all range of disabilities enrolled in adult education, post-secondary education, employment and training. NAASLN is the only national organization that has the mission of addressing the needs of and improving services to adults in education, employment and training. The Montana Coaches, nominated by Becky Bird, are:

**Jean Dahlman**, Director of Literacy Volunteers of Rosebud County, partnered with the Forsyth Public Schools,

**Margaret Girkins**, Director of the Adult Learning Center at Flathead Valley Community College in Kalispell,  
**Vicki Mattingly**, Adult Educator with Skyline Adult Learning Center in Great Falls,

**Jackie Provance**, Adult Educator with the Learning Partners Program-Community Health Partners in Livingston,

**Megan Thompson**, Director of the Adult Learning Center at Powell County Library in Deer Lodge.

In July of 2003, the Montana Coaches Network was formerly organized as a means to provide on-going training and technical assistance to local Adult Basic and Literacy Education (ABLE) programs in how to implement and best utilize the PowerPath Screening Tool.

The Coaches were selected based on previous training in the use of PowerPath, commitment to improvement of teaching adults with special learning needs and the passion to carry the message to Montana adult educators.

In the past three years the MT Coaches have been diligent in their commitment to see that all Montana ABLE programs, and others, have access to training and support. The work of the Coaches Network has been supported using Workforce Investment Act - Title II Adult Education and Family Literacy Act funds through the Office of Public Instruction and countless hours of volunteer time and commitment. The initial funding to support training and implementation of the PowerPath Screening Tool was provided by Temporary Assistance to Needy Families (TANF) funds from the Montana Department of Public Health and Human Services.

Submitted by Montana Board Members

## Long-awaited National Assessment of Adult Literacy (NAAL) released

According to the 2003 NAAL, the first national study of adult literacy since 1992, American adults can read a newspaper or magazine about as well as they could a decade ago and have made some strides in performing literacy tasks that involve computation. However, there was little change between 1992 and 2003 in adults' ability to read and understand sentences and paragraphs or to understand documents such as job applications.

The National Center for Education Statistics (NCES), part of the U.S. Department of Education's Institute of Education Sciences, conducted both assessments. The 2003 study assessed a nationally representative sample of more than 19,000 Americans age 16 or older, most in their homes and some in prisons.

Overall, adults have improved in document and quantitative literacy with a smaller percentage of adults in 2003 in the Below Basic category compared to 1992.

## Surprise for higher education

Surprisingly, average prose literacy decreased for all levels of educational attainment except for adults who were still in high school or had attained a GED. The percentage of college graduates with proficient literacy fell from 40 percent in 1992 to 31 percent in 2003. *Even for those who took graduate classes or earned a graduate degree, the percentage with proficient prose skills dropped 10 percent.*

Americans with below basic literacy skills number 41 million, including 11 million who are non-literate in English. "Everyone can't help but agree that this is an unacceptable level," said ProLiteracy America Executive Director Peter Waite.

Some findings based on demographics:

✓ White adults' scores were up nine points in quantitative, but were unchanged in prose and document literacy.

✓ African Americans scored higher in 2003 than in 1992 in all three categories, increasing 16 points in quantitative, eight points in document and six points in prose literacy.

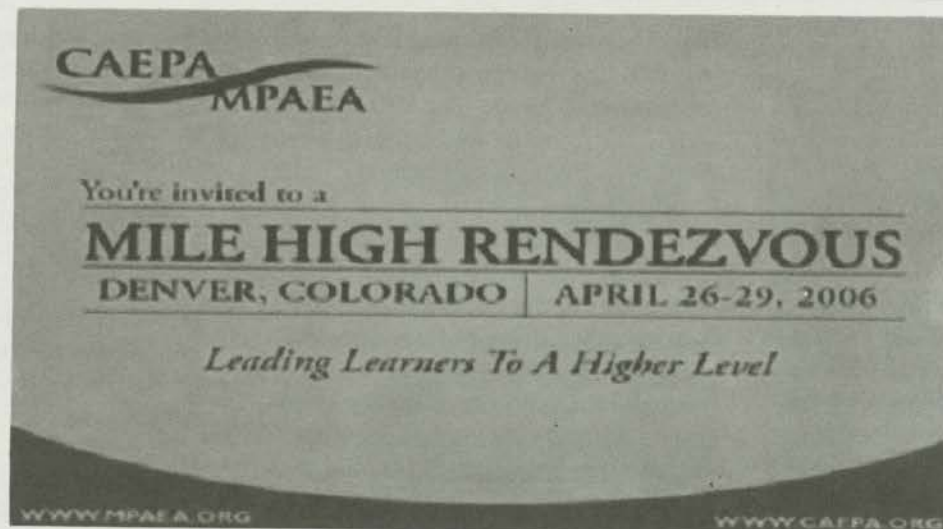
✓ Asian/Pacific Islanders' scores increased 16 points in prose literacy, but were unchanged in document and quantitative literacy.

