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Adult Education

A Blueprint for Education Reform

The U.S. Department of Education has released *Blueprint for Education Reform* which can be accessed at <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>. *Blueprint* reflects the reforms made in response to the American Recovery and Reinvestment Act of 2009 including:

- Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader;
- Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning;
- Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and
- Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions.

Common Core Standards: Update

An update on the common core standards being developed by the National Governor's Association (NGA) can be accessed through a replay of a webinar by the Thomas B. Fordham Institute at <http://vimeo.multicastmedia.com/player.php?v=uxm9j6o0>. Information from the NGA can be accessed at <http://www.corestandards.org>. The standards include:

- College and career readiness (<http://www.corestandards.org/Standards/index.htm>),
- English Language Arts (<http://www.corestandards.org/Files/K12ELASStandards.pdf>), and
- Mathematics (<http://www.corestandards.org/Files/K12MathStandards.pdf>).

Earning As Much or More Than a College Graduate Through a Credential

People who achieve a credential through a one- or two-year credential may earn as much or more as someone with a degree. According to the report *Graduated Success: Sustainable Economic Opportunity Through One- and Two-Year Credentials*, eight to ten years after graduation from high school, 43 percent of certificate holders earned a median annual salary higher than someone with an associate's degree and 31 percent of associate degree holders earn more than someone holding a bachelor's degree. The study also found that completing a one-year credential or associates degree is often better than failing to complete a four-year degree.

The study reiterated the need to overcome the barriers that prevent students from completing their degrees. Two of the greatest barriers are the high cost of education which forces many to work part- or full-time while going to school and the lack of academic preparation in math and science.

Some of the data cited in this study is from the Center on Education and the Workforce located at <http://cew.georgetown.edu>. The study can be accessed at http://www.demos.org/pubs/graduated_success_Final.pdf.

Model Business and Adult Education Partnerships

The Community Partnerships for Adult Learning has created a resource that includes models for how businesses and adult education providers can work together to ensure businesses have incumbent and future employees that can demonstrate the skills needed and so that adult education providers can improve their services to meet the needs of businesses. Access the resource *Working Together: A Guide to Business and Adult Education Partnerships* at <http://www.c-pal.net/business/index.html>.

The site includes the following:

- Glossary at <http://www.c-pal.net/profiles/glossary/index.html>,
- Assessment at <http://www.c-pal.net/assessment/index.html>, and
- Partnership profiles at <http://www.c-pal.net/profiles/index.html>.

Next Generation Learning in the Workplace

Web-based learning is changing from a “deposit of employer-driven information” to an “exchange of user-generated experience”. The difference? According to the article *Learning 2.0: Improving Workforce Productivity*, the differences include:

- Finding what you need more quickly,
- Being able to “secure” and validate the information,
- Linking social media to learning,
- Capitalizing and leveraging the value of informal learning, and
- Learning and applying learning anywhere the person is.

Short videos, audio clips, blogs, wikis, and podcast deliver as much training as needed, when and where it is needed, and individuals have the opportunity to “weigh-in” on their experiences, inquiries, and perceptions. This social dynamic allows people to draw more deeply and broadly across not only “distant” experts, but people in their own spheres of work and learning. The exchange increases productivity, access to resources, and quality.

Access the article at <http://www.workforce.com/archive/feature/27/14/03/index.php>.

Student Life Skills Course Increase Likelihood of Earning a Credential

According to research conducted by the Community College Research Center, students who participated in life skills courses were eight percent more likely to earn a credential, persist toward a degree or other credential, and/or transfer to another educational institution. Student success courses address:

- Development of personal goals for education and careers,
- Study habits,
- How to succeed in higher education settings, and
- Resources available on campus to help them succeed.

The researchers note that many of the students studied were also enrolled in remedial courses that could also help contribute to the findings. The research also indicates the results are true for students taking only one course, with positive outcomes associated with results as much as five years later.

Access *Do Student Success Courses Actually Help Community College Students Succeed?* at http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3a/e6/ea.pdf.

Out-of-School Time: What Works?

The program characteristics that set apart the programs most successful in supporting high retention of out-of-school time for middle and high school students include:

- Providing many leadership opportunities to youth in the programs,
- Having staff keep informed in several ways about youth outside programs,
- Being community-based,
- Enrolling 100 or more youth, and
- Holding regular staff meetings.

Access the resource *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time* at http://www.ppv.org/ppv/publications/assets/320_publication.pdf.

