



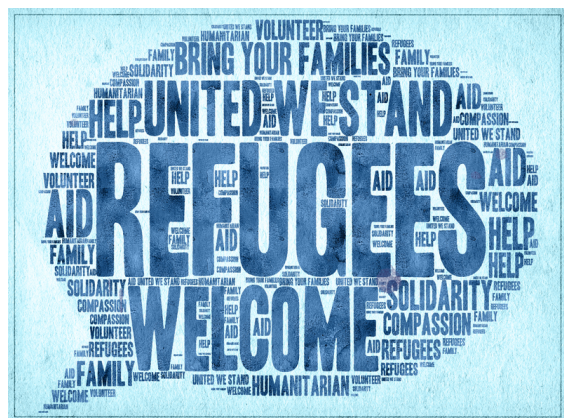
Newsletter Issue #20, Feb. 27, 2017

In This Issue

- SPEAKING OUT FOR IMMIGRANTS & REFUGEES
- VALUE USA: RECOGNIZING STUDENT LEADERSHIP
- NEWS IN BRIEF
- EVENTS & OTHER RESOURCES

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.

2017 Is A Year of Special Challenges
to Our Nation and to Adult Education
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SPEAKING OUT FOR IMMIGRANTS & REFUGEES

President Trump's executive order banning immigrants and refugees

from entering the U.S. was a shocking and unprecedented action by an American president. Go [HERE](#) for the January 27th order, and [HERE](#) for a copy with annotation by National Public Radio. The "deportation force" proposed by the Department of Homeland Security on February 22nd to implement the President's wishes is also disturbing – in its sweep, its language, and its apparent lack of respect for due process and the nation's founding principles.*

Mr. Trump's order has been met with widespread outrage across the country and abroad. In the U.S., hundreds of educational institutions, corporations, refugee and immigrant organizations, civil rights groups, and all kinds of other entities have been speaking out, in written communications to the White House and in public statements. Legal challenges have even been filed by like-minded colleges and universities and by corporations. Many have joined protest campaigns and/or issued presidential statements to reject the extremism of the President's statement and its potential for damage to our nation and its citizens. All have been quick to express their belief in the importance of the U.S. as a welcoming country and to show their continuing commitment to inclusiveness in our immigrant nation.

Here is what leaders of just a few groups have said:

- *The foundation of our philosophy is that language and culture are important individual and society assets to be honored and cultivated....The world is stronger when diversity is valued....bans on vulnerable refugees or increased discrimination against immigrants will not make our nation safer. [Center for Applied Linguistics]*
- *The U.S. refugee resettlement program has long been the largest in the world and a pillar of U.S. global leadership in humanitarian issues....It will be difficult for other, much smaller countries to fill the void if the United States maintains its dramatic cuts in admissions or continues to refuse refugees....The United States' willingness to share the responsibility of providing solutions for refugees sends an important signal to allies and adversaries alike that U.S. policy stands firmly against persecution on the grounds of race, religion, national origin, or membership of a particular social group or political opinion, in the words of U.S. and international*

group of political opinion—in the words of U.S. and international refugee law." [Migration Policy Institute]

- *In this "chaotic, unprecedented, and challenging" time, the ALA strongly opposes any actions that limit free access to information, undermine privacy or discriminate on any basis. This includes the temporary suspension of visas and entrance to the US based on anyone's nationality or religion as well as the increased scrutiny of any individual's communication such as mobile phone and/or social media activity....We encourage our members to speak out and show their support for and work on behalf of our core values. [American Library Association]*
- *The "divisive order" from the President of the United States stands as the latest manifestation of the heated and xenophobic rhetoric that has undermined the fabric of the United States....The United States is a nation of immigrants, built on the backs of past generations, who desired to achieve the ultimate dream of a life free from fear, persecution, and tyranny. TESOL calls on our leaders in Congress, the White House, and communities across the country to uphold the very notions of liberty that our national was founded upon... [TESOL]*
- *Our society is the largest interdisciplinary organization in the world devoted to the scientific study of aging. As such, GSA's leadership shares the concerns of our members and scholars around the world regarding the recent executive order on visas and immigration....We are deeply concerned about the chilling effect it will have on science. This policy threatens the free flow of scientific information by limiting interaction among scientists. Such restrictions are not consistent with GSA's commitment to open collaboration and communication between researchers....We wish to assure the gerontological community that GSA will continue its ongoing commitment to support scientists and their scientific endeavors regardless of nationality. [Gerontological Society of America]*
- *Pima Community College stands resolutely behind inclusiveness and the free and open exchange of ideas. We welcome and embrace people from all walks of life and all points of view. Diversity is our*

