

THE FUTURE OF EDUCATION AND TRAINING

In 1998, America's Learning eXchange (ALX) will be a powerful electronic resource of information about education and training. This user-friendly tool will serve as an accessible public marketplace where you will find thousands of courses, programs and providers.

Workers building their skills and those entering the job market for the first time need information about education and training to stay competitive in today's workforce. Employers need better prepared workers and training providers need a central place to market their products and services.



HERE'S WHAT YOU CAN DO WITH AMERICA'S LEARNING EXCHANGE

Employers

- Can find training and education to meet their needs
- Can raise the skill level of their workforce

Individual Learners

- Can keep up with increasing demands for higher skills
- Can easily access thousands of training and education opportunities which they can search by location, provider and type of training

Training and Education Providers

- Can easily post their products and services and attract new customers through this huge marketplace
- Can respond to employer training and educational needs
- Can list their offerings free
- Can be a part of the largest organized marketplace for training and education

FEATURES

- Web-based resource
- Large database of education and training programs and courses, training providers
- An easily accessible interface for providers to list products and services
- Search for short-term courses
- Search for degree and certificate programs
- Information you need to know about licensing, accreditation and certification
- Identify skills for the occupation you want and the courses or programs that will help you get them
- A user-friendly interface
- Links to many education and training clearing-houses



For more information, please explore our demonstration site and give us your ideas and suggestions.

www.alx.org

America's Learning eXchange

is being developed by a consortium of 15 states, led by Minnesota, the U. S. Department of Labor, the Council for Excellence in Government and public/private partners dedicated to fostering life-long learning for all Americans and to developing a highly skilled workforce.

America's Learning eXchange is the newest component of America's Career Kit. Visit these other exciting, web-based, career development resources at:

America's Job Bank - www.ajb.dni.us

America's Talent Bank - www.atb.org

America's Career InfoNet - www.acinet.org

America's Learning eXchange

will be in operation by September 30, 1998. For more information, please explore our demonstration site and give us your ideas and suggestions.

www.dni.us



Training Providers: If you are interested in participating in a huge electronic marketplace, saving time and increasing visibility, send us an e-mail (no message necessary) at:

training@americalearningexchange.org



Interested in more on
Send us an E-mail (no message necessary) at:

info@americalearningexchange.org



America's Learning eXchange

The Electronic Marketplace for Training and Education Resources

America's Career Kit

A FREE Set of Internet Resources

America's Job Bank (www.ajb.dni.us) offers two critical components to address staffing needs:

America's Job Bank (AJB), the largest and most frequently visited electronic job bank, is the site where thousands of job seekers each day view hundreds of thousands of job vacancies. Jobs listed span the entire sweep of the economy. Significant numbers of the listed jobs are in high-tech occupations and come from major corporations as well as small businesses nationwide.

The service is simple to use. **To register**, first-time employers should: sign onto the AJB website; click on employer; select "New Users Register Here;" indicate your home state; and complete all of the requested registration information. Within approximately three business days, employers will be notified of their approval. **You are now ready to post a job, search resumes (see below), and begin to reach thousands of potential job seekers each day.** Just enter the AJB website, select "Registered Users Log in Here," return to your home state, and enter your user name and password.

America's Talent Bank allows AJB-registered employers (see above) to search a Nationwide database of tens of thousands of electronic resumes to find suitable candidates for their job openings. Employers can learn about job seekers' education, experience, and skills and abilities in an easy to follow, structured format. Increasingly larger numbers of job seekers with Information Technology skills are choosing to use this resource each month.

America's Career InfoNet (www.acinet.org) provides valuable resources for the employer and job seeker alike including: employment trends; prevailing wages; etc. August 1998 enhancements will include State and local-level data and on-demand information available directly from America's Job Bank.

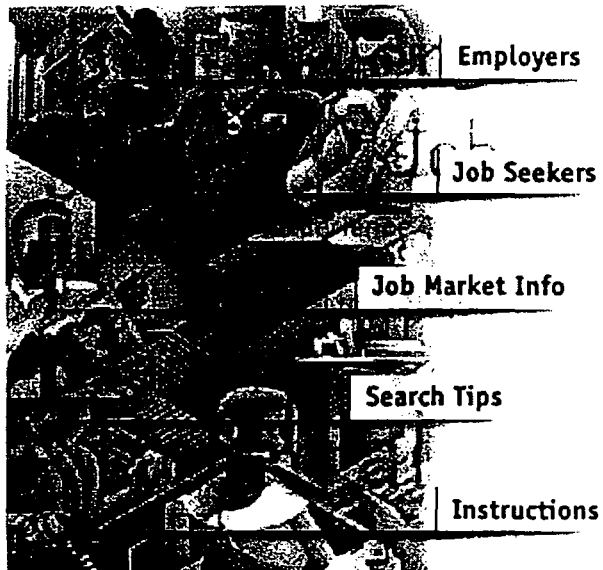
America's Learning Exchange (www.alx.org), currently under development, will make it easier for employers and individuals to find the training they need. Employers will be able to search for training packages and providers, leave their training specifications for vendors to bid on, and license and sell their own courses.

Supported by
U.S. Department of Labor / Employment and Training Administration
and your State Employment Service

!! JUST ADDED !!
NEW HIGH-TECH
SITE
<http://it.jobsearch.org>



!! JUST ADDED !!
NEW HIGH-TECH
SITE
<http://it.jobsearch.org>



A product of the Public Employment Service

America's Job Bank

Featuring

America's 
Talent Bank

America's 
Career Infonet

number of job seekers

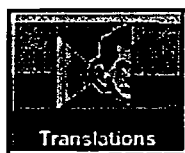
193216

number of jobs

723707

Click These Links For a Text Only Version of this Site
[[Employers](#) | [Job Seekers](#) | [Job Market Info](#) | [Search Tips](#) | [Instructions](#)]

[[Partners in Development](#)] [[Best if viewed with...](#)]





ETA

U.S. Department of Labor
Employment and Training Administration



Summer Youth Site

(ADA Compliance Notice)



For Individuals

Information for the worker including:

- Are you Looking for Work?
- Do you need to file for Unemployment Compensation?
- Laid-off Workers retraining and assistance.
- America's One-Stop Career System.
- Apprenticeship training for careers.
- Job Corps for youths age 16 - 24.

