

MPAEA NEWS

JUNE 5, 2015



Letter from the President

This year our MPAEA conference was held in connection with the national COABE conference in Denver—May 21-24. To kick off the conference, MPAEA hosted an awards reception Tuesday evening to honor 9 Award of Excellence winners, one Lay Leader of the Year, and one Award of Merit winner. (A separate newsletter article features these winners.) The evening closed with a business meeting and Kathleen Jameson passing the gavel to me. I'm very appreciative of Kathleen's work as president the past year as she worked diligently with COABE to clarify conference specifics. Her attention to detail in this and other areas is an example for me to follow. Kathleen now enjoys the position of past-president; I intend to continue to look to her for advice in my presidency.

A few other words of appreciation: Thanks to Tracy Moore who completed his term as past-president and is now off the MPAEA board. It would be hard to recount in this short article all of Tracy's contributions during his years on the board and his additional 3 years on the executive committee. Suffice it to say that his *straightforward, effective* leadership will be missed. Thanks to Lou Workman who has agreed to continue as secretary; and thanks to Detlef Johl who will continue as treasurer. They not only perform their tasks faithfully, they also serve as an institutional memory for us. Thanks to Sandy Myers, senior board member from Wyoming, for her excellent work orchestrating the awards reception at the conference. All who attended will agree that it was a memorable event.

Thanks to all the board members and their valuable service to the association. We plan to meet *July 16-17* in Boise to scope out the Riverside Resort where we will have our conference. We also have a full agenda! I look forward to working with Dianne Jolovich, our new president-elect from Idaho. Even though Dianne just joined the executive board, she has already laid the groundwork for a dynamic conference in Boise, April 26 – 29, 2016. Other Idahoans helping plan the conference are Jacob Haeberle, current board member, and Kevin Laughlin, former board member. Look for more information in the months to come and make plans to attend.

Last of all, thanks to you—our members whom we seek to serve. Our aim is to assist you as you serve your students; let your board members know other ways you would like us to be of assistance or email me with your suggestions. You can find my contact information on the MPAEA website. My full time job as director of the Foundational Skills Institute at the Community College of Denver keeps me busy, but I'll respond to your communication in a timely manner.

Glenda Sinks, MPAEA President



It Felt like the Breakfast of Champions...

By Meg Anderson, Northwest College, Wyoming

Conferences are filled with tastes of education from a myriad of sources and the COABE conference in Denver, Colorado was a sampler's delight. What can top a multi-course math lesson accompanied by those who come from various educational backgrounds, simply desiring to feed their students the tastes of success? This conference started with a very satisfying menu and participants were invited to fill themselves on the morsels presented...dessert came first with the full day preconference session: Bringing Students to a Higher Level in Math. The conference would have been perfectly satisfying with just this session, as it was fun, informative, timely and extremely beneficial. Presented by ANN (Adult Numeracy Network), this workshop was fast paced and enjoyable.

Connie Rivers, the current president of ANN welcomed us and jumped into a tightly engaging schedule that was rigorously followed. Each presenter was kept within the confines of their assigned time slot and we were left wanting more of their presentations. Mollie Steinke, a fellow Wyomingite and one of two practitioner research project presenters, started us off with: "Embodying the Number Line", a project that addressed fractions, percents, decimals and integers through teaching materials that included toilet paper, tape on the floor to represent ladder rungs, and an oversized paper dollar bill and coins. We laughed as she spoke of her access to toilet paper as an inexpensive manipulative that she located without leaving the building.

With masking tape set at intervals on the floor, volunteers walked forward to add positive integers, backward to add negative numbers, then, turned around for every negative integer; it was fun to see what subtracting a negative would do. We laughed as teachers of math translated and questioned their own location on the taped number line as if they were translating English to a foreign language. It reminded me of my visit to Venice where I experienced a true Italian menu for the first time. We focus on mistakes as our greatest learning tool but as teachers, we want nothing to do with them because it removes our body armor and we join our students in a very human way. What fun it was to bridge the gap so we can better empathize and share personal learning obstacles as we build that very important relationship with them.

The oversized paper dollar with paper coins was another inexpensive but very effective teaching tool that took little time to create. In Mollie's words, "Research is the best way to feed the curiosity". After the various presenters, several volunteers with new research questions agreed to share the upcoming year's research project proposals. This workshop was a prime example of what learning could be like.

