



## National Council for Adult Learning

### **Newsletter Issue #22, Apr. 26, 2017**

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*The work of the National Council for Adult Learning aims to benefit all adults and families needing to improve their basic literacy, ESL, and workforce skills -- without regard to race, ethnicity, gender, age, sexual or political preference, immigrant status, country of origin, or religion.*



## FRAMING THE OPPORTUNITY: Educators Take Note

A new paper from Jobs for the Future, [\*\*Framing the Opportunity: Eight State Policy Recommendations that Support Postsecondary Credential Completion for Underserved Populations\*\*](#), advocates for better policy development and funding to improve postsecondary education completion rates in America. The recommendations aim to improve outcomes for underserved and disadvantaged youth and adults, immigrants, those who are incarcerated or formerly incarcerated, and men and women with low basic skills and other barriers to "crossing the threshold into the middle class."

The authors, Rachel Pleasants McDonnell and Michael Lawrence Collins, point out, that "once first among nations in its postsecondary completion rates, the United States now has fallen behind in international comparisons." Their conclusion is reinforced by data from the international [\*\*PIAAC assessment\*\*](#). Some 100 million adults make up the pool of underserved people in our country, the *Framing* report says. The authors call for overcoming this huge problem of access and opportunity through the "lens of equity." The goal should be to prepare underserved Americans for access to college and degree completion. It has been long established by research that a postsecondary credential is one of the most important means by which people today qualify for jobs that pay a family-sustaining wage and enable fuller participation in society.

Here are just a few of the staggering figures from *Framing the Opportunity*. Some 65 million adults in the U.S. have a criminal record. Thirty percent of inmates have less than a high school diploma and only six percent have earned an associate's degree or higher. Some 42 million immigrants live in the U.S. Of these people, 30 percent have less than a high school diploma and 51 percent over the age of 18 speak English less than very well. Among opportunity youth, some 5.5 million young people aged 16–24 are out of school and not working. From 30–40% of these people do not have a high school diploma, and only one percent will complete at least an associate's degree by age 28 (unless corrective steps are taken).

The authors' action recommendations to address this challenge are directed primarily to states, colleges, and community-based organizations. McDonnell and Collins intend their recommendations to supplement other policies in place or under development for K-12, high school to college transition, workforce development (e.g., WIOA), the Perkins Career and Technical Education Act, and other reform efforts. And they recognize that states have already made great strides in improving college access and completion. But they stress in this paper that more attention must be given to enabling access and success for underserved populations.

The eight recommendations of *Framing the Opportunity* will foster "cultures of completion, inclusion, inquiry, and collaboration." They are:

**#1 – Political Leadership and Commitment** – Create a strong statewide commitment to identify and address systemic barriers to completion for underserved populations. This action area would include establishing statewide task forces to examine data, policies and practices, education capacity, and system shortcomings. It would also promote state and local collaboration.

**#2 – Data Systems Capacity & Use** – Examine enrollment retention and completion data for immigrants, justice-involved individuals, opportunity youth, and other underserved populations to identify access

and achievement gaps and set improvement targets. This would include establishing or strengthening longitudinal data systems, examining intake procedures and data-sharing agreements, and creating accountability structures with clear outcome targets.

**#3 – Strong On-Ramps** – Encourage or require the development of stronger on-ramps into postsecondary education from the institutions, organizations, and systems that work with underserved populations. However, higher levels of national and state funding will be essential to support the adult education, high school equivalency work, ESL, and correction education programming needed. Policies and practices are urged that would: (a) create a common definition of college and career readiness, (b) braid federal and state funding to prove better access to resources, (c) allow and promote co-enrollment and explore placement alternatives to commonly-used testing exams (e.g., TABE or CASAS or Accuplacer) so as to avoid unnecessary student stress and confusion, (d) provide re-entry programs that incorporate education and job training for current inmates and returning citizens, and (e) promote greater college outreach to underserved communities.

**#4 – Ongoing Intensive Student Supports** – Encourage or require ongoing intensive supports -- including transition counseling, career advising, academic advising, and non-academic support designed to address the unique needs of underrepresented populations. This would include incentivizing creation of campus resource centers that give targeted supports for specific populations.

