



Newsletter Issue #17, Oct. 29, 2016

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STATE OF AMERICAN JOBS

Earlier this month, the Pew Research Center released a major survey report titled ***The State of American Jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead.***

The study, carried out with the Markle Foundation, confirms what research in Adult Education has indicated for some time, that solid basic skills and some postsecondary education are increasingly important for available and emerging jobs in the United States. That will continue to be the case on a lifelong basis. Among the report's numerous findings are that:

(1) Employment has been rising faster in occupations requiring more preparation. Below-average job preparation requirements rose from 49% in 1980 to 65% in 2015. Average to above-average levels of preparation required (education, experience, and job training) rose from 50% in 1980 to 83% in 2015.

(2) Employment and wages have increased most in occupations that require higher social or analytical skills. "While employment grew by 50% over all occupations from 1980 to 2015, this growth was much higher among jobs that require average or above average social skills (83%), such as interpersonal, management and communications skills, and those that require higher levels of analytical skills (77%), such as critical thinking and computer skills." During that same period, employment that depends on manual labor or other physical skills grew by only 18%. Relatedly, wages increased more among jobs needing higher social or analytical skills.

(3) The majority of American workers say they will need continuous training to keep up with changes in the workplace (many reporting that they lack the skills needed to get ahead now). Some 54% of employed adults think it will be essential to get basic and knowledge-based skills and and acquire training and other new skills during their work life in order to keep up with workplace changes. This finding is especially important in light of the fact that older workers are staying in the workforce longer now. In addition, because more and more workers hold part-time jobs a growing number of "contingent workers" are continually on the lookout for their next job and thus need to keep their skills current. Not surprisingly, workers with less education are more likely to feel a lack of job security.

(4) Public views are mixed on the value of higher education in preparing people for the workplace. Americans with high levels of higher education tend to place high value on associate and bachelor's degrees, but many workers are skeptical about that. About a quarter of workers think that professional, technical, or vocational certification programs are sufficient preparation. *[Ed. Note: Pew's survey report raises a central question about what the role of colleges should be in addressing the constantly evolving skills needs of workers and potential workers.]*

Another Pew finding is that most Americans think that the responsibility for making sure the workforce has the right skills and education to be successful in today's economy lies with individuals themselves. Some 72% of Republicans and Independents do. The other 28% and the majority of

Democrats think that the responsibility lies on K-12 schools, colleges and universities, employers, and federal and state government. [Ed. Note: NCAL's view is that individuals and the institutions named have a shared responsibility, although it isn't clear how best to "operationalize" this principle.]

Further, Americans think job security is on the decline, even though most current workers feel secure in their jobs. Those workers surveyed believe outsourcing and imports are the biggest harms to U.S. workers, but they are divided about the impact of immigrants and automation. The majority believe that American workers are helped by more U.S.-made products being sold abroad and by internet, email, and other office technology. Young workers are earning less than they did in 1980, while older workers are earning more. And, surprisingly, Americans are putting in a month more of work each year now than they did in 1980.

This Pew study report is a must-read document for planners and service providers in Adult Education and workforce skills development. To access the full report, click [HERE](#).



CAREER PATHWAYS IN ARKANSAS

The National Skills Coalition has issued a new brief reporting on the **Arkansas Career Pathways Initiative**. The piece, subtitled *How TANF can support skills for low-income parents, and how policymakers can help*, describes the features of the Arkansas program, including its history, structure, patterns of expenditure and enrollment, and outcomes. The program began in 2005 when the state TANF oversight board approved an \$8 million grant to the state's Department of Higher Education to support pilot projects at 11 community colleges (later expanded to include 22). Funds are awarded to each college by formula according to enrollments of low-income students, completion rates, credentials attained, and job outcomes.

As of 2016, 72% of program graduates entered jobs, and 92% of them were

still employed after a year. Moreover, an evaluation by College Count\$ shows that some 52% of those enrolled between 2006 and 2013 completed at least one postsecondary degree or credential (more than twice the rate of community college enrollees in the state generally). It also found that African-American and Hispanic enrollees were more likely to obtain a degree or certificate than the general community college population, three and four times more, respectively.

Among numerous other indicators of success in this program is that the program participants earned an average of \$3,112 more per year in wages in the first 12 months following program completion. NSC clearly considers the ACPI a model worthy of wider replication and offers suggestions on how to do that. The report also contains strong policy recommendations for state and federal government. See the full report [HERE](#).

In addition to the NSC report, an abundance of other material is available at the website of the Arkansas Career Pathways Initiative (click [HERE](#)). The site is loaded with resources, annual and aggregate reports, and other information.



