

AAACE Newsletter

American Association for Adult and Continuing Education

June 2012

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Board of Directors

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Linda Morris
President Elect

Clare Klunk
Past President

Steven Schmidt

Notes from the President

Henry Merrill, AAACE President

Hello AAACE members,

Your AAACE Board of Directors and Cle Anderson, Association Manager, continue working hard to continuously improve the association and better serve your needs. The 2011 Membership Survey was completed by 150 members. We will provide a summary of the results in the September Newsletter. A full report will be available for discussion at the annual conference in Las Vegas. Thanks to all who completed the survey!

We are making great progress with identifying locations for the 2013 and 2014 conferences. We cannot share these locations with you yet, but it is a pleasure to tell you that in 2013 we will partner with the Association for Continuing Higher Education (ACHE). ACHE publishes the Journal of Continuing Higher Education. We are in the process of developing the framework for the conference that provides new opportunities for members of both associations.

Other articles in this issue will provide highlights of the upcoming 61st Annual Conference in Las Vegas, other Association news and information on national/international opportunities and resources.

Best wishes for a great summer – see you in Las Vegas!

Henry



Henry Merrill, AAACE President

June 30 Deadline

Call for Nominations -- AAACE Annual Awards

Clare Klunk, AAACE Past President

Are you thinking of nominating an individual or organization for an AAACE award? Check out recipients of AAACE awards and how to nominate by clicking on the name of the award: [Cyril O. Houle Award](#) for Outstanding Literature in Adult Education; [Imogene Okes Award](#) for Outstanding Research in Adult Education; [Malcolm Knowles Award](#) for Outstanding Adult Education Program of the Year; [President's Award](#) for Exceptional and Innovative Leadership in Adult and Continuing Education and [Outstanding Service Medallion](#).

Call for Nominations for AAACE Board of Directors

Clare Klunk, AAACE Past President

Consider nominating yourself or someone you know. Nominations for election of AAACE President-Elect and Secretary are due **June 30, 2012**. [Click here](#) for position descriptions, qualifications, and how to self-nominate or nominate a person.

Make Your Plans Now! Viva Las Vegas!

2012 AAACE Annual Conference, November 4 – 9, 2012

(Pre-conferences November 4 – 6)

Linda Morris, 2012 Conference Chair and AAACE President-elect 2012

Call for proposals closed. AAACE received more than 300 conference proposals for concurrent, roundtable, poster, and symposium sessions.

Early Bird Registration is now open! Find information on pre- and co-conferences, program, speakers, registration, hotel, transportation, and more at the [AAACE Conference Website](#)

Be an exhibitor/sponsor. Sell your books. [Check out how to do it](#). Also, contact: Exhibit Promotions Plus, Inc., aaace@eponline.com,

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Margaret Eggleston
*Commission for Workforce
and Professional
Development (CWPD)*

410-997-0763. Help plan the conference.
Contact me at conference@aaace.org

Why did we choose Las Vegas? Three reasons are:

1. **Air service.** More than 950 inbound and outbound flights per day & nonstop service from 130-plus U.S. cities, Las Vegas is easy on your time and budget!
2. **Location, location, location.** McCarran International Airport is just one mile from Las Vegas Boulevard and minutes from the Rio.
3. **Weather.** Las Vegas averages 320 days of sunshine per year with less than five inches of precipitation

Join us at the Rio All-Suite Hotel and Casino Conference Center!

2012 Partners--[Adult Higher Education Alliance \(AHEA\)](#), [Nevada Adult Educators \(NAE\)](#) and [International Society for Comparative Adult Education \(ISCAE\)](#)

News from the Commissions

CWPD: Commission for Workforce and Professional Development

Margaret Eggleston, Director

One of the suggestions made at our CWPD business meeting in Indianapolis last year was to publicize informational opportunities. In light of that, the current article focuses on free webinars sponsored by the U.S. Department of Labor (DOL), and hosted via workforce3one.org.

Webinar topics span the gamut of education, workforce, professional development, and research. In addition, a number of other topics are offered. Once you sign on for an account, you receive automatic notification of upcoming webinars. Following is a sampling of webinars presented this year:

- Bureau of Labor Statistics: Occupational Outlook Handbook Webinar
- Veterans Retraining Assistance Program (VRAP)
- First Bureau of Labor Statistics Green Jobs Data
- State Workforce Plan for PY 2012 Webcast Series
- Building Career Pathways: Roles for the Workforce Investment System

While open to anyone interested in each webinar offering, registration is limited and seating is on a first-come, first-served basis. Even if sessions are filled, which usually happens pretty quickly, the registration system offers a waitlist. Please do sign on, as lots of cancellations occur leaving last minute openings for those on the waitlist. If you miss out on the live offering, some, if not all, webinars are recorded. You will also have access to the recordings and related podcasts once you obtain an account.

