



UPDATE

Newsletter of the Minnesota Association for Continuing Adult Education

March 2008

MACAE and VAN Sponsor Forum on “Civic Engagement and the Lifelong Learner”

Marc Freedman, author of *Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America*, defines civic engagement as citizen action that has public consequences for our communities. Civic engagement can include behavior that influences governmental processes, as well as actions that connect us as individuals to others. For many of us, civic engagement simply means “making a difference.”

On Thursday, April 24, the Minnesota Association for Continuing Adult Education (MACAE) and the Vital Aging Network (VAN) are co-sponsoring a forum that will examine civic engagement from the perspective of the lifelong learner. How does civic engagement support continued learning? How can educators assist in preparing Boomers for involvement? What pathways are open to Boomers who want to be engaged civic action?

A panel presentation will be followed by discussion. Panelists include: Janet Jacobson, Coordinator of Minneapolis Community Education’s Intergenerational Volunteer Program, Mary Kowalski, founder of VAN’s Environmental Force, Kris Orluck, Senior Program Coordinator, Maple Grove Parks and Recreation Board and Coordinator of VAN’s Advocacy Leadership for Vital Aging Program, Jim Scheibel, former mayor of the City of Saint Paul and former director of AmeriCorps, VISTA, and the National Senior Service Corps

This forum is free and open to everyone, especially MACAE and VAN members. The forum will be held on April 24th at the Roseville Public Library, located at 2180 No. Hamline Ave. at the County Road B intersection in Roseville. The program runs from 11:30 a.m. to 1:00 p.m. Participants are encouraged to bring a lunch and join the discussion.

For more information, contact Janet Jacobson at janet.jacobson@usa.net. ◆

The Friends of the Saint Paul Public Library Celebrates the 20th Annual Minnesota Book Awards

The 20th Annual Minnesota Book Awards will be celebrated on April 12. This event is sponsored by The Friends of the Saint Paul Public Library in association with the Mayor’s Office of the City of Saint Paul and the Saint Paul Public Library. Cathy Wurzer, host of MRP’s Morning Edition and co host of TPT’s Almanac, will serve as host for the event. The Awards will be held at Crowne Plaza Hotel in downtown Saint Paul.

Awards will be presented for Children’s Literature, General Nonfiction, Genre Fiction, Memoir & Creative Nonfiction, Minnesota, Novel & Short Story, Poetry, and Young Adult Literature.

For further information about the Minnesota Book Awards, contact Ann Nelson, Book Awards Coordinator, at 651.366.6497 or at mnbookawards@thefriends.org.

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From the President

By Leone Snyder

A key goal for MACAE in 2008 is to increase diversity of our membership and networks engaged in adult learning practice and research. One of MACAE's organizational goals for 2008 is to "Increase diversity of constituencies served". In 2008, the MACAE Board and myself seek to expand the diversity of constituencies served by our organization. This diversity is both on the basis of the organizations that we as an organization network with and with individuals who themselves are interested in adult learning. Our recruitment in 2008 will continue intentionally to expand MACAE's outreach and the organization's membership among Minnesota's adult educators.

An exciting Spring event will take place in April. The program, called "Civic Engagement and the Lifelong Learner," is co-sponsored by MACAE and the Vital Aging Network. It is scheduled for Thursday, April 24th from 11:30 a.m. to 1:00 p.m. at the Roseville Public Library, 2180 North Hamline, Roseville. You are invited to join the panelists to discuss the adult learner issue of preparing adults for an engaged life beyond the traditional retirement age. Panelists include:

Janet Jacobson, Coordinator of Minneapolis Community Education's Intergenerational Volunteer Program,

Mary Kowalski, Founder of VAN's Environmental Force,

Kris Orluck, Senior Program Coordinator, Maple Grove Parks and Recreation Board and Coordinator of VAN's Advocacy Leadership for Vital Aging Program, and

Jim Scheibel, former Director of AmeriCorps, VISTA, and the National Senior Service Corps.