**#5 – Comprehensive Financial Aid** – Make postsecondary education more affordable for underserved populations by ensuring access to in-state tuition, financial aid and scholarships, public benefits, and emergency funds. This would include special attention to the needs of students with a prior felony conviction, undocumented students, and opportunity youth. One of seven "policy opportunities" deals with creating state guidance to facilitate uptake of Pell Grants through Ability to Benefit. Another deals with the provision of training for college financial aid departments so that they can better advise and serve

students.

**#6 – Robust Career Pathways** – Create robust career pathways with multiple exit and entry points. Also create flexible learning options that help underserved populations balance work obligations and educational goals. Stackable credentials, transfer and prior learning policies, and work-based learning are areas of focus.

**#7 – Braided Funding** – Promote and facilitate the use of braided funding to increase the resources available for underserved populations. To this end, cross-agency partnerships should be established and strengthened, and federal funding for supportive services should be leveraged. A chart is presented showing some 14 federal funding streams and potential programmatic uses.

**#8 – Capacity Building and Continuous Improvement** – Build the capacity of colleges and partner organizations to test and scale innovations for improving postsecondary success for underserved populations. This would include providing incentives to pilot innovative models and take successful practices to scale, getting colleges to engage in data-driven continuous improvement processes, and providing technical assistance and professional development.

The authors note in their conclusion that "we cannot be satisfied with general improvements in postsecondary completion if this means inadvertently widening achievement gaps and decreasing economic opportunity for those who need it most." We *must* develop a more inclusive and equitable policy agenda to support underserved populations.

To access the full *Framing the Opportunity* report, go [HERE](#).



## JDAI At 25: Gains in Juvenile Justice Reform

A new report by the Annie E. Casey Foundation, [\*\*JDAI at 25: Insights From the Annual Results Reports\*\*](#), was issued recently to celebrate 25 years of Casey's *Juvenile Detention Alternatives Initiative*. Although Casey has regularly issued annual reports on its work, this is the first comprehensive analysis based on multiple years, 2008 through 2016.

The program data shows that the majority of communities participating in the initiative (300 local jurisdictions in 39 states and the District of Columbia) have "achieved significant and, in many cases, long lasting reductions in both juvenile incarceration and juvenile justice crime." Compared to a pre-JDAI baseline, they have collectively:

- Reduced the annual number of days in juvenile detention by some 14 million days.
- Cut the overall annual admissions count by 49% or about 93,000 admissions per year.
- Documented that juvenile crime has fallen by more than 40%, on average, across the indicators chosen for evaluation.

In the 164 sites reporting in 2016, more than 3,800 fewer youth were in detention on an average day than before the sites joined the JDAI initiative.

A summary table early in the report shows the average daily detention population, disparities in detention by race and ethnicity, commitments to state custody, and juvenile crime trends. Among the findings is that

although rates of incarceration have decreased over time for both white youth and youth of color, the rate for whites is considerably lower than for youth of color. Admissions for youth of color dropped 44% from the pre-JDAI baseline to 2016 (from 119,287 to 66,968). White Non-Hispanic admissions dropped 59% (from 50,952 to 20,826).

Further, although the number of youth-of-color people committed to state custody was dramatically reduced over time (from 12,381 of 17,457 pre-JDAI to 5,593 of 7,432 in 2016), these individuals continue to account for about 70% of all youth committed.

Casey also considers key questions and issues that need to be addressed by JDAI as the program moves into the future. Key among them is "overrepresentation of youth of color at every level of system involvement."

Among the other challenges on their futures agenda is the need for more, better, and comparable data and program evaluation and reporting. The demographics of specific "youth of color" groups and communities are poorly understood. This problem will have to be addressed so that at the source of disparities in detention rates can be factored into planning. Technology needs to be deployed for program improvement purposes. And technical assistance for participating sites needs to be more customized to actual local need.

