



MACAE Update: Current news about happenings in Adult Education  
in Minnesota and beyond

## Education Funding in Minnesota Faces Reductions by the Legislature Because of Revenue Shortfalls

Revenue will fall short by over \$200 million in Fiscal Year 2008-2009 and by more than \$5 billion in the 2010-2012 Biennium. These shortages will result in reduced budgets the next three years.

Regarding 2008 shortages, State Representative Lyndon Carlson wrote the following to Finance Division Chairs on December 13, 2008:

I wanted to provide you an update after today's Legislative Advisory Commission meeting.

The purpose of the meeting was to inform the Legislature of the Governor's intention to utilize the budget reserve and unallot to address the FY 08-09 budget deficit. There is currently \$155 million in the budget reserve requiring \$271 million in unallotment.

Commissioner Hanson stated that the majority of the unallotment would occur within the next few weeks. He did not clarify the exact

timeline or where they are looking to unallot. Upon questioning he did say it would likely occur before the Christmas holiday. The timing of the LGA payment is a significant factor.

On Tuesday, cabinet-level commissioners received budget instructions that they are to identify, in total, \$40 million in budget savings. Their recommendations are due to Minnesota Management and Budget by January 2, 2009. Public safety, corrections, military affairs and veteran's affairs were excluded. A decision about these cuts would likely occur a few weeks into January.

Senator Pogemiller proposed that the \$271 million in cuts be a proportional reduction to agencies based on their share of the total budget. He distributed a spreadsheet with suggested reduction amounts that is attached. Senate chairs have been utilizing these "targets" to identify cuts under their jurisdiction.

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Hubbs Center for Lifelong Learning  
1030 University Avenue West  
Saint Paul, MN 55104

MACAE UPDATE  
January 2009

# Metronet Wind Down; co-sponsored by MACAE

**Presenter:** Leslie Shore, Concordia University, Adjunct Faculty Member

**Topic:** A COOK'S TOUR OF THE FOUR MAJOR ONLINE TEACHING PLATFORMS Have you mastered today's online teaching technologies?

Today there are many options with features that allow you to Chat, use videoconferencing techniques, post papers for online discussion and many more powerful features. This session will include live demonstrations and comparisons of the four top online teaching platforms: Desire2Learn(D2L), WebCT, Angel, and Blackboard. The speaker, Leslie Shore, has been teaching at local colleges with all of these platforms for six years and will provide information and handouts on adapting face-to-face curriculum to the online classroom. Even if your teaching is in a traditional classroom, you will see applications of live chat, discussion boards, mail systems and methods to link documents and web pages for student use and comments. If you are new to virtual learning environments, this is your chance to see how the top four products work and compare.

**Date:** Tuesday, March 31st, 2009

**Time:** 4:00-5:30 pm

**Place:** Concordia University, 275 Syndicate St. N., St. Paul, MN.

Library building second floor Room LTC 217

Map: [http://www.csp.edu/Admission/maps/bw\\_campus\\_map.pdf](http://www.csp.edu/Admission/maps/bw_campus_map.pdf)

Directions: <http://www.csp.edu/AboutUs/directions.html>

## Calendar of Events

Monday January 12, 2009, 3:00 p.m. MACAE Board meeting at Merriam Park Library in St. Paul.

Monday, February 9, 2009, 3:00 p.m. MACAE Board Meeting at Merriam Park Library in St. Paul.

November 13-14, 2009 MACAE Annual Conference St. Thomas University in St. Paul,.

June 3-5, 2009 Missouri Valley Adult Education Association (MVAEA) Annual Conference at the Westin Crown Center Hotel in Kansas City, Missouri,.

November 3-6, 2009, with pre-conferences Nov. 1-2, 2009 American Association for Adult Continuing Education (AAACE) Annual Conference in Cleveland, Ohio,.

## MACAE Mission

To promote professional growth and foster community among adult educators, focusing on four variables: context, content, connection, and collaboration.

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All article submissions should be forwarded to Ben Bryant: [benbryant@frontiernet.net](mailto:benbryant@frontiernet.net) by the 15th of the month for inclusion in the next month's issue.

## [www.mnmacae.org](http://www.mnmacae.org)

Conference Information, Upcoming Events, Awards, Archived Documents, Adult Education Job Postings

## President's Column

# The Year Ahead

The November 2008 seasonally adjusted jobless numbers were released by the Minnesota Department of Employment and Economic Development just before the Christmas break. Unemployment rose to 6.4 percent – up from 5.9 percent in October. The total number of unemployed Minnesotans increased by 14,378 in November to a total of 188,925 individuals – an increase of 8.5 percent from October, controlling for fluctuations in the labor force.



