



## Newsletter Issue #23, June 5, 2017

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### POINT OF VIEW: ADVOCACY MATTERS

CLASP, the Committee for Education Funding, and many other national policy and watchdog organizations have spoken out about the devastating effect the President's proposed 2018 budget would have on TANF, Medicaid and healthcare generally, and dozens of other programs

essential to the well-being of most Americans.

The cuts are so severe that if they occur they will either wipe out entirely or cut deeply into the muscle of programs. For example, in the President's budget, ironically named "*America First, A Blueprint Budget To Make America Great Again*," funding for the Career and Technical Education State Grant program would be reduced from \$1,117 million (2016 actual) to \$791 million (2018 estimated). The ABE State Grant program, which is already grossly underfunded given the scale of need, would be reduced from \$583 million in 2016 to an estimated \$486 million in 2018.

A recent document from CLASP (May 23) discusses and shows the devastation in great detail, [HERE](#). A statement from the Committee for Education Funding (May 24) provides a detailed look at education cuts and eliminated programs, contrasting the President's Request for 2018 with actual funding for the period 2014–2017. Go [HERE](#). The number of outright eliminations is shocking. Funding for the Federal Work Study program would be 50% less in 2018 than in 2017. The Library Services Technology Act would be eliminated. Adult education funding for 2018 would be 16% less than for 2017.

Nobody can predict how all of this will "shake out" in the coming months, but one thing is for certain: **It has never been more important for Adult Education advocates at the local, state, and national levels to speak out to their education colleagues, elected officials, and legislators** -- about the importance of adequate funding, to craft and embrace a common message, to articulate the evidence of need for adult education (it is abundant!), and to engage in partnerships to these ends.





## SPOTLIGHT ON . . .

**Slashing the Budget on the Backs of Low-Income Students and Workers** (May 24), from the Center for Law and Social Policy (CLASP), calls on House and Senate leadership to reject President Trump's budget because of the dire impact it would have on programs that enable low-income youth and adults to improve their skills and succeed in the workforce through the provision of needed job, education, and training services.

According to CLASP's analysis, the budget would remove \$3.9 billion from Pell Grants, cut student aid by \$5.2 billion, eliminate Supplemental Educational Opportunity Grants, slash \$488 million from the Work-Study program, and eliminate \$15 million in federal funds for child care services needed for students to attend class. Moreover, the budget would add even more stress for people struggling with student loan payments, impede economic mobility for youth and adults who have the toughest barriers to jobs, and have other severe consequences.

The paper provides a variety of tables showing in comparative terms the precise impact on Federal Work-Study, WIOA Title I Youth Activities, WIOA Title I Adult Employment and Training Activities, WIOA Title I Dislocated Worker Employment & Training Activities, WIOA Title II Adult Education and Family Literacy Act, Perkins Career and Technical Education, and Community Service Employment for Older Americans.

Of the \$94,455,000 that would be cut from the Adult Education and Family Literacy Act under the President's proposal, nearly one-third would be taken from three states, California (\$15,225,120), Texas (\$9,755,773), and New York (\$6,001,305). The Perkins Career and

(\$9,755,772), and New York (\$6,961,295). The Perkins Career and Technical Education program would be cut by over \$145 million. The Community Service Employment for Older Americans program would lose some 44,678 positions.

For a copy of the full report, go [HERE](#).

\* \* \* \* \*

**Career Pathways for Lower-Skilled Adults and Immigrants: A Comparative Analysis of Adult Education Providers in High-Need Cities** reports on the findings of a two-year survey by a team of researchers from Penn State's Institute for the Study of Adult Literacy (ISAL), the Chicago Citywide Literacy Coalition, the Houston Center for Literacy, and the Miami-Dade County Public Schools. Esther Prins of ISAL was the principal investigator. Funding was provided by the Institute of Education Sciences.

This report gives an overview of adult education and career pathways in 106 programs in Chicago, Houston, and Miami. It examines the key features of these programs in the 2014-15 program year. It looks at the student outcome measures used by *most* of the programs as well as measures used by *all* of them. It also considers the interim and long-term outcomes students achieve in their low-skilled career pathways programs. The report is loaded with figures (some 43 in the main part of the report) and an array of lists and graphics in the appendices.