Beginning this year, the Casey Foundation plans to address these and other JDAI challenges through a "new program that builds on results reporting." A concept paper is under development now for release in late 2017. It will be followed by improvement activities to help JDAI sites further develop their current programs.

To access the full ***JDAI At 25*** report, go [HERE](#).



## NEWS IN BRIEF



In March, the **U.S. Department of Education** (DOE) and the **Internal Revenue Service (IRS)** jointly announced that the **IRS Data Retrieval Tool will be offline until Fall 2017**. The Tool is a major aid that helps students apply for federal financial aid. Deactivation of the service was due to data security concerns involving identity theft of taxpayer data. The IRS and DOE are working together to address safety issues and restore the service by October. The National College Access Network and the National Association of Student Financial Aid Administrators are concerned that lack of access to the form for so long will place a burden on students. They stress that as more stringent security requirements are incorporated, care should be taken to make sure the changes will not negatively affect use by low-income families. The U.S. Department of Education has advised that while the Tool is being fixed, students can use the online FAFSA and IDR applications as alternatives, both requiring applicants to have a copy of their tax return at hand for necessary information. On April 24, Secretary of Education DeVos announced steps that will make use of FAFSA easier. See [\*\*Internal Revenue Service \(IRS\) and U.S. Department of Education Office of Federal Student Aid \(FSA\) Statement about the IRS Data Retrieval Tool \(DRT\)\*\*](#). Also go [\*\*HERE\*\*](#).



The **Coalition of Adult Basic Education** (COABE) and the **National Council of State Directors of Adult Education** (NCSDAE) have launched a major new awareness and invest-in-adult-education campaign. The joint effort, called [\*\*Educate & Elevate Adult Education\*\*](#), aims to increase public and legislative awareness and provide state leaders with planning and professional development tools. Teachers and

students (for that matter anyone who cares about Adult Education) are encouraged to write or call their Congressional representatives in support of adult education and its funding. To facilitate action, those who wish to speak up can follow a "take action" button that will enable COABE and NCSDAE to communicate to Congress on their behalf. For that help, go [\*\*HERE\*\*](#).



As part of its ongoing commitment to lifelong learning, the **UNESCO Institute for Lifelong Learning** (UIL) operates a biennial **Learning City Award** to recognize "outstanding progress in promoting education and lifelong learning." Sixteen member cities from around the world have been selected by an international jury to receive a UNESCO Learning City Award for 2017. One purpose of the award program is to promote good practice and local progress towards the broader goals of the UIL. Another is to encourage cities around the world to embrace and provide lifelong learning services to their people. The award ceremony will occur September 18–20, 2017 at the International Conference on Learning Cities in Cork, Ireland. For a list of the winners and other information, go [\*\*HERE\*\*](#).



Earlier this month, the **U.S. Department of Labor** (DOL) announced a **\$5.7 million grant program to improve the performance of workforce and education programs at the state level**. Applicants are invited to develop and strengthen state workforce longitudinal administrative databases of programs that provide training and employment services. The initiative is part of DOL's Workforce Data Quality Initiative. Application criteria, eligibility, and other information is available [\*\*HERE\*\*](#) (or at 202-693-4696, or [ersen.joseph.h@ dol.gov](mailto:ersen.joseph.h@ dol.gov)).



The **International Health Association** recently announced the first issue of its new peer-reviewed journal, **The *Journal of Health Literacy***. The journal is a "forum for the dissemination of high-quality behavioral and clinical research that will bridge research with best practices." For more information, to submit articles and commentary,

and to sign up for the new online publication, go [HERE](#).



**Federal funding update.** The Continuing Resolution (CR) under which the government is presently operating will expire on April 28. At this moment, it is not clear if Congress will pass a bill to fund government through the end of the year or if they will extend the CR to buy more time. The Administration's so-called "skinny budget" proposes some \$9 billion in cuts to the Education Department in FY2018, with only half of the targeted programs identified. The common assumption is that the budget of the Department will be cut by 13–15 percent. Numerous groups have sent sign-on letters to the Appropriations Committee chairmen and ranking members urging that FY2017 and FY2018 WIOA funding be at least at authorized levels. One especially strong letter was from the [\*\*Campaign to Invest in America's Workforce\*\*](#). Among other things, this letter reminds Congressional leaders that the WIOA program alone has already been cut by 38 percent since 2001 and that we cannot compete in the global economy if we keep cutting and eliminating effective programs. The Administration appears to have backed away from its threat to veto the bill under development if it doesn't include funding for "the wall." [Ed. NOTE: The COABE website now includes a [Legislative Center](#) from which monthly Legislative Updates are made available. Go [HERE](#).]



