

Annotated Bibliography
Adult Learning in Focus: National and State Data Report
CAEL and NCHEMS
April 2008

The following is the annotated bibliography from the CAEL and NCHEMS *Adult Learning in Focus* report. The main document can be found at www.cael.org/adultlearninginfocus.htm.

Adams, P. F., and C. A. Schoenborn. *Health Behaviors of Adults: United States 2002–04*. National Center for Health Statistics, Vital Health Stat 10 (230). 2006.

This is an overview of the health behaviors of adults by race, gender, education attainment, and income. Particular emphasis is on the costs associated with smoking.

Adelman, Clifford. *A Parallel Postsecondary Universe: The Certification System in Information Technology*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 2000.

This report describes the system of credentialing that has arisen rapidly in the information technology and telecommunications industries over the past decade. It compares this system to traditional higher education.

AeA, Business-Higher Education Forum, Business Roundtable, Council on Competitiveness, Information Technology Association of America, Information Technology Industry Council, Minority Business Roundtable et al. *Tapping America's Potential: The Education for Innovation Initiative*. Washington, DC: Business Roundtable, U.S. Chamber of Commerce et al., 2005.

This report outlines the need to increase the number of American scientists and engineers for the U.S. to compete successfully in the global economy.

Ahlstrand, Amanda L., Laurie J. Bassi, and Daniel P. McMurrer. *Workplace Education for Low-Wage Workers*. Kalamazoo, MI: The Upjohn Institute for Employment Research, 2003.

This book reports on employers' practices and decision-making procedures regarding workplace education and training for low-wage workers. There are measurable benefits to the employer and to the low-wage workers who receive employer-sponsored education and training.

Allen, I. Elaine and Jeff Seaman. *Online Nation: Five Years of Growth in Online Learning*. Needham, MA: Sloan Consortium (Sloan-C), 2007.

This is the fifth annual report on the state of online learning in U.S. higher education. This year's study, like those for the previous four years, is aimed at answering some of the fundamental questions about the nature and extent of online education. The study was supported by the Alfred P. Sloan Foundation and is based on responses from more than 2,500 colleges and universities.

American Council on Education (ACE). *2005 Statistical Report: Who Passed the GED Tests?* Washington, DC: ACE, 2006.

This yearly report provides statistics associated with the GED tests.

—. *2006 GED Testing Program Statistical Report*. Washington, DC: ACE, 2007.

This yearly report provides statistics associated with the GED tests.

- *Framing New Terrain: Older Adults and Higher Education*. Washington, DC: ACE, 2007.
This report describes the changing demographics of adults aged 55–79, their motivations for participating in higher education, and the obstacles that prevent broader participation.

- American Society for Training and Development (ASTD). *State of the Industry Report*. Alexandria, VA: ASTD, 2005.
This overview of the annual survey conducted by ASTD on business' involvement with training and development includes statistics on: hours per worker spent on training, expenditures per worker on training, average cost per learning hour provided, and the use of technology in training and development.

- Atkinson, Robert D. "Digital Automation and the New Workforce." *Online iMP Magazine* (April 21, 2000). Washington DC: Progressive Policy Institute (PPI).
http://www.ppionline.org/ppi_ci.cfm?knlgAreaID=140andsubsecID=292andcontentID=1488
This article explains that as technology and the economy change, so too does the workforce. Becoming a digital economy has major implications for what people will do for a living and how they will do it.

- *The Past and Future of America's Economy: Long Waves of Innovation that Power Cycles of Growth*. Cheltenham, UK: Edward Elgar Publishing, 2004.
This book reviews the role of innovation in the development of the new knowledge-based economy.

- Averett, Susan L., and Sharon Dalessandro. 2001. "Racial and Gender Differences in the Returns to Two-Year and Four-Year Degrees." *Education Economics* 9, no. 3: 281–92.
Using data from the 1993 National Longitudinal Survey of Youth, this paper documents differences in the rate of return to 2-year and 4-year degrees across race and gender. The authors find for each race and gender group that a baccalaureate degree is more valuable than an associate's degree, and the return to an associate's degree is greater than attending some college, which is in turn more valuable than simply finishing high school. The results indicate that these effects are statistically different for black and white men. Also, one avenue of low-cost education for women and black men is to attend a 2-year school and then finish the degree at a 4-year institution.

