



## Newsletter Issue #19, Jan. 27, 2017

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### Johan Uvin: A New Leadership Role

Johan Uvin has been named the sixth President of the Institute for Educational Leadership (IEL), effective February 15th. Dr. Uvin has served for the past few years as Acting Assistant Secretary for Career, Technical, and Adult Education in the Obama Administration.

IEL was founded more than 50 years ago and has a strong history of achievement. Its roster of presidents includes the late Sam Halperin who in the 1960s was architect of both the Elementary & Secondary Education Act of 1965 and the federal Adult Basic Education program during the tenure of President Lyndon Johnson. IEL's focus is on moving children,

youth, and adults along paths to leadership and workforce development, in part by building partnerships between schools and communities.

Dr. Uvin told NCAL that "After my work in the Obama Administration, I wanted to find a next step that would allow me to continue to contribute directly to equal opportunity for all, not just some. That includes children, youth, adults, and families. When I learned about IEL's vision, I immediately identified with it and felt motivated to join the Board and staff in pursuit of a society that uses all of its resources effectively to provide an equal opportunity for all children, young people, and adults to learn, develop, and become productive members of our democracy. I look forward to leveraging and expanding IEL's footprint and impact in support of its mission to equip leaders to better prepare these people for college, jobs and workforce participation, and citizenship. I'm excited after many rewarding years in the public sector to return to the private sector. I look forward to developing many strategic partnerships to improve the odds for my fellow Americans, particularly those facing significant barriers such as high-school non-completion and disabilities, and opportunity youth disconnected from education, training, employment, community, and family."

Uvin brings a wealth of experience to his new job. On the adult education front alone, before joining the U.S. Department of Education, for years he oversaw Rhode Island's adult education, career and technical education, and GED testing activities; and he earlier supervised the adult education activities of Massachusetts. His duties at OCTAE included leadership roles in policy research and evaluation, programs for disconnected youth, and immigrant integration.

[Note: On his last day in service to OCTAE, a special issue of the **OCTAE Connection** (Jan 19) was issued that features a departing commentary by Dr. Uvin. It is titled *2,920 Days Later: Acting Assistant Secretary Johan Uvin's Reflections on 2009-2017*. The article will soon be posted at the [OCTAE Connections website](#), but can now be obtained [HERE](#).]





## REVISITING THE NEED FOR FAMILY LITERACY

The [Goodling Institute for Research in Family Literacy](#) at Penn State University has been a solid foundation for research and evaluation in family literacy since at least 1988, when federal legislation introduced by then-Congressman Bill Goodling was enacted as Even Start. Even Start was built around a vast body of prior intergenerational learning research. The Institute has just issued a new policy paper, **Changing the Course of Family Literacy**, which examines the history of family literacy since 1988 as well as its current status. The paper is authored by Carol Clymer, Blaire Wilson Toso, Elisabeth Grinder, and Ruth Parrish Sauder.

The report is based on a survey conducted by the Institute in 2015–16. It also draws heavily on accumulated research including recent work by the [National Center for Families Learning](#). It makes the case for strengthening the visibility and funding of family literacy at all levels and offers several several policy and funding recommendations. Many analysts today, including staff at NCAL, would argue the need for giving higher priority attention to family literacy, in light of the PIAAC findings alone.

As a matter of historical record, Even Start began with a federal appropriation of \$14.8 million in 1989 and had reached \$250 million by 2002. But for the next nine years funding was gradually decreased and in 2011 the program was eliminated. This phase-out was largely the result of assumptions about poor program outcomes, according to *Changing the Course*, stemming from evaluation criteria and an evaluation model that were subsequently recognized as flawed and based on inappropriate data sampling. The report discusses evaluation efforts at the time in considerable detail.