You can take advantage of the free webinars in three easy steps, as provided by DOL (2012):

Instructions for registering

1. Click on the URL <https://www.workforce3one.org/view/5001212249658116689/info>
2. Click the "Login Now" button and type in your email and password. Then click the "Reserve Seat Now" button. If you haven't updated your password within the past 90 days, you will be prompted to do so. **If you do not have a Workforce3 One account yet, you must create and activate an account before you can register for the webinar. Click here to create your free account. Once you've created and subsequently activated your Workforce3 One account, please refer back to this email so that you may register for the free webinar.**
3. Once you have registered for the webinar event, you will receive an email with detailed instructions for accessing the webinar. We ask that you listen to the audio portion of the live webinar via Internet Telephony (through your computer speakers). You will also be supplied with a teleconference number and access code if you must join using a telephone. If possible, we encourage you to use Internet Telephony, as we are limited in the number of teleconference lines and the more people that use Internet Telephony, the more capacity we have for those that must join using a telephone. If anything changes and you no longer wish to attend, please go to your dashboard on <https://www.workforce3one.org/> and remove your registration.

News from Special Interest Groups (SIGs)

Distance Learning and Technology

J. Bernard Bradley, Chair

With over 300 members, the Distance Learning and Technology Special Interest Group (SIG) is one of the largest within the AAACE. Members include both scholars and practitioners who implement and/or research the effective use of technology in a wide variety of adult learning settings. As a form of adult education, the origins of distance education in general can be traced to the Chautauqua movement during the late 1800's. Online learning, as a form of distance education, is continuing to expand as a platform for the provision of both higher education for adults and professional or workforce development training alike. As chair of the newly-reactivated SIG, my primary goal is to promote networking and professional development opportunities among members.

A few suggested activities include the following:

1. Compile information on professional journals and book series as related to Distance Education and Technology to promote the development of manuscripts and collaborations;
2. Create and maintain a list of published journal articles, book chapters, and books that link andragogical teaching strategies to Distance Education and Technology. The list will be made available through a new website or webpage;
3. Facilitate the development of "white papers" on various technology-related topics for sharing with SIG members then publishing in the ERIC database and/or other sources;
4. Consider offering a list-serve specific to Distance Education and Technology so that SIG members can ask questions, pose recommendations/strategies, or respond to questions posed by others;
5. Consider other networking opportunities at the upcoming AAACE conference and informally, using distance education technologies such as webinars and online chats;
6. Encourage additional presentation and symposium opportunities at the annual AAACE conference and elsewhere; and
7. Consider other ideas from the SIG membership in general.

I welcome your suggestions and look forward to helping facilitate an active Distance Learning and Technology SIG for the benefit of its members and beyond. Please send suggestions or ideas via email to grantshelppeople@aol.com.

Alert: Preserve Funding for Adult Education in WIA Reauthorization

From the National Coalition for Literacy (NCL)

Issue: As early as June, the Education and the Workforce Committee may meet to markup The Workforce Investment Improvement Act of 2012 (HR 4297) as the next step in reauthorizing the Workforce Investment Act (WIA). Created in 1998 through a bipartisan process, WIA is the legislation which provides for adult education programs.

The National Coalition for Literacy (NCL) has several concerns about H.R. 4297. If this bill were to become law, it would allow states to consolidate adult education funding together with a newly-created fund that provides for a broad set of general workforce activities, including job seeking services, without requiring states to use the funding for adult education and literacy services. This could result in significantly fewer resources for adult education, with no assurance that adult learners with low basic skills would be served

Mark your Calendar—National Adult Education & Family Literacy Week is September 10-16, 2012!

The goal of National Adult Education & Family Literacy (AEFL) Week is to work side-by-side in every state, territory, and district, to heighten public awareness, strengthen alliances, and increase the number of people who understand the vital role adult education and family literacy plays in our nation's well-being.

For more information and to see what resources were developed for 2011 and 2010, go to <http://www.national-coalition-literacy.org/advocacy/aeefl.html>

Education, Health and Human Services, and Labor Release Joint Career Pathways Letter*

The Departments of Education, Health and Human Services, and Labor released on April 4, 2012, a ground-breaking letter to their many stakeholders, highlighting the agencies' unified commitment to promote the use of career pathways approaches. The term "career pathways" refers to a promising strategy to help adults acquire marketable skills and industry-recognized credentials through the well-executed alignment of education, training and employment, and human and social services among public agencies and with employers, and linking them to labor market trends and employer needs. The joint effort serves as an important model to the field and provides what are held to be the essential components of a career pathways approach. The letter is an opportune vehicle to open doors for state and local efforts currently underway or being planned. The departments encourage stakeholders to use and further disseminate it.

The education and training strategies and support services that are aligned with career pathways enable individuals to secure industry-recognized certification and obtain employment within an occupational area, as well as to advance to higher levels of future education and employment within that area. The departments encourage states to line up their resources to support integrated service delivery across federal and state funding streams, and ensure that interested agencies and partners—whether focused on education, workforce development, or human and social services—are fully aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

Career pathway approaches aid in streamlining otherwise complex and difficult-to-navigate systems by offering an efficient and customer-centered approach to training and education; articulating the necessary adult basic education, occupational training, postsecondary education, and career and academic advising; and, providing supportive services to enter and progress in a career. The more the systems are aligned at the state and local levels, the easier it is to create a level of integration necessary to develop comprehensive programs and ensure an individual's success. State, local and tribal policymakers are encouraged to use career pathways approaches to promote

alignment among their public workforce, education, and social and human services systems.

