



# MPAEA Newsletter

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Nancy Lambott  
President 2009-2010

## President's Message

Here we are in March thinking about mid-terms, spring break and now is the time to go to our website [www.mpaea2010.org](http://www.mpaea2010.org) and sign up for the MPAEA 2010 conference in Tempe, Arizona. It's not too late to treat yourself to this Professional development opportunity April 21-24, 2010. Relax at the beautiful Fiesta Resort and Conference Center and enjoy outstanding opportunities to network with your fellow adult educators from the mountain and plain states. Attend professional development workshops to enhance your instructional skills, listen to and interact with nationally known keynote speaker Dr. Stephen Brookfield and learn strategies to use in your classroom.

<http://www.stephenbrookfield.com>

Early registration has been extended to March 19, 2010. I hope to see many of you there. Arizona conference committee and the MPAEA board have been hard at work preparing for the conference.

In January, the executive board met at the Fiesta conference resort for the winter board meeting. During the meeting we were taken on a tour of the beautiful 35,000 square foot conference center. Kelsee, Donna, Detlef, Lou and I spent two days discussing budget, future conferences and professional development opportunities for our membership. We have hired a new editor for the newsletter

and are catching up on the Journal of Adult Education. We were happy to hear from our treasurer that our money market account is now growing by about 10% and that we are watching it closely. After the executive board meeting in January, the full board met via phone conference to discuss future plans for a 2011 conference and updates on committees and conference planning. Due to some unforeseen problems related to the economic downturn and uncertain future of travel options for adult education programs, plans for a 2011 conference in New Mexico has been tabled for now. We are looking into other opportunities to provide our members with quality professional development and networking opportunities through partnerships with national adult education organizations. We are hoping that we will have a plan in place before summer 2010.

Discussions at the state and federal levels regarding changes to Even Start funding, reauthorization of WIA Title II and funding of higher education are ongoing. I am repeating myself, but I strongly believe that we need to stay in touch with our state legislators and ask them for their support of adult education and family literacy programs. Please visit [www.mpaea.org](http://www.mpaea.org) under legislation, you will find contact information for each state.

Gerry Lambott, my husband, has agreed to

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## President's Message (continued)

assist us in producing the newsletter. Please send your articles including information you would like to share about your program, a review of a good book, pictures and ideas for the newsletter to [g.lambott@comcast.net](mailto:g.lambott@comcast.net)

I have enjoyed my year as president of this dynamic organization. It is hard to believe that in April at the annual conference, I will be turning the gavel over to Donna Bakke, president elect. A special thanks to the executive board for all their help this year, you and the board make an amazing team. It has been an honor and a pleasure to work with such a dedicated group of professionals. See you all in Arizona!

## Journal Section continued from Dec. Newsletter Dr. Gary J.Conti & Dr. Rita Kolody

In the last issue of the newsletter, we shared with you some of the changes taking place with your *Journal of Adult Education* as a result of the electronic production-and-dissemination of publications. One of these changes is that the journal is now listed in EBSCO as well as ProQuest. While this increases the prestige of the journal and provides some income to MPAEA through the royalties we receive from ProQuest and EBSCO every time a user accesses our journal articles, it does not provide a direct benefit to you.

However, another change caused by electronic production will provide a direct, tangible product to you as a part of your MPAEA membership. The journal is presently in the process of creating additional issues that will be called our Information Series. The Information Series of the *Journal of Adult Education* will be a series of publications on special topics to provide professionals with practical, research-based information that is focused on a specific topic. In addition to the regular publications of the journal, the Information Series will expand the journal's purpose of serving as a voice for the translation of theory into practice for the membership of MPAEA. With the dissemination of the Information Series through sources such as ProQuest and EBSCO, the series will also contribute to the knowledge base for other practitioners, researchers, and theorists working with adult learners.

How will this new Information Series work? Each issue of the Information Series will focus on one central theme. With input from various sources, the editors of the *Journal of Adult Education* will select a topic for each issue of the Information Series. Authorities in this area will then be invited to be the editor for this issue. The special-edition-editor will then contact experts to author the various articles of the special issue and coordinate the development of

the issue. The goal of each author will be to present a clear assessment of an aspect of the issue and to make a significant contribution to daily professional practice in this area. The journal editors and the special-edition-editor will work together to produce the issue.