Family literacy today is found in bits and pieces scattered around the country and within a variety of federal programs including Head Start,

Indian Education, Ready to Learn Television, Title II of WIOA, and numerous others. But, according to *Changing the Course*, at least two problems restrict effectiveness of the federal role. One is that emphasis on employment and certificate goals overshadows the importance of family literacy for achieving non-economic goals, such as parenting and children's schooling. Another is that family literacy funding that flows to the states is usually not "required" to be spent on family literacy and too is often is not. Unfortunately, many family literacy programs have been cut back or eliminated across the country because of state budget reductions in adult education generally in recent years. Moreover, family literacy is handicapped because the states have a mixed capacity to collect program outcome data that is comparable or adequate for NRS reporting purposes.

Yet research indicates that family literacy is highly important to the states, and most state leaders think it is important to involve parents and their children in shared learning. Moreover, many states have found that family literacy programs add value to their general adult education services (because parents spend part of their time pursuing instructional activity on their own). In states that currently have active family literacy programs, "braided funding strategies" are used, although a few states rely totally or predominantly on state budgets.

**Changing the Course of Family Literacy** states that "diminished funding for family literacy is both a result of the demise of Even Start and the continued depletion of resources for adult basic education." "This disinvestment," it says, is "quite costly for our nation."

"The U.S. is one of two countries [among those participating in the PIAAC assessment] where the parents' educational attainment has strongest association on the respondent's literacy score," or in other words, where "a parent's educational attainment heavily influences the next generation's literacy skills." In fact, the U.S. has one of "the most entrenched multigenerational literacy problem(s) [among the countries in the PIAAC survey]," making it harder for low-socio-economic status children here to rise above educational and income inequality.

This study concludes that our nation's "lack of investment in parents and their children helps to perpetuate the widening racial and class disparity in educational attainment in the U.S." We have been very short-sighted and

need to reverse this destructive trend. And we need to support family literacy with multiple goals, not just economic and employment gain. Five specific recommendations are given:

- Re-establish dedicated funding to provide a multi-component family literacy model that enables parents to increase educational attainment, employability and occupational skills, parenting skills, community engagement, and social capital, along with children's academic development.
- Increase AEFLA funds [under Title II of WIOA] so that family literacy is a targeted program that includes these components and require states to use a percentage of AEFLA funds for family literacy--federal, state match, or both.
- Require that a percentage of ESSA funding be earmarked and combined with AEFLA to help fund the multi-component family literacy model needed.
- Provide planning grants to help local areas braid funding so that resources can be strategically used to offer integrated family literacy service, particularly where there are high concentrations of low-income and immigrant families.
- Increase support for family literacy services in Head Start as defined by the Improving School Readiness for Head Start Act of 2007 (Sec.637(4)(A)(B)(C) & (D) [42 U.S.C 9801]), which follows a multi-component family literacy model, to require parent literacy training.

For a copy of the full report, go [HERE](#). For information, contact Carol Clymer, Co-Director, Institute for the Study of Adult Literacy, Goodling Institute for Research in Family Literacy, Penn State University, [cdc22@psu.edu](mailto:cdc22@psu.edu) or 814-865-5876.





## NEWS IN BRIEF



**NCAL joins the National Skills Coalition (NSC)** in urging action by adult educators across the country in support of the JOBS Act (***Jumpstart our Businesses by Supporting Students Act***). The bill was just introduced on a bipartisan basis in Congress by Senators Tim Kaine (D-VA) and Rob Portman (R-OH). It would make it easier for low-income students and working adults to use Pell grants for short-term training programs offered by community colleges. Among other things, the bill would encourage eligible institutions to connect short-term credentials programs to career pathways and to provide basic skills instruction to assure student success. You can help by sending a letter to your senators urging them to sign on as co-sponsors of the bill and to support the Act. As a public service, NSC will provide name and address information for your letters, go [HERE](#).



According to a recent [article in the Washington Post](#), **Walmart has announced plans to add 10,000 new jobs to its workforce by the end of 2017**. The company will also expand its Academies program in order to provide "skills-building" training to nearly a quarter of its workers by the end of 2017, offering up to six weeks of training to more than 225,000 workers. In addition, Walmart plans to invest in "an additional 24,000 construction jobs" in 2017 and spend some \$6.8 million to build or remodel stores and set up new e-commerce distribution centers. Walmart has a longstanding commitment to employee career development as a way to reduce turnover and help put employees on productive career paths within the company.