Among the dozens of findings across several variables are these:

- The most common funding sources for the programs assessed were state government (57%), federal government (53%), and private foundations (51%). Chicago groups had a higher average number of funders.
- In 2014-15, the agencies collectively served more than 282,000 students in classes for "ABE, GED, literacy, ESL, or other types of adult education." Slightly more than half of the students participated in

classes that transition to college, lead to an industry-recognized credential or short-term certificate, or result in a college or stackable credential.

- The most common type of classes or service was ESL (84%), employability or work readiness (76%), and transition to postsecondary education (75%).
- Education, child, and family services (44%) was the most common occupational sector served, followed by health and medical technology (38%), and information technology (30%).
- There is limited awareness across different kinds of agencies in cities of opportunities for career planning and coordination.
- Of students served in the programs, 90% were unemployed or underemployed, 89% have difficulties with their basic skills, 87% were immigrants or non-native English speakers, and 86% were parents or caregivers.
- In terms of program design and delivery, CBOs accounted for 59% of the organizational types providing services. Social service agencies and workforce investment groups were not far behind. There was great variation in the degree to which the programs in the three cities partnered with other kinds of organization, with K-12, technical schools, and correctional institutions being most common in Miami.
- Questions were raised by the findings about how to ensure that adults with the greatest barriers to education and employment can better access career pathways programming.
- Some 85% of the survey respondents showed education level gains on standardized tests, as required by the NRS.

These and dozens of other findings will help inform policy and practice. The report should be useful to planners at all levels across the nation. For a full copy, go [HERE](#).



## NEWS IN BRIEF



A recent study from the **Max Planck Institute for Human Cognitive and Brain Science in Leipzig, Germany**, titled *Learning to Read and Write Alters Brain Wiring Within Months, Even for Adults*, found that learning to read can have profound and positive effects on the wiring of the adult brain. The report focused on a group of illiterate adults in their 30s in rural India who were taught over a period of six months how to read and write. Compared to a control group who were unable to read and write but received no corrective instruction, significant changes were found in the brains of those who learned to read and write. Both the thalamus and the brainstem became more active after the training. According to the researchers, the study may have implications for understanding the phenomenon of dyslexia. For more information, go [HERE](#).



As an extension of **Citigroup's Pathways to Progress Initiative** (see [HERE](#)), the Citi Foundation has just launched the **Youth Workforce Fund**, in cooperation with America's Promise. The initiative is a competitive "request for ideas" program that aims to make "strategic investments in non-profit community-based organizations connecting low- and moderate-income young people, ages 16-24, with workplace skills and employment opportunities including full-time jobs, internships, and apprenticeships." Some \$4 million in one-year grants of up to \$250,000 will be awarded. Eligible applicants are 501(c)3

nonprofit organizations that have existed for at least two years, operate in 15 specified American markets, and focus their work primarily on programming for the group indicated. The markets are Buffalo (NY), Chicago (IL), Dallas (TX), Delaware, Florence (KY), Jacksonville (FL), Los Angeles (CA), Miami (FL), Newark (NJ), New York City, San Francisco (CA), Sioux Falls (SD), Tampa (FL), Tucson (AZ), and Washington, D.C. In Round 1, applications are to be submitted through the online portal by June 27, 2017, go [HERE](#). In Round 2, applicants will be told by the end of July 2017 if they have been chosen to move to the final round. Technical assistance is being provided by [email](#) or by registering for a webinar at either [4pm on June 6](#) or [4pm on June 9](#).



In July 2015, **OCTAE of the U.S. Department of Education** launched a two-year program called *Supporting Student Success: Adult Education and Remedial Education Reform in Community Colleges*. The initiative aimed to strengthen developmental education and build coordination and alignment between adult education and developmental education programs "to better prepare students for the 21st century job market." Several milestones were set forth for the project: identifying alignment and implementation practices between the two areas, designing validation rubrics, convening meetings with subject matter specialists, and developing and disseminating technical assistance products. A variety of summits, conference presentations, webinars, and other events have been carried out to meet these stated goals.

Sometime this summer the effort will result in a *Practitioners Guidebook*, a *Policy Brief*, and *videos on lessons learned*. For more information, contact [Melody.Myles@ed.gov](mailto:Melody.Myles@ed.gov).



