



MPAEA NEWS

MAY 5, 2019



Greetings to our Mountain Plains Members!

Philip Suriano, President

It has been a busy year so far for our regional association as the Board works to make many changes to better serve the needs of our member states.

One of those changes is the new web site the Board has been updating and improving. Our new site, <https://mpaea.wildapricot.org/> has been up about a year now and has had new member content added such as past newsletters, Journals, and meeting minutes as well as association documents and a member index. A call for best resources and new content will go out soon to members so you can share the great tools and information you have with others in the region. Though we had a couple of small bugs to work out, membership management is also available for renewals and status change. We hope to have future conference registrations and payments on the site as well.

Another focus this year has been our membership as we have been reaching out to state leaders and associations to continue their support of MPAEA. The latest membership numbers are: Arizona – 252, Colorado – 231, Idaho – 7, Montana – 14, Nevada – 100, New Mexico – 250, North Dakota – 180, Utah – 252, and Wyoming – 74. Including nine (9) others from various states outside the region, we have 1369 members. I believe this is a record! Going forward, we hope to grow this as we get new leads on other states interested in joining.

Our conference this year at the SLS Hotel and Casino Las Vegas was a success thanks to our members and the great presenters attending. We had 251 attendees! The best practices shared during the conference were appreciated by all. I would also like to take a moment to congratulate this year's scholarship winners: Jeffery Hendricks – Utah, Heather Patterson – Arizona, Kathryn Leary – Montana, Jane Clements, Ph.D. – New Mexico, Diane White – Wyoming, and Emma Berg – North Dakota. You will find articles on their experiences in this newsletter.

After the conference, we received good feedback from attendees and of course we are always looking for ways to make the next conference better. Please plan to attend our 2020 conference on February 25th and 26th at the Hyatt Regency Tamaya Resort and Spa in Albuquerque, New Mexico. When the call goes out, I hope you will consider submitting a presentation to share some of the great things you are doing in your state to help students succeed.

On a final note, I would like to thank all of our members for the work they do and the support they give to adult education and literacy on behalf of the MPAEA Board. MPAEA strives to find ways to support these efforts and bring value through membership. If you have any suggestions to help improve the support or benefits you receive from your regional association, we look forward to hearing from you. Just send us your thoughts at mpaea.org@gmail.com.

Thank you
Philip Suriano
MPAEA President

MPAEA Conference Reviews

Three (or more) Things I Learned In Vegas, that were confirmed at the MPAEA Conference In Vegas; BUT Will NOT Stay In Vegas.

Jeffery D. Hendricks

My procrastination paid off this time. After registering late for the conference, I called the SLS Hotel, Casino, & Convention Center for a room reservation, only to be told all the special rate rooms were taken. I did a search and found a national chain hotel in the historic downtown Vegas district; just a few blocks from the SLS Conference Center. Even though the hotel's slogan was not 'We'll leave the light on for you,' I was met with lights from the Viva Las Vegas Wedding Chapel next door.



The next morning as I prepared for the 12 block walk, I stopped by for the normal free breakfast offered by the national chain. To my disappointment, the front desk clerk informed me that they were one of the few hotels in the chain that did not offer breakfast because of the surrounding homeless community that frequently had infiltrated the free amenities in the past and the 'free breakfast' had been discontinued. They reminded me of my \$39 room and the great value it was for the comfortable, clean, newly remodeled room; I agreed and went on my way. Parking was almost as much as my nightly room rate.

My adventure took me by a number of wedding chapels, including one that had a drive-thru tunnel of love. I then approached a marquee with the words 'newly remodeled' and 'free wifi'. I had to stop and take in the large sign; the only permanent structure remaining on the vacant lot. Scattered on the lot, more towards the back, were a few tents and make-shift dwellings. As I admired some of the creativity of the dwellings, I almost ran into a fellow pushing his belongings in an 'At Home' shopping cart. I offered my pardon for my distracted steps, smiled and nodded, then continued my journey.

Three (or more) Things I Learned In Vegas . . . (Cont.)

I made that walk three more times with thoughts of historic Vegas and the people living in the worn neighborhood and untidy streets. I wondered what brought and kept them here. Did they have a formal education? What happened while they attended school? What had their upbringing and home looked and felt like? Had they been bullied? Was their current reality their choice or a result of a disappointment, tragedy, and/or trauma they had experienced?

On my last morning walk to the conference, I came across the young fellow and his 'At Home' shopping cart. As I approached, he picked up the corner of his cart, which had a malfunctioning wheel, and moved the cart out of my path on the sidewalk we shared. As I passed, I nodded, said 'Thank You,' and offered a 'Good Morning.' What happened next, I shall never forget. He looked up and thanked me for acknowledging him. I smiled bigger and flashed him a peace sign wave as I continued. I now wish I had stopped, but at the time I was a little choked up, embarrassed by the welling up of tears in my eyes, and not wanting to be late for the keynote speaker. None of that was more important than the interaction I could have had. I'll regret not stopping the rest of my life.

During the rest of the conference and as I have gotten back to the daily interactions with my students and those around me, I have reflected on that moment and the opportunity I might have had with the young fellow with the 'At Home' cart. There has been more focus and more meaning that navigates my thoughts and actions from the feelings I am experiencing with those around me.

From the last session I attended entitled 'Stop Lecturing! Moving Forward and Leaving Your Seat Behind' presented by Chloe Valentine and Megan Bessey, I have tried to take the advice of Epictetus, "We have two ears and one mouth so that we can listen twice as much as we speak." As educators, we can be so focused on what we know, what has worked for us and what we have learned by obtaining a degree or two. Or we want to fix the fossilizing mistakes or maladaptive habits and behaviors without listening, failing to consider the desires and purpose of our individual students. In taking the time to identify their strengths so we do not reteach what they already know, we can address their weaknesses with a loving, forgiving and non-judgmental approach. We can utilize all our experiences to address the misinformation they have received and show them that they can adapt with new habits and behaviors. They can achieve the goals and dreams they have for life.

Some of the Q&A that came from the 'Stop Lecturing! ...' session included:

Q – What does it look like? A – Fun and sometimes chaotic.

Q – Why do we do it? A – It allows students to wake up and take control of their education and life.

Q – When do we do it? A – Everyday, except test day, AFTER an engaging set up; but even on test day, if students are having fun and feel relaxed, they will do better on the test.

During the keynote presentation of Dr. Vincent Solis, one of his slides had a quote of Nelson Mandela, "Education is the most powerful weapon which can change the world." My thought of my encounter on the street made me consider; "Am I arming my students with what they need to defend the challenges they will face during their lifetime?"