strength and moral compass....This is a time of strong feelings. It is also a time for us to come together as a community, truly live our values, and keep our focus on student success, community engagement, and diversity. [Pima Community College]

- *We will not allow Immigration and Customs Enforcement (ICE)/ Customs and Border Protection (CBP)/U.S. Citizenship and Immigration Services (USCIS) on our campus unless required by warrant. Further, the University will not share any information about any undocumented student with these agencies unless presented with valid legal process. We also endorse the City of Philadelphia's Fourth Amendment practice that blocks City and campus police from complying with ICE detainer requests for nonviolent offenses. Penn is and has always been a "sanctuary" – a safe place for our students to live and to learn. We assure you that we will continue in all of our efforts to protect and support our community including our undocumented students. [University of Pennsylvania]*
- *LaGuardia was created to open the doors of higher education to all. It is who we are and what we do. Every single day students from across the globe—from 148 countries—come to LaGuardia to learn, to become inspired, to realize their dreams. Here in Queens, the most diverse county in the nation, we educate the most diverse group of students in the United States....We are taking important and substantive steps to make sure that our students, faculty and staff who are impacted by the recent Executive Orders are able to obtain legal assistance, financial help, access to benefits and other supports....LaGuardia is a place where different ideas and perspectives are acknowledged and debated with vigor in the context of the knowledge and wisdom inherent in an academic institution. Our campus, this beautiful mosaic of humanity, is America today, and is the culmination of our history as a nation of immigrants. [LaGuardia Community College]*
- *We believe this executive order is fundamentally inconsistent with the values that are the bedrock of [our university] and, indeed, of our pluralistic, welcoming society....The executive order diminishes our nation as a beacon for freedom and opportunity....As an*

academic community, we must stand together to support each other at this time of uncertainty and use a clear voice to affirm our principles and voice our deep concern. [Boston University]

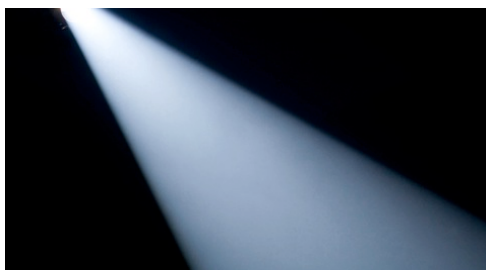
- *The Order represents a significant departure from the principles of fairness and predictability that have governed the immigration system of the United States for more than fifty years....The Order makes it more difficult and expensive for U.S. companies to recruit, hire and retain some of the world's best employees. It disrupts ongoing business operations. And it threatens companies' ability to attract talent, business, and investment to the United States. [From the corporate amicus brief]*

To read the full organizational statements of the above organizations, click these links: [TESOL](#), the [Center for Applied Linguistics](#), the [Gerontological Society of America](#), the [American Library Association](#), [Pima Community College](#), [Penn State University](#), [LaGuardia Community College](#), [Boston University](#), and the [Migration Policy Institute](#). To read about the coordinated corporate legal action, including its link to the amicus brief, go [HERE](#).

Countless organizations have also added explicit policy statements to their websites and public materials to stand against discrimination in any form. NCAL's website and newsletters now carry this statement:
"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."

