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## Adult Education

### Education Connected to Economic Development

*Thriving in Challenging Times: Connecting Education to Economic Development Through Career Pathways* highlights the growing importance of business engagement in education. The focus of this resource is to share successful models that create "...relevant, challenging learning environments and, if widely implemented, have the potential to significantly increase American employers' access to high-quality employees."

According to the report, there are four key areas businesses must consider when making an investment in education:

- The first is the development of "human capital". Human capital has become more important than land and buildings, or tax incentive packages.
- The second area is to help educators prepare students with 21<sup>st</sup> Century workplace skills. Businesses of all sizes are looking for employees who possess higher order thinking and leadership skills. Organizations have become lean and need to empower their employees to make decisions using 21<sup>st</sup> Century skills, such as critical thinking, problem-solving, synthesizing data, and information from multiple sources, and the ability to be part of a cross-functional team.
- The third area is boomer retirement. The aging of the American workforce and the impending retirement of older workers could mean significant worker shortages.
- The fourth area is the increased need for homegrown talent. Communities cannot depend on attraction strategies to strengthen their local workforce. The Millennial generation, today's new employees under age 26, are less likely on average to relocate than preceding generations.

The report also includes a career pathways checklist to examine your partnership (see page 46 of the report).

Access the report at

[www.uschamber.com/NR/rdonlyres/edn7v42zott2eu6rzb4mlfm7yxnkauaknayr3p7hz6oqm5nj3252rjobu66cs3oqh5nz3ekwlymumoh6ra4u7hf3a/thrivinginchallengingtimesFINAL.pdf](http://www.uschamber.com/NR/rdonlyres/edn7v42zott2eu6rzb4mlfm7yxnkauaknayr3p7hz6oqm5nj3252rjobu66cs3oqh5nz3ekwlymumoh6ra4u7hf3a/thrivinginchallengingtimesFINAL.pdf).

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### ***Performance Accountability Systems for Community Colleges: Lessons for the Voluntary Framework of Accountability for Community Colleges***

This study:

- Identifies the performance measures states are already using for their community colleges;
- Explores how well these measures articulate with the data required by the Integrated Postsecondary Education Data System (<http://nces.ed.gov/IPEDS>) and the regional accrediting associations; and
- Sheds light on the experiences of state higher education officials and local community college leaders with the collection and use of state performance data.

The research leads to the following recommendations:

- Four types of process indicators should be used (accessibility to less advantaged students, offering a broad range of programs, provision of quality learning, and availability of resources for community colleges such as funding full-time equivalents);
- Outcome or outcome indicators should address eventual success as measured by graduation, transfer, and job placement; and
- Attention should be given to securing good indicators of systemic performance.

Access the report at <http://ccrc.tc.columbia.edu/Publication.asp?UID=728>.

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### **College and Career Common Core Standards**

The National Governors Association Center for Best Practices and the Council of Chief State School Officers will be developing the K-12 standards for English-language arts and mathematics in the Common Core State Standards Initiative. The following draft college and career-readiness standards, available at [www.corestandards.org/Standards/index.htm](http://www.corestandards.org/Standards/index.htm), were released in September:

- Math,
- Reading,
- Speaking and Listening, and
- Writing.

For more information on the initiative, access [www.corestandards.org](http://www.corestandards.org).

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### **State By State Education Report Card**

The U.S. Chamber of Commerce, the Center for American Progress, and the Frederick M. Hess of the American Enterprise Institute graded the states on school performance. Their first report, *Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness* has been followed by *Leaders and Laggards: A State-by-State Report Card on Educational Innovation*. The new report focuses on how education is preparing students for the future. Several categories of focus are included:

- Data;

- Financing;
- Pipeline to post-secondary;
- School management;
- Staffing, hiring, and evaluation;
- Staffing/removing ineffective teachers; and
- Technology.

For example, New York State received a “B” for pipeline to post-secondary education. The report states: “New York receives an above average mark for its efforts to improve college and career readiness. Fifty-seven percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. Twenty-three percent of students in the 2008 high school class passed Advanced Placement tests, compared with the national average of 15 percent.”

Access the report at [www.uschamber.com/reportcard/default.htm](http://www.uschamber.com/reportcard/default.htm).