The **National Council of State Directors of Adult Education** (NCSDAE) and the **Coalition on Adult Basic Education** (COABE) are partners in a campaign, *Educate & Elevate*, to promote public awareness and funding for Adult Education. On June 2, the campaign issued a statement based on a "Thought Leaders" recommendation from COABE's April conference that "the strongest and most effective message

regarding funding levels [at the present time] is that adult education should be funded at the full authorized level." Thus, the statement calls for funding at the level of \$649.3 million. Some 13 prominent "thought leaders" endorsed this recommendation, including the Center for Law & Social Policy (CLASP), OCTAE, the Association for Career and Technical Education, Proliteracy, the National Coalition for Literacy, the Association for Adult Literacy Professional Developers, the National Center for Families Learning, and AAACE. In cooperation with the *Educate and Elevate* campaign, Senators Reed and Blumenthal are pressing the Subcommittee on Labor, Health and Human Services, and Education to provide funding at least at the authorized level. For more details, go [HERE](#). (Note: The *Educate and Elevate* campaign is offering information and tools to adult education advocates to help them speak out effectively to legislators and their staffs against the Administration's proposed cuts to essential domestic programs including Adult Education – go [HERE](#).)



The 26-year old [Corporation for a Skilled Workforce](#) (CSW) is seeking a new President. The search is being conducted by Koya Leadership Partners. The position reports to the Board of Directors and is located in Ann Arbor, MI. The successful candidate will promote CSW nationally, raise funds, expand programming, develop engagements with more organizations, and otherwise have responsibility for strategic and operational matters. Strong knowledge of workforce development is required. For more information and to nominate someone or apply yourself, go [HERE](#).



**On Capitol Hill** – On May 16, Senate and House Democrats in Congress introduced the [Pell Grant Preservation and Expansion Act](#). The bill (S.1136 and H.R. 2451) would amend the Higher Education Act to allow Pell grants to be used to improve access rates, affordability, and college completion. On May 17, the House Education and Workforce Committee introduced the [Strengthening Career and Technical Education for the 21st Century Act](#) (H.R. 2353). It would reauthorize the Carl D. Perkins Career and Technical Education Act through FY2022.



the Carl D. Perkins Career and Technical Education Act through FY2022. Among other changes in the law, it includes provisions to align postsecondary outcome measures with performance indicators under WIOA.



According to *The Collective Impact of Social Innovation on a Two-Generation Learning Program with Hispanic/Latino Families in Detroit*, by Jeri Levesque (in the Spring 2017 issue of Collective Impact from the National Center for Families Learning), no single government agency or nonprofit foundation can independently resolve the achievement gap for Hispanic/Latino first-generation immigrant English language learners. Some "74% of English language students who are Hispanic/Latino are from families where English is not the primary language spoken at home, and they live at or below the poverty level." The paper indicates that educational inequity will be remedied only when the students, their parents and families, and their communities are together making the decisions, and if they also use a two-generation educational approach where children and parents learn together. The report examines average attendance rates of "focus students" compared to a comparison group. Not surprisingly, it finds that the higher the level of parent participation, the higher the ongoing attendance rate and subsequent learning of the students. Parents and children in the cohort studied received their graduation certificates at a shared ceremony where parents were honored as role models. For more details, go [HERE](#).



The **Association for Career and Technical Education** is inviting applications for its *Horatio Alger Scholarship Program*. Some 1020 awards will be given. Awardees will receive up to \$2,500 for pursuit of career or technical education. To be eligible to apply, students must attend a nonprofit postsecondary institution, be enrolled in a career or technical degree/certificate program leading to employment, be able to demonstrate financial need and be Pell eligible, be under the age of 30, and be a U.S. citizen. Scholarship funds are paid to the institution on behalf of the recipient. The first application

deadline is June 15. Applications are made online, [HERE](#).



The **Literacy Assistance Center and The New School** have teamed up to offer a *third annual adult ESOL conference in New York City* in October (see below). A call has been issued inviting adult ESOL educators and professionals to submit proposals for presentations, workshops, and panel discussions that have to do with themes and issues in the adult ESOL field. Papers are to be submitted online by June 29th, [HERE](#). For general information, go [HERE](#).



**Proliteracy** has launched a campaign called *Letters for Literacy*. It provides letter templates for the use of its members and advocates to communicate with their representatives in the fight against proposed federal budget cuts to Adult Education. The templates, available [HERE](#), may also be useful to members of other groups.

