

# MPAEA NEWS

JANUARY 31, 2019



## MPAEA Webinars Posted

By Philip Suriano

How do you schedule time for some great information presented by leading experts and your colleagues from across the nation on the latest in adult education and literacy? This is a challenge when webinars and other online presentations with valuable information are presented during the day when most of us are working. A simple solution? Record the presentations and webinars to be viewed when time permits. Webinars on ESL, GED, instructional strategies, latest trends and more can be found at the following link: <http://www.surianos.net/wslinks.html> NOTE: To get notices of new webinars posted, you can also subscribe to the channel.

Additional resources are also being added all the time to our new website (<https://mpaea.wildapricot.org/>) for members as we receive new and relevant content. If you have a resource you would like to share with MPAEA membership, please send it to [mpaeaboard@gmail.com](mailto:mpaeaboard@gmail.com) with the link and a short description of what can be found.  
Thanks

**Early Registration  
Ends January 31!  
[nvadulted.org](http://nvadulted.org)**



MPAEA and NAE 2019 Conference March 6-7



Preconference March 5 | SLS Hotel, Las Vegas



**Don't Forget!  
REGISTER for Preconference also to reserve your seat.**

*( Preconference is included with Conference Registration this year! )*

Don't forget to register for this year's MPAEA/NAE conference! Get the early registration price if you register by January 31st and special rate at the SLS Hotel and Casino if booked by February 4th. Preconference is included in the price of registration this year. Hope to see you there!

## Changing Lives, One Book at a Time

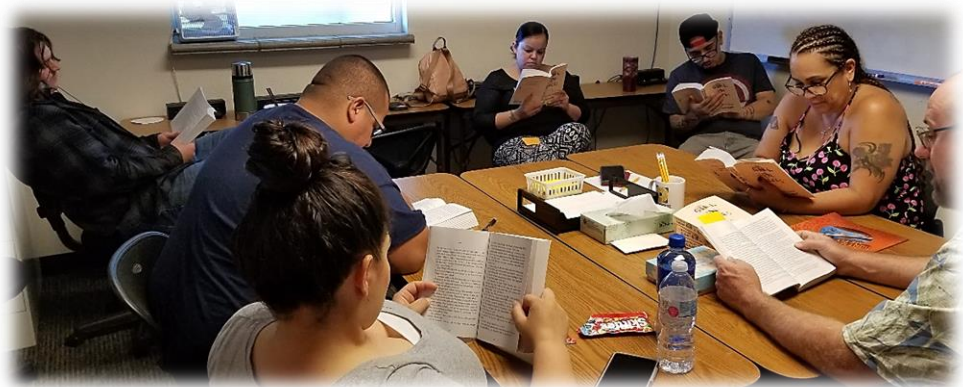
By Dave Reynolds and JoAnne Pope

According to the World Literacy Foundation, two-thirds of fourth grade students who don't read proficiently will end up in jail or on public assistance. With this in mind, it's not surprising that if you ask an incoming LEARN student about their favorite book, they often respond with a blank look and a firm, "I don't read". At the South Adult Probation LEARN Lab, staff have worked hard to counteract that response, and the results have been inspiring.

It began when Dave, site coordinator and lead instructor, introduced short stories—some no more than a few hundred words. When your reading list consists of text messages and conditions of probation, a full novel can be intimidating. A short story, however, is user friendly. Dave read these stories out loud while students followed along, and he'd often stop to discuss things like context, foreshadowing, and connections; he'd also ask students for their opinions. As they engaged, he introduced short stories in serial format, which proved to be popular. Not only did students make sure to attend on story day, they felt comfortable sharing their thoughts and predictions for the next installment. Reading sessions became humorously known as Story Time with Mr. Dave and remain the most requested lesson.

At that point JoAnne, South LEARN's education assistant, chimed in. Outside work JoAnne is a young adult author and brought Dave her copy of ***The Hate U Give***, which tells the story of a marginalized teen who witnesses the shooting of her childhood best friend. The book was quickly passed around, and students were captivated by the opening scene, saying it perfectly described the world in which they were raised. Several students read the book and asked for more.