The [Center for Promise of the American Promise Alliance](#) (at Boston School of Education) has issued a report that examines the role of relationships in career development. The research underlying the

report, [Relationships Come First: How Four Career Development and Workforce Readiness Programs Prepare Young People for Work and Life](#), had a core interest in fostering workforce development and career readiness among "risk-immersed" youth. The report examines four programs drawn from a Youth Opportunity Initiative of Citi Foundation's Pathways to Progress Initiative. They are [Cafe Momentum](#) (Dallas, TX), [Per Scholas](#) (Bronx, NY), [The Urban Alliance](#) (Washington, D.C.), and [Year Up](#) (Bay Area, CA). Four broad findings are discussed in detail in *Relationships Come First*: (1) Successful programs include a relationship-building component between young people and program staff; (2) A network of individuals and programs is needed to provide a wide variety of support and services for young people, and we must make fuller use of them; (3) Programs should foster "webs" of support for their participants beyond program completion; and (4) Approaches to relationship-building can and should take many different forms depending on the needs and strengths of the young people they serve.



On December 15, the U.S. Department of Education announced the **Inaugural Education Innovation and Research (EIR) Competition of 2017**. It is a new grant program established in ESSA as part of the Obama's Administration's *Investing in Innovation* program. EIR will support state and local efforts to develop, implement, and take to scale innovative and evidence-based projects that focus on underserved students, with about 25% of the funding earmarked for rural areas. States and districts are both eligible to receive grants. Grants will be awarded for new and ongoing projects in three different areas, each having its own set of goals and criteria. Intent to apply must be indicated by February 13th, EIR grant applications are due by April 13, 2017, and competition winners will be announced in the fall of 2017. For instructions and application criteria, go [HERE](#).



The **ERIC system** recently added several new fields to its database, aiming to make it easier for researchers to locate studies relevant to their work. A blog posted on Dec. 16 by the National Center for Education Evaluation and Regional Assistance explains the changes. Go [HERE](#).



On January 5, **outgoing Secretary of Education John King, Jr.** posted [Exit Memo: Department of Education: Giving Every Student a Fair Shot: Progress Under the Obama Administration's Education Agenda.](#) This remarkable document gives attention to major areas of Departmental action during the Secretary's tenure: school access and graduation rates, higher standards and better assessments, personalized learning through technology, growth in higher education investments, early learning programs, innovation and evidence of what works, support for educators and the teaching profession, special attention to our most vulnerable students, protecting students' civil rights, college affordability and access, and other areas. Sec. King also provides A Roadmap to Sustain and Accelerate Progress in each of the areas. The document is full of links to resources and specific program activities. King notes that "What lies ahead of all of us is...a question of courage and commitment. It's a daily fight not just to educate, but to increase social mobility, to strengthen families and communities, and to create hope and opportunity for those that need it most."



A new report from the **Migration Policy Institute (MPI)** (Dec. 7) says that billions of dollars are forgone each year as some 2 million highly-skilled immigrants are stuck in low-skilled jobs or unemployed and unable to find work. According to MPI, more than \$39 billion a year is lost in wages annually because of this "brain waste", and some \$10 billion is lost in taxes. The study, titled ***Untapped Talent: The Cost of Brain Waste among Highly Skilled Immigrants in the United States***, is a collaborative effort involving MPI, World Education, and New American Economy. It is the first ever to look at the economic costs of underemployment for college-educated immigrants in the U.S. Fact sheets are also offered to supplement the analysis, for CA, FL, MI, NY, OH, TX, and WA. Among the barriers to employment faced by high-skilled immigrants are "difficulty getting foreign credentials recognized, unfamiliarity with the U.S. labor market, employers' negative perceptions of the quality of foreign education and work experience, limited English skills, and a shortage of education programs to bridge skills programs and policies." To get the report and state fact sheets, go [HERE](#).





