



The One Source

Welfare-to-Work and
Workforce Development
Resource Network

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Adult Learning

Strengthening Pre-Collegiate Education

A variety of information is available through a study conducted by the Carnegie Foundation. *Strengthening Pre-collegiate Education in Community College* is accessible at www.carnegiefoundation.org/programs/index.asp?key=26. In addition to the following reports, the site includes additional resources as well, including multimedia exhibits, short "Carnegie Perspectives" essays, and summaries by each campus involved in the study:

- *Basic Skills for Complex Lives: Designs for Learning in the Community College;*
- *Change and Sustain/Ability: A Program Director's Reflections on Institutional Learning;*
- *Faculty Inquiry in Action: Guidelines for Working Together to Improve Student Learning;*
- *Listening to Students About Learning;*
- *Strengthening Pre-Collegiate Education in Community Colleges: Project Summary and Recommendations;* and
- *The Promise of Faculty Inquiry for Teaching and Learning Basic Skills.*

Learning Communities

Learning communities are becoming a valuable strategy with developmental or pre-collegiate classes. According to the Carnegie Foundation, while the structure and design of learning communities vary, "...the overall goals are to create a more coherent learning experience for students and to provide them with a common experience shared with other learners." They may include:

- A theme across courses/integration of material,
- Teachers from different disciplines,
- Scheduling that allows for larger blocks of time,
- A counseling/learning skills component,
- Academic and social networks for students,

- Faculty time for collaboration, and
- Closer relationships between faculty and students.

To learn more about research on learning communities in college, access www.carnegiefoundation.org/programs/sub.asp?key=26&subkey=1837&topkey=26, the National Resource Center on Learning Communities at www.evergreen.edu/washcenter/project.asp?pid=73, and *Learning Communities and the Reconstruction of Remedial Education in Higher Education* by Vincent Tinto.

Applicable To Multiple Audiences

American Recovery and Reinvestment Act of 2009

For a copy of the Act, access http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:h1enr.pdf. To access the web site where accountability and transparency of the money invested through the Act will be verified and tracked, go to www.recovery.gov. For a two-page summary of the implications for organizations providing training, education, and/or workforce development, contact the One Source at info@nyswtwrn.com or 315.265.4099.

Basic Needs Budget Calculator

Budgeting for basic needs can be a little easier by using a Basic Needs Budget Calculator available from the National Center for Children in Poverty at www.nccp.org/tools/frs/budget.php. The calculator adjusts for the number of children in the family, location of the home, and family structure. Users will learn how much it takes for their family to afford minimum daily necessities. Families need an income of about 1.5 to 3.5 times the official poverty level (\$22,050 a year for a family of four), depending on locality, to cover the cost of a family's minimum day-to-day needs, according to the U.S. Department of Health and Human Services. To read more about budgeting for basic needs, access

www.nccp.org/publications/pub_858.html?utm_source=NCCP+Update&utm_campaign=714eac4d9f-Update_2_18_2009&utm_medium=email. For additional resources access:

- *Improving Work Supports: Closing the Financial Gap for Low Wage Workers and Their Families* www.nccp.org/publications/pub_827.html;
- *Making Work Supports Work* www.nccp.org/projects/mwsw.html;
- *Ten Important Questions About Child Poverty and Family Economic Hardship* www.nccp.org/publications/pub_829.html; and
- *Testimony on the Economic and Societal Costs of Poverty* www.nccp.org/publications/pub_705.html.

Federal Funding to Nonprofits

A new report from the Government Accountability Office investigates how Federal funds reach nonprofits through grants cooperative agreements with, and contracts. In 2006 Federal funds were given to nonprofits by almost 700 different programs. The federal government has different levels of oversight and influence on selection and performance of nonprofits. "Due to limitations and reliability concerns with tracking systems' data, the funding data presently available leave policymakers without a complete, accurate understanding of the amount of funding flowing to these key partners, although they suggest these funds were significant in fiscal year 2006." Some of their concerns include:

- There is no central source that tracks Federal Funds that are passed through an initial recipient, such as a state, to a nonprofit subrecipient;
- The nonprofit status of recipients was not reliably identified in two key data systems; and
- There is no consistent definition of "nonprofit".

