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English Language Proficiency (ELP) Standards for Adult Education with Correspondences to College and Career Readiness Standards

The American Institutes for Research has released a new report entitled English Language Proficiency (ELP) Standards for Adult Education with Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices.

The report identifies ELP standards to help ensure that adult English language learners (ELLs) receive the focused and effective instruction they need to access states' adult education academic content standards. This report was designed to explain the ELP Standards for Adult Education and to support their use in your adult education classrooms. It is meant for all adult educators who work with adult ELLs.

The report, along with other helpful resources, is available at LINCS .

Source: CDE AEO

California Adult Literacy Professional Development Project (CALPRO): Mentoring for Adult Education Instruction Resources
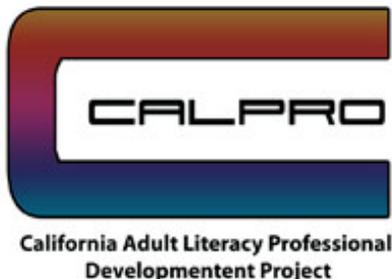
CALPRO has expanded its online Video Library to include a collection of videos and multi-media resources about Mentoring for Adult Education Instruction . This new addition to the Online Video Library features a collection of brief, interactive presentations by Dr. Maricel Santos and supplementary resources on mentoring for adult education instruction. Sustained teacher mentoring helps organizations reduce teacher turnover by supporting new teachers with feedback and guidance, and normalizing an ongoing conversation about teaching for instructors at all levels. These resources are geared toward both the mentor and the mentee.

These interactive, self–paced presentations are designed to be viewed individually or with colleagues. They can be viewed in any order. The average viewing time for each presentation is 30 minutes, and up to an additional 35—45 minutes for reflection and discussion. You are invited to view as many presentations as you wish, and further explore CALPRO's entire Online Video Library .

The Office of Career, Technical, and Adult Education (OCTAE) Hosts First Advancing Equity Symposium

On Oct. 31, the Office of Career, Technical, and Adult Education hosted its first Advancing Equity Symposium to support the increased emphasis the Obama Administration is giving to equity for all populations

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across the education spectrum. The symposium featured a keynote address by Secretary of Education John B. King, Jr., a discussion with senior Department of Education officials on advancing equity through federally funded initiatives, a variety of smaller sessions addressing issues and concerns regarding equity, a discussion of "implicit bias" and "systemic inequities," and a panel of students on their experiences with equity.

A number of central themes were presented; beginning with Secretary King's opening remarks emphasizing the need for enhancing equity of access, quality, and results in order to help more Americans achieve their academic, career, and civic goals. This, the secretary acknowledged, is a formidable challenge because equity concerns affect many diverse groups of students—first generation and low-income students; students of color; older students facing the challenge of juggling jobs, families, and education; and returning students intent on completing their education goals.

The symposium also focused on how best to serve these various groups of students. Several speakers acknowledged that while much has been done to promote equity in access, quality, and results, much more remains to be done. Inequity persists in many dimensions of education. Students in poverty attend high-poverty schools at a much higher rate than their more affluent peers. Less experienced and less qualified teachers often are concentrated in schools and districts serving low-income students. High-poverty schools tend to offer less well-rounded curricula and fewer advanced courses. It therefore is no surprise that affluent students attend and graduate from college at significantly higher rates than their lower-income peers. Access is not enough. Access without quality perpetuates the inequity that low-income students encounter.

Matters that affect low-income students overlap with those facing first generation students; students with limited English language proficiency; students with disabilities; older students; and other groups that struggle to achieve the same access, quality, and results as their more-advantaged peers. The disparities persist beyond schooling. Employer-provided training tends to focus on college graduates, with much less training provided to those employees with limited college experience or only a high school diploma, or those who did not complete secondary schooling. Adult education, while available to a limited number of those needing assistance, does not have the capacity to make up the large differences that exist.

Symposium participants pointed to efforts that are being made to overcome the equity gap, but as a whole, these efforts remain inadequate in both scope and quality. Both the need and the challenge are great. Achieving equity of access, quality, and results are key goals to our success as a nation and to the success of all Americans.