As teachers, we are excited to witness the *aah haa* moments when a concept takes seed in our students. A dynamic Cynthia Bell challenged us to pose purposeful questions that include gathering information, problem thinking, making the mathematics visible, and encouraging reflection and justification. Those four areas are important to identify the cognitive awareness of the student's grasp on mathematical concepts. She stressed that when we ask the students the correct questions, they will be better prepared to: "show your thinking", rather than "show your work".



Patricia Helmuth, the second practitioner research project presenter, tackled group work with manipulatives wherein the desired outcome would be learning activities that would “develop the *‘habits of mind’*” as defined by the Standards for Mathematical Practice. Small groups engaged in The Painted Cube, an activity that could reinforce or introduce geometric concepts including: lines, area, volume, vertexes, faces and sides along with quadratic equations. All 8 common core standards for mathematical practices could be employed and met in various forms with this activity. It was exciting to observe that all levels of math students working together could be successful with these exercises.

It was fun to be a part of such a dynamic presentation. It is impossible to recreate in this article all that was experienced; however, with more than 64 instructors attending this preconference session, the various takes on problem solving from this one preconference session will benefit our students exponentially!

AWARD of MERIT

This award honors an individual who has made an outstanding contribution toward 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 that has been made within the last year to several years. This is the highest award given by the association. One award is given per year.



Dr. Henry is the Director of Adult Education in Clark County School District and president of Nevada Adult Educators (NAE). Clark County School District is the fifth largest school district in the nation. Adult education programs there operate in over 70 locations. In 2013-2014, there were 17,443 registered students. Over 1,000 adult high school diplomas and High School Equivalency certificates were awarded in his district.

Dr. Henry has an open-door, students-first policy. He is responsive to the needs of students and promotes the development of staff and programming. In the last few years, several classrooms and a Greenhouse have been added. The Greenhouse is now open, enabling students to train for positions in landscaping and related horticultural careers.

Dr. Henry was instrumental in the creation of the Nevada Adult Educator’s Annual Scholarship Award, which goes to an Adult Education graduate or a High School Equivalency Certificate recipient. One of Dr. Henry’s visions is to increase awareness in the state legislature and advocate for adult education. As a result of his leadership, NAE held its first ever Adult Education Day at the legislature in February 2015.

CCR and HSE Sessions by Dr. Carmine Stewart **By Carol J. Bourland, Uinta B.O.C.E.S. #1 Education Center**

The sessions I appreciated the most were presented by Dr. Carmine Stewart. The first session discussed finding the common denominator for the CCR and HSE. She discussed the various assessments and some of the new requirements for all of them. The second session that she presented also dealt with HSE assessments and ways to connect them to the CCR standards.

The tip I was the most impressed with concerned discovering a student's reading comprehension level. She suggested that we find out the reading "fluency" in the following way:

The instructor will choose a passage and count how many words are in the passage. Have the student read the passage out loud for 60 seconds. The instructor will mark any words the student skips or mispronounces, and then figure out how many words were correct. The instructor then models, or reads the same passage out loud to the student. Have the student read the same passage again after the instructor reads, and recount the number of correct words. The instructor will ask the student about the passage to see if he/she understood what they read.

There are three levels of complexity for students, and knowing which level the student is at helps the instructor determine what materials to give them.

Independent level =	90% Comprehension,	99% pronunciation
Instructional level =	75% Comprehension,	95% pronunciation
Frustration level =	50% Comprehension,	90% pronunciation

Dr. Carmine also discussed a program called Blended Learning. I think this is such a good idea. It calls for a computer program that a student can use to help him/her complete the program and improve their pass rate. It allows a student to work independently in the classroom at their own speed. Some students come into the program at higher levels than others, and do not want to waste time reviewing. These students can work on a higher level on the computer program, while the instructor is teaching the rest of the class. This is also a plus for the really low level learners. They can use the program to get the basics and catch up with the rest of the class. They cannot cheat or pretend they understand the reading, comprehension, math, etc. because the computer will know exactly what they achieved or did not. The classroom instructor will still be in the room for live lessons, individual instruction, etc.

I love the idea of the Blended Learning program. I do understand the software is probably very costly, and many of the programs will not be able to purchase it, but I am glad I was presented with the possibilities.