Among the issues to be discussed are:

- How can older adults make the best use of active years beyond retirement?
- How can they match their skills and interests with the needs of their communities?
- How can educators prepare lifelong learners for active citizenship?

This event is the first of several which will culminate in the MACAE Fall Conference on November 6 and 7, 2008. See the newsletter and MACAE website for information.

In a time when many professional organizations face difficulty in retaining members and gaining new members, MACAE continues to provide a community of adult educators who find in our networks and associations new contacts, familiar networks, and expanding options for its membership. Are you interested in joining MACAE? See the MACAE website for more information! ♦

MACAE Mission

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

www.mnmacae.org

Find information about conferences, upcoming events, awards, archived documents, and adult education job postings (and post a job you have available!).

Photos of the fall conference can be viewed at:

<http://picasaweb.google.com/littlefatma/MACAEFallConference2007>

MACAE Calendar 2008

Select the link on the MACAE web page or use this direct link:

<http://mnmacae.org/toolbox.html>

Board of Directors 2008

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Meet Members of the MACAE Family

Lynn Gallandat, Longtime MACAE Member, Heads Saint Paul's Community Education Program

Lynn Gallandat joined MACAE in 1981, soon after being employed in the Adult Basic and Continuing Education Program of the Saint Paul Public Schools. She became very active in MACAE and in the Missouri Valley Adult Education Association (MVAEA). She was appointed the Missouri Valley Adult Education Association (MVAEA) Minnesota representative in 1989. She served six years in this capacity from 1989 to 1994.

Lynn worked continuously in the Saint Paul ABE Program, starting first as an educational assistant and rising to the position of Director of Community Education in 2007. Lynn was first employed in the Saint Paul Schools ABE program when the program received a grant to develop a Hmong-English phrasebook. Lynn helped to compile the phrasebook, named a Hmong-English Handbook. The handbook was used extensively in Saint Paul's ABE program and throughout Minnesota. It was also used in refugee camps in Southeast Asia. The handbook was still in print in 2004, according to Louise Yim, chief author of the book. The handbook was not the only publication that Lynn helped to produce. She was a contributor to Saint Paul Public Schools Adult Basic Education Program: A History, 1965 – 2004.

Lynn assumed responsibility for the Saint Paul ABE Program's outreach services in 1990. She was appointed to the position of ABE coordinator and expanded the outreach program with a focus on the Hmong community. She coordinated and expanded the literacy volunteer program and delivered GED testing services to outreach sites. She became the coordinator for Workforce Education and implemented a statewide training and referral workforce education program in 1992.

While employed in Saint Paul's ABE Program, Lynn continued her education. She already had earned a BA in political science at the University of Minnesota before returning to the University to earn an MA in adult education and a community education director certificate.

In addition to working in ABE at the local level, Lynn joined the Literacy Training Network (LTN) and provided teacher training at Minnesota Department of Education Summer Intensive workshops as well as at regional workshops, focusing primarily on workforce education. Lynn was a training facilitator first in 1988, serving for two years. She rejoined the LTN in 1994 and served for five years, leaving it in 1999.



Lynn was promoted to the position of Program Manager for Adult Learning/Workforce Education in Saint Paul ABE Program with responsibility for supervising over 30 full and part-time staff in 1998. Her budget at that time was in excess of \$1 million.

Lynn had an impact on middle-level management of the Saint Paul Schools, serving as president of the Association for Central Administrative Personnel (ACAP). She also served on the Literacy Minnesota Board of Directors and became a member of the Minnesota Community Education Association (MCEA).

As Community Education Director, Lynn is responsible for Discovery Club, Working Family Resource Center, Early Childhood Family Education, School Readiness, Community Kindergarten, Driver Education, Parks and Recreation programs in partnership with the City of Saint Paul, Service Learning, Adult Special Needs, and Adult and Family Enrichment classes and activities held throughout the city.

