



Newsletter Issue #16, Sept. 8, 2016

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SENIOR SERVICE AMERICA ON *AGEISM IN ADULT EDUCATION*

[Senior Service America, Inc.](#) is one of our nation's premier institutions providing advocacy and services to older Americans. Its Executive Director is well-known adult educator and union leader, Tony Sarmiento, currently a member of the board of the National Council for Adult Learning (NCAL) and formerly on the NALS Literacy Definition Committee and the Board of the National Institute for Literacy.

For more than 40 years, SSA has operated SCSEP, the Senior Community Service Employment Program, the largest federally-funded program for older

adults needing job and education or training assistance. According to SSA, "SCSEP delivers a 'triple win' for our nation by promoting healthy aging and offering employment opportunities for low-income older Americans while providing staff to local programs and agencies serving communities. Two-thirds of the low-income older Americans participating in SCSEP are women, almost half are from a racial or ethnic minority, and almost a third are 65 years or older."

SSA also operates two other major programs. One connects people at least 55 years old to various projects of the U.S. Environmental Protection Agency (EPA). Another offers temporary paid work to those 55 and older to enable them to give technical assistance to conservation programs of the U.S. Department of Agriculture.

In these programs, SSA serves more than 7,000 older adults every year. Mindful of this extensive outreach and of SSA's long-standing commitment to the employment and social needs of our nation's growing elderly population, NCAL invited Mr. Sarmiento and his colleague Bob Harootyan to write a guest essay for the NCAL Blog expressing their thoughts about the employment and adult education needs of our elderly population. The result of that effort is now posted at the NCAL Blog site, titled [America Needs Literate Adults Of ALL Ages](#).



NEWS IN BRIEF



A collaboration between the **Public Library Association** (PLA) of the American Library Association and the **Harvard Family Research Project** (HFRP) of Harvard's Graduate School of Education has resulted in a new report (August 2016) titled [Public Libraries: A Vital Space for Family](#)

Engagement. The report provides innovative and successful models, testimonials, and other evidence of the role of libraries today in helping families along the lifelong learning path. "Libraries embrace the entire family...a place that spans generations," says Harvard's Heather Weiss, director of HFRP. "Family engagement goes well beyond the support of early literacy and our youngest children," say Clara Bohrer and Kathleen Reif, co-chairs of the PLA Family Engagement Task Force. Libraries today are "reinventing themselves." They are offering adult education and ESL, job seeking skills, computer skills, and other activities to promote family and lifelong learning for adults. Such activities are the focus of this report. Among the libraries discussed are those of the Maryland library system, Illinois' Waukegan Public Library, the Carnegie Library of Pittsburgh, the Anchorage Public Library, the St. Paul Public Library, and the Queens Borough Public Library. Click link above for full report.



As part of **International Literacy Day** (ILD, Sept. 8–9), UNESCO's director-general has announced the launching of the **Global Alliance for Literacy** (GAL). It is a part of UNESCO's commitment to lifelong learning. (Also see **HERE**.) More than 100 professionals from 34 countries support the creation of GAL. GAL intends to help member states progress over the next 15 years toward achieving UNESCO's 2030 Agenda for Sustainable Development. It aims to "encourage policy coherence, foster innovation through the use of technology, expand literacy learning opportunities for all age groups, and make literacy learning more relevant." The GAL effort will be operated and advised by a group of UNESCO member states, inter-governmental and donor organizations, civil society and private-sector representatives, and experts. The secretariat will be hosted in Hamburg, Germany by the UNESCO Institute for Lifelong Learning. The long-term goal of Sustainable Development is to "ensure that by 2030 'all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy'". As part of ILD, UNESCO has launched a new website dedicated to the ILD; it is under development and will serve as a platform for general information and for sharing various literacy materials. For further details about the website, ILD, and UNESCO events that will continue on from it, contact **Antoine Cardey** or **Gabriela Cieploch** by email. Numerous ILD-related publications are also being made available. One is **Self-construction and Social Transformation: Lifelong, Lifewide and Life-deep Learning**. Another is UNESCO's **third Global Report on Adult Learning**

[and Education](#), which will soon be available at the UIL website.