For Employers

Services and tips about:

- How to start Finding Qualified Employees.
- What are some Incentives to Employers?
- How to find Labor Market Information.
- The five Foreign Labor Certification programs.



Key Features of H.R. 1385 as Compared to current Law

The attached side by side provides a comparison of H.R. 1385 with current law.

Summary of Workforce Development Provisions of H.R. 1385

Details in the Workforce Development Act of 1998 pertaining to workforce development, current programs and initiatives, and allocations.

Submitted: August 10, 1998

- Workforce Development programs that can help employers.

For the Employment/Training Community

A page designed to support you:

- The latest on ETA programs and initiatives.
- Administrative and Policy Waivers.
- America's One Stop Career Center System.
- America's Labor Market Information System.
- Other system-building activities.
- Workforce Development Performance Measurement.
- Award-winning practices and more.

Grant and Contract Applications

The most current ETA solicitations for grant applications (SGA) and requests for proposals (RFP).

Welfare to Work

This is the link to the newly created Welfare to Work home page which supports the implementation of the recently launched DOL welfare/employment initiative.

Electronic Reading Room

ETA laws and Federal Register Notices.

About Employment and Training

- Our mission,
- budget,
- programs and services,
- organizational chart,
- ETA Strategic Plan (also in PDF format), and
- 1999 Annual Performance Plan (also in PDF and WordPerfect).

Workforce Legislation Approved By Congress: Measure Sent to President pdf file

July 31, 1998. The Senate approved the Conference Report on H.R. 1385 -- the Workforce Investment Act of 1998 -- on Wednesday, July 29. And today, under unanimous consent, the House also approved the Conference Report. The measure now goes to the President.

This PDF (Portable Document Format) can be viewed and printed by using an Adobe Acrobat Reader (version 3.1). The older Acrobat 2.01 version may not work. The report can be accessed by following the title link above.

Submitted: July 31, 1998



Bramucci Confirmed as ETA Assistant Secretary

July 31, 1998. The Senate has confirmed Raymond Bramucci as Assistant Secretary of Labor for Employment and Training. Current plans are that he will be sworn in next week. Watch this space for additional information.

Mr. Bramucci, of Bergenfield, New Jersey, has been the Executive Director of the Seton Hall University Institute on Work, a not-for-profit organization advocating work place equity. In addition, he served as an arbitrator on the New Jersey Board of Mediation, was a former Special Advisor to the President of Montclair State University, and most recently served as an adjunct professor of Political Science at Rutgers University.

From 1990-1994, Mr. Bramucci was Commissioner of the New Jersey Department of Labor, where he was a principal advisor to the Governor and chief executive officer of an agency with 4000 employees and a \$375 million operating budget. From 1979-1990, he was Director of New Jersey operations for Senator Bill Bradley, where he directed the Senator's state offices and managed the state-wide staff. From 1957-1979, Mr. Bramucci rose to become a senior executive at the International Ladies' Garment Workers' Union.

Born in Ludlow, Massachusetts, Mr. Bramucci began his career in a variety of factory jobs in western Massachusetts.

Submitted: July 31, 1998

AJB Launches IT/Year 2000 Specialty Service

July 15, 1998: America's Job Bank - T/Y2K draws together the thousands of Year 2000 computer jobs and resumes that flow into the public employment service each day. Use it as your way to navigate the entire information technology labor market.

Submitted: July 15, 1998

Final Version of UI Dialogue Paper Released: Comment Period Begins

July 5, 1998. Secretary of Labor Alexis Herman has released a paper entitled A Dialogue: Unemployment Insurance and Employment Service Programs. This is the beginning of the 60 day comment period. This dialogue paper and technical supplement describe the current economic and administrative environment and pose questions about whether the UI and ES programs are performing as they should. Comments on the paper are invited and may be mailed, faxed or e-mailed to the Department at the addresses included in the paper.
Submitted: July 6, 1998

Click the What's Hot Link for more news of recent developments in the workforce development system.

Send a comment to the ETA Pagemaster Use this link to ask a question, make a suggestion, lodge a complaint, or send us a compliment. We really want to hear from you.

[America's Job Bank](#)

[Other Employment & Training Sites](#)

Jump to ETA-Affiliated Sites:



[Top](#)

[Index](#)

[DOL](#)

---DISCLAIMER---

Please send your comments regarding content or style to ETA's Pagemaster and comments relating to technical issues to Webmaster.

Comments relating to policy will not be acted upon.

[Text Version]



America's
Job Bank

America's
Career InfoNet

America's
Talent Bank



CONNECT!
Final Report

National Conference:
July 28-30

Training & Technical
Assistance Resources

SPR Practitioner's
Guide

General Info
for Job Seekers

General Info
for Employers

Visit Your



America's One-Stop Career Center System

Connecting employment, education, and training services into a coherent network of resources at the local, state, and national level.

SOME RECENT UPDATES ...

The new version of America's Job Bank [Go](#) debuted on May 18th. This version provides increased flexibility for job seekers and employers, allows job and resume searches to be saved for future use, and introduces expanded search features. This version (www.ajb.dni.us [Go](#)) also fully incorporates America's Career InfoNet.

