Save the Date for

2020 Vision
providing success through education

Thursday, October 11, 2012	**Friday, October 12, 2012**
Granite Peaks Learning Center	Granite Education Center
501 East 3900 South	2500 South State
Salt Lake City	Salt Lake City

UTAH ASSOCIATION OF ADULT, COMMUNITY, AND CONTINUING EDUCATION (UAACCE) ANNUAL CONFERENCE – October 11-12, 2012

2020 Vision – Providing Success Through Education is the theme for this
year's conference. Conference times Thursday evening and all day Friday -- registration and breakfast begin Friday and 7 AM.

Highlights of this year's: The Lt. Governor Greg Bell will be our guest speaker on the 2020 Vision for Utah and the Keynote speaker will be Mark Buchard. Thursday night will be a panel discussion at Granite Peaks Learning Center on "We Are Collaboration – So Now What" – panelists include members of the Governor's Education Excellence Commission and the 2020 Initiative.

Come and learn the new rage in sports – Pickleball! Breakout sessions for Adult, Community and Continuing Education including UEN presentations, Social Networking, Financial Literacy, GED 2014, and many, many more interesting topics.

Cost will be $125 for both days. Find additional conference information at the end of this newsletter. Information is also on the website: www.uaacce.com. Online registration at: http://granite.augusoft.net/index.cfm?method=ClassListing.ClassListingDisplay&int_category_id=12&int _sub_category_id=118&int_catalog_id=

Conference Hotel

The UAACCE Conference Hotel is the Ramada Limited Hotel at 2455 S State Street, Salt Lake City across from the Conference Site. The local phone number is (801) 486-2400 the toll free number is: 866-820-2718. Ask for the UAACCE Conference rate of $79.99 for up to three people in a room, for 4 people $86.00. [See the Hotel](#).

President's Message

Dear UAACCE Members and Friends,

As we start the new year of 2012, I am pleased to report that the Utah Association for Adult, Community and Continuing Education (UAACCE) is alive and well. It has been my pleasure to be a UAACCE board member for the past three years working with various members to achieve our goals. I am humbled to be you're newly elected president for this year. I have very big shoes to fill from the past presidents, most recently, Heather Young, Utah State University. Heather did an excellent job in leading us and orchestrating one of the best UAACCE conferences in recent memory.

UAACCE's mission is to be a primary advocate for lifelong learning in Utah, and to meet the diverse needs of all Utahns by providing and supporting quality educational opportunities. UAACCE recognizes that learning is a lifelong endeavor that takes place in many settings: people graduate from high school from ages 18 to 82. We know individuals learn best when they are supported by families and communities, the changing workplace requires that we constantly update our skills, and the thirst for knowledge does not dim with age.

In April 2011, I attended the national conference of the Commission on Adult Basic Education (COABE) and I reported to you in the "Communicator" that Steve Midgley, Deputy Director for Education Technology, United States Department of Education stated, "President Obama has set a goal for our country to increase from 40% of the population with college degrees, to 60% by the year 2020." He explained that, to achieve this goal, we need adults to return to education and improve their skills.

Utah has signed on for this important 2020 goal. In the 2010 state of the state address, Governor Herbert set the vision for our state: "By 2020 and thereafter, at least 66% of Utahns ages 20 to 64 will have a postsecondary degree or certificate, ensuring a well-educated citizenry and workforce that qualitatively and quantitatively meet the needs of Utah employers, which will lead to greater economic prosperity and a better quality of life for all Utahns."

In the two years since Governor Herbert laid out this goal, the Governor's Commission on Excellence, the State Office of Education, the Utah System of Higher Education, and Prosperity 2020, an initiative of 14 area chambers of commerce, have taken up the governor's challenge with action plans. Each of these plans include goals that can involve students of adult, community, and continuing education programs.