Next Library is an international group of library professionals, innovators, and decision-makers in some 39 countries, including the United States. **Systemic** is an international technology services and products company that promotes reading and libraries. The two groups are collaborating on a **\$10,000 Joy of Reading Award**. An international jury will review incoming project applications and choose the nominees and winner. The winning project will be invited to *Next Library's* meeting in Aarhus, Denmark in June 2017 to receive the *Systemic Joy of Reading Award*, to be given by HRH Princess Laurentien of the Netherlands. Applicants must meet several criteria: The applying program must have been up and running for at least two years, the joy of reading must be an important part of the program, the project's results must be demonstrable, and innovative methods and/or thinking must be a part of the effort. Applications may be submitted between November 1, 2016 and March 1, 2017. For further details, go [HERE](#) and click on the Awards tab, or contact [Rolf Hapel](#) or [Martin Brochner-Mortensen](#) by email.



In July, the National Governors Association and the Center for Law and Social Policy (CLASP) launched a new initiative, **Parents and Children Thriving Together (PACTT)**, to promote "two-generation" strategies among the states. Based on letters of applications, six states will be selected for two-year grants of up to \$100,000 each, to develop and implement two-generation state plans to better serve low-income families. The grantees will be announced on September 30, with their funded activities to take place between October 1, 2016 and September 30, 2018. The work of the states will be informed by research and policy developments in the areas of workforce development, human services, education, health, and child care and early childhood education. The initiative is being funded by the Annie E. Casey, W.K.Kellogg, and Doris Duke Charitable Foundations. Although the period for application has passed, the *Request for Applications*, a 26-page document issued jointly by NGA and CLASP, is chocked full of analysis about the underlying problem being addressed and detailed discussion of what the two organizations want the effort to achieve and why it is so important. Because of its substantive depth, the application will be of ongoing general use to adult educators, to those involved in family literacy, and to states that endeavor to

build two-generation approaches. To access that document, click [HERE](#). Also, see the related paper by CLASP, titled [Thriving Children, Successful Parents: A Two-Generation Approach to Policy](#), by Stephanie Schmit, Hannah Matthews, and Olivia Golden. For more information about the initiative, contact Sharon McGroder, NGA's Program Director for Economic, Human Services & Workforce Divisions at NGA by [email](#), or by phone at 202-624-5374.



A new study from Canada's Revera, Inc. and Sheridan Centre for Elder Research -- *Ageism in Canada, Limiting Independence and Choice for Older Adults* -- finds that "ageism is the most tolerated form of social prejudice in Canada compared to racism and sexism, and many well-intentioned Canadians are, in fact, depriving their elders of the independence and choice that are crucial to aging well." The report was issued in May 2016 along with the launch of a new \$20 million Revera fund to support "entrepreneurs who have developed innovative new products and services that will enhance the aging experience and help seniors live life to the fullest." For further details and a link to the report, go [HERE](#).



[The Blue Book: Legislators Resource Book](#) is an annual publication of the **National Council of State Directors of Adult Education** (NCSDAE). This year's issue (July 2016) provides national and state-by-state program fact sheets for Adult Education for program year 2014-2015. Included in the state fact sheets are data on distribution and number of students by program type (ESL, ABE, ASE), demographics, enrollee performance, education attainment levels of entering students, employment status, federal and state funding levels, and contacts for more data. Among the national facts given in the publication are: (1) Programs in the 50 states had nearly \$1.5 billion in funding in 2014-2015, with \$1 billion from state sources and \$496 million from the federal government. (2) Adult Education received an "Effective" rating from OMB in 2014-2015, one of only 6 Education programs to get that rating. (3) Some 44% of students were English language learners, and 44% were native speakers below 9th grade level.



