

Missouri plans all-star lineup

by Michelle Hanson (Missouri), Conference Planning Committee chairperson

This year's Conference Planning Committee has been busy putting together an exciting conference for 2009. Our theme for this year is "All-Star Students and Educators: Achieving your Personal Best." The conference will be a joint conference with MAACCE and MVAEA to make it a double hitter for sure!!

Mark your calendars for June 3-5, 2009, and plan to attend the conference at the Westin Crown Center in Kansas City, Mo. Bring your family for a fun vacation, too! The Westin is located in the heart of Crown Center, which has activities for everyone. For even more options, you can just take a short walk north and you will be in the new Power & Light District of

Kansas City or a short trolley ride south to the Country Club Plaza area. Wherever you go, you're sure to have a great time.

Come early and plan to attend the MVAEA Leadership Training before the conference keynote speaker, who will be Neil Smith. The Leadership Training will be held from 1:00-3:30 p.m. on Wednesday, June 3. This year's timely topic—"Listening Effectiveness: The Key to Successful Leadership"—will be presented by Leslie Shore. It should be an informative and interactive session that is also affordable. Cost for this session is \$50.

Conference registration forms will be available soon. Visit the MAACCE or MVAEA Web sites (www.MAACCE.org or www.MVAEA.com) for details on this exciting conference event. See you in June!

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CALL FOR PAPERS: All-Star Students and Educators

by Tina Liston

Whether you are a rookie or a seasoned pro in the field of adult and continuing education, here is your chance to share your experience and knowledge! Missouri Association for Adult Continuing and Community Education and the Missouri Valley Adult Education Association invite you to submit a proposal for presentation at the 2009 MAACCE/MVAEA joint conference to be held June 3-5, 2009, at the Westin Crown Center Hotel in Kansas City, Mo.

Concurrent sessions will be 60 minutes in length. There are many possible topics to consider: adult education, community education, continuing education, higher education, distance learning, and more. Specific categories include adult Education & literacy (AEL), community education, and higher education, but you may submit a session proposal on any relevant topic.

All presenters must register for the conference. Proposals may be submitted by e-mail using the Request for Presentations Form, which is available online at www.mvaea.com or www.maaccee.org. Concurrent session proposals must be received by **Feb. 13, 2009**. You will be notified by March 30, 2009, regarding the selection of your presentation for the conference.

For more information, contact Tina Liston, Presentations Committee chairperson, via e-mail at tliston@mail.ncmissouri.edu or by phone at 314-709-5570.

Topic of consideration: ETHICS IN ADULT EDUCATION

Unlike other fields with a strong service orientation, adult education has only recently begun to consider the role of ethics and its relationship to practice. Adult educators continually make decisions and solve problems related to practice, but discussions about ethics have been impeded because of the field's diversity and the tendency to focus on its learner-centered nature rather than its practices (Brockett 1988b, Cervero 1989, Sork 1988b).

In describing the importance of ethics to the field, Sork (1988b) suggests that "a consideration of the ethics of practice is inescapable if anything approaching a complete understanding of practice is ever to be achieved" (p. 393).

Ethical dimensions of adult education practice

By its nature, the practice of adult education is an endeavor in which "ethical choices are not some abstract ideal but are embedded in the very fabric of practice" (Cervero 1989, p. 110). Because ethics is the process of deciding what should be done, the choices adult educators continually make such as what individuals are to learn or how programs are to be developed reflect the ethical nature of their practice (Brown 1990, Cervero 1989).

Many practice situations are characterized by ambiguity and conflicting values, thereby preventing adult educators from applying standardized principles as solutions. Instead, educators begin to make choices that are based on their beliefs about the way things ought to be (Cervero 1989). However, these choices are frequently made without reflecting on the value judgments and assumptions that implicitly operate throughout the decision-making process (Brown 1990).