As your president, I ask each of you to pass Utah's 2020 vision along to your colleagues, and to accept our Governor's "called to action" by being primary advocates for lifelong learning. We must do all we can in adult, community and continuing education to increase education levels of all Utahns to have postsecondary degrees or certificates by the year 2020. It is a lofty goal and will take each of us working hard in our chosen education professions. I pledge my support and ask for yours.

May you have a successful year in working toward Utah's 2020 goals.

PAST - PRESIDENT'S MESSAGE

Heather Young – UAACCE Past - President

2011 – The Year in Review

Last year seems like ancient history. I remember starting out my tenure as President with trepidation; what could I possibly offer our UAACCE community? So many great people have led the helm bringing a wealth of wisdom and skill to the task. My greatest source of comfort was the fact that I had a tremendous board of directors to support me.

The October conference at the Zermatt was a great experience. The speakers were excellent; the venue spectacular; and the food amazing. It was the first year in quite a while that we had a Thursday night session in addition to the regular Friday conference. The Thursday workshop and dinner with Dr. Richard Cooper was a small intimate group, allowing hands on participation and in depth discussions on learning theory. I think all who attended found it very worthwhile.

It has been an honor to work with you all. I am always so impressed with the dedication of those of you who serve the citizens of our state. Because of your commitment and passion, much has been accomplished, many lives have been changed, and many doors opened. We are at a critical juncture in the direction our state will take in regards to educating our citizenry. I hope we all continue to stay actively involved and voice our concerns to our state representatives.

Now, this year, we have a new leader with Lory Curtis leading the association as President. He has jumped in and taken the reins, providing the strong leadership we need to move forward. Our conference this year, Oct. 11, 12, is one you won't want to miss. I look forward to seeing you all there.

Thanks so much for allowing me the opportunity to serve and associate with you all.

Ways to Stay in Touch with GED Changes from GEDTS ®

Ways to stay involved and informed:

A new assessment resources area on our website — www.gedtestingservice.com/assessment — which will become the go-to, authoritative source for all information about the new test. Our intent in publishing the Guide was to share as *much* information as possible as *early* as possible in the development of the new test, in order to begin to prepare the field for the upcoming changes. Because of the many implications of the general change in the American educational landscape to emphasis on career- and college-readiness (of which the new GED® test is a part), we hope that this discussion will help you to think further about how instruction of adults must change as we move into the future. This change is prompted not simply by an update to the GED® test, but even more so by increased performance expectations we have for our citizens as they enter postsecondary education programs of all types and as they seek success in their careers — so many of which will require credentials beyond the high school diploma.

- Sign up for our monthly e-newsletter, *The Community*, which has the most up-to-date information on the current and new testing program. This is where you'll be notified when new information is available. To sign up : www.GEDtest.org/TheCommunity <http://www.GEDtest.org/TheCommunity> .

- For information about computer-based testing (CBT), view our microsite where you will find information on a range of topics, from research to FAQs. It also has a new feature, Educational and Planning WebEx Courses, that will be valuable to anyone wanting more detailed information on CBT and additional topics are in development. These courses have much more information than we could provide on a listserv. The microsite URL is: www.GEDcbt.org <http://www.GEDcbt.org> . The Education and Planning courses can be found on the "EDU Courses" tab.

- Watch the www.GEDtestingservice.com website and the *The Community* newsletter for our planned expanded web presence and new combined website for GED Testing Service. We anticipate this becoming a robust site for complete information about the new assessment system.

- Finally, watch for information and conversations happening in your state. Good resources for these conversations will be your state GED Administrator and your state adult education director.

Information on advisors involved in the new assessment system development:
Three categories of groups have been involved to date: Advisors on Assessment Targets, Advisory Groups (three), and Stakeholder Committees

- **Advisors on Assessment Targets** - Expert panels are convening on Literacy, Mathematics, Science and Social Studies in 2012. Consultants to those groups include: Cyndie Schmeiser, ACT (retired),

David Coleman (Achievement Partners [AP]), Jason Zimba (A.P.), Sue Pimentel (A.P.), Christine Tell (Achieve), JoAnne Eresh (Achieve) and Kaye Forgione (Achieve).