Three (or more) Things I Learned In Vegas . . . (Cont.)

Dr. Solis told the story of the Car Wash Union wanting a \$15 an hour wage for workers. Within a few years, automated systems were installed and most employees had to find new employment. Preparing students to seek information and knowledge for themselves is arming them with the abilities to adapt to the ever-changing world.

When Jeff Fantine filled in as the keynote on Thursday, I was reminded of his pre-conference session, 'Creating a Career Pathways Model in Adult Education'. He outlined and spoke in detail about the seven key strategies for a rigorous and high-quality education and the training needed to align with the Workforce Innovation and Opportunity Act. First, align education and training with skill needs of the industry. Second, prepare individuals for post-secondary and apprenticeships. Third, advise and support individual's education and career goals. Fourth, offer education concurrently with workforce preparation activities and training. Fifth, provide services in a manner that accelerates the educational and career advancement. Sixth, offer credentials that will assist the individuals' personal growth and finally, help them enter a specific occupation.

As we listen to the stories, needs, goals and dreams of each individual whom we encounter along our journey, we will better consider the options for their individual pathways and assist them in seeking the best education and training opportunities. It is vital that we gear education toward The Adaptive Process, focusing on the needs of the community and building the personal skills needed to assist them in their journey through the life they are developing and creating.

MPAEA Professional Development Scholarship Conference Summary

By Emma Berg, Instructor

North Dakota Department of Corrections and Rehabilitation

"Moving Forward in Adult Education" was the theme for the 2019 Mountain Plains Adult Education Association (MPAEA) Conference. This simple, yet powerful, theme set the tone for the two-and-a-half-day conference.

The preconference workshop that I attended was titled "Components of Numeracy & Algebra". In that session, Lynda Ginsburg shared practical applications of math that are based on workplace situations. We did a hands-on activity together during the session that involved graphing favorite ice cream flavors and analyzing the results.

I attended several concurrent sessions on the first day of the conference. Here are some highlights from those sessions. Employees of the Arizona Department of Education shared their best practices regarding program data. During their session, I learned new strategies for monitoring data and offering feedback to individuals and facilities. Matt Gromlich started his session on Math Anxiety with an activity that gave us math anxiety, which really made me think about how I teach and how I can help students who struggle with this issue. Math manipulatives were the subject of conversation at Debbie Maldonado's presentation on Wednesday afternoon. She focused on how to use inexpensive, everyday items to teach math concepts. One example from her session was to teach budgeting and credit/debit expenses through the game Monopoly.

Conference Summary . . . (Cont.)

I was able to share information, strategies, and ideas with other conference attendees during my session on Wednesday afternoon titled "How Data-Driven Decisions Improve ABE Classrooms". I encouraged attendees to ask questions, which lead to some interesting discussions regarding the differences between correctional facilities in different states. It is fascinating to learn how each state runs their correctional education systems. Reflecting upon my presentation, it would be beneficial for correctional educators to have a chance to sit down together and collaborate. We have a job that is quite different from most other teaching positions and it isn't often that we have the chance to visit and learn from each other.



On Thursday morning, I attended a concurrent session with Ciarra Proulx and Dawn Adams of the RISE Academy (based in Reno, NV). They shared curriculum maps and lesson plans that have been designed to use in their ELL classes. Specifically, they focused on how to incorporate project-based learning into ELL classrooms. All classes at RISE Academy use technology, so we were all given an iPad to use during the training so that we could experience first-hand the lessons that are taught to the students. Students from RISE Academy were interviewed and asked questions regarding project-based learning. Those videos were shared with us, which was a powerful part of the session. I also attended Dawn Adams's afternoon session on Thursday where she shared some free technology tools for adult educators – one of which is Google's Applied Digital Skills. I am thankful for the resources shared by RISE Academy and am inspired by the dedication and passion shown by Ciarra and Dawn.

The MPAEA Conference gave me the opportunity to not only learn new skills, strategies, and practices, but also to network with people in my field. I enjoyed the conference and am glad that I was able to attend.



Conference Summary – University of New Mexico Los Alamos, New Mexico

By Jane Clements and Deb McCrady

The Mountain Plains Adult Education Conference in Las Vegas in March 2019 presented the University of New Mexico Los Alamos team with great opportunities to expand our teaching and onboarding strategies. We had two participants at the conference, and we each attended different sessions in order to maximize our information gathering. We have since shared our new knowledge and ideas among our teaching team and with our students.

The Components of Numeracy & Algebra was one of our favorite sessions. Lynda Ginsburg, LINCS, presented math manipulations that kept every student occupied and participating in each step. Her presentation was simple and easy to follow. As she built from one step to the next, she took the students through the use of manipulatives in a way that made the numerical concepts clear and the resulting math steps obvious. The lesson covered data collection, organization, and interpretation through a class project based on stocking an ice cream cooler. Converting that information to numerical form was made easy by first turning it into physical form. She then used this material to explain bar charts and pie charts in a way that was memorable and fun. We will use many of her techniques in the classroom to help students 'see' the math in action.

Harnessing the power of technology, short stories, and diverse novels was also a great session. The enthusiastic speakers told of taking a class of students who initially had no interest in reading and turning the class into a book club hangout for these students. They recommended several websites that are geared toward the interests of teen readers, and we left with a list of the sites that have been most helpful to them in turning their reading classes around. In their experience, students do better when they can empathize with the characters. The presenters gave us lists of well-loved books that their students passed around until they were dog-eared. The session was both inspirational and educational.

Always a concern in any program is how to show that learners are making level gains. The presenters in the pre-conference session addressed this. Both the vendor and academic sessions on improving student performance in the classroom were really helpful. We appreciated the concrete examples, best practices and motivational ideas that presenters were willing to share, and their description of what worked well for them in their programs.

The featured speakers were first-rate, and gave us both ideas and inspiration in how to motivate and reach our learners. They expressed so well our personal desires to make a difference in the academic lives of our learners.

From the logistical standpoint, we appreciated the attention to detail in the conference organization: the easy accessibility and comfort of all the conference session classrooms, the great accommodations, and the tasty meals and snacks. It created an environment conducive to learning. We look forward to the next MPAEA conference in Nevada. Contrary to the popular adage 'What happens in Vegas stays in Vegas' the information that we learned in Vegas needs to be shared!

Increasing Measurable Skills Gains – A Practical Discussion

Kathleen Porter – A.I.R.