So, how do you benefit from this? **You will receive this issue electronically as a bonus for your membership in MPAEA!** That is right—you will receive all issues of the Information Series as part of your membership. When each issue is completed, it will be posted on the MPAEA website, and you will be sent a link to it. The issue will be in a PDF format so it can be easily downloaded.

The first issue of the Information Series is currently in the final stages of production. The first issue contains articles dealing with ways of teaching English as a Second Language (ESL). While the focus of the issue is on ESL, the articles will provide you with a variety of ideas for effective teaching that will work in a variety of settings and with ideas for thinking about cultural differences.

Besides getting an extra professional publication, the addition of the electronic Information Series to MPAEA's publications can benefit you in other ways. The series offers you another way to have your voice heard. This can be as simple as suggesting your ideas for topics for various issues, or it can include volunteering to serve as special-edition-editor or as an author for a special issue. Join us at the upcoming MPAEA Annual Conference in Arizona for our session on "Training for Potential Editorial Board Members"; this will provide you an opportunity to talk directly with us on your ideas for the new Information Series. Until then, look for your e-mail with the link to the first issue.

## Montana Workers Get a “PEP Talk” From Donna Bakke

When three Montana agencies received a Workforce Investment Act (WIA) grant in July 2008, the immediate question was,

“How can we make our services even better?”

It was decided that the grant money would make the biggest impact if it were pooled for a cooperative project spanning all of the agencies. That project was named PEP Talk.

The partner agencies, which include the Office of the Commissioner of Higher Education, the Office of Public Instruction Adult Basic Education, and the Department of Labor and Industry’s Workforce Services Division, wanted to create a program that each of them could use, and that would streamline the interaction amongst the agencies.

One major improvement the agencies wished to make was to eliminate the duplication of services across the agencies.

For instance, clients go to their local Job Service Center looking for job openings, and sit down to consult with a workforce professional about their qualifications, experience, and skills. Often, the clients learn that to qualify for the jobs they want, they first need to earn a GED, or complete a training program. The client would then be referred to Adult Basic

Education or another agency, where the consultation process would start over again.

To address this duplication, the partner agencies wanted to develop a common framework which they could all use to keep them on the same page and eliminate the need for clients to “start over” with each agency.

The partners also wanted to develop a program they could implement at no cost to the user; that would be available 24 hours a day, 7 days a week; and that would be sustainable long after the initial grant money had been spent. On this basis, it was decided to build the program around an existing resource: The Montana Career Information System (MCIS). MCIS is an online career planning tool that has been around since 1980, but its potential has not yet been fully realized by the general public. Because of a grant from the Student Assistance Foundation, MCIS is available to all Montanans free of charge, and can be accessed any time, from any computer connected to the Internet. PEP Talk was formulated as a process to guide job seekers, students, and others through each step of career planning using the many tools offered through MCIS. (Written by Margaret Bowles, State director, Montana)

(see page 6 for PEP explanation)

## News from Nevada submitted by Sharyn Yanoshak

Nevada will participate in two national Initiatives, Standards in Action (SIA) and Performance-based Funding (PBF).

Although Standards have been developed for all content areas ([www.literacynet.org/nevada/standards/](http://www.literacynet.org/nevada/standards/)), more than 80% of our AEFLA-funded students are ELLs, so the SIA project will focus on the ESL Content Standards. “By the end of this two-year pilot project, we hope to have built instructors' understanding of our state's Standards, to have translated the Standards into curriculum, to have assessed the extent to which instructors are teaching to the Standards and using effective instruction, and to have aligned student assignments to the Standards,” said Team Leader Claudia Bianca.

The PBF Initiative will result in the development of a funding formula and a fair, objective, transparent allocation process. “We are excited about this opportunity,” said Adult Education Director Mary Katherine Moen. “Our programs have been focused on student learning, and we implemented a Certificate of Performance program that is based on classroom outcomes nearly eight years ago. We expect performance-based funding to provide an additional tool for program improvement and to renew program commitment to outcome-based processes. It is an important contribution toward building system infrastructure in Nevada.”