- **Advisory Groups** include:
  - *Advisory Board on Career and College Readiness* – Goal is to Define CCR for our population and determine desired components for GED test credential(s)
  - *Policy Board* – Goal is to inform policy decisions on assessment design
  - *Technical Advisory Committee* – Goal is to provide technical support on measurement and psychometric issues

- **Stakeholder Committees** are slated to assist on Assessment Target Review (July for Literacy and Mathematics, November for Science and Social Studies); ongoing passage, fairness and content review panels; and standard-setting panels (advising on preliminary cut-score ranges [2013], Final cut-scores [2014], and standards validation [2015]). We will also be building mechanisms to involve other stakeholder communities throughout the development process.

ESOL Websites and Curriculum

Here are some resources for ESL programs:

1. "Workplace ESL A simple Guide to Planning and Implementation" by Joan E. Friedenberg, Ph.D. is through Delta publishing Co. and I found Chapter 2 on the benefits of an ESL program helpful.
2. Online – The Center for Literacy Studies at the University of Tennessee has a manual for supervisors and instructors for workplace ESOL – another great product which you can download. http://www.clsw.coe.utk.edu
3. Kate Singleton's Picture Stories for Adult ESL Health Literacy: http://www.cal.org/caela/esl_resources/Health?
4. This directs links for the story about domestic abuse is http://www.cal.org/caela/esl_resources/Health/healthindex.html#Do
5. This is the Internet Picture Dictionary, which is a good basic site for vocab. practice. http://pdictionary.com/
6. This one looks good for all sorts of grammar lessons and vocab., etc., user friendly and practical. http://www.englishpage.com/
7. This one is a sort of clearing house with all sorts of links for all sorts of exercises and all sorts of learners: http://autoenglish.en.wanadoo.es/amigos.html#Spanish
8. More English listening activities: http://www.elllo.org/
9. Here is a clearinghouse link for lots of sites: http://iteslj.org/links/
10. The STAR (Student Achievement in Reading) website has lots of tips and concrete strategies for teaching reading to adults. www.startoolkit.org

11. 20 English language learning (ESOL/ESL classroom or tutorial) videos, 28 videos on Integrating technology, and 8 Basic Literacy tutorial videos http://mlots.org/Other_video.html On the MLoTS main page, http://mlots.org you will find four videos that the MLoTS Team have made, including three on vocabulary development and one on adult numeracy. This is a free online digital library of short videos of adult education teachers and their classes, intended for use in professional development.
12. CAELA website (http://www.cal.org/index.html) has lots of good resources for ESL teachers

Here are 12 ways of using the iPod in the classroom:

13. Assign the students the task of downloading content from the Internet. This can be from sites created or recommended by the teacher initially, and later on the student can be encouraged to search and find content of interest on the web to share with the class.
14. Make sure that all such content consists of audio and text for maximum effectiveness.
15. Let students do this individually or divide the class into groups, each one downloading a different content item for study.
16. Encourage students to listen to each item many times and read each one a few times, getting help from the teacher, other learners or online resources for important words and phrases, and then saving that information for future study.
17. Allow students to do individual listening in the class as part of the classroom activity, encouraging them to ask the teacher questions when they encounter difficulty.
18. Let individual students or groups discuss both the content and the words and phrases encountered with members of their own group, with others in the class, and with the teacher. Let them give presentations on the content they have studied. They need not all study the same content.
19. Once the students are searching and fining interesting sites on the internet, encourage them to exchange information with each other about these sites.
20. The teacher can correct students writing and then record these writing samples for others to down load, study and discuss.
21. Teachers can record and share content on a variety of subjects, including language usage, and share these with their own students and others around the world.
22. If the students are speakers of widely used languages like Spanish or Chinese, the students can create content to help learners of these languages, and exchange learning content (audio and text) with native speakers of English learning those languages.
23. Since much of this activity will be organized around the web, it is possible to individually track each student's level of activity and progress towards his or her goals on this website. The students can see these activity indicators, their own and others'.
24. Encourage the learner to develop habits that can carry on outside the classroom, and to look upon language learning as something inherently interesting and fun.

