



Newsletter Issue #9, Dec. 15, 2015

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GIVING BACK: Pillars in Adult Education

National nonprofit research, policy analysis, and technical assistance organizations in Adult Education struggle for funding year after year. General support funding is the hardest to get, although it is vital for sustaining core operations. Often at the economic edge, they remain committed allies, and diligently labor on our behalf to build and nurture the environment so essential to local basic skills and ESL service and student learning. Some of them provide direct instructional service to adults. Some promote professional development. Some lead the way in the critical areas of federal and state policy development and planning.

Most of them issue cost-free reports. We all benefit from the reach and vision of their work.

In keeping with the spirit of the Holiday Season, NCAL is highlighting "a few of our favorite things," seven pillars of leadership, as a way to encourage our readers to give back. We hope you will consider making a tax deductible donation to one or more of the nonprofit tax exempt groups profiled below. (You may also wish to include NCAL in your holiday giving, at the online link at the bottom of this ENews issue.) We asked each of the groups profiled to tell us what difference small donations would make to them. Instructions for donating are at the end of each profile.

[CENTER FOR APPLIED LINGUISTICS](#)



Practitioners learn in CAL program to improve ESL services in education, the workplace, and the community

The Center for Applied Linguistics (CAL) is dedicated to promoting language learning and cultural understanding through research, materials development, and policy analysis. It aims to develop the language and cultural skills adults need to succeed in careers, continuing education, and the community. For decades, it has provided a variety of materials for practitioners working with non-native speakers of English. For many years, CAL operated the Center for Adult English Language Acquisition (CAELA) and the CAELA Network, providing a rich body of

evidence-based resources and information for educators who work with adult English language learners (archived at http://www.cal.org/caela/esl_resources). Among these are the [*Framework for Quality Professional Development for Practitioners Working with Adult English Language Learners*](#) and [*Workplace Instruction and Workforce Preparation for Adult Immigrants*](#). Recent CAL briefs teach basic literacy and internet navigation to adults, using the College and Career Readiness Standards in adult education. CAL also provides professional development services for teachers of emergent adult readers, including a set of research-based principles that define the parameters of effective adult language education. One of CAL's greatest current challenges in adult education and ESL in the U.S. "is providing services in the face of increasing budget and time constraints." Here are examples of what CAL could do with your help:

- \$100 would provide hard-copy handouts of three recent briefs to attendees at the TESOL conference in April 2016.
- \$500, would cover the planning costs for a series of webinars for adult educators that would be made available online.
- \$1,000 would cover one free professional development webinar for up to 100 adult educators and its online posting.
- \$10,000 would cover the costs of developing and offering four professional development webinars for up to 100 adult educators and posting them online.

HOW TO GIVE: Go to <http://www.cal.org/adultesl/donations.php>

CENTER FOR LAW AND SOCIAL POLICY



CLASP President Olivia Golden testifying before the House Budget Committee earlier this year

The Center for Law and Social Policy (CLASP) is a national nonpartisan organization that advocates for public policies and programs at the federal, state, and local levels that will reduce poverty, improve the lives of poor people, and create ladders to economic security for all. It was founded in 1970. In areas where CLASP sees large-scale opportunities to improve policy, funding, and service systems, the organization works back and forth between levels of government to achieve maximum impact, bring state and local innovations to the federal level, and translate federal legislation and regulations into action plans for state and local use. The group has issued dozens of reports and policy briefs in the past several years and is a trusted source of informed analysis, information, and policy leadership for Adult Education programs embraced by WIOA. Recent CLASP publications of importance to the Adult Education field are [*Career Pathways Explained*](#), [*Opportunities for Action in WIOA Title II*](#), [*Using "Measurable Skill Gains" to Best Serve Low-Income, Lower-Skilled Individuals*](#), and [*The Changing Landscape of High School Equivalency in the U.S.*](#) Here are examples of how CLASP could use your help:

- \$100 would enable CLASP to organize a conference call for state adult education staff to strategize on WIOA implementation.
- \$500 would cover the costs of hosting an online meeting/webinar to provide technical assistance to adult education practitioners.
- \$1,000 would provide a workshop at a national adult education conference to inform and support practitioners' implementation of WIOA.