**2017 Is A Year of Special Challenges in Adult Education**  
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## EVENTS & OTHER RESOURCES



**Webinars, Conferences, Other Events**

\* **Voices of Youth** – June 12, 2017, 10–11:30 am, *A Discussion on Education, Resilience, Homelessness, and Hope*, held in Senate Hart 902 in Washington, D.C., sponsored by Grad Nation in coordination with U.S. Senators Patty Murray and Lisa Murkowski. This briefing will feature students from around the country who experienced homelessness in their preK–12 years and are now in college. It will also provide findings from new research, and summarize data from 50 state progress reports on the education of children and youth experiencing homelessness from early childhood through postsecondary education. To register for attendance, go [HERE](#).

\* **National Academies of Sciences, Engineering, & Medicine** – July 19, 2017, 9am–5:30pm, *Roundtable on Health Literacy Workshop*, NAS 125, 2101 Constitution Avenue NW, Washington, D.C. Participants can either attend the workshop or join via webcast. Presentations and discussion of community–based health literacy interventions and best practices will be provided. For more details and to register go [HERE](#).

\* **Literacy Leaders' Institute** – August 6–8, 2017, Chicago, intended primarily for school district and team leaders (minimum three people per team). The event will review *essential strategies for high–quality literacy instruction* and discuss program planning, implementation, and sustainability. Sponsored by the Association for Supervision and Curriculum Development (ASCD) and Scholastic. For the agenda and to register, go [HERE](#).

\* **The New School and the Literacy Assistance Center** – October 21, 2017, a day–long conference on *Meeting Challenges, Exploring Solutions in the Adult ESOL Classroom*, at the University Center of The New School, New York City. The event is primarily for New School students, faculty, and staff, and students in Literacy Assistance Center programs. For more details, go [HERE](#).

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**From the Center for Law & Social Policy (CLASP)** – (1) As part of its Brief Series called *Opportunities for Addressing Postsecondary Student Poverty in the Higher Education Act*, the Center has issued [ASAP: A Successful Multi-Faceted Innovation to Promote Equity in Affordability, Persistence, and Completion](#), by Lauren Walizer, May 2017. The Brief notes that "the odds of living in poverty can be reduced by 20–30 percent with some college attendance or by earning an associate's degree rather than a high school diploma or equivalency." This paper reports on the elements that make for success in several ASAP programs (in New York, Ohio, Indiana, and California). (2) [New Pell Legislation Would Help Low-Income Students Meet Financial Needs](#), by Lauren Walzer and Wayne Taliaferro, May 2017. (3) [Coordinating TANF & WIOA: High Interest, Slow Progress During Early Days of WIOA](#), Anna Cielinski, May 2017.



**From the Coalition on Human Needs** – [Resources from around the Coalition: the Trump Budget Edition](#), May 26, 2017. Statements, analyses, and resources to help fight the cuts proposed in the Trump budget.



**From Education Week** – (1) [How Trump Altered the Landscape for Education Advocates](#), by Alyson Klein and Andrew Ujifusa, May 12, 2017. (2) [In Race for Test-Takers, ACT Outscores SAT – for Now: But Both Organizations Are Making a Strong Play for Statewide Test Markets](#), by Caralee Adams, June 1, 2017. (3) [Pruning Dead-End Pathways in Career and Technical Education](#), by Catherine Gewertz, May 9, 2017. (4) [Special Report: Student Testing: What's Next](#) includes articles on testing of both school-aged youth and adults. Among the topics are *What Happens When Students Are the Test Designers?*, *Teaching Students to De-Stress Over Tests*, *Testing the "Career" Half of 'College and Career'*, and *More Testing on the Horizon for Nation's ELL Students*. (5) [Arkansas Students Get Early Start on Career Planning](#), by Catherine Gewertz, May 30, 2017.



**From IMPRINT with WES Global Talent Bridge – [Steps to Success: Integrating Immigrant Professionals in the United States](#)**, a survey report detailing the experiences of some 4000 college-educated immigrants in Boston, Detroit, Miami, Philadelphia, San Jose, and Seattle. The report documents numerous factors that correlate with successful integration of this population group into the U.S. workforce and local communities. IMPRINT worked with AudioNow and the Immigrant Research Institute of George Mason University to design a radio-by-phone platform approach for its survey and determined that the level of responses elicited by this was higher than would otherwise have been the case.