Larry Ferlazzo's Websites of The Year
http://larryferlazzo.edublogs.org/about/websites-of-the-year/

The Best Sites for Making Crossword Puzzles & Hangman Games
http://larryferlazzo.edublogs.org/2008/10/10/the-best-sites-for-making-crossword-puzzles-hangman-games

The Best "Unusual" Sites to Create Online Presentations
http://larryferlazzo.edublogs.org/2008/10/08/the-best-unusual-ways-to-create-online-presentations/

The Best Online Resources About Christopher Columbus
http://larryferlazzo.edublogs.org/2008/10/06/the-best-online-resources-about-christopher-columbus

The Best Websites For Learning About Halloween
http://larryferlazzo.edublogs.org/2008/10/05/the-best-websites-for-learning-about-halloween

The Best Multilingual & Bilingual Sites For Math, Social Studies & Science
http://larryferlazzo.edublogs.org/2008/10/03/the-best-mulilingual-bilingual-sites-for-math-social-studies-science/

The Best Online Sites For Creating Music
http://larryferlazzo.edublogs.org/2008/10/01/the-best-online-sites-for-creating-music/

Part Twenty-Four Of The Best Ways To Create Online Content Easily & Quickly
http://larryferlazzo.edublogs.org/2008/10/05/part-twenty-four-of-the-best-ways-to-creat-online-content-easily-quickly

Civil Rights:

http://www.voicesofcivilrights.org/index.html Explores civil right for many groups in America through interactive features, images, audio interviews, etc.

http://lcweb2.loc.gov/learn/features/immig/intoduction.html Entitled "immigration", this site features the history of different groups (including African-Americans as involuntary immigrants) in the United States.

http://www.kodak.com/US/en/corp/features/moore/mooreindex.shtml It's very simple, but it could be great for lower-level students. It has just key words that are hyperlinked to black and white photographs by Charles Moore of the civil rights ear.

Let's Honor Our Students by Blair Liddicoat, MPAEA

I know that all of you have different ways of recognizing your students and the hard work they do in your programs; however, I believe that none of us does this enough. If you agree with me, I have an idea for you. It's another tool for your "Recognition Tool Kit". Those of you who have been around for a while are familiar with it, but you may not have implemented it yet. If you are new to ABE, I hope you get excited as you read about this for the first time.

I'm talking about the National Adult Education Honor Society (NAEHS). It serves the same purpose as the National Honor Society in high school, only this is for the adult students we have in our ABE Programs. It is an opportunity to recognize the efforts of some of our extraordinary students. And, unlike GED Graduations, you can induct both GED and ESOL/ELAA students into the NAEHS.

For specifics on NAEHS I refer you to their web site at www.naehs.org. It has all the information you need to start an NAEHS Chapter. Once you've done that, your program is eligible to participate in what I call the MPAEA NAEHS Project.

The MPAEA NAEHS Project was conceived in the summer of 2001 and first put into motion at the 2002 MPAEA Conference in Phoenix. Basically, MPAEA honors NAEHS inductees from any of the eight states at the MPAEA Conference Awards Ceremony. Here are the important timelines for your program if you want your NAEHS inductees to be considered for recognition at the Montana MPAEA Conference.

1. State associations must receive nominations of NAEHS inductees from local programs by March 1, 2012 in order for them to be eligible for possible recognition at the April 11-14 MPAEA Conference. Each local program may submit up to two inductees to their state association. Remember that nominees must be from the current program year and they must have already been inducted into the NAEHS by their local program by this deadline.