- \$10,000, would enable CLASP to sponsor in-depth analysis and reporting on key policy areas in WIOA Title I/Title II state planning and implementation: co-enrollment, measurable skill gain, integrated education and training models, common assessment, and more.
- \$25,000 would cover convening a national forum for state workforce development and adult education staff, including creating collaborative strategies to better serve individuals with foundational skill needs.

HOW TO GIVE: Go to www.clasp.org/donate

COMMISSION ON ADULT BASIC EDUCATION



Graduation day for a COABE member, an adult education student at a local program in Maine

The Commission on Adult Basic Education (COABE) is the leading communications forum for communication among teachers and other professionals in Adult Education. It provides annual and regional conferences, free professional development webinars, national awards, incentive grants and scholarships, and professional resources to adult educators. Since 1977 it has published the [*Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*](#), and it tracks reports on major research and analysis in the field for the benefit of its membership. Its membership includes individuals, large groups, and state associations. Its [next annual conference](#) will be in April 2016 in Dallas. Its collection of professional development resources includes an [Adult Education Degree & Credentialing Programs Portal](#), various kinds of curricular material, and links to major research and analysis in the field.

Through its various outreach efforts, it serves about 23,000 professionals annually in its various conference and institute activities. COABE has recently launched a new public awareness campaign to raise the visibility and funding of adult education nationwide (see [New Pathways: COABE Strategic Plan](#)). Here are examples of how COABE could use your help:

- \$100 could buy an individual a membership and journal subscription.
- \$500 could pay for a grant for a member to attend the annual conference.
- \$1000 could support a state joining as a large group member.
- \$10,000 or more would greatly strengthen COABE's new public affairs and media awareness campaign.

HOW TO GIVE: Go to <http://www.coabe.org/donate>

NATIONAL CENTER FOR FAMILIES LEARNING



A father and daughter enjoy a special learning moment during NCFL's PACT® time (Parent and Child Together)

The National Center for Families Learning (NCFL) is the nation's preeminent presence for family literacy and families learning together. Founded in 1989 as the National Center for Family Literacy, NCFL was instrumental in establishing the important Even Start Act. Since inception, NCFL's intergenerational programs, which are spread throughout the U.S., have collectively provided services to more than one million Americans. These programs have a workforce of more than

150,000 teachers and volunteers. NCFL emphasis is on family literacy because extensive intergenerational research has consistently shown that (a) children's reading scores improve substantially when their parents help them learn to read, and (b) low family income and a mother's lack of education are the two biggest risk factors that hamper a child's early learning and development. "Literacy is essential to success in today's economy, now more than ever....The family literacy approach harnesses the strength of parent-child bonds to help those who are most at risk of failing economically, emotionally, and socially. We build success by strengthening their confidence, increasing their ability, and broadening their outlook." Here are examples of how NCFL could use your help:

- For \$100, NCFL can supply an early childhood classroom with books and research-based home literacy strategies for parents to use with their children.
- For \$500, a six-week high quality summer learning opportunity can be provided for 20 families.
- For \$1000, a day-long professional development session focused on family engagement for teachers can be given.
- For \$10,000 or more, NCFL can support a month or more of daily new content and creative learning opportunities for families on its digital literacy platform, Wonderopolis.org.

HOW TO GIVE: Go to <https://www.familieslearning.org/donate>

[NATIONAL CENTER ON IMMIGRANT INTEGRATION POLICY](#)



NCIIP presents an E Pluribus Unum prize for outstanding integration work with immigrant adult students to the Carlos Rosario International Public Charter School

Launched in 2007, the National Center on Immigrant Integration Policy (NCIIP) is a major division of the Migration Policy Institute (MPI). MPI has operated domestically and internationally since 2001 to advance understanding of policy, advocacy, and service needs for immigrant populations. NCIIP provides ongoing analysis, research, and policy development that benefits Adult Education, ESL/ELL, and recent immigrants who need English language acquisition, upgrading of their basic and employability skills, and other settlement and integration help. NCIIP is a major information source on U.S. immigrant settlement and integration needs for national, state, and local groups and is active with the White House, Capitol Hill, and federal agencies through testimony, advocacy, and small-group meetings. NCIIP engaged diverse interests in the adult education and immigrant integration communities to compile expert comments on the proposed WIOA regulations and has spotlighted numerous critical issues needing attention and rethinking by federal agencies. On Dec. 17, NCIIP will release a new series of **Immigrants and WIOA** fact sheets that will connect data on immigrant and refugee adult education and training needs in top immigrant receiving states to key WIOA topics. The fact sheets will provide an important new resource for those seeking equitable provision of adult LEP education and training services. Here are examples of how NCIIP could use your help:

- For \$100, NCIIP can cover consultation costs with a local group or policymaker on actions they can take to open up education opportunities for low-educated DACA youth, better meet the literacy and integration needs of immigrant and refugee parents of young children, or more generally push to ensure that "creaming" of better-prepared students is not made worse under WIOA.
- For \$500, NCIIP would be able to support coordination of a new national webinar on hot topics in WIOA implementation or another of the many areas where adult education and immigrant integration issues converge.
- For \$1000, the Immigrants and WIOA fact sheet series could be extended to cover an additional state or county.
- \$10,000 or more would support a portion of an online data tool that would provide easy access for adult education stakeholders to a wide array of socio-demographic data at the state and county levels that can be used to better inform policy and funding initiatives.

HOW TO GIVE: Go to [the MPI website](#) and click Support MPI at the top of the homepage). At the same time send a companion email to Kenneth Crognale (kcrognale@migrationpolicy.org), MPI Director of Finance, saying that you wish the funds to be dedicated to the work of NCIIP.

NATIONAL SKILLS COALITION



A light moment at an NSC celebration following WIOA's enactment

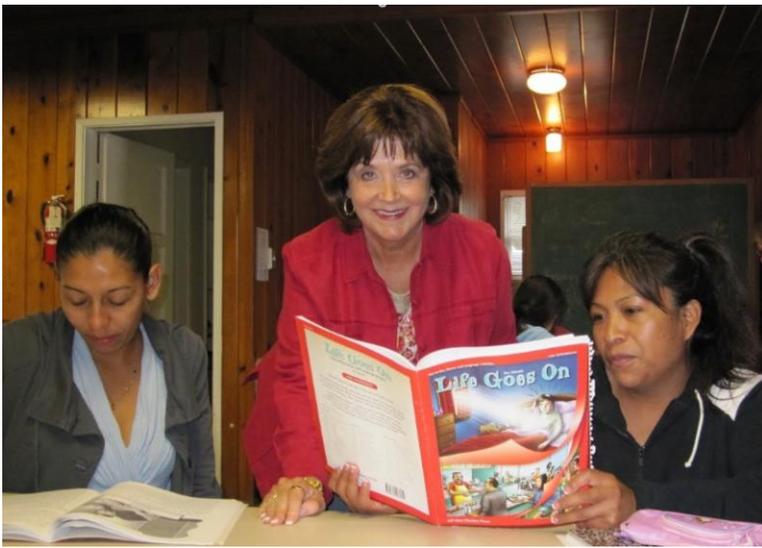
The National Skills Coalition (NSC), founded in 1998, is a broad-based coalition that works to improve America's growth by investing in its people. It aims "to enable each worker and every industry to have the skills needed to compete and prosper." NSC engages in organizing,

advocacy, and consensus-building to advance state and federal skills policies that support these goals -- based on the on-the-ground expertise of its members. NSC is an effective presence on Capitol Hill and at the White House, and works extensively with state advocates to advance informed skills-focused policies at the state level. Through webinars, research, public policy analysis, and a varied publications program, NSC gives ongoing attention to adult education, career and technical education, higher education, sector partnerships, and other skills-related legislation and policy including WIOA. NSC's initiatives include [*Business Leaders United for Workforce Partnerships*](#) and the [*Workforce Data Quality Campaign*](#). The organization also co-convenes the [*Campaign to Invest in America's Workforce*](#). NSC has issued dozens of special reports and policy briefs on adult education and workforce skills development in the past few years. Two recent examples are [*Making Pell Grants Work Better for America's Businesses and Employees*](#) and the [*Sector Partnership Policy Toolkit*](#). Here are examples of what NSC could do with your help:

- \$100 would support distribution of a fact sheet on WIOA implementation for adult-education advocates.
- \$500 would support development of a presentation on skills policy issues to adult educators.
- \$1000 would support a webinar on the state policy levers that can advance career pathways.
- For \$10,000 or more NSC could carry out a "boot camp" on adult education and workforce policy issues for state-level advocates.

HOW TO GIVE: Go to the [NSC website](#), or mail your check to National Skills Coalition, Attn: Sarah Oldmixon, 1730 Rhode Island Avenue NW, Suite 712, Washington, DC 20036.