* See the article by the board of [The New York Times](#) on February 22nd, [Mr. Trump's 'Deportation Force' Prepares an Assault on American Values](#). The article provides a link to two HHS memos on the deportation force. Also see [Immigration Facts Donald Trump Doesn't Like](#), Times editorial board, February 26th.

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VALUE USA RECOGNIZES STUDENT LEADERSHIP

VALUE USA has been a singularly important voice for adult literacy students for decades. It serves and is governed by its "adult learners." Its centerpiece national activity is its biennial Leadership Institute, which will be held this year from April 3–5 on Capitol Hill in Washington, D.C. (Note: To register for the Institute or join one of VALUE's various operating committees, go [HERE](#).)

A key focus of VALUE and of the Institute is to help local leaders (adult learners with years of experience and those new to the role) develop cooperative arrangements with other programs and design activities more sensitive to learners' needs (in the context of WIOA).

From 2014–2016, VALUE contracted with Research Allies for Lifelong Learning to carry out a first–ever assessment to evaluate if and how adult learners benefit the programs they enroll in as they pursue their own learning and leadership goals. A major purpose of the effort was to identify and define "outstanding leaders" and some of their qualities. Dollar General Literacy Foundation provided funding for the study.

The final project report, titled **ALLIES Final Year Leadership Report**, was rolled out in five parts between March 2016 and February 2017. Margaret Becker Patterson of Research Allies was the sole or principal author of the reports. They include an executive summary, and four specially–focused papers on outstanding leaders, connections of critical thinking measures with learner experiences, a qualitative summary of student survey findings, and key quantitative findings from the survey. The final paper (Feb. 2017) discusses the characteristics and experiences of *outstanding leaders*, including attention to the kind of growth they experienced as a result of participation in their basic skills programs.

VALUE and Research Allies were recognized for their pioneering study with [2016 leadership awards](#) from the National Coalition for Literacy. Go [HERE](#) to learn more about VALUE and to access the five evaluation reports.

One of VALUE's most endearing and enduring programs is its ongoing tribute to adult literacy advocate Susan Green, who, while in the George and Barbara Bush White House, helped keep adult literacy on the national agenda. In Susan's name, every two years VALUE gives a literacy leadership award to a nominated individual and presents that award at its Leadership Institute. Adult educators who knew and remember Susan may wish to consider an online donation to VALUE to help reward and encourage the values she advanced. Nominations are also invited for the award itself (by February 28) and may be given using the application form provided at the VALUE website, [HERE](#).



NEWS IN BRIEF



Nominations and applications are now being sought for **The Library of Congress 2017 Literacy Awards**. Three awards have been given annually since 2013 to organizations that have made "outstanding contributions to increasing literacy in the United States or abroad." The awards are The David M. Rubenstein Prize (\$150,000), The American Prize (\$50,000), and the International Prize (\$50,000). The Literacy Awards program is administered by the Center for the Book. Go [HERE](#) for application procedures and requirements, and to see a list of past winners, advisory board members, and other information.



Proliteracy's National Book Fund gave \$122,180 in grants to competing local literacy programs in 2016. The program, now about 20 years old, gives an award of between \$500–\$2,000 to financially needy applicants whose programs are dedicated to basic literacy, ESL, GED, and family literacy. The funds must be used to purchase books and other resources for students and instructors from New Readers Press or Proliteracy's online services. For a list of 2016 awardees and information about how the program operates, go [HERE](#), or contact director Alicia Saskin Muniz at amuniz@proliteracy.org. Forms for next year's awards will be available soon at the Proliteracy website; applications are due by April 15th.