Brockett (1988a, 1990) has proposed a model for helping adult educators think about their decision making relative to ethical issues. Consisting of three interrelated dimensions or levels of ethical practice, the model describes a process that allows adult educators to draw upon their basic values in making practice decisions. Rather than providing prescriptive guidelines, the model helps people discover the best course of action, which is better than telling people what to do (Brown 1990).

The model's three dimensions are 1. personal value system, 2. consideration of multiple responsibilities, and 3. operationalization of values.

The first dimension—personal value system—helps adult educators answer the questions, "What do I believe and how committed am I to those beliefs?" This dimension reinforces the fact that ethical practice begins with an understanding of personal values (Brockett 1988a, 1990).

Consideration of multiple responsibilities, the second dimension, revolves around the question, "To whom am I responsible as an adult educator?" Because of the nature of their work, adult educators are responsible to various parties, including learners, employers and employing organizations, professional colleagues, and society. This dimension helps them to consider the options or choices available in meeting what are frequently conflicting needs (ibid.).

The third dimension, operationalization of values, asks, "How do I put my values into practice?" Although this dimension can involve the development of a formal code of ethics, the translation of values into practice in adult education has tended to be more informal.

Brockett (1990, p. 9) says that a "way of putting values into practice is to identify basic moral principles that lie at the heart of one's practice," suggesting six principles to guide practice: **1. Respect:** Do I respect the learners with whom I work? **2. Justice:** Is there equity in service to learners? **3. Obligations to clients:** Are the rights and responsibilities of all parties involved shared and considered? **4. Beneficence:** Are harmful outcomes minimized and positive outcomes maximized? **5. Caring:** Do I really care about the learners with whom I work? **6. Self-awareness:** Am I able and willing to reflect on my own adult education practice?

Ethical dilemmas in adult education practice

Whether they acknowledge them or not, adult educators encounter ethical dilemmas in their

continued on page 6

THE "ADULT
PERSPECTIVES"
COLUMN WAS
CREATED BY

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From the President

MVAEA resources provide even more value in tough times

by Steve Allison (Iowa), MVAEA president

The weeks and months since the 2008 annual MVAEA conference have flown by, and life in my part of the Valley has continued to be fairly hectic. I did have a chance to “charge the batteries” with a little vacation immediately after the summer conference.

Since that time, however, I have been busy with moving our daughter to Memphis, Tenn., where she attends optometry school, jumping back into the activities that surround fall scheduling, planning the winter and spring term classes, and worrying about the economy and whether I will ever be able to retire.

The economic issues are affecting all of us in one way or another, either personally or professionally. Personally, our investments have “tanked” and now we get to work a few more years to try and make up the difference before we retire. Professionally, we are hearing the rumors and realities of cutbacks, staff reductions, hiring freezes, limited travel, etc., etc., etc. As I see it, we can look at these situations as problems or opportunities.

We are all in this together, and sharing ideas and strategies can ease some of the stress that we all may be feeling.

This situation influences not only us, but the communities we all serve. We all need to consider that “business as usual” will not be what it used to be. Our customers (students) will be cutting back and reducing, just as we are being forced to do within our own institutions. The concept of “working smarter, not harder” will be something we all need to embrace.

What does this all mean to the Missouri Valley Adult Education Association? One thing it means is that the membership of the MVAEA is a most valuable resource for each of us. We are all in this together, and sharing ideas and strategies can ease some of the stress that we all may be feeling. It may also mean that we will need to intentionally do a better job of communicating with each other. If you have had successes during this economic recession, please share them.

One way to share those successful ideas is within the pages of this publication. Please consider a contribution to *Happenings in the Valley*! Another way to share and keep those avenues of communication open is to attend the annual conference and network with your peers and friends who are in adult education. Plan now for the 2009 annual MVAEA conference to be held in Kansas City on June 3-5. Don’t wait until the last minute to budget for this valuable conference; mark your calendars now and plan to attend. The folks from Missouri will host a great event that you won’t want to miss.

Happy holidays!