Material for parts of this article were excerpted from the winter issue of the Hubbs Center newsletter, from Saint Paul Public Schools Adult Basic Education Program: A History, 1965 – 2004, and from Training Facilitators, Training for the future: A history of training facilitators in the Literacy Training Network. ◆

In Memoriam: Laura Jaeger

At age 52, Laura Jaeger died on February 22, 2007. Laura was a longtime member of MACAAE and was awarded the Martha L. Stanley Exemplary Adult Education Advocate Memorial Award in recognition of enthusiastic and dedicated commitment to the promotion of life-long learning through the many fields of adult education. She earned this prestigious MACAE award in 1998. When she joined MACAE in 1992, Laura was program director at the Minnesota Literacy Council. Later, she became executive director of the Minnesota Literacy Council. May she rest in peace. ♦

2007 MACAE Fall Conference Awards

Scapanski and Regimbal Receive the Harlan Copeland Award for Excellence in Programming

Gene Scapanski of St. Thomas University and Elizabeth Erhardt Regimbal of Cardinal Stritch University each received the Harlan Copeland Award for Excellence in Programming for their work with cohorts. The award was for \$1,500 for each recipient.

The award is in recognition of leadership in an exemplary or model program that the recipient has planned, designed, implemented and evaluated. The following criteria are considered: elements of the program idea, assessment, program format, administrative support, evaluation and evidence of effectiveness. Standards are intended to be high with the award not given automatically each year, but committed to excellence. The recipient must have been a MACAE member for at least two years and must either report on the project at the MACAE Fall Conference or in the MACAE Update.

Gene Scapanski

In the spring of 2002 Gene taught his first fully on-line course to graduate students who were part of a Murray Institute cohort degree program at St. Thomas University. The Murray Institute is a partnership between the Archdiocese of St. Paul and Minneapolis, the School of Education and the School of Divinity at St. Thomas.

The course taught by Gene was titled "The Nature and Mission of the Church." Students were elementary and high school principals, classroom teachers, and parish religious educators seeking either an Ed.S. Degree or an MA in Religious Education. This was the seventh course in a 15-course sequence and their first and only online course. Gene taught the same course to another cohort again in 2003. The director of the Institute thought that it would be important for Catholic educators to have an experience of online learning as part of their degree programs. At the time that Gene taught this course in 2002-03, he was Dean of the School of Continuing Studies at St. Thomas. He was trying to encourage his faculty to put their courses online and decided that the best way to do that was to model it for the faculty.

There were multiple evaluations both of the students and the course. At the beginning of the class participants identified principles of group interaction which would make the class successful for them. They came to consensus on 10

principles and then evaluated themselves on these principles at the mid-point and end of the class.

Each week two students were required to post reflection papers online by Tuesday noon critiquing the readings and the video lecturette that the instructor had posted online for that week.

Students identified a key concept and explained in the context of the class its importance and practical implications. All students were required to respond to these two reflection papers each week and to agree, disagree, add, or expand upon their ideas. Also, every week each student maintained a private online journal that only the instructor and that student could view.



These “Chronicles” as they were called, required students personally to synthesize and critically reflect on their learning as the course progressed by answering four questions:

1. What insight struck you as most provocative in your study of this session and why?
2. What difference does this insight(s) make for your personal or professional life?
3. What did you disagree with (if anything) in the session and why?
4. Give one or two evaluative comments regarding this session as a learning experience for you this week. (What did you value – what worked for you? What would have made this session a better learning experience?)

This latter question was very important given that students were new to on-line learning.

There was a mid-term and an online exam that gave the instructor a good sense of how each student was doing and who needed extra help. There was also a feedback form regarding the class. In addition, students had an optional face-to-face discussion where they talked about the exam, how they were doing on the “principles of group interaction,” and how they felt about the online learning experience.