- Barton, Paul E. *High School Reform and Work: Facing Labor Market Realities*. Princeton, NJ: Policy Information Center, Educational Testing Service (ETS), 2006.
This report discusses the necessity of engaging employers in discussions on high school reform. The abilities and attributes that employers are looking for are not adequately addressed in high school, which sets up young people to fail in the world of work.

- *Training to be Competitive: Developing the Skills and Knowledge of the Workforce*. Princeton, NJ: Policy Information Center, ETS 1993.
This report contains data from a national commission that argues that increased training will be required if the U.S. is to maintain its competitive position with respect to workforce productivity.

- *What Jobs Require: Literacy, Education, and Training, 1940–2006*. Princeton, NJ: Policy Information Center, ETS 2000.
This is a comprehensive review of the links between educational attainment and job requirements, as well as income.

- Barton, Paul E., and Lynn Jenkins. *Literacy and Dependency: The Literacy Skills of Welfare Recipients in the United States*. Princeton, NJ: Policy Information Center, ETS, 1995.
This report examines the links between educational attainment and welfare status, together with the estimated social costs of low levels of literacy/attainment.

Bassi, Laurie, and Daniel McMurrer. "Maximizing Your Return on People." *Harvard Business Review* (March 2007): 115–23. Reprint.

This article examines how investments in employees are linked to positive company performance.

Baum, Sandy, and Jennifer Ma. *Education Pays: The Benefits of Higher Education for Individuals and Society*. New York: The College Board, 2007.

This report presents detailed evidence of the private and public benefits of higher education.

Baum, Sandy, and Kathleen Payea. *Education Pays: The Benefits of Higher Education for Individuals and Society*. New York: The College Board, 2004.

This report presents detailed evidence of the private and public benefits of higher education.

Bosworth, Brian and Victoria Choitz. *Held Back: How Student Aid Programs Fail Working Adults*. Belmont, MA; FutureWorks, 2002.

This report discusses how state and federal student financial aid programs currently serve the education and training needs of working adults whose family and job responsibilities often limit their eligibility for conventional student aid. The report focuses in particular on the needs of working adults who have no postsecondary credentials and who are working in low-wage, unskilled or semi-skilled jobs.

Bowles, Jonathan. *A World of Opportunity*. New York: Center for an Urban Future, 2007.

This report focuses on the importance of immigrant entrepreneurs in the U.S. economy. These entrepreneurs will become more important to a city's growth as the economy slows. Therefore, cities should consider implementing strategies for planning and support of immigrant entrepreneurs.

Cappelli, Peter. *The New Deal at Work: Managing the Market-Driven Workforce*. Boston: Harvard University Press, 1999.

This is a fundamental source on changes facing the twenty-first-century workplace and the associated skills and readiness challenges.

—. (2004). "Why Do Employers Pay for College?" *Journal of Econometrics* 121, no. 1-2 (July–August 2004): 213–41.

This article reports and contextualizes a number of surveys of employers undertaken by the National Association of Manufacturers (NAM).

Carey, Kevin. *State Poverty-Based Education Funding: A Survey of Current Programs and Options for Improvement*. Washington, DC: Center on Budget and Policy Priorities, 2002.

This paper presents the results of a survey of state poverty-based education and funding programs, and explores policy options for policymakers working to implement or expand programs designed to improve education funding for low-income students.

Carnevale, Anthony P. "A College Degree is the Key: Higher Education and the Changing Workforce." *National CrossTalk* 7, no. 3 (Summer 1999).

This article provides evidence of the links between educational attainment and workforce competitiveness.

— *America and the New Economy: How New Competitive Standards are Radically Changing American Workplaces*. San Francisco: Jossey-Bass, 1991.

This is a fundamental text for the argument for workplace transformation and the need for higher levels of educational attainment in the workforce.

— *Human Capital: A High-Yield Corporate Investment*. Alexandria, VA: American Society for Training and Development (ASTD), 1983.

This book is one of the earliest authoritative treatments of the links between investments in higher education and workforce competitiveness and productivity.

— “Investing in Human Capital: Accountability in Standards-Based Education.” *School Administrator* (March 2001).

This article links standards-based reform in K–12 education with the need to provide a more highly skilled workforce.

Chaloux, Bruce and James Mingle. *Technology Can Extend Access to Postsecondary Education: An Action Agenda for the South*. Atlanta, GA: Southern Regional Education Board (SREB), 2002.

This paper outlines the need for a more educated workforce and suggests that technology may be one of the ways to reach more people.

Choy, Susan. *Findings from the Condition of Education 2002: Nontraditional Undergraduates*. Washington, DC: NCES, U.S. Department of Education, 2002.