✓ Hispanic adults' scores declined in prose and document literacy 18 points and 14 points, respectively, but were unchanged in quantitative literacy.

✓ Among those who spoke only Spanish before starting school, scores were down 17 points in prose and document literacy between 1992 and 2003.

The report found a \$28,000 difference in the annual earnings between a below-basic adult and a proficient-skills adult. According to Waite, it is necessary to move, not only from below basic to basic, but all the way to intermediate and proficient levels to begin to get a livable, sustainable wage.

Submitted by Sharyn Yanoshak



The rendezvous is a regional conference of adult educators, administrators and learners from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming, and beyond.

All educators, administrators, and students are invited including those working with 21st century programs, education programs, continuing and higher education, correctional education programs, literacy education programs, English for Speakers of Other Languages programs.

### Featured Speakers

#### Dr. Thomas Sticht

Dr. Sticht is recognized internationally for his work on the education and training of under-educated youth and adults.

#### Marsha Tait, ProLiteracy Worldwide

Ms. Tait is Senior Vice President of Public Affairs for ProLiteracy Worldwide and is responsible for ProLiteracy's public relations, public policy advocacy and awareness building initiatives.

#### Art Ellison, National Council of State Directors of Adult Education (NCSDAE)

Mr. Ellison is co-chair of the Policy Committee of NCSDAE and has been in national campaigns to secure and augment funding for adult education.

### Conference Highlights

21st Century and Community Education  
 Adult Basic Education (ABE) Best Practices  
 Adult Education Advocacy  
 Adult Learner Leadership  
 Correctional Education  
 English for Speakers of Other Languages (ESOL) Best Practices  
 Family and Intergenerational Literacy  
 GED Best Practices  
 Higher Education  
 Leadership  
 On-going Professional Development  
 Program Administration  
 Special Needs and Learning Disabilities  
 Technology

**Call for the conference room rate and reservation. Be sure to mention the MPAEA Conference.**

**Adams Mark Hotel  
 1550 Court Place, Downtown Denver  
 (800) 444-ADAM(2-3-2-6) or  
 www.adamsmark.com**

## A LOOK BACK - A HISTORY LESSON

Demographic Factors in Adult and Continuing Education, written by Dr. James J. Jelinek, (Adult Education Programs for Arizona Department of Education and Emeritus Professor of Education at Arizona State University), published in 1992 by Mountain Plains Adult Education Association, was offered as a resource guide for teachers, administrators, and policymakers at the time Dr. Gary A. Eyre was MPAEA president. It was published on the 50th anniversary of MPAEA.

The preface, written by Dr. Jelinek, ends, "Unless we in adult and continuing education know through our study of demographic factors where we are and where we are going, there is not much comfort in being told we are on our way and traveling fast." In his introduction (in the book and of Dr. Jelinek) Dr. Eyre pointed out the basic premise of the book is that adult and continuing education are irrelevant, immaterial, and inconsequential if they are not grounded in social reality. The book identified more than one million demographic factors included in four very broad areas. Areas the famous historian Dr. Charles A. Beard used to call hot beds of fire—politics, economics, religion, and sex.

According to Dr. Jelinek the basic lessons of demography, distilled, are:

1. *Cultural ecology*—The first basic lesson of demography learned from our study of the mountain plains states serves as a backdrop for all the other lessons. That lesson is this: the culture of the states must be viewed in holistic terms...the whole of a culture is greater than the sum of its parts.

2. *Urbanization*—Cultural changes have created crucial social problems, not the least of which is concentration of many people into metropolitan areas.

3. *Ethnicity*—Mountain plains states have greater diversity than any other region in the nation and projected to have even greater diversity in the future.

4. *Progress*—As nowhere else in the nation, there is a clash of ideologies in the mountain plains states that is approaching huge proportions, i.e. individualists on the one hand and communitarians on the other.

5. *Education*—The region has the distinction of being among the best educated regions in the country.

6. *Politics*—Fewer than one half of those residents of voting age in the mountain plains states cast votes in state and national elections.

7. *Poverty*—One in seven inhabitants in the mountain plains region now live in a condition of poverty. "Freedom begins where economic necessity ends."

