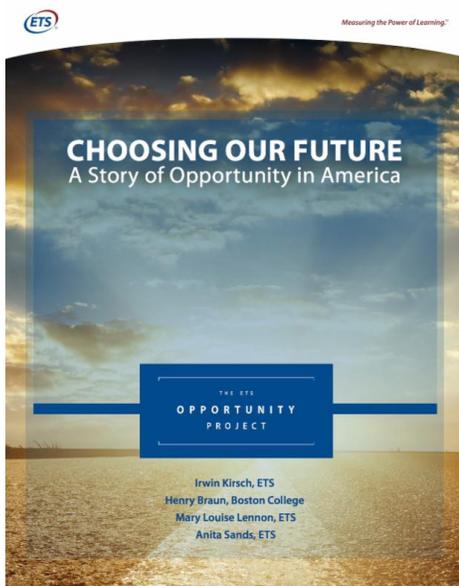




## Newsletter Issue #13, April 29, 2016

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## ALL HANDS ON DECK

***Choosing our Future*** has the potential of being transformational in nature, much like *Perfect Storm* was. The report is part of ETS's *Opportunity in America* initiative which began in 2013. It is written by project co-directors Irwin Kirsch (ETS) and Henry Braun (Boston College), and Mary Louise Lennon and Anita Sands (ETS).

***Choosing Our Future*** analyzes intergenerational disadvantage and disparities in opportunity in the U.S., beginning in earliest childhood and continuing on

into adulthood. It considers this pervasive problem to be crucial to our nation's future and to the preservation of our founding principles and the American Dream. It challenges the entire nation to become engaged in solving it, calling for nothing less than an "all hands on deck" approach. It offers a solution both incredibly simple and incredibly complex. We have the means to reverse course, that is the "simple" part. But do we have the will? We did not "choose" to let the problem of "inequality" pervade our national life, says the authors, but we do have a choice now.

Irwin Kirsch is a central player in the PIAAC assessment work that has been ongoing for the past few years and that is still in process both internationally and domestically. He and his colleagues know well from PIAAC's findings to date just how pervasive poor basic skills are among American adults, especially among its minority and youth populations, and they are advocates for stepping up service to meet those needs. But *Choosing Our Future* goes beyond that. It is a candid, in-depth response to this sobering PIAAC reality: the United States ranks highest in "inequality" of all OCED member countries participating in PIAAC.

Unfortunately, despite massive evidence of need, Adult Education and Workforce Skills is still not a high enough priority on the nation's agenda. But this new work from ETS takes us deeper into the roots of and obstacles to adult education achievement, which begin in childhood and have to do with circumstance of birth.[1] It makes it clear that unless we also face up to and give high priority to overcoming inequality we will keep turning out new generations of low-skilled adults, with dire consequences for our children and our nation in the long run.

*Choosing our Future* discusses the growing importance of skills and equal access to opportunity throughout American society, from pre-K-12 into adulthood. It examines the role of human and social capital in the pursuit of opportunity. It looks at how unequal access to pathways to opportunity affects outcomes throughout schooling and on into later in life, how that fuels our high "inequality" problem, and how opportunity is or is not transmitted in American society. Simply stated, the trajectory a child starts out on in life affects not only her or his education achievement at the start, but their ongoing economic and job prospects and their life outcomes. Unless we systemically attack the root causes of that, we will keep sliding backwards as a nation. "If opportunity is to be distributed equitably, two conditions must

hold," says ETS. "A range of pathways must be open to everyone, and individuals must believe, based on their experiences and observations of the world, that they can make progress along those pathways if they invest in themselves."