This report contains a special analysis that is republished from the *Condition of Education 2002* in a booklet form. The report describes nontraditional undergraduates in terms of their demographic characteristics, enrollment patterns, ways of combining school and work, participation in distance education, and persistence patterns.

College Board. *Trends in Student Aid*. New York: The College Board, 2007.

This report provides data and complete statistics on student aid in the United States through 2006.

Cook, Bryan, and Jacqueline E. King. *Improving Lives through Higher Education: Campus Programs and Policies for Low-Income Adults*. Washington, DC: American Council on Education (ACE), 2005.

This is a report of a national survey of 1000 institutions on their service to adult students.

Council for Adult and Experiential Learning (CAEL). *Adult Learning Policy Review Framework*. Chicago: Council for Adult and Experiential Learning, 2007.

This outline provides a framework for state policymakers, education leaders, and others to analyze current state policies related to adult learners.

— *The Promise and Practice of Employer Educational Assistance Programs: 2004 State of the Field Strategies and Trends*. Chicago: Council on Adult and Experiential Learning (CAEL), 2004.

A report on the findings of a CAEL survey of 1,304 human resource professionals across the U.S. about educational assistance benefits available at their companies.

Council for Adult and Experiential Learning (CAEL) and Southern Regional Education Board (SREB). *Increasing Degree Completion Among Adult Learners: Policies and Practices to Build Greater State Capacity*. Chicago, IL: CAEL, 2007.

This report presents the summary findings of a July, 2007 workshop for policymakers and state education leaders.

Council for Advancement of Adult Literacy (CAAL). *To Ensure America's Future: Building a National Opportunity System for Adults*. New York: Council for Advancement of Adult Literacy, 2005.

While primarily a policy document, this report contains useful statistics on the participation of adults in various types of postsecondary training programs and identifies many of the barriers to continuing adult participation.

Council on Competitiveness. *Compete Newsletter*, no. 2 (Winter 2007–08).

This newsletter unveiled the Council on Competitiveness roadmap for global competitiveness in the 21st century, entitled *Five for the Future*.

—. *Competitiveness Index: Where America Stands*. Washington, DC: Council on Competitiveness, 2007.

This report discusses the economy (both within the U.S. and abroad), the changing global competitiveness environment, and U.S. prosperity. The report concludes with recommendations about how the U.S. can continue to meet the challenges of global competitiveness, including the need for a more educated workforce.

Cutler, David M., and Adriana Lleras-Muney. *Education and Health: Evaluating Theories and Evidence*. Cambridge, MA: National Bureau of Economic Research (NBER), 2006.

This paper reviews the link between education and health and reminds the reader that policies that impact educational attainment could have a large effect on population health.

DaVanzo, J. “Repeat Migration in the United States: Who Moves Back and Who Moves On?” *Review of Economics and Statistics* 65 (1983): 552–59.

This paper applies human capital theory to repeat moves and inquires into how previous migrants choose among moving on to a new location, returning to a previous location, and staying put. Findings reveal differences among migrants who return, move onward to a new location, or refrain from moving again. The differential frequency of repeat migration vary among different socioeconomic groups (e.g., age, education, and employment status).

Day, Jennifer Cheeseman, and Eric C. Newburger. *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*. Washington, DC: Current Population Reports, U.S. Census Bureau, 2002.

This publication provides estimated lifetime earnings by educational level, broken down by gender, race, and age.

DeBell, Matthew, and Gail Mulligan. “Reasons for Adults’ Participation in Work-Related Courses, 2002–03.” *Education Statistics Quarterly* 7, nos. 1 and 2 (2005). Washington, DC: National Center for Education Statistics (NCES), U.S. Department of Education.

This paper examines adult learners’ reasons for participation in formal, work-related courses.

Dee, Thomas S. “Are There Civic Returns to Education?” *Journal of Public Economics* 88, no. 9-10 (August 2004): 1697–1720.

This article discusses the relationship between educational attainment and adult civic engagement. The findings suggest that educational attainment has a statistically significant effect on voter participation and support for free speech.

Duke, Amy-Ellen and Evelyn Ganzglass. *Strengthening State Adult Education Policies for Low-Skilled Workers*. Center for Law and Social Policy. Policy Brief for The Working Poor Families Project. Summer 2007. http://www.clasp.org/publications/policy_brief_-_adult_education__2_.pdf.