Dr. Jelinek discusses holism: "...the whole of adult and continuing education is greater than the sum of its parts..." He suggests that when basic skills are taught (as means to certain ends) we will assess adult education progress by way of the criteria of maturity, rather than academic dogma."

In conclusion, Dr. Jelenik said: "The conclusions we come to, the emotions we harbor, and the passions that sway us are of much less significance than the basic assumptions upon which they are all founded. Some of our friends and adversaries in and out of adult and continuing education will make their assumptions quite evident when they dispute and resist the approaches inherent in our analysis. During those highly charged emotional experiences let us stand together."

Book review submitted by Marjorie Slotten

Cont. from pg 3

*Identify and nurture your champions.* The key to success is to identify local staff early on as showing the interest and enthusiasm to commit to the principles and the process. The power of peer influence should never be overlooked or underestimated.

*Change is ongoing.* Implementing changes takes time, repetition and consistency. It requires flexibility in thought and action. Persistence is paramount. There are times when blowing it off would be easy. But, the goal to improve service is unquestionable. Turning a blind eye would be unprofessional, unethical and fraught with moral implication.

*Patience is your best ally.* The only thing you might control is the process. You will never have carte blanche with people, places and things that seemingly get in the way of progress.

*Celebrate your successes.* Small steps toward improving services to adults with special learning needs are to be commended. The effort required to make small changes is immense, don't take it for granted.

Ms. Bird paraphrases a former director, "We may not be meeting all of the needs of our students, or employing all of the strategies recommended for improving instruction. But, if we can find just one thing that makes a difference that's more than we were doing before."

If you would like more information about the Montana ABLE LD Initiative you can contact Becky Bird at the Montana Office of Public Instruction (406) 444-4443 or via email at [bbird@mt.gov](mailto:bbird@mt.gov).

**When I was younger, I could remember anything—whether it happened or not.**

**Mark Twain**

## News from Utah

### A follow-up to the "Day on the Hill"

For a number of years UAACCE representatives have participated in an annual policy/legislative workshop in Washington, D.C., called "The Day on the Hill." Last year the workshop was cosponsored by the National Community Education Association and the National Center for Community Education. The purpose of the workshop is to assist local organizations and their members in improving education through legislation. Participants learn about the legislative process, receive helpful tips on contacting and informing legislators at the state and national levels, and most importantly, schedule visits with their congressional delegates and their staffs.

This year's follow-up was conducted at the UAACCE conference. UCEA President, Louise Summers, chair of the legislation committee for the Kentucky Community Education Association conducted the breakout session. Gaining legislative support for what we do is not an overnight occurrence, according to Summers, and keeping that support is not automatic. Among her "tips" to local leaders—those who plan to meet and work with elected officials—is to get the message across quickly, make sure all members of the organization are consistent, make sure any information conveyed to elected officials is accurate, always be bipartisan, and be sure and ask policy makers what you can do for them. She also stressed the importance of sending thankyou notes after a visit, letting officials know that their support works and is appreciated.

In a handout, Summers listed the 10 elements of lobbying, as summed up by a newspaper from her home state of Kentucky.

1. **Accept the politics.** People in business find out what the public wants and give it to them. Legislators do the same.
2. **Be a credible source of trusted**

**information.** Credibility is your expertise. Trust is how others see your intentions.

3. **Know the key players.** Who's what decides what's what. Get to know the leaders and their staffs. Make sure they know you.

4. **Lobby where they live.** Lobbying is performed on-the-spot in the Capitol and through grassroots organizations at home.

5. **Build a bond.** When you build a bond based on shared values, communication is easy, friendly and frequent.

6. **Navigate through bigger issues.** Be aware of the bills and amendments that dominate the time and mood of legislators.

7. **Know the ropes.** Understand the steps in the passage of a bill and what you can do to assist or ambush it at the next step.

8. **Shoot, scoot, and communicate.** Success depends on the distribution of information to legislators and their constituents.

9. **Be right and be in season.** Match the values of society and the mood of legislators. Get involved early, before positions are frozen.

10. **Common errors and survival tips.** If you don't watch your step, Nos. 1-9 won't matter.

Written by Scott Greenwell

Happy  
St. Patrick's Day

Our progress as a nation  
can be no swifter than our  
progress in education.

John F. Kennedy

## Grant Seeking Tool Kit

Most problems that occur in funded grant projects are best solved before you get the grant, and even before you apply for the grant. This takes us back to what happens before the application or proposal process. If your first thought is that nothing happens before you begin creating the proposal or grant application package, then you've come to the cause of many funded grant project problems, as well as the cause of much wasted time and effort in fruitless pursuit of grants you never had a real chance of winning in the first place.