SPOTLIGHT ON LOW-SKILLED ADULTS

The **National Council for Adult Learning** (NCAL) has posted a new blog titled [Serving America's Lowest Skilled Adults](#). Authors Gail Spangenberg and James Parker of NCAL offer their thoughts about the importance of serving this population group. They call for giving Adult Education and our lowest skilled adults higher priority status on the national agenda. Please note that numerous news stories scattered through the **News In Brief** and **Other Resources** sections of this issue of the Newsletter have to do with low-income, low-skilled adults.





NEWS IN BRIEF

✓ The Workforce Innovation and Opportunity Act (WIOA) provides funding through Title II for Adult Education. Because of the increasing importance of partnership arrangements and tapping into all available resources, it is vital for adult educators to be an ongoing part of state and local planning for WIOA. A new primer was recently published by the **National Skills Coalition** to support this process. [*Adult Educators and Local WIOA Planning*](#) provides simple guidelines and answers several questions, as follows: Which comes first, state or local planning? How does the WIOA local planning process work? Who sits at the planning table? How can adult educators weigh in if they're not at the table? What's the big picture?

✓ In its October 14th issue, the **Boston Globe** published a short letter-to-the-editor by **Silja Kallenbach of World Education**. The letter is titled [*In the age of smart machines, we need to invest in making adults smarter.*](#) It is a response to a column by Jeffrey Sachs on [*Facing Up to Income Inequality*](#), the fourth in his series on the changing economy and income equality.

✓ The [**World Journal of Educational Research**](#) (WJER) is calling for submission of manuscripts, including original research papers, case reports, and review articles. Articles will be "double blind peer-reviewed" and published quickly. For more information, contact Cosmo Johnson, Editor at [**wjer01@scholink.org**](mailto:wjer01@scholink.org).

✓ The **Journal of Research and Practice for Adult Literacy** (published by the Commission on Adult Basic Education) is inviting research, practitioner-based, and personal-viewpoint articles. The Journal is interested in all kinds of research, critical essays, philosophical and theoretical pieces, and other scholarly work relevant for the Adult Education field. For guidelines and submission instructions, click [**HERE**](#).



The **U.S. Department of Labor** (DOL) recently awarded \$80.3 million in grants to 77 nonprofit [YouthBuild](#) programs in 35 states, to "help young people struggling to reach key educational and career milestones and to equip themselves to be successful in the workforce and engaged in their communities." DOL indicates that some 5,000 at-risk youth will complete high school or equivalency degree programs, earn industry-recognized certifications in in-demand occupations, and receive special training to build housing in their communities for low-income or homeless individuals and families. For more information and the list of grantees, click [HERE](#).



The September 22nd **America's Promise Bulletin** (of GradNation) carries a compelling blog (*None of My Teachers Knew I Was Homeless*) by college student Caitlin Cheney, a former homeless student who says she was punished by the school system instead of being helped. Noting that more than 1.3 million young students in the U.S. are homeless, Cheney offers advice to teachers, schools, and homeless students. To teachers and school districts, she says: "Listen to what a child needs and give them an opportunity to confide in you. Sometimes students can come up with a better plan of action than their parents, so hear what they have to say." To read the full letter go [HERE](#).



Jobs for the Future is conducting a short survey to determine what its [Community of Practice](#) subscribers most need in resources, materials, and webinars to help their work as educational practitioners. To take the survey, go [HERE](#).



The Strengthening Career and Technical Education for the 21st Century Act (HR.5587) was approved by the House on September 13th. The House CTE legislation would reauthorize and update the Carl D. Perkins Career and Technical Education Act of 2006 through 2022. As of this writing, there is no CTE bill pending before the Senate HELP Committee, although Senators Jack Reed and Tammy Baldwin have introduced a bill ([S.3349](#)) that would make the relationship between Adult Education and CTE explicit. When and if a Senate CTE bill emerges, it could incorporate all of part of S.3349. Apparently, the main issue preventing a bipartisan Senate bill from moving forward is that Republicans want to limit the Secretary of Education's authority in ways that are unacceptable to Democrats.



President Terrence Wiley of the [Center for Applied Linguistics](#) (CAL) will retire in May 2017. CAL has thus opened a national/international search for his successor. Nominations are now being sought by the Presidential Search Committee (chaired by Eugene Garcia). Among the qualities sought for the new president are "the ability to select and empower a talented, effective team that includes a wide range of subject matter experts and support staff." The President is responsible for developing long-term "strategic objects and development to advance CAL's mission and nurture current and future funding sources." Submit nominations with name and contact information included by email to presidentsearch2016@cal.org. The full position description can be found on the CAL website [HERE](#).