This report describes what states can do to strengthen state policies in support of adult education and literacy efforts.

Duscha, Steve, and Wanda Lee Graves. *The Employer as the Client: State-Financed Customized Training 2006*. Washington, DC: U.S. Department of Labor, 2007.

The objective of this report is to compare and contrast states in terms of their state-financed, customized training programs. This is the fifth report on the subject by the authors, and as such there is considerable longitudinal data offered (1999 to 2006).

Eller, T. J., and Wallace Fraser. *Asset Ownership of Households: 1993*. U.S. Bureau of the Census. Current Population Reports. Washington, DC: U.S. Government Printing Office, 1995.

This report presents data on the assets and liabilities held by U.S. households in 1983 as well as government program participation.

Erisman, Wendy., and Jeanne Bayer Contardo. *Learning to Reduce Recidivism: A 50-state analysis of postsecondary correctional education policy*. Washington, DC: Institute for Higher Education Policy (IHEP), 2005.

Based on a fifty-state survey, this report provides data on the extent of adult participation in postsecondary training among prison populations and the benefits of such training in terms of social outcomes.

Frazis, Harley J., and James R. Spletzer “Worker Training: What We’ve Learned from the NLSY79.” *Monthly Labor Review* (February 2005): 48–58.

This article both provides a brief summary of the human capital model as it relates to on-the-job training and summarizes the empirical training literature, with a special focus on the research findings from the 1979 cohort of the National Longitudinal Survey of Youth.

Gresser, Edward, Paul Weinstein Jr., and Will Marshall. *Raising Our Game: A National Competition Strategy*. Washington, DC: Progressive Policy Institute (PPI), 2006.

This report addresses steps that must be taken for the U.S. to remain globally competitive, including investments in innovation and worker security policies in the face of an increasingly mobile workforce.

Hayter, Chris. *Innovation America: A Compact for Postsecondary Education*. Washington, DC: National Governors Association (NGA), 2007.

This paper focuses on how states can better align postsecondary education with their economic needs, thereby positioning themselves to compete in the global economy by producing a highly-skilled workforce. The author argues that to successfully realign postsecondary education with economic need, a state must consider a new model (e.g., the compact for postsecondary education). This compact is based on an understanding of the economic needs of the state by all the major stakeholders, while retaining flexibility and accountability.

Horn, Laura J. *Nontraditional Undergraduates, Trends in Enrollment from 1986 to 1992 and Persistence and Attainment Among 1989–90 Beginning Postsecondary Students (NCES 97–578)*. U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office, 1996.

This NCES report provided a definition for “nontraditional learner” that goes beyond just age. The new definition notes that the nontraditional student has other characteristics, such as delayed enrollment into postsecondary education, part-time enrollment, working full time while enrolled, financial independence from parents, having dependents other than a spouse, being a single parent, and lacking a standard high school diploma.

Hudson, Lisa, Rajika Bhandari, Katharin Peter, and David B. Bills. *Labor Force Participation in Formal Work Related Education in 2000–01*. Washington, DC: National Center for Education Statistics (NCES), U.S. Department of Education, 2005.

This statistical analysis examines how adults in the labor force use formal education and training to acquire and maintain their workforce skills. The report describes participation in work-related education among 25- to 64-year-old civilian, non-institutionalized labor force members (employed and unemployed adults) over a 12 month period in 2000–01.

Hughes, Katherine L., and Melinda Mechur Karp. *Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices*. New York: Community College Research Center (CCRC), Teachers College, Columbia University, 2006.

This article examines selected state policies that encourage student transitions. Although not all states are included, it does identify features of many state programs.

Institute for Higher Education Policy (IHEP). *Reaping the Benefits: Defining the Public and Private Value of Going to College*. Washington, DC: Institute for Higher Education Policy, 1998.

This report provides a broad overview of the range of public and private benefits that accrue from college education.

Jones, Dennis, and Patrick Kelly. *Mounting Pressures Facing the U.S. Workforce and the Increasing Need for Adult Education and Literacy*. National Commission on Adult Literacy, New York: Council for Advancement of Adult Literacy (CAAL), 2007.

This paper consists primarily of 50 color graphs reflecting current data from the Organization for Economic Cooperation Development (OECD), the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, the National Center for Education Statistics, the U.S. Bureau of Justice, the U.S. Department of Education, GED Testing Service, and the National Center for Higher Education Management Systems (NCHEMS). The data set includes information on international comparisons, demographic trends within the U.S., U.S. education achievement levels with particular attention to groups experiencing low achievement, and other variables that the authors believe call for a dramatically expanded and more effective adult education and literacy enterprise in the U.S.