At the MPAEA Spring 2019 conference, Kathleen Porter presented on Measureable Skill Gains and how they can assist local and state directors with program improvement.

Measurable skills gains can be any progress target:

- increase in educational functioning level
- transition to job
- transition to post-secondary training
- any other measurable skill such as teacher effectiveness, retention, etc.

Skills can be measured by using pre- and post-testing scores or factors related to the skill. This can be done using a primary source material such as test scores, attendance sheets or student surveys.

The steps for measuring skills gains can fit any group, but the recommended protocol is to have partners or a team get together and choose one skill to review. One example would be looking at data available on student retention in different kinds of classes.

The protocol steps are:

1. Predict: members of the team state what they assume, predict or expect the results are going to show.
2. Evidence: look at the data and just record what each team member is seeing.
3. Factual, non-judgmental statements: Have the team comment about what they observed, if they noticed a trend, or were surprised by a factual detail.
4. Speculate/Inference: Have a team scribe write down speculations as to why and how and when they are seeing things in the data.
5. Write an action plan: Have the team brainstorm an idea and some next steps.
6. Reaction/Evaluation: The team can conclude with their own reactions or thoughts on the data.

Not only are these steps critical to looking at local data, they can be useful for the state. Wyoming will be looking at creating a team of local directors across the state and meeting via phone monthly to look at different areas of data quality and measurable skills. Not only can this benefit our programs, but it will provide an outlet for best practices to be discussed among directors.

**MPAEA Conference
Reflections**

By Kathryn Leary



The conference provided me with great opportunities for professional development. As I reflect on the sessions and my experiences, I have a few key learning moments that stood out to me. These are practices that I can put into place right away.

Conference Reflections . . . (Cont.)

In the Wednesday session about Preparing Adult Learners for Success in the Work Force, Martin and Suzanne from Burlington English talked us through many features of their program, including how to utilize the in-class lessons and how to access the leveled worksheets. This information is particularly helpful for me, as our program just integrated Burlington English into our classrooms about five (5) weeks ago, and I will be the instructor in charge of training students how to use it. I also learned how to access job cards, career counseling videos, and where to find the teacher materials to plan the scope and sequence of lessons.

The ETS HiSET Program update led by Adam Springwater on Wednesday afternoon was incredibly insightful. In Montana, we administer the HiSET exclusively as a high school equivalent test. Adam provided some interesting information including where to access the 2019 Test at a Glance (TAAG).

Adam covered various skills to teach for success in Reading, Math, and Writing. He provided insight into why people usually fail the essay portion of the HiSET. He also gave a few focused objectives for successful math learning, including order of operations and fractional awareness. Adam explained which formulas were provided to students and how he recommends students prepare for formulas that aren't given on the test (Pythagorean Theorem and the Quadratic Equation). Adam shared the 2017 data for the percentage of students who passed each test with the highest pass rate in social studies, followed by science, reading, writing, and finally, math.

The Numeracy Instruction class led by Lynda from LINCS had a great activity that we actually started implementing in the classroom this week. A number is written on a piece of posted paper (e.g. 100) and students must come up with many ways to represent that number (e.g. $90+10$, or 10 squared, or $125.49-25.49$). She also gave us easy-to-make game ideas so that we could demonstrate the relationships between a fraction, a decimal, and a percent.

Finally, I really enjoyed both of Dawn's Thursday sessions about integrating free technology tools (Google Classroom, Padlet, etc.) into the classroom. As I have students create Gmail accounts for their HiSET tests, I would like to show them how to access Google drive, calendar, and other free features so they can build their competency for college and career readiness. Dawn's demonstrations and ideas were very helpful.

In the following session, Dawn described a researched theory on *Adult Ways of Knowing* which really helped me to see a continuum of adult development and where/how the adult students and colleagues we interact with may fall on that continuum. She gave us some other resources to continue working with this knowledge, including a website and podcast.

Thank you for the scholarship opportunity to attend the 2019 MPAEA conference in Las Vegas, NV. The conference was a wonderful experience, helping me to grow both personally and professionally.

Passenger Overboard

By Robert Fewins

ABSTRACT

In this article, school counselor Robert Fewins shares a new perspective on adult education discovered while attending the MPAEA Conference. He uses the analogy of education as a cruise ship moving toward its destination and drop out students as passengers who have jumped or fallen overboard. It is adult education's task to rescue these stranded voyagers from the peril of the dark, dangerous waters.

Keywords: High school dropout; adult education, alternative education, and MPAEA

Did you attend the MPAEA conference in March this year? I was there. It was a refreshing experience and I came away from the event with a totally new perspective. Before I divulge my exciting and enlightening revelation, please, let me explain a little bit of the background first. Having been a high school counselor with adult education for 12 years, I am definitely aware of the dropout crisis in America. I spent 11 of those years in the prison system and every one of the students in the education department are dropouts. DUH, right? In September, I was paroled (intended joke) and now counsel "customers" who come to the main office of Adult Ed.

My first shock in making the transition was to discover the number of 16- and 17-year-old students who are being forwarded to us by comprehensive high schools. There seems to be a steady stream, almost daily in fact. I could share a few numbers but that is not the real point of this article, so I am leaving that out. At the prison, our "customers" were adults and not current high school students. The thought of students coming to Adult Education before they are actually adults was a little disheartening. It's not that I had never seen 16- and 17-year-old students, but to see so many gave me the shivers.

I started checking into the matter (research). I found an article that presented some pretty shocking numbers. Roberta Furger wrote a piece about the dropout crisis in December of 2008. It was published in the George Lucas Educational Foundation newsletter. Her article titled *"How to End the Dropout Crisis: Ten Strategies for Student Retention"* contained this statement, "Each year, more than a million kids will leave school without earning a high school diploma – that's approximately 7,000 every day of the academic year." Now that's a pretty frightening number, isn't it! I struggle to wrap my mind around such an outrageous statistic.

Let me tell you how I finally came to grips with such an astronomical figure using a little analogy. My first thought was to compare this situation to the story of the Titanic. After careful consideration, I realized that analogy doesn't apply. If education were a ship, it is definitely not sinking. The vessel is not going down and there is no need to panic or abandon ship. Education is a stable institution and will always sail forward on its mission. What I've heard from the dropouts is that in the ears of their mind they are hearing voices that are telling them to jump ship. There has been no alarm or announcement to "abandon ship", but certain passengers on the great vessel of education do not want to continue the voyage. They are willing to abandon the security of the ship for the dark, dangerous waters.