Great Resources for ESL and HiSET Instructors

By Nancy Alvarado, New Mexico

At the time of the conference, I was teaching English as a Second Language (ESL), Social Studies, and Language Arts for the Adult Education Department at Eastern New Mexico University, Roswell. As soon as I returned home from the conference, I started a new job as the IBest Health Pathways Instructor for our college. In addition, our program will probably begin to offer the HiSet test in August of this year, and it will be required by law that we offer it in conjunction with the GED® starting January 2016. Due to all of these interests, I attended several different workshops.

One of the workshops I found most interesting and informative was presented by Meagen Farrell, Rewriting History. She shared how to guarantee that our students gain points on the extended writing for the Social Studies GED® exam. Meagan stressed that we ensure that our students comprehend The Great Conversation, issues that come up in history and are consistent with the understanding of the constitution at the time that these issues were occurring. She emphasized that the meaning of the word conversation is just what it says; it is a conversation about the issue that is being presented, and cannot be discussed with just a few lines. Therefore, she urged us to teach our students to write at length, and to paraphrase in their own words evidence that is being given or material that is being cited. One of her main points was that our students respond to the prompt and they not summarize, writing at least 200 words.

In Adding Value to the Workforce by Bonnie Flaherty from LaGuardia, Bonnie excitedly shared successful results obtained by using an IBest (NYBest) model. Bonnie's institution serves an area of extreme poverty, with people in the area speaking over 125 different languages. First, they discovered that it was really important to counsel the students and to help them overcome the barriers that they faced in getting a higher education. It was ironic that academics were not the biggest wall that the students faced in becoming successful; the students needed to learn how to manage their time and how to work as a team, both in their schoolwork and at home. But, more than anything, the students needed a cheerleader, someone who would encourage them when they were down and let them know that they could accomplish their goals. Her program had a jumpstart for their students, meeting with students before the semester ever started to give them that boost that they needed to stay up with assignments. With a basic skills teacher in the classroom, the students felt at ease to say that they were not understanding the material and to ask for help. Finally, this institution helped students complete a certificate, quickly preparing them for the workforce. Their degrees were stackable, so if a student decided to work for a while before continuing their education, there was a place in the degree plan to do so.

The speakers at the conference were wonderful and the vendors provided a sea of ideas. We were able to find information in Spanish to help students who were studying for their high school equivalency exam in the Spanish language. In New Mexico, a great majority of our students are ESL students desiring to take their high school equivalency test in Spanish. Not all of them are headed towards college, but many times the high school equivalency, itself, opens the door for a better paying job. It is not that they do not have the skills; they just do not have the skills in English. I was also able to meet with the HiSET distributors and get a better working knowledge of how we should prepare our students.

The Opportunities Are Endless!

By Jamie Bearden



I was fortunate enough to be one of the recipients of the MPAEA scholarship this year to help pay for me to attend the annual COABE Conference in Denver on April 21-24. This was my first national conference, and I was very excited to learn that not only was it close to Albuquerque, it was also more affordable thanks to MPAEA.

From the moment I saw the conference program, I knew that it would be hard to choose which workshops to attend. I am an instructor for regular education classrooms as well as distance education, so sometimes I had to choose between those two modalities. I am also an administrator, so there were plenty of workshops available for that "hat." In fact, there was hardly a session where I wasn't having to choose between at least three workshops. Luckily, three other instructors and one other administrator from my program also attended, so we were able to split the load well.

I was most impressed by the fact that, for the most part, the sessions were led by fellow instructors who were sharing their best practices. It was wonderful to see how programs in other states are able to not only achieve success, but were willing to show other practitioners how to emulate that very success in their own programs, even if the programs were very different. I expected a lot of national experts who do nothing but provide national trainings. It was very refreshing to see that most of the workshops were provided by people who are still teaching. These are, after all, experts in the field!

In particular, I very much enjoyed "Functions and Their Graphs" presented by James Albee. Not only did he teach us how to teach functions, which had been a deep anxiety of mine since the implementation of the GED 2014 test, but he did it with the enthusiasm that he very obviously uses with his students. It made math refreshing and fun, even at 10:45 in the morning!



I am very grateful that I got the opportunity to attend this conference. It was fantastic to be able to network with instructors from all over the country and to see how other states operate. I feel that it has made me a better teacher, and I very much hope to attend more COABE conferences in the future.