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## Applicable to Multiple Audiences

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### *Adoption USA*

The resource *Adoption USA: A Chartbook Based on the 2007 National Survey of Adoptive Parents* is offered by the U.S. Department of Health and Human Services at <http://aspe.hhs.gov/hsp/09/NSAP/chartbook>. A secondary survey focuses on adoptive parents of children with special needs. You can order a free copy by accessing [www.childwelfare.gov/](http://www.childwelfare.gov/), emailing [info@childwelfare.gov](mailto:info@childwelfare.gov), or telephoning 800.394.3366.

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### *How to Write a Winning Grant Proposal*

The Substance Abuse and Mental Health Administration (SAMHSA), part of the U.S. Department of Health and Human Services, offers information on how to write a winning grant. Information includes:

- Planning ahead,
- Looking for a good match between what is required and what you can offer,
- Following directions,
- Not making assumptions, and
- Having someone proof your proposal.

Other resources provided include:

- The SAMHSA’s grants web page list of funding opportunities,
- The manual *Developing Competitive SAMHSA Grant Applications*, a guide for readers through the process of planning and preparing successful applications, and
- A link to [Grants.gov](http://Grants.gov), a list of grant opportunities from all Federal agencies. Search the database or sign up to receive emailed alerts based on subject area, funding agency, or other criteria.

Access this information at [www.samhsa.gov/samhsaNewsletter/Volume\\_17\\_Number\\_5/WinningGrantProposal.aspx](http://www.samhsa.gov/samhsaNewsletter/Volume_17_Number_5/WinningGrantProposal.aspx).

Additional tips on grant writing can be accessed from the:

- U.S. Department of Education at [www.connectlive.com/events/edproposals](http://www.connectlive.com/events/edproposals),
- U.S. Department of Health and Human Services at [www.hhs.gov/fbcifunding/applyforgrants.html](http://www.hhs.gov/fbcifunding/applyforgrants.html), and

- U.S. Department of Labor at [www.doleta.gov/sga/applyinggrants.cfm](http://www.doleta.gov/sga/applyinggrants.cfm).

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## Learning to Save, Invest, and Manage Money Better

If you work with people who need to learn to save, invest, and manage their money better, [www.mymoney.gov](http://www.mymoney.gov) is a web site with a variety of tools and resources targeted to this end. The web site includes:

- Budgeting and taxes;
- Calculators;
- Credit;
- Financial education grants;
- Financial planning;
- Home ownership;
- Kids;
- Paying for education;
- Privacy, fraud, and scams;
- Responding to life events;
- Retirement planning;
- Saving and investing; and
- Starting a small business.

The site is sponsored by the U.S. Financial Literacy and Education Commission and provides financial education resources for all Americans. The toolkit includes:

- **Consumer Action Handbook:** This everyday guide to being a smart shopper is hot off the press and full of helpful tips about preventing identity theft, understanding credit, filing a consumer complaint, and much more.
- **Consumer Information Catalog:** Listing of consumer education resources available from the Federal Citizen Information Center.
- **Get the Facts on Saving and Investing:** Provides helpful tips and worksheets for calculating net worth, income, and expenses.
- **Money Smart:** Learn about the Federal Deposit Insurance Corporation's (FDIC) financial education program for adults.
- **Questions You Should Ask About Your Investments:** Advice on questions to ask before investing.
- **Social Security: Understanding the Benefits:** Get details on retirement, disability, survivor's benefits, Medicare, Social Security Income, and more.
- **Your New, Higher FDIC Insurance Coverage:** Up to \$250,000 of your money is now protected in FDIC-insured banks

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## National Mentoring Month

January 2010 is National Mentoring Month and January 21, 2010 is Thank Your Mentor Day. According to the National Mentoring web site ([www.nationalmentoringmonth.org](http://www.nationalmentoringmonth.org)) there are ten things people can do to recognize National Mentoring Month:

- **Become a mentor** in your community.
- **Learn more** about mentoring.
- **Partner** with a mentoring organization.
- Tell five friends about National Mentoring Month.
- Think about the mentors in your life and **post a tribute to them online**.
- **Watch videos** of celebrities such as Quincy Jones, Sting, and Cal Ripken, Jr., talk about the mentors in their lives.

- Read the [latest research](#) and find resources on mentoring.
- Go to [YouTube](#) on Thank Your Mentor Day (January 21<sup>st</sup>) and make the National Mentoring Month videos the most popular of the day.
- Serve your community on [Martin Luther King, Jr. Day of Service](#) by deciding to become a mentor.
- Make a donation to a [mentoring organization in your community](#).