Passenger Overboard (Cont.)

There are only a few select voyagers who have heard these desperate cries to “abandon ship”. It is definite in their mind that they must go. The voice is strong as it rings loudly in their ears. Preparing for the inevitable, some jumpers are given a life vest, a compass and directions to the island of adult education. Others face the risk on their own and simply jump overboard.

Imagine with me survivors of the jump scattered everywhere in the wake of the ship. Some are floating, some swimming. Many are tossed by the frothy churning water created by the propellers. It’s difficult for them to see where they are going. Adult Ed looms like an island in the distance appearing and disappearing with the rolling of the waves. Some focus on this landmark and head for the anticipated safety of its sandy shores. Others are left floundering in the water or heading in the opposite direction frustrated and tired. There is no chance of turning the ship around and coming back. There is no thought of stopping the engines to attempt an at-sea rescue. The ship is bound and determined to reach its destination, full passenger roster or not, the voyage must continue.

This would be a good point to mention another article I found that provides more up-to-date, pertinent statistics. In his article titled “*U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, Blacks,*” Richard Fry explains “More U.S. high school students are staying in school, according to newly released data from the Census Bureau, as the national dropout rate reached a record low last year. Just 7% of the nation’s 18-24 year olds have dropped out of high school, continuing a steady decline in the nation’s dropout rate since 2000, when 12% of youth were dropouts.” The piece dated October 2, 2014, provides a more accurate perspective on dropout statistics. From my limited point of view, there doesn’t seem to be a reduction. To me, I can only see a steady flow coming through the front door.

So, back to the analogy. At least now we have an idea that only 7 out of every 100 voyagers experience the voice calling out to “abandon ship”. From a Captain’s viewpoint, an education cruise ship with a couple thousand passengers on board would only lose 140. There are still 1,860 passengers remaining. The question for us outsiders is, ‘how many of them are given a life vest and a compass?’ One can only imagine that for every dropout given directions to the island of adult education, there may be at least one other who has no clue what to do. Even those who have directions don’t always make it.

Now, here is my take away from the MPAEA conference. The concept of Adult Ed as the island that jumping survivors seek is still a viable concept. A new and added insight for me is that there are several boats following the education ship. These vessels are of all shapes and sizes. They are led by captains on a relentless mission to rescue every jumper. These watercrafts are community help centers, non-profit organizations, trade schools, inmate reentry programs, and college outreach units, as well as many others, recovering the jumpers from the murky waters.

The MPAEA conference opened my eyes to see that adult education has become a lot more than just an island off in the distance. There are many more rescue workers and volunteers who have joined in the search. There are more players in the game. There is comfort in knowing that these willing helpers are not sharks preying on the forsaken.

Passenger Overboard (Cont.)

These rescue workers and volunteers are members of the MPAEA. MPAEA brings a comradery, accountability and a viability to the task at hand. I enjoyed getting to know some of the players from other organizations. Witnessing a sense of shared purpose among many sure made me feel that tackling such a daunting task is a reality that is also possible. Be encouraged, you are not the only one who cares!

Bob is a counselor with the Adult Education Department of the Clark County School District. Education is the last of several careers and he has a background in the construction, entertainment, and convention services industries. He is “Papa” to 12 wonderful grandchildren.

2019 MPAEA Conference Report & 2020 MPAEA Conference Update

by Sandy Myers

MPAEA would like to thank everyone who attended this year’s conference in Las Vegas! We had over 300 people in attendance, and overall, the evaluations were positive.

There were a few comments on the 2019 Conference Evaluation form that I’d like to address. But before I do that, I want to assure everyone that MPAEA and the host state do the best they can to ensure that we offer the best professional development opportunity possible, while keeping costs low. We run on a strictly volunteer basis and everyone serving on the host state’s association and MPAEA boards has a regular, full-time job. And, anyone who has ever put on a conference knows there is a lot of behind-the-scenes work that has to be done in order to put together something of this magnitude. While other conferences have stopped including meals with conference registration, the MPAEA Conference still provides breakfast and lunch on conference days. The Conference has also kept conference registration fees low in an effort to allow everyone who is interested the opportunity to attend.

In short, we do our best to provide attendees with the best experience possible without draining their professional development budgets, which leads into addressing some of 2019’s evaluation comments:

- **WiFi for Attendees.** Each conference has different challenges and this year one of those challenges was WiFi for all attendees. Unfortunately, the conference hotel wanted over \$30,000 to provide WiFi throughout the meeting space. That is not a typo and obviously made offering WiFi this year impossible. However, I want to assure everyone that there will be WiFi in New Mexico next year.

Conference Report and Conference Update (Cont.)

- **Coffee & Tea All Day.** This is another cost issue that makes it impossible to offer unless we raise the registration fee considerably. Catered coffee at most conference venues is expensive – usually around \$90-\$120 a gallon plus a 22-25% service fee. Most properties say you can get about 20 cups of coffee out of a gallon, but that is based on tiny 6-ounce cups. In today's world, some of us consider a cup a lot larger than 6 ounces and many times we will even fill our personal mugs (which may hold 20 ounces or more). So, reality is you're more likely to get about 6-8 cups of coffee per gallon of coffee. Therefore, MPAEA simply cannot afford to pay thousands of dollars to offer drinks throughout the day and keep our registration fees reasonable.
- **Ensure Keynote Speakers Show Up.** Those of you who attended this year's conference know that one of our featured speakers, Josh Davies, was unable to attend at the last minute. Obviously, this is something beyond our control. With Josh's permission, I can tell you that he was at the hotel, but was sick with a stomach virus that made it impossible for him to be able to leave his room for any length of time. It is unfortunate that this happened to him for the first time in almost 10 years; however, Josh has already committed to coming to next year's MPAEA Conference and will keynote for us in New Mexico.

Speaking of next year's conference, please **save the date** for the 2020 MPAEA Conference! The New Mexico Adult Education Association and Mountain Plains Adult Education Association look forward to seeing you next year in Albuquerque. The Planning Committee will take everyone's suggestions into consideration; so if there is a particular track or presenter you'd like to see next year, please email mpaea.org@gmail.com with your thoughts – and make sure you Save the Date!



Adult Education Best Practices

Author Writes to Students

By Dana Boam, MA – Reading Teacher

Students in Desert Rose Adult High School's reading class recently completed Gary D. Schmidt's *Orbiting Jupiter*, described by Publishers Weekly as "A powerful story about second chances." The storyline and characters resonated with the students from Las Vegas, prompting discussions about foster care, parenting practices, loyalty, and love. Also addressed were issues of powerlessness in the face of state regulations, in family dynamics, and in entry into the criminal justice system without having committed a crime.