As part of the \$75 million **New Skills for Youth** initiative of The Council of Chief State School Officers (CCSSO) and JPMorgan Chase & Company, ten states were recently awarded \$20 million in 3-year grants to increase the number of high school graduates in their states who prepare for careers. (The states are DE, KY, LA, MA, NV, OH, OK, RI, TN, and WI.) Earlier, some two dozen states and Washington, D.C. received grants to assess their existing career preparation systems and develop new action plans. The *New Skills for Youth* initiative was begun in 2014 as a result of a report developed by the Career Readiness Task Force under CCSSO's then-president Terry Holliday, who was Kentucky's Commissioner of Education. So far, 43 of the states have embraced its basic goals and operating principles. To learn more, go [HERE](#).



**The National Skills Coalition** (NSC) operates a program to promote *skills equity policies* that will expand equitable access to middle-skill training, credentials, and family supporting careers for low-skilled people and those with barriers to economic opportunity. In December, NSC put out four new publications in its "Skills in the States" series. They are [Alignment Policy: 50-State Scan](#), by Bryan Wilson, and [Alignment Policy Toolkit](#). The main paper shows that to date some 12 states have alignment policies in place (AR, CA, CO, IO, KS, MN, NC, OR, TX, VA, WA, and WI). They have in place at least three central elements of the core six policies that NSC deems essential to provide "a pathway for low-income, low-skilled adults to attain stackable postsecondary credentials that have value in the labor market." [These pathway elements are integrated education and training, career counseling, support services, high school diploma or equivalent credential, training leading to an industry-recognized stackable postsecondary credential, and industry engagement.] The other two papers in this series are [Stackable Credential Policy: 50-State Scan](#), also by Brian Wilson, and [Job-Driven Financial Aid Policy Toolkit](#), by Brooke DeRenzis and Rachel Hirsch.



In April 2017 the **Annie E. Casey Foundation** will hold its 23rd invitational juvenile justice meeting for more than 900 policymakers and

practitioners at its Juvenile Detention Alternatives Initiative (JDAI) Inter-Site Conference in Orlando, Florida. The conference is one of several activities that make up the ongoing work of Casey's Juvenile Detention Alternatives Initiative. This year's event will commemorate JDAI's 25th anniversary. The JDAI program has been operating for more than two decades and some 300 counties across the U.S. are now involved in it. Although the conference is by invitation only, material generated for and during the conference will be made available to the public online in due course. All of the sites participating in the program report continuing reduction of juvenile detentions of "youth awaiting court hearings or pending placement to correctional programs," and this has been done "while protecting public safety and safeguarding taxpayer dollars." For more information, go [HERE](#).



The **International Federation of Library Associations and Institutions** (IFLA), through its Literacy and Reading Section, is calling for proposals on the topic of *Literacy Matters: It takes a community to raise a reader – building a nation of readers and creating a reading culture*. The papers will be presented at the "Libraries, Solidarity, Society" section of the 83rd IFLA General Conference and Assembly of the World Library and Information Congress in Wroclaw, Poland from August 19–25, 2017. Papers chosen for presentation "will examine how libraries support reading for pleasure and literacy development in their communities and the ways they work to influence and support building a reading culture and nation of readers." IFLA specifies five key proposal areas: (1) best practice library reading projects and initiatives, (2) library program partnerships in the focus area, (3) advocacy, (4) research that demonstrates program impact, and (5) the use of digital tools to help librarians promote literacy and develop a reading culture. An author from each winning proposal must attend the conference to present a live summary of the paper (expenses are the responsibility of the attendee, but IFLA will provide a special invitation letter to applicants intending to submit if it will help them secure funds to cover travel costs). Proposals are due by February 17th; winning applicants will be notified by March 17th. For details on required proposal elements and application procedures, contact Barbara Combes at Charles Sturt University in Australia at [bcomes@csu.edu.au](mailto:bcomes@csu.edu.au).