This visionary report is filled with charts, tables, graphs, and analysis. Among the sobering statistics cited is that "more than 16 million children, or some 22 percent of those under age 18, live in families with incomes below the federal poverty level," and some 13 percent of our kids grow up in neighborhoods that aren't safe. About one in five are "food insecure." 1.3 million public school kids were homeless at the start of the 2012–2013 school year. And, says, ETS, striking differences exist from county to county, and from one neighborhood to another across America. Moreover, more than 115 million adults between aged 18–44 years lack the education and skills they need to get well-paying jobs or to access or succeed in college, with implications for their children. [Ed. Note: This number is consistent with figures reported in [Reach Higher, America](#).] By virtue of their birth circumstances, millions of individuals from infancy on lack the strong social networks and institutions that will put them onto pathways to success. Today's disadvantaged children become tomorrow's low-skilled adults. Having limited opportunity themselves, low-skilled parents have little to pass on to their children. The reality is that millions of our kids are on a trajectory *right now* that dooms them to underachievement and lack of current and future opportunity. ETS calls on planners and service providers at all levels of our society to understand and act on these dynamics.

The authors call for establishing a **new national anti-discrimination agenda in America** to support needed interventions. Within the context of this new agenda, two things should be done according to ETS: *(1) Strategic planning should be carried out and all existing and new programs at every level of society should be reviewed and refined, not just education programs, but health and justice and immigration and other organizational types. (2) The goal of the review is to add or strengthen provisions for serving the victims of systemic disadvantage and, once new goals are set, it will be essential to monitor program progress.*

The aim is to substantially reduce or eliminate discrimination in all areas of American life through a review process informed by a deeper understanding of the issues and what's at stake, and a long-term commitment to tackle the

challenge. We need programs at every level to develop new or more comprehensive approaches for clearing pathways to opportunity, for both children and adults. Individuals, groups, and government departments and agencies at every level of society will have to be involved for this to be well done.

The authors discuss five basic principles that should govern the work of reviewing and refining programs:

1. **Interventions must be implemented systematically across the life span**, starting with prenatal care and entry into kindergarten and moving on through high school. It takes many years to develop human and social capital and interactions in many contexts.

2. **Interventions must be systemic**, drawing on all relevant stakeholders and institutions. Effective solutions require an approach that uses all relevant resources, funders, and providers. The enormity of the challenge demands an "all hands on deck" philosophy and commitment.

3. **Efforts must be sustainable**. Just as the "transmission of advantage and disadvantage evident in America today evolved over the past several decades...it will take a comprehensive, sustained effort over at least a generation or two to substantially reduce disparities in opportunity..." We will need both a "grass tops" and "grass roots" approach.

4. **A strategy of continuous improvement must guide initiatives**. A strategy of "continuing improvement" is vital. Incremental modifications will be needed over time, new networks of collaboration must be developed, and decisions about program modifications will have to be informed by existing evidence and new knowledge gathered.

5. **Efforts must be adaptable to contexts**. As most educators have long known, one size will not fit all. In the challenge to overcome disparity, knowing what works isn't enough. We need to find out what works for whom and under what circumstances, and in a way that accounts for variations in local context.

For progress in this new campaign to be monitored usefully, the authors call for a set of milestones to be formulated as well as specific quantitative and

qualitative indicators to measure progress toward both intermediate and long term goals. Some, they note, will be local in nature, some statewide or regional, others national.

***Choosing Our Future** ends on this note: *America's future will depend not only on the choices we make, but also the urgency and persistence with which we work together to take the actions consistent with those choices.**

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[1]: For another recent treatment of this theme, see Maggie Feeley's **LEARNING CARE LESSONS: Literacy, love, care, and solidarity**, reviewed in an article for the UNESCO Lifelong Learning Institute.



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## NEWS IN BRIEF



A collaboration involving the **American Institutes for Research (AIR), Portland State University, and the Educational Testing Service**—with funding from the U.S. Department of Education's Institute for Educational Sciences—is offering 3-day and 1-day training activities for research projects that use PIAAC data. Invitations are now being invited from research teams for the 3-day events. Eligible to compete are researchers, practitioners, and policy analysts with experience in education, sociology, public health, correctional education/criminal justice, economics, or related areas. All applicants should be experienced in using SPSS, Stata, or SAS statistical software. Winning applicants will spend 3 days at Portland State University from June 14–16, 2016. The program will provide a stipend for hotel costs and a per diem allowance. A few travel scholarships may be available for those who demonstrate financial need. An aim of the competition is to encourage professionals from diverse racial and ethnic background to apply, and a limited number of international researchers will be considered. [PIAAC Training Events](#) provides further details about the program. For information about the application process contact [jcastek@pdx.edu](mailto:jcastek@pdx.edu). Applications are due by May 2 (*note the very tight timeline*); acceptances will be issued by May 6.