"By reading, you learn a lot about issues that need to be spoken aloud," said Cozette Tanner, a student at Desert Rose Adult High School. "I just love reading in class because we read along as we listen. Discussing what's happening helps me understand better when my English isn't good," added classmate Martha Lopez. "In each 135-minute class period, we aim to hit all the skills required in the reading process, but reading novels is definitely my favorite class activity," said Dana Boam, the instructor of the class.

Readers were so moved that they wrote to Mr. Schmidt, detailing their favorite parts of the book. This week, after returning from Spring Break, students were delighted to receive a reply from the author. Mr. Schmidt had responded to each student individually, and students were thrilled. At the end of his letter, Mr. Schmidt addressed the class, "Thank you for reading the novel, and for writing these terrific letters, and for all the work that you are doing in Desert Rose High School."



A group of student trying their hand at UNO, Provo, UT

Going Beyond the Classroom: *First Steps* Language Fair

By Cloe Valentine, Provo, UT

Welcome to our English language fair: *First Steps*! Students of beginning and intermediate ability joined to celebrate language acquisition, making it meaningful and fun.

First Steps came about when a group of talented teachers in Provo School District's Adult ELA Program discussed some of their challenges to motivate students to use English in a spontaneous way, not just as prescribed by a classroom activity.

English Language teachers have a difficult job. We have to give our students the skills to communicate their diverse needs in many different settings. Students need to be able to both understand and produce spoken and written English. They have to learn thousands of vocabulary words, memorize the difference that one word can make for verbs and verb phrases ("throw" vs. "throw up"), study idioms, learn loads of grammar, and on and on! As a teacher, it can be hard to identify the first priority. In our day-to-day classes, teachers do the best we can, using our ingenuity to hit on all these points, but sometimes we need a little extra. For us, *First Steps* was the answer.

For the first activity in our two-hour fair, six intermediate students set aside their fears and gave short presentations they had prepared in their classes beforehand. They told funny stories, personal histories, and showed off traditional cuisine from their countries. Students and teachers alike were impressed by the quality of their speeches.

Next, students split into mixed groups from all the classes to ensure multi-level abilities in each group. Then, they went to one of three "stations": UNO, Conversation Dice, and team-building a word tower. Students had 15-20 minutes at each station. At each of these stations, students had to communicate in English as they played games or completed a task.



Students roll the dice to find which question they need to answer. Questions range from "What do you do to relax?" to "What's more important, money or love?" to "What's the craziest thing you've ever done?" One crazy thing we heard was that someone kissed a tarantula once. Of course, that was topped by the next person claiming that he was so crazy, he had married his wife!

First Steps Language Fair (Cont.)



Small groups of students compete to see who can build the tallest word tower.

The one rule we had was to SPEAK ENGLISH! This was a space for students to use their skills with new people and experience that English can be used not just for work, school or errands, but also to have a good time. If students were caught speaking a different language, they were sent to “jail” where they had to memorize and correctly say a tongue twister in order to get out. Jailed students were delighted to walk away with a fun English sentence and rejoin their group.

After the station time was over, our level 2 class taught the rest of the students a dance: El Payaso del Rodeo. It was amazing to see all these mixed-level students moving in rhythm together. In the week leading up to the fair, preparing to teach the dance really invigorated the classroom and excited the students with a purpose.



Having a good time dancing El Payaso del Rodeo, a Mexican line dance.

We finished up the night with pizza and soda. Overall, the event was a big success, giving these beginner ELLs opportunities to utilize their English skills in new and real ways.



C3 - A Radically Innovative Approach to Professional Development in New Mexico

By Judy Hofer (on behalf of C3 Team)

In its third year, New Mexico's practitioner-designed and practitioner-led "C3" professional development initiative has reached a critical tipping point with nearly half of the adult education programs in our state immersed in supporting one another to learn, transform, and take a lead in elevating New Mexico adult education. C3, a multi-year, multi-phase systems approach to change, builds program expertise in the three "C" areas of Collaboration, Competency-based programming, and Career Pathways, the most essential building blocks for achieving the new WIOA mandate for moving New Mexicans out of poverty and into careers with life-sustaining wages. Creating this seismic impact on the lives of our students and the health of our communities is the vision of C3.

Collaboration is the core of C3 - collaboration within programs, across the state, and with our WIOA partners. Systemic change requires being able to work well together at the highest level. The first level of collaboration is the foundation for all else, that programs, through core cohorts comprised of the director and at least two lead teachers, establish highly effective internal teams that model the social and emotional intelligence that we wish for our students. Given our premise that program excellence is best achieved through meaningful collaboration with other programs, the second tier of C3 collaboration entails programs learning and working side-by-side other programs on a weekly to biweekly basis over the course of at least three years. That level of intensity is unparalleled! A 33-week, rigorous, research-based blended learning curriculum, designed and led by the C3 team with the technical support of our New Mexico Distance Education & Technology (NMDELT) trainers, guides this competency-based, collaborative journey. Augmented with bi-weekly hangouts, site visits, f2f trainings, and a culminating capstone project, C3 weaves together a community of practitioners invested in the success, not only of our individual programs, but of our fellow programs across the state. Last, but certainly not least, the third essential level of collaboration that C3 fosters is with our WIOA and community partners without whom we simply cannot leverage the opportunities and create the strong safety net needed for supporting our struggling students to excel.

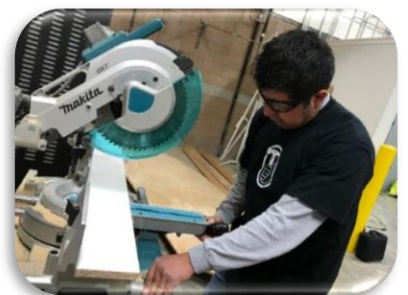
Photo: A group of program directors and teachers learning together at a recent C3 training. March 2019



Achievements? Ultimately, this question is answered by the ways our students' lives have improved. With the advent of a new TABE test and difficulties with capturing data for our "Table 5" NRS reports, analyzing data trends is challenging. Yet, if we hold the common-sense belief of "apply best practices and the rest will follow", then C3 has made enormous strides.