The 6.4 percent unemployment rate is the highest in Minnesota in nearly a quarter century. The last time that large a segment of Minnesotans were out of a job was May 1984. Experts are predicting that this may be the longest postwar recession on record. Forecasters with the Minneapolis Federal Reserve Bank predicted that the Minnesota economy will see many more jobs vanish in 2009 and unemployment continue to rise. The Fed's forecast is that Minnesota's unemployment rate will rise to 7 percent in 2009, significantly higher than the estimated 6.2 percent for 2008. In the past 30 years, Minnesota's unemployment rate has averaged 4.7 percent.

We can expect that job cuts will impact our clients in whatever setting that they work. Many adult educators themselves will probably face job loss.

## Historic Times

This certainly isn't the first time our nation – and world – have faced issues such as these. However, think about how we were able to overcome them. With illnesses like polio and the great 1919 flu outbreak, we fought it through research and educating the public on how to prevent disease. With the depression, libraries and other institutions opened their doors with programs of education, retraining and job hunting support. Did you know that Gracia Countryman, head of the Minneapolis Public Library during the Great Depression, hired a psychologist to work with citizens needing help sorting out their problems and addressing their needs?

We will all need to be just as open, resourceful and dedicated to help get everyone through this current crisis. Can we do it? Of course we can. MACAE needs to stand ready to assist our members, our communities and our field.

## MACAE Itself Faces Its Own Challenges

Membership has declined in MACAE in recent years. The state organizations in Nebraska and South Dakota are in serious shape. Beginning in 2009, MACAE is undertaking a major effort to reinvent the organization in order to make MACAE better able to meet the challenges of the 21st century and better serve its members and meet our organizational mission.

In order to achieve this, MACAE this year will:

- ◆ Rewrite our bylaws making them leaner, clearer and more appropriate for an organization moving into the 21st century
- ◆ Provide more compelling and varied experiences for our members – CEU workshops, inspiring speakers and motivating issues – giving you more of what you need most and expect from our organization
- ◆ Continue to work with kindred organizations and individuals to move issues related to adult and continuing learning to the forefront of our activities and pursue these directives within our state
- ◆ The next 18-24 months will be a period of transition for our country as we watch a new Congress and President take office; for our economy as we face these depths of recession and begin to work on recovery; and for our organization.

For MACAE we are, in effect, reinventing our organization, building on our traditions with the best options, ideas and programming to face an uncertain future. With your help MACAE will succeed in this effort and we will all benefit as we build an organization that helps support the work of dedicated professionals in their work to bring the benefits of education and learning into the lives of Minnesotans everywhere in our state. You can choose to sit back and watch – or to participate fully. We need your ideas and energy as we take on this critical work! MACAE board meeting times will be emailed to all members this year. If you can, we'd love to have you join us! Every voice is important.

Nancy Herther,

President

# MVAEA Copeland Public Policy Award

Harlan Copeland, retired professor of adult education from the University of Minnesota and past president of MACAE, provided funds recently to the Missouri Valley Adult Education Association (MVAEA) for the establishment of public policy grants to MACAE/MVAEA members. Dale Amunson, longtime MVAEA member from Iowa, and others helped to craft the guidelines for the grant program. Amunson announced the inauguration of the grant program in MVAEA's newsletter, *Happenings in the Valley*, along with guidelines for applying for a grant.

It is with pleasure that we, the MVAEA Board of Directors, announce a new grant opportunity for MVAEA members. Two years ago a life 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 the members of the MVAEA organization to promote adult and lifelong learning in the Valley. Harlan had heard about the increasing difficulties that many members and associations have been having with funding state programs. This trust has and is being established to fund opportunities for MVAEA members to use non-program funds to pay for efforts to promote the value of adult and lifelong learning to decision makers in our various state and federal offices.

The shortage of funding is having devastating effects on our abilities to provide the educational opportunities that are needed by our customers and clients. It is the intent of this grant program to provide resources to help promote our programs to legislators and local decision-makers without using program dollars. Such opportunities might be town or legislative meetings, trips to state agencies, promotional pieces or news conferences, etc. It is a grant program to help defray expenses for the activity while allowing some information sharing with those that affect funding or can cause funding to happen through their various networks.