The simplest, most effective, cheapest, and easiest way to fix problems is to avoid them. The place to start avoiding grant project problems is with the organization of your grant-seeking effort. The guiding principles behind the organization of a grant-seeking effort are:

- ❖ Grant seeking is a team sport.
- ❖ Members of the grant-seeking team need certain skills.
- ❖ The grant-seeking team needs resources with which to work.
- ❖ The grant-seeking team needs training and support.
- ❖ Grant seeking is a project itself and as such must have goals, guiding principles, and action plans.
- ❖ The grant-seeking effort needs a management plan.

Your chances of success in grant seeking will increase as your skill level increases with the following:

- ◆ Do not use bureaucratic language.
- ◆ Keep sentences short and simple.
- ◆ Do not use jargon.
- ◆ Do not use acronyms.
- ◆ Stay positive.
- ◆ Be open to other's ideas.
- ◆ Think innovatively.
- ◆ Be relentlessly consistent through out a proposal.



## **MPAEA AWARDS**

### **Purpose and Criteria**

All nominees must be a current resident of the eight state regions comprising the Mountain Plains membership area: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming. The first three awards are given by MPAEA.

#### **AWARD OF MERIT**

This award is to honor an individual who has made an outstanding contribution towards furthering the concept of adult education as a process continuing throughout life. The recipient must be a member of MPAEA. Their contribution may be on a community, state, regional or national level and need not be made within a specific time period but can range from one year to several years. This is the highest award given by the association. One award is given per year.

#### **LAY LEADER OF THE YEAR**

This award is to honor people in professions outside education who have shown themselves to be a close "friend" to adult education and lifelong learning. For example: legislators, community leaders, business leaders, religious leaders, etc.. The recipient need not be a member of MPAEA. One award is given per year.

#### **AWARD OF EXCELLENCE** (formerly the Award of Commendation)

This award is to honor an individual who has made significant contributions to the advancement of adult education at the state or local level. The recipient must be a member of his/her state affiliate or MPAEA. One award per state is given.

**The next three awards are given by the host state at the annual conference.**

#### **Educator of the Year Award**

Selected at the discretion of the state hosting the annual conference (no specific criteria).

#### **Legislator of the Year Award**

This award is to honor a legislator who has proven to be a strong supporter of adult education and lifelong learning. They shall have utilized their influence in their respective legislatures to promote and enhance lifelong learning opportunities for the citizens of their state.

#### **Learner of the Year Award**

Selected at the discretion of the state hosting the annual conference (no specific criteria).

## NOMINATION FORM FOR MPAEA AWARDS

Please make copies of this form. Use one form for each nomination being submitted. Descriptions of each award are on [www.mpaea.org](http://www.mpaea.org). Check the appropriate category for this nomination.

- \_\_\_\_\_ **Award of Merit**  
(one awards given by MPAEA)
- \_\_\_\_\_ **Lay Leader of the Year Award**  
(one award given by MPAEA)
- \_\_\_\_\_ **Awards of Excellence**  
(one award given by each state)

- \_\_\_\_\_ **Educator of the Year Award**  
( given by the host state)
- \_\_\_\_\_ **Legislator of the Year Award**  
( given by the host state)
- \_\_\_\_\_ **Learner/Student of the Year**  
(given by the host state)

Name of Nominee \_\_\_\_\_ E mail \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Please describe the contributions of your nominee to lifelong learning. Use additional paper if needed. Review the criteria for each of the awards. Include a resume' and biographical information for the Award of Merit. Include a picture if possible.

Due Date: **March 1, 2006**

Nominated by: \_\_\_\_\_

Mail to:

Patricia Thorpe

734 So. Vine St.

Denver, Colorado 80209

pthorpe660@msn.com

Editors note: If this application is submitted before March 15, it will be considered along with those submitted electronically via the website.

## 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:

Sandra Grant, Treasurer  
Utah State Office of Education  
2963 Jefferson Avenue  
Ogden, Utah 84403

Membership applying for: (Please check one)

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**Upcoming Events**

- April 9-12, 2006 UCEA 91st Annual Conference, Sheraton San Diego Hotel and Marina, San Diego, California.
- April 26-29, 2006 Mile High Rendezvous, Leading Learners to A Higher Level, MPAEA Annual Conference, Denver, Colorado. For more information contact your state board member or go to [www.mpaea.org](http://www.mpaea.org).
- November 3-4, 2006 39th Annual New Mexico Adult Education Association (NMAEA) Conference, Albuquerque Marriot Pyramid, Albuquerque, New Mexico.