- Ten programs are currently engaged with the hopes of expanding to 15 programs, close to two-thirds of the state this upcoming year.
- Participating programs report stronger morale and excitement for being able to achieve a high bar of excellence.
- Participants have received micro-credentials or "badges" for completing the requirements of each unit of our competency-based curriculum.
- Programs have established communities of practice within their own programs and across the state with teachers and directors engaged weekly in supporting one another to design new practices, act and reflect.
- Programs are implementing the foundational building blocks of managed enrollment, providing intensive student onboarding, and proactively coaching students.
- Programs are changing instructional practices to reflect the brain-based research on how we best learn.
- Teachers align curriculum with standards and teach to the key shifts in practice.
- Programs are on a continuum of initiating, developing, and improving Integrated Education and Training (IET) models that build learners' academic, career, technical, and professionalism skills, all at the same time.
- Programs have changed their names and are rebranding to reflect that we are both education and career centers.

Potentially most impactful, C3 is witnessing the increased capacity and passion of programs to facilitate the learning of their peers. By acting on the guiding principle of "we learn best by teaching", C3 offers all those engaged with opportunities to take a leadership role in statewide programmatic improvement. From the enormous undertaking of designing and facilitating the competency-based blended learning curriculum in multi-phase teams, to Phase II programs having just created and facilitated a training on key shifts in practice for the newcomer Phase I programs, the C3 32-member team is realizing that together, we truly can change lives.



"I didn't know much about construction when the classes started, but we have learned about building from site layout and surveying, to actual construction." ~Manuel Guerrero

IET: A Construction Model

By Angela Holt, Nevada

Adult Literacy & Language students at Western Nevada College have had the unique opportunity to participate in a new and innovative pilot program, NV ACE, this spring. The construction students are able to earn college credits toward a nationally-recognized credential while improving their basic skills and achieving workforce training--simultaneously.

An Integrated Education and Training (IET) model is used to deliver instruction because adult students involved in this type of instruction are more likely to earn college credit, post-secondary credentials, and make greater gains on skills tests than those involved in more traditional education and training. Adult students are often busy with work and family commitments and lack the time necessary to achieve success given a more traditional pathway. Six WNC Adult Literacy & Language students attend construction classes two evenings a week, and a third evening is devoted to supplemental instruction, where they meet with an adult education instructor to work on skills learned in class, complete homework and other assignments, and discuss the week's learning. Students attend classes for three semesters and will complete the pilot with an NCCER Craft Laborer Certification and 19 college credits! Members of the current NV ACE pilot course work full-time, and are extremely dedicated and eager learners.

I would also like to express my gratitude to our instructor, Jody Coxon. If not for her efforts, this pilot would not be the success that it is. Jody is the full-time Instructional Specialist for the Adult Literacy & Language program and she agreed to step up and add this pilot to her already full plate. She made the sacrifice to be away from home four nights per week this semester because she cares deeply for the success of the students and the program. As the adult ed. co-teacher for the pilot, Jody provided the supplementary instruction which challenged her to know and learn the construction vocabulary and materials. She did! And she is awesome! We are so lucky to have her!



"Aside from all the learning, we have the benefit of learning from an instructor who is working in the field. We are earning college credit quickly, and the books are good quality."
—Jorge Mendez





“I have learned a lot that I have never encountered before. I like that we have a small group and are never lost in the crowd. We have two teachers to help us.”—Victor Robertson

College Bridge Pathways Partners with the Maricopa County Public Library

by Lily Beth Brazones,
Rio Salado College

Rio Salado College partnered with the Maricopa County Public Library to celebrate Arizona’s Adult Literacy Week on March 4th – March 9th, 2019. The county library sent representatives to all of Rio Salado’s six locations to share information about the library’s Winter Reading Program, and other resources offered. During the visits, students were able to obtain library cards so they can immediately start enjoying library privileges which include extensive online resources.

Students at Rio Surprise, Rio Downtown, Rio Northern, Rio Southern, Rio Thomas, and Rio Avondale enjoyed the library visits. Aliza Dodell, Instructional Services Supervisor at Rio Southern, indicated that the event was a success. At RSC Southern alone, 63 ESL and GED students attended. The students loved the presentation and were fully engaged as shown by the numerous questions they presented to Andrea Castaneda, Manager of the Maricopa County Library District. The students have requested a follow up visit.



The library visits were very much appreciated. The information provided students with valuable access to resources free of charge and supported students’ efforts at increasing literacy. These pictures from one of the location visits were shared by RSC Downtown.

MINDS THAT MOVE US “HIVE” PROJECT OVERVIEW

By Nina Gonzales, Program Specialist
Taos Education and Career Center (TECC)@UNM-Taos

Minds that Move Us Initiative

Minds that Move Us (MTMU), an initiative of the Institute for Educational Leadership (IEL), sponsored a national competition for innovation in adult education creation and delivery of Integrated Education and Training (IET) models. MTMU selected Taos Education and Career Center (TECC) @ UNM-Taos for its proposed IET model entitled, “HIVE- Hub of Internet-based

Vocations and Education”. TECC is one of 10 programs in the nation to be selected for this national 2.5 year-long initiative.



The MTMU initiative is a challenge to communities to design innovative education and training models that create social equity and economic mobility, driven by the market demands of business and industry as well as the needs of adult learners. MTMU engages the bright minds of public/private partners to examine the current education and training gaps within their communities and then create models that can be scaled and replicated within various industries.

As part of MTMU, HIVE will receive access to supports from the nation’s experts in IET creation, a 1:1 coach that oversees and helps direct the project, connections to potential funders, and other supportive services over the next three years in order to help bring our IET proposal to fruition. There is no immediate funding connected with the award, although in December of 2019, the top three proposals that have demonstrated strong project outcomes will receive \$100,000 in prize monies.

Our Winning Proposal: HIVE- Hub of Internet-based Vocations and Education

In rural, under-resourced communities, internet-based jobs are often touted as a key economic development strategy. Yet, working from home via the internet often lacks cultural context and community/technical supports to succeed. The Hub of Internet-based Vocations and Education (HIVE) provides a face-to-face office, plus onsite supervisory/technical supports. Co-located are college classrooms where students obtain stackable career credentials that prepare them to enter the online workforce. HIVE supports students with limited academic, technical, and professionalism skills, those who are working towards their High School Equivalency (HSE), and those with disabilities. HIVE offers frequent life and professionalism skills workshops and connects students with wrap-around services via an in-house WIOA partner office. HIVE provides a uniquely supportive learning and working environment, blurring the lines between education and business. HIVE professionals gain leadership and real-life experience, as they work side-by-side with students gaining their credentials, allowing for on-the-job training and job shadowing.

