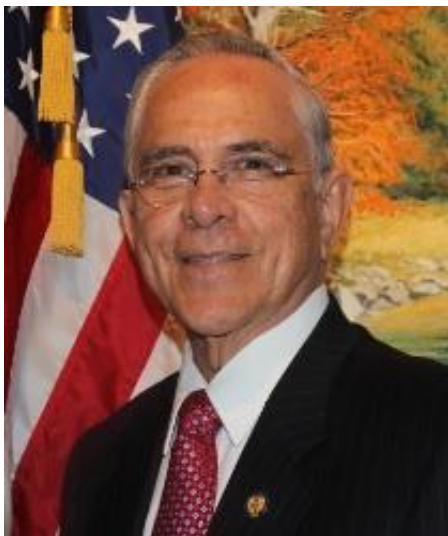




Newsletter Issue #10, Jan. 18, 2016

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A SALUTE TO REP. RUBÉN HINOJOSA: Continuing Adult Education Ally

U.S. Representative Rubén Hinojosa recently announced that he will retire from Congress at the end of 2016. NCAL responded by inviting him to speak about his commitment to Adult Education and Workforce Skills development. He does so in a Q&A exchange with NCAL President Gail Spangenberg, [published January 16th as an NCAL Blog.](#)

Rep. Hinojosa was one of two Adult Education champions (Sen. Jack Reed was the other) to receive a leadership award in March 2014 from the Council for Advancement of Adult Literacy, NCAL's predecessor organization. That award was given for [Outstanding Leadership In Advancing Adult Education in America](#).



DIGITALLEARN.ORG

In mid-2013, the Public Library Association (PLA), a division of the American Library Association, launched [DigitalLearn.Org](#), with funding from the federal Institute of Museum and Library Services. It may be one of Adult Education's best kept secrets. Among the several partners of DigitalLearn are the ALA's Office for Information Technology Policy; the Office for Diversity, Literacy and Outreach Services (ODLOS); and the Chief Officers of State Library Agencies.

DigitalLearn offers two main online "departments." The LEARN hub provides online classes of up to 20 minutes each to help people learn basic computer skills. According to Program Manager Scott Allen, the modules are good for low-level adult readers. Most content is delivered via audio with text written at a 4th-6th grade level.

The TEACH hub is a forum for those who do digital literacy training, a place where trainers can share ideas, best practices, and resources. It gives libraries and other organizations tools to help people attain digital literacy skills.

More modules will be added to DigitalLearn in the near future. In addition, the entire site will soon be made available in Spanish and closed captioning will be added to the courses.

The ALA's [Office of Diversity, Literacy, and Outreach](#) continues to be engaged in other adult education and literacy activities as well, including support to help libraries at the community level offer job readiness WIOA-related services. For more information about DigitalLearning.Org, contact Scott Allen at sallen@ala.org. For more specifics about the work of ODLOS, contact Director Kristin Lahurd at klahurd@ala.org.



NEWS IN BRIEF



On January 6, 2016, the [White House Task Force on New Americans](#) released a 36-page report titled [New Americans: One-Year Progress Report](#). The Task Force is an interagency group of 20 federal agencies and offices formed in December 2014 to develop a better federal approach to integrating new Americans into communities across the nation and supporting local and state work to that end. The report begins with a message to the President summarizing its accomplishments this past year. One of those is the launch of the SBA's "[Made It In America](#)" website, which promotes immigrant entrepreneurship and offers new "SBA 101" classes for immigrants and refugees. According to the report, some 42 million foreign-born residents live in the United States at the present time, and "immigrants

and their children will account for 85 percent of the net growth in the U.S. labor force" over the next 20 years. Task Force Directors Cecilia Munoz (White House Domestic Policy Council) and Leon Rodriguez (U.S. Citizenship and Immigrant Services) note that "our success as a nation of immigrants is rooted in our ongoing commitment to welcoming and integrating newcomers into the fabric of our country." The report gives guidance and examples of action already taken on building welcoming communities, making pathways to naturalization and civic engagement stronger, supporting skill development (with prominent attention to WIOA), and expanding opportunities for language training.