America's Learning Exchange (ALX) is the fourth tool in America's Career Kit. ALX is scheduled for a fall 1998 debut. ALX will have many potential beneficiaries:

Employers can:

- Find training and education to meet their needs
- Raise the skill level of their workforce

Individual Learners can:

- Keep up with increasing demands for higher skills
- Easily access thousands of training and education opportunities which they can search by location, provider and type of training

Training and Education Providers can:

- Easily post their products and services and attract new customers through this virtual marketplace
- Respond to specific training and educational needs
- Reduce developmental costs
- Be a part of the largest organized marketplace for training and education

The ALX architects want to keep the employment and training folks across the country apprised of developments through the summer months. If you want to monitor ALX progress, just send an e-mail to info@alx.org [Go](#) (no message is necessary). And please visit the prototype webpage -- www.alx.org [Go](#)! The One-Stop community is particularly encouraged to send comments and recommendations to the ALX development team.

[Visit Your
State One-Stop
Career Center
Web Site](#)

[Services for
Persons With
Disabilities](#)

[One-Stop
Marketing
Brochure](#)

[ALMIS
Fact
Sheets](#)

[Send Comments
to the National
One-Stop Team](#)

One-Stop/LMI Directories By State

Get in touch with key stakeholders in the One-Stop and ALMIS Community. Please select a location and a directory.

Newsletters, State Progress Reports, Resources and Conference Materials

The newest developments in the One-Stop Community, including quarterly grant summaries, information on recent One-Stop conferences, and other up-to-date information.

Reports on One-Stop Implementation

All of the latest research sponsored by the Employment and Training Administration as well as other Workforce Development Organizations can be found here under the Reports Section.

Automated Products and Services

A wide variety of tools and resources have been developed by the public and private sector for the Employment and Training Community, many of which are automated and available in Local One-Stop Career Centers.

America's Labor Market Information System (ALMIS)

Materials

ALMIS represents a vision of the future of labor market information and the realization of a concept that has existed for many years, a truly comprehensive labor market information system.

ALMIS Product Descriptions

Related Web Sites

Visit the web sites of One-Stop sites, career development resources, employment listings, and Labor market information sources.

Fee for Service: The Regional Employment Board



Disclaimer

Webmaster

This page is maintained by TTRC.

October 6, 1997

Memo for: John Chowning, Steve Aaronson, Tim Sullivan
From: Frank Stluka
RE: DOD Intelligent Tutors
CC: Kofi Simpson, Elisa Lopez

I attended two presentations on October 25 on the Intelligent Tutors developed by the Air Force and starting to be used at Loring and Penobscot Job Corps Centers. I have also had some preliminary discussion with Brian Shea (of the Technology Training Resource Center) and George Koch (of the ETA Technology Council) about them. Finally, I had a few minutes with Sandy Brawders (CD at Loring) at the NAB conference to discuss their experience to date. Following are the main points of these meetings/discussions and plans for future discussions.

What are the Intelligent Tutors:

They are not smart people. They are a suite of computer programs that engage students in math (word problem solving), writing and science problem-solving activities. They were developed by Armstrong Lab (Air Force) and field tested at a broad range of public high schools in large and small, wealthy and poor communities across the country.

There is also an authoring tool that can be used to develop simulations and tie them to tutoring lessons. For example, you could program one with a simulated exhaust system and a lesson on diagnosing and repairing exhaust system problems. Students could then create problems with various components of the system and see how it effects overall exhaust system performance. The benefits over experimentation with real exhaust systems would include (1) that the student can see the inside of various components while they are in action and (2) it reduces the expense of supplying and breaking various components while experimenting with them.

Evaluation Methods and Results to Date:

There has been extensive research on the effects of using the Intelligent Tutors in Public High Schools – but I did not see any such evaluation of the authoring tool.

The Intelligent Tutors have typically been used during one class period per week over the course of a school year. With time off for vacations and other schedule interruptions, this means about 20 hours of tutor use per year. So, the "test group" received 4 periods of regular instruction and one period of tutor use per week in the given subject, and the control group received 5 periods of 'regular' instruction. At this level of use, the tutors typically produced test gains of about 10% more than the control groups who did not use the tutors. The presenter compared this to about one letter grade for the year. (E.G.: A 'B' student would earn an 'A').

They also broke down the findings by gender:

- In math, there was no difference between the outcomes for males and females.
- In writing, females wrote better than males before and after the tutor use, but both groups gained more with the tutors than without.
- In science, the females started with lower test scores than the males, but have

Finally, there is a lot of anecdotal evidence suggesting that implementation increases student-teacher interaction an

Current Activities:

The tutors are now being field tested in a couple of Youth Fair Chance sights, Loring and Penobscot Job Corps Centers, and a couple of DOL Careers Advancement Centers (N.B. The 2 Job Corps Centers and the two Career Advancement Centers are all in Maine and all run by TDC.

The point of the current field tests are to understand their applicability across a broad range of programs. Since they were developed in high schools, it remains to be seen how effective they are elsewhere, and what (teacher) training and social/institutional arrangements, etc., facilitate their use elsewhere.

Sandy Brawders, CD of Loring JCC, reports that they are more interested in using the authoring tool to develop integrated academic and vocational lessons. Their plans are to have students develop the simulations and lessons. The logic is that if they know the system, tool or piece of machinery well enough to develop the simulation and lesson, then they have learned it thoroughly, and a whole bunch of academic and other skills as well. John Chowning made the point that perhaps students engaged in such activity should be using a more commercially recognized authoring/simulation tool so that they get more resume value out of the experience. In any event, several staff at Loring were trained in the authoring tool (and the tutors?) in Mid-September. They will begin implementation soon

Penobscot staff received training in the tutors in July (?) and are just beginning implementation. Is

Next Steps:

Develop monitoring/evaluation plan: I am meeting with George Koch and Brian Shea again today to discuss this. I am convinced that Loring and Penobscot will have positive results from their use of these tools, but this is largely because of their corporate culture (TDC is gung-ho on them) and because I believe that they have more advanced students than most centers (I don't have the data – but suspect that their entry test scores are higher). I am more interested in what will happen with them at less sophisticated centers. This leaves a dilemma: Do we wait and see the success at Loring and Penobscot, or do we jump to the next step and entice a few more centers to pilot them? Regardless, the evaluation should look at:

- What effects do they have (student-teacher interaction, reading and math gains, GED attainment, vocational completion and placement....)?
- What resources are needed to achieve these effects? (Staff training, planning time, computers....)