We on the Board want to thank Dr. Copeland for his lifelong devotion to MVAEA and his willingness to help the membership promote the cause of education for all in the Valley. It is also his wish that over time and with good investments that this fund be self-sustaining and that a legacy of support be there for all to use in the future. A fund is now in place and the application process is forthcoming. In the following attached to this article you will find more detailed information about the parameters for applying for the grant. Please read them carefully as in this time of budget crunching this fund may be your opportunity to help persuade those that may want to hastily cut your programs.

## Public Policy Award Guidelines

### History and Purpose of the Award

This Award was created with funds provided the Missouri Valley Adult Education Association (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 the seven MVAEA states. Its intent is to ensure through public policy ongoing funding of adult education programs supported with state and federal money.

### Implementation

This Award is made available to individual MVAEA members or to MVAEA member state associations. Upon the recommendation of the Board of Directors of the MVAEA, the Award may be given to a nonprofit organization working with their 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.

There are two kinds of awards: (A) Award for a completed policy project, and (B) 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 breakout session at the Annual Conference held one year from receipt of the award. Upon meeting these three criteria the recipient will be presented with the cash award based on the approved budget along with a copy of the actual expenses.

## Guidelines for MVAEA Public Policy Award

### Conditions of Award

1. The recipient will have up to one year to complete the project and will receive up to \$1,000 for expenses upon submission of an itemized statement at the conclusion of the project.
2. A summary written report of the findings or conclusions of the project must be submitted to the MVAEA Board at the time of the request for payment and shall become the property of the Board.

3. A short (less than a thousand words) article summarizing the project will be submitted to the MVAEA Board at the time of the request for payment for publication in *Happenings in the Valley*.

4. The recipient must submit a proposal to present a session about the project at the MVAEA Annual Conference following the completion of the project.

Upon meeting all of the four conditions (1,2, 3.4), the award will be presented to the recipient.

## Application Requirements

The application shall consist of the completed form on the attached page and a one page brief description or discussion of the following elements:

1. A description of the state's existing local, federal and state funding policies for adult education programs.
2. If the applicant has already addressed the state's policy

needs (Category A), a description of the policies that were addressed and implemented.

3. If the applicant has not already addressed the state's policy needs (Category B), a brief description of funding policy changes needed at local, state and federal government levels in order to allow for growth and expansion of adult education programs.

4. How the project is to be implemented.

5. The need for the project and the expected impact of the project upon adult education policies in the state.

6. A general description of the budget.

7. A list of adult education programs in the state that will benefit from the work of the project.

8. Anticipated growth in funding and student enrollment expected to accrue from the work of the project.

9. Letters of support.

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### Application for Missouri Valley Adult Education Association Public Policy Award

Submit application to: Rhonda Jones, MVAEA Awards Chair  
5078 Kensington Ave.  
St. Louis, Missouri 63108

Deadline for Submission: March 1, 2009

Please check one:

- This is a Category A Project, that is, a completed project  
 This is a Category B Project, that is, a project to be implemented

Please check one:

- Applicant is an individual  
 Applicant is a not-for-profit association  
 Applicant is a state association

Money other than grant money used in the project: \_\_\_\_\_

Title of project: \_\_\_\_\_

Applicant name: \_\_\_\_\_

Applicant address: \_\_\_\_\_

Applicant telephone: \_\_\_\_\_

Applicant Email address: \_\_\_\_\_

Applicant adult education affiliation: \_\_\_\_\_

Expected start date: \_\_\_\_\_

Expected end date: \_\_\_\_\_

Please attach a one-page summary of the project to this application stating your goals and outcomes of the project as support for this application.

I am a member of the (state) \_\_\_\_\_ adult education association and of MVAEA. I agree with all the conditions of the Award and agree to abide by them.

Signature of applicant: \_\_\_\_\_ Date \_\_\_\_\_

Continued from Page 1

Senator Cohen has received proposals from the majority of Senate chairs, but was not ready to share them with the House or Administration.

Hanson committed to “communicating extensively” throughout the next week.

I stated that the House is still planning to hear from the public before completing any recommendations, but is committed to cooperating with the Senate and Governor.