Applicable to Multiple Audiences

African American Healthy Marriage Initiative Conference

The U.S. Department of Health and Human Services will host *Preparing Resilient Families for the New Decade: Connecting Marriage Research to Practice* on June 22-24, 2010. The conference is designed specifically for state and local human service professionals; practitioners from various disciplines including various healthy marriage coalitions, fatherhood, community, and faith-based organizations; youth; and researchers.

For more information, access <http://www.aahmi.org/app/va/info.asp> or call 301.641.6348.

Keeping an Aging Population Engaged

According to a recent report by the National Governor's Association, the government and local communities have a vested interest in keeping an increasingly aging population engaged. The benefits of being engaged include:

- Positive mental health,

- Positive physical health,
- More likely to learn skills and information needed to maintain their engagement, and
- Generating economic growth, whether through volunteerism or work.

Strategies for engaging the aging population (those 65 and older as defined by the U.S. Census Bureau) include:

- Establish public-private partnerships to review the issue of engagement and recommend solutions;
- Increase awareness of the benefits of work, volunteering, and education among older adults and busiensses;
- Create connections between older adults and work, volunteer, and education opportunities;
- Strengthen engagement opporutnities in state againg, workforce, and education systems; and
- Encourage public-sector employees to remian in the workforce longer, reconnect to work after retirement, and volunteer.

According to their findings, barriers to engagement include:

- Traditional retirement policies,
- Complex health policies,
- Troublesome perceptions,
- Inflexible work schedules,
- Few appropriate work or volnunteer opportunities,
- Insufficient connections to information, and
- Transportation hurdles.

The resource also includes resources developed by several states to address some of these barriers and strategies, including:

Colorado Employer Toolkit: EngAging the Mature Workforce at

http://co.jefferson.co.us/jeffco/adultsvc_uploads/.../toolkit_revised_100808.pdf;

Pennsylvania's Department on Aging has several related resources including one related to retaining mature workers in health care at

http://www.portal.state.pa.us/portal/server.pt/community/departement_of_aging_home/18206;

and

Wyoming's Next Cycle Works at <http://www.wyomingworkforce.org/nextcycleworks>.

Being engaged could consist of volunteering, starting a small business, or working full- or part-time.

Online Access to Medical Benefits for Veterans

Veterans can now apply for medical benefits online at

<https://www.1010ez.med.va.gov/sec/vha/1010ez>. The Veterans Administration (VA) will also mail the application form. To request an application or secure assistance completing the form, call the VA at 1.877.222.8387, Monday through Friday from 8:00 a.m. to 8:00 p.m. The application process requires:

- Paperwork related to your separation from military service;
- Current health insurance information; and
- Last year's household income eligibility, as VA health care enrollment is partly based on your financial circumstance.

Recovery Act: Addressing Implementation Challenges and Bolstering Accountability

In May 2010 the Government Accountability Office (GAO) issued the report *Recovery Act States' and Localities' Uses of Funds and Actions Needed to Address Implementation Challenges and Bolster Accountability*, with findings on the \$114.8 billion of the Recovery Act funds that had been spent through several Federal agencies including the State Fiscal Stabilization Fund through the U.S. Department of Education, Workforce Investment Act and Dislocated Workers Program through the U.S. Department of Labor, and the Weatherization Assistance Program through the U.S. Department of Energy.

Access the report at <http://www.gao.gov/new.items/d10604.pdf>.

What Works for Youth Ages 18-25?

What intervention strategies work best for youth ages 18-25 that are transitioning to adulthood? Child Trends summarizes the findings from 31 studies to determine what works and what does not in the resource *What Works for Youth in the Transition to Adulthood: Lessons from Experimental Evaluations of Programs and Interventions*. It is accessible at http://www.childtrends.org/Files/Child_Trends-2010_03_09_FS_WWOlderYouth.pdf. Themes of what works include:

- Programs targeting low-income youth are often effective for outcomes related to education and employment (e.g., educational attainment, school attendance, school engagement, college attendance, employment, earnings, and welfare dependence);
- Mentoring can be an effective technique for improving youth outcomes (e.g., improving well-being, school and employment outcomes, decreased delinquency);
- Case management (e.g., improving education and employment outcomes including educational attainment, school attendance, employment, earnings, welfare dependence);
- Provision of child care (e.g., improving well-being, education and employment outcomes for young parents including educational attainment, school attendance, employment, earnings, welfare dependence, decreased delinquency);
- Programs targeting youth early during their transition to adulthood improve education and employment outcomes (e.g., educational attainment, school attendance, school engagement, college attendance, employment, earnings, welfare dependence outcomes);
- Programs implemented over a long period of time were more effective at improving educational attainment (e.g., high school diploma and GED attainment rates, high number of contact hours required); and
- Requiring youth to take topically relevant classes may lead to higher levels of school engagement (e.g., providing academic coursework relevant to vocational goals).