**From the Health Literacy listserv – (1) *Massachusetts General Hospital* (MGH) has been publishing the *Point to Talk* easy-to-use pamphlet series for many years, as a guide to help patients communicate with their doctors. The pamphlets are in some 20 different languages and for sale at the MGH website, [HERE](#). Sample pages are available at no cost. (2) [HIFA Multilingualism](#) is one of several projects of Healthcare Information for All (HIFA). It offers services related to language and healthcare information and learning needs among a wide range of user groups. HIFA itself is a global movement that provides information and resources to protect one's own health and that of others. It has more than 16,000 members (e.g., healthcare workers, librarians, publishers, policymakers). Membership is free. To join, go [HERE](#).**



**From JP Morgan Chase** (together with the Council of Chief State School Officers, Advance CTE, and the Education Strategy Group) – One element of Chase's global initiative, *New Skills for Youth*, is a U.S. program of grants to enable the development and implementation of action plans to assess career readiness and expand opportunities available to students. In the Spring of 2016, 24 states and the District of Columbia received grants for their proposed projects. On May 9, 2017, Chase and its partners issued an interim status report on the efforts of

Criase and its partners issued an interim status report on the efforts of the grantees, called [\*Early Achievements and Innovations from Phase One of the New Skills for Youth Initiative.\*](#)



**From MDRC** – (1) In a speech at the annual convention of the National Community Reinvestment Coalition, [\*\*Fed Chair Janet Yellen Touts the Success of WorkAdvance Sector-Focused Training.\*\*](#) (2) [\*\*Three Innovative Approaches to Serving Low-Income Fathers: The Building Bridges and Bonds Study,\*\*](#) a brief by Dina Israel, Rebecca Behrmann, and Samatha Wulfsohn. (3) [\*\*The Building Bridges and Bonds Study Design Report,\*\*](#) by Kristen Harknett, Michelle Manno, and Rekha Balu. (4) [\*\*An Introduction to the World of Work: A Study of the Implementation and Impacts of New York City's Summer Youth Employment Program,\*\*](#) by Erin Valentine, Chloe Anderson, Farhana Hossain, and Rebecca Unterman.



**From the Migration Policy Institute** – (1) [\*\*New Brain Gain: Rising Human Capital among Recent Immigrants to the United States,\*\*](#) by Jeanne Batalova and Michael Fix, May 2017. (2) [\*\*Taking Stock of Refugee Resettlement: Policy Objectives, Practical Tradeoffs, and the Evidence Base,\*\*](#) by Hanne Beirens and Susan Fratzke, May 2017.



**From the New York City Libraries** – [\*\*TIME TO RENEW: Update on the \\$1 Billion Maintenance Crisis in Our Libraries,\*\*](#) a special report, 2017. Also see [\*\*City library chiefs ask for \\$150M to fix crumbling buildings throughout 5 boroughs,\*\*](#) by Erin Durkin, [\*The Daily News,\*](#) May 15, 2017.



**From National Alliance for Partnerships in Equity (NAPE)** – On June 2, NAPE issued its latest State CTE Profiles. The CTE profiles include state-by-state data for each year between 2014 and 2017. Included is information about the CTE delivery system, school/college/career cluster enrollments by race, economically disadvantaged students, two-year and

four-year graduation rates, test taking and math scores, and other variables. For the document, go [HERE](#).



**From NPR Ed – [Goodwill Helps 43-Year-Old Finally Get Her High School Diploma](#)**, an account of why and how Goodwill opened a charter school for adults.



**From the Pew Research Center – [Libraries 2016](#)** is a discussion by John Horrigan of trends in the function and use of public libraries, September 2016. Also, see the UNESCO item below.



**From the UNESCO Institute of Lifelong Learning – [Libraries: A Pillar of Society](#)** is an article by Gail Spangenberg of the National Council for Adult Learning. It reviews the recently-published book by Robert Logan with Marshall McLuhan, ***The Future of the Library: From Electric Media to Digital Media***. The book traces the entire history of the library and its role and use in society from its beginnings more than 5000 years ago to the present age of digital media. UNESCO copyright restricts certain forms of access, but go [HERE](#) to purchase the Springer online version of the article published May 13, 2017. Publication in the *[Journal of Lifelong Learning](#)* will take place by late Fall and the piece will then be available from [link.springer.com](#). The article can also be accessed now at any libraries subscribing to the Journal. With permission, a pre-publication manuscript is temporarily available for those who need quick access, at the NCAL website [HERE](#). The Logan-McLuhan book is available from [Amazon.com](#).



**From the U.S. Department of Education –** According to the OCTAE Briefings at the American Association of Community Colleges' annual convention in April 2017, the *[Mapping Upward](#)* project will produce a stackable credentials tool kit to be available in October. For information on the project, go [HERE](#).

 Forward to a Friend

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