The [\*\*NYC Coalition for Adult Literacy\*\*](#) called for a **City Day of Action on April 20th**. It said that unless New York City maintains last year's funding for adult literacy, some "5,700 current students will lose their seats in city-funded English language (ESOL) or High School Equivalency (HSE) classes" beginning July 1st. In addition, some 15,000 other applicants are on waiting lists at present to enter classes, so the need is being only partially met at the current City funding level. Readers were urged to phone, text, tweet, or otherwise write to the Mayor's Office about the need to maintain and even expand funding for HSE and ESOL. Baseline funding of \$12 million was recommended for fiscal year 2018 (beginning October 2017). Teachers were enlisted to have their

students write messages and they themselves relayed messages along with photos of their students. This campaign coincided with Immigrant Heritage Week in NYC, from April 17–23. The basic message of the campaign was: "Adult Literacy classes are key to this city. Learning English is a key step for immigrant New Yorkers to get better jobs, to communicate with their children's teachers as well as doctors and landlords and police, and to know and stand up for their rights." Thousands of students, teachers, elected officials, and members of the general public engaged in the campaign, including some 300 participants from the YMCA New Americans Initiative alone. The NYC budget will be released in a matter of days. Although a campaign official with whom NCAL spoke is "guardedly optimistic" about the campaign's impact, future open action days will be held if necessary.



The **Migration Policy Institute** recently reported (in *Central American Immigrants in the United States*) that immigrants to the United States from Central American countries accounted for eight percent (3,385,000 people) of the 43.3 million immigrants residing in the United States in 2015. The vast majority of these Central Americans (85 percent) were from El Salvador (40%), Guatemala (27.4%), and Honduras (17.7%). In the period 2011–15, these immigrants were heavily concentrated in the states of California, Texas, Florida, and New York and in five metropolitan areas of the nation (Los Angeles, New York City, Washington D.C., Miami, and Houston). Moreover, about 67 percent of them reported that they have a low proficiency in English, a higher proportion than U.S. immigrants generally. Moreover, some 86 percent of them are between the ages of 18–64--i.e., most are of working age. Finally, the median income of Central American immigrants in 2015 was substantially lower than the foreign population generally and U.S.-born populations. In short, in certain parts of the U.S., according to these statistics alone, ***Central American immigrants are a major U.S. population group in need of Adult Education, citizenship, and ESL services.*** For more information, go [HERE](#).



Kentucky Education Television (KET), Kentucky's renowned and long-standing education television service, with its major commitment to adult education, is still going strong. The **Kentucky Board of Education recently awarded the Dr. Samuel Robinson Award to KET** for its "outstanding leadership, commitment, and service in promoting equity and opportunity to learn at high levels for all Kentucky students." Robinson was a former educator and social justice advocate in Kentucky and served on the KY Board of Education for 13 years through 2004. For more information go [HERE](#).



Proliteracy has long provided support to its network of 1,000 affiliated programs around the country -- a wide range of community-based organizations including the former Laubach and Literacy Volunteers programs. In October, Proliteracy reached out to the entire field of adult education and ESOL with a **new professional development Education Network**. The Network offers online courses and a comprehensive array of tools and materials for instructors, program managers and staff, trainers, and adult students. Network resources are available to any adults who teach or learn reading, writing, math, citizenship, and basic life skills, whatever their context or base of operations. Trainer Certification is a key feature of the effort. The Cornerstone Foundation funded the website platform, and other funders have donated to support its development. To explore the Network's offerings and access a video orientation to the Network, go [HERE](#).