Libraries: Pillars of Society. Public libraries are increasingly vital places in communities across America. They serve the vast majority of the population with a wide variety of services supported by print materials, a wide range of other media, and librarians now trained to take a proactive role in knowledge development. But despite their extensive outreach, growth in educational service, and organic role in community life everywhere, funding for libraries has decreased substantially in recent years, at both the federal and state levels. These findings are among many reported in Robert K. Logan's recent update to Logan's and Marshall McLuhan's classic, **The Future of the Library**. In Spring 2017 *UNESCO's Institute of Lifelong Learning* will publish a solicited review and discussion (by Gail Spangenberg of NCAL) of Logan's update, titled **The Future of the Library: From Electric Media to Digital Media**. This updated publication retains all of the original text but makes the analysis and information current with inserts and two new chapters about the impact of digital media on libraries. This book is must reading for adult educators and educational planners generally. They will benefit from a deeper understanding of the relationship between libraries and literacy, and of the role libraries play in the advancement of knowledge and learning. It notes that "as society has become more infused with digital media, users have had to become more literate....The sophisticated technology upon which we have developed an almost total dependency would break down without literacy...and the loss of literacy would mean the loss of technology and, subsequently, the loss of civilization." The article by Gail Spangenberg

will be announced here in due course. Meanwhile, we urge you to borrow the McLuhan–Logan updated book from your local library, or buy it from your local bookstore, or go to [amazon.com](https://www.amazon.com).



The **Student–Centered Learning Research Collaborative** is a new enterprise being developed by the Nellie Mae Education Foundation and Jobs for the Future. In this "break–down–the–silos" venture, which is dedicated to student–centered learning as the name indicates, policymakers, educators, and researchers will come together to share experiences, explore opportunities for working together, act on their commitments to equity and vigor in research, and collectively promote policies and practices based on solid research. For a You Tube video introduction to the new initiative, go [HERE](#).



The **Career Online High School (COHS)** was developed in 2012 by Cengage Learning and Smart Horizons Career Online Education. Its primary goal, through academic coursework and customized job training, is to make its students, primarily adult high school non–completers, job–ready and college–ready. All instruction is given online, using online resources. Each student is assigned an academic coach, a certified instructor, and receives ongoing technical support. When students graduate they receive an accredited internationally–recognized high school diploma, a workforce certificate, a career portfolio with resumes and cover letters, and job skills. COHS partners with hundreds of corporations, workforce development boards, and academic institutions. The programs of Walmart, Goodwill, and McDonald's have been profiled in past issues of this newsletter. The Clinton Global Initiative is one of its partners. More than 500 postsecondary institutions participate. And public libraries are also active partners -- e.g., in Florida alone, some 29 libraries across the state take part in COHS. One of them, Broward Libraries, has just announced its first online high school graduating class. To consider becoming a partner or to learn more about the COHS national program and how it works, go [HERE](#). Note that requirements vary by state. To learn more about the COHS programs in the Florida public library system, go [HERE](#). To learn more about the Broward program, go [HERE](#).



The Adult Literacy Caucus in the U.S. House of Representatives will continue to be chaired in the 115th Congress by adult education champion Rep. Phil Roe of Tennessee. Rep. John Yarmuth of Kentucky will replace recently retired Rep. Ruben Hinojosa as the Democratic co-chair. Adult education leaders at all levels may wish to encourage Caucus representatives from their states to join the Caucus, thank current members for their continued support and advocacy, and convey messages about the high importance and accomplishments of adult education and literacy in their communities. Current Caucus members (four Republicans and 16 Democrats) are given below. Reps. Roe and Yarmuth recently invited other members of the House to join the Caucus. Republicans: Phil Roe (TN), Diane Black (TN), Dennis Ross (FL), and Joe Wilson (SC-2). Democrats: John Yarmuth (KY), Yvette Clark (NY), Gerry Connolly (VA), Elijah Cummings (MD), Lloyd Doggett (TX), Raul Grijalva (AZ), Hank Johnson (GA), Jim Langevin (RI), Gregory Meeks (NY), Eleanor Holmes Norton (DC), David Price (NC), Jared Polis (CO), Dutch Ruppersberger (MD), Gregorio Sabian (North Mariana Islands), John Sarbanes (MD), and Paul Tonko (NY).



