

Issue No. 47, August 8, 2014

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In This Issue:

- Updating Adult Education Through WIOA
- Building Health Literate Organizations



UPDATING ADULT EDUCATION THROUGH WIOA

Following Senate and House approval of the Workforce Innovation and Opportunity Act (WIOA), the President signed the bill into law on July 22, 2014. The Act will go into effect July 1, 2015. It contains major new provisions for Adult Education as part of a comprehensive national employment/education/training strategy. The Departments of Labor, Education, and HHS are working together in various ways to help providers and planners implement the interrelated titles of WIOA. WIOA Resource Pages have been activated at the [Department of Education](#) and the [Department of Labor](#) as primary information sources.

On July 30, a WIOA Celebration reception was sponsored on Capitol Hill by many members of the Campaign to Invest in America's Workforce (CIAW). Present to mark the bill's passage were Senate and House members who worked so hard and long to move the bill to a successful conclusion and representatives of the various sponsoring organizations. CAAL was one of the sponsoring groups; three CAAL representatives attended the event.

WIOA substantially improves Titles I and II of its WIA predecessor bill (although funding levels remain inadequate and are a major challenge). Here are a few of the new provisions for Adult Education:

The bill embraces unified planning among workforce, adult education, and other stakeholder groups at the state level. It strongly coordinates Titles I and II. Readiness for work and college is made a major service option for Adult Education. Provision is made for more attention to distance learning and technology. Certain National Leadership and State Leadership activities are now *required*. States are expected to measure Adult Education service to employers and to meet stronger accountability requirements.* Greater attention is given to the role of libraries in service delivery. Most of these provisions, and many others in WIOA, were advanced by the National Commission on Adult Literacy in its [Reach Higher, America](#) report, by the Adult Education and Economic Growth Act (AEEGA), and by other leading forces. WIOA calls for the Department of Education to fund an independent evaluation of Adult Education programs at least every four years.

A full copy of the Act is available from the WIOA Resource Pages of the Departments of Labor and Education (see above links).**

* See CAAL's recent ROI papers, especially [Invitation to a Roundtable: A Discussion of Return on Investment In Adult Education](#).

** For other information about WIOA, see CAAL E-New Issues [#44](#) and [#46](#) of May 29 and July 10.



BUILDING HEALTH LITERATE ORGANIZATIONS

A new groundbreaking work titled [Building Health Literate Organizations: A Guidebook to Achieving Organizational Change](#) was recently announced on the Institute for Healthcare Advancement's Health Literacy Listserv (<http://www.ihhealthliteracy.org>). This comprehensive 188-page work was written by Mary Ann Abrams and Barbara Savage of [UnityPoint Health](#) in Iowa, Sabrina Kurtz-Rossi of [Kurtz-Rossi Associates](#), and Audrey Riffenburgh of the University of New Mexico Hospitals and [Plain Language Works](#), with contributions from a team of 30 medical and adult education experts. Development of the guidebook was funded in part by the Community Responsive Grant Program of the Wellmark Foundation in Des Moines, Iowa.

Building Health Literate Organizations is extraordinary in its clean, simple, jargon-free language, clarity of illustrations, and ease of navigation. It is accessible to a broad range of medical and lay readers at many skill levels.

The guidebook's first two chapters generally explain the importance of health literacy...how to recognize it...how to "build" a health literate healthcare organization based on several defined attributes...and the need to better understand individual capacities and organizational complexity. Seven other chapters deal with engaging and developing leadership and line workers in healthcare settings; the need for establishing a welcoming, safe, shame-free healthcare environment; how to involve populations being served; using teach-back and other means to develop staff verbal communications ability and interaction with patients and their families; and evaluating and developing materials to suit different literacy levels. A variety of illustrative material and case study information is provided.

Building Health Literate Organizations is a guidebook, not a step-by-step manual. It is designed to help people build health literate organizations at a pace and in a way that fits their circumstances, urging principles and approaches that research shows will result in lasting change.

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Your tax-deductible donation to CAAL in any amount will make a big difference to us. Please give either online today or mail a check to CAAL at the address shown below.

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