There was a final exam in which the instructor discovered that these students did as well online, or better, than students the instructor had in face-to-face classes. There was also an online course evaluation that was sent directly to the Murray Institute office to be collated.

Elizabeth Erhardt Regimbal

Elizabeth is a longtime member of MACAE. She is Assistant Professor in the College of Business and Management at the Cardinal Stritch University. Cardinal Stritch University came to the Twin Cities in 1987 with a mission to provide adult education in the area of Business and Management to working adults to enable them to complete their degrees. Elizabeth is celebrating her 20th year helping Cardinal Stritch complete the mission. She is a full time faculty member and has been since 1999.



One of the fundamental aspects of the Cardinal Stritch University cohort programs is that students stay in the same cohort throughout their entire program. They begin together and finish together. This has been a very positive aspect of the program for adult learners and continues to serve students well. There is a bonding that occurs amongst students and a desire to be part of a team that is very similar to real world experiences.

Another important aspect of the programs is that they provide real world classroom challenges and activities. Groups form friendships and relationships that last far beyond the Cardinal Stritch cohort experience. The University offers this type of cohort in its Associate, Bachelor and Master degree programs. Elizabeth currently teaches at all levels of these programs and has over the years been fortunate enough to teach a group in the beginning of a degree program and then again at the end of the program. It has been a very positive and rewarding experience for her personally as well as for the University.

Elizabeth teaches the first courses (Personal & Professional Assessment, Principles of Self Management) and Human Resources (Human Resources I and II), Business Communication Courses (Communication for Managers and Management and Leadership), and the University’s Capstone (final course) on Strategic Leadership and/or Business Policy and Strategy.

In addition to teaching the above courses, Elizabeth has written and reviewed much of the curriculum. She recently completed the writing of a new course that was added to the Bachelor Program, Communication for Managers. In this regard, she chose the textbook amongst a variety provided by publishers and developed a student and faculty syllabus to be utilized by all University adjuncts who teach this course. In other activities, she

reviews course content for the curriculum department as requested and has done so for many projects. Much of what Elizabeth does as a full time instructor in a leadership position is to review and make suggestions to improve the curriculum and develop strategies to use in teaching adult education. ♦

Applicants for MACAE Awards

The MACAE Awards Committee is seeking applicants for three MACAE awards that carry with them money:

The Harlan Copeland Award for \$1,500 for MACAE members

The Lucille Fischer Award for \$100 each to four ABE students

The Howard Hovland Award for staff development for MACAE members

For details about the awards and how to apply, go to www.mnmacae.org and click on **Awards**. ♦

Bella Hanson Returns from El Salvador

Bella Hanson, a MACAE past president, made a trip in January to El Salvador to help build housing for poor residents living in the village of San Jose Villa Noveau. She was in El Salvador a total of ten days. The trip was sponsored by Habitat for Humanity and Trivent Builds. Bella's group of nine builders was made up of members of Grace Lutheran Church of Saint Paul. A second group of twelve met up with Bella's team. This second group was made up of members of Family of Prayer Lutheran Church in Chanhassen.

The two groups built a house for a family of four, a husband, wife, daughter, and her grandmother. Family members assisted in the construction. The house was small, a square with sides of 21.5 feet. Family members together earn about \$100 a month. They pay about half of this each month on the mortgage. In about eight years, the house will be paid for and will belong to the family.

Bella will write more about this trip for either MACAE Update or the MACAE Journal. She plans to return to El Salvador in the future because the work there is so rewarding and fulfilling. ♦

Paul Wellstone Mental Health and Addiction Equity Act Passed by House

Voting 268 for and 148 against, the U.S. House of Representatives passed the Paul Wellstone Mental Health and Addiction Equity Act on March 5, 2007. The U.S. Senate enacted its version of the Mental Health bill in on September 17, 2007. Now the two bills, since they are different, will go to conference.