Federal Budgetary Matters. The President's fiscal year 2018 budget is likely to be released in mid-March. Rumors are rife about the lack of program detail that will appear in the budget and the likely depth of cuts to education programs. Some expect very deep funding cuts for education complicated by a diversion of funds for private school vouchers and charter schools. At this juncture, very little can be said with certainty about the Administration's intent for the schools, adult education, or higher education. Some analysts including NCAL are expecting FY17 federal funding for adult education to be continued at the FY16 level, \$568,965,000 plus National Leadership activities. Some are worried, however, that when the Continuing Resolution (CR) now in effect expires at the end of April, the "commitment" may not be honored. This depends on whether there is a new CR or an Omnibus bill, what its provisions are, how the Pell grant surplus is handled, and other unusual factors. It remains important for leaders in the field to speak out for the needs of adult education with their local, state, and federal legislators, but they are just one force in a very difficult and unpredictable climate.

The President might decide to use some 2017 funds for some of his favored initiatives. For example, there is some speculation that his Administration may consider reviving a federal tax credit to benefit charter schools and vouchers and help offset tuition costs to low-income families (along the lines of the Educational Opportunities Act (S.809) introduced by Sen. Rubio (FL) and Rep. Tokita (IN) in 2013). Secretary of Education Betsy DeVos supported the bill at the time. If funds for domestic programs are substantially reduced, not only will adult education programs be affected but many nonprofit organizations around the country that receive federal funding could be in jeopardy.



Secretary of Education Betsy DeVos recent comments about the federal role in education signal an intent to reduce education funding and shift the federal role in education more to the states. In a February 14th interview with a Michigan media group, she said this when asked about the Department of Education: *"I can't tell you today what is being done that's unnecessary. But I can guarantee that there are things that the department has been doing that are probably not necessary or important for a federal agency to do. We'll be looking at that. We'll be examining and auditing and reviewing all of the programs of the department and really figuring out what is the core mission, and how can the federal department of education really support and enhance the role of the departments in the states. Because really, when it comes down to it, education and the provision of education is really a state and local responsibility to a large extent."* In another interview on February 17th, she said: *"There's clearly an opportunity to slim down the department in some ways. I don't know if that will ultimately significantly reduce the overall expenditure, but it may help incentivize states in other ways."* However, in her speech to Education Department employees last month, (go [HERE](#) to hear the full speech), the Secretary pledged to listen, learn, be open to the views of everyone, and pursue the Department's long held goals to better serve all students. She was generous and gracious in her comments. When she was questioned about adult education during the January 11th confirmation hearings, she responded in writing as follows: *"Too many Americans are suffering in the current economy. President Trump made improving the employment opportunities of these Americans a cornerstone of his campaign, and his administration will work to improve the prospects of*

campaign, and his administration will work to improve the prospects of those forgotten individuals. Reforms enacted in the Adult Education and Family Literacy Act, which was reauthorized in 2014 as part of the Workforce Innovation and Opportunity Act, were meant to help states and communities improve services for adult learners to provide the educational skills they need to obtain employment and increase self-sufficiency. If confirmed, I will work through the Office of Career, Technical, and Adult Education to implement these reforms to improve outcomes for adult learners." [Ed. Note: Leaders in Adult Education need to be proactive and convey to the Secretary and to the Congress the importance of a strong federal leadership role in our field, along with our efforts to protect funding for Titles I and II.]



As a result of a major [juvenile justice reform initiative of the Annie E. Casey Foundation](#), a program in Chatham County, Georgia, was recently publicized for making impressive gains. The program is carried out in partnership with the Chatham County Juvenile Court, the Savannah–Chatham Metropolitan Police Department, Savannah–Chatham County Public Schools, and other stakeholders including business. A new juvenile justice code went into effect some three years ago, providing "risk assessment tools" to help area leaders identify youth most likely to reoffend. Then, instead of sending them to the Courts, the young people are referred to special work–readiness programs. The Chatham program holds Community Safety Forums, each of which has so far been attended by about 200 local leaders, including judges, probation officers, law enforcement, intake professionals, and other stakeholders. So far, according to a Casey blog, youth referrals to the Court system are down by more than 30% and probation violations are down by more than 75% as a result of the program. For more information, go [HERE](#).