On April 21, as part of its \$90 million apprenticeship initiative, the **U.S. Department of Labor** issued an Advisory announcing a **\$9.5 million Apprenticeship Accelerator Grants** program for states. The advisory was sent to governors, state apprentice and workforce agencies, state and local WIBs, economic development agencies, *and* state education agencies. The program aims to help the states "catalyze or build upon existing strategies to expand and diversify Registered Apprenticeship opportunities." Emphasis in the program is on building strategic partnerships. Grants may be used for

specified personnel costs, outreach and technical assistance, analysis and asset mapping, strategic partnership meetings and related travel, and publications related thereto. States are encouraged to apply for grants of up to \$250,000 following procedures set forth in **DOL's Guidance Advisory #19-15**. *The official closing date for applications is May 15, 2016*; funds will be awarded later in May. For detailed information about the program's purposes, emphases, and application criteria, click [HERE](#).



The **Agency for Healthcare Research and Quality (AHRQ)** seeks nominations from healthcare organizations actively engaged in implementing interventions to enhance patient understanding of health information, patient navigation of the physical environment and of the health care system, and/or patient engagement and self-management. Part of the project is to identify quality improvement measures for assessing organization health literacy. Adult education groups that work on their own in health literacy or in partnership with healthcare institutions may wish to consider applying. Although there is a tight timeline to submit nominations, NCAL has been advised that there's a *rolling deadline and nominations can be considered for a month or two*. AHRQ's contractor will interview some 25 U.S. applicants. For further information, contact [healthliteracy@ahrq.hhs.gov](mailto:healthliteracy@ahrq.hhs.gov). Or to submit a nomination using this email address, give the organization's name and location; contact name, email, and phone number (if available); and a brief description of the type of effort(s) in which the nominated organization is engaged.



An important new research report on **the nature of poverty in America** is just out from the **Center on Children and Families** of the **Brookings Institution**. It is must reading for adult educators and everyone working with policy and programs to overcome poverty and increase opportunity in American society. [Five Evils: Multidimensional Poverty and Race in America](#) offers a fresh and broader definition of "poverty" than the common definition of income level. It examines in detail five overlapping disadvantages that define poverty today and that are suffered by various racial groups in America. The five poverty "evils" are income (below 150 percent of the federal poverty line), limited education (less than a high school diploma), lack of health insurance, living in a low income area (PUMA poverty rate exceeds 20 percent), and household unemployment. The study finds that

although nearly half of the overall U.S. population suffered at least one of these disadvantages in 2014, multi-dimensional poverty is significantly higher among Hispanics and Blacks. Poverty is much more than an income story, says Brookings, and the nation needs to make fundamental policy and program shifts in the way we address poverty. The *Five Evils* paper is fleshed out even more by a second report called **The Intersection of Race, Place, and Multi-Dimensional Poverty**, which can also be accessed at the above link.



The **U.S. Department of Education**, in partnership with the Justice Department's Office of Juvenile Justice and Delinquency Prevention, has just awarded four prisoner reentry grants totalling \$5.7 million. It has also issued a **new reentry toolkit** of resources to improve outcomes for students formerly incarcerated. The grants have gone to Portland Community College (OR), Saint Paul Public Schools (MN), Shelby County Board of Education (TN), and the School District of Philadelphia (PA). They focus on career and technical education, reentry services, and student job training activities that build on existing efforts of the four grantees to improve youth reentry. The initiative is part of the Obama Administration's **National Reentry Week**. The toolkit is intended for anyone working on youth and adult education prisoner reentry. It includes guidelines and other resources to help provider groups implement the Department's **Reentry Education Framework** consisting of activities to help inmates transition in and out of the corrections system, pursue education services and college in a career pathways context, and move in and out of community-based programs. The long-term goal is to help the beneficiaries achieve long-term employment in work that pays a living wage.



