



OTHER NEWS

✓ As part of its [Game Plan for Low-Income People](#) initiative, the **Center for Law and Social Policy (CLASP)** recently put out a series of memos titled "*Opportunities for Action.*" The memos, available at the above link, provide recommendations on how states, local areas, advocates, and service providers "can leverage opportunities to serve low-income youth and adults through state and local plans, policies and guidance, and budget choices." To sign up for new Game Plan publications as they are issued, [CLICK HERE](#). In addition, CLASP recently revised its policy priorities for reforming the Higher Education Act, in an update titled [Reform the HEA to Address the Unmet Needs of Low-Income and Non-Traditional Students](#). The goal is to improve federal policy to better serve lower-income adults for the changing labor market and to improve prospects for students' economic success.

✓ **Two new health literacy resources** were recently announced on the [Institute for Healthcare Advancement's Health Literacy listserv](#) that may be of interest to adult education professionals working in this area of Adult Education. They are [From Coverage to Care](#) (for the newly insured), [Do You Have Health Insurance: We will help you understand how to get, pay for, and use health insurance](#), and [Health Literacy: Past, Present, and Future](#).

✓ The **Center for Applied Linguistics (CAL)** recently announced a

range of new ELL/ESL resources. Among them is the [Foreign Language Assessment Directory](#) which provides information on more than 200 tests in 90 languages to aid teachers and other educators in their search for foreign language assessments. Also available are [Connecting Diverse Cultures: A Video Guide for A New Day and Be Who You Are](#) (to help educators better understand other cultures and beliefs), and [Teaching and Assessing EIL \(English Intercultural Learning\) in Local Contexts Around the World](#) (for graduate and in-service courses on language teaching and assessment).



The **Migration Policy Institute** will host a symposium on [The Immigration Act of 1965 Then and Now](#) on Wednesday, September 30 from ET 9:30 to 11:30am. An impressive group of distinguished scholars and commentators (including an immigration lawyer and two authors) will discuss the political and policy dynamics that made the 1965 Act possible, how the Act changed the legal immigration system, how it has reshaped U.S. demographics, and other issues important today and in the future. To register, click on the link above. For more information call 202-266-1929 or email events@migrationpolicy.org.



A webinar called [Integrating Employability Skills into Everyday Instruction](#) is scheduled for Wednesday, September 2nd at 2pm by four organizations, the American Youth Policy Forum, the Center on Great Teachers and Leaders of the American Institutes for Research, the College & Career Readiness and Success Center of Rutgers University, and RTI International. For more information or to register, go to the link above.



Two New Memoranda from OCTAE will help states and local groups incorporate WIOA provisions and the One-Stop System into their Adult Education and Family Literacy Act (AEFLA) programs. To access the WIOA memo (OCTAE/DAEL/15-4), [CLICK HERE](#). For One-Stops (OCTAE 15-3), [CLICK HERE](#).



The **National Skills Coalition** (NSC) has just issued [Skills in the States: Sector Partnership Policy](#), which may be of interest to adult

educators working to build workforce skills into their programs. Noting that state policymakers are beginning to recognize the importance of education and job training as a vital part of their economic planning, NSC identifies the states that currently have sector partnership policies in place and the states with other "state-level targeted sector activities." It finds that 21 states have sector partnership policies at present and "are positioned to help local communities meet the needs of both workers and employers in key industries." The report also looks at how these efforts are funded and whether they provide technical assistance or program services.



[Building A Strong Relationship Between Competency-Based Pathways and Career Technical Education](#) was published in July 2015 through a cooperative effort of the National Association of State Directors of Career Technical Consortium and Achieve. It provides guidance to states, school districts, and adult education leaders to help them integrate career technical education and competency-based pathways and introduce them into their programs. The goal is to increase the success of adults and high school graduates who go on to college and careers. The guide aims in part to increase collaboration, integration of programs, and stronger professional relationships. It speaks in terms of "leverage points"— e.g., contextualized teaching and learning, self-directed student pathways, experiential learning opportunities, project-based learning, and performance-based assessments. It cites exemplary efforts in Maine, Connecticut, Vermont, New Hampshire, Michigan, Kentucky and a few other states.



[The Value of Sub-Baccalaureate Credentials](#), by Mark Schneider of the American Institutes for Research, was published on June 30 as a journal article in *Issues in Science and Technology*. Starting from a common but increasingly challenged assumption that postsecondary education is a good investment for students because it leads to better jobs and higher wages, the article looks at return-on-investment issues to consider actual ROI outcomes. It considers variations in return among associate degree holders, bachelor's degrees, and certificates. It looks at wage differentials over a 10 year period and in the shorter term, with comparative statistics offered for Colorado and Texas. One of the report's conclusions is that "many technically oriented sub-baccalaureate credentials have high market value, the return on specific credentials depending partly on where workers live. AIR's abstract on the

article at the above link also gives information about related projects and further reading.

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