Council for Advancement of Adult Literacy E-News

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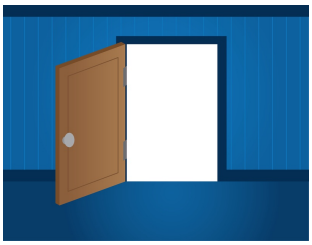

HOUSE DEMOCRATS REINTRODUCE WIA

On February 14, Representatives John Tierney, George Miller, and Ruben Hinojosa reintroduced WIA as the Workforce Investment Act of 2013 (HR798). The bill is substantially the same as last year's WIA HR4227. It enjoys wide support among national adult education and workforce skills development leaders including CAAL. It incorporates many of the key provisions and principles of the Adult Education and Economic Growth Act. **CLICK HERE** for the press release and related information. The full bill is available from **www.thomas.gov**.

The House Republican version of WIA--also virtually the same as last year's bill--is likely to be reintroduced soon by Rep. Virginia Foxx and to go to mark-up in early March. Senate intentions with regard to WIA are currently unclear.

CAAL NEWS IN BRIEF

Going to Scale. CAAL has just posted a new blog on the subject of "going to scale." Six national and state leaders define the term and offer their thoughts about how to achieve this objective. The contributors are Toni Borge of Bunker Hill Community College (MA), Forrest Chisman of CAAL, Kris Deckard of Indiana Ready, Renae Harrison of COABE, Debra Jones of the California Community Colleges Chancellor's Office, and Peter Waite of Pro-Literacy. Other recent CAAL blogs address "return-on-investments" in adult education and the "graying of adult education leadership." Go to **blog.caalusa.org**.

ROI Study in Process. CAAL is in the midst of a small project on ROI (return-on-investment) in adult education. It includes an up-to-date survey of practices and evidence-gathering in/by the states. We expect to issue the findings in a short report by early summer, including an appendix of "must-read" reports on this topic by other groups in recent years.

OTHER BREAKING NEWS

Learn on Demand is an exciting new approach to higher education offered by the Kentucky Community & Technical College System. This highly flexible online system is the first of its kind and offers both modules and full courses that focus on a single job skill or academic topic and that can be completed in only a few weeks time. It offers college and job readiness education and training to both potential and incumbent workers seeking a new job or a better one. Students engage in learning contracts and can take just short modules of instruction as needed, or earn either a two-year degree or short-term credential. Anyone with a high school diploma or GED is automatically admitted through a simple online registration and application process to one of 16 participating colleges. A flat rate fee of $140 is charged per credit hour. The system, described by KCSTC as revolutionary in nature, is accredited by the participating colleges through the Commission on Colleges of the Southern Association of Colleges and Schools. To learn more **CLICK HERE.**

The Consortium for Worker Education (CWE), which provides numerous adult education

and workforce skills programs for its members, has had its programs for FY2011-2012 examined by researcher Deborah D'Amico. A report titled "Qualitative Program Report", and an executive summary, are available from Raymond O'Kane at CWE (**rokane@cwe.org**). Among the report's conclusions are that CWE worker education is directly related to employment goals and supports high rates of persistence and retention, and that instruction is highly contextualized, collaborative, and demonstrates best practices in adult education.

The Shifting Gears initiative of the Joyce Foundation has undergone an interim evaluation, available now as a report titled ***An Evaluation of the First Five Years of Shifting Gears***. The initiative aims to promote regional economic growth by lifting the education and skills training of workers in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The report discusses the progress made so far in each of the participating states and identifies activities that have brought about success. One of the activities is "achieving buy-in and commitment of senior state leadership to advance the chosen state strategy." A related report from Joyce is called ***Shifting Gears: Building new pathways for low-skilled workers to succeed in the 21st century economy***. **Both reports are available from the Joyce website.**

There and Home Again, Safely: 5 Responsibilities of Ambulatory Practices in High Quality Care Transitions is a new 77-page report from the American Medical Association. It is an important addition to the literature for advancing health literacy. The report discusses five responsibilities for high quality ambulatory care: patient assessment, goal-setting, facilitating access to information and resources, managing medication, and coordinating care among all members of the health care team. It also explains the importance of five principles: care should be person-centered, collaborative, structured, iterative, and flexible. A core proposition of the report is that certain tasks during "care transitions" are probably best carried out by ambulatory care teams rather than in-patient medical people. The report aims to help them do that job better, with checklists, principles of behavior, and other tools.

Post-traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders, prepared by Louis Soares for the American Council on Education (ACE), is an essay about the important role postsecondary institutions have in serving non-traditional (post-traditional) adult learners (defined herein as age 25-64) and how, considering the huge size of the potential market, the colleges need to change to serve these people well and ensure their success as students. Among the many recommendations are: easy-to-access modular instruction; blended academic and occupation curricula, progressive credentialing; financial, academic, and career advising services; and development of public policy that reflects the task of balancing live, work, and education. This 18-page paper is available from the ACE, although the organization does not necessarily endorse it.

The ever-prolific **Center for Law and Social Policy** (CLASP) has released *The Alliance for Quality Career Pathways Approach: Developing Criteria and Metrics for Quality Career Pathways--A Working Paper* and *A Framework for Measuring Career Pathway Innovation: A Working Paper.* The documents are the result of the first phase of CLASP's "Alliance for Quality Career Pathways," a two-year, state-driven effort involving 10 states. They can both be accessed from ***Career Pathways Take the Next Step Toward Quality and Scale*** (Vickie Choitz, Marcie Foster,

and Patrick Reimherr). Another recent release, by Julie Strawn and Marcie Foster, Is ***Pell Grants on Solid Ground for Now - Let's Keep It That Way***.

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