Kendall, John S., Courtney Pollack, Amitra Schwols, and Chirstina Snyder. *High School Standards and Expectations for College and the Workplace*. Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central, U.S. Department of Education, 2007.

This report explores whether or not the expectation of college and the workplace match high school graduation standards. Findings suggest that more work needs to be done at the high school level in mathematics and English language arts to improve this alignment.

Kutner, Mark, Elizabeth Greenberg, Yin Jin, Bridget Boyle, Yung-chin Hsu, and Eric Dunleavy. *Literacy in Everyday Life: Results From the 2003 National Assessment of Adult Literacy*. Washington, DC: National Center for Education Statistics (NCES), U.S. Department of Education, 2007.

This report presents national findings from the 2003 survey and describes how American adults use written information in workplace, family, and community settings. The report also examines the relationship between literacy and health.

Lance, Keith Curry. Facts & Figures from the Colorado Literacy Research Initiative. Colorado Department of Education, Literacy Research Initiative (CLRI). *LitScan* 9, no. 3, 1-2, February 22, 2005.

This newsletter provides that latest research findings on Colorado's adult education programs, including improvement in literacy skills and participation rates in ABE. Funding for this research comes from the Literacy Research Initiative (CLRI).

Lance, Keith Curry and Dian Bates. *Colorado GED study: how Colorado graduates benefit from passing the GED tests*. Denver, CO: Colorado Department of Education, 1998.

In 1996, the Office of Adult Education's Colorado Literacy Research Initiative conducted a follow-up survey of over 300 1995 GED graduates to measure the impact of passing the GED Tests on their educational and employment status, personal finances, educational and cultural activities, community participation, and health and psychological benefits. This report describes in detail the results of that survey and considers major sub-groups of respondents answered differently. The study also explores two key issues prior to the impact issue: Why did these individuals leave school before graduating from high school? And, what motivated them to prepare for and take the GED tests?

Martinson, Karin. *Building Skills and Promoting Job Advancement: The Promise of Employer-Focused Strategies*. The Urban Institute. <http://www.urban.org/publications/411535.html>.

This paper examines why employer-focused training is a promising strategy for boosting the earnings of low-income individuals while also providing benefits to employers. Three employer-focused models with potential for improving skills and promoting job advancement among low-wage workers are examined: incumbent-worker training programs, sectoral training programs, and career ladder programs.

Mazzeo, Christopher, Brandon Roberts, Christopher Spence, and Julie Strawn. *Working Together: Aligning State Systems and Policies for Individual and Regional Prosperity*. Brooklyn, NY: Workforce Strategy Center, 2006. http://www.workforcestrategy.org/publications/WSC_workingtogether_12.1.06_3.pdf.

The report defines the challenges facing and the possibilities available to state-level policymakers who seek to align state policies and resources in support of worker advancement and economic growth.

McLendon, Lennox L., Garrett Murphy, and James Parker. *Four Lay-of-the-Land Papers on the Federal Role in Adult Literacy*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2006.

This paper gives a basic overview and outlines the provisions of current federal legislation regarding adult literacy programs.

Mingle, James, and Angela Birkes. *Targeting the Adult Learning Challenge in SREB States*. Atlanta, GA: Southern Regional Education Board (SREB), 2004.

This report outlines several adult learning challenges including barriers to education and the need to increase programs and services for adults.

Mingle, James, Bruce Chaloux, and Angela Birkes. *Investing Wisely in Adult Learning is Key to State Prosperity*. Atlanta, GA: Southern Regional Education Board (SREB), 2005.

This report offers a broad overview of adult learners generally and within the SREB states specifically. Focus is on how to increase the numbers of adults who obtain a GED, obtain work-specific skills, and complete undergraduate work.

Morest, Vanessa Smith. *The Role of Community Colleges in State Adult Education Systems: A National Analysis*. New York: Council for the Advancement of Adult Literacy (CAAL), 2004.

This resource paper focuses on the role and potential of community colleges as service providers in adult education and literacy. This research is national in scope and findings indicate that community colleges are playing an ever-increasing role in delivering adult education services.

National Center for Education Statistics (NCES). *The Condition of Education 2007*. Washington, DC: National Center for Education Statistics, U.S. Department of Education, 2007.