The House's bipartisan [Pell Grant Flexibility Act of 2016 \(HR 5764\)](#) was introduced on July 13th by Rep. Mark DeSaulnier (D-CA) with the

co-sponsorship of Pete King (R-NY), Tom MacArthur (R-NJ), and Lee Zeiden (R-NY). It is currently pending in the House Committee on Ways and Means. It would eliminate discrepancies between direct and indirect costs so that low-income Pell grant students remain eligible for other programs, such as refundable tax credits, housing assistance, the SNAP program, and Medicaid. Specifically, it would amend the Internal Revenue code to exclude Pell awards from gross income. Letters of support from leaders in the field who care about this bill might help move the bill along. Interested parties should write to The Honorable Kevin Brady, Chairman, House Committee on Ways and Means (committee chairs determine if a bill will move past committee stage). Send your letter via email to [Chief of Staff David Davis](#). A copy should go to Rep. DeSaulnier via his [Chief of Staff Betsy Marr](#). Also see an analysis of the bill by the Center for Law and Social Policy (CLASP), in its article [A Commonsense Change for Low-Income Students: Excluding Pell as Taxable Income](#).



Digital Badges are coming into increasing use in business and adult basic education. A recent [Forbes Magazine](#) article by Amanda Opperman, [Are Digital Badges the New Measure of Mastery?](#), advocates strongly for their use and reports that such organizations as MIT, Yale University, NASA, and the U.S. Department of Education are among the users. A recent National Employer Survey by [Wonderlic](#), a testing and assessment company with a large and varied clientele including business, education, and government, found that 60% of employers would be more inclined to *interview* graduates with job-specific skills badges on their resumes. Some 83% of 260 employers surveyed prefer a digital badge over an academic transcript when verifying students' skills. See infographic [HERE](#). (Note: This (Wonderlic survey was accompanied by a soft skills survey of some 750 employers. One finding of that survey is that only 31% of job applicants have satisfactory soft skills. The full report is available [HERE](#).) According to Wonderlic, IBM is one of many companies reorganizing its internal career pathways and basing them on digital badges. It also cites California's Outreach and Technical Assistance Network (OTAN) as among digital badge users. Adult educators are paying wider attention to the digital badge phenomenon in general, as evidenced by the extensive discussion given to the subject last year in the LINCS Technology and Learning and Career Pathways Communities of Practice (David Rosen and Michael Cruse moderating). Go [HERE](#). A *summary* of the LINCS discussion is available [HERE](#).



On October 31, **OCTAE**, of the U.S. Department of Education, will host the first of six symposia in a new series titled ***Advancing Equity in Adult, Community College, and Career Technical and Education***. The symposia will deal with these themes: leadership and policy, performance accountability, research and evaluation, innovation and improvement, social/cultural competency, and advocacy and awareness. OCTAE has issued a Save the Date notice for October 31. Details about participation will be announced by OCTAE in the near future.



October is Health Literacy Month. Every year since 1999, health literacy advocates worldwide have used October to foster health literacy awareness. The program was founded in 1999 by well-known health literacy leader Helen Osborne. This year's theme is "Be a Health Literacy Hero." Health literacy heroes are defined as "individuals, teams, or organizations" that identify health literacy problems and act to solve them. Any individual or group interested in health literacy is encouraged to undertake activities throughout the month to underscore and celebrate the importance of health literacy. A wide variety of resources are available to help motivate and guide participation. Among them are (a) **[The Event Planning Guide for Health Literacy Advocates](#)** (or email **bscott@iha4health.org** for the publication); (b) **[Health Literacy From A to Z, Second Edition: Practical Ways to Communicate Your Health Message](#)**, by Helen Osborne, from Jones & Bartlett Learning. We suggest googling the title to identify merchants who sell the book. Note that the price varies widely from one source to another); (c) **[Let's Educate Someone About Health Literacy This Month](#)** (from the CDC); (d) various health literacy resources **[from the National Network of Libraries of Medicine](#)**; and (e) **[October is Health Literacy Month](#)**, from HealthTradition Health Plan with the Mayo Clinic Health System.