A new report from the **National Skills Coalition** (NSC), ***Foundational Skills in the Service Sector***, calls for the federal government to (1) make sector partnerships America's way of doing business, (2) fully fund federal investments in adult education, (3) support the expansion of work–based learning opportunities (such as apprenticeships and pre–apprenticeships), and (4) incentivize private investment in frontline workers with basic skills recommendations. NSC also recommends state policies to (1) fund and support industry sector

partnerships, (2) advance effective Integrated Education and Training models, and (3) support job-driven financial aid policies. The seven recommendations follow from NSC's analysis of PIAAC data. The study focused on workers 16–64 in the retail, hospitality, and healthcare industries who have low reading, math, and technology problem-solving skills. It was funded by the Walmart Foundation. The analysis found that 62% of workers in these service jobs (mostly in small and middle-sized companies) have limited reading and writing skills. Some 74% have limited math skills, and 73% lack digital problem solving skills. Despite their skill gaps, many of these workers must regularly use these skills on the job, the report says. NSC also examined the extent to which the workers actively pursued education and training opportunities, their reasons for doing so (usually job-related), and obstacles to participation. Training programs in community colleges, in the workplace, and in other settings are listed to help employers consider appropriate opportunities for their low-skilled employees. For the full report (February 2017), go [HERE](#). Another recent report by NSC's **Workforce Data Quality Campaign**, titled ***Programs that Work: Quality Assurance for Short-Term Occupational Programs***, offers state and federal policy recommendations to direct financial aid to short-term occupational programs that "provide training for in-demand jobs or start people on a career pathway to a family-sustaining wage." For that report, go [HERE](#).



The **Coalition on Adult Basic Education (COABE)** has formed ***Voices for Literacy***, a new collaboration of groups committed to expanding opportunities for children and adults through literacy. The founding members are the Barbara Bush Foundation for Family Literacy, COABE, Digital Promise, Pi Beta Phi, and Reading is Fundamental. The goal is to "maximize the expertise and resources of the partner organizations to amplify the national conversation on literacy" by speaking with one voice about the need for adult education in communities across the country. *Voices for Literacy* has already launched its first digital "social campaign," an outreach effort to encourage people to show their support for literacy. For more information or to join the effort, go to the *Voices for Literacy* website [HERE](#).



The Literacy Assistance Center of New York City (LAC) is

The Literacy Assistance Center of New York City (LAC) is seeking agencies to host internships from its Winter TESLA (Teaching ESL to Adults) course-takers who are in the process of earning a TESLA Certificate. LAC notes that most members of its class would like to have a portion of their internship spent working in an ESOL classroom. Prior to their internships, participants typically complete 45 hours of on-site classes and some 120 hours of online study. Placements should total 36 hours between March 25th and May 30th. Groups interested in sponsoring an intern should go [HERE](#) to fill out the form required for that purpose. Or for further information about sponsorship, contact Judy Trupin, ESOL Specialist at LAC at judyt@lacnyc.org. For details about how to enroll in the program itself, potential students should go [HERE](#).



The **Center for Law and Social Policy** has issued [*Realizing Youth Justice: Guiding Principles for Advocates in the Trump Era*](#), by Nia West-Bey, Clarence Okoh, and Kisha Bird, Feb. 2017. This publication reports that "over the past 30 years, communities of color have been severely affected by mass incarceration policies—a series of misguided efforts to "get tough on crime." It notes that attitudes had begun to change, however, and that government, law enforcement, school districts, and other stakeholders have begun to embrace restorative justice policies and alternatives to youth incarceration. Worried that progress may be endangered by the politics of today, the authors speak about what "law and order" means today for low-income youth of color, principles for realizing youth justice, and how investments in youth-serving systems can "coordinate in a systemic anti-incarceration strategy." This includes, says CLASP, a framework that protects the systems from "unjustified budget cuts and structural changes that would undermine youth services." The report contains two tables with staggering details about the high rates of incarceration today for young male and female blacks, Hispanics, and American Indian populations. For example, while young black men aged 18–24 make up only 12% of the total male population, they make up 49% of the incarcerated male population.