**Ebony Rempson is the winner of the second annual Samuel Halperin Youth Public Service Award**. She mentors students at Cardozo Education Campus in Washington, D.C. To learn about her work and hear her presentation at the recent Awards Ceremony, click **HERE**. Sam Halperin was a board member of the Council for Advancement of Adult Literacy (now NCAL), a member of the National Commission on Adult Literacy, and the lead founder of the federal adult education program back in the 1960s. The program in his honor was established by the American Youth Policy Forum and the Institute for Education Leadership.



The [Arkansas Career Pathways Initiative](#) (ACPI) is paying off according to an independent evaluation carried out by College Count\$. The study compares income, education, and employment outcomes of participants with non-participants to determine if TANF participants in Arkansas are being lifted out of poverty and/or providing an ROI benefit to the state as a result of the program. Among recent findings are that 62% of ACPI students enrolled in 2008 completed a degree or certificate by 2013 (compared to only 39% of students nationally between 2008 and 2014). Achievement increased significantly for low-income students. Of more than 27,500 low-income participants enrolled in ACPI between 2006 and 2013, more than 52% graduated with a degree or certificate, double the completion rate of state community college students not participating in ACPI and more than double the rate of non-ACPI two-year college students nationally during that period. The findings also show that ACPI graduates earned significantly more than their low-income TANF peers. For a copy of the report, which is the first phase of a three-phased evaluation, click [HERE](#). [Note: [College Count\\$](#) is funded by the Winthrop Rockefeller, Ford, and Annie E. Casey Foundations and being tested as a national evaluation model. Its work is guided by a prestigious national advisory board.]



**OCTAE** is in the process of establishing a new **LINCS Professional Development Center**. It will replace the four regional centers currently in operation which were inherited from the National Institute for Literacy in 2010. The new LINCS PD Center will help states leverage resources available in the overall LINCS system to meet two WIOA state leadership requirements, establishing high quality PD programs to improve instruction and providing technical assistance to eligible adult education and literacy providers to this end. The new Center will be contracted in August 2016. Regional PD grants will cease on September 30. For information about the procurement process, send an email to [Pamela.Bone@ed.gov](mailto:Pamela.Bone@ed.gov). For more details about the new Center, click [HERE](#).



A [new Pew Research Center study](#) indicates that **large numbers of Americans are not aware that their libraries offer learning-related programs and materials**. On one hand, some 76% of adults surveyed think libraries are meeting the learning and educational needs of their communities

well, and 71% say that libraries serve their own personal needs well. But other Pew findings suggest otherwise. For example, 35% of local libraries offer courses in GED preparation, but some 75% of those surveyed were not aware of this or think such education is not available in the community. Moreover, there is a continuing decline in the number of people who actually use physical library facilities. In 1996, with funding from the Library of Congress and Harold W. McGraw, Jr., the Council for Advancement of Adult Literacy (now NCAL) surveyed the role of libraries in literacy and the basic skills for a publication titled [\*Even Anchors Need Lifelines\*](#). There has been no examination since then, so we do not know how widespread service is today or the form it takes, although there is reason to think it is widespread and varied. The Pew study suggests that libraries need better community outreach and communications to strengthen understanding of available programs and services. A new survey on the role of libraries in adult basic skills, including WIOA-related activity, would also be useful as WIOA implementors seek to maximize use of all stakeholder groups and resources. NCAL is currently seeking modest grant funding to carry out this work.