The **Barbara Bush Foundation Adult Literacy X-Prize** competition is on course. Early this month, an X-Prize official told NCAL that "after a quiet time of application development, we are about to get the competition under way." Semifinalists will be announced next month (competitors are listed in the program website now). A four-month pre-testing period for the semifinalists will follow beginning in July. Finalists are scheduled to be announced a year from now, in May 2018. The X-Prize program runs through June 2019. For more information about the program, go [HERE](#).

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

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## **EVENTS & OTHER RESOURCES**



### **Webinars, Conferences, Other Events**

- \* **GradNation** – [May 3, 2017, The State of our GradNation: What will it take to get to a 90 percent grad rate for all students?](#), Aspen Institute, Washington D.C. A new report, *2017 Building a GradNation Report by Civic Enterprises and The Everyone Graduates Center*, will be released at the event. Go [HERE](#) to register. Note that live streaming will be available.
  
- \* **International Health Association** – [May 3–5, 2017, the Annual Health Literacy Conference](#), CA. May 3 features eight preconference workshops including *Building Your Own Health Literacy Toolbox: A Workshop for Beginners* and *Health Literacy 101: An Introduction to the Field*. Various panels and breakout sessions are scheduled for May 4–5 to "build bridges" and "promote health equity and health literacy". IHA Health Literacy Awards will be presented at a luncheon on May 4th. To watch IHA's 2017 video about the conference, review specifics of the agenda, and register, go [HERE](#).

\* **Connecting Credentials** – May 3–5, 2017, Washington, D.C., the *2017 Postsecondary Electronic Standards Council (PESC) Data Summit*, "Empowering the Mobility of Digital Academic Credentials." The event will focus on access, integration, and implementation of data systems, maintenance and promotion of data exchange standards, community-driven development and innovation of technology, and other factors important to education data systems development. Go [HERE](#) to register.

\* **Barbara Bush Foundation for Family Literacy** – May 4, 2017, Washington, D.C., *National Celebration of Reading*. An event that features prominent authors (including Sandra Brown who has written 68 New York Times bestsellers, and political strategists Mary Matalin and James Carville) as well as leaders in community development and Adult Education. For information and to purchase tickets, go [HERE](#).

\* **Goodling Institute for Research in Family Literacy** – May 15–August 9, 2017 , *Penn State's Family Literacy Certificate Summer 2017 Online Course Offering*. This 12-credit post-baccalaureate certificate program is a nationally recognized offering of Penn State's World Campus. For more information and to register, go [HERE](#) .

\* **National Skills Coalition** – May 18, 2017, a webinar titled *From the Correctional System to the Workforce: How State Policies Can Support Re-Entry*. Among the topics to be discussed are ways to support people with criminal records under WIOA, how some states have incorporated corrections into their planning for WIOA, and enlisting the one-stop system of American Job Centers to serve those who have been formerly incarcerated. To register, go [HERE](#).

\* **American Academy of Political and Social Science** – May 18, 2017, Washington, D.C., the *2017 Daniel Patrick Moynihan Lecture, Independent Worker: What Role for Public Policy?*. Princeton Professor Alan Krueger, 2017 Moynihan Prize Winner, will speak about the economics of alternative work arrangements, drawing in part on his recently released paper titled *Where Have All the Workers Gone?*. To sign

up for the lecture and/or link to the paper, go [HERE](#).

\* **Tufts University School of Medicine** – June 12–16, 2017, Boston, MA, *Health Literacy Leadership Institute 2017* – to advance health literacy and build leadership in the field. This advanced level program is suitable for both professionals and students in health literacy. It aims to integrate peer learning and foster research and best practices. For more information and to register, go [HERE](#). Or email or phone Sabrina Kurtz at [sabrina.kurtz\\_rossi@tufts.edu](mailto:sabrina.kurtz_rossi@tufts.edu) or 781–835–6488.