Faith-Based and Neighborhood Partnerships

Advice of the President's Advisory Council on Faith-Based and Neighborhood Partnerships

To access a replay of a webinar on the Council's report to President Obama, access <http://attendthisevent.com/?eventid=12195381>. The slides used during the webinar are also accessible at this site. The final report can be accessed at <http://www.whitehouse.gov/sites/default/files/microsites/ofbnp-council-final-report.pdf>.

Resources for Faith-Based and Community Organizations

For a compilation of resources for faith-based and community organizations, access <http://transparency.cit.nih.gov/fbci/index.cfm>. At this site you can search the database or look for information specific to:

- Background on faith-based and community initiatives,
- Transforming government,
- Strengthening the nonprofit sector,
- Changing lives,
- Taking root in states and cities,
- Research and evaluation, and
- 2008 National Conference Research (also available at <http://aspe.hhs.gov/fbci/conf08/index.shtml>).

Resources include:

- Information specific to programs,
- Promotional material,
- Workshops,
- Guidebooks, and
- Research.

The Economic Health and Impact of Nonprofits in Connecticut: How a Strong Partnership Between Nonprofits and the State Creates a Better Connecticut

This report demonstrates how one state is impacted in a positive way through their relationships with nonprofits by addressing:

- The impact of the current economy on nonprofits,
- The vital role nonprofits play in the economy,
- Equitable and transparent contracting processes,
- Making sure every dollar is spent wisely (accountability), and
- Proper funding for proven results.

A sample of their findings include:

- Nonprofits employ 11 percent of the workforce,
- Nonprofits generated over \$8.7 billion in wages in 2008,
- Nonprofits play a fundamental role in helping non-tax-paying individuals become tax-paying individuals, and
- Nonprofits play a fundamental role in assisting the neediest of residents and helping them achieve self-sufficiency.

Access the report at

<http://www.ctnonprofits.org/ctnonprofits/sites/default/files/fckeditor/file/resources/publications/NonprofitEconInCT2010.pdf>.

Access the site at http://portal.hud.gov/portal/page/portal/HUD/program_offices/faith_based#.

The Index of Global Philanthropy and Remittances 2010

According to this report, religious giving totaled \$8.2 billion in 2008, up \$200 million from a revised 2007 total of \$8 billion: “Historically, religious giving tends to be among the most resilient of all forms of charitable giving in times of economic hardship...As with other philanthropic organizations, religious congregations report they are trying new fundraising

strategies, merging programs or operations with other congregations and reducing operating costs in response to the recession.”

Access the report at

http://www.hudson.org/files/pdf_upload/Index_of_Global_Philanthropy_and_Remittances_2010.pdf.

U.S. Department of Labor Center for Faith-Based and Neighborhood Partnerships

The Center has revised their web site at <http://www.dol.gov/cfbnp/us.htm>. The mission of the Center is to “implement[s] Secretary Hilda L. Solis’ vision of *Good Jobs for Everyone* by building partnerships with faith-based groups, community organizations, and neighborhood leaders. The Center works in collaboration with DOL agencies to improve the lives of the most vulnerable and disadvantaged workers and job seekers.”

Welfare/TANF

A Decade of Welfare Reform Resources

The Urban Institute has posted a variety of research, evaluations, and initiatives that would help bolster work supports and help families stabilize their finances at

<http://www.urban.org/welfare/index.cfm>. An example of the numerous resources include:

- *Low-Skill Worker’s Access to Quality Green Jobs* (<http://www.urban.org/publications/412096.html>),
- *Strategies for Improving Homeless Peoples Access to Mainstream Benefits and Services* (<http://www.urban.org/publications/412089.html>), and
- *Understanding Poverty* (<http://www.urban.org/welfare/index.cfm>).

Compassion Capital Fund National Resource Center

Faith-based and community organizations interested in pursuing information on the Compassion Capital Fund will want to connect to the U.S. Department of Health and Human Services (USHHS), the Federal agency responsible for administering related funding. Funding is administered through the USHHS Administration for Children and Families’ Compassion Capital Fund (CCF). According to their web site, the primary purpose of the CCF is to:

- Help faith-based and community organizations increase their effectiveness,
- Enhance their ability to provide social services to serve those most in need,
- Expand their organizations,
- Diversify their funding sources, and
- Create collaborations to better serve those in need.