It does not appear that the LAC will be meeting again to discuss specific unallotment options, but Commissioner

## **Senator Pogemiller’s proposed proportional reductions prepared by Matt Massman of the Senate Fiscal Staff**

Budget Area	FY 2009	Share of \$271 Million
(Dollars in Thousands)		
E-12 Education Spending	6,966,729	-110,823
Higher Education	1,576,446	-25,077
Health & Human Service	5,008,888	-79,679
Agriculture & Veterans	98,895	-1,573
Environment, Energy & NR	210,205	-3,344
Economic Development	167,709	-2,668
Transportation	119,234	-1,897
Public Safety	581,010	-9,242
Judiciary	385,223	-6,128
State Government	392,124	-5,633
Tax Aids & Credits	1,591,090	-25,310
Debt Service	452,762	0
Capital Projects	10,248	0
Other	45,975	0
Total Spending	17,606,538	-271,374

**Eds. Note: Under the Pogemiller formula, E-12 Education, Health and Human Services, Tax Aids and Credits, and Higher Education are the hardest hit programs.**

# Bhutanese Refugees Arriving in Minnesota

**Eds. Note:** John Borden, Director, International Institute of Minnesota, provided information to the editors about Bhutanese refugees fleeing their homeland in search of a new life in Minnesota. Other information came from the Internet and World Book Encyclopedia.

**B**hutan is a small country about the size of Vermont and New Hampshire combined with a population of about a million people. Bhutan lies in the eastern Himalayas between India and Tibet. The government is controlled by a king. Two groups of people live in Bhutan – Lhotshampas, who came originally from Nepal, and the Drukpas, who came originally from Tibet. The king is Drukpa, and the king-appointed parliament is almost exclusively made up of Drukpas. The Drukpas are mostly Buddhists. The Lhotshampas are mostly Hindu. The Lhotshampas make up about 30% of the Bhutanese population. Conflict between the two groups developed openly after 1980.

After 1985, laws hostile to the Lhotshampas were passed. Television antennas were dismantled, tourism was curtailed, Lhotshampas were identified as a threat to the Drukpa monarchy and legislation was passed that attempted to destroy Lhotshampa cultural and religious identity. Civil war has reigned since the 1980s. Many Lhotshampa refugees moved into camps set up by the United Nations. A small number of refugees have made their way to Minnesota.

John Borden recently invited Mangala Sharma, a Bhutanese refugee living with her family in the Twin Cities, to speak to his International Institute staff. Sharma is an ethnic Lhotshampa. Borden summarized some of Sharma's presentation and shared the main points with the editors of Update. Below are listed a few cultural aspects presented by Sharma that if known by Minnesotans will make these new refugees feel more comfortable and more welcome in Minnesota.

- ◆ Bhutanese refugees are Hindu. Caste system issues were not serious in the camps.
- ◆ It would be helpful to find housing for new refugees located near where other Bhutanese live.
- ◆ Basically vegetarian. No beef or pork. Some chicken and eggs, but err on the side of vegetarian until you know for sure.
- ◆ There are many younger people in the Bhutanese community.
- ◆ There is a need for visitors to the recently resettled, especially to the elderly and needy.

- ◆ “Namaste” is the common greeting and farewell. Hands held together with a slight bow. Taken literally, it means, “I bow to you”. Another translation is “The light in me honors the light in you”.
- ◆ Hospitality is important. Sweet tea with milk (like chai) is common.
- ◆ Many houses have special prayer rooms. Ask permission before you enter a bedroom, as altars are often located there.
- ◆ The kitchen is also considered a holy place. Food can't be touched before being offered to the gods. Ask permission before eating.
- ◆ In general, please remove your shoes when you enter a home.
- ◆ Not a good sense of personal hygiene for those who have spent many years in the refugee camps (e.g., sanitary napkins are an unknown commodity).
- ◆ Nursing and teaching are considered esteemed professions.
- ◆ There are 110,000 refugees registered in the camps, as recognized by the United Nations.
- ◆ Illiteracy is a problem, with the majority of those coming to the U.S. being illiterate in their own language and have very little facility with English. Speak with the children, whose English is better than that of their elders. They pick it up more quickly once they are in schools in the U.S.

# Book Review

The Editors: Cynthia Heelan and Gail Mellow are credited with writing what has been described as possibly “the best general text written to date on community college reality” (Sutin, 2008). Their book is *Minding the Dream: The Process and Practice of the American Community College* (2008).

## **Mellow, Gail O. and Heelan, Cynthia (2008). *Minding the Dream: The Process and Practice of the American Community College*. Rowman & Littlefield Publishers, Inc.**

Pages: 335 Price: \$49.95 ISBN: 978-0-7425-6292-9

Cynthia Heelan is a past president of MACAE. She was MACAE’s third president, serving in 1977-1978. At that time, Heelan was Director of the Career Clinic at North Hennepin Community College. Immediately following her presidency, Heelan became the assistant director of community services at North Hennepin Community College. In 1980, she became associate dean of community Service at North Hennepin and then associate dean of instruction at Minneapolis Community College.