**MVAEA President
Steve Allison**

Public policy award will have lasting impact on adult and continuing education programs

by Dale Amunson

It is with pleasure that we, the MVAEA board of directors, announce a new grant opportunity for MVAEA members. Two years ago a lifetime member of MVAEA named Harlan Copeland came to several of us (both on the board and previous board members) and offered to fund a trust with MVAEA that would enhance opportunities for MVAEA members to “promote and enhance” the ability of MVAEA members to

promote adult and lifelong learning in the Valley.

Dr. Copeland knew about the increasing difficulties many members and associations had realized with funding state programs. This trust has been established to fund opportunities for MVAEA members to use non-program funds to pay for efforts that will promote the value of adult education and lifelong learning to decisionmakers within state and federal offices.

The funding shortage is having devastating effects on our ability to provide the educational opportunities needed by our customers and clients. Essentially this grant program is intended to provide resources to help promote our programs to legislators and local decisionmakers without using program dollars. Such opportunities might be town or legislative meetings, trips to state agencies, promotional pieces, news conferences, etc.

It is a grant program to help defray expenses for the activity while encouraging information sharing with those who either impact funding decisions or can create funding opportunities through their various networks.

We want to thank Dr. Copeland for his lifelong devotion to MVAEA and his willingness to help our membership promote the cause of education for all in the Valley. It is also Dr. Copeland’s wish that, over time and with good investments, this fund will be self-sustaining—creating a legacy of support for the future. A fund is now in place and the application process is forthcoming. In the article at right (and online), you can read additional information about parameters for applying for the grant. Please review them carefully. Especially in this time of budget crunching, this fund may provide an opportunity to help persuade those seeking to hastily cut your programs.

A message from Harlan Copeland

Dear MVAEA members,

My interest in setting up this award was to provide an incentive for MVAEA adult educators to become more active in the field of public policy. While increased public support/funding is a primary policy goal, I would like for the award to also be available to other policy developments that improve access to, and opportunities for, lifelong learning by adults.

Another interest of mine is that the award recognizes efforts that are permanent and continuing. I would prefer that the award not be used for obtaining one-time grants even for innovative programs. However, organizational decisions and/or policies that would continue soft-money funded programs as permanent/ongoing programs supported by agency funds would merit consideration in my opinion.

Thank you.

Harlan Copeland

MVAEA PUBLIC POLICY AWARD GUIDELINES

History and purpose of the award

This award was created with funds provided to MVAEA by Dr. Harlan G. Copeland in 2007. The purpose of the award is to address policy issues related to funding adult education programs in MVAEA's seven states. Its intent is to ensure through public policy ongoing funding of adult education programs supported with state and federal money.

Implementation of the award

This award is made available to individual MVAEA members or to MVAEA member state associations. Upon the recommendation of the MVAEA board of directors, the award may be given to a nonprofit organization working with its state association on policy issues related to funding adult education programs in the state. The amount of the award is up to \$1,000 and is given annually upon the recommendation of the MVAEA Development Fund/Policy Committee at the MVAEA annual conference.

Types of awards

There are two kinds of awards: A. an award for a completed policy project, and B. an award for implementation of a policy project. The recipient of the Award under either category A or B must provide a written report to the MVAEA board of directors and an article for *Happenings in the Valley*. Following the completion of the project that is to be funded, the recipient must also make a presentation at a concurrent session at the MVAEA annual conference held one year from receipt of the award. Upon meeting these three criterion, the recipient will be presented with the cash award based on the approved budget along with a copy of the actual expenses.

Application process for the award

The guidelines and a copy of the application for the public policy award may be found online at www.mvaea.com.

ON THE WEB

resources you can put to work right now

www.aera.net/

This is the Web site of the American Educational Research Association.

roberta.tripod.com/adulted/indexadu.htm

This offers a nice source of some accumulated articles (and a bit of research) into adult education and teaching.

www.studygs.net/timman.htm

This timely site share techniques and strategies for time management and scheduling your work.