[\*OUT OF POCKET: The High Cost of Inadequate High Schools and High School Student Achievement on College Affordability\*](#). This March 2016 study by [Education Reform Now](#) reports on the demographics and costs of postsecondary remedial classes to high school graduates unprepared for college. One of many findings is that remedial education is "a widespread phenomenon not at all confined to low-income students or community colleges." About 25% of college freshmen need to take one or two remedial courses during their first year of college. Contrary to popular belief, of these students, nearly half come from middle, upper-middle, and high-income families and nearly 43% are enrolled in public four-year colleges and private two- and four-year colleges (57 percent are enrolled in community colleges). The additional cost to these students for remediation during their first college year was nearly \$1.5 billion in 2011-12, and the remedial work added over \$380 million to their student loan burden. Moreover, evidence abounds that "students who are not adequately prepared in high school are also more likely to delay college completion—or drop out all together (they are 74 percent more likely to drop out of college than non-remedial students), with consequences for their subsequent earnings and other life outcomes.



The [Lumina Foundation](#)'s recent annual report ([\*A Stronger Nation:\*](#)

[Postsecondary learning builds the talent that helps us rise](#)) says that national postsecondary attainment rates for two- and four-year colleges are up since 2013, from 40.0 to 45.3 percent. However, the rate of this increase is not enough to reach Lumina's Goal 2025 which projects that 60 percent of Americans will hold high quality college degrees or certificates by then. The number of graduates will fall short by 10.9 million people at this pace. All major racial/ethnic groups lag in achievement, especially Hispanics and Blacks, although all groups strongly believe that acquisition of a degree or certificate beyond high school is important. Jamie Merisotis, President and CEO of Lumina, says that closing the gap and increasing attainment equity "is an economic imperative, and will require a shift in the way we think about higher education to include and better serve non-traditional learners." In his foreword to the report, Merisotis says that some 2 million jobs are unfilled in America because qualified applicants are lacking. Moreover, as has been long known, the majority of all jobs being created today require some form of education beyond high school. This is the seventh report Lumina has issued in its *A Stronger Nation* series. The bulk of the report consists of degree and certificate attainment statistics for the 25 largest metropolitan areas of the U.S. Detailed achievement profiles are also given for each of the states in terms of age, degree-attainment rate and level, college enrollment for those aged 18-54, population group, and college enrollment compared to the national average. For the attainment rate to be significantly improved, Lumina is working with state policy leaders, colleges and universities, and others across the country. The report notes that to date some 26 states have set goals that are adequately "rigorous and challenging."



**Financial Aid has historically helped increase access to college,** and according to [research by MDRC](#), it should "also be thought of as a tool to improve academic success and postsecondary completion." MDRC has carried out several studies which show that providing financial aid above what is commonly given will increase enrollment intensity, lead to increased credit accumulation at a faster rate, and generate faster degree completion. At the University of New Mexico, one college evaluated by MDRC, graduation rates increased by 4.5 percent as a result of additional financial aid to encourage taking more credits at one time. MDRC also examined the experience of various postsecondary institutions that use additional financial aid to increase summer classes and winter intersession enrollments, both to speed up faster credit accumulation and to motivate reenrollment in the next term. They

looked at the City University of New York's Accelerated Study in Associate Programs, the Opening Doors Learning Communities of Kingsborough Community College, and performance-based scholarships in New Orleans. They recommend that "if year-round Pell is reinstated in some form--a policy change that has bipartisan support in Congress--it should include a plan for evaluation to provide evidence on impact."



The **National Skills Coalition** (NSC) has established several *new national advisory panels* to help guide its work in achieving skills equity, work-based learning for youth and adults, and postsecondary education. Nearly 75 professionals make up the panels, including representatives of labor and management, chambers of commerce, corrections, two- and four-year colleges, workforce investment boards and job development groups, equity groups for Hispanics and women, research, and adult education. Serving on one or more of the panels from the adult education community are Sharon Bonney and Kaye Sharbono (COABE), Cheryl Feldman (District 1199C Training & Upgrading Fund), Brenda Dann-Messier (NSC Board and former Assistant Secretary of OCTAE), and Jeff Carter (NCSDAE). For more information, click [HERE](#).