The **National Coalition for Literacy** has elected the following slate of officers for its 2016–2017 year: Deborah Kennedy, President (Center for Applied Linguistics, Key Words); Michele Diecuch, Vice President (Proliteracy); Kristin Lahurd, Treasurer (American Library Association); and Heather Ritchie, Secretary (MD Association for Adult, Continuing, and Community Education). Dr. Kennedy replaces outgoing president Jeff Carter.



The **National Council of State Directors of Adult Education** (NCSDAE) and the [National Adult Education Professional Development Consortium](#) (NAEPDC) are in the process of being merged into a single organization under the NAEPDC rubric. NAEPDC announced in September that it is seeking nominations for a new executive director. The job description is visibly posted at the NAEPDC website. In early October, the Commission on Adult Basic Education (COABE) and NAEPDC announced that they have formed a partnership to "strengthen and grow Adult Education." In announcing the partnership, COABE President Tom Nash noted that "we all know that advocacy is important to the health and well-being of the field. Effective advocacy will ensure that legislators funders, and the general community are aware of the important work we are all undertaking each and every day..." NAEPDC chair Beverly Smith noted that WIOA "places new responsibilities on Adult Educators that require additional resources." The main goals of the partnership are to advocate for more funding and to increase the number of adult education classes offered so as to put an end to waiting lists.



The **U.S. Department of Housing and Urban Development** has released a new publication titled [Housing Insecurity and Living Costs in](#)

[*Higher Education: A Guidebook for Colleges and Universities*](#) (Sept. 2016). It was written by Chase Sackett, Sara Goldrick-Rab, and Katharine Broton. Many college students today "are struggling to make ends meet."

This guide aims to minimize barriers to college completion and describes steps postsecondary institutions can take to help students "facing housing insecurity and challenges covering other living costs, such as food and childcare." According to the guide, a recent study of 4,000 undergraduates at 10 community colleges found that about half of these students have struggled with food and/or housing insecurity (i.e., some 20% of the respondents reported going hungry in the past month and 13% were homeless in the past year). Moreover, "students of color, first-generation college students, and students from low-income families" are at increased risk, more likely to report mental health problems, and more likely to find it difficult to complete college. In addition, only 19% of students who are "housing-insecure" get public assistance for which they are eligible and only 20% of "food-insecure" students get food stamp (SNAP) benefits. The guidebook details 13 strategies that colleges and universities can take to support low-income, high-risk students.

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EVENTS & OTHER RESOURCES



Webinars, Conferences, Other Events

* **American Youth Policy Forum** – AYPF's College & Career Readiness & Success Center will hold a webinar on Monday, November 15, from 3–4:30 pm ET, titled: ***Accountability for Alternative Education: Lessons Learned***

from States and Districts. The webinar will focus on high school students at risk of dropping out, in terms of high-quality alternative educational opportunities that will prepare them for college, careers, and life. For more information and to register, go [HERE](#).

* **The Center for Applied Linguistics (CAL)** has three *Research-Based Professional Development Institutes* scheduled for November and December 2016. Several institutes are also planned for 2017. The Institutes are geared toward K-12, but adult educators may find some of interest. For more information and to register for any of the sessions, go [HERE](#). CAL is also one of several partners of the **La Cosecha Dual Language Conference** in Sante Fe, NM, from Nov. 9-12. To register (by Oct. 31, 2016) and view the program, go [HERE](#). Further, CAL has announced two dates in April 2017 for its Dual Language Education Fundamental Workshops: Featuring the Guiding Principles for Dual Language Education. One (April 25) will be in Ft. Lauderdale, FL, and the other (April 27) will be in Charlotte, NC. Registration details will soon be available at the [CAL website](#).

* **The Commission on Adult Basic Education (COABE)** will hold its 2017 Conference at Disney's Coronado Springs Resort, Florida from April 2-7, 2017. The event will partner with Adult and Community Educators of Florida. For more information and to register, go [HERE](#).

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From the American Youth Policy Forum – (1) [5 Challenges Facing the CBE Movement](#), Oct. 17, by AYPF policy associate Jenna Tomasello, discusses five "stumbling blocks" to promoting college and career readiness in the schools (language, quality of schools themselves, systems alignment, matters of equity, and skepticism).



From the Annie E Casey Foundation – [The Future of Youth Justice: A Community-Based Alternative to the Youth Prison Model](#) (Oct. 21) is part of a series resulting from the Executive Sessions on Community Corrections of Harvard's Kennedy School.