Awards of Excellence 2014 – 2015



Award of Excellence Winner, Arizona

Chelsea James serves as the Advanced Program Manager of High School Equivalency and Certification with the Pima College Adult Education Program. She was instrumental in the GED® 2002 test closeout. As the only state-approved GED® testing facility in Pima County, it was essential that this transition be smooth to ensure a minimal gap in services. Chelsea also oversaw the establishment of the state's first computer-based Pearson testing center. More recently, she led the development of the nation's first wireless Pearson-authorized mobile testing center to meet testing needs at local correctional facilities.

Award of Excellence Winner, Colorado

Kat Bradley-Bennett taught university English in China and South Korea, and ESL for 11 years in Longmont, Colorado. She served as Learning Needs Coordinator and as ESL Coordinator in her program's final year. In 2013, Kat and colleagues won an AEFLA grant to provide ESL instruction. When this new program found itself without a director, Kat stepped in. St. Vrain Adult Community Adult Education is completing its second year. In 2013, they served over 300 individuals. Kat's future challenge is expanding to provide ABE and ASE.



Award of Excellence, Idaho



Jacob Haeberle is a faculty member at Eastern Idaho Technical College in Idaho Falls, Idaho. He earned his Bachelor's and Master's degrees at Idaho State University, where he also taught for two years. Jacob serves as president of the Idaho Lifelong Learning Association, and he is on the Idaho 2016 MPAEA Conference planning committee. He is the Senior Representative from Idaho on the MPAEA board, which he joined in 2012. He is married to Lisa Haeberle and has three beautiful children. He lives, loves, wanders, and abides in and around St. Anthony, Idaho where he enjoys hiking backpacking, river sports, and nature photography.

Award of Excellence, Montana

After 15 years as a math instructor in Adult Education, it's hard to summarize Jan Huff's career.

- Sleepless nights ruminating over students
- Friday staff meetings enjoying her chocolate chip cookies
- Teaching long enough to have grandchildren of past students
- Working night after night to earn that coveted Master's degree
- Saying good-bye to retiring staff that had become like family
- Attending conferences to learn new skills to improve her teaching
- Celebrating for students as they attained their goals.



Teaching was not just a job but a true vocation. Jan will be retiring this year. She says, "I will miss the challenge of meeting the educational needs of students, connection to peers and being a part of something bigger than myself. Am I ready for this next phase of life? Yes. "

Award of Excellence, Nevada

Olu Akinyele has served on the board of Nevada Adult Educators organization and currently serves on the MPAEA Board of Directors. He is committed to significantly advancing adult education services in Nevada as well as nationally through his efforts as Advocacy Committee Chairman. He maintains close contact with issues that impact adult education funding and policy and has kept Nevada up-to-date. Recently he organized an Adult Education Day at the Nevada Legislature to highlight adult education services' educational and economic benefits. Through his leadership, students, teachers and administrators met with legislators. Olu teaches math and serves as department chairperson for the Clark County School District Adult Education Program.



Award of Excellence, New Mexico

Letty Naranjo became the Director of Adult Education in 2010. She has worked for Santa Fe Community College for thirty years, and is a uniquely dedicated individual committed to the growth and advancement of a college that has now become a centerpiece in Santa Fe. Letty's positive character and professionalism draws folks to SFCC from all walks of life to work together towards the common goal of improving lives and families. She exemplifies the mission of Santa Fe Community College in her welcoming spirit and respectful treatment of students, colleagues, volunteers, and legislators as well as statewide and nationwide affiliates.

Award of Excellence, North Dakota

Valerie holds undergraduate degrees in Criminal Justice, Sociology and Recreation. She received her Master's of Science in Education Guidance and Counseling and a Master's in Business Administration. Valerie has a diverse professional background in the fields of criminal justice, rehabilitation and occupational health, and secondary special education. She was promoted to Director of Safe and Healthy Schools for the North Dakota Department of Public Instruction where she worked with disengaged students and dropouts. In 2009, she became the Director of Adult Education. This includes adult education, GED® services, displaced homemakers, and adult ESL services. When not working, Valerie and her husband enjoy time with two grown daughters, a son-in-law and a granddaughter.