The **U.S. Department of Education's FY2016 budget** (released on January 11) shows a 2.28% increase in 2016 Adult Education state grant funding over 2015, for a total of \$581,955,000. The appropriation for national leadership activities is \$13,712,000, down by 30.44% over last year. The maximum Pell grant award will be \$5,845 in FY16, reflecting a small increase of 1.21%. The Departmental budget is available as a [75-page prose document](#) that includes detailed background information and as an [18-page Excel summary](#). (Note: A chart showing the [Department's funding history since 2002](#) is available from the Committee for Education Funding. CEF is an excellent source for Congressional, White House, and departmental legislative and budget information. Interested individuals and organizations can sign up for 2016 membership through February 15. A membership packet is available at the [CEF website](#).)



The **Office of Educational Technology (OET)** of the U.S. Department of Education recently published its 2016 National Education Technology Plan, [Future Ready Learning: Reimagining the Role of Technology in Education](#). This 100-page paper is both timely and comprehensive. It covers the areas of learning, teaching, leadership, assessment, and infrastructure. It also offers numerous action recommendations and speaks to future challenges. The work is based on the fundamental assumption that we are no longer talking about *whether*

technology should be used to advance learning, but *how*. OET has school students and teachers at the center of its thinking. But the paper clearly has messages for adult educators and programming for students in transition to college and job training. It is written in a way that speaks to their experience. It should also be stimulating and useful to researchers, education analysts, the business community, state and federal adult education legislators, policymakers, those who develop technology for learning and teaching, community colleges, and many others. It provides a vision of the role of technology to advance lifelong learning everywhere. And it gives examples of innovation and effective use of technology. It is interesting to note that for years, even decades, national research, philanthropic, and advocacy groups have urged the greater deployment of distance learning and technology for Adult Education, Adult ESL, and Workforce Skills Development. Some of that work will be helpful to adult and workforce skills educators as they consider how *Future Ready Learning* is relevant to their work. Among these groups was the National Commission on Adult Literacy (see [Reach Higher, America](#)) and the Council for Advancement of Adult Literacy (see CAAL's popular and still-relevant [The Power of Technology to Transform Adult Learning](#), by Mary McCain).

✓ **The Migration Policy Institute** is offering a webinar on January 21, 2016 on [Taking Stock of ESSA's Potential Impact on Immigrant and English-Learner Students](#). The webinar is focused on the Every Student Succeeds Act, but it may be useful to those working in adult education and workforce skills development. It will feature Delia Pompa (MPI Senior Fellow for Education Policy) and Margie McHugh (Director, National Center on Immigrant Integration Policy). For more information about the webinar and to register, click the link given above.

✓ On September 24, 2015, Johan Uvin (Acting Asst. Sec. of Education) and Gail Spangenberg (President of NCAL) coauthored an OCTAE Adult Education Blog titled [Throwing Down the Gauntlet for Professional Development](#). As a result, the [Association of Adult Literacy Professional Developers](#) has announced that it will respond to the

challenge by hosting a day-long pre-conference session on April 10th, at the annual COABE Conference (Dallas, April 10-13). The session, still in the planning stage, will be a first foray into exploring strategies, advocacy, and communications as related to the six priority topics set forth in the OCTAE Blog. A main purpose of the pre-conference will be to tap participants' knowledge and views, as the Blog urges. Among the panelists are Mary Ann Corley and Randy Whitfield, both principal associates of [Adult Learning Partners](#), and Jeff Carter, Executive Director of the [National Council of State Directors of Adult Education](#). To register for the AALPD Pre-Conference (\$150 including lunch), go to the [COABE Conference site](#) and select Pre-Conferences.



The [Samuel Halperin Lecture and Youth Public Service Award](#) will be hosted on April 15th in Washington, D.C. by the [American Youth Policy Forum](#). This is the second year of the program honoring Sam Halperin whose leadership role in establishing the Adult Basic Education system in America is well known. Mr. Halperin's career was also dedicated to mentoring young adults in their careers through public service, to workforce education, and to related policy development. Michele Cahill, a Distinguished Fellow in Education and Youth Development at the National Center for Civic Innovation, formerly of the Carnegie Corporation and the Fund for the City of New York, will be this year's speaker. The award aims to "encourage young people (age 18-24) to make a commitment to public service...and showcase programs that have helped disadvantaged youth succeed." The awardee will receive a \$1000 cash award and be given the opportunity to read an essay at the Halperin Lecture. For more information about the event, or to make a donation, email aypf@aypf.org.