For more information, visit the [LINCS Community Advancing Equity website](#) .

Source: [OCTAE Connection 524](#) , November 17 2016

☐ Highlights from the U.S. PIAAC Survey of Incarcerated Adults: Their Skills, Work Experience, Education, and Training

On Nov. 15, 2016, the Department of Education's National Center for Education Statistics released the latest installment of findings from the Survey of Adult Skills, part of the Program for the International Assessment of Adult Competencies (PIAAC). This report, [Highlights from the U.S. PIAAC Survey of Incarcerated Adults: Their Skills, Work Experience, Education, and Training](#) , presents new data collected from a nationally representative sample of incarcerated men and women, ages 18–74, in 98 state and federal prisons in 2014. It describes the literacy and numeracy levels of these adults by age, gender, and ethnicity and compares these findings to the general

household population, which was surveyed in 2012 and supplemented in 2014. The survey's background questionnaire, adapted for the incarcerated population, provides a rich profile of background data, work experiences, and education and training participation patterns while in prison.

Listed below are key findings in literacy and numeracy from the report:

- The average literacy score for the U.S. prison population was lower than the average literacy score for the U.S. household population, and a higher percentage of incarcerated adults (29 percent) were low-skilled (scored below PIAAC's Level 2) in literacy compared to adults in the U.S. household population (19 percent).
- While the average literacy score for incarcerated white adults was lower than the average score for white adults in the U.S. household population, the average literacy scores for incarcerated black and Hispanic adults were not measurably different from the average literacy scores for black and Hispanic adults in the U.S. household population.
- The average numeracy score for the U.S. prison population was much lower than the average numeracy score for the U.S. household population, putting a higher percentage of incarcerated adults (52 percent) in the low-skilled range compared to adults in the U.S. household population (29 percent).

Echoing findings on skill levels and skill-use patterns in the household survey, incarcerated adults' skills showed the following interesting findings related to adults' prior and current work history:

- Around two-thirds (66 percent) of inmates reported that they were working prior to their incarceration—about half (49 percent) were employed full-time, with another 16 percent working part-time.
- Adults who were employed prior to their incarcerations had higher average numeracy scores.
- Incarcerated adults holding a prison job had higher average literacy scores than their peers who did not have a prison job. Yet many incarcerated workers reported that their jobs did not require the use of literacy and numeracy skills on a regular basis.
- Those with skills certifications scored higher on literacy and numeracy than their peers without such certifications.

Previous research from the Rand Corporation and the U.S. Department of Education has shown the value of education and training in prison and the value of industry-recognized credentials to reduce recidivism. The U.S. PIAAC Survey of Incarcerated Adults sheds light on how incarcerated adults are participating—or not—as follows:

- Fifty-eight percent of incarcerated adults completed no further formal education beyond the level they had on their entry to prison, and 21 percent obtained a high school credential during their current period of incarceration.
- For incarcerated adults, more education completed was associated with higher skills in both literacy and numeracy.
- Twenty-one percent of incarcerated adults were studying for a formal degree or credential.
- The most desirable educational programs for incarcerated adults who wanted to enroll in academic programs were those which offered a certificate from college or trade school (29 percent). High school completion (18 percent) and associate's degree programs (18 percent) were the next most popular.
- Seventy percent reported that they wanted to enroll in an academic class or program, but twenty-five percent of these adults were on a waiting list for academic classes or programs of study in 2014.

According to the U.S. Department of Justice, more than 600,000 individuals are released from prison each year in the United States. From the Highlights from the U.S. PIAAC Survey of

Incarcerated Adults, more than half of incarcerated adults had two years or less remaining on their sentences (54 percent), with about one in five (19 percent) having fewer than six months left to serve.All related PIACC survey reports are available at http://nces.ed.gov/surveys/piaac/ .

Source: OCTAE Connection 524, November 17 2016

▪ SkillsCommons.org: Your Place for Finding Over 6,500 Free Workforce Development Resources

Looking for free resources to aid in designing, managing, and expanding courses for career training? SkillsCommons is an online repository hosting thousands of free and openly licensed course and educational program support materials being developed by nearly 700 colleges across the U.S., funded by the U.S. Department of Labor's TAACCCT grant program.