- ▶ What social conditions support their effectiveness? (Corporate culture, students' entry-level skills, etc.)
- ▶ What alternative approaches would generate the same effects?

Roll-Out Strategy: If the Intelligent Tutors and authoring tool are proven effective at Loring, Penobscot and other centers, and if the evaluation demonstrates reasonable resource investment, social conditions, etc. Then how do we best disseminate them throughout the Job Corps system? We could give the Air Force Laboratory or someone like Fu Associates (who run the TTRC) some money to do training. Or maybe this would fall under TTRC's purview anyhow.

Philosophical Question: Should we be paying a whole lot of attention to the Intelligent Tutors and authoring tool. They are just tools, albeit very promising tools. Perhaps we view them more broadly as an example of an approach that integrates technology and (when properly used) can encourage teamwork. Maybe we should just be advocating these principles and encouraging the dissemination of all "promising practices" that do this. On the other hand, I get the impression that they are politically positioned such that we should grab onto them.

Unless otherwise requested, I will continue to explore these questions as convenient opportunities present themselves, and keep you posted.

FUNDAMENTAL SKILLS TRAINING (FST) PROJECT

Since 1990, Armstrong Laboratory, with strong support from the other Air Force laboratories—Phillips Lab (NM), Rome Lab (NY), and Wright Lab (OH)—as well as the University of Texas at San Antonio, has been engaged in a long-term research project to bring state-of-the-art intelligent tutoring technology to bear on our nation's growing literacy skills problem in areas such as mathematics, writing and science. The primary goals of the Fundamental Skills Training (FST) project are to design, develop, evaluate, and transfer prototype intelligent tutoring systems (ITS) to public schools, and when appropriate, to industry under federal technology transfer guidelines.

The first tutor in the FST project is the Word Problem Solving tutor (WPS). This tutor teaches individuals general problem solving strategies as well as how to solve specific word problems. WPS was tested through the 1992-93 school year in one of the largest field studies of educational technology ever conducted. Over 1,500 students at 9 secondary and middle schools in Ohio, Texas, New Mexico, New York, and Pennsylvania participated in the study. Students using the mathematical tutor improved their word problem solving skills by 26 %. This outcome is highly significant in that it matches or exceeds the effect reported in the research literature. On the basis of this result, Armstrong Laboratory and the University of Texas at San Antonio licensed WPS for commercial sale to International Thomson Group (a Fortune 500 company) in September 1994.

The second FST tutor, MAESTRO (formerly R-WISE), facilitates the development of basic writing process skills. The tutor guides students through prewriting, drafting, revision, and editing phases of the writing process, while helping them to structure writing activities, and develop the cognitive skills used in writing. A full scale field evaluation at 9 schools, representing a wide variety of student populations including one community college, began in September 1993. Follow-up research is ongoing in over 25 schools across the nation. Research results over the last five years show students who used the writing tutor improved their overall writing skills from 8 to 26%.

The third FST tutor in this project is the science tutor, Instruction in Scientific Inquiry Skills (ISIS), which focuses on development of students' scientific inquiry skills. ISIS teaches the scientific method using ecology as the domain content. Evaluation of this tutor began in October 1994 and is ongoing in over 25 schools across the nation. Research findings indicate that students who used the science tutor improved by 8%.

The military, academic, and public education all play significant roles in this research effort. Our current partnerships include a Cooperative Research and Development Agreement (CRDA) between the Human Resources Directorate of Armstrong Laboratory, and the University of Texas at San Antonio. In addition, Armstrong Laboratory has joined with three other Air Force laboratories — Rome Laboratory (Rome, NY), Wright Laboratory (Dayton, OH), and Phillips Laboratory (Albuquerque, NM) — in a Memorandum of Understanding to support further research and development of FST and to expand the number and type of public school test facilities used by researchers in the project. Finally, Armstrong Laboratory collaborates with the Northeast Independent School District of San Antonio, TX, which has provided the Air Force with its premier test facility, MacArthur High School. Besides the MacArthur High School test facility, seven other test sites opened in September 1992 in New Mexico, Pennsylvania, Ohio, and Texas, followed by an additional test site in New York in 1993. Since then over 20 schools have joined the project in New Mexico, New York, Arizona, and Texas. Texas school test facilities supporting the FST project include Sam Houston High School, Roosevelt High School, Garner Middle School, Krueger Middle School and Harlandale Academy, all in San Antonio.