For additional information on National Mentoring Month, access:

- [www.hsph.harvard.edu/chc/wmy](http://www.hsph.harvard.edu/chc/wmy) and [www.hsph.harvard.edu/chc/mentoringmonth](http://www.hsph.harvard.edu/chc/mentoringmonth),
- [www.mentoring.org](http://www.mentoring.org),
- [www.nationalservice.gov/about/initiatives/nmm.asp](http://www.nationalservice.gov/about/initiatives/nmm.asp), and
- [www.serve.com](http://www.serve.com).

## Need to Evaluate Your Program?

There are several reasons why evaluations are conducted. Relevant questions are: What type of evaluation is best suited for studying a certain intervention's effectiveness? What type of evaluation will answer the questions posed? What type of evaluation will satisfy the needs of the funder or board?

According to a new Government Accountability Office report, the government should adopt interventions with evidence of effectiveness. They offer these observations:

- Random experiments, while often considered the most reliable and valid way to evaluate an intervention, may not be practical and may "...exclude many potentially effective and worthwhile practices. Other research designs can provide rigorous evidence of effectiveness if designed well and implemented with a thorough understanding of their vulnerability to potential sources of bias." (e.g., quasi-experimental comparison group studies, statistical analyses of observational data, and, in some circumstances, in-depth case studies). The method must rule out competing causal explanations. Detailed protocols and training can help address reliability and validity.
- The evaluator must understand the nature of the intervention, its expected effects, and the context in which it operates.
- Defining the outcome measures of interest in advance and in consultation with program stakeholders and other interested audiences may help ensure the credibility and usefulness of a review's results.
- Deciding to adopt an intervention involves additional considerations such as cost, ease of use, suitability to the local community, and available resources. These factors may be considered when choosing an approach.
- The ability to identify effective interventions would benefit from:
  - Better designed and implemented evaluations,
  - More detailed reporting on both the interventions and their evaluations, and
  - More evaluations that directly compare alternative interventions.

Access this report at [www.gao.gov/new.items/d1030.pdf](http://www.gao.gov/new.items/d1030.pdf).

## Volunteering: Recruit Volunteers, Become a Volunteer

The web site [Serve.gov](http://Serve.gov), facilitated by the Corporation for National and Community Service, offers you the opportunity to:

- [Create](#) your own project,
- [Find](#) a volunteer opportunity,

- [Read](#) inspiring stories of service,
- [Register](#) your project/recruit volunteers, and
- [Share](#) your own story.

Currently two initiatives featured on the site are:

- Martin Luther King, Jr. Day of Service and
- National Mentoring Month.

Access the Corporation for National and community Services at [www.nationalservice.gov](http://www.nationalservice.gov).

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## Faith-Based and Neighborhood Partnerships

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### *Business for Nonprofits*

This resource, created by SCORE, includes the following topics:

- Diversity of nonprofits;
- Strategic plans, business plans, and feasibility studies;
- Financial policy;
- Encouraging the entrepreneurial spirit;
- Financial options;
- Organizational options;
- Assessing funding sources; and
- A few basic tools.

According to this resource, nonprofits can maximize profits and develop long-term financial plans for growth and prosperity. In order to meet the challenges of the nonprofit and maintain self-sufficiency, the authors recommend:

- Managing your organization well,
- Maintaining a diversified funding plan,
- Building additional corporate structures and perpetual funding opportunities, and
- Operating with an entrepreneurial philosophy.

Access the SCORE Learning Center at [www.scoreknox.org/library\\_rev.htm](http://www.scoreknox.org/library_rev.htm).

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### **Center for Faith-Based and Neighborhood Partnerships at the U.S. Department of Housing and Urban Development**

The Center at the U.S. Department of Housing and Urban Development includes the following topics on their web site:

- [Receiving](#) technical assistance for my nonprofit organization,
- [Avoiding](#) foreclosure,
- [Finding](#) rental assistance,
- [Applying](#) for a grant,
- [Talking](#) to a housing counselor,
- [Getting](#) involved in my community, and
- [Filing](#) a fair housing discrimination complaint.

Access the site at [http://portal.hud.gov/portal/page/portal/HUD/program\\_offices/faith\\_based#](http://portal.hud.gov/portal/page/portal/HUD/program_offices/faith_based#).