With funding of nearly \$400,000 from the Institutes for Educational Research of the U.S. Department of Education, **Penn State**

University and three collaborating organizations are conducting a two-year project to analyze and compare adult education career pathways programs for low-skilled adults and immigrants in high-need cities. The partner organizations are the Chicago Citywide Literacy Coalition, the Houston Center for Literacy, and Miami-Dade County Public Schools. The project has been underway since August 2015; a final report is expected later this year. Meanwhile, a discussion of the project and a preview of some of its findings to date was made at the February 14th conference of the Pennsylvania Association of Adult Continuing Education. For more information about the effort and to see the preview presentation, go [HERE](#).



Donna Satterthwaite, former Director of Employment Services, has been named **Interim Executive Director of Senior Service America** (SSA) effective March 1, as a result of the retirement of Tony Sarmiento and Marta Ames. A targeted search is being made and SSA hopes to fill the position by July 1st. [Ed. Note: Some of us in Adult Education have known Tony Sarmiento for decades. He is a deeply respected professional and an extraordinary human being. It has been an honor to work with him over the years. Like many others in the country, NCAL admires and will miss him deeply. The best of luck to Tony and to Marta Ames in their new life adventures. And good luck to Donna Satterthwaite, a class act in her own right who is inheriting a classy and important organization!]

2017 Is A Year of Special Challenges in Adult Education

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EVENTS & OTHER RESOURCES



Webinars, Conferences, Other Events

* **Workforce Data Quality Campaign** – March 1, a webinar on the ***Role of Data to Support College and Career Readiness and Success for Students in Foster Care***. Six national and state leaders will make presentations, including Elizabeth Dabney of the Data Quality Campaign of the National Skills Coalition and Kristen Kelly, Assistant Director of the Legal Center for Foster Care. To register, go [HERE](#).

* **American Youth Policy Forum** – March 7, a webinar sponsored by the William T. Grant Foundation on ***ESSA and Research Evidence: Opportunities and Challenges for States***. Seven leaders will make presentations, from the states of Massachusetts, Michigan, and Tennessee, along with Profession of Education Marty West from Harvard's Graduate School of Education. To register, go [HERE](#).

* **The Goodling Institute for Research in Family Literacy** (Penn State University) – March 23, a webinar on ***Changing the Course of Family Literacy***. Carol Clymer, Director of the Institute, and others will make presentations. The event is an opportunity to "learn more about family literacy funding, program elements and challenges, and policy recommendations. The webinar is a follow up to a policy brief recently issued by the Institute, also titled ***Changing the Course of Family Literacy***. To register, go [HERE](#). To obtain the publication, go [HERE](#).

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From ACHIEVE – A new report, [The State of American High School Graduates: What States Know \(and Don't\) About Student Performance](#), says that "states cannot make good policy and practice decisions—and ultimately cannot improve student performance—if they do not have basic information about how students are performing along the way." The study examined state public records on student performance in light of job and college readiness indicators. Profiles are provided for each of the fifty states.



From Alternet -- [Why Libraries Matter More Than Ever in the Age of Google](#). A review of John Palfrey's new book 'Biblio Tech,' and the culturally critical role libraries play in society (May 2015).



From the American Youth Policy Forum - (1) [Five Ways States Can Support Evidence-informed School Improvement](#), a blog posting by Carrie Health Phillips of the Council of Chief State School Officers. (2) [Collaborating Within State Agencies to Ensure the Effective Use of Evidence](#), a blog posting by Carrie Conaway and Russell Johnston of the Massachusetts Department of Elementary and Secondary Education. (3) [Using Research Evidence Under the Every Student Succeeds Act \(ESSA\) Resource Page](#). (4) [Creating a System of High-Quality Education Options to Serve All Students Resource Page](#) (Study Tour, Denver, CO).