2. State associations must select their state's three NAEHS inductees and give their names and a 150-word biography to the MPAEA Awards Committee Chair by March 14, 2012. E-mail them as Word attachments to Lily Beth Brazones at Lilybeth.Brazones@mail.riosalado.edu. Include the nominee's mailing address.

This will be the eleventh year of the MPAEA NAEHS Project. We need everyone's participation to help this project grow so that we can achieve our ultimate goal of having all eight MPAEA states involved every year.

Come on everyone, jump on board. It is not hard to do and it is a wonderful way to celebrate the achievements of some of those wonderful adult students that all of you have. If you have questions, please contact me at blair.liddicoat@riosalado.edu, or call me at 480-517-8108. I'd be happy to guide you through the process.

Need to Prepare Students for the ACCUPLACER?

There are a number of great resources to help students prepare for the ACCUPLACER Test. Try these sites for helpful information:

http://www.ccaurora.edu/students/academic-support/tutoring-services/math-access-review

http://www.aims.edu/student/assessment/studyguides/

http://www.huntington.edu/Accuplacer-Practice-Tests/

LINCS

The Literacy Information and Communication System (LINCS) team, consisting of contractors and grantees, have been working hard behind the scenes to strategically position LINCS to deliver high-quality educational opportunities to adult education professionals, and to ensure that all adults have the college and career readiness skills needed for the 21st century global economy. We know that in order to achieve this goal, the adult education field must have free, on-demand access to evidence-based resources, trainings, and tools that promote teacher effectiveness and research-based instruction.

In order to best serve the adult education community, LINCS is being enhanced in the following ways:

• An updated technology platform will be used to support professional learning through communities of practice and social media that can more interactively engage educators in evidence-based professional development activities. The LINCS technical team is working on restructuring the LINCS website, look for a new design this summer.

• The LINCS Resource Collection will be reorganized so that the highest-quality materials are easy to search and find. The review process has been refined to ensure the resources are of the highest quality. The LINCS Resource Collection team has been working on improvements to the review process and building the LINCS pool of subject matter experts.

• The eleven current discussion lists will be transitioned to the next generation of online discourse – communities of practice – offering LINCS users a more engaging platform to connect and share with each other.

• Four LINCS Regional Professional Development Centers will work with states to deploy evidence-based materials and professional development activities to the field of adult education. The LINCS Regional Professional Development Center teams are working to inform their state partners about evidence-based professional development available to their states.

UTAH ASSOCIATION FOR ADULT, COMMUNITY, AND CONTINUING EDUCATION

AWARD CATEGORIES FOR 2012

ZADA HAWS COMMUNITY SERVICE AWARD: This award is given annually to an individual who has provided <u>quality volunteer service</u> to his/her community over an extended period of time as demonstrated by the late Zada Haws, a founding member of UAACCE. Recipients of this award include Kay McDonough, Charles King, Mary Hausen, Gordon Helmstrom, Dennis Sampson, Roberta Peterson, Nikki Lovell, and Lorna Evans.

ORGANIZATION AWARD: This award is given annually to <u>an organization or agency</u> that has provided exemplary leadership in the development of lifelong learning services. Recipients of this award include Literacy Action Center, Southpointe High School, The Utah Education Network, the Salt Lake Community College/Utah State Prison, Draper, USU Extension Cache County 4-H, the State of Utah National Institute of Corrections Committee, and SLC School District Community Education.

PROFESSIONAL LEADERSHIP AWARD: This award is given annually to a professional educator who has provided exemplary leadership for adult, community or continuing education in his/her agency or organization. Recipients include Sidnee Spencer, Lynn Schiffman, Barbara Floisand, Richard Kimber, Susan Patterson, Lou Workman, Jeri Swalberg, Richard Scoville, B. Wayne Mifflin, Barbara Fish, Sandra Grant, Jeffery Galli, Lenora Plothow, Kim Dohrer, Pamela J. Gardner, Sue Brooks, and Luella Jones.