The Commission on Adult Basic Education (COABE) has had a name change. It is now the **Coalition on Adult Basic Education (COABE)**. The word "Coalition" is meant to reflect a more diverse membership that includes state associations, some 25 "partner" organizations, and individuals, as well as the reduced-fee considerations given by vendors and sponsors. For more information, contact [info@coabe.org](mailto:info@coabe.org). In announcing the name change, the Coalition also reported that most of its nearly 400 members, many of whom are part-time workers, do not have medical benefits of any kind. The group is working with Careington on a health care savings plan for members and will provide further information about the plan in the near future. COABE also announced that the Dollar General Literacy Foundation has enabled \$10,000 awards for Adult Learner, Teacher, and Administrator of the Year. Nominations are now being sought for those three awards and are due by January 31st. The awards will be given at COABE's annual conference on April 3rd in Orlando (see Events below). Go [HERE](#) to get award criteria and nomination form.



As part of its [Forum for Thought](#) program, the **American Youth Policy Forum** has begun an 8-part blog series titled *Using Research Evidence under ESSA*. The series is offered in partnership with the William T. Grant Foundation. Guest bloggers will share lessons learned and resources on how states and districts can best use research evidence to plan for and implement ESSA. They will feature experts on the role of state chiefs, the importance of leadership in building evidence-based systems, the use of intermediaries as power brokers, how to break down silos between researchers and practitioners, and other topics. The first blog, "Learning Systems: Improving Education in States and Districts," was posted on January 17. Go [HERE](#) (to access this blog as well as future postings and blogs available from the recent past).



The [Philadelphia Adult Literacy Alliance](#) (PALA, formerly called the Mayor's Commission on Literacy) has a membership of about 200 organizations and individuals. The group has begun to explore how to become a more effective and better funded advocate. At a recent PALA meeting, the [New York Coalition for Adult Literacy](#), which has a

meeting, the [NEW YORK COALITION FOR ADULT LITERACY](#), which has a membership of about four dozen organizations, shared successes and lessons from their own advocacy work, particularly as it relates to the \$12 million in new adult literacy funding obtained from NYC. PALA aims to increase resources for adult education and career development in Philadelphia. These two large metropolitan adult literacy centers have been in operation in one form or another for more than three decades.



The [International Health Literacy Association](#) (IHLA) was established in December 2016 following a period of planning and launch meetings in Geneva, Switzerland, Washington, D.C., and Haiphong, Vietnam. The IHLA is a member-based organization dedicated to professional development in health literacy research and practice in Europe, Asia, and North America. It will operate largely through workgroups. To join a workgroup or otherwise participate, it is necessary to sign up at the link given above. A report was issued at launching to set forth the group's unifying and mobilizing events and articulate its hopes and goals for the future. More information is available in [The Launch of the International Health Literacy Association 2016 Report](#).



A new report by **Upskill America** and the **Institute for Corporate Productivity** presents fresh data, analysis, and recommendations in a new report titled [Developing America's Frontline Workers](#). Among the facts discussed in the report are that

- There are 5 million unfilled jobs in the U.S.
- By 2017 2.5 million middle-skill jobs could be added
- 8.7 million U.S. workers are looking for work
- 24 million workers are low-wage earners who could fill better paying jobs if they had the skills
- 36 million have job-limiting skill deficiencies
- 14.5 million have low basic skills and income

The report indicates that while some 89% of employers offer development opportunities to their frontline workers, about three-fourths of them do not know how many workers take advantage of the programs. It suggests numerous measures to improve the

circumstances of frontline workers and to develop their potential and job prospects. To obtain the report, click the link provided above and note that it is necessary to register.



**Pro literacy** is seeking a project manager for a new two-year *Learning Connections* grant project. Applicants need to have adult education experience but are not required to reside in Syracuse where the organization is based. The job description is posted [HERE](#). For further information, contact Michele Diecuch at [mdiecuch@proliteracy.org](mailto:mdiecuch@proliteracy.org) or phone 315-214-2576.