**San Diego** has been in the news recently because of two new initiatives. One is its partnership between the San Diego School District and Seattle's Equal Opportunity Schools (EOS), designed to help Black, Hispanic, and Native American male high school graduates transition to college through advanced placement and college enrollment services, with supports to ensure success in college. The other is a counseling, skills, and job training program for inmates at a new job center set up at the East Mesa Reentry Facility in Otay Mesa. (1) In the **San Diego/EOS effort**, EOS director Reid Saaris, who works with other school districts around the country, including many elsewhere in California, notes that some 640,000 high school students nationally would benefit from the kind of transition help they are offering in San Diego. Students are identified through analysis of information about their goals, career interests, trust levels, and barriers they face. The districtwide program in San Diego has so far identified nearly 1,900 low-income students that it deems capable of taking and passing placement and baccalaureat courses and it has begun to provide the support they need to move toward and enroll and succeed in college. Each principal in the district has been asked to craft a plan tailored to the unique needs of its school so that suitable outreach, staff

training, and support services can be offered. Other districtwide efforts are in process in AZ, CA, CO, IL, MI, MN, NY, NC, OH, OR, TX, WA, and WI. For more information, click [HERE](#). (2) The new **East Mesa Reentry Facility Job Center** was started with funding from the LEAP program of the U.S. Department of Labor [LEAP=Linking to Employment Activities Pre-Release]. It is a collaboration between Second Chance, the Sheriff's Department, and the San Diego Workforce Partnership and County Probation. Six months before release, inmates receive counseling and are taught computer, email, and job interview skills, as well as online job searching. The program works in conjunction with vocational programs provided by the Reentry Facility in such areas as culinary arts, baking, printing, construction trades, and landscaping. The goal is to help people find and keep jobs after incarceration and in the process reduce recidivism. For further details and to view a Job Center video of interviews with inmates and program coordinators, click [HERE](#).

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## OTHER RESOURCES



From the Career Ladders Project of California Community Colleges and Equal Measure – [\*Career Advancement Academies: Insights into Contextualized Teaching and Learning\*](#) looks at several California colleges in terms of the implementation and sustainability of quality contextualized teaching and learning. The project is testing more "structured and integrated approaches to support student entry into–and progression along–college and career pathways."



**From the Center for Law & Social Policy (CLASP) – [Performance Funding for Higher Education](#)** will be released in October 2016 and is discussed in this recent brief by Anna Cielinski. CLASP comments on the book's findings, consistent with its own concerns, that performance funding creates unintended incentives for postsecondary education to limit the admission of low-income, underprepared students. CLASP has also issued the [Every Student Succeeds Act Primer: High School Dropout Prevention and Reengagement of Out-of-School Youth](#), a brief produced in cooperation with the Alliance of Excellent Education and the National Youth Employment Coalition. CLASP stresses that ESSA has important linkages to WIOA and a message for a variety of stakeholder groups, including Adult Education.



**From the Corporation for a Skilled Workforce (CSW) –** The Walmart Foundation and the Aspen Institute have launched a new national initiative, [Reimagine Retail](#), to promote job quality and advancement for retail workers. The effort, in which CSW is a key partner, will award grants totaling \$5.5 million as part of a \$100 million Walmart commitment to increase the economic mobility of entry-level retail and service industry workers through appropriate skills acquisition and other supports. For more information, click [HERE](#).



**From Jobs for the Future (JFF) –** JFF posted four [Future's Voices for Opportunity](#) blogs in early April considering the need for remedial education and related structural issues. The blogs, written by Michael Collins, focus on meeting the needs of the least-prepared students with reference to three of the six Core Principles for Transforming Remediation. For introductory Blog #1, go to [From Roadblock to Opportunity: A Fresh Look at the Core Principles for Transforming Remedial Education](#), where links are given to the other three blogs in the series.



**From the Migration Policy Institute – [Frequently Requested Statistics on Immigrants and Immigration in the United States](#)** answers numerous questions about the demographics, citizenship outcomes, the unauthorized population, the jobs immigrants hold, and today's source countries compared to times past. The article provides and analyzes data compiled from MPI, the U.S. Census Bureau, the U.S. Departments of Homeland

Security and State, Mexico's National Population Council, and National Institute of Statistics and Geography, and the U.N. Department of Economic and Social Affairs.