More than 6,500 resources are already available for download, featuring curricula for both short and long-term courses leading to industry-certified credentials in 16 high-demand fields, such as manufacturing, healthcare, energy, and information technology. While there are multiple repositories of open educational resources (OER), SkillsCommons is the world's largest OER project featuring job-driven workforce development materials, with more resources being added continually. All teaching, learning, and supporting materials on SkillsCommons are available under a Creative Commons license (CC BY) that allows others to use and adapt the materials for free, including commercial use of derivatives. To date, the site has already generated more than 150,000 downloads.

SkillsCommons has implemented seven types of "makeover strategies " to illustrate how innovative technologies can be applied to the site's content to create engaging, interactive educational materials tailored to the needs of students. The strategies provide "before" and "after" views of content using different designs and highlighting the advantages of the new derivative works. These strategies include support for interactive content (including games, quizzes, and mobile-friendly content), learning management systems, eBooks, and much more.

SkillsCommons.org is designed and managed by California State University (CSU) and its Multimedia Educational Resource for Learning and Online Teaching (MERLOT) program under a cooperative agreement with the U.S. Department of Labor. Extensive user support resources are available on the website, and the SkillsCommons CSU-MERLOT team of leaders, librarians, educators, and developers are available to assist anyone interested in using and adapting the OER on SkillsCommons.

Source: OCTAE Connection 524 , November 17 2016

▪ Groups Issue Guidance on Making Digital Learning Accessible to All

Two organizations have put together a 20-page guide to help steer state and district education leaders toward thinking about how to embed accessibility into their decision-making. The "Digital Accessibility Toolkit " was published by the Consortium on School Networking (CoSN) and the Center on Technology and Disability (CTD) .

While accessibility encompasses three specific groups of learners — those with disabilities, English language learners and students from under-resourced communities — the upshot of choosing accessible products is that all students actually benefit, the report stated. Universal design for learning (UDL), also known as "born accessible" or "inclusive design," "seeks to level the playing field for all students" in three ways:

- By allowing students to "approach information in more than one way." For example, technologies such as digital books, websites, hardware, software and screen readers can include text-to-speech, dynamically changing variability for different reading levels, changeable color contrast and text size that can be altered.
- By letting students "demonstrate and express what they know." That might include assessment choices such as writing, making videos, using speech-to-text programs and developing online concept mapping.
- By motivating and stimulating students through multiple approaches, such as offering them different activities or content for a given learning objective and then providing opportunities for them to collaborate or to follow a scaffolded progression.

The report includes tips and guidance, brief case studies and dozens links to web-based resources to help readers understand why accessibility is important, what the legal requirements are, how it aids learning and how to procure it.

The guide also emphasizes that school leaders need to take into consideration accessibility for parental engagement as well. "Parental involvement is possible only if parents can access and understand information from teachers and principals about their child," the toolkit noted. "Unfortunately, many state and district leaders become aware of the importance of accessibility only when faced with legal action."

The "Digital Accessibility Toolkit" is openly available as a PDF document on the CTD website here .

The CTD has also produced a 58-minute webinar on accessibility, assessments and the law for state and district people, available on the organization's YouTube channel here . Slides from that presentation are posted on the CTD website here .

Source: T|H|E Journal, article by Dian Schaffhauser posted on November 16, 2016

☐ Calendar

Find and register for training throughout California and conferences throughout the USA at the California Adult Education and Professional Development Web site ↗.

☐ Workshops

OTAN offers free online and face-to-face workshops to adult educators and staff throughout California. Find out more at http://www.otan.us/training

☐ Online Workshops

Online Resources For Developmental English (NROC Dev English) ↗
December 16, 2016 –
1:30 PM to 3:00 PM

☐ Face to Face Workshops

Google Tools and Drive I ↗
January 13, 2017 –
9:00 AM to 12:00 PM
New Haven Adult School

☐ TDLS Information

March 10-11, 2017
North Orange County Community College District, Anaheim
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