As a result of a first-ever analysis by the U.S. Department of Education, **Secretary of Education John King, Jr.** wrote a commentary for **Education Week** on July 26th called **[Let's Educate, Not Incarcerate](#)**. Among other things, the article observes that: (a) State and local budgets for prisons and jails grew during the past three decades more than twice as fast as public elementary and secondary education spending; (b) 93 million school days are lost by student absenteeism every year in the schools of our nation;

(c) average state and local funding for every full-time college student fell 28% between 1990–2013 while per-capita corrections spending *increased* by 44%; and (d) irregular school attendance can be a better predictor than test scores of whether students will drop out before graduation. The Secretary calls on states and communities to invest in programs that ensure high school graduation and subsequent success. Study after study has indicated that improving high school graduation rates alone would produce huge payoffs, including a 9% reduction in the criminal-arrest rate. Analysis done for the National Commission on Adult Literacy (2008, [*Reach Higher, America*](#)) found that "increasing the high school completion rate by just 1 percent for all men aged 20–60 would save the United States up to \$1.4 billion per year in reduced costs from crime."



The **Benefits Access for College Completion** (BACC) initiative was a multi-year program of the Ford, Kresge, Lumina, Open Society, and Annie E. Casey Foundations. For a two-and-a-half-year period between 2011 and 2014, seven community colleges used their grants to develop and implement programs to provide access to a full range of public benefits to help ensure that their eligible low-income community college students would be able to persist in and complete college and then enter the workplace. The participating colleges were located in OH, KY, NY, MI (2), PA, and CA. The expectation was that the colleges would integrate sustainable operational and funding approaches into their existing programs. A new evaluation of this initiative was recently issued by the Center for Law and Social Policy (CLASP). The 34-page paper by Amy Ellen Duke-Benfield and Duy Pham is titled [*Benefits for College Completion: Lessons Learned from a Community College Initiative to Help Low-Income Students*](#). It discusses how students were served by various kinds of activities the colleges undertook; enrollment demographics by race, ethnicity, and other variables; what themes emerged from the collective experience; and what lessons were learned. Among the many findings are that the colleges succeeded in improving degree completion rates, to the benefit of students and the institutions themselves. CLASP concludes that integrating benefits access activities into community colleges generally is both possible and effective. And it urges federal and state policymakers "to leverage the lessons of BACC to better align public benefits and financial aid rules...to help low-income students build skills, obtain credentials, and succeed in today's economy."



Every four years, **VALUE USA** (Voice of Adult Learners United to Educate) includes in its annual meeting a Leadership Institute on Capitol Hill for its adult learner membership. The Institute enables participants to meet legislators, students from other states, and other Adult Education leaders. A key aim is to foster critical thinking skills and the ability to engage in organization building and strategic planning. This year, VALUE hopes to bring 125 students from across the country to its sessions. It is trying to raise \$40,000 to help relieve travel, registration, and other costs for adult learners with limited incomes. Individuals and philanthropic entities who would like to support this effort are encouraged to do so [HERE](#). Note that to be a sponsor, contributions must be received by January, 31, 2017. VALUE's event this year will be held in the Kellogg Conference Hall at Gallaudet University. Every two years, in memory of literacy leader Susan Green, VALUE gives an award in her name to an adult learner who "sees the best in others, reaches out to help them, and is a leader in adult literacy." To recommend a candidate you consider deserving of this special award, obtain the nominating form [HERE](#). Nominations must be in no later than December 15, 2016. The award will be presented at the Susan D. Green Memorial Award Dinner on April 7th, the culminating activity of VALUE's 2016 annual meeting.