UAACCE PROFESSIONAL AWARD: This award is given annually to professionals in the fields of adult, community and continuing education who have demonstrated exemplary performance in their job roles. Three awards: <u>Adult Educator of the Year</u>, <u>Community Educator of the Year</u>, and <u>Continuing Educator of the Year</u> are given in this category. Recipients include Gary Wixom, Paul Peterson, Mark Marsing, Ted Ungricht, Russell Collett, Andy Shinkle, Nancy Larson, Brian Cheesman, Anna Wright, Luella Jones, Eva Kendrick, Heidi Clark, Jenny Chamberlain, Gerald L. Handy, Carol Achziger, Olena Hunt, and Jim Cloud.

JAMES BURGON MEMORIAL AWARD: This award honors the late James Burgon of Murray. The award will be given to <u>an individual</u> who best typifies the tremendous commitment to lifelong learning that characterized the life of James Burgon. A special emphasis of this award is the area of interagency/community partnerships and the degree to which the nominee has facilitated such arrangements. Past recipients of this award are Ron Riding, Ann Sasich, Bill Walsh, Nikki Lovell, James Andersen, Lenora Plothow, Lynne

McKenna, Lou Workman, Gaylin Rollins, Ronald Hermansen, Dennis Sampson, Dennis Hales, and Dan Johnson.

PRESIDENT'S AWARDS FOR EXEMPLARY SERVICE: Awards in this special category are given to those underlined individuals who have demonstrated exemplary service to the association and/or the fields of adult, community, or continuing education. Deserving individuals who do not meet the specific criteria for the other awards are honored in this category. The most recent recipients of these awards are Loma Prince, Shauna South, Robert McGillivray, Dave Steele, Gaylin Rollins, Susan Anderson, Salt Lake Community College/Utah State Prison Draper, Cindy Krueger, Richard Lovell, the Utah CE Deans Council, Sue Myers, and Nate Southerland.

ISRAEL C. HEATON AWARD: This award honors Israel C. Heaton, a former BYU Professor and Utah community education leader. Israel is considered by many community educators to be the "Father of Community Education in Utah." The award is given to an individual who has made a substantial impact on the growth and development of community education in Utah. This award is not given every year. Past recipients of this award are Terry Teigeler, Burton Olsen, Larry Horyna, Norman Hyatt, Ann Sasich, Judy Tukuafu, Jennie Barber, LaRue Gurr, Lynne McKenna, and Zada Haws.

SERVICE AWARDS: These awards are given to individuals who have completed 15 or 25 years of professional service in the fields of adult, community, or continuing education. Nominations must include the documented years of service for each nominee.

LARRY HORYNA AWARD FOR EXCEPTIONAL SERVICE TO UAACCE: This award honors Larry Horyna, a dedicated UAACCE leader for many years. The award is given to a member serving the UAACCE Board leadership who best represents exceptional service over many consecutive years for the continued development, growth, and success of UAACCE. Past recipients of this award are Larry Horyna, Burton Olsen, Ted Ungricht, and Sandra Grant.

When making a nomination please include contact information for you and your nominee, why you think this person is deserving of the award and which award you are nominating this person for. Nominees should be a member UAACCE but do not have to be.

Please give a details page as to why this person is deserving of the award and send to Sandra Grant at sandra.grant@schools.utah.gov for consideration.

Utah Association for Adult, Community, and Continuing Education

CALL FOR PRESENTERS

2012 ANNUAL UAACCE CONFERENCE

October 11-12, 2012

www.uaacce.org   Granite Education Center, Salt Lake City, UT

"2020 Vision: Providing Success Through Education"

Please keep a copy for your records.