Next up was the new release by celebrated author Jason Reynolds. ***Long Way Down***, written in verse, is a raw, gritty tale of a young man, raised on the streets, who contemplates revenge for the death of his brother. As with ***The Hate U Give***, Dave introduced students to the book by showing them the cover and asking what information and clues they glean from the artwork, title and jacket copy. He then read the first twenty or so pages out loud while they followed along. ***Long Way Down*** was an instant hit and spread like wildfire. One student spent several months showing it to other students and asking, "Have you read this yet?" She'd then convince them to read what's now called "The Book" so they could discuss the ambiguous ending. One student, who had trouble filling out a monthly report when she enrolled the previous year, picked it up and discovered that the novel-in-verse format was within her grasp. It became the first book she ever finished.



## Changing Lives (Continued)..

The effects grew. Students asked for more Jason Reynolds books to read, and we began a lending library, adding carefully curated titles that spoke to our students' lives and experiences. An author gifted us with a stack of her picture books, allowing us to give students a copy to take home and read to their children. Students researched Jason Reynolds, asking us to play interview videos and hold impromptu discussions about the cycle and futility of street justice. They asked if we could invite Jason for an author visit. Sadly, Jason lives in New York and booking a visit was beyond our abilities.

A few months and several books later, the class began ***Girl in Pieces***. A New York Times bestseller, as most of our books are, this one takes place mostly in Tucson. It centers around Charlie, a young woman who struggles to break free from self-harming and toxic relationships. The book hit a deep nerve with students and took on a life of its own. One student, who'd racked up two failed enrollments and was on his way to a third, latched on, shared that he self-harmed, and became engrossed. Another stayed up reading until early in the morning, and told JoAnne that she'd sobbed during that time, finally understanding what her sister went through when they were younger. And the student who previously couldn't read a monthly report? ***Girl in Pieces*** became the second book she read—and the first full-length novel.

As we watched our students intently reading, JoAnne mentioned that Kathleen Glasgow, author of ***Girl in Pieces***, lives in Tucson. What's more, she'd been in the audience for two of Kathleen's speaking engagements and found her to be knowledgeable (she herself self-harmed, and is a recovering alcoholic and addict), supportive, and a GED recipient to boot. We were able to invite Kathleen to LEARN for an author visit. She accepted, and as students excitedly worked to finish her novel, they created a list of thoughtful questions to ask.

*Students with Kathleen*



Kathleen's visit was magical. She worked with students for three hours, discussing ***Girl in Pieces*** and the process of writing. More than that, they discussed mental health, grief, sobriety, second chances, and the importance of creating. She led them in writing exercises and gifted them with copies of a book on writing that she herself uses for inspiration. Most of the students were stunned that such an important author saw them, spoke their language, and took time to forge a connection with them. It was an emotional time for many and has had a lasting impact. And the student with multiple failed enrollments? He now has perfect attendance, is highly engaged, and writes deep, insightful essays. He introduced his therapy group to ***Girl in Pieces***, and now they text each other quotes from the book as encouragement.





*Elaine with Duke*

## Changing Lives

(Continued)..

A month later we were visited by Elaine Powers, the author who, many months before, donated a stack of her picture book ***Don't Make Me Fly***, which presents facts about one of Arizona's most iconic birds – the roadrunner. Along with writing picture books about animals native to southern Arizona, she's also a conservationist and retired biologist. Elaine brought several rescued friends: turtles and tortoises of varying sizes, including a 110-pound tortoise named Duke who roamed the Lab. She also brought Blue, a five-foot blue iguana (who broke out of his box to say "hi"), and Krinkle, a three-foot spiny iguana who was saved from a dire situation and bears a deformed body. The students learned ecology, biology, the importance of conservation, proper animal care, and the

steps needed to map out a story. Students who are normally silent and impassive came alive as they held reptiles and learned in a way that videos and lectures could never emulate. One student in particular, who rarely smiles, sat for nearly half an hour with a cheesy grin as Krinkle was content to nap in his arms.