The [National Association of Workforce Development Professionals](#) (NAWDP), a charter member of the Campaign to Invest in America's Workforce ([CIAW](#)), has designated September **Workforce Development Professionals Month**. NAWDP is encouraging participation from political leadership, the business community, adult and other education entities, economic development groups, unions, and other stakeholders interested in workforce development. To help facilitate involvement, a [2016 Toolkit of ideas and tips](#) is available from NAWDP on the kinds of activities that might be undertaken. Several Adult Education groups are members of CIAW, including NCAL, Proliteracy, NCSDAE, AACC, CAEL, and ACTE.



National **Adult Education and Family Literacy Week** will occur September 26–October 1st this year. Fact sheets and an AEFLA logo are available for local program use by download from the **National Coalition for Literacy** at national-coalition-literacy.org. Also note that the Coalition's **2016 Literacy Leadership Awards Event** will be held during the week, on

September 27th. It is open to NCL members and non-members alike (at the Rayburn House Office Building, Room B-369, from 5:30-7:30pm ET).

Awardees to be recognized this year are Acting Assistant Secretary of OCTAE Johan Uvin, Senator Jack Reed, Margaret Becker Patterson of Research Allies for Lifelong Learning, Marty Finsterbusch of VALUE USA, John Cole of the Center for the Book, and the Division of Consumer & Business Education of the Federal Trade Commission's Bureau of Consumer Protection. Rep. Rubén Hinojosa, who is retiring this year, will be given special recognition (see NCAL's interview titled [The Remarkable Rubén Hinojosa](#)).



Governor Andrew Cuomo of New York State recently announced the launching of [Naturalize NY](#), a first-ever public-private partnership to promote U.S. citizenship. The initiative has numerous funding and education partners and will provide comprehensive guidance for immigrants seeking naturalization. It will offer citizenship and naturalization clinics at 27 opportunity centers across New York State. A core part of the program is the provision of application fee waivers for eligible candidates. Among the services provided will be English and civic classes. For details about the fee waiver, go [HERE](#).



Business Leaders United for Workforce Partnerships (BLU) has just launched a new website for employers and business leaders wanting to work with adult educators and other groups on workforce skills development. To explore the site and sign up for updates, go [HERE](#).

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OTHER RESOURCES & EVENTS



Webinars, Conferences, Other Events

- **Migration Policy Institute** – MPI's *13th Annual Immigration Law & Policy Conference* will be held at Georgetown University on September 12. Panels will be offered on various topics including the affect of immigration electioneering on post-election policymaking, developments in immigration enforcement (detention and prosecutorial issues), refugee resettlement issues, and the legal and political implications of the U.S. vs. Texas case. For information and to register, click [HERE](#).
- **American Youth Policy Forum** – This webinar, scheduled for September 15 from 3–4:15pm ET, will focus on high school and postsecondary partnerships that pursue [*Competency-Based Education as a Strategy for College and Career Readiness for All*](#). For details and to register, click [HERE](#).
- **Designers for Learning** – This free online course, *Open ABE Instructional Design Service MOOC*, is a form of professional development and will teach instructional design of resources for adult basic education. The course runs from September 12 – December 4. Enrollment began August 8. For details and to register, go [HERE](#).
- **The National Skills Coalition** – (1) An NSC webinar on September 20, *Developments in Skills-Based SNAP E&T*, will include topic leaders from the Washington State Department of Social & Heath Services, the Seattle Jobs Initiative, the Maryland Department of Human Resources, and the Tennessee Department of Labor and Workforce Development. The discussion will focus on "the emergence of SNAP Employment & Training as a skill-building program." For more details and to register, go [HERE](#).