MINDS THAT MOVE US (Cont.)

HIVE uniquely adapts a nationally trending co-office model, which typically serves middle to upper management, to meet the needs of the underserved. HIVE brings academic, professionalism, and technical skills training, along with employment, into one building, minimizing bureaucratic obstacles by offering in-house access to supportive services. Bringing the IET/WIOA team under one roof reduces duplication of services, silo or isolation of services, and over-taxing of any one agency. It allows HIVE professionals to serve as role models for up and coming students via on-the-job training and job shadowing. Students have a range of choice in their career path and can readily change within various online sectors if desired. HIVE answers the question of how to bring life-sustaining wages to a rural economy with few in-demand occupations, and allows adults to gain digital literacy and careers in a supportive environment.

HIVE Partners: Key private/public sector partners in our community

Team Leads:

- Nina Gonzales and Judy Hofer, Taos Education and Career Center (TECC)@UNM-Taos

Core Team:

- Glenda Sanchez-Northern Local Area Workforce Board (NALWDB)
- Randi Archuleta- UNM-Taos Dean of Instruction
- Erin Sanborn-Kit Carson Electric

Community Team:

- Nathaniel Evans-Town of Taos
- Lisa O'Brien-Taos Community Foundation

Inspiration, Accomplishment, Success...

By Christine Cruse

Friendly House Adult Education, Phoenix, AZ

Veronica was the student that exemplifies these three words for me. Her story as a child, teen and young adult was filled with challenges, but Veronica is a fighter. She was able to overcome all obstacles to achieve her destination. She was a young mother, working part time at her daughter's school and attending regular GED classes at Friendly House- Aeroterra branch.

Veronica quickly passed the four areas of civics, ELA, Science and Social Studies. She has always had a love for reading and was primarily self-taught. Her deterrent was mathematics. I was so happy to have her as a student, not only because of her vibrant, compassionate and kind personality, but also because I love mathematics. I knew this intelligent young lady could accomplish anything she desired. She was motivated and eager to learn.



Inspiration, Accomplishment, Success...(Cont.)

We took it day-by-day, but she worked independently as well. She would text me pictures of her math problems on the weekend and I would text her the steps back. She was truly determined, and she kept me enthused and driven to aid in her success. After five (5) months of HOURS of mathematics, she was able to pass the Math test which completed her full GED. She called me immediately after receiving her scores and I still get chills to this day when I think about it. We cried and laughed together for an hour. Veronica has since gone on to work as a member advocate for Aetna.

Veronica and her story will hold a special place in my heart forever. Her story is also part of my annual first day of school introduction. Our students are the reason we teach, and they touch our lives as much as we impact theirs.

“A teacher affects eternity. He can never tell where his influence stops.”- Henry Adams

COABE Conference Reviews

COABE 2019 – Growth Mindset

Cedric Lindsay,
Student Success Coach &
Sarah Secrist,
Program Operations Manager

This year The Learning Source had the proud opportunity to be represented at the COABE 2019 Conference by our Student Success Coach, Cedric Lindsay, and Program Operations Manager, Sarah Secrist. This opportunity to attend COABE was of enormous advantage as it brings to the forefront influential work and developments being executed across the country. Everything from best practices to new partner developments, instructional strategies and resources, the national conference is a hub of innovative information and opportunities for adult education.

The Learning Source feels privileged to not only have attended the conference, but to have been accepted as presenters. Our session focused on what is more commonly known as “Growth Mindset”. Much research has been conducted about how one’s outlook on developing skills has a massive impact on whether or not we accomplish our goals. Our hope is to bring this concept to more of the adult education community. Through the integration of this concept, the lives of adult learners will be changed for the better. The power of one’s future truly is in the power of their mindset!



COABE in New Orleans

By Heather Patterson

I work at Friendly House, which is a community-based organization in downtown Phoenix. Check us out at www.friendlyhouse.org. I have taught ESL, GED, and citizenship. For the past several years, I have taught and managed our I-BEST programs. Currently, I am the director of Adult Education at Friendly House.

Last year it was very exciting for adult educators in Arizona to have the opportunity to host COABE 2018, but this year was just as exciting with a trip to the Big Easy! One of the things that I enjoy most about COABE is the opportunity to see how Adult Ed programs operate in different states, and to see how we can more efficiently and effectively serve our students by learning from others.

However, I would be lying if I did not admit that I was excited to visit NOLA, and New Orleans did not disappoint! Our hotel on the Mississippi river had fabulous views, interesting sights and sounds, and something to entertain everyone right on the doorstep.

Each time I go to a conference, I try and pick my own theme so that I have some focus and structure to the type of sessions I attend. At this conference, I wanted to focus on IETs, IELCEs, and I-BEST programs. I learned about many things in a very short space of time, so I am now processing and working on passing the new information on to my staff.

I was also at COABE as a presenter. In 2017-2018 the Arizona Department of Education Adult Education Services sent a 6-member team to a year-long training on the use of assistive technologies in the classroom. Jodi Perin from Pima Community College Adult Education Program was my co-presenter. Jodi and I have never presented together before, but we planned together and were both familiar with the PowerPoint that we wrote so our presentation went well. The presentation focused on assistive technologies; the definition of AT, where we can find AT, how and when to use AT, and what AT to use. We are hopeful that we can present again together in the future.

This year, I used the COABE app to plan out my daily schedule and I think that it made the whole conference experience much easier to navigate. I like having a plan for what I'm going to do each day and I think the app is a lot easier to use than the book ... it's certainly lighter!

After three (3) full days of IETs, IELCEs, I-BEST, and WIOA talk, I was at capacity. For my last session, I had planned to attend an IET session, but on a whim, I attended a Numeracy Institute training. It was a nice refresher and a fun way to finish up the conference. Math PD will probably always be my favorite, so I was glad to have the opportunity to finish on a high point.

Thankfully, the weather was amazing the whole time and the only hurricanes we encountered were in a glass. I am already looking forward to Baltimore and planning for my next presentation. Thank you so much to MPAEA for supporting me and sponsoring my trip to COABE 2019 NOLA!

COABE 2019 Presentations: IET and OER

Leecy Wise, Educational Consultant and Teacher Trainer, Colorado

I had the pleasure of presenting on two topics during our recent COABE conference in New Orleans. I'm happy to review those topics here, which I consider to be very useful for all programs currently working with adults.

Separate? No. Integrate with IET!