**2017 Is A Year of Special Challenges in Adult Education**

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## EVENTS & OTHER RESOURCES



### Webinars, Conferences, Other Events

\* **Center for Law and Social Policy (CLASP)** – [January 31](#), a webinar to discuss *Fair Scheduling Advocacy and Research in NYC and LA*. The focus will be on two leadership initiatives: (a) the community Service Society's work with low-income workers in NYC who are disproportionately affected by unpredictable schedules, "with many struggling to keep their jobs, pay their bills, and move ahead economically;" and on research done by UCLA Labor Center and CLASP showing that "most young service sector workers in Los Angeles County get little advance notice or input

into their schedules" and that "many are barely getting by due to insufficient hours." Go [HERE](#) to sign up for the webinar.

\* **The National Skills Coalition** – February 5–7, *The 2017 Skills Summit* in Washington, D.C. will hold major sessions on TANF Reauthorization and Welfare Reform, Higher Education Act Reauthorization, Millions of U.S. Apprentices: Is Washington Ready to Take the Next Step?, the Perkins Act reauthorization, Upskilling the U.S. Workforce, and Rebuilding Our Infrastructure Workforce. For more information and to register go [HERE](#).

\* **Digital Promise Webinars** – February 7, *Closing the Digital Divide: 5 Digital Literacy Strategies to Help Adult Learners*. February 22, *Smartphones Meet Adult Ed: How Apps Engage Learners*. Go [HERE](#) for information and to register.

\* **Literacy Assistance Center (NYC)** – February 10 – July 12, 2017, a wide variety of workshops will be offered on such topics as digital literacy for ESOL instruction (4-part series), STEM (4-part series), project-based learning (3-part series), digital literacy and computer-based testing skills (4 parts), Best Plus 2.0 Test Administrators' Training, TASC readiness, teaching numeracy for reluctant learners, strategies to manage student persistence and retention, and many others. To review the Workshop Calendar, go [HERE](#).

\* **Connecting Credentials** – On March 1, the second *Parchment Summit on Innovating Academic Credentials 2017* will be held in Washington, D.C. Representatives from the Lumina Foundation, the University System of Maryland, and Lipscomb University will be among the discussants. To register, go [HERE](#). To view last year's Summit, go [HERE](#).

\* **Center for Applied Linguistics (CAL)** – (1) On March 2–3, 2017, in cooperation with WIDA, CAL will launch a new *K–12 Collaborative Symposium to Promote Spanish Language Development for Emergent Bilinguals*. To learn more and to register, go [HERE](#). (2) CAL is also sponsoring spring conferences for [TESOL](#) and [CABE](#), as follows: (a) March 21–24, *TESOL 2017 International Convention and English Language Expo* in Seattle, and (b) March 29–April 1, the *California Association for Bilingual Education 2017 Annual Conference* in Anaheim.

ASSOCIATION FOR BILINGUAL EDUCATION, 2017 ANNUAL CONFERENCE, ANAHEIM, CA.

\* **The Coalition on Adult Basic Education (COABE)** – From April 2–5, COABE will hold its annual conference in Orlando FL. Go [HERE](#) for conference information and to register.

\* **VALUE USA** – From April 3–5, VALUE will hold its National Adult Learner Leadership Institute in Washington, D.C. Leadership training is given face-to-face with local program staff and adult learners from across the country. It aims to help local literacy programs work better together toward a more "consumer-driver" model. For more information or to register, go [HERE](#).

\* **American Youth Policy Forum** – On April 26, AYPF and the Institute for Education Leadership (see feature on Johan Uvin above) will hold their *third annual Samuel Halperin Lecture and Youth Public Service Award* in Washington, D.C. The keynote speaker will be Karen Pittman, President and CEO of the Forum for Youth Investments, member of the board of Youthbuild USA, and formerly director of President Clinton's Crime Prevention Council. For information and/or to make a donation to the award, phone 202-775-9731 or go [HERE](#).

\* **The Barbara Bush Foundation for Family Literacy** – On May 4, the Foundation will hold a *National Celebration of Reading* in Washington, D.C. For more information and to buy tickets to the event, go [HERE](#).

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From [The Advisory Board Company](#) -- The White House Health Career Pathways Task Force report, [Paving Health Career Pathways to the Middle Class](#), has just been released. The report presents key task force findings and underscores how important it is for employers, educators, and workforce developers to work together. The work of Mercy Health West Michigan is prominently featured in the report.