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## White House Office of Faith-Based and Neighborhood Partnerships

According to the recently revised web site, “The White House Office of Faith-Based and Neighborhood Partnerships forms partnerships between government at all levels and non-profit organizations, both secular and faith-based, to more effectively serve Americans in need. The White House Office of Faith-based and Neighborhood Partnerships coordinates 12 Federal Centers for Faith-based and Community Initiatives (access [www.whitehouse.gov/administration/eop/ofbnp/offices/federal](http://www.whitehouse.gov/administration/eop/ofbnp/offices/federal) for contact information on the 12 Federal Centers). It also coordinates the President’s Advisory Council on Faith-based and Neighborhood Partnerships. This Advisory Council is a group of 25 leaders from both faith-based and nonsectarian organizations, each serving one-year terms. The Advisory Council forms recommendations on how the Federal Government can more effectively partner with faith-based and neighborhood organizations.”

The site includes the following features:

- Federal and State Contacts,
- Grants and Resources,
- Partnership Blog,
- Policy Goals, and
- Preserving Our Values.

The four goals of the White House Office of Faith-Based and Neighborhood Partnerships are:

- **Strengthening** the role of community organizations in the economic recovery;
- **Reducing** unintended pregnancies, supporting maternal and child health, and reducing the need for abortion;
- **Promoting** responsible fatherhood and strong communities; and
- **Promoting** interfaith dialogue and cooperation.

Access the site at [www.whitehouse.gov/administration/eop/ofbnp](http://www.whitehouse.gov/administration/eop/ofbnp).

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## Welfare/TANF

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### \$80 Million Available to Support Health IT Workforce

Any U.S. nonprofit institution of higher learning currently engaged in providing training in health IT and interested in drafting curriculum or establishing a consortium that includes community colleges may apply for these grants from the U.S. Department of Health and Human Services. Information about grant applications will be available shortly at <http://healthIT.HHS.gov/HITECHgrants>.

“The Community College program will establish intensive, non-degree training that can be completed in six months or less by individuals with some background in either health care or IT fields. Participating colleges will coordinate their efforts through five regional consortia that span the nation. Graduates of this training will fill a variety of roles that both assist health care practices during the critical process of deploying IT systems and support these practices on an ongoing basis.”

Access the announcement at [www.hhs.gov/news/press/2009pres/11/20091124a.html](http://www.hhs.gov/news/press/2009pres/11/20091124a.html). To learn more about the workforce plans and other HITECH grants programs, visit <http://HealthIT.HHS.gov/HITECHgrants>.

To receive notices of Federal, foundation, and corporate grants related to workforce development and the Workforce Investment Act, social services and Temporary Assistance for Needy Families, education, and faith-based and neighborhood partnerships, contact the One Source at [info@nyswtwrn.com](mailto:info@nyswtwrn.com) or 315.265.4099. Grant notices can be emailed to you directly and are available in a searchable database at [www.nyswtwrn.com/CCC](http://www.nyswtwrn.com/CCC).

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### **Help With Energy Costs Available**

The U.S. Department of Health and Human Services is providing more than \$2.6 Billion to States to help low-income households with energy costs through the Low Income Home Energy Assistance Program (LIHEAP). For a complete list of state allocations of the funds released, access [www.acf.hhs.gov/news/press/2009/liheap\\_2010.html](http://www.acf.hhs.gov/news/press/2009/liheap_2010.html). People interested in applying for energy assistance should contact their local/state LIHEAP agency. For more information, go to [www.acf.hhs.gov/programs/liheap/](http://www.acf.hhs.gov/programs/liheap/) or [www.acf.hhs.gov/programs/ocs/liheap/brochure/brochure.html](http://www.acf.hhs.gov/programs/ocs/liheap/brochure/brochure.html).

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### **Poverty in the United States: New Analysis**

The Urban Institute has conducted a historical analysis of poverty rates from 1958 through 2009. Poverty rates on a national level or by state can be accessed at [www.urban.org/poverty/povertynumbers.cfm](http://www.urban.org/poverty/povertynumbers.cfm). Poverty levels are also broken down by age. For general information on poverty, access [www.urban.org/welfare/index.cfm](http://www.urban.org/welfare/index.cfm).