Curriculum integration is not a new "kid" on our instructional block. It is, however, part of a newly-mandated process for programs funded under WIOA and one that has leapt into the limelight on our adult education stages. WIOA's Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation and training in order to help learners advance toward meeting their life goals.

Those who have been in adult education for awhile know that integrated, contextualized, content-based, interdisciplinary or intra-disciplinary instructional strategies have been promoted for a very long time among adults. All of those encourage integration. What is new in the WIOA mandate is the "T" in the IET model: Training. The IET model includes three components designed to take adults up through career ladders that lead to sustainable employment: (1) adult education and literacy skills, integrated with (2) workforce preparation skills, and finally, (3) job training for a specific occupation.

During COABE 2019, participants defined the curriculum integration and occupational training process in its current workplace context, examined research and resources to support its application, contributed examples of implementing the three components included in IET programs, and evaluated sample activities in integrated lesson plans developed for a variety of instructional areas.

Outstanding, Optimal, and Open Education Resources for Adult Learners (O3ER)

Open Educational Resources (OER) continue to explode, fortunately in the direction of adult education! OER fall under six Creative Commons (CC) licenses that define different usage rights for those accessing the resources. Of course, resources that fall under "public domain" are also open and do not require attribution, the only consistent requirement for using OER. The difference between "free-only" and "open" resources is significant. Free-only resources are usually copyrighted whereas open resources are not only free but allow users to use the content as well as to distribute it and modify it according to CC licenses.

Many colleges and universities are now replacing traditional textbooks with OER. In fact, one of the initial promoters of the practice was MIT, which licenses most, if not all, of its courses as OER. Many institutions have followed that lead, and who benefits the most from it? The student, of course! Many students who were not able to afford the rising cost of textbooks to complete courses in the past are now able to access content free of charge. In addition, OER allows teachers to create open classrooms, where students are asked to learn from content by actually modifying it and redistributing it themselves.

During COABE 2019, participants reviewed OER concepts and their related six licensing definitions, explored OER online that can be effectively used in adult education, identified repositories for OER content, developed OER search techniques, evaluated lesson plans to meet open classroom requirements, and contributed to the process of posting and remixing OER through OER Commons.

New Mexico DELT

By Tina Hite



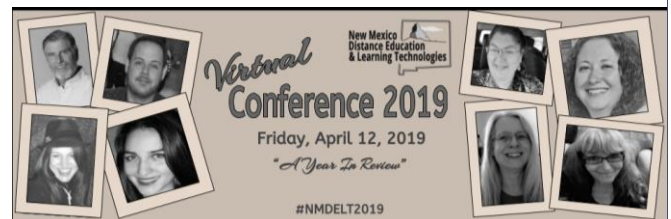
The New Mexico Distance Education and Learning Technologies (NM DELT) Team has had a busy few months. In addition to providing trainings at local programs in the use of Google Tools, EdReady, and Edmentum, the DELT Team provides two monthly webinars

called *Tech Talks*. One is for instructors in general led by Terri Gustafson and the other is specifically for English language acquisition instructors led by Montserrat Oyanedel-Tolmo and Don Dutton. Jamie Trujillo is an awesome moderator. All archives are available on our website, www.nmdelt.org.



Members of the NM DELT Team attended the TESOL Conference, the NROC Membership Meeting and the COABE Conference. So much was learned at each conference and there's much to share. Cash Clifton, Terri Gustafson and Tina Hite presented at the NROC Membership Meeting. Kristen Waring, Jamie Trujillo, and Montserrat Oyanedel-Tolmo presented at the COABE Conference.

Upon returning from the COABE Conference, the DELT Team prepared for and presented the third annual Virtual Conference. All recordings are available through our website.



Faith Schauermann leads our social media presence on Facebook, Blogger, Twitter and Instagram. Search for NMDLT to find us.

Facebook Workplace is a great space for adult educators to share ideas and is helping to build a community of practice with a familiar tool.

The Team is very excited about the MPAEA Conference coming to New Mexico in 2020. DELT and California's OTAN are already working on a possible pre-conference presentation for this conference. See you there!

Adult Ed Training Opportunities @ Colorado State

By Leann M.R. Kaiser, PhD

Study Abroad Course Announcement:

We are pleased to announce a new study abroad course through the collaboration of Colorado State University's Office of International Programs and the Adult Education and Training specialization: EDAE 582 A: Applications of Lifelong Learning-Thailand.

Through this summer faculty-led program, students examine historical, social, political, and cultural differences that shape lifelong learning practices in Thailand. Students will expand their knowledge of spirituality and adult education abroad and within their local community. Prior to departure, online coursework will provide students with an introduction to adult learning concepts related to spirituality in Thailand. Coursework will be enhanced through guest lectures, hands-on learning experiences, and opportunities to participate in conversations and spiritual practices while on-site in Thailand. For more information, please contact Dr. Kalpana Gupta at kalpana.gupta@colostate.edu

Graduate Certificate Announcement:

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/>

ALE Journal from ProLiteracy

By Philip Suiano

In an effort to share with our members new resources being developed for adult educators, MPAEA would like to bring to your attention the **ALE Journal from ProLiteracy**. From the ProLiteracy website,

Adult Literacy Education (ALE) is a new online, peer-reviewed, themed research journal published by ProLiteracy twice a year. The editors are Alisa Belzer, Rutgers University, Amy D. Rose, Northern Illinois University, and Heather Brown, University of North Carolina – Charlotte.

The journal's mission is to publish research on adult basic and secondary education and transitions to college and career programs. It informs practitioners, researchers, policy makers, and funders about best practices in adult literacy, numeracy, and English language education in publicly funded, community and volunteer-based programs in a wide range of contexts. Each issue will consist of research articles plus other content of interest to readers (e.g., resource reviews, opinion pieces, and debates and discussions on timely topics of interest to the field).

You can find the Journal at <https://www.proliteracy.org/ALE-Journal>

A promotional poster for the MPAEA and NMAEA 2020 Conference. The background is a photograph of the Hyatt Regency Tamaya Resort & Spa, a large, modern, tan-colored building with a flat roof, situated in a desert landscape with mountains in the background. In the foreground, there is a grassy field with a wooden fence and two horses grazing. The text is overlaid on the image.

**MPAEA and NMAEA
2020 Conference**

Hyatt Regency Tamaya Resort & Spa
Santa Ana Pueblo, just outside of Albuquerque

Room Rate \$150/night, Resort Fee waived
(conference room rate available 3 days pre- and post-conference)

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Preconference Feb. 24