Thoughts from your FIMSC*

*Former Interim Membership Services Consultant

I would like to offer my thanks to all of you in MVAEA who worked with me during my short stint as interim membership consultant. It was both an exciting and gratifying experience in working through the membership list and sending *Happenings in the Valley* to those without e-mail access at their place of employment.

Welcome back to the United States, Sharon. I hope that you enjoyed your two trips this summer! We'll look forward to hearing about your trip to China in an upcoming issue of the MVAEA newsletter.

Again, thanks to all for your help and patience.

Dale Amunson

Study discusses the topic of ethics in adult education

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practice on a daily basis. Some common ethical dilemmas that occur in teaching adults and in program planning are described and discussed in this section.

Ethical dimensions in teaching

Caffarella (1988), who suggests that ethical dilemmas are an inevitable part of teaching adults, examines them in terms of Brockett's model. The first dimension, personal value system, affects how individuals teach, what they teach, and how they interact with their students. Teachers' personal value systems will influence whether they emphasize learners' strengths or inadequacies; whether they treat students equally regardless of race, gender, ethnic origin, or creed; and whether they believe adults can learn regardless of age, social class, and previous learning experiences.

A teacher may encounter an ethical dilemma when his/her personal value system regarding the appropriate conduct of the learning situation conflicts with that of students. For example, teachers who have a humanistic view of people usually perceive their teaching role to be that of facilitator, tend to be more student directed in their teaching, and think of themselves as catalysts in the learning process. However, some students may resent this approach and expect the teacher to use lectures and tests rather than develop their skills as self-directed learners (Caffarella 1988). The teacher faced with this dilemma must decide whether to abandon, modify, or stay on course with the approach that is consistent with his/her personal view of human nature.

In terms of the second dimension, consideration of multiple responsibilities, Caffarella points out that teaching adults is seldom a full-time occupation. Ethical dilemmas may occur when other responsibilities conflict with teaching or are given a higher priority than the teaching role. Individuals whose teaching role is secondary to other responsibilities may need to examine their motives for teaching adults as well as whether they can take time from their major roles to prepare adequately for teaching.

In discussing how teachers operationalize their

values in the practice of their craft, Caffarella addresses the third dimension of Brockett's model. In addition to discussing dilemmas that arise from personal value systems and multiple responsibilities, she suggests that teachers also need to model ethical behavior in teaching. According to Caffarella, this practice "requires all participants in the learning activity, teachers and students alike, to be willing to question what is being taught and how the subject matter is being addressed" (p. 114). An important part of this process is considering the ethical questions affiliated with the subject matter under discussion.

Ethical aspects of program planning

Program planning in adult education is a complicated, multistep process requiring numerous decisions at many points. Like that of teachers, decision making by program planners is influenced not only by their own value systems but also by their responsibilities to multiple audiences who may have differing expectations for program development processes and outcomes. Sork (1988a) points out that "ethical issues arise in program planning when any of the alternatives under consideration are associated with value positions that may be viewed as unacceptable by society, other practitioners, clients, sponsors, or planners themselves" (p. 34).

Two areas of ethical dilemmas encountered in program planning, as described by Sork (*ibid.*), are the following:

—Those affiliated with needs. Two primary areas of dilemmas associated with needs include:

1. responding to "felt" or "expressed" needs, and
2. basing a program on needs unacknowledged by the adult learner.

In the first instance, the autonomy of the learner is taken into consideration, but the planner may have to make a decision about which of many needs it is feasible to address or may be confronted with expressed needs that are potentially harmful. In the second, the planner may be faced with violating the autonomy of the learner while addressing the needs of some other entity such as employers or society.

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by Susan Imel
Reprinted
from the ERIC
Clearinghouse on
Adult Career and
Vocational
Education in
Columbus, Ohio

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—Those related to fee structures. Since decisions about pricing and fees have a bearing on a learner's ability and willingness to pay for educational programs, they are ethically significant. For example, a programmer may be faced with making a price decision that will eliminate many who might benefit most from programs because they are often those who can afford it the least.