From America's Promise Alliance - The February 9th bulletin of America's Promise provides an online listing of possible small grant opportunities for those working in a variety of areas, including adult education and workforce development, improving management of youth services (for those aged 5-25), youth betterment, and youth-led community improvement projects. Although funding prospects are probably remote, those who wish to consider applying can review the list [HERE](#) and decide for themselves.



From CLASP (the Center for Law and Social Policy) - (1) [Secretary DeVos Imperils Education of Low-Income Students and Communities of Color](#), a February 9 statement of concern by CLASP president, Olivia Golden; (2) [Today's Students, Yesterday's Financial Aid Policies](#), by Wayne Taliaferro.



From COABE - (1) [Close the illiteracy blind spot with adult education](#), an article by Tom Nash, president of COABE and Director of Adult Education in the Windham Raymod (ME) School District. (2) An [open letter to President Trump](#) highlighting the importance of adult education (3) [Video presentations and resources from several](#)

Education. (3) [Free presentations and resources from several recent COABE webinars](#) (*Blended Learning for Adult Educators, featuring advocate David Rosen....Blended Classroom in Rural Communities: How to Pull Together Resources on a Small Budget....The Trump Administration and Adult Education: A View from D.C....Advocating for Adult Education: How to Advance State and Federal Policies That Support your Learners....and Ensuring Immigrants' Access to WIOA: Data and Advocacy Tools for Adult Educators*).



From former Congressional Staffers – [INDIVISIBLE: A Practical Guide for Resisting the Trump Agenda](#) aims to reveal best practices to ensure that Congress will listen. The guide includes a supporting note to immigrants and noncitizens and hopes to encourage effective participation generally in the democratic process.



From Digital Promise – Its new report titled [Accelerating Change: A Guide to the Adult Learning Ed-Tech Market](#), by Amber Laxton (January 30, 2017) aims to demystify "the adult learning market landscape by identifying customer segments, defining their needs, and pointing to untapped potential" that will improve student learning.



From Education Week – (1) [Undocumented Teachers Shielded by DACA in Legal and Emotional Limbo](#), by Corey Mitchell, February 17. (2) [Superintendent Builds Bridges to Immigrant Communities](#), an [Education Week](#) YouTube video of February 21.



From i4cp (Institute for Corporate Productivity) – For an infographic on two practices that encourage frontline worker development, go [HERE](#).



From the Migration Policy Institute – (1) [Trump Executive Order and DHS Guidance on Interior Enforcement: A Brief Review](#), by Sarah Pierce and Randy Capps. In side-by-side columns, this 9–page issue brief presents provisions of the Executive Order 13768 and comments on earlier and current policy/practice and context in relation

to each new provision. (2) [Reinvesting Mutual Recognition Arrangements: Lessons from International Experiences and Insights from the ASEAN Region](#), an analysis by Dovelyn Rannveig Mendoz et al, Asian Development Bank, 2017. Seven case studies are presented drawing on approaches for determining foreign worker qualifications in Europe, North America, and elsewhere.


(3) [Firing Up Regional Brain Networks: The Promise of Brain Circulation in the ASEA Economy Community](#). This looks at the current state of knowledge on the impact of labor force, demographic, and economic on the mobility of skilled workers.



From the National Center for Innovation in Career and Technical Education (NCICTE) – [Fourteen sector sheets](#) to help leaders in education and industry, policymakers, and other stakeholders learn how CTE supports specific industries and readies students for in-demand jobs.



From the U.S. Departments of Labor and Education – (1) From the U.S. Department of Education: [State Plans at Your Fingertips](#), an online portal to the WIOA plans of each of the 50 states, the District of Columbia, and the territories. (2) From the Department of Labor, a [new Training and Employment Notice](#) on best practices in serving English language learners, immigrants, and refugees in the public workforce system.

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