This congressionally mandated report provides an annual statistical portrait of education in the United States. The 48 indicators included in the report cover all aspects of education, from student achievement to school environment and from early childhood through postsecondary education.

—. 2002. *Labor Force Participation in Formal Work Related Education in 2000-2001*.

This report uses the Adult Education Survey of the 2001 National Household Education Survey Program to examine the extent and nature of participation in work-related education among adults in the labor force. The report provides data on instructional providers, topics studied, employer support, and other employment-related inducements for participation.

National Center for Family Literacy (NCFL). *2005 Annual Report*. Louisville, KY: NCFL, 2005.

<http://www.famlit.org/atf/cf/%7B3D0C0CE7-6FDA-40BA-88F3-AA78546501E7%7D/Web%20-%20Annual%20Report%202005.pdf>.

The annual report focuses on how improved literacy increases economic and social opportunities for parents and children, their communities, and the nation.

National Center for Higher Education Management Systems and Jobs for the Future. 2007. *Adding It Up: State Challenges for Increasing College Access and Success*. Produced for Making Opportunity Affordable, 2007. www.makingopportunityaffordable.org.

This compendium of key indicators gauges each state's readiness to meet the demand for a more educated population. The conclusion that emerges is that while states vary greatly in their current and projected performance in producing a college-educated population, all states must address educational and demographic challenges to compete in the world that is taking shape.

National Center for Public Policy in Higher Education. *The Educational Pipeline: Big Investment, Big Returns*. San Jose, CA: National Center for Public Policy in Higher Education, 2004.

This policy alert demonstrates that success rates in the "educational pipeline" vary markedly from state to state, indicating that educational policies matter.

National Center on Education and the Economy. *Tough Choices, or Tough Times: The Report of the New Commission on the Skills of the American Workforce*. Washington, DC: National Center on Education and the Economy, 2007.

The overall consensus of this report is that U.S. workers are neither prepared nor able to compete internationally while maintaining their current middle-class economy. The book offers recommendations for policy, education, workforce development, and adult education that will help prepare America and Americans for the inevitable change in the economy.

Nichols, Bonnie. *Demographic Characteristics of Arts Attendance, 2002*. Washington, DC: National Endowment for the Arts, 2003.

This report details the results of a national survey on arts participation. Findings suggest that arts attendance rates rise significantly with education.

Noel-Levitz. *National Adult Student Priorities Report*. Iowa City, IA: Noel-Levitz, 2005.

This report presents the results of the Noel-Levitz Adult Student Priorities Survey of 42,341 students from 97 institutions. The survey focused on adult learners in traditional higher education settings. The results summarize findings on importance, satisfaction, and performance gaps for eight areas.

O'Donnell, K. *Adult Education Participation in 2004–05*. Washington, DC: U. S. Department of Education, National Center for Education Statistics (NCES), 2006.

A national survey that provides descriptive data on the educational activities of the U.S. population and presents a variety of statistics on the condition of education in the United States.

Organization for Economic Cooperation and Development (OECD). *Education at a Glance 2007: OECD Indicators*. Paris: OECD, 2007.

This report provides an up-to-date array of indicators on the performance of education systems. The indicators look at who participates in education, what is spent on it, how education systems operate, and what results are achieved.

Parker, James T. *Workplace Education: Twenty State Perspectives*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2007.

This report describes current workplace education programs in 20 states. The report examines how the programs are funded; the level of effort in each case for the past two years; connections, partnerships, and/or strategic plans implemented by workplace education programs; how states measure outcomes or determine success; the nature of workplace education outcomes achieved; challenges or barriers faced by the states; what the states consider to be the key elements of success in their workplace education efforts; and what future policy options the states would like to consider.

Paulson, Karen, and Marianne Boeke. *Adult Learners in the United States: A National Profile*. Washington, DC: American Council on Education (ACE), 2006.

This report assembles data from a wide variety of sources to describe the nature and extent of adult learning in the country.

Peyton, Tony. *Family Literacy in Adult Education: The Federal and State Support Role*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2007.

This paper reiterates the importance of continued federal and state support for family literacy programs within the adult education system.

Pindus, Nancy M. *Expert's Corner: Adult Education and Workforce Urban Development Can Be Key Assets in Local Economic Development*. The Urban Institute (2007). <http://www.urban.org/publications/901035.html>.

This report presents findings about the role of adult education in workforce development and about how sector strategies are addressing worker and employer needs at local and regional levels.