The Wellstone bill is HR 14224. It requires the same level of coverage between mental and physical illnesses in group medical plans. The bill applies to employers with more than 50 workers, covers drug and alcohol addiction as well as mental impairments and specifies the ailments that must be covered. The bill will end discrimination against patients seeking treatment for mental illnesses by prohibiting insurers and group health plans from imposing treatment or financial limitations when they offer mental health benefits that are more restrictive than those applied to medical and surgical services.

Additionally, the bill bans physicians from referring patients to 100 percent doctor-owned hospitals in which they are among the owners. The bill's cost of \$4.2 billion over ten years would be offset, in part, by reduced Medicare and Medicaid reimbursements to some physicians and medical facilities.

House Speaker Nancy Pelosi stated in defense of the Wellstone bill:

"This is an issue of national significance. Every year, mental illness results in 1.3 billion lost days of work or school. That adds up to more lost productivity for mental illness than arthritis, stroke, heart attack and cancer combined. Yet bipartisan and independent research shows that there is no significant cost to insuring mental illness like any other medical disease. This legislation will be especially relevant for our returning veterans from Iraq and Afghanistan who later become employed in the private sector. This will be potentially lifesaving for those brave men and women who served in the National Guard and Reserves, but who don't receive VA care for their entire lives." ♦

Literacy Minnesota Adopts its 2008 Legislative Platform

Literacy Minnesota is an organization of professionals serving adults with literacy needs through legislative advocacy and statewide support of quality Adult Basic Education programs. The Literacy Minnesota Legislative Committee developed three policy proposals for the Minnesota Legislature and the Governor:

- ◆ ● Change statutory language providing for up to a 3% growth factor to allow funding to be used for increasing contact hour reimbursement when growth in contact hours is less than 3%.
- ◆ ● Change statutory language to indicate that no more than 25% of allocated funds for supplemental services may go to one provider.
- ◆ ● Change statutory language to increase GED reimbursement to testing centers from \$20 per test battery to \$40 per test battery.

The platform explains why these changes are needed:

- ◆ ● Since the ABE formula was adopted in 2000, inflation has increased costs while the contact hour reimbursement rate has declined – it is now less than in 2003. Because of this decline, some programs were forced to cut back, even as demand for ESL services increased. The proposed policy change will help increase the contact hour reimbursement rate without increasing current ABE appropriations.
- ◆ ● Current limits of \$100,000 per provider make it difficult to spend supplemental services funding effectively. This change will provide needed flexibility for the state in utilizing current funding. It will not increase the appropriation.
- ◆ ● GED test fees continue to rise, creating difficulties for low-income students. This change will allow funds already allocated to be utilized more effectively. It will not increase the allocation.

To learn more about the Literacy Minnesota 2008 Legislative Platform, go to www.literacyminnesota.org. ◆

Blogs

By Robin Veal

When I first heard the word blog I could never figure out, is the word a noun a verb, what is it? Well actually, it is both. As a noun, it is short for the word Web log. A Web log is a Web page that allows someone to post entries, which appear in chronological order, for others to view and comment. As a verb when you say you or someone else is going to “blog” it means they are going to write an entry on their own blog or someone else’s blog.

Ok, why should we care? Well, blogs are a good way to get very up-to-date information and to communicate with others who share your interests. Of course, as with any on-line information, you will want to evaluate the source. Blogs are also a good way to post your thoughts on a particular subject, like adult education or literacy. Here are some resources to learn more about viewing blogs and to how to create your own blog – it’s much easier than you might think!

Blog Basics:

Blogs in Plain English on YouTube:

<http://www.youtube.com/watch?v=NN2I1pWXjXI>

7 Things You Should Know About Blogs from EDUCAUSE:

<http://www.educause.edu/ir/library/pdf/ELI7006.pdf>

Want to see what a blog looks like? Here are a couple of Adult Education blogs to check out:

Adult Education Matters:

<http://adulthoodmatters.wordpress.com/>

Adult Education and Technology:

<http://marianthacher.blogspot.com/>

Finding blogs on topics of interest:

Google Blog Search: <http://blogsearch.google.com/>

Technorati: <http://technorati.com/blogs/directory/>

Create your own Blog – Its easy and free!