“The CCF reflects the administration’s recognition that faith-based and community organizations are uniquely situated to partner with the government in serving poor and low-income individuals and families, particularly those with the greatest needs such as families in poverty, prisoners re-entering the community, homeless families, and at-risk youth.”

The CCF is operated under the Secretary’s Demonstration and Research Authority, Section 1110 of the Social Security Act.

To subscribe to their newsletters, access <http://www.industrymailout.com/Industry/Subscribe.aspx?m=700>. To access the Compassion Capital Fund website, reference <http://www.industrymailout.com/Industry/Subscribe.aspx?m=700>.

Recovery at Any Age: Young People Can and Do Recover

It is critical for people who experience disease addiction before the age of 25 to get help as soon as possible as the brain is still developing until this time. If unaddressed, the disease could cause lifelong consequences to their development. The U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration identifies strategies and supports for young people in recovery in their June *Road to Recovery Program* at <http://www.recoverymonth.gov/Multimedia/Road-to-Recovery-Television-Series.aspx>.

You can order *The 2010 Recovery Toolkit* at <http://www.recoverymonth.gov/Recovery-Month-Kit/Preorder.aspx>.

Reducing Poverty and Economic Distress After ARRA

Resources shared from *The Most Promising Approaches* conference can be found at <http://www.urban.org/issues/reducing-poverty-economic-distress.cfm>. Resources include:

- *Creating a Safety Net That Works When the Economy Doesn't: The Role of the Food Stamp and Temporary Assistance for Needy Family Programs,*
- *Laboratories of Understanding? State Financing for Antipoverty Efforts After the Recession,*
- *Publically Funded Jobs: An Essential Strategy for Reducing Poverty and Economic Distress Throughout the Business Cycle.*

Podcasts and other materials are available at <http://www.urban.org/events/Reducing-Poverty-after-ARRA.cfm>.

Transfer Income Model

The Transfer Income Model, known as TRIM3, simulates the major government tax, transfer, and health programs affecting the U.S. population and produces results at the individual, family, state, and national levels. The results help one understand the potential outcomes of public policy changes such as welfare reform, tax reform, and national health care reform. The programs modeled by TRIM3 include:

- Cash and in-kind transfer programs:
 - Child Care,
 - Child Support,
 - Food Stamp Program
 - Public and Subsidized Housing,
 - Supplemental Security Income, and
 - Temporary Assistance to Needy Families;
- Health insurance programs:
 - Medicaid and State Children's Health Insurance Programs,
 - Medicare, and
 - Employer-Sponsored Health Insurance; and
- Tax programs:
 - Payroll Taxes,
 - Federal Income Taxes, and
 - State Income Taxes.

This tool is maintained by the Urban Institute under sponsorship from the U.S. Department of Health and Human Services. Access the micro-simulator at the TRIM3 project web site, <http://trim3.urban.org/T3Welcome.php>.

Workforce Development

Green Jobs for Low-Skilled Workers

“Green jobs” require many occupations similar to those in traditional industries (e.g., machinists, technicians, metal workers, electricians, equipment installers, carpenters, equipment operators, building inspectors, truck drivers, welders). There are few new occupations in green industries, especially for low- and middle-skilled workers and fewer for women compared to men. The higher paying “green jobs” include engineers and scientists and those in management (paying more than \$30 an hour). Low-skill jobs that require little or no training and paying less than \$15 an hour include drivers, assembly-line workers, insulation workers, boiler-makers, and some construction laborers. Several studies indicate that “green jobs” will continue to largely benefit the middle-skilled sector.

The study found the following strategies beneficial for training low-skilled individuals for “green jobs”:

- Making core skills the most important element;
- Green competencies can be learned either while training for a green occupation or after so even if a student has not achieved these competencies during their formal education or training, it is not too late;
- Curricular reforms so individuals can combine work and education or cycle readily in and out of programs;
- Partnerships between employers and training providers need to be strengthened to ensure training is current with employer needs especially in light of requirements of specific funding given to employers for the development of “green” jobs;
- Career paths need to advance low-skilled individuals to career and wage progression through additional training and on-the-job experience; and
- Recruitment efforts and support services need to target nontraditional workers (e.g., job readiness, life skills, sexual harassment awareness, applied basic skills, flexible scheduling, child care, transportation).