Pindus, Nancy M., Laudan Y. Aron, Jake Cowan, Harry P. Hatry, Shinta Herwanto Hernandez, Mary Kopczynski Winkler, Robin Koralek, John Trutko, Burt S. Barnow. *Study to Assess Funding, Accountability, and One-Stop Delivery Systems in Adult Education*. The Urban Institute (2006). <http://www.urban.org/publications/411291.html>.

This study assesses funding, accountability, and one-stop service delivery systems in adult education extended over a three-year period (October 2000–October 2003).

Prince, David, and Davis Jenkins. *Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Study*. New York: Community College Research Center (CCRC), Teachers College, Columbia University, 2005.

Based on research in the state of Washington, this study demonstrates the link between attaining a credential and completing at least ten credits of postsecondary study and important labor market outcomes among low-skilled adults.

Pusser, Brian, David W. Breneman, Bruce M. Gansneder, Kay J. Kohl, John S. Levin, John H. Milam and Sarah E. Turner. *Returning to Learning: Adults' Success in College is Key to America's Future*. Indianapolis, IN: Lumina Foundation for Education, 2007.

This report describes how adult students are becoming the new majority on U.S. campuses, yet many face barriers (language, college/work skills, etc.) that are not being addressed by colleges and universities. The report outlines how colleges and universities can begin to meet the diverse needs of adult learners.

Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Shuster, 2000.

This book postulates that quality (effectiveness) of governance is determined by longstanding traditions of civic engagement such as: voter turnout, newspaper readership, membership in a variety of clubs and societies, etc.

Reder, Stephen. *Adult Education and Postsecondary Success*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2007.

This paper examines GED holders in comparison to their counterparts who have received a conventional high school diploma and to those with no high school credential. The author makes numerous recommendations for expanding and restructuring the adult education system, with the goal of college readiness and success in mind.

Reder, Stephen, and Clare Strawn. *The K-12 Experiences of High School Dropouts*. Portland, OR: National Center for the Study of Adult Learning and Literacy, Portland State University, 2001.

Part of a longitudinal study on adult learners, this report summarizes why students drop out of school and the students' feeling toward their educational experiences. Major findings negate the traditional view of a high school drop out as a school resister.

Rudd, Rima, Irwin Kirsch, and Kentaro Yamamoto. *Literacy and Health in America*. Princeton, NJ: Policy Information Center, Educational Testing Service (ETS), 2004.

This is a comprehensive review of the empirical linkages between literacy/educational attainment and public health outcomes.

Schoeff, M. (2006). "U.S. Maintains Competitive Edge But Falts in Education." *Workforce Week Management* 7, no. 49 (2006). <http://www.workforce.com/section/00/article/24/58/41.html>.

This article explores the connection between the falling education levels and the future role of the United States in the global economy.

Mingle, James and Bruce Chaloux. *Technology Can Extend Access to Postsecondary Education: An Action Agenda for the South*. Atlanta, GA: SREB, 2002.

The Southern Regional Education Board (SREB) Distance Learning Policy Laboratory outlines an action agenda that calls on college and university and state leaders to work toward results in four areas. These are (1) extend citizen and student access to infrastructure, programs, services, and training; (2) take advantage of regional resources that can be shared; (3) use state and institutional financing policies to support distance learning more effectively; and (4) provide more and better information for quality improvement and accountability.

Spence, Robin, and Brendan Kiel. *Skilling the American Workforce "On The Cheap": Ongoing Shortfalls in Federal Funding for Workforce Development*. Washington, DC: The Workforce Alliance, 2003.

This paper begins with an overview of the federal programs that focus on workforce development (Department of Labor, Department of Health and Human Services, Department of Education, and

Department of Agriculture) and how these programs have steadily lost funding over time. The authors make the case that there is a need for more skilled workers in America; therefore, the federal government needs to increase its investments in workforce education and training and broaden access to these critical opportunities for workers.

Stephan, James J. *State Prison Expenditures, 2001*. U.S. Department of Justice, Bureau of Justice Statistics, 2004. www.ojp.usdoj.gov/bjs/pub/ascii/spe01.txt

This is an overview of the 2001 expenditures for prisons and prisoners in the United States.

Strawn, Julie. *Policies to Promote Adult Education and Postsecondary Alignment*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2007.

This paper examines obstacles and barriers that decrease participation in postsecondary education for those people with low academic skills or limited English skills. Major attention is given to the lack of alignment between federal and state adult education efforts, job training services, and postsecondary education policies.

