

Welcome to



Arizona
Colorado
Idaho
Montana
Nevada
New Mexico
Utah
Wyoming

MPAEA Newsletter

February 2014

A Word from our President, Tracy Moore



The Wonderful World of Adult Education

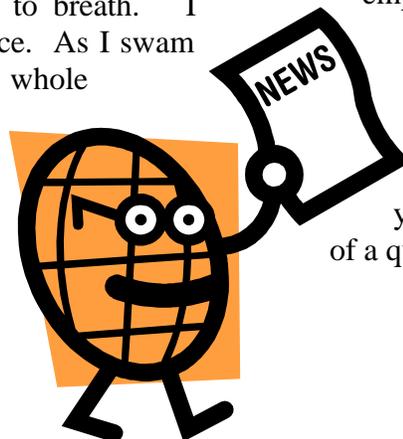
I was with my son's scout troop at beautiful Bear Lake in northern Utah and had the opportunity to try scuba diving. Now, scuba diving doesn't frighten me, but I always felt that I would be constricted with all this water around me and that my senses would tell my body not to breath. I discovered quite a different experience. As I swam amongst the rocks and sea plants, a whole new world opened up to me. The abundance of life and the beauty of the seascape were overwhelming. The many different colors and textures opened my eyes to an amazing new underwater world, one that is as vast as it is beautiful.

I have been in education for over thirty years now and have taught at the junior high and high school levels. I have experience in both public and private schools. I have worked in career counseling and have been heavily involved in college readiness. I had a belief that adult education was an area of education that was not desirable. I believed that adult education was dull, restrictive and a dead end to a career.

Just as I discovered the amazing underwater world from scuba diving, I have discovered the world of adult education to be just as stimulating. I discovered a world of dedicated educators, educators with the ability to understand each student's educational needs and provide the correct intervention to meet those needs. I discovered a world of diverse students, each with a story to tell. I have witnessed how strong student engagement can turn on a student's desire to learn at any age. I discovered how fulfilling a job can be when a student transitions to the military, better employment, or higher education.

I hope all of our MPAEA members know how amazing they are and how important they are to our communities and to our nation. Thank you for your dedication and I hope you and the ones you serve have found the joy and fulfillment of a quality education.

Tracy Moore
President, MPAEA





THIS QUESTION IS FOR YOU

By **Lindell W. Rhodes**

I have a few questions for the Mountain Plains Adult Education Association teachers and administrators. Should teachers develop a student's critical thinking skills in an active learning environment? I believe we would all answer yes. But how far should educators go and do teachers relate effectively with students in society today?

Teachers are role models but are they moral authorities? In the late 1800's teachers and preachers were perceived as the moral corner stones of their communities. Schools and teachers are a part of society but should they or do they have a similarly esteemed position? They are not isolated from the changes in society. The social character of our nation, from the examples set by leaders in the Catholic Church, our present and past Presidents and professional athletes is moving in a negative direction. However, our school system has great influence on a large percentage of young people. So what can we do?

Schools seem to have inherited the mission of shaping individuals for the good of society. REALLY? Is this true? And, if so, why has the burden become a teacher's responsibility?

Every day a portion of the teacher's values are revealed to the students. This is an important reason for teachers to realize they are models. Students learn not only the academic material from the teachers; they also learn social practices. The students are shown examples of how to act and react by watching role models. We can have a direct positive impact by preparing our students for the interdependent world they will face when they leave school. It is not a question as to whether or not our education system will impact social development, but a question of what type of impact it will have on the students' development. As administrators and educators, what difference will we make?

In discussions with educators and administrators across the United States and in Department of Defense Schools overseas, many expressed the fear that education is fast approaching a severe crisis. As many teachers, psychologists, and sociologists hypothesize, we must implement new ways of improving the traditional classroom instruction. If we do not change our instructional practices, our society will be in great peril. We will not be able to keep a majority of our population in the classrooms or properly educate the few who remain in our schools. What are your beliefs?

Could it be that if the schools don't step up they will be responsible for the ruin of our country?

I would like to start an on-going conversation within our MPAEA Newsletter. Please submit your replies, answers, comments and articles to Suzette Fletcher: [fletchers@billingssschools.org]

**"There is little chance for success in
life if you don't graduate
from high school."**

**Dr. William Glasser at Scottsdale, Arizona
Reality Therapy Training**





Let Us Honor Our Students

By Blair Liddicoat

I know that all of you have different ways of recognizing your students and the hard work they do in your programs; however, I believe that none of us does this enough. If you agree with me, I have an idea for you. It's another tool for your "Recognition Tool Kit". Those of you who have been around for a while are familiar with it, but you may not have implemented it yet. If you are new to ABE, I hope you get excited as you read about this for the first time.

I'm talking about the National Adult Education Honor Society (NAEHS). It serves the same purpose as the National Honor Society in high school, only this is for the adult students we have in our ABE Programs. It is an opportunity to recognize the efforts of some of our extraordinary students. And, unlike GED Graduations, you can induct both GED and ESOL/ELAA students into the NAEHS.

For specifics on NAEHS I refer you to their web site at www.naehs.org. It has all the information you need to start an NAEHS Chapter. Once you've done that, your program is eligible to participate in what I call the MPAEA NAEHS Project.



The MPAEA NAEHS Project was conceived in the summer of 2001 and first put into motion at the 2002 MPAEA Conference in Phoenix. Basically, MPAEA honors NAEHS inductees from any of the eight states at the MPAEA Conference Awards Ceremony. Here are the **important timelines** for your program if you want your NAEHS inductees to be considered for recognition at the New Mexico MPAEA Conference.