- **America's Promise Alliance** – APA, together with Civic Enterprises, the National Association for the Education of Homeless Children and Youth, and the Raikes Foundation (in an APA collaborative effort called GradNation) will hold a webinar on September 22 called ***Hidden in Plain Sight: Homeless Students in America's Public Schools***. For details and to register, link [HERE](#).
- **The American Institutes for Research (PIAAC), Nov. 2017** – On November 10, AIR's PIAAC team will hold a roundtable discussion at the international conference of the Council for Adult & Experiential Learning (link [HERE](#) for info). On November 17, AIR will give a presentation at the American Society of Criminology Conference about components of the PIAAC prison study (link [HERE](#) for info about the ASCC event). On November 20, at the Gerontological Society of America's Annual Scientific Meeting, AIR will provide a "*Closer Look at Cognitive Skills of Older Adults in the U.S. According to the Survey of Adult Skills*" (for event details link [HERE](#)). For the ongoing program activities of AIR's PIAAC initiative and a listing of its publications, go [HERE](#). [NOTE: AIR's PIAAC ***prison assessment report*** is currently slated for November or shortly thereafter.]
- **American Society on Aging** – ASA's annual conference will be held in Chicago from March 20–24, 2017. Themed "*Aging in America*," the conference will cover issues of aging and quality of life for older adults. For more info, link [HERE](#).

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From the **American Youth Policy Forum** – [Where's the "Community" in Community College](#) is an August 22 analysis by AYPF Policy Associate Carinne Deeds. It discusses the role of first-year experience programs, learning communities, and online communities in connecting students to other students, faculty, and staff.



From the **Annie E. Casey Foundation** – The Foundation recently made a publication, toolkit, and online webinar available "to help juvenile justice reform advocates share more compelling messages." The publication is a 26-page report by the Frameworks Institute, titled ***Talking Juvenile Justice Reform***. All

three resources can be obtained [HERE](#).



From the **Association for Supervision & Curriculum Development** (ASCD) – [What It Takes to Get a Policymaker's Attention](#), an article by Celine Coggins in the June 2016 issue of *Educational Leadership*, speaks about the need for advocates of teacher leadership to understand the pressures under which policymakers work and the kinds of questions that they should be prepared to address to communicate effectively with policymakers. The article is written for K–12 educators, but should be of interest to adult educators.



From the **Center for Law and Social Policy** (CLASP) – [Integrated Education and Training: Model Programs for Building Pathways for Participants at Every Skill Level](#). In this publication, the concept of Integrated Education and Training (IET) is defined and links are provided to each model program.



News from the **Commission on Adult Basic Education (COABE)** – (1) David Rosen and Donna Chambers are facilitating a new online [Competency-Based Learning Community of Practice Discussion Group for Adult Education](#). To join the group, email either [Mr. Rosen](#) or [Ms. Chambers](#). (2) A new Illinois survey was recently completed to explore the conditions needed for using digital learning to advance adult education. [Learning for Life: An Illinois Perspective: Programs Ready, Willing, and Able to Embrace Digital Learning](#) can be accessed [HERE](#). (3) Various WIOA webinar resources from COABE can be accessed [HERE](#). (4) COABE also offers an [extensive free resources library for adult educators](#), including including lesson plans, videos, conference presentations, and professional development materials.



From **Education Week** – (1) [Is College Readiness the Same as Career Readiness?](#), and (2) [We Should Measure Students' Noncognitive Skills](#). (Note: To access EdWeek's articles, you will be asked to register (free) at the site or to subscribe.)



From **Government Executive** – A new report, [When Solid Data Isn't](#)

[Enough](#), says that "the performance information generated by the 1993 Government Performance and Results Act have had little impact on policy decisions, especially in Congress." The article discusses this phenomenon and concludes that "supply" is not enough, because demand for information is lacking.



From **Jobs for the Future** – (1) JFF's June 2016 conference, titled *[Voices for Opportunity and Economic Mobility](#)*, generated videos of major conference presentations and discussions as well as an abundance of papers and other resources. The conversations that started at the conference are continuing on social media. To access these materials and join in, go [HERE](#). (2) Work-based learning publications and a tool kit were recently released by JFF: *[Making Work-Based Learning Work](#)* (keys to designing effective models), *[Work-Based Learning in Action](#)* (a series of case studies), and *[Work-Based Courses: Bringing College to the Production Line](#)* (designing community college courses in partnership with employers, with classes given both in the classroom and on the job).