The LEARN literacy program is growing and evolving, and the effects are tangible. Students have already written one anthology of essays and stories and are working on a second. In October, we joined students for the opening day of the film ***The Hate U Give***, based on the book that started it all. They delighted in seeing one of their favorite books on the big screen, and enjoyed comparing and contrasting the book with the film. Through it all, one thing is certain: with the correct books, students feel validated, seen, and know that their lives and experiences matter. It increases their comfort and trust in our program and allows them to open up and learn in a way they haven't before.



*Students take pictures of Blue*

## Changing Lives (Continued)

These days, if you ask a South LEARN student about their favorite book, you just might get an answer. And, though they may not realize it, they're a step further from that jail cell.



*Students Meet Crinkle*

## F.C. Humphrey

After an 8-year absence F. Charles (Chuck) Humphrey will have a presentation at the 2019 MPAEA Conference. Chuck is an emeritus professor of human resource training and development at Idaho State University, Pocatello. He retired from teaching in 2007, keeps active with adult education activities in Pocatello such as New Knowledge Adventures and continuing education programs at Idaho State University.

Chuck represented Idaho on the MPAEA board from 1995-2018, and ran for president-elect in 1998. Alas, he came in second, receiving fewer votes than popular Colorado MPAEA member, Ray Peterson!

Chuck and his wife recently returned from a 15-day river cruise in Europe. There's nothing like international travel to keep the lifelong learning juices flowing!



## Online Adult Ed Certificates

By Leann Kaiser

Colorado State University offers two Graduate Certificates for adult educators. Both certificates consist of four courses and are offered fully online. Please feel free to contact Leann Kaiser with any questions (leann.kaiser@colostate.edu)

### Adult Basic Education

This certificate is created for those teaching, or wishing to teach, in adult basic education and/or ESL programs. Through the coursework students focus on foundational skills, methods, and theories for teaching adult learners in these settings.

<https://www.online.colostate.edu/certificates/adult-basic-education/>

### Facilitating Adult Learning

This certificate is oriented toward those who teach, or wish to teach, in any adult learning setting. The coursework focuses on adult learning methods, theory, and instructional design. The certificate is appropriate for those who wish to start working in adult education or for those who already teach but wish to improve their knowledge and skills.

<https://www.online.colostate.edu/certificates/facilitating-adult-learning/>



## B.O.O.S.T. Ten Year Reunion Celebration

By Diane White

On October 20, 2018, the Uinta B.O.C.E.S. #1 Education Center in Evanston, Wyoming, celebrated the 10th Anniversary of their B.O.O.S.T. (BOCES Opportunity for Self-

Sufficiency Training) program with an all-class reunion. A Partnership between the Department of Workforce Services youth programs and the College and Career Readiness Center at the B.O.C.E.S., the program was designed in 2008 to target out-of-school youth. Working with youth 16-23 who have left the school system, high school equivalency instruction is paired with employment and life-skills training during this twelve-week intensive program. Students must complete an intake and orientation before acceptance and class is limited to 10-12 students per semester. Prior to the beginning of this program, the B.O.C.E.S. was seeing only 5% of youth completing their high school equivalency in the regular program. Since B.O.O.S.T. began, we have served over 220 students and have a 90% completion rate. We are looking forward to our next ten years!





## TEN YEAR REUNION



## MPAEA Journal Submissions

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 criteria for evaluating manuscripts 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, and (h) adherence to submission guidelines. Use link below for more information and submission protocol.