Yet, if a programmer employs the "Robin Hood principle," in which he/she charges more for programs designed for those who can afford it in order to subsidize programs for those less able to pay, is that ethically defensible?

Promoting ethical practices

Clearly, ethics are an integral part of adult education practice, but adult educators need to develop a greater awareness and sensitivity to ethical issues. Brockett (1990) suggests the following ideas for promoting ethical practice in adult education:

—Self-examine. The starting point for understanding the ethics of practice is found in personal value

systems but these must be articulated. Writing down and reflecting on one's personal philosophy of adult education is a helpful process for helping clarify personal beliefs.

—Reflect on ethics in practice. Finding time for personal and group reflection on ethical issues is important because it helps uncover ethical dilemmas and resolve conflicts before they arise.

—Examine the practices of other professions. Learning how other professions deal with ethical dilemmas can lead to more insights about the ethics of adult education practice. Although this approach may be helpful, Brockett warns against uncritical adoption of practices that are incompatible with adult education's philosophical approaches.

—Encourage and support a research agenda on ethics. Research can lead to greater understanding of ethical issues in adult education and provide information that will help adult educators respond to them.

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STATE NEWS

MISSOURI

www.maacce.org/

submitted by Rhonda Jones

The Missouri Association for Adult Continuing and Community Education (MAACCE) is working diligently to plan the MAACCE/MVAEA 2009 annual conference, which will use *All-Star Students and Educators* as its theme. The conference will be held in Kansas City, Mo., on June 3-5, 2009, at the Westin Crown Center. MAACCE's officers look forward to meeting you in Kansas City:

Dr. Gina Ganahl, President

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211 JCPenney Bldg., One University Blvd.
St. Louis, MO 63121-4400
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Tina Liston, Presentations Committee chair, seeks MVAEA members to present concurrent sessions. Whether you're a rookie or a seasoned pro, please share your experience and knowledge! Sessions will last 60 minutes and may cover various topics: adult education, community education, higher education, distance learning, etc. A "Request for Presentations" form is available at www.maacce.org. Proposals are due (via mail/e-mail) by Feb. 13, 2009.

NORTH DAKOTA

www.dpi.state.nd.us/adulted/index.shtm

submitted by Deb Sisco

NDALL (North Dakota Association of

LifeLong Learners) held its annual conference and awards luncheon on Sept. 18-19 in Bismarck, N.D. Dr. Richard Cooper was the keynote speaker, providing conference participants with a motivating and informative view about learning difficulties from the presenter's perspective. He detailed some of the challenges he faced, techniques he has used to overcome these challenges, and the implications for teaching adult learners today. Dr Cooper also offered breakout sessions on other topics: Teaching Reluctant Writers, Tic-Tac-Toe Math, and Alternative Math Techniques.

Two teachers (pictured below) were honored at the awards luncheon at the close of the conference.

Janet Fisher from Minot, N.D., was awarded the Newcomer of the Year Award. Janet is not new to the field of teaching adults, as she has a background in higher

education. She joined the Minot Adult Learning Center in the fall of 2006, and she keeps the students guessing with her SMARTBoard sentences every morning.

Val Collins was awarded the Educator

of the Year Award. She is dedicated to doing the very best job with her students, no matter how much effort and work it takes on her part. We congratulate both teachers, as they were very deserving of their awards.

Zethel "Ginny" Nerem (pictured at left) was honored at the awards luncheon as the NDALL Student of the Year. Ginny was raised by her grandmother and didn't start school until some people came to her grandmother's house and took her away to school. Her grandmother didn't think Ginny should go to school.

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Why? She said, “Ginny will just grow up and have children.” Ginny fought the odds and returned to school in the fall of 2007 to study for her GED at the Minot Adult Learning Center. She is now raising her grandson. With his encouragement, she drove 45 minutes to class once each week and rushed home to help with homework. Ginny is a great example for her grandchildren, as she encourages them to stay in school and graduate. She expressed appreciation to her teachers for their help in preparing her for the GED.