For further information contact:

Dr Kurt Steuck

AL/HRCT

7909 Lindbergh Dr

San Antonio, TX 78235-5352

<http://www.brooks.af.mil/HSC/AL/HR/HRT/HRTI/fst.htm>

Phone: (210) 536-2034

Fax: (210) 536-2902

Email: Steuck@alhrt.brooks.af.mil

FUNDAMENTAL SKILLS TRAINING PROJECT

INTELLIGENT / ADAPTIVE TUTORING SYSTEMS

WPS

Word Problem Solving Tutor

Teaches a methodical approach to read and analyze word problems and generate correct equations

Employs proven teaching pedagogy derived from contemporary cognitive science:

- Active problem solving (Anderson)
- Elaboration theory (Riegeluth)
- Categorization by prototype (Rosch)
- Mastery learning (Bloom)
- Worked examples (Reed, Sweller)

Offers 23 instructional modules with reviews

MAESTRO

The Writing Process Tutor

Improves overall writing quality and analytical reasoning skills

Supports major stages of the writing process: prewriting, drafting, and editing skills

Uses a comprehensive instructional approach that provides up-front instruction in the writing process and adaptive advice throughout each workspace

Incorporates motivational features that address individual student characteristics such as learning style and interests

ISIS

Instruction in Scientific Inquiry Skills

Teaches scientific method

- Making observations
- Generating hypotheses
- Designing experiments
- Conducting experiments
- Drawing conclusions
- Accepting/rejecting hypotheses

Uses ecological concepts to teach inquiry skills

Incorporates gaming environment as a motivational feature

Offers simulations to conduct student research

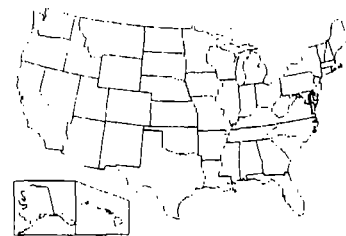
All three tutors teach CRITICAL THINKING SKILLS and adapt to various curricula and age levels.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



How States are Implementing Distance Education for Adult Learners

- February 14, 2000 -

A recent survey of state directors of adult education reveals that state leaders are increasingly viewing distance learning as a delivery mechanism that can reach adults who are unable to attend traditional adult education classes due to work or family commitments, lack of transportation, and other obligations. It can also help bring adult education to the millions of adults who are not currently involved in an adult education program.

Distance learning is a way to take advantage of new technology and to educate adult learners in its use. Nationally, less than 10 percent of adults without high school diplomas are enrolled in adult basic education programs. Thousands of these adults are being left behind in today's technologically based economy. Despite a significant growth in computer ownership and use among Americans, those without a high school diploma are much less likely to own a computer or have access to one at work or school. Thirty-six percent of all US households have personal computers, and adults with a high school diploma or GED are more than twice as likely to own a computer than those without a high school diploma (25.7% versus 10.9%).¹ Distance learning can help bridge this "digital divide"—the gap between those who have access to computers and skills to use them, and those who do not.

This State Policy Update explains several of the major policy issues involved in offering distance learning, reviews the current status of state implementation of distance programs, and highlights the efforts of two states, California and Delaware, that offer distance learning on a statewide level.

Distance learning is relatively new to adult education and literacy. As a result, there are only a few models and states that have well established distance learning programs. These states have incorporated changes in policy and

In this Update:

What is Distance Learning?	Page 3
How is Distance Education Delivered?	Page 4
Funding Sources	Page 6
Student Success	Page 7
Policy Considerations	Page 7
Case Studies	Page 14
Conclusion	Page 23
Recommended Resources	Page 27

English Language and Civics Education Initiative: Common Ground Partnerships

The President's FY 2000 budget supports a \$190 million increase for adult education and family literacy, including a \$70 million investment for the **English Language and Civics Education Initiative: Common Ground Partnerships**. This initiative will help states and communities provide limited English proficient adults (LEP) with expanded access to high quality English as a Second Language (ESL) programs linked to civics and life skills instruction on understanding and navigating our government system, the public education system, workplace, and other key institutions in American life.

Importance of Civics Education and Life Skills Instruction

Civics education and life skills instruction are important in assisting immigrants to become full participants in American life. In 1997, the United States Commission on Immigration Reform found that understanding the basic principles and values of American society provides immigrants, particularly new United States citizens, a shared commitment to the American values of liberty, democracy and equal opportunity. Last year, the Advisory Board for One America, the President's Initiative on Race, recommended strategies to include immigrants in the American community and foster a greater degree of community cohesion by promoting programs that provide instruction on the rights and duties of citizenship. Existing civics programs focus specifically on helping immigrants pass the naturalization test, but do not typically address broader issues of helping immigrants learn about life in America.

Demand for ESL Services

For LEP students and immigrants to succeed and become full participants in American life, they must be able to read and communicate in English. Evidence from immigrant communities demonstrates high levels of enthusiasm for learning English and participating in civic life; however, the demand for ESL instruction outweighs the current supply.

- ◆ ESL instruction is the fastest growing component of adult education; enrollment in ESL has increased 105 percent over the past ten years (in 1997, the ESL enrollment was 1.85 million).
- ◆ Adult education programs currently provide funding for ESL, but more targeted services are needed to meet the overwhelming demand for both ESL and civics instruction.¹ For example, Los Angeles has a waiting list of 50,000 people for ESL classes, Chicago's ESL programs are filled to capacity as soon as they open their doors and New York State has resorted to a lottery system to select individuals who wish to learn English.
- ◆ Evidence demonstrates that learning English in a community-based setting using everyday experiences is particularly effective in helping LEP immigrants become highly valued students and employees. The Department of Health and Human Services' Office of Refugee Resettlement and

¹ The Department of Education currently funds a \$365 million Adult Education basic grant program, in 1998, \$166 million funded ESL programs administered by states.

² The Department of Health and Human Services' Office of Refugee Resettlement (ORR) operates the Community and Family Strengthening Program to integrate refugees into the community.

several neighborhood-based projects have demonstrated the effectiveness of this approach.² For example, in Southern California, grades improve when parents of Cambodian refugee children are involved in school activities. In Minnesota, Nuer-Sudanese refugee women who participate in ESL literacy and work-related English programs have higher job retention rates.