NAE (Nevada Adult Educators) is planning a two-part Webinar focused on persistence for this spring. Lennox McLendon, executive director of the National Adult Education Professional Development Consortium, has agreed to present!

## News From Wyoming by Mickey Douglas

The Central Wyoming College Sinks Canyon Center, formerly known as the Lander Field Station, is a 127-acre facility that was originally an agricultural experiment station operated by the University of Wyoming until 1942. It had been used as a recreational and retreat facility and was the site of numerous weddings, but was not properly utilized as an educational facility. It was taking precious resources away from CWC to keep the center maintained.

The Sinks Canyon Center staff converted a former caretaker's facility into The Orchard House, which is now marketed as a retreat facility that includes a residential kitchen, meeting room with whiteboard and overhead projector, ADA-compliant restroom, three bedrooms, and a spacious deck.

Six cabins had been constructed by Fremont County high school students and moved to the facility and the SCC staff built a more spacious VIP cabin. The cabins, along with a shower house, make it possible to provide residential programs offered by the Wilderness Medicine Institute and CWC.

Fremont Hall, the main classroom facility originally built by CWC, was renovated and includes a restaurant-style kitchen. These facilities, which now have wireless internet and other technologies, have hosted numerous college courses, retreats, and workshops.

Ken Colovich, the Director, is currently working with the Wyoming Historical Society to restore a barn originally constructed in 1897 at the site to house historical photographs and other documents related to the SCC. The facility is also used to teach green and alternative energy and green construction. The center has partnered with the National Weather Service, the Popo Agie Conservation District and the U.S. Forest Service to provide community service workshops.

The center's staff is enhancing hiking trails and Colovich has visions of putting in a fitness trail and interactive learning stations along the trail as it relates to weather, ecology and other sciences. He also hopes to add additional classroom space as well as residential facilities.

The center has been key in engaging the communities served by Central Wyoming College and hosts scout and youth camps, geology, hiking and cooking classes as well as astrology, yoga and dog obedience courses. The SCC is used by CWC's pre-college programs, Gear Up and Upward Bound, to teach team building and problem solving.

SCC continues to grow as a host site for K-12 school groups for a variety of outdoor and experiential learning opportunities that touch on teambuilding, communication, cooperation, and human and natural history.

## News from Colorado submitted by Jolene Goerend

From the Desk of Pam Smith, Colorado State Director of Adult Education and Family Literacy

Effective March 31st 2010, I will be retiring from my position as state director of adult education for Colorado. I have thoroughly enjoyed my ten and a half years as director, especially having the opportunity to work with such a talented, professional and dedicated group of adult education directors, teachers and staff. I have also made a lot of new friends and we have shared some exciting times, as well as some challenging events.

As you know I am fortunate to have a great professional staff at the department with excellent administrative support. Debra Fawcett has agreed to be our interim state director until a new director is found. I feel this is a good time to step aside as the future of adult education is full of promise. The workforce world has recognized there is a wide disparity in literacy and numeracy skills among our school-age and adult populations, and this speaks well for our education programs. Future funding is on a more secure footing with a projected slight increase for the next fiscal year. Reauthorization of the Workforce Investment Act (WIA) will occur eventually and our advocate group in Washington is very involved in this process. As programs funded under Title II of WIA it is very important that you keep your education and workforce community informed about the classes you offer and other services you provide.

My most sincere regards to all. Pam Smith.

## Commentary by Lily Beth Brazones, President, Arizona Association for Lifelong Learning

News organizations covered the press conference that happened during the rally. Please click on the embedded links to see the news reports.

The gathering of students from Adult Basic Education (ABE) programs across the State of Arizona showed an outpouring of support for ABE. Our programs are at a critical juncture. Our governor, Governor Brewer, has recommended that funding for adult education including GED testing be eliminated in the next fiscal year's budget. This has resounding ramifications to our students. This means that:

1. If state funding for Adult Education and GED testing is eliminated, **Arizona will also lose all federal funding – an additional 11 million dollars**
2. **Although the cost for GED testing is partially supported by testing fees, the elimination of Arizona state funding would mean the end of GED testing in Arizona: about one in five of all high school diplomas issued in Arizona in 2008 were GED diplomas.**
3. During program year 2008/9, over **42,000 adults** were served by Adult Education Programs and GED testing.