Blogger: <http://www.Blogger.com>

Wordpress: <http://wordpress.com/> ◆

What are MACAE Members Reading?

I am currently reading **At Canaan's Edge** written by Taylor Branch. This is Branch's third and final book examining America in the King years. Branch's three-part historical and biographical narrative is a must-read for anyone interested in learning more about and gaining insight into the life and times of Martin Luther King.

Not only does this book provide marvelous insight into the development of King's philosophy of non-violent protest, but the trilogy provides a well researched understanding that King did not work in isolation. From the poor sharecropper to the politically privileged, Branch provides a lens on how King's thinking influenced others and how this commitment sustained the Civil Rights movement. Not only does this book provide a marvelous insight into the thinking and development of King's commitment to non-violence, Branch also provides a very dynamic and well written narrative, putting King's work into the context of the broader civil rights movement.

I am an avid reader of history, and for me these three books are far and away some of my favorites. Anyone interested in the life and times of Martin Luther King will find these worth reading. They highlight Martin Luther King as a hero worthy of commemorating and emulating.

Two thumbs up!

Frederick Paul Bartling Ed.D., Assistant Professor, College of Education, Concordia University, St. Paul

I am reading **Dietrich Bonhoeffer: Called by God**, by Elizabeth Raum and **Homo Politicus: The strange and scary tribes that run our government**, by Dana Milbank. I often have wondered why so few Christians in Germany openly opposed Hitler's persecution of the Jews leading up to and during World War II. Dietrich Bonhoeffer, a Lutheran theologian, was a true saint who openly opposed Hitler, and it cost him his life at the hands of Hitler shortly before Hitler committed suicide. Elizabeth Raum, author of this book, is director of the Carl B. Ylvisaker Library at Concordia College in Moorhead, Minnesota.

History shows that power corrupts and that many of the people who run our federal government are tainted by the power they wield over our lives. In *Homo Politicus*, Milbank, an anthropologist, exposes the use of raw power by some of our present and former leaders. Washington, DC, capitol of the most powerful nation in the world, has

cultures that are little known to most Americans. In this book, Milbank exposes the caste system and the use of power and money used by our national leaders as they go about the business of government in the public interest.

Ben Bryant, Editor, Update ♦

Lifelong Learning Increases Longevity and Quality of Aging

Education may be the long-sought-after fountain of youth. After decades of studies, researchers continue to find that those who keep their minds engaged in active education live longer and stave off the ravages of aging, such as memory loss and lethargy. The New York Times recently reported that having money or good health insurance "paled in comparison" to education as a crucial factor in graceful aging. "If you were to ask me what affects health and longevity," said City University of New York researcher Michael Grossman, "I would put education at the top of my list."

Comprehensive studies on the effects of ongoing learning on aging have been conducted for decades, and more recent studies by researchers called "health economists" only seem to support the contentions of 3rd Century BC philosopher, Aristotle, who said, "Education is the best provision for old age." ♦

Alzheimer's Research

British scientists have developed an experimental helmet they say could partially reverse the symptoms of Alzheimer's disease in a matter of weeks if worn by an Alzheimer's sufferer for 10 minutes every day. Human trials are set to begin this summer.

Dr Gordon Dougal, director of medical research for the British firm Virulite, says the strange-looking helmet works by emitting low-level infrared rays from the inside of the helmet toward the brain, thereby stimulating the growth of brain cells. Development of Virulite's helmet follows a study at the University of Sunderland in northeast England which found infrared light can reverse memory loss in mice.

For more information contact Caregiver's at info@caregivershome.com or ccpederson@caregivershome.com. ♦