Award of Excellence, Utah

Paul Braman teaches in South Park Academy's Adult High School men's facility at the Utah State Correctional Facility. Paul understands his students' needs and knows how to get them to buy-in to their own education. As a positive role model, his efforts develop the confidence and self-esteem that many of his students lack. Paul has helped to lead South Park Academy towards a higher standard. He teaches the ACT prep class with students scoring near the national average each year. Paul chairs the math committee and has led the school into meeting requirements for Common Core Standards. Paul is dedicated to helping students make successful transitions into a new way of life.

Award of Excellence, Wyoming

As Program Coordinator of the Uinta B.O.C.E.S. #1, Diane White continually takes on new duties and develops new models. She shares her program's successes, resources, and false starts so that others may learn from them. Be it Adult Education, ESL, Family Literacy, Corrections, etc., Diane creates an attractive learning environment, and it shows in student success and completion rates. Students know that she genuinely cares and celebrates their success almost as much as they do. Diane makes time for others despite challenges and time constraints. She revived the state organization, WyLLA, serves as one of Wyoming's Board Members for MPAEA, and serves on three of the busiest committees in the state.



Lay Leader of the Year: Frank Waterous

This award honors people in professions outside education that have shown themselves to be close friends to adult education and lifelong learning.



For 25 years, Frank has worked on a broad range of public policy issues and in higher education. Since joining the Bell Policy Center in 2005, he has worked on policy initiatives spanning the education spectrum, and on efforts to expand education opportunities for working adults. He was previously a senior policy analyst for the Colorado Community College System and a senior analyst for the U.S. Government Accountability Office in Denver; he has also served as a faculty member and administrator at colleges in both Colorado and Minnesota.

Historically, Colorado has not provided State funding for adult education. Last year Frank's support was instrumental in passing a bill that provided State funding, the first of its kind to bolster adult education and literacy programs so that more low-skilled, low-income adults move quickly from basic skill acquisition to post-secondary credential attainment and employment. House Bill 14-1085, "Adult Education And Literacy Programs" was signed June 5, 2014.

Call for Submissions - Journal of Adult Education

Karen Kaminski, Ph.D. Editor

The Journal of Adult Education is a refereed journal intended to serve as a voice for the translation of theory into practice. Mountain Plains Adult Education Association (MPAEA) is a professional association dedicated to the application of theory to practice in the learning-teaching transaction for adults. Authors are encouraged to submit clearly written research articles, technique manuscripts, and book reviews which have the potential of stimulating thought, discussion, and inquiry.

The Journal of Adult Education accepts submissions in the following categories:

Research Articles. Address concepts, theories, and research findings of particular interest and significance to adult education professionals.

Technique Articles. Describe examples of innovative practice and procedures in relationship to recognized principles of adult education research and practice.

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.

Access full guidelines for submission: <https://www.mpaea.org/?page=publications>

Agents of Social Change: Gaining a New Perspective on Teaching

By Jared Swanson

Someone recently directed me to an episode of a new sitcom where a young woman goes back to school to get her GED. As a GED teacher, and someone who has never seen a GED teacher portrayed in a movie or TV show, I was excited at the prospect of seeing my job played out on screen. But that excitement quickly waned. What I saw was not a caring teacher who was dedicated to education, who wanted to deliver something vital to people who are too often overlooked. What I saw instead was a caricature of my job. The teacher, played by Richard Kind, did nothing but play movies for the students and spend his time trying to do as little as possible until the end of the day. Although I was fully aware that the sitcom was a comedy and strictly meant for entertainment, I couldn't help but feel slightly insulted as I wondered, *Is this what people think I do?*