**From the National Skills Coalition (NSC)** – The NSC and the Seattle Jobs Initiative have issued [\*\*\*Building Skills Through SNAP Employment and Training: Recommendations from Lessons Learning in Four States\*\*\*](#). With alignment of SNAP and WIOA in mind, the Brief gives advice to the states on implementing best practices in skills-focused programming and workforce development programs. [SNAP=E&T's Supplemental Nutrition Assistance Program.] NSC also has an abundance of other resources available on the SNAP program [HERE](#) (see links at bottom of page).



**From the Nellie Mae Foundation** – [\*\*\*Student-Centered Learning Opportunities for Adolescent English Learners in Flipped Classrooms\*\*\*](#) is a new report on how "flipped learning" can accelerate language and content acquisition for English language learners. Flipped learning combines in-person and online learning and is a student-centered approach. For its project, Nellie Mae studied a flipped learning initiative at an urban, demographically diverse high school in the Greater Boston area.



**From NYC's Center for an Urban Future** – [\*\*\*Boosting Adult Education in New York\*\*\*](#) is an article (July 2015) by Thomas Hilliard and Brenda Dann-Messier calling for a stronger adult education commitment by New York State. The article lays out several steps state policymakers can take to rebuild its adult education system for the current and emerging economy.



**From World Education** – World Education has issued a new report titled [\*\*\*Adult Education and Immigrant Integration: Lessons Learned from the Networks for Integrating New Americans\*\*\*](#), a program that has been in process under the direction of Silja Kallenbach for the past three years with funding from OCTAE of the U.S. Department of Education. The publication discusses the planning, implementation, and outcomes of five local networks in New England that were partners in the project: IMPRINT, National Partnership for New Americans, Welcoming America, Network Impact, Inc., and Community Science.



From the UNESCO Lifelong Learning Institute. [\*The Cost of Not Educating the World's Poor: The New Economics of Learning\*](#) is an article about a book by that name, written by Gail Spangenberg, Contributing Editor to the UNESCO Lifelong Learning Institute. It was recently published online (March 29, 2016) by the International Review of Education and will soon appear in the IRE Journal. The book is by Professor Lynn Ilon of Seoul National University. It analyzes the implications of increased technology worldwide, especially the advent of computers, for the nature of education and learning, both formal and informal. It considers how we have shifted from a production economy to a knowledge economy. It calls for provision of education for all – including the most disadvantaged and lowest skilled – through government policy and institutional practice and examines the cost of not doing so. The book's core theme is that everybody is part of everybody else's world today, and everyone stands to benefit from universal education.



From the Urban Institute. [\*Understanding Local Workforce Systems\*](#) (March 15, 2016) will be useful to Adult Education leaders and other planners at all levels in their efforts to advance Adult Education and Workforce Skills programming suited to local context.



From the Health Literacy Listserv ([hldl@listserv.ihhealthliteracy.org](mailto:hldl@listserv.ihhealthliteracy.org))

- (1) The January 2016 issue of [Family Medicine](#) reports on a study comparing two approaches to assessing literacy through the ***Rapid Estimate of Adult Literacy in Medicine (REALM)***, interview by telephone and the traditional in-person assessment. REALM administered by telephone was found to be just as effective as the more labor intensive traditional approach. Click [HERE](#) for a copy of the report.
- (2) From the recent **Roundtable on Health Literacy of the National Academies of Sciences, Engineering, and Medicine**, discussion papers and workshop summaries are available [HERE](#).
- (3) [\*In It Together\*](#) is a modular training curriculum for health departments, health clinics and community-based organizations that deliver health literacy HIV services. Dozens of trainers from many communities offer tailored health literacy training.
- (4) [\*Out of the classroom and into the community: medical students consolidate learning about health literacy through collaboration with Head Start\*](#) (published April 23, 2016) is a lengthy article describing a community-based service learning program during one academic

year as a way for medical students to learn about health literacy and effective communications strategies. The program is a 5-month pediatric obesity effort designed for Head Start children, parents, and staff.

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