From the American Youth Policy Forum (AYPF) – [First in My Family: Supporting First-Generation College Students](#) is a video (December 2016) featuring the experiences of several first-generation

college students and graduates. It explores the challenges they face and the sources of their support, and it offers recommendations for policymakers. In releasing the video, AYPF noted that a third of all incoming college freshmen are now first-generation. This video aims to make people more aware of the obstacles they face and the support help they need to navigate the application process and succeed in college life.



**From the Center for Law and Social Policy (CLASP) – (1) [The Trump Agenda Poses A Major Threat to America's Children](#)**, by CLASP President Olivia Golden, commentary as published January 19 in Washington Monthly. **(2) [Obama's Legacy for Children and Families](#)**, a short talk by Olivia Golden as part of a Talk-Poverty radio series on the Obama legacy.



**From Digital Promise – [Integrating Digital Tools for Adult Learners: Four Critical Factors](#)**, by Patti Constantakis, Dec. 2016. Prepared in partnership with the Joyce Foundation, Mockingbird Education, and SRI International. The factors discussed in this nine-page paper are Support Multiple Implementation Models, Use Data, Support a Rich Technology Infrastructure, and Support the Evolving Role of the Instructor.



**From Education and Career News – [Beating the Odds of College Success for Adults](#)**, an article by Silja Kallenbach of World Education and Ellen Hewett of the National College Transition Network, December 2016.



**From Education Week – (1) [Quality Counts 2017 – Under Construction: Building on ESSA's K–12 Foundation](#). (2) [Preschool Linked to Success on Global Math Test](#). PISA results show that high-scoring 15-year-olds were more likely than low scorers to have had a least a year of preschool. (3) [Trump Now Leads the Education Dept.: What's The Impact on Data and ESSA?](#)**







**From the Health Literacy listserv – (1) [Anatomy resources](#)** that adult educators can use in the design of health literacy curricula. (2) All kinds of health resources on kids, teens, and women at [Kidshealth.org](#). (3) Low-literacy posters on the [female](#) and [male](#) reproductive systems and on [pregnancy](#), and from the [Center for Disease Control Health Image Library](#). (4) For adult educators interested in readability issues when designing and laying out curricular and other health literacy materials: (a) <http://r9y.org/line-length/> and (b) <https://pearsonified.com/2011/12/golden-ratio-typography.php>. (5) Understanding Nebraska's pathbreaking [Health Literacy Champion](#) program. (6) Information about the nature and treatment of asthma within [Massachusetts' low-literacy action plan for children and adults](#).



**From the Institute of Education Sciences and the American Institutes for Research – [State Strategies to Facilitate Adult Learner's Transitions to Postsecondary Opportunities](#)** is a cooperative study by staff at the Regional Educational Laboratory of AIR and National Center for Education Evaluation and Regional Assistance of IES. It looks at several strategies being used in six Midwestern states (IL, IN, IO, MI, MN, OH) to help adult learners transition to college. The strategies have not been evaluated for effectiveness to date but may contain some useful ideas and insights for planners in other states.



**From LaGuardia Community College – (1) [How Can Community Colleges Get a Piece of the Billions That Donors Give to Higher Education](#)**, a compelling look at LaGuardia Community College in New York City, one of America's outstanding community colleges, Gina Bellafante, published in the New York Times, November 2016. (2) [Pushy Moms](#), an intensive enrichment program at LaGuardia that helps community college students transfer to four-year colleges. See *Pushy Moms* items listed in News at the bottom of the page.



**From the Migration Policy Institute – (1) [Open Windows, Closed Doors: Mutual Recognition Arrangements on Professional Services in the ASEAN Region](#)** (ASEAN=Association of Southeast Asian

Nations), January 11, re standardized rules across ASEAN members to advance and speed the mutual recognition of professional and academic qualifications in several occupations. **(2)** A new blog series has begun on the National Council on Immigrant Immigration Policy's *Forum on Immigrant and Refugee Access to Adult Education and Workforce Training Services*. Many of the postings focus on Adult Education and Workforce Training. To access recent and future blogs and other Forum resources, click [HERE](#) to register.