References are made to specific initiatives to train low-skilled workers, including Pathways Out of Poverty funded by the U.S. Department of Labor (see <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-08-19.pdf>).

This research draws from the following resources:

- *Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy* at <http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in->
- *Green Equity Toolkit: Standards and Strategies for Advancing Race, Gender, and Economic Equity in the Green Economy* at <http://www.arc.org/content/view/1139/136/>; and
- *High Road or Low Road: Job Quality in the New Green Economy* at
- <http://www.goodjobsfirst.org/pdf/gjfgreenjobsrpt.pdf>.

Access the resource *Low-Skill Worker's Access to Quality Green Jobs* at <http://www.urban.org/uploadedpdf/412096-low-skilled-worker.pdf>.

Greener Skills: How Credentials Create Value in the Clean Energy Economy

In relation to credentials related to training for “green skill” jobs, credentials should be:
Meaningful in the labor market as valued by employers;

- Transparent so workers know how to earn them;
- Embedded in a pathway connected to a job or the next level of training;
- Standardized, reflecting common measure of competence; and
- Portable, not limited to a particular region, employer, or institution.

Common standards and commonly recognized credentials for verified occupational skills provide workers mobility, bargaining power, and higher returns in the labor market, thus helping to ensure quality jobs and quality work.

Examples where credentials have created value in a “green” economy are cited. Access the resource at <http://www.cows.org/pdf/rp-greenerkills.pdf>.

Job Openings and Labor Turnover

According to the most recent survey by the Bureau of Labor Statistics (BLS), the last business day in March 2010:

- There were 2.7 million job openings,
- The job openings rate was unchanged over the month at 2.0 percent,
- The hire rate of 3.3 percent was little changed, and
- The separation rate of 3.1 was unchanged.

Additional results can be viewed at <http://www.bls.gov/news.release/pdf/jolts.pdf>.

To subscribe to receive various reports from the BLS, go to <http://www.bls.gov/bls/list.htm>.

Strategic Doing: A Tool for Effective Partnerships

Resources for aligning economic and community development strategies among stakeholders, funders, and policymakers are available through the U.S. Department of Labor. These resources are provided to support economic recovery through effective collaboration. The following resources can be accessed at <http://www.workforce3one.org/view/3000932470693937558/info>:

- Facilitator’s guide,
- Pre-recorded presentation,
- Template,
- Transcript, and
- White paper.

Summer Youth Employment Initiative

An evaluation of the 2009 Summer Youth Initiative indicates:

- Over 355,000 youth between the ages of 14 and 25 were served;
- Eighty-eight percent were placed in summer jobs;
- Over 82 percent successfully completed their work experiences; and
- Seventy-five percent achieved a measurable increase in work readiness.

The seven key lessons learned include:

- More training is needed by less experienced staff;
- Site staff should think beyond recruiting to youth to include veterans and young adults with children for example (e.g., 671 veterans were enrolled nationwide);

- Greater use of private sector employers should be explored;
- A common definition of “green jobs” needs to be used consistently;
- There needs to be the optimum match between the interests and career goals of participants with their work experience placement;
- The measurement of work readiness needs to be consistent to ensure a valid measure across all sites (e.g., timing and frequency of assessments, types of skills to be assessed); and
- Innovation was not always possible due to the lack of time to implement the initiative, however, innovation should be encouraged.

Access the evaluation, *Reinvesting in America’s Youth: Lessons from the 2009 Recovery Act Summer Youth Employment Initiative* at

http://wdr.doleta.gov/research/FullText_Documents/Reinvesting%20in%20Americas%20Youth%20%2D%20Lessons%20from%20the%202009%20Recovery%20Act%20Summer%20Youth%20Employment%20Initiative%2Epdf.

What Works: Comprehensive Youth Employment Delivery System

The resource *Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice* looks at a delivery system composed of providers of services related to:

- Education,
- Juvenile justice, and
- Child welfare.

Common elements of success include:

- Strong convening entity,
- Effective administrative agent,
- Well-trained case management arm,
- Strong partnerships across agencies that serve youth, and
- High quality work experience and career exposure component.

Practices are shared from Baltimore, Boston, Hartford, Philadelphia, and San Diego.

Access the resource at <http://www.clasp.org/admin/site/publications/files/Youth-Employment-Systems.pdf>.

Calendar of Events

**Updates are continually being added to the 2010 Calendar,
to access new information please visit the
One Source Calendar.**