A **Jobs for the Future** summit will be held June 28-29, 2016 in New Orleans. Its theme is [Voices for Opportunity and Economic Mobility: A Jobs for the Future Summit](#). The conference aims to identify and implement policies and practices that increase economic mobility and movement into the middle class for low-skilled, low-wage

workers. Click the link above to register or become a sponsoring partner.

✓ The [14th International Conference on Communication in Healthcare](#) of the European Association for Communication in Healthcare (in partnership with the American Academy on Communication in Healthcare) will be held in Heidelberg, Germany from September 7th–10th. HealthLiteracy is one of more than two dozen topics are on the agenda. Click above link for more information and/or to register.

✓ **Summit 2016** of the [National Center for Families Learning](#) will take place in Detroit from October 16–19, 2016. This year's theme is "Together: Stronger Families, Stronger Communities." Conference and registration information is available [HERE](#), and will be periodically updated. A call for proposals will be posted at the NCFL website soon. NCFL is currently celebrating its 25–year partnership with the FACE program (Families and Child Education, U.S. Bureau of Indian Affairs). According to an [NCFL blog](#) on the subject by Margo Waddell, FACE is active today in 43 programs in 11 states and has provided services to some 36,000 adults and children since inception.

✓ The [8th Annual Health Literacy Research Conference](#), sponsored by Boston University Medical School, will be held in Bethesda, MD, October 17–18. A call was recently issued for panelists, special interest groups, and workshop proposals (a call for abstracts begins in May 2016). A special [downloadable](#) submission form must be used to apply.

✓ In November 2015, the **National Skills Coalition** held its [2015 SWEAP State Forum in Chicago](#) (SWEAP=State Workforce and Education Alignment Project). The four state participants were California, Mississippi, Ohio, and Rhode Island, with guests joining from Florida and Colorado. The project aims to show how state policymakers can use

cross-program data and tools to achieve better alignment between workforce and education programs and between those programs and employers. Later in 2016, the SWEAP initiative will share the lessons learned with other states through webinars and special reports.



NEW RESOURCES



From the American Youth Policy Forum – AYPF has issued [*The Intersection of Afterschool and Competency-Based Learning: Emerging Trends, Policy Considerations, and Questions*](#). The paper is part of AYPF's ongoing commitment to ensuring that all students will be college and career ready and is just one of several papers on the topic available from AYPF. AYPF stresses in its work that support and input is needed from a variety of provider types and programs in addition to schools, often occurring outside the traditional classroom environment. This paper discusses strategies and exemplary instructional after-school activities in college and career exploration, social and emotional learning, and life skills development. [*The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth*](#) is also available from AYPF.



From the Annie E. Casey Foundation – [*Bring Youth Home: Building on Ohio's Deincarceration Leadership*](#) reports that Ohio has cut its youth prison population by 80% and in the process increased public safety and saved taxpayers millions of dollars. Ohio is one of several states

now pursuing programs and activities to support the development of young people rather than further damaging them by incarceration which commonly subjects them to abuse. The Casey Foundation has a major program in [Juvenile Justice Reform](#) and offers many resources on that topic. They aim to "improve the odds that delinquent youth can make successful transitions to adulthood."



From the Center for Law and Social Policy – Several new publications and updates from CLASP will interest adult education professionals in many different institutional settings: (1) [Pathways to an Affordable Education Act: Supporting Low-Income Students' College Success and Completion](#) (Lauren Walizer); (2) [New Requirement: WIOA State Plans Must Describe How to Prioritize Services for High-Need Adults](#) (Anna Cielinski); (3) [Obama's State of the Union Address Sets Broader Context for Job Quality](#) (Liz Ben-Ishai); (4) [President Obama Signs into Law An Omnibus Spending Bill with Increased Funding for Education and Training Programs that Serve Low-income Youth and Adults](#); and (5) [New Orleans Advocates Push for State Waivers on SNAP Time Limit](#). Visit [CLASP's website](#) for news about other recent publications, updates, webinars, and legislative activity.