\* \* \* \* \*



**From the Annie E. Casey Foundation** – A new brief, [\*\*Advancing Two-Generation Approaches: Funding to Help Families Succeed\*\*](#), discusses key funding sources and combinations, partnerships, and strategies in six intergenerational programs for kids and adults. The programs are located in CT, IN, MD, MN, NY, and TX.



**From CareerOneStop, U.S. Department of Labor** – The [\*\*GetMyFuture's User Guide\*\*](#) is a comprehensive source of online guidance to help people explore possible careers, finish high school, apply to college, find job search help, get work experience, and much more. It is also a primer for the lay person on the meaning of various concepts in adult education and career development.



**From CASAS (Comprehensive Adult Student Assessment System)** – [\*\*The National External Diploma Program: A Solution for All WIOA Titles\*\*](#), by Nancy Companion, Lisa Wornom-Zahralddin, and Mitch Rosin. This paper discusses numerous ways the External Diploma Program can further the specific legislative objectives of WIOA's various titles. A few implementation models are used for illustrative purposes, including Virginia's *Peninsula Worklink* and *Plugged-In Virginia*.



**From CLASP – (1) [CLASP Supports Reintroduction of the REDEEM and Fair Chance Acts](#)**, by Duy Pham and Victoria Palacio, an article about the value of these programs for our nation and for nonviolent offenders returning to society. (2) **[New Poll Shows Overwhelming Small Business Support for FAMILY ACT](#)**, by Liz Ben-Ishai. This Act would establish a federal paid family and medical leave program funded by employee and employer contributions. (3) **[RECONNECTING JUSTICE: Lessons Learned and the Agenda Ahead](#)**, by Duy Pham and Wayne Taliaferro -- policy solutions to help low-income, low-skilled adults advance in the workforce, with a focus on those formerly involved in the criminal justice system.



**From Education Week – (1) [Principals' Test Not Predictive of Success on the Job: Exam Results Show Racial Disparity](#)**, by Denisa Superville. (2) **[Downloads of Math Materials: Use of Open Educational Resources in an Era of Common Standards](#)**, by Liana Loewus. (3) **[Chicago Wants High School Students to Create Postsecondary Plans](#)**, by Jackie Zubrzycki. (4) **[First Wave of ESSA Plans Gives Early Look at State Priorities](#)**, by Alyso Klein and Andrew Ujifusa. (5) **[Why Historically Black Colleges Should Be a Choice](#)**. Too many students aren't giving historically black colleges enough consideration, according to author Walter Kimbrough. [Ed. Note: Readers must register to be able to read these Ed Week articles in their entirety.)



**From Explore the Trades – [Why Become An HVAC Technician](#)** provides information on the growth in HVAC jobs (e.g., plumbers, electricians, refrigeration specialists) projected through 2022. **The Refrigeration School** recently issued an infographic, **[Getting Ahead of the Curve](#)**, which points to a variety of financial aid and training programs in these areas, as well as other information sources on HVAC.



**From the New York Times – [College After Foster Care? The](#)**

[\*\*Odds Are Not in Our Favor\*\*](#), an essay by Noel Anaya, who grew up in foster care and is currently a college student.



**From NPR Books – [Students Serve Up Stories of Beloved Family Recipes in A Global Cookbook](#)**, edited by Becky Harlan, with recipes and stories from a student project at Washington D.C.'s Capital City Public Charter School.



**From the PBS NewsHour – [Why these librarians are protesting Trump's executive orders](#)**, an article related to the *Libraries Are For Everyone* poster series created by Rebecca McCorkindale following Donald Trump's ban on seven Muslim-majority countries.



**From the Migration Policy Institute – (1) [The Economic Integration of Refugees in Canada: A Mixed Record](#)**, a major 26-page report by MPI's *Transatlantic Council on Migration*, by Lori Wilkinson and Joseph Garcea. The report assesses the economic outcomes of refugees in Canada over the last decade. One conclusion is that it can take a decade or more for refugees there to catch up with native-born Canadians in employment status and income levels. (2) [Trump Executive Order and DHS Implementation Memo on Border Enforcement: A Brief Review](#), by Faye Hipsman and Doris Meissner. This brief is an easy-to-navigate side-by-side chart that summarizes and analyzes major provisions of the executive order, with comparisons to prior policy and practice. (3) [As 100-Day Trump Administration Milestone Approaches, MPI Analyzes Major Immigration Actions in New Fact Sheet and Discussion](#). Attention is given to the President's executive orders, implementation memos from the Departments of Homeland Security and Justice, and pending legal cases in the courts and Congress.