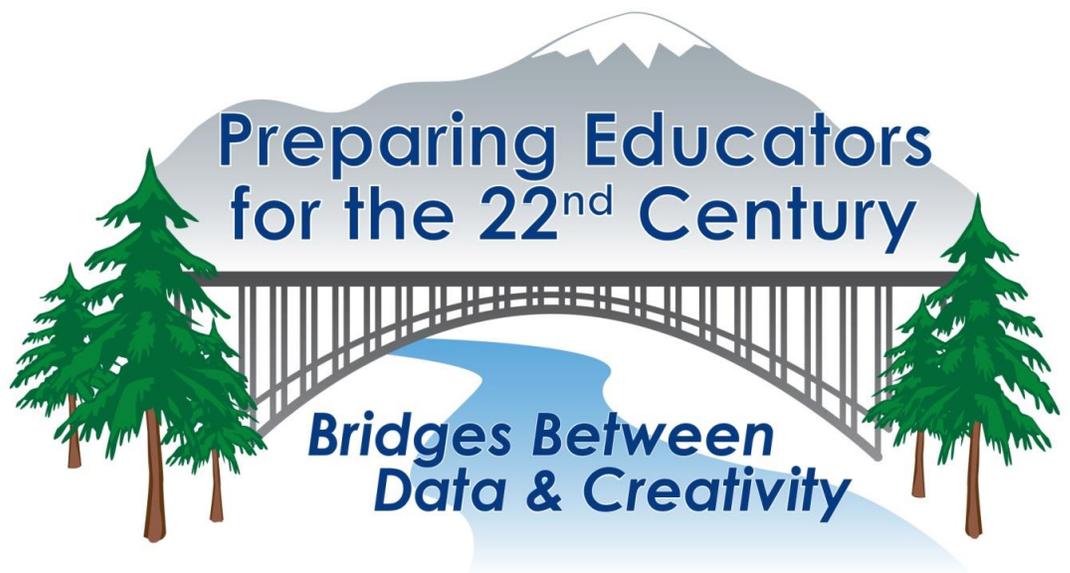
Unfortunately, there are people who do not understand what teachers do. I don't believe that it stems from a lack of respect for the profession, but rather a lack of understanding of the far reaching impact of education. We as teachers can even be part of this problem. In our attempts to be humble and unpretentious, we often downplay the significance of our work. I too have been guilty of this, but recently found an antidote to this overly modest perspective at the 2015 COABE Conference in Denver.

Staying true to its motto *Gaining Perspective in the Mile High City*, the conference showed me how to look at my job as a GED/ABE teacher through a social justice lens. It started on day one with Carrie Stack referring to the teachers in the audience as "Agents of Global Change". Later on that day, I attended a session that examined adult literacy teachers' role in educational and social justice change. In another session, we discussed Paulo Freire and critical pedagogy.

The common thread throughout the sessions was that the reach of education extends far beyond its impact on the individual students. Education can impact entire communities. Some of these impacts are measurable, and others are not as clear. Education reduces unemployment and crime. It also increases personal empowerment and social mobility. Freire believed that education allowed oppressed peoples to regain their sense of humanity and overcome their condition.

Reflecting on this new perspective, I realized that even when I have recognized the broader impact of my work, I have never gone so far as to think that I am an agent of social change. It was the messages of the wonderful presenters at the COABE Conference that opened my eyes to this. Adult literacy/ABE/GED teachers play important roles in social movements. Teachers provide a safety net of instruction, resources, and connections to the community and workforce that allow people to improve their condition. This is the work of teachers that can be easily overlooked and often goes unrecognized, even by teachers themselves.

Attending conferences can be overwhelming. I often struggle to remember all of the small tips and takeaways from each session. And while I found an abundance of strategies that I am implementing in my classroom, my biggest takeaway from the 2015 COABE Conference was this new outlook on my career. We teachers are nothing like the lazy sitcom character. We are so much more than that. We are agents of social change.



70 Years Strong! Mountain Plains Adult Education Conference
April 26-30, 2016 | The Riverside Hotel, Boise, Idaho

<http://www.csi.edu/mpaea/>

What: Professional Development Conference

When: Pre-Conference April 26;
Post Conference April 30 & May 1st,
Conference: 4 Days, 27-30th