<https://mpaea.wildapricot.org/resources/Documents/JAEAuthorGuidelines.pdf>

Mountain Plains Adult Education  
Association Conference 2019

March 5<sup>th</sup> – 7<sup>th</sup>  
SLS Las Vegas Hotel & Casino



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

## **Less Rigor, More Vigor: The Rigor Will Come Through the Adaptive Process**

A Collaboration of Darrell Bingham – Jeffery D. Hendricks – Mark VanVoorhis  
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Between the three of us, we have over 50 years of experience working in education, transition, law enforcement, and corrections. As we have collaborated over the years and weaved together our different backgrounds, knowledge, and experiences, we have come to realize that programs, both educational and corrections, come and go as often as re-offenders enter and re-enter our programs. During one of the new program change transitions, Jeff and Mark encountered a situation with one of their corrections students that sent them on an ever-changing course, an adventure to adapt to the personal needs of each individual student.

Kenny had been in and out of the system since his first juvenile offense in his early teens. Now in his late 30's, looking like a man in his late 50's from the use of drugs and alcohol and the harsh conditions of manual labor, he entered our program for the third time; with hopes of completing his Adult Education Diploma or GED that he had not completed on previous visits.

The school's outdated, less-rigorous paper packet program had been replaced with a computer-based, more-rigorous curriculum; which was being met with controversy and heartburn that ranged from formatting problems, inmate limited access, security issues, and questions concerning the rigor of the new curriculum as well as alignment with core requirements. Kenny came into class with the swagger of "I've been here before and know the process". He said, "Alright, give me some packets so I can get this thing done." As we started to explain the new program and the new ways of doing things, he responded, "I like the old way, Why the change?" A word from our training popped out, "More rigor!"

Disillusioned, Kenny made his way to a seat and sat there quietly. After a few minutes, he asked if he could use a dictionary. As we helped other students, Kenny thumbed through the dictionary and finally blurted out, "Oh, I get it! Rigor: exhaustive, severity, strictness, inflexibility, adversity, discomfort. . .should I read more?"

About the same time, the door buzzed and the inmate students were led out for lunch. Jeff and Mark looked at each other, looked at the dictionary left on his desk, quietly gathered their things, and silently walked down the cold, stark hall to their own lunch break. As they sat eating, the silence was finally broken with the words, "Is this what it has come to, incarceration, not education?" One had verbalized what both were thinking. After a nervous laugh, the numbing sounds of the cafeteria, and a period of listening to each other chew, the silence and the bewildered thoughts were jolted back when Mark said, "We need less rigor and more vigor."

It was a resounding, "Yes, more energy, enthusiasm, paired with robust, healthy effort." Then the daunting task hit when Jeff uttered, "How?" Undaunted until this very day, now with Darrell's input, we have met each core requirement, every challenge of validity, and every one of the questioning setbacks. We looked at everything we had learned and experienced. We searched every source available for ways we could help our students exhibit more energy to accomplish their task, perceive a better, healthier perspective of progress, and demonstrate a robust, enthusiastic vigor for their education and life-long learning.



## More Vigor (Continued...)

To date, these are the things we have come up with: IEP (Individualized Educational Plan)—whether the student is “Special Education” or not. Everyone is an individual bringing different strengths and weaknesses to us. First, we identify the student’s passion for life and then assess to determine missing concepts and/or components. Areas of concern may be educational, emotional, or maladaptive behaviors from misinformation and/or ill-informed bad habits.

To do this, we first addressed the often bewildered look we’d get from students when they encountered the question, ‘What is your occupational goal?’ on their application. We would need to clarify, “What’s your dream job.” Although we did not record the statistics, more often than not, we’d get a blank stare from the student and something like, “I’ve never thought about that before.” Wow! “Where did our educational system fail these individuals?” The answers only came when we started treating each and every student as an individual and asking questions that challenged the traditional methods and ways of doing things.

Jeff, a former high school special education instructor who had prepared for numerous IEP meetings, decided to drive the transition by identifying each student’s future career goals. So, instead of handing a new student an application, the first thing we do is ask students to complete a Career Cluster Inventory and an Interest Survey to initiate thinking about a future career. Now, students had a clear motivation for completing their diploma or GED as preparation for their desired career.