IOWA

www.iowall.org

submitted by Dale Amunson

Following the joint summer MVAEA/IALL/ABE summer conference in Council Bluffs this past July, Iowa’s adult and continuing educators are hard at work with their various jobs in Iowa’s educational institutions. The IALL board of directors and committee chairs held an organizational retreat in the fall and started planning for the coming year.

IALL will hold its annual fall conference in Des Moines this coming October. This is an invitation to consider attending the IALL conference next fall.

When you registered for the joint conference in Council Bluffs, you were also accepted into membership for IALL for the 2009 year—so you are welcome to come to Des Moines for this event even though we will be into our new membership year by Oct. 14-16, 2009. You will receive information regarding this conference through the IALL newsletter and website: www.iowall.org.

As a new member of IALL, you are also encouraged to contribute to *Quarterly Exchange*, which is the IALL newsletter. We welcome all contributions that you might like to send to Shari Kiple, who edits *QE* for IALL and *Happenings in the Valley* for MVAEA.

NEBRASKA

www.acean.org

submitted by Anne Ausdemore

The University of Nebraska-Lincoln (UNL) is

now accepting applications for its first undergraduate degree completion program to be delivered entirely online.

Entitled the Bachelor of Science in Applied Science, the program focuses on the practical application of scientific knowledge in the workplace. It is designed for working adults and associate degree holders who want to obtain their bachelor’s degree without taking time away from their current careers.

The degree is unique in that it allows its students flexibility in their course selection. This flexibility then leads to students customizing their learning experience and pursuing one of four concentration areas:

1. Food/Animal/Plant Science Systems,
2. Genetics/Biotechnology/Biosecurity,
3. Natural Science and Energy Systems, and
4. Leadership/Entrepreneurship/Economics.

One of the team members heading up the new program effort is Dr. Tiffany Heng-Moss, an associate professor of entomology. “I’m excited about UNL taking the initiative to launch a degree completion program at the bachelor’s level,” Dr. Heng-Moss says. “It will be a valuable option for people both inside and outside Nebraska.”

For more information on the program, visit <http://extended.unl.edu/bsas>.

KANSAS

www.thekeaa.org

submitted by Sue Choens

The Kansas Adult Education Association (KAEA) has agreed to host the MVAEA conference in 2010 and also to participate in the MVAEA conference rotation. KAEA is looking forward to hosting a great conference in 2010! Watch for more information in future issues of *Happenings in the Valley*.

SOUTH DAKOTA

www.sdall.org

MINNESOTA

www.mnmacae.org

MVAEA

Happenings in the Valley

Happenings in the Valley is published by the Missouri Valley Adult Education Association to provide news, information, and assistance to those interested in continuing education and lifelong learning.

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Do you need funds for your latest project?

by Rhonda Jones (Missouri), Development Award chairperson

If you have a great idea and need some money to make it happen, apply for the 2009 MVAEA Development Award! The MVAEA Development Fund is looking for new and innovative projects and/or interesting research in an area related to adult education.

Simply fill out the application and apply today! The 2009 Development Fund Award will be announced at annual MVAEA conference festivities in Kansas City, Mo., on June 3-5, 2009.

AWARD GUIDELINES

1. Each recipient will have up to one year to complete his/her project and will receive up to \$1,500 for expenses upon submission of an itemized statement at the conclusion of the project.
2. A summary narrative, findings, or conclusions, along with any handouts or created materials, will be submitted to MVAEA's board for review and shall henceforth become the property of MVAEA.
3. Recipient will provide an article summarizing the project to *Happenings in the Valley*.

4. The recipient will submit a proposal to present a session about the project at the MVAEA annual spring conference in the following year.