Time: Tuesday through Saturday

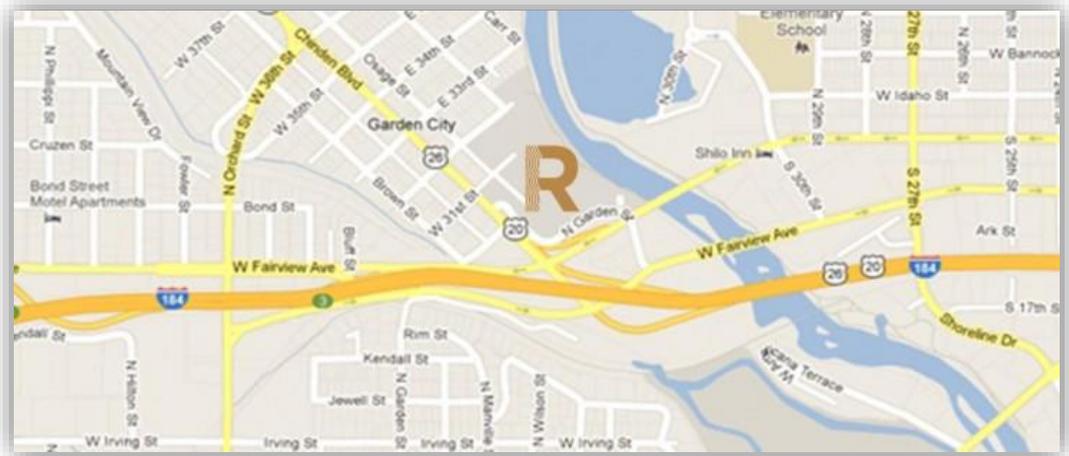
Where: Southwest Idaho

The Riverside Hotel, Boise, Idaho | www.riversideboise.com |
Rooms \$109.00 per single and \$119 for double per night.
Conference Rates are extended 3 days on either side of the Conference.
Offsite locations in the Treasure Valley that feature Idaho Adult Education
Experts, Programs, and Facilities outside and inside.



2016 Conference in Boise (Continued)

Who: 350-700 Adult Educators primarily from Colorado, New Mexico, Utah, Wyoming, Arizona, Idaho, Nevada, Montana and North Dakota; MPAEA members from across the west; invited International, National and Regional Adult Education Leaders selected to be featured in Idaho. This diverse group of adult educators, thought leaders, and Lifelong Learners in Experiential, Corrections, Community Cooperative Extension, Industry, Community College and Higher Education will come together to SHARE best practices, philosophy, new knowledge, ideas, and humor to prepare educators for the 22nd Century.



Join us by the Boise River at The Riverside Hotel in 2016.
It is located at 2900 Chinden Blvd., Boise, ID 83714
TEL 208-343-1871, 208-343-1871 FAX 208-344-1079

Pre-Conference Sessions

We have four MPAEA 2016 Pre-Conference "Invited Workshops" confirmed: and several others in the works for **April 26th**.

- 📍 An overview hosted by the Idaho State Office For Refugees [<http://www.idahorefugees.org/>];
- 📍 An Institutional Capacity Building for Boards, Directors, Fundraising, and Programs for the 22nd Century by the Idaho Non-Profit Center [<http://www.idahononprofits.org/>];
- 📍 A day-long workshop on Intercultural Capacity Building in Adult Education Communities;
- 📍 A Workshop for Spanish Speakers engaged in Adult Education

Several other pre-conference workshops are in the works

Tours

We have confirmed the following **tours**:

- 📍 Idaho Botanical Garden & MK Nature Center
- 📍 Tour of Idaho Wineries starting at 1:00 p.m.



2016 Conference Strands

MPAEA 2016 Tracks or Strands are as follows:

- ✦ Corrections Education - Preparing & Building Bridges
- ✦ Dialogues In Community Colleges for 22nd Century
- ✦ Experiential, Recreation, and Community Education in the West!
- ✦ Adult Basic Education (ABE) & Workforce Training
- ✦ Higher Education - Changing Faces of the University
- ✦ Bridges Between Spanish Speakers, Refugees, and Diverse Learners In Adult Education...
- ✦ Graduate Student, Adult Education, Research & Symposium

Call for Presenters

Call for Proposals & Vendors Due December 20, 2015: Call For Proposals & Information at:

<http://www.csi.edu/mpaea/>



Confirmed Expert Speakers include Dr. Michael Kroth, University of Idaho Adult & Organizational Leadership Professor. He writes, *Do What You Love and the Motivation Will Follow*, Principle Four from his new book, **The Manager as Motivator**. More info at: <http://michaelkroth.com/> and Jana Kemp, Businesswoman, Author, Educator, and Professional Trainer from Boise, Idaho. She explores Challenging Mindsets and Understanding Dyslexic Learners in national presentations. She has written seven (7) books. She helps others make good, better and best decisions at work and in life. <http://www.janakemp.com/>

More information to come on our Conference Web site.

Respectfully submitted,

Kevin M. Laughlin

Kevin Laughlin, Ph.D., ILLA
Secretary
MPAEA 2016 Conference Co-
Chair