4. There are currently **about 800,000 adults in Arizona without a high school credential**, which makes it nearly impossible to get a job or go to further training.

5. The 5,556 individuals 16-21 enrolled last year in Adult Education Programs would have cost **\$36,114,000** (based on \$6500 per student in high school enrollment), had they been enrolled in high school.

Individuals with a high school diploma earn on mean **\$8,000 more per year than those without a diploma**. This translates into millions of dollars in revenue which goes immediately to Arizona.

We need to inform the public how critical Adult Basic Education is to our economy and to our students' lives. Please help us by contacting Arizona legislators by e-mail or by letters how critical it is to continue ABE programs. Please go to [www.AZ-AALL.org](http://www.AZ-AALL.org) for information on how to help!

[www.abc15.com](http://www.abc15.com)

[www.azfamily.com](http://www.azfamily.com)



## Montana Workers Get a “PEP Talk” (continued from page 3)

What is the PEP Talk process?

The PEP Talk process is straightforward, taking participants through three basic steps.

**Step 1: Awareness:** The awareness phase involves taking skills and interest assessments as well as a life inventory. In this phase many people with limited work histories or people with very specific skills sets, perhaps in a now defunct occupation, will find that they possess more transferable skills than they realized. Others will find out that their unhappiness in prior jobs is due to not working in a field well-suited to their interests and skills. By the end of the awareness step, participants will have a list of occupations that best match their skills, interests, and personal needs.

**Step 2: Exploration:** Using the list they generated in step one, participants move on to researching the basics of each occupation using MCIS. They will find out about the everyday tasks involved in each occupation, what kind of experience and training is required, how much they are likely to earn, what the working conditions are like, and more. This will help them decide whether or not a certain occupation is worth pursuing.

**Step 3: Planning:** Once the participant has decided on a career path, they will use the PEP Talk materials to lay out a specific plan to take them there. The end result of this step will be a clear, concrete set of steps the participant will take to pursue a career in their chosen field. Goal setting templates are included in the PEP Talk Blueprint and additional copies can be downloaded.

Why Use PEP Talk?

The process will make users aware of occupations and post secondary opportunities they may not have considered before; it will show them which skills and knowledge they'll need to acquire to get the job or enter the post secondary training they really want; and finally, it will help them become self-sufficient. In our uncertain economic times, the peace of mind that comes with self-sufficiency may be reason enough to participate in a PEP Talk.

### COLLO Report

While attending our meeting last September, a couple of COLLO (Coalition of Lifelong Learning Organizations) members had the opportunity to participate in a national symposium titled, Changing the Odds for Adult Learners. The report from that event has just been published and it contains information that you all may find interesting and useful. Please visit the link below to review the report.

<http://www.air.org/news/documents/Changing%20the%20Odds%20Final%20PDF.pdf>



The exterior of the Fiesta Resort/Conference Center in Tempe, AZ. As you can see by the second picture, lots of palm trees surrounding the inviting pool. Bring swim suits for some relaxing after spending the day in sessions and meetings, networking with your peers. Last picture is of the massive main conference area. We'll be spending lots of time there. Please check out the link to the Fiesta resort for more information and other impressive pictures. [www.fiestainnresort.com/](http://www.fiestainnresort.com/)



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*Dedicated to  
Lifelong Learning  
1945-2010*



Picture of a fireplace in the Tempe Marketplace mall. Notice the waterfall in front! Just one of many water features that Arizona is noted for. Plan on some sightseeing during the conference!



Gee, we thought Arizona was supposed to be warm?

Nancy, Kelsee and Donna pose in front of the fireplace shown above. As you can see by their coats, it wasn't. Don't worry though. Arizona in late April is usually mid 70's and very comfortable.

Everything is heating up and we are too for this conference!

**SEE YOU THERE!**



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