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### **49<sup>th</sup> National Association for Welfare Research and Statistics Conference**

Papers from the conference, *Helping in Crisis: Government Assistance in Recession and Beyond*, are now available at <http://rockinst.org/nawrs/default.aspx>. Topics include:

- Building Government-Foundation Partnerships to Improve Economic Well-Being: Issues and Options;
- Faith-Based and Community Organizations and Service Delivery;
- Immigrants, Welfare, and Related Issues;
- Innovative Strategies for Increasing Self-Sufficiency;
- Low-Income Men and Work: How Do We Move Forward?;
- Making Work Pay for Fathers;
- Persons With Disabilities/Barriers to Employment;
- State Data Needs and Uses;
- TANF Policies and Implementation: Effects;
- TANF Policies and Implementation: Income Support;
- TANF Policies and Implementation: Services; and
- Training and Job Retention.

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## **Workforce Development**

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### ***An “Entrepreneurial Workforce” Critical to America’s Future Success in the Global Economy***

Employers and employees believe that America's workforce needs to become more “entrepreneurial” in order for the United States to remain competitive in the global marketplace, according to a Gallup poll of 11,000 employers and employees conducted by the Junior Achievement Innovation Initiative and Gallup. They also believe that K-12 classrooms are the

place to start teaching entrepreneurship. According to their findings, recommended action needed includes:

- Encouraging the concept of filling the “Motivation Gap” with entrepreneurial and experiential learning models delivered through schools;
- Using additional research to determine if the promotion of self-motivation can lead to greater demand for a more rigorous and relevant curriculum from schools;
- Helping key stakeholders recognize that motivation and mentorship are critical to success of all young people;
- Recognizing that both hard skills and life skills are required by an individual to become marketable and successful; and
- Helping young people to “learn to learn” and “learn to navigate” our existing education and workforce development systems to obtain those skills they will need to succeed.

Access more information at [www.ja.org/about/releases/about\\_newsitem537.asp](http://www.ja.org/about/releases/about_newsitem537.asp).

For more information on Junior Achievement, whose role is to inspire and prepare young people to succeed in a global economy through work readiness, entrepreneurship, and financial literacy, access [www.ja.org](http://www.ja.org).

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### ***Forgotten Middle-Skills Jobs State Reports Available***

In October, Skills2Compete, from the Workforce Alliance, launched five state campaigns, releasing new *Forgotten Middle-Skill Jobs* state reports. These reports find that almost half of all projected job openings between 2006 and 2016 will be middle-skill jobs, and that states must use economic downtime to invest in training time to meet future demand. The state reports can be accessed at

[www.skills2compete.org/site/c.fhLIKYPLLuF/b.4137747/k.9A74/In\\_the\\_States.htm?tr=y&auid=5591732](http://www.skills2compete.org/site/c.fhLIKYPLLuF/b.4137747/k.9A74/In_the_States.htm?tr=y&auid=5591732) and include:

- California,
- Connecticut,
- Illinois,
- Michigan,
- New York,
- Oregon,
- Rhode Island,
- Washington,
- Wisconsin,

Their signature publication, *America’s Forgotten Middle-Skill Jobs*, can be accessed at [www.skills2compete.org/atf/cf/%7B8E9806BF-4669-4217-AF74-26F62108EA68%7D/ForgottenJobsReport%20Final.pdf](http://www.skills2compete.org/atf/cf/%7B8E9806BF-4669-4217-AF74-26F62108EA68%7D/ForgottenJobsReport%20Final.pdf).

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### ***Free Tools for Workforce Professionals***

Public Private Ventures has made four resources available for download:

- *Employment Retention Essentials Building a Retention-Focused Organization* (focuses on improving placement and retention), available at [www.ppv.org/ppv/publications/assets/166\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/166_publication.pdf)
- *Job Development Essentials: A Guide for Job Developers, Second Edition* (focuses on improving placement and retention), available at [http://www.ppv.org/ppv/publications/assets/144\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/144_publication.pdf)

- *Here to Stay: Tips and Tools to Hire, Retain and Advance Hourly-Wage Workers* (targeted to businesses with advice for hiring, retaining and advancing hourly-wage workers), available at [www.ppv.org/ppv/publications/assets/209\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/209_publication.pdf); and
- *netWORKS: A Guide to Expanding the Employment Networks of Low-Income People* (includes practical ideas on how organizations can incorporate networking into their programs for low-income job seekers), available at [www.ppv.org/ppv/publications/assets/210\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/210_publication.pdf).

## Calendar of Events

Updates are continually being added to the 2009 Calendar,  
to access new information please visit the  
[One Source Calendar](#).

For additional information or suggestions, please contact the One Source at 315.265.4099 or [info@nyswtwrn.com](mailto:info@nyswtwrn.com).

**The One Source Team**