Sum, Andrew. *Forces Changing Our Nation's Future*. New York: National Commission on Adult Literacy, Council for Advancement of Adult Literacy (CAAL), 2007.

This paper is based in part on Sum's book *America's Perfect Storm* (Educational Testing Service, March 2007); it examines the comparative performance of U.S. adults and youth on international literacy assessments, the importance of literacy and numeracy proficiencies for labor market success, and the projected outlook for literacy proficiencies of U.S. adults.

Sum, Andrew, Irwin Kirsch, and Robert Taggart. *The Twin Challenges of Mediocrity and Inequality: Literacy in the U.S. from an International Perspective*. Princeton, NJ: Policy Information Center, Educational Testing Service (ETS), 2002.

This report provides comparative statistics of the performance of U.S. citizens in comparison to citizens of other industrialized nations, including breakdowns by age.

Sum, Andrew, Irwin Kirsch, and Kentaro Yamamoto. *Pathways to Labor Market Success: The Literacy Proficiency of U.S. Adults*. Princeton, NJ: Policy Information Center, Educational Testing Service (ETS), 2004.

This book contains updated research on the link between literacy/educational attainment and occupational attainment, including comparisons with other industrialized nations.

Theodos, Brett, and Robert Bednarzik. "Earnings Mobility and Low-Wage Workers in the United States." *Monthly Labor Review* 129, no. 7 (July 2006): 34–47.

This article examines the connection between being a low-wage worker who is employed full-time and earning more money over time, versus working part-time and earning less money.

Tyler, John H. *The Economic Benefits of the GED: A Research Synthesis*. Boston: National Center for the Study of Adult Learning and Literacy (NCSALL), 2004.

This article summarizes studies linking GED attainment and income payoffs. The economic benefits of the GED were examined through a review of four published papers and four unpublished working papers.

U.S. Census Bureau. *Financing the Future: Postsecondary Students, Costs, and Financial Aid: 2001–2002*. Washington, DC: Survey of Income Program Participation (SIPP), U.S. Census Bureau, 2003.

Selected tables from SIPP include number of recipients and financial amount received by enrollment level, aid type, and full- or part-time status for the 2001–02 academic year.

Van Noy, Michelle, James Jacobs, Suzanne Korey, Thomas R. Bailey & Katherine L. Hughes. *The Landscape of Noncredit Workforce Education: State Policies and Community College Practice*. New York: Community College Research Center (CCRC), Teachers College, Columbia University, 2008.

This detailed report outlines the importance of noncredit workforce education and the role of community colleges in providing it. The report also gives an overview of the organization of noncredit workforce education in community colleges and raises the question of whether community colleges are keeping pace with workforce needs, using resources efficiently, and providing access to all students.

Voorhees, Richard A., and Paul E. Lingenfelter. *Adult Learners and State Policy*. Denver, CO: State Higher Education Executive Officers (SHEEO), CAEL, 2003.

This study reviews the participation of adults in postsecondary education and outlines the policies and strategies states can use to enhance the capacity of their workforce.

Voorhees, Richard A., and John H. Milam. *The Hidden College: Noncredit Education in the United States*. Washington, DC: National Center for Education Statistics (NCES), U.S. Department of Education, 2005.

This report underscores the importance of understanding noncredit education in the U.S. Fundamental questions are explored: who takes noncredit education, how is it funded, how are enrollments tracked, can we project trends (within enrollment and courses), what role does the state and federal government play?

Western Interstate Commission for Higher Education (WICHE). *Knocking on the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*. Boulder, CO: WICHE, with support from ACT and the College Board, 2008.

This report is recognized as the most comprehensive and reliable data source on the future size and composition of high school graduating classes across the country. It also serves as a vital tool for effective educational planning and policymaking.

Whitfield, R. *North Carolina Basic Skills/Literacy Report*. Raleigh, NC: North Carolina Community College System, 2005.

This report provides a basic overview of North Carolina's basic skills literacy programs. Information in this report include student demographics, enrollment and contact hours, and student achievement for the academic years 2002-2004.

Williams, Adriane, and Watson Scott Swail. *Is More Better? The Impact of Postsecondary Education on the Economic and Social Well-Being of American Society*. Washington, DC: Educational Policy Institute (EPI), 2005.

This research asks the question: Is more education actually better for the individual and society? If so, does it justify increasing public investment in higher education? The authors explore topics of health, incarceration, taxes, voting, worker productivity, etc., through the lens of human capital theory. In summation the authors determine that higher education is "well worth the cost" (39).