PROLITERACY



A literacy tutor and students using materials received from Proliteracy's National Book Fund grant

Proliteracy was formed through a merger of two historically important voluntary organizations, Laubach Literacy International (1930) and Literacy Volunteers of America (1962). This international nonprofit organization develops and promotes adult literacy learning, content, and programs to increase adult literacy rates worldwide. Its 1,000 member programs in communities across the U.S. provide instruction to more than 250,000 adults with low literacy skills each year. ProLiteracy's publication division, [New Readers Press](#), has issued more than 400 titles for adult learners and teachers. The group provides an array of online courses, curricular materials, and links to important research and analysis. Its National Book Fund (NBF) program is celebrating its 20th anniversary this year. NBF has so far distributed nearly \$3 million worth of reading materials to programs across the country, reaching more than 305,000 adults, youth, and children, and over 33,000 tutors and volunteers. This year, Proliteracy has set a goal of raising \$1 million for NBF in order to give 125,000 adult learners one book each. Here are examples of how Proliteracy could use your help:

- \$100 would provide instructional materials to four learners through the National Book Fund.
- For \$500, a scholarship could be awarded to one literacy instructor to attend ProLiteracy's national conference.
- For \$1,000, ProLiteracy could expand its [Control Your Money](#) smart phone app to increase learners' financial literacy skills.

- For \$10,000, ProLiteracy could create an online professional development course to help 20,000 practitioners learn new methods and tools for instructing learners.
- For \$25,000, 600 local programs could receive a weekly one-year subscription to the Readers Press online *News for You* to engage adult learners in current events while building their skills in reading, comprehension and vocabulary.

HOW TO GIVE: Go to www.proliteracy.org/give

NOTE: Many other fine nonprofit organizations also provide important resources and services for Adult Education and Workforce Skills development. Space permitting they could have been profiled above. Among them are [Achieve](#), the Literacy Office of the [American Library Association](#), [American Youth Policy Forum](#), the [Correctional Education Association](#), the [Council for Adult and Experiential Learning](#), [Jobs for the Future](#), the [National Coalition for Literacy](#), [TESOL International Association](#), [Senior Service America](#), and [World Education](#).



NEWS IN BRIEF

✓ The website of the [Barbara Bush Foundation XPRIZE Adult Literacy Award](#) initiative includes a [Forum](#) where people can post their thoughts about the Prize. As of Dec. 14, 78 postings have been made. Moreover, some 675 teams are currently pre-registered for the competition. For other coverage of this award program, see [Issues 3 and 5 of the NCAL ENews](#), and [NCAL's July 4th Blog](#).

✓ [The Center for American Progress](#) has put out a new report that

makes the importance of family learning and intergenerational basic and employability skills programs for low-skilled parents all the more apparent. [**Removing Barriers to Opportunity for Parents With Criminal Records and Their Children: A Two-Generation Approach**](#) reports that as many as one in three American adults have some kind of criminal record. Whether or not they have been incarcerated or convicted, "having a criminal record often carries a lifetime of consequences, lasting long after someone has paid his or her debt to society." Even a minor record often consigns both the parents and their children to a life of poverty and disadvantage, limiting eligibility for jobs, access to housing and public assistance, and education.

Consistent with PIAAC findings, in which the U.S. was found to have the highest rate of "inequality" among OECD member countries, black men are 6 times more likely to be harder hit than whites by having a criminal record and Hispanic men are 2.5 times more likely. The report challenges our nation to address these barriers to opportunity. It also underscores the importance of providing services to our lowest skilled adults. Many of our adult learners are parents and the primary caregivers of school-aged children.



The **LINCS' Adult Charter Schools** discussion held in early November was highlighted in the last issue of the [NCAL ENews](#), providing a link to 35 pages of commentary offered by the participants. Since then, the list moderator, David Rosen, has summarized the charter schools discussion. It can be accessed by clicking [HERE](#).



The [Justice Center of the Council of State Governments](#) (CGS) has issued (Nov. 2015) [LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth](#). The report provides current information on the make-up of incarcerated youth and their education needs. More than 60,000 youth are incarcerated any given day, largely in local detention facilities, which are increasingly privately operated. According to the report, at least one in three incarcerated youth needs special education services, more than half have reading and

math skills significantly below their grade level, and the majority were suspended and/or expelled from school or had dropped out before incarceration. In 41 states, education agencies/programs share responsibility for providing educational services during incarceration, and in three, a state or local education agency alone oversees that education.