Eligible Grantees

- ◆ Grants would be available to states and communities with significant need for adult ESL services.
- ◆ States will compete for about \$30 million in discretionary grants to support ESL/civics instruction. Each state grant will provide the adult education system with additional ESL federal funding to increase access and improve adult education ESL services, including capacity building.
- ◆ Community based organizations, local educational agencies, colleges (including community and tribal colleges and universities), libraries, unions and other non-profit entities will compete for another grant fund of about \$40 million. Preference will be given to eligible grantees prepared to provide a 25 percent cash or in-kind match for the discretionary grant amount.

How Does It Work?

- ◆ Common Ground Partnerships will allow communities to develop ESL/civics projects tailored to their unique needs and populations.
- ◆ Grants could be used for varied purposes related to English language/civics instruction including staff, materials, personnel training and support services such as child care and transportation costs for program participants (if not otherwise available). Grantees would be strongly encouraged to include volunteers groups (such as Literacy Volunteers of America, Americorps and VISTA volunteers, Retired Senior Volunteer Corps and immigrant mentors), and to partner with employers or employer groups to improve work and life skills.
- ◆ Grant recipients would report annually to the Secretary of Education on the progress of participants toward achieving English and civic proficiency, and how these funds improved and expanded the programs that support teaching LEP students.
- ◆ It would be a competitive grant program run by the Department of Education's Office of Vocational and Adult Education (OVAE).
- ◆ A portion of funds will be set aside for purposes of evaluation, technical assistance and the dissemination of best practices.

Required Program Components

- ◆ Offer English language education that incorporates: instruction on the rights and responsibilities of citizenship (civics and U.S. history) and information on naturalization eligibility requirements and application procedures; navigating various parts of American life (health care, child care, education -- including parental involvement in schools, banking, housing and transportation systems); accessing employment; improving work skills; understanding legal rights; and paying taxes.
- ◆ Have an underserved population with a significant demand for ESL/civics instruction and a demonstrated need for increased funds to provide ESL services in the state or community.
- ◆ Demonstrate effective links with existing programs at the state or local educational and community

levels including education, employment, housing, and transportation programs.

- ◆ Use flexible approaches (such as evening and weekend hours), technology as a tool to expand access, and providing instruction at workplaces and/or community-based sites.
- ◆ Assess program effectiveness using performance measures required by the Adult Education and Family Literacy Act (Title II of Workforce Investment Act).
- ◆ Meet other selection criteria and considerations related to program quality and effectiveness required for State Adult Education grants under the Workforce Investment Act.

**For more information, please call the U.S. Department of Education,
Office of Vocational and Adult Education 202-260-9279
Or 1-800-USA-LEARN**

STATE-ADMINISTERED ADULT EDUCATION PROGRAM 1998 ENROLLMENT

STATE or OTHER AREA	1998 TOTAL ENROLLMENT	ABE	ESL	ASE
CALIFORNIA	1,435,341	161,364	1,220,594	53,383
FLORIDA	396,447	139,161	137,891	119,395
NEW YORK	210,952	94,932	74,421	41,599
TEXAS	182,151	57,096	90,837	34,218
NORTH CAROLINA	136,601	70,382	27,007	39,212
SOUTH CAROLINA	115,254	37,235	4,266	73,753
GEORGIA	114,549	72,054	22,812	19,683
OHIO	93,908	68,744	10,723	14,441
ILLINOIS	90,454	23,115	50,229	17,110
MICHIGAN	80,790	31,274	16,093	33,423
PUERTO RICO	71,961	16,416	6,387	49,158
HAWAII	59,418	20,877	11,372	27,169
ARIZONA	57,580	17,179	29,990	10,411
WASHINGTON	56,362	21,498	26,898	7,966
TENNESSEE	53,260	36,978	4,927	11,355
PENNSYLVANIA	48,293	21,065	12,194	15,034
ALABAMA	47,686	36,157	1,736	9,793
ARKANSAS	45,599	19,340	3,221	23,038
NEW JERSEY	44,944	14,055	23,011	7,878
INDIANA	40,935	23,041	5,097	12,797
MINNESOTA	39,101	15,580	14,190	9,331
OREGON	38,940	10,708	15,037	13,195
LOUISIANA	38,899	22,485	1,156	15,258
VIRGINIA	37,886	16,106	14,100	7,680
MISSOURI	37,038	26,329	5,850	4,857
MISSISSIPPI	36,049	27,635	946	7,468
IOWA	33,935	19,198	6,080	8,657
NEW MEXICO	31,634	13,936	8,853	8,845
UTAH	31,098	5,692	6,611	18,795
CONNECTICUT	29,134	6,233	11,147	11,754
MARYLAND	27,721	12,411	6,017	9,293
KENTUCKY	25,830	15,458	1,055	9,317
WEST VIRGINIA	25,556	16,042	624	8,890
OKLAHOMA	24,721	16,035	3,923	4,763
NEVADA	23,372	1,807	10,295	11,270
MASSACHUSETTS	20,284	6,296	10,485	3,513
WISCONSIN	18,122	12,942	3,179	2,001
KANSAS	17,214	8,605	4,883	3,726
COLORADO	15,819	7,330	6,119	2,370
MAINE	12,930	4,543	1,154	7,233
IDAHO	10,069	5,724	2,652	1,693
NEBRASKA	8,525	5,026	2,889	610
RHODE ISLAND	7,098	3,380	2,450	1,268
ALASKA	6,505	3,037	1,219	2,249
MONTANA	6,305	4,253	287	1,765
NEW HAMPSHIRE	6,285	2,257	1,546	2,482
SOUTH DAKOTA	6,108	3,912	1,094	1,102
VERMONT	4,401	3,622	475	304
DELAWARE	4,090	2,597	1,131	362
WYOMING	3,703	2,014	580	1,109
NORTH DAKOTA	3,190	1,799	567	824
DIST. OF COLUMBIA	2,431	1,294	535	602
VIRGIN ISLANDS	1,879	857	101	921
GUAM	1,463	252	271	940
NO. MARIANA IS.	422	195	3	224
MARSHALL ISLANDS	300	192	0	108
UNITED STATES	4,020,550	1,287,745	1,927,210	805,595