1. **March 19, 2014 - State Nomination Due**

State associations must receive nominations of NAEHS inductees from local programs by March 19, 2014 in order for them to be eligible for possible recognition at the April 28-30 MPAEA Conference in Santa Fe, New Mexico. Each local program may submit up to *two inductees* to their state association. Remember that nominees must be from the *current program year* and they must have *already been inducted into the NAEHS by their local program by this deadline*.

2. **March 31, 2014 – Names to MPAEA**

State associations must select their state's *three NAEHS inductees* and give their names and a *150-word biography* to the MPAEA Awards Committee Chair by March 31, 2014. E-mail them as Word attachments to *Judy Tukuafu at jtukuafu@pcschoools.us*. Include the nominee's mailing address.

This will be the thirteenth year of the MPAEA NAEHS Project. We need everyone's participation to help this project grow so that we can achieve our ultimate goal of having all eight MPAEA states involved every year.

Come on everyone, jump on board. It is not hard to do and it is a wonderful way to celebrate the achievements of some of your wonderful adult students. If you have questions, please contact me at blair.liddicoat@riosalado.edu, or call me at 480-517-8108. I'd be happy to guide you through the process.

POLICY MEMO

Arizona High School Equivalency Test Selection

TO: Arizona Adult Education Stakeholders

FROM: Karen Liersch,
Deputy Associate Superintendent,
Adult Education Services

DATE: February 6, 2014

The Arizona Department of Education is authorized under A.R.S. 15-232, 15-702 and R7-2-307 to award an Arizona High School Equivalency Diploma to a candidate who passes a high school equivalency test adopted by the State Board of Education (SBE).

For decades, Arizona used the General Educational Development (GED) Test to award the Arizona High School Equivalency Diploma, as the GED Test was the only test available, recognized and accepted in the United States as the measure by which adults could demonstrate the educational attainment equivalent to high school completion.

Recently, as states began the adoption of academic standards aligned to college and career readiness, vendors began to develop assessments that would demonstrate the educational attainment equivalent to high school completion. In 2014, multiple vendors have high school equivalency tests available for use by states.

The SBE issued a Request for Proposal (RFP) for the selection of a computer-based high school equivalency test/s to be used in awarding the Arizona High School Equivalency Diploma. In January 2014, the SBE awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services, LLS.

As it awarded the contract, the SBE recognized that the marketplace for assessments designed to demonstrate high school equivalency aligned with Arizona's College and Career

Readiness Standards is in its infancy, and reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency Diploma. The SBE has requested that, after one year, the Arizona Department of Education issue a new RFP to identify any additional rigorous tests aligned to Arizona's academic standards, with the intention of providing multiple testing options for Arizona adults as they seek to obtain an Arizona High School Equivalency Diploma.



High School Equivalency for Mountain Plains Adult Education Association Members:

Arizona: GED

Colorado: GED

Idaho: GED & American Government Class

Montana: HiSET

Nevada: GED, HiSET, or TASC

New Mexico: GED

Utah: GED

Wyoming: GED, HiSET, or TASC

High School Equivalency Sessions

@ MPAEA Conference!

Journal of Adult Education

Do you have a unique style or technique that you find works well with particular learners? Have you recently analyzed how well your learners are doing? Perhaps you just implemented a new learning resource that really worked well or you just read a book that you think everyone in the field should read. The Journal of Adult Education provides you, as practitioners and researchers in the field, the opportunity to share your experiences, knowledge, and skills with your peers across the region and around the country. I encourage you to consider putting your work in writing and sharing it with your colleagues. If we all work together we can enhance the effectiveness of our programs and the experiences of our learners.

- Submissions from practice are case stories that clearly explain the setting, the events, and the experience. When writing about your practice, you should provide enough detail so someone else might be able to implement it successfully.

- Research manuscripts should include the theoretical foundation for the study, participants, methods, findings or results, and a discussion about what you learned and how others might apply it.
- Book reviews include a brief summary of the contents and a description of who should read the book and why.

Please consider submitting a manuscript. A full set of guidelines and how to submit can be found at <https://www.mpaea.org/?page=publications> or feel free to contact me at karen.kaminski@colostate.edu.

[Karen Kaminski, Ph.D.](#)



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Click this link for publishing guidelines:

<https://www.mpaea.org/docs/JAEAuthorGuidelines.pdf>



Mountain Plains Adult Education Association
2014 Conference • April 28-30
Preconference April 27
Eldorado Hotel & Spa • Santa Fe, New Mexico

SCHEDULED PRESENTERS INCLUDE

Literacy Information and Communication System (LINC5)
National Association for Adults with Special Learning Needs (NAASLN)
National College Transition Network
U.S. Department of Education's Office of Vocational and Adult Education (OVAE)

TRACK THEMES INCLUDE

Adult Education	English as a Second Language
Advocacy	Serving Native American Populations
College & Career Readiness	Technology in the Classroom
Instruction/Implementation	Testing (BEST, GED, HiSET, TASC, WorkKeys, etc.)
College Transition/Career Pathways	Workforce Development & Training
Distance Learning	(including I-BEST)

Registration now open at mpaea.org



Conference Links:

[Call for Presenters:](#)
[Due Feb. 28](#)

[Preconference](#)
[Schedule](#)
[Register ASAP](#)
[Activities](#)
[Hotels](#)