**From the Open Door Collective – (1) [Why Healthy Communities Need Adult Basic Skills Education](#)**, a background paper

by Ian Bennett, Iris Feinberg, Marcia Hohn, Ellen Kersten, David Rosen, and Maricel Santos. (2) [\*\*No One Left Behind\*\*](#), an article calling for expanded and improved programs in adult ESL, literacy, and math to foster high school completion and enrollment and success in community college, by Steve Reder, prominent adult education researcher, professor emeritus at Portland State University, and board member of NCAL and OECD.



**From the Pew Research Center – [Seeking better data on Hispanics, Census Bureau may change how it asks about race](#)**, by D'Vera Cohn. The goal of federal officials in this effort is to produce more accurate and reliable data in the 2020 census and beyond, i.e., to compensate for the fact that many Hispanics, the U.S.'s largest minority group, do not identify with current racial categories in Census and other demographic surveys.



**From Proliteracy – [The Case for Investment in Adult Basic Education](#)** was issued by Proliteracy last month, by Kevin Morgan, Peter Waite, and Michele Diecuch. The paper seeks to give new life and visibility to past research by the eminent researcher, Steve Reder, through a summary of his findings about the need for increased funding for adult education. Reder's research provides evidence that people who take part in skills upgrading programs achieve many long-term benefits. This new paper is a timely and compelling way to call again for stronger funding from federal and state entities, private foundations, and individual donors, which analysts throughout the field have been urging for years. (Ed Note: For further evidence, policymakers and planners should also see the voluminous work of [PIAAC](#), and [Reach Higher, America](#), the still widely-used and informative report of the National Commission on Adult Literacy.)



**From UNESCO's Institute for Lifelong Learning (UIL) – (1)** The first 2017 issue of its *Journal of Lifelong Learning* (volume 63) is dedicated to [Experiential Learning in Informal Education Settings](#)

around the world, with guest editors Zehavit Gross and Suzanne Rutland. The issue contains a wide variety of articles and reviews on various aspects of this subject and will be of interest to schools, adult basic education programs, postsecondary education, community development groups, and many others, across a range of geographical settings. (2)

**Using libraries to support national literacy efforts**, UIL Policy Brief #6. The Brief notes that there are about 320,000 public libraries worldwide, of which some 230,000 are in developing countries. There are also more than one million school, community, research, university, national, and special libraries. UIL aims to develop action and understanding and foster a closer connection between libraries everywhere with education and social groups at all levels.



**From the U.S. Department of Education -- (1) Readout of Secretary of Education DeVos' Meeting with Chicago Mayor Rahm Emanuel.** (2) Statement from the Secretary of Education on the **President's Strategy and Policy Forum Listening Session**, concerning career and technical education for college students and adults generally and the federal intent to shift decision-making to state and local government. (3) Statement from the Secretary of Education on **President Trump's Buy American and Hire American Executive Order**.



**From advocates of effective data use --** Development of data bases and effective use of data has been a hot topic theme in recent education discussions. For example: (1) MDRC reports on its use of data to help at-risk students, in **Using Research Evidence to Strengthen Support for At-Risk Students: A Case Study of Communities in Schools**. (2) The Association of Public & Land-Grant Universities has put out a report titled **The Power of Numbers: Public Higher Ed Institutions Detail How They're Increasing Student Success through the Effective Use of Data**. (3) As part of its "What's Working" series, America's Promise Alliance has issued **What's Working: In Chicago, Smart Use of Data Works to Get More Young People 'To & Through' College**. (4) Policy Analysis for California Education (PACE)

recently issued [Using Surveys of Students' Social-Emotional Learning and School Climate for Accountability and Continuous Improvement.](#)

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