**From PIAAC** (the Programme for International Assessment of Adult Competencies) – **(1)** Materials from the Third PIAAC International Conference in Madrid in November 2016 are now available [HERE](#). **(2)** The January issue of the PIAAC Buzz newsletter features an interview about the impact of the PIAAC U.S. prison study by staff of the American Institutes of Research with Adult Education leaders Steve Steurer and John Linton. Go [HERE](#). **(3)** *Highlights from the U.S. PIAAC Survey of Incarcerated Adults: Their Skills, Work Experience, Education, and Training* is available [HERE](#).



**From the Social Science Research Council (SSRC) – [Common Good Forecaster](#)** is a new free interactive tool that enables individuals to determine how vital economic and social indicators in their communities could change if education outcomes were better than they are. The tool was created by the Council's [Measure of America](#) in partnership with [United Way Worldwide](#). According to SSRC, "By adjusting adult (25+) education levels, users can see the potential effects on a range of economic, political, and social variables and better understand how investing in education can improve outcomes not only for individuals but for society as a whole."



**From UCLA's Higher Education Research Institute – [Completing College: Assessing Graduation Rates at Four-Year Institutions](#)**, by Linda DeAngelo et al, under funding from the Ford Foundation, the National Institutes of Health, and the National Science Foundation. This publication is an effort to help analysts use incoming and high school graduation rates to predict future outcomes and to hold

colleges more accountable for student completion.



**From the UNESCO Institute for Lifelong Learning – [Using Libraries to Support National Literacy Efforts](#)**, UIL Policy Brief 6, issued on January 12.




**From the U.S. Departments of Labor and Education –** The Departments have jointly released five new technical assistance documents that (a) provide strategies and examples of state and local partnerships that facilitate the re-engagement of out-of-school youth; (b) support communities working with in-school youth in accordance with WIOA; and (c) address strategies for serving out-of-school English learners, current and former foster youth, and justice-involved youth. Links to each topical area are provided [HERE](#).



**From the U.S. Department of Education –** (1) [Federal Agencies Investing in Hispanic Education 2016](#), White House Initiative (Obama) on Educational Excellence for Hispanics. (2) [Federal Agency Data Plans](#), White House Initiative (Obama) on Educational Excellence for Hispanics. (3) [Fact Sheets, Toolkits, and Guides](#), White House Initiative on Educational Excellence for Hispanics. (4) [Expanding College Opportunity by Advancing Diversity and Inclusion](#), Nov. 2016. (5) [FACT SHEET: Equity in IDEA](#), final regulations for Individuals with Disabilities Act, Dec 12, 2016. (6) [U.S. Department of Education Announced Loan Counseling Experiment and New College Complete Toolkit](#), Dec. 15, 2016. (7) [Guidance on Civil Rights of Students with Disabilities](#), Dec. 28, 2016, three sets of guidance explaining how the Department interprets and enforces federal civil rights laws protecting the rights of students with disabilities and the related responsibilities of educational institutions. (8) Former Education Secretary [John B. King's statement on New York Governor Andrew Cuomo's free college tuition proposal](#), Jan. 3, 2017. (9) [Final Rule on State Authorization of Postsecondary Distance Education, Foreign Locations](#), Dec. 16, 2016. The rule aims to improve oversight and protect more than 5.5 million distance learning students at degree-granting institutions. (10) Two [Civil Rights Reports Spotlight Eight Years of Accomplishments, Lingering Challenges](#)

[Spotlight Eight Years of Accomplishments, Lingering Challenges](#), Dec. 8, 2016. **(11) [Education Department Establishes Enhanced Federal Aid Participation Requirements for ACICS-accredited Colleges](#)**, Dec. 12, 2016. **(12) [Consolidated State Plan Guidance, State and Local Report Cards Guidance](#)**, and **[High School Graduation Rate Guidance](#)** were released by the Department in early January. All three intend to help states transition to the ESSA with the goal of enabling students to graduate with a high-quality education and prepared for success in college and career.

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