From the Center for Law and Social Policy (CLASP) – (1) [States Drive Systems Change through Two-Generation Strategies](#), generated by a partnership between CLASP and the National Governors

Association, discusses the networking effort of CO, GA, MN, NJ, and OR, an effort funded by the Annie E. Casey, Kellogg, and Doris Duke Charitable Foundations. (2) [**Redesigning State Financial Aid to Better Serve Nontraditional Adult Students: Practical Policy Steps for Decision Makers**](#), by Wayne Taliaferro and Amy Ellen Duke–Benfield, highlights promising financial aid programs and current state program gaps, and it recommends changes to state financial aid to better address the financial needs of low–income students. (3) [**New, Earlier FAFSA Will Benefit Low–Income, Independent Adult Students**](#), by Wayne Taliaferro. This relates to the new U.S. Department of Education's free application for Federal Student Aid released on October 1st for the 2017–2018 school year. (4) [**More Colleges Commit to the Fair Chance Higher Education Pledge**](#), by Wayne Taliaferro. This brief reports, among other things, that some 61 higher education institutions and systems have signed the pledge in this White House initiative to reduce barriers to admission for people with prior involvement in the criminal justice system. (5) [**WIOA Performance Target: Incentives to Improve Workforce Services for Individuals with Barriers to Employment**](#), part of CLASP's Opportunities for Action series. (6) [**State and Local Areas Should Act Now to Improve WIOA Services to Low–Income People, Setting a Solid Baseline for Future Performance Goals**](#), by Anna Cielinski and David Socolow (Sept. 21). (7) [**CA signs new law to improve benefits access for low–income students**](#), by Duy Pham (Sept. 15). (8) [**New HUD Guidebook for Higher Ed Institutions Targets Costs of Living**](#), by Lauren Walizer. (9) [**New Evidence on Performance–Based Funding: Equity Measures Needed to Avoid Admissions Restrictions and Other Pitfalls for Low–Income Students**](#), by Anna Cielinski.



From Education Week – (1) [**Studies on Head Start Bolster Arguments for Long–Term Impact**](#), by Christina Samuels. (2) [**Are Dual–Enrollment Programs Overpromising?**](#), by Catherine Gewertz. (3) [**High School Poverty, Minority Enrollment, Undermine College Progress, Study Finds**](#) (Oct 28). (4) [**Poverty Matters, But Not the Way You Think**](#), by Peter DeWitt (Oct. 6). (5) [**Math Students From High–Performing Countries Memorize Less, PISA Shows**](#), by Liana Heitlin (Oct. 11).



From the Health Literacy Field – (1) [**My Health Insurance Users Manual, an easy–to–read publication from Georgians for a Healthy Future**](#). (2) [**Addressing the Digital Divide in Health Literacy**](#) (Oct 14). (3) [**Thinking Big About Health Literacy**](#), a Sept. 30 podcast from Health Literacy Out Loud, featuring interviews with three well–known medical

professionals by Helen Osborne of Health Literacy Consulting. A written transcript is made available at the bottom of this site. (4) [***Reading Skills for Healthcare Workers***](#) is a new healthcare reading curriculum (5.5 to 8.5-grade reading levels) designed to lift the reading levels of low-skilled healthcare workers and applicants to the 8.5 reading level needed to qualify for entry-level jobs. The program uses vocabulary and concepts from the healthcare field. (5) The [***Always Use Teach-back!***](#) training toolkit teaches healthcare providers to use teach-back using plain language principles with the aim of improving patient communications and care. (6) Although they were the smallest group of participants in a Smart Choice Health Insurance Program study ([***Building Health Insurance Literacy: Evidence from the Smart Choice Health Insurance Program***](#)), persons with low education levels not only learned but increased their health literacy scores between the pre-test and post-test.



From Jobs for the Future – (1) [***What We're Writing: Spreading Innovation Through Collective Impact: Stories of Collaboration Between Community-based Organizations and Public Systems***](#). (2) [***Juvenile Justice Reform: Federal Funding Opportunities***](#), a second report highlighting ways for the state of Massachusetts to work more effectively with the federal government in this area. (3) [***Expanding Competency-Based Education for All Learners***](#). (4) [***Next-Generation CBE: Designing Competency-based Education for Underprepared College Learners***](#).



From the Migration Policy Institute – (1) [***Immigration to the Heartland: A Profile of Immigrants in the Kansas City Region***](#) analyzes the rapid growth and mix of the foreign-born population in the Kansas City metropolitan area from 1990 to 2015, according to a number of variables including ESL proficiency and education attainment and rates of low income and poverty. The information should be useful to those planning adult education services in the area. (2) [***Global Refugee Summits Offer Reason for Both Disappointment and Hope***](#), a commentary by Demetrios Papademetriou and Susan Fratzke.