The report looks at issues of state service accountability, level and kind of education services available, the paucity and limited use of data, student outcome data, and state performance in transitioning released youth into community-based or vocational settings. It makes numerous recommendations to help improve accountability and the oversight and delivery of services.



The Migration Policy Institute will hold a webinar, titled [Using Data to Improve WIOA Services for Immigrants and Refugees](#), on Dec. 17th, at 11:30 EST. Webinar leaders will be Jeff Carter (Executive Director of the ABE state directors' NCSDAE and NAEPDC groups), Margie McHugh (Director, National Center on Immigrant Integration Policy, and Madeleine Morawski, NCIIIP Research/Program Assistant. For information and to register for the event, click on the above link.



The Pew Research Center has just issued [The American Middle Class Is Losing Ground: No Longer the Majority and Falling Behind Financially](#). According to the report, in 2014 those in the Upper and Lower classes taken together equal the Middle class in size as contrasted with 1970, with both Upper and Lower classes substantially larger now. Moreover, aggregate income in the U.S. has shifted substantially from middle-class to upper-class households--with 49% of U.S. aggregate income going to upper-class households, up from 29% since 1970. Middle-class households accounted for 43% in 2014, down from 62% in 1970. Lower-class income has remained flat for four decades, while the group's size has more than doubled.



The Institute for Healthcare Advancement will offer a 3-day master class program from May 2-May 4 on how to create effective easy-

to-read health materials, as part of the IHA 2016 Health Literacy Conference in Anaheim, CA. Two long-experienced leaders in clear language use and health literacy, Janet Ohene-Frempong and Jann Keenan, will teach the course. The event, titled *Advanced Health Communication for Writers*, will give hands on experience in print and digital media, using plain language strategies focused on organizational goals and user needs. Participants will receive a Certificate of Attendance and Continuing Education Units (CEUs). The 3-day program is offered to government, nonprofit, and academic attendees at a reduced rate of \$995. While the program is not designed for adult educators who work with low-skilled adults, it may be of general interest to those who provide or are developing health literacy services in their basic skills programs. For more information contact [Amy DeMarco](#), Programs & Operations Manager, IHA.



NEW RESOURCES



[Adult Education Facts That Demand Priority Attention](#) is a two-page fact sheet from the National Council for Adult Learning (Dec. 5, 2015). The document contains a summary of facts and figures that show the dimensions and depth of low basic skills in the U.S. The resource may be of use to adult educators in communicating with their state and federal legislators and funders.



[Adults, Computers, and Problem Solving: What's the Problem?](#)

is one of several reports issued in recent months analyzing different aspects of the results of the OECD/PIAAC international assessment of adult competencies. Other titles include *Underperforming Adults? The Paradox of Skills Development in Canada*; *OECD Social, Employment and Migration Working Paper; Examining Associations Between Self-Rated Health and Proficiency in Literacy and Numeracy Among Immigrants and U.S.-Born Adults*; and *Smarten Up: It's Time to Build Essential Skills*, all available from <http://piaacgateway.com/reports>.



[**Engagement Matters: A Case Study of Chicago Jobs Council's WIOA Engagement Activities**](#), by Brooke DeRenzis, has been issued (Nov. 2015) by the National Skills Coalition.



[**Getting on with Type 1 Diabetes**](#) is just one of many titles put out by the U.K.'s [**Books Beyond Words**](#). The group produces paperback books, eBooks, and other materials for people who understand pictures easier than words. Their offer books on many themes, such as health, love and relationships, and crime. Adult educators and health care professionals may find some of the titles useful in instructional and counseling sessions for low-skilled adults.



[**How WIOA Performance Data Works**](#) is a one-page infographic from the National Skills Coalition's Workforce Data Quality Campaign. It shows how the movement and kind of data collected varies across federal, state, and local levels among the four titles of WIOA, including Title II.



[**Innovations in Developmental Education Redesign**](#) is new from Jobs for the Future. It is a series of case studies about the efforts of several Florida colleges to redesign their developmental education, placement, and instruction in response to Florida Senate Bill 1720. Separate reports are available for download on Broward College, College of Central Florida, Daytona State College, Florida Gateway College, Lake-Sumter State College, North Florida Community College, St. Johns River State College, and St.