For more information, including the guiding principles for developing comprehensive career pathways systems, as well as for examples of each agency's program investments, evaluation and research activities, and technical assistance efforts, please access the complete [letter and attachment](#).

**U. S. Department of Education, Office of Vocational and Adult Education. (April 12, 2012). OVAE Connection (Issue 97). Retrieved from <http://www2.ed.gov/news/newsletters/ovaeconnection/index.html>*

Adult Education Entities Eligible for IES Researcher-Practitioner Partnerships*

Henry Merrill, AAACE President

Adult education entities are among those eligible to apply for the research funding announced by the Institute of Education Sciences (IES) under its Researcher-Practitioner Partnerships in Education Research grant program. IES established the program to fund partnerships of research institutions and state or local education agencies, including those in adult education to highlight research in the area of improved student outcomes. **A [Letter of Intent](#) must be received by July 19, 2012 by 4:30 p.m. EDT. The [application package](#) will be available on July 19, 2012. Applications are due by September 20, 2012 by 4:30 p.m. EDT.**

The research-practitioner partnership program differs from other IES research grant programs in that it provides support for developing research plans. IES intends for the program to foster greater use of state and district administrative data for research. The partnerships must identify an education issue with important implications for improving student achievement that is of high priority for the education agency, carry out initial data analyses focused on the issue, and develop a plan for further research on the issue, culminating in an application to one of the other IES research grant programs.

**U. S. Department of Education, Office of Vocational and Adult Education. (May 17, 2012). OVAE Connection (Issue 101). Retrieved from <http://www2.ed.gov/news/newsletters/ovaeconnection/index.html>*

Launch of Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE

Henry Merrill, AAACE President

The global mid-term evaluation report on UNESCO's Literacy Initiative for Empowerment (LIFE, 2006-2015), produced by UNESCO Institute for Lifelong Learning (UIL) on the basis of national and regional mid-term evaluation processes and reports, is now available online at <http://unesdoc.unesco.org/images/0021/002151/215158e.pdf>. The report seeks to contribute to the effective implementation of the initiative through to 2015.

In addition to the report, a package of national and regional reports as well as a flyer is available online at <http://unesdoc.unesco.org/images/0021/002151/215163e.pdf>. Print copies of the report (in English and French) will be available next month.

The LIFE report shows mixed results with regard to progress in literacy. The majority of the 35 LIFE countries recorded an increase in adult literacy rates – by an average 3.1 percentage points compared to the global average of 1.9 percentage points between the period 1995-2004 to 2005-2009. However, 24 countries showed an increase in numbers of adults without literacy skills due to population growth and to the number of those passing into adulthood without having gone to school (long enough) to become literate. Much remains to do to address gender disparities in adult literacy. Only 6 out of 32 LIFE countries with available data recorded a net decrease in the number of illiterate women during the period.

The evaluation confirms the relevance and added value brought to literacy development by LIFE. Stakeholders involved in the evaluation process conducted in 2010 and 2011 believe that LIFE is an important framework that can boost their literacy efforts. Building on the results achieved so far, especially by following the recommended strategies and action points, LIFE will contribute greatly to the achievement of the ambitious goal of literacy for all.

UNESCO Launches World Atlas of Gender Equality in Education

Henry Merrill, AAACE President

The [World Atlas of Gender Equality in Education](#) includes more than 120 maps, charts and tables featuring a wide range of sex-disaggregated indicators produced by the UNESCO Institute for Statistics. It enables readers to visualize the educational pathways of girls and boys in terms of access, participation and progression from pre-primary to tertiary education. This atlas also illustrates the extent to which gender disparities in education have changed since 1970 and are shaped by factors such as national wealth, geographic location, investment in education and fields of study. This document is available at the following link: <http://unesdoc.unesco.org/images/0021/002155/215522E.pdf>

UNESCO-IIEP Publication: Call for Case Studies

UNESCO and IIEP (International Institute for Educational Planning) are working on the preparation of a "[Resource Guide on](#)

Partnerships in Education". The Guide will be a practical document to support Education For All (EFA) partners and practitioners involved in the design, management, coordination or evaluation of a partnership.

It will provide the following:

1. some information on the nature, opportunities and challenges of public-private /multi-stakeholder partnerships in education;
2. an overview of the partnership life-cycle as well as practical guidance on the different phases;
3. case studies and examples of good practices
4. access to useful documents and resources

We would be interested to receive your **suggestions of case studies** of public-private / multi-stakeholder partnerships in education. These can be some examples of partnerships in which your own organization and network has been involved (in cooperation with government, companies, foundations, teacher unions, universities, etc.) or of which you aware at country or regional level.

Contact Grégory Dubois at g.dubois@unesco.org for more information.