From the National Skills Coalition – (1) [***Promising Practices in Work-Based Learning for Youth***](#), by Thomas Showalter and Katie Spiker, is a paper prepared jointly by NSC and the National Youth Employment Coalition. The paper examines four different work-based learning strategies, discusses key elements of success, identifies challenges, and makes policy

recommendations. It is a companion piece to an NSC webinar on this subject held in early October. (2) [**Fact Sheet on Adult Education: A Crucial Foundation for Middle-Skill Jobs.**](#)



From PIAAC – PIAAC has just posted the following materials on its website: the [**U.S. Program for the International Assessment of Adult Competencies \(PIAAC\) 2012/2014: Main Study and National Supplement Technical Report,**](#) and the combined 2012/2014 data files for both public and restricted use. The materials can be accessed [**HERE.**](#) Also at the PIAAC website is a new data "snapshot", using U.S. 2012/2014 PIAAC data, that explores the performance of young adults (ages 16–24) on the literacy and numeracy assessments by education and work status. Click [**HERE.**](#)



From the Workforce Data Quality Campaign – THE WDQC has issued [**Data Policy Toolkit: Implementing the State Blueprint.**](#) It provides information about policies that states can enact to improve data infrastructure and promote data use. The toolkit is designed for both policymakers and advocates. It provides descriptions of data challenges that can be addressed through state policy, examples of policies that have met with implementation success in selected states, and legislative templates to help design new bills or executive orders. The WDQC is sponsored by the National Skills Coalition, the Association for Career and Technical Education, the Association of Public Data Users, and CLASP.



From the U.S. Department of Agriculture – [**Making the Grader: USDA's New Program Offers Veterans a Path into Agriculture,**](#) is a new registered national apprenticeship program for veterans and others interested in a career in agriculture. The program is being offered in cooperation with the U.S. Department of Labor.



From the U.S. Department of Education – (1) [**New Family Ambassador \(Frances Frost\) Announced to Support Parent and Family Engagement in Education Policy**](#) (Sept. 27). (2) [**\\$5 Million to Recruit, Train and Support Teachers to Focus on Rural Communities**](#) (Sept. 27). The grantees are Coppin State University, North Carolina Agricultural and Technical State University, the University of New Hampshire, and the University of West Alabama. Details about the program are provided at the link given. (3) The [**Education Department Releases Final Teacher Preparation**](#)

[**Regulations**](#) (Oct. 12). (4) [**The America's College Promise Playbook: Expanding the Promise of a College Education and Economy Opportunity for All Students**](#) (Sept. 13). (5) [**\\$39 Million to Five States to Prepare Students with Disabilities for College**](#) (Oct. 3). The states are CA, ME, MD, MA, and VT. (6) The Department's [**First-Ever Pay for Success Awards to Expand Opportunity in Career and Technical Education, Dual Language Programs**](#) (Oct. 11). (7) The [**Department Approves Extension of New Hampshire's Competency-Based Assessment Pilot**](#) for one year (Oct. 6). (8) [**\\$22 Million Awarded to Support Educators of English Learner Students**](#) (Sept. 22). (9) [**ESSA English-Language-Learner Guidance**](#) (Sept. 23). Guidelines for states and school districts through Title III of ESSA. (10) [**FACT SHEET: A College Degree: Surest Pathway to Expanded Opportunity, Success for American Students**](#)s (Sept. 16).



From the U.S. Department of Labor – [A New Start in New Haven**](#)** is a blog by Secretary of Labor Tom Perez about his visit in September to the *Linking to Employment Pre-Release* program of the New Haven Correctional Center in CT. The blog contains a compelling letter from one appreciative short-term inmate.



From UNESCO and the International Review of Education (IRE) – IRE is the oldest journal of comparative education in the world. In 2013, it shifted its focus to align more with the work of the UNESCO Institute for Lifelong Learning, giving new emphasis to such topics as adult education, non-formal education, adult literacy, open and distance learning, and workplace learning. In an effort to introduce new readers to IRE, the Executive Director just announced that IRE will make available for free download (through December 20th), ten recently published articles:

[**Educating the adult brain: How the neuroscience of learning can inform educational policy**](#)

[**Livelihood planning and career guidance in Palestine and the broader MENA region**](#)

[**Freire, literacy and emancipatory gender learning**](#)

[**Changing societies and four tasks of schooling: Challenges for strongly differentiated educational systems**](#)

[**Humanisme : inventer l'avenir**](#)

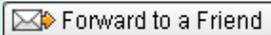
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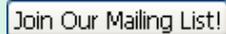
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