Percent of Total Enrollment (4,020,550)

32%

48%

20%

SOURCE: U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF ADULT EDUCATION AND LITERACY
AUGUST 1999

STATE-ADMINISTERED ADULT EDUCATION PROGRAM 1998 ENROLLMENT

STATE or OTHER AREA	1998 TOTAL ENROLLMENT	ABE	ESL	ASE
CALIFORNIA	1,435,341	161,364	1,220,594	53,383
FLORIDA	396,447	139,161	137,891	119,395
NEW YORK	210,952	94,932	74,421	41,599
GEORGIA	114,549	72,054	22,812	19,683
NORTH CAROLINA	136,601	70,382	27,007	39,212
OHIO	93,908	68,744	10,723	14,441
TEXAS	182,151	57,096	90,837	34,218
SOUTH CAROLINA	115,254	37,235	4,266	73,753
TENNESSEE	53,260	36,978	4,927	11,355
ALABAMA	47,686	36,157	1,736	9,793
MICHIGAN	80,790	31,274	16,093	33,423
MISSISSIPPI	36,049	27,635	946	7,468
MISSOURI	37,036	26,329	5,850	4,857
ILLINOIS	90,454	23,115	50,229	17,110
INDIANA	40,935	23,041	5,097	12,797
LOUISIANA	38,899	22,485	1,156	15,258
WASHINGTON	56,362	21,498	26,898	7,966
PENNSYLVANIA	48,293	21,065	12,194	15,034
HAWAII	59,418	20,877	11,372	27,169
ARKANSAS	45,599	19,340	3,221	23,038
IOWA	33,935	19,198	6,080	8,657
ARIZONA	57,580	17,179	29,990	10,411
PUERTO RICO	71,961	16,416	6,387	49,158
VIRGINIA	37,886	16,106	14,100	7,680
WEST VIRGINIA	25,556	16,042	624	8,890
OKLAHOMA	24,721	16,035	3,923	4,763
MINNESOTA	39,101	15,580	14,190	9,331
KENTUCKY	25,830	15,458	1,055	9,317
NEW JERSEY	44,944	14,055	23,011	7,878
NEW MEXICO	31,634	13,936	8,853	8,845
WISCONSIN	18,122	12,942	3,179	2,001
MARYLAND	27,721	12,411	6,017	9,293
OREGON	38,940	10,708	15,037	13,195
KANSAS	17,214	8,605	4,883	3,726
COLORADO	15,819	7,330	6,119	2,370
MASSACHUSETTS	20,294	6,296	10,485	3,513
CONNECTICUT	29,134	6,233	11,147	11,754
IDAHO	10,069	5,724	2,652	1,693
UTAH	31,098	5,692	6,611	18,795
NEBRASKA	8,525	5,026	2,889	610
MAINE	12,930	4,543	1,154	7,233
MONTANA	6,305	4,253	287	1,765
SOUTH DAKOTA	6,108	3,912	1,094	1,102
VERMONT	4,401	3,622	475	304
RHODE ISLAND	7,098	3,380	2,450	1,268
ALASKA	6,505	3,037	1,219	2,249
DELAWARE	4,090	2,597	1,131	362
NEW HAMPSHIRE	6,285	2,257	1,546	2,482
WYOMING	3,703	2,014	580	1,109
NEVADA	23,372	1,807	10,295	11,270
NORTH DAKOTA	3,190	1,799	567	824
DIST. OF COLUMBIA	2,431	1,294	535	602
VIRGIN ISLANDS	1,879	857	101	921
GUAM	1,463	252	271	940
NO. MARIANA IS.	422	195	3	224
MARSHALL ISLANDS	300	192	0	108
UNITED STATES	4,020,550	1,287,745	1,927,210	805,595

Percent of Total Enrollment (4,020,550)