From the **National Skills Coalition** – (1) NSC's Workforce Data Quality Campaign has issued a new infographic detailing the ***gaps in data in state longitudinal data systems***. Click [HERE](#). (2) In early July, NSC submitted a [letter](#) to leaders in the House Committee on Education and the Workforce offering recommendations on ***ways to improve the "Strengthening Career and Technical Education for the 21st Century Act"*** (HR 5587). The bill passed the House in early July. (3) NSC also posted a July 21 blog with recommendations on [redesigning TANF](#) to "ensure recipients can access the skills and credentials they need to get and keep family-supporting jobs." (4) Most recently, NSC issued *[Training, Skills Gap in Media Spotlight as Economy Becomes Focus of Election](#)*. It features articles by NPR's Marketplace (*[Skills Training is Having A Moment](#)*) and the Christian Science Monitor (*[Training Programs Promise Good Jobs Without College Degrees. Can They Deliver?](#)*). NSC notes in the publication that Vice Presidential candidate Tim Kaine introduced the JOBS Act (S.1900, 2015), which would expand Pell grants for workforce training. The bill, cosponsored by Republican Senators Kelly Ayotte and Rob Portman, is currently under consideration in the Senate HELP Committee.



From the **New York Times** – [*More Older People Are Finding Work, but What Kind?*](#), Quoc Trung Bui, August 18, 2016.



From the **Open Door Collective** – (1) [*Why Healthy Communities Need Adult Basic Skills Education*](#) discusses the role of ABE in helping adults address healthcare issues. It also explores the relationship between healthcare issues and reducing poverty, and urges health advocacy organizations to take a more active role in advocating for and establishing partnerships with Adult Basic Education groups. (2) [*Intergenerational Literacy: A Background Paper*](#), by John Comings and David Rosen, cites recent research evidence from the National Research Council showing the importance of parental attitudes and behavior on the learning of their children. It also summarizes from NRC's findings steps parents should take to support their children, including activities that do not require parents to have literacy skills. Examples are given of three successful programs. A brief statement on policy implications is included.



From **Washington State Community & Technical Colleges** – The ***I-Best program***, actually a network of programs across the state, has long been recognized as a model of integrated adult basic education and training. It teaches students the literacy, job-, and college-readiness skills they need to move into college and living-wage jobs. It is built on the concept of team-teaching and integrated programming and enables students to work on college-level studies while taking college and job prep courses. A wide range of I-Best videos, research data, and other resources are available for college staff in the state, but also for adult educators around the country. Go [HERE](#) to access the materials.



From the **U.S. Department of Education** – (1) \$144 million has been awarded in five-year grants to 459 groups in the [*TRIO Talent Search Grants to Improve College Readiness*](#). In this program, some 300,000 youth will be helped to leave high school with college readiness. For more details, click [HERE](#). (2) In late July, the Education Department released [*guidance to states and school districts on the new provisions in the Every Student Succeeds Act*](#) (ESSA) for supporting homeless youth. The guidelines may be useful to adult education groups partnering to advance the purposes of ESSA. Click [HERE](#). (3)

Five rules to implement the Workforce Innovation and Opportunity Act have been issued jointly by the Departments of Education and Labor. See [HERE](#) for Education releases. See [HERE](#) for Labor. Also go [HERE](#) for WIOA technical assistance strategies. (4) OCTAE recently released [*Nondegree Credentials in Correctional Education*](#) (July 2016), by Michelle Tolbert and colleagues of the National Center for Innovation in Career and Technical Education.



From the **U.S. Department of Labor** – (1) [*Apprenticeship: A Path to Good Jobs in Construction*](#) is a recent blog from DOL. The construction field will grow in employment opportunities for most of the next decade.

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