In 1983, Heelan received her doctorate in policy analysis and administration from the University of Minnesota. Three years later, she was appointed vice president of Arrowhead Community College Region in Northern Minnesota and served as acting president from 1992 to 1993. Following that service, Heelan was appointed president of Colorado Mountain College, where she served for ten years.

Following her presidency at Colorado Mountain College, Heelan moved to New York City and started her own consulting firm, Cynthia Heelan and Associates. Recently, Heelan moved back to Minnesota.

A review of *Minding the Dream* was written by Stewart E. Sutin, Ph.D., Clinical Professor, Department of Administrative and Policy Studies, School of Education, University of Pittsburgh (former President, Community College of Allegheny County).

Sutin credits Heelan and Mellow with writing possibly “the best general text written to date on community college reality” (Sutin, 2008). Sutin stated further that *Minding the Dream* contributes to our understanding of the “essence of community colleges in America, the challenges faced, and pathways accessible to publicly elected officials, community college boards of trustees, administrative leadership and faculty supportive of continuous improvement.”

In his foreword to *Minding the Dream*, George R. Boggs, President of the American Association of Community Colleges, wrote:

Although a recognized component of U.S. higher education, community colleges are distinctive in many ways. Their dedication to open access allows millions of people, who would otherwise have it, an opportunity to improve their lives and the lives of others. The authors of *Minding the Dream* share many stories of ordinary people who have benefited from this opportunity. But community colleges also count among their alumni Nobel Laureates, successful business leaders, distinguished policy makers, astronauts, professional athletes, and famous actors. Their stories are similar: Community colleges gave them a chance, and these unique institutions give all of us a chance to benefit from the contributions these alumni make for the betterment of society.

Discussion of *Minding the Dream* will be held in future issues of *Update* because of its importance to an understanding of the role and function of community colleges in American education.

# Community Colleges Support the Unemployed

Contributed by Cynthia Heelan

All across the country, “dislocated workers” are returning to community colleges to learn new skills. Workers unemployed in Michigan and Ohio, people affected by the housing bust in California, Florida and Nevada, and unemployed workers all over the country are turning to the community college to prepare for the next phase of their individual lives and for America’s next phase of development (NPR, 2008).

Allied Health careers are in great demand. Nurses, radiologic technicians, fire fighters, first responders, and paramedics are needed, and unemployed workers are joining those programs in community colleges (George Boggs, 2008).

The new Obama administration’s transition team suggests there will be a need for training to prepare workers in environmental, technological, scientific, and engineering fields. Community colleges are uniquely oriented to offer these programs. However, increasing enrollment and decreasing funding could impair their progress.

At the same time that more and more learners are turning to the community college for re-education, states are funding these colleges less and less. Community colleges are preparing to turn students away due to a lack of funds to support them. This decrease in funding also impedes new program development in the new fields identified above.

It is important for legislators, governors, boards of trustees and leaders who make policy decisions to remember that

when workers have an education, everyone benefits:

◆ Governments have more taxes because persons with at least some college pay 71 percent of all federal income taxes, despite the fact that they account for only 49 percent of all households (Sosin, 2002 in Mellow and Heelan 2008).

◆ Society has more civic minded citizens. Sixty-six percent of those with some college and 77 percent of those with a Bachelor’s degree perform volunteer work compared to 45 percent of high school graduates and 22 percent of those with less than a high school degree (Carnevale and Desrochers, 2003 in Mellow and Heelan, 2008). College-educated persons are more than twice as likely to vote than are high school graduates.

◆ Business and industry has the workers American needs. Nearly all economic growth is attributed to the overall increased education level of the workforce (Economist Anthony Carnevale, 2003).

◆ Dramatically, fewer people go to prison when they have some college. There are 18,929 prisoners with one to three years of high school per 100,000 among the incarcerated, compared to 290 for those who graduated from high school, and 122 for those with at least some college (Lochner and Moretti, 2004 in Mellow and Heelan, 2008).

Although this is a time of great economic turmoil, it is also a time when America looks, with hope, toward a more conscious, education oriented and middle class focused milieu. Community Colleges, as always, stand at the ready to receive those who need new education and to develop the programs that can help to keep America great. These colleges need the support of our communities and our policy makers.