32%

48%

20%

SOURCE: U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF ADULT EDUCATION AND LITERACY
AUGUST 1999

STATE-ADMINISTERED ADULT EDUCATION PROGRAM 1998 ENROLLMENT

STATE or OTHER AREA	1998 TOTAL ENROLLMENT	ABE	ESL	ASE
CALIFORNIA	1,435,341	161,364	1,220,594	53,383
FLORIDA	396,447	139,161	137,891	119,395
TEXAS	182,151	57,096	90,837	34,218
NEW YORK	210,952	94,932	74,421	41,599
ILLINOIS	90,454	23,115	50,229	17,110
ARIZONA	57,580	17,179	29,990	10,411
NORTH CAROLINA	136,601	70,382	27,007	39,212
WASHINGTON	56,362	21,498	26,898	7,966
NEW JERSEY	44,944	14,055	23,011	7,878
GEORGIA	114,549	72,054	22,812	19,683
MICHIGAN	80,790	31,274	16,093	33,423
OREGON	38,940	10,708	15,037	13,195
MINNESOTA	39,101	15,580	14,190	9,331
VIRGINIA	37,886	16,106	14,100	7,680
PENNSYLVANIA	48,293	21,065	12,194	15,034
HAWAII	59,418	20,877	11,372	27,169
CONNECTICUT	29,134	6,233	11,147	11,754
OHIO	93,908	68,744	10,723	14,441
MASSACHUSETTS	20,294	6,296	10,485	3,513
NEVADA	23,372	1,807	10,295	11,270
NEW MEXICO	31,634	13,936	8,853	8,845
UTAH	31,098	5,692	6,611	18,795
PUERTO RICO	71,961	16,416	6,387	49,158
COLORADO	15,819	7,330	6,119	2,370
IOWA	33,935	19,198	6,080	8,657
MARYLAND	27,721	12,411	6,017	9,293
MISSOURI	37,036	26,329	5,850	4,857
INDIANA	40,935	23,041	5,097	12,797
TENNESSEE	53,260	36,978	4,927	11,355
KANSAS	17,214	8,605	4,883	3,726
SOUTH CAROLINA	115,254	37,235	4,266	73,753
OKLAHOMA	24,721	16,035	3,923	4,763
ARKANSAS	45,599	19,340	3,221	23,038
WISCONSIN	18,122	12,942	3,179	2,001
NEBRASKA	8,525	5,026	2,889	610
IDAHO	10,069	5,724	2,652	1,693
RHODE ISLAND	7,098	3,380	2,450	1,268
ALABAMA	47,686	36,157	1,736	9,793
NEW HAMPSHIRE	6,285	2,257	1,546	2,482
ALASKA	6,505	3,037	1,219	2,249
LOUISIANA	38,899	22,485	1,156	15,258
MAINE	12,930	4,543	1,154	7,233
DELAWARE	4,090	2,597	1,131	362
SOUTH DAKOTA	6,108	3,912	1,094	1,102
KENTUCKY	25,830	15,458	1,055	9,317
MISSISSIPPI	36,049	27,635	946	7,468
WEST VIRGINIA	25,556	16,042	624	8,890
WYOMING	3,703	2,014	580	1,109
NORTH DAKOTA	3,190	1,799	567	824
DIST. OF COLUMBIA	2,431	1,294	535	602
VERMONT	4,401	3,622	475	304
MONTANA	6,305	4,253	287	1,765
GUAM	1,463	252	271	940
VIRGIN ISLANDS	1,879	857	101	921
NO. MARIANA IS.	422	195	3	224
MARSHALL ISLANDS	300	192	0	108
UNITED STATES	4,020,550	1,287,745	1,927,210	805,595

Percent of Total Enrollment (4,020,550)

32%

48%

20%

SOURCE: U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF ADULT EDUCATION AND LITERACY
AUGUST 1999

STATE-ADMINISTERED ADULT EDUCATION PROGRAM 1998 ENROLLMENT

STATE or OTHER AREA	1998 TOTAL ENROLLMENT	ABE	ESL	ASE
FLORIDA	396,447	139,161	137,891	119,395
SOUTH CAROLINA	115,254	37,235	4,266	73,753
CALIFORNIA	1,435,341	161,364	1,220,594	53,383
PUERTO RICO	71,961	16,416	6,387	49,158
NEW YORK	210,952	94,932	74,421	41,599
NORTH CAROLINA	136,601	70,382	27,007	39,212
TEXAS	182,151	57,096	90,837	34,218
MICHIGAN	80,790	31,274	16,093	33,423
HAWAII	59,418	20,877	11,372	27,169
ARKANSAS	45,599	19,340	3,221	23,038
GEORGIA	114,549	72,054	22,812	19,683
UTAH	31,098	5,692	6,611	18,795
ILLINOIS	90,454	23,115	50,229	17,110
LOUISIANA	38,899	22,485	1,156	15,258
PENNSYLVANIA	48,293	21,065	12,194	15,034
OHIO	93,908	68,744	10,723	14,441
OREGON	38,940	10,708	15,037	13,195
INDIANA	40,935	23,041	5,097	12,797
CONNECTICUT	29,134	6,233	11,147	11,754
TENNESSEE	53,260	36,978	4,927	11,355
NEVADA	23,372	1,807	10,295	11,270
ARIZONA	57,580	17,179	29,990	10,411
ALABAMA	47,686	36,157	1,736	9,793
MINNESOTA	39,101	15,580	14,190	9,331
KENTUCKY	25,830	15,458	1,055	9,317
MARYLAND	27,721	12,411	6,017	9,293
WEST VIRGINIA	25,556	16,042	624	8,890
NEW MEXICO	31,634	13,936	8,853	8,845
IOWA	33,935	19,198	6,080	8,657
WASHINGTON	56,362	21,498	26,898	7,966
NEW JERSEY	44,944	14,055	23,011	7,878
VIRGINIA	37,886	16,106	14,100	7,680
MISSISSIPPI	36,049	27,635	946	7,468
MAINE	12,930	4,543	1,154	7,233
MISSOURI	37,036	26,329	5,850	4,857
OKLAHOMA	24,721	16,035	3,923	4,763
KANSAS	17,214	8,605	4,883	3,726
MASSACHUSETTS	20,294	6,296	10,485	3,513
NEW HAMPSHIRE	6,285	2,257	1,546	2,482
COLORADO	15,819	7,330	6,119	2,370
ALASKA	6,505	3,037	1,219	2,249
WISCONSIN	18,122	12,942	3,179	2,001
MONTANA	6,305	4,253	287	1,765
IDAHO	10,069	5,724	2,652	1,693
RHODE ISLAND	7,098	3,380	2,450	1,268
WYOMING	3,703	2,014	580	1,109
SOUTH DAKOTA	6,108	3,912	1,094	1,102
GUAM	1,463	252	271	940
VIRGIN ISLANDS	1,879	857	101	921
NORTH DAKOTA	3,190	1,799	567	824
NEBRASKA	8,525	5,026	2,889	610
DIST. OF COLUMBIA	2,431	1,294	535	602
DELAWARE	4,090	2,597	1,131	362
VERMONT	4,401	3,622	475	304
NO. MARIANA IS.	422	195	3	224
MARSHALL ISLANDS	300	192	0	108
UNITED STATES	4,020,550	1,287,745	1,927,210	805,595

Percent of Total Enrollment (4,020,550)	32%	48%	20%
---	-----	-----	-----

SOURCE: U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
DIVISION OF ADULT EDUCATION AND LITERACY
AUGUST 1999