This created new problems, and not necessarily bad ones. First of all, students were now thinking of **all** the possibilities from the results of career assessments and we had to assure them we would not hold them to one career choice, but that it may change over time as they continued to explore. Second, the students wanted to spend all their class time researching career possibilities instead of doing their assigned work needed for their diploma.

About this same time, Jeff attended a conference and discovered the **Workforce Career Companion** published by McGraw-Hill. This set of resources includes a companion booklet for each of the 16 government career categories from the career cluster and interest survey results. A grant was written, money was received, and books were purchased. Students are now given the reward of checking out one **Career Companion** and taking it back to their cell **if** they have completed their work for their diploma or GED.

This created a third good problem. After seeing the **Career Companion** booklets, more students started showing up to class because they wanted one. Some students were potential diploma and GED students while others had advanced degrees and careers. ‘Now, how can we serve the individuals with more advanced academic skills and not distract from our diploma-GED program?’ Once we collaborated with our administration, we discovered that the government allows for remediation and level gains for individuals who have a high school diploma or GED. Individuals complete the testing, enroll as a student, and increase achievement in the core area to gain access to the classroom library. Now, students working towards their diploma or GED also had 24-hour access to other inmates who have agreed to serve as tutors. Inmates are involved in learning with an attitude of self-determination, a self-driven career path and a purpose that involves providing services to other inmates. This improved everyone’s self-worth and confidence, creating an environment of community as well as a desire to contribute to that community.

## More Vigor (Continued...)

Our next question: 'How can we individualize and focus on what each individual student needs, rather than teach the same lesson to those who may not understand or who may not need it?' Again, the answer came via a McGraw-Hill publication, **Achieving TABE Success**. (No, this is not a promotion for McGraw-Hill.) These resources allowed us to individualize our instruction in the core subjects of Reading, Math and Language. There is a pre-test at the front, a chart telling the students what pages to review for those problems and concepts they missed, and a post-test in the back to see what they learned. Now, the students can often review and accomplish the work on their own. Other times, they would need a little explanation from a tutor or a teacher at their next class.

As students built on previous knowledge quickly and efficiently, the desire to learn increased, which ultimately ignited their confidence in their own abilities. With new confidence refined through continued practice, students fine-tuned their problem-solving skills. Students became independent learners, working through barriers. They also developed an understanding of when to ask for help and accepted that it is okay to ask for assistance: increasing the rigor on their own, at their pace. Those students working on credits for their diploma accomplished mounds of work because of their new-found confidence that came through learning basic strategies, methods and approaches. Their frustrations were fewer because they knew they could ask questions in a safe environment where they would not be criticized or judged.

Students who are preparing to take the GED remediated with the **Achieving TABE Success** until they were at a high school level. We then had them take the GED Ready at GED.com and from this assessment, we were able to select one of the GED remediation publications (we use the Steck-Vaughn series **Reasoning Through...** books) and print the concepts to review sheet that has specific page numbers on it. Since the students were already self-motivated learners, they were able to navigate through their remediation with little assistance. Because of this new, career-focused empowerment, students courageously continued to seek more training in their desired field; increasing their salaries and quality of life.

Darrell quickly realized that students could adapt this process for any situation to include assessing and improving maladaptive habits and behaviors. Instead of acting out, checking out or dropping out, the individual utilizes their inner power and strength after discovering their passion and improving their abilities. With a new motivation and mindset, students realize their worth and focus on their interests, which also reduces time spent on distractions.

We, as educators, corrections advocates, or citizens for better communities, must embrace the adaptive process and use our creativity to overcome our own maladaptive habits and behaviors as well as our 'services as usual' or 'one class fits all' mentality. Once we understand our purpose, the naturally occurring vigor will stimulate learning despite more rigor. We must adapt with vigor, continually seeking and refining answers to the questions:

1. What in my thoughts, feelings and actions is stunting my progress?
2. What in my process is hindering someone else's progress?

A sample motto: Embrace The Adaptive Process to discover an impactful, uplifting purpose that will develop my worth as an individual so I can contribute to the world community.