From the Migration Policy Institute – (1) MPI has unveiled a new fact sheet series (Dec. 27, 2015), titled [Immigrants and WIOA Services](#). It compares the main characteristics of immigrant and U.S.-born residents nationally and in states with the highest foreign-born populations: FL, GA, IL, MA, NJ, NY, TX, VA, and WA. Fact sheets will be issued for other states in the coming months. The series provides data and analysis needed by national and state sources to make informed decisions about the design and apportionment of services under WIOA. The authors are Margie McHugh, Director of MPI's National Center on Immigrant Integration Policy, and Madeleine Morawski, MPI Associate Policy Analyst. "New provisions enacted by WIOA should help to ensure that immigrant adults seeking to improve their English and/or workforce skills experience more equitable access to workforce training services," said Ms. McHugh, "and these fact

sheets provide a roadmap" of key issues to be addressed to assure fair and equitable services under the law. (2) Also available from MPI (Jan. 13, 2016) is [***A Profile of U.S. Children with Unauthorized Immigrant Parents***](#), by MPI's Randy Cooper, Michael Fix, and Jie Zong. This fact sheet shows that the unauthorized status of parents in America puts more than 5 million children, 80 percent of them US.-born, at disadvantage. The findings may have implications for family literacy programming. Two of them are that between 2009–2013 "three-quarters of children with unauthorized immigrant parents lived in families with incomes below the threshold for free and reduced-price school lunches, and that the parents of these children could benefit from the 2014 DAPA program (Deferred Action for Parents of Americans and Lawful Permanent Residents).



From the **National Fund for Workforce Solutions – [***Systems Change in the National Fund for Workforce Solutions***](#) is a recent release from the Fund, a project of [***Jobs for the Future***](#) (JFF). It discusses the change achieved in workforce training programs throughout the Fund's vast network and suggests actions other groups can take. The Fund was created in 2007 by JFF and is funded by several philanthropies. It works through sites in 26 states to advance state and regional sectoral partnerships. Its goal is to advance the careers of low-wage workers through effective employer engagement and encourage the development of funding collaboratives and other investments in worker skills training. A 20-page NFWS brochure, titled [***Working Partnerships: Advancing Careers, Addressing Employer Needs, Changing Policies***](#), gives detailed information on the Fund's goals, community sites, funders, and other elements, or contact Communications Manager Jacob Clark at [**jclark@jff.org**](mailto:jclark@jff.org).**



From the **National Skills Coalition** – Following the President's State of the Union address on January 12, Kermit Kaleba, the federal policy director of NSC, issued a compelling NSC statement applauding the President for renewing his American's College Promise proposal and urging the President and Congress to make stronger investments in upgrading the skills of America's workers through apprenticeship and other work-based

learning programs. See [*The Skills President – NSC Responds to State of the Union Address*](#). Also just issued by NSC is a [*New Fact Sheet on Workforce Program Data and Immigrants*](#).



From OCTAE, U.S. Department of Education – On January 11th Acting Asst. Secretary Johan Uvin issued a program memo to state directors of adult education titled [*Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act – Frequently Asked Questions*](#). That communication may also be helpful to professionals who plan and provide ESL and adult basic education services in other settings. The memo seeks to clarify statutory provisions in Title II of WIOA as related to integrated English literacy and civics education. It gives numerous clarifying definitions and explains new service outcome and design requirements. This document and many other excellent WIOA and Adult Education resources are available at [the OCATE website](#). In addition, the home page provides links to OCTAE's activities in Career and Technical Education and in Community Colleges.



From the U.S. Departments of Education and Health and Human Services – [*New Guidance Highlights High Impact Opportunities to Support Healthy Students*](#), January 15th, consists of a letter from the top officials of both departments to chief state school officers, state health officials, and governors. While focused on kids and schooling, the material is broadly concerned with the relationship between good health and learning and may be of interest to adult educators.



From the Center for Disease Control and Prevention of the U.S. Department of Health & Human Services – [Healthfinder.gov](#) is an HHS clearinghouse of all kinds of health care resources designed for health care providers and individual users including those with low literacy skills. [*12 Ways to Stay Healthy*](#) is a playful family holiday treat from the Center for Disease Control that might be of use to certain adult basic skills and health literacy programs. It sings important healthcare messages to the tune of *The Twelve Days of Christmas*.

Join Our Mailing List!

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