Petersburg College. The reports document the varied approaches the college have taken and highlight the decisions and processes the college have considered.



The [**Online Journal for Workforce Education and Development**](#) is published quarterly by Southern Illinois University (Carbondale). Each issue contains articles on a variety of topics related to workforce, career, and technical education. The Journal will interest school, college, and/or adult education practitioners, researchers, program planners, and students. Issues are available in PDF by download from the above link. The University provides [**detailed guidelines for submitting manuscripts**](#) to be considered for publication.



[**Systems Change in the National Fund for Workforce Solutions**](#) was issued in November 2015 by the National Fund for Workforce Solutions. The 55–page report, by Lisa Soricone of Jobs for the Future, discusses changes in the workings of a number of education and workforce developments systems in terms of organizational policy, procedures, practices, and culture – as those systems seek to improve services to benefit employers, current and future workers, low–skilled adults, and other stakeholder groups. A "system" is defined by the Fund as "a set of organizations or actors working together--e.g., individual employers, employer associations, union–management groups, community colleges, community–based organizations, and/or funders--who share a common purpose. Effective systems are able to reach more stakeholders through singular and collaborative effort so as to increased the scale of services and opportunities offered. Among the "systems" discussed are [**Kentucky's Manufacturing Career Center**](#), the [**New York Alliance for Careers in Healthcare**](#), the [**Southwest Alabama Workforce Development Council**](#), the [**West Philadelphia Skills Initiative**](#), the [**Baltimore Center for Green Careers**](#), the [**Minneapolis Saint Paul Regional Workforce Innovation Network**](#), and [**Wisconsin's Incourage Community Foundation**](#).



[**Validating Alternative High School Credentials**](#), by Research

Policy Intern Mikaela Zetley, was issued in August by the American Youth Policy Forum (AYPF) as part of its *Forum for Thought* series. It reflects positive gains from acquiring an alternative high school diploma and makes numerous recommendations for increasing their use. Also available from AYPF is [Got Jobs? Some Positive News on Helping Young Adults Get Good Jobs – Part II](#), which describes the @LIKE program. @LIKE helps vulnerable older youth succeed in postsecondary education and jobs.



Coming soon from The American Institutes for Research (AIR).

AIR held its second PIAAC Research Conference Dec. 10–11. The two-day program included presentation of 12 research papers, all of which will be available in full near the end of February 2016, along with video highlights of the conference, at www.piaacgateway.com. The papers are:

1. The Educational and Cognitive Transformation of Social Opportunity and Inequality: Credentials, Cognition, and C--status (David Baker et al)
2. Education and Work in the 21st Century: Credential Inflation or Transformation (Frank Fernandez and Mark Umbricht)
3. Social Background and Numeracy Skill Levels Among College Graduates: Social Mobility or Social Reproduction (Karly Ford and Mark Umbricht)
4. Literacy and Numeracy Skills of Second-Generation Young Adults: A Comparative Study of Canada, France, Germany, the United Kingdom, and the United States (Jeanne Batalova and Michael Fix)
5. Reconstructing the Evolution of the American Supply of Cognitive Skills: A Synthetic Cohort Analysis (T. Scott Murray, Marilyn Binkley, and Richard Shillington)
6. Earnings and Employment Benefits of Adult Higher Education in Comparative Perspective: Evidence Based on PIAAC (Richard Desjardins, Jeongwoo Lee)
7. Examining Gender Differences in the Mathematical Literacy of 15-Year-Olds and the Numeracy Skills of the Age Cohorts as Adults (Alka Arora and Emily Pawlowski)
8. Literacy and Fertility Across OECD Nations (Jane Seymour, Rosemary Frasso, and Ian Bennett)
9. Understanding the Basic Reading Skills of U.S. Adults: Reading Components in the PIAAC Literacy Survey (John Sabatini)
10. Exploring Response Patterns in Problem-Solving Items Using Process Data: Insights from Log Files of Problem Solving in Technology-Rich

Environments (PS–TRE) in PIAAC (He and von Davier)

11. Using the PIAAC Framework for Literacy to Guide Instruction: A Guide for Teachers, Lead Instructors, and Professional Development (Trawick)
12. Using the PIAAC Framework for Numeracy to Guide Instruction: A Guide for Teachers, Lead Instructors, and Professional Development (Curry)

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