Proposed Title:

Target Audience: __ **Adult Ed.**   __ **After School Programs**   __ **Community Ed.**

__ **Continuing Ed.**   __ **Corrections Ed.**   __ **ESL**

__**Technology**   __**Healthy Lifestyles**

Lead Presenter: (Provide information as it should appear in the printed program)

Name   Title:

Organization:

Address: State: __ Zip:

Day Phone: _____ Home Phone: Cell Phone:

Fax Number: _____ E-mail Address:

Brief Bio: 150 words or less; Please submit on additional page.

Contact Person: (Person responsible for communicating information between conference program committee and presenter(s).)

Name:_____ Title: _____

Organization: _____

Address: _____City: _____ State: _____ Zip: _____

Day Phone: _____ Home Phone: _____ Cell Phone: _____
Fax Number: _____E-mail Address: _____

Co-presenter(s):

  Name: _____ Title: _____

  Organization:

  _____

  Address: _____City: _____ State: _____ Zip: _____

  Day Phone: _____ Home Phone: _____ Cell Phone: _____
  Fax Number: _____ E-mail Address:

  _____

  Name: _____ Title: _____

  Organization:

  _____
  Address: _____City: _____ State: _____ Zip: _____

  Day Phone: _____ Home Phone: _____ Cell Phone: _____
  Fax Number: _____ E-mail Address:

  _____

Bio(s): Please include co-presenter's bio(s) on additional page.

Session Preference (circle one): no preference

Morning_____   Afternoon_____

Audio/Visual Equipment Needs: NOTE: A computer projector will be provided in each room. However, no laptops will be provided.

_____ Projector   _____ Flip Chart   _____ Computer Sound   __X__ Other (specify): screen

Presenter is a member of UAACCE: _____Yes   _____ No

Presenter is registering for conference: _____ Yes   _____ No

(If Presenter is planning to attend the Conference, please register)

If not registering for conference, would presenter like to purchase a lunch ticket(s)?

_____ Yes   _____ No   How many tickets are needed? _____

SESSION ABSTRACT

Session Abstract for Conference Program (150 words or less):

Please submit by **August 15, 2012** to:

Claudia Thorum
Granite Peaks Lifelong Learning
501 East 3900 South
Salt Lake City, UT 84107
cthorum@graniteschools.org

You will be notified if your proposal has been accepted by September 15, 2012.

DATES TO REMEMBER

October 11-12, 2012   UAACCE Conference   Granite Education Center

September 12, 2012   New Adult Education Directors'/Coordinators' Meeting USOE

September 13, 2012   Adult Education Directors'/Coordinators' Biannual Fall Meeting

March 24-27, 2013   COABE Conference Hyatt Regency New Orleans

April 8-12, 2013   MPAEA Conference in Cheyenne WY "Winds of Change"

Watch for Workshops in your areas brought to you by UAACCE

Summer 2012 www.uaacce.org

Utah Association for
Adult, Community, &
Continuing Education
UAACCE
PO Box 203
Salt Lake City, UT 84110

UAACCE AFFILIATIONS

Mountain Plains Adult Education Association: The mission of the Mountain Plains Adult Education Association (MPAEA) is to support and promote lifelong learning in the Mountain Plains Region (AZ, CO, ID, MT, NV, NM, UT, and WY). In order to achieve the mission, the association promotes and provides professional development opportunities for adult educators, publishes and distributes relevant information about lifelong learning, supports and strengthens member associations within the states of the region, seeks and fosters realistic and innovative approaches to lifelong learning, and creates and facilitates a forum for futuristic planning.

National Community Education Association: The National Community Education Association's (NCEA) mission is to provide leadership to those who build learning communities in response to individual and community needs. It does this by providing its members with national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services. In addition it acts as an advocate for community education at the national, state, and local levels.

University Continuing Education Association: Founded in 1915, the University Continuing Education Association (formerly the National University Continuing Education Association) is among the oldest college and university associations in the United States. As the principal US organization for continuing higher education, the Association assists institutions of higher learning and affiliated nonprofit organizations to increase access through a wide array of educational programs and services.