5. Recipient must be a 2008-09 member of MVAEA and continue membership through 2010.

APPLICATION REQUIREMENTS

The application shall consist of the completed form below as well as a brief description or discussion of the following components:

1. Description of the activity
2. The purpose of the activity
3. How the activity is to be implemented
4. The need for and the impact of the activity on adult education practices
5. The anticipated outcome of the activity
6. A general description of the budget
7. Any innovative aspects of the activity

AWARD APPLICATION DEADLINE

Please return completed application form by May 1, 2009, to: Rhonda Jones
5078 Kensington Ave.
St. Louis, MO 63108

NEED MORE INFORMATION?

To apply for the grant or to learn more about this opportunity, please contact Rhonda Jones, Development Award chair for MVAEA, in any of the following ways:

phone:
314-367-5000

fax:
314-367-3057

e-mail:
Rhonda.Jones@slps.org

DEVELOPMENT FUND APPLICATION FORM

Title of Project: _____
 Location of Project _____
 Applicant Name _____
 Organization/Institution _____
 Address _____
 City, State, ZIP Code _____
 Phone (Work) _____ (Home) _____
 E-mail Address _____

Information for Second Applicant (if applicable)

Applicant Name _____
 Organization/Institution _____
 Address _____
 City, State, ZIP Code _____
 Phone (Work) _____ (Home) _____
 E-mail Address _____

Please attach 1-2 sheets in response to the application requirements noted above.

CONSULTANT'S

ORNER Copy here

by Sharon Luhring, MVAEA membership services consultant

Thanks to Deb Sisco for maintaining the listserv and e-mailing the directory to the members at the end of November. If there are any changes to your mailing address or e-mail information within the 2008 MVAEA Directory, please let me know. Please note that my new e-mail address is **sluhring@hickorytech.net**, effective immediately.

I am very grateful to Dale Amunson, who agreed to serve as the acting Membership Services Consultant these past few months. Since last May, the consultant duties were in the hands of a person whose is very dedicated to—and cares deeply about—Missouri Valley. I know I have “big shoes” to fill in resuming the duties of MVAEA’s membership consultant.

I feel very blessed that my husband and I were able to travel to Alaska with our camper for three months this past summer and then to venture on a month-long “journey of a lifetime” to China at the end of September. Both journeys provided a wonderful opportunity to explore new environments, cultures, and ways of living. I hope to be able to share some of our journeys within future issues of *Happenings in the Valley*.

Particularly at this time of year, I think of what our Tibetan guide shared about the Tibet people—and how it is an important reminder in life. He said, “While the Tibetan people have little possessions, they are rich in heart.” Some of the most important things in life are those we share with others—whether that is offering a smile, lending a helping hand, giving to others who are experiencing difficult times, or providing kindnesses that assist them in their lifelong journey. There are numerous opportunities for us to share with others.

Best wishes for a safe, healthy, and happy new year!

Coming Up

February 10, 2009

Deadline for *Happenings in the Valley*

April 10, 2009

Deadline for *Happenings in the Valley*

June 3–5, 2009

MVAEA Annual Conference Events
Kansas City, Mo.

Quoted...

“Whoever is happy will make others happy, too.”
— Anne Frank

“Money’s a horrid thing to follow, but a charming thing to meet.”
— Henry James

“What one relishes, one nourishes.”
— Benjamin Franklin

“The things people discard tell more about them than the things they keep.”
— Hilda Lawrence

“Out of intense complexities intense simplicities emerge.”
— Winston Churchill

Missouri Valley Adult Education Association – Membership Application

Membership Category (please check one)

Individual (\$35) Life (\$300) Student (\$15) Retiree (\$15) Institutional* (\$120)

*For institutional membership, please attach a list of up to four persons who will be part of the membership.

Name _____ Title _____

Organization _____

Organization Address _____

City, State, Zip _____

Phone _____ Fax _____ E-mail _____

Please submit this form and dues (payable to MVAEA) to Sharon Luhring (contact information on page 9).