According to their findings, these concerns leave policymakers: "... without a precise understanding of the extent of funding to, and importance of, key partners in delivering Federal programs and services. Despite these limitations, the sources identified the following approximate amounts of Federal funds flowing to nonprofit organizations in Fiscal Year 2006 under different mechanisms:

- About \$145 billion in fee-for-service payments, mostly through Medicare;
- Approximately \$25 billion in direct grants;
- About \$55 billion in grants that flow through states; and
- Approximately \$10 billion in contracts."

To access the report, *Significant Federal Funds Reach the Sector through Various Mechanisms, but More Complete and Reliable Funding Data Are Needed*, go to www.gao.gov/new.items/d09193.pdf.

Work-Based Learning: A College Instructional Alternative

According to research being conducted by the Robert Wood Johnson Foundation, work-based learning is a viable platform for offering and receiving a college degree. According to the report, *Jobs to Careers: A Primer for Work-Based Learning: How to Make A Job the Basis For a College Education*, work-based learning has the following characteristics:

- "The program is learner-centered. Learning is co-created by the individual learner and the person responsible for facilitating that learning.
- Development of the curriculum is shared between the educational institution and the employer.
- The facilitation of the learning is shared between the educational institution and the employer.
- The learning process is embedded in the work process."

The Core Components of the *Jobs to Careers* Work-Based Learning Model include:

- The curriculum is embedded in the work process.
- Learning is embedded in the work process.
- Co-workers and supervisors are active participants in the process.
- Assessment is embedded in the work process.
- There is a strong potential for recognition and rewards as frontline workers build skills and expand knowledge necessary for their current job responsibilities or for advancing to new positions.
- Rewards (raises, promotions, credentials) are given for engaging in the program.
- Educational partners make organizational changes to support work-based learning.
- Employers make organizational changes to support work-based learning.
- Organizational leaders are engaged in the project and motivated to sustain the effort."

Access the report at www.rwjf.org/files/research/20090202j2cprimer.pdf.

Youth: Transitions Between Ages 20 and 21

The U.S. Department of Labor recently released the report *America's Youth at 21: School Enrollment, Training, and Employment Transitions Between Ages 20 and 21*. Some of the findings include:

- Among 21-year-olds, 36 percent of men were enrolled in college compared with 46 percent of women.
- Thirty-seven percent of high school dropouts and 19 percent of high school graduates not enrolled in

college were neither employed nor in training during the October when they were age 21.

- Among high school dropouts, 39 percent of non-Hispanic blacks were not employed in either the October when they were age 20 or the October when they were age 21 compared with 24 percent of Hispanics and 19 percent of non-Hispanic whites.

The complete report can be accessed at www.bls.gov/news.release/nlsyth.nr0.htm.

Faith-Based and Community Initiatives

Office of Faith-Based and Neighborhood Partnerships

President Obama has created the White House Office of Faith-Based and Neighborhood Partnerships. According to the press release Obama states: "But no matter how much money we invest or how sensibly we design our policies, the change that Americans are looking for will not come from government alone. There is a force for good greater than government. It is an expression of faith, this yearning to give back, this hungering for a purpose larger than our own, that reveals itself not simply in places of worship, but in senior centers and shelters, schools and hospitals, and any place an American decides." The four key priorities of the Office have been defined as the following.

- The Office's top priority will be making community groups an integral part of our economic recovery and poverty a burden fewer have to bear when recovery is complete.
- It will be one voice among several in the Administration that will look at how we support women and children, address teenage pregnancy, and reduce the need for abortion.
- The Office will strive to support fathers who stand by their families, which involves working to get young men off the streets and into well-paying jobs, and encouraging responsible fatherhood.
- Finally, beyond American shores this Office will work with the National Security Council to foster interfaith dialogue with leaders and scholars around the world.

The Office will be led by Joshua DuBois. There will be a new President's Advisory Council on Faith-Based and Neighborhood Partnerships, composed of religious and secular leaders and scholars from different backgrounds. Access the press release at www.whitehouse.gov/the_press_office/ObamaAnnouncesWhiteHouseOfficeofFaith-basedandNeighborhoodPartnerships.

USAID Offers Background Guidance on Grants and Contracts

The Center for Faith-Based and Community Initiatives at the U.S. Agency for International Development (USAID) Office of Acquisition and Assistance will provide background and guidance on the competitive grants and contracts process at USAID during a conference call on March 6, 2009, at 2:00 p.m. EST. The dial-in number is 816.306.0035 and the conference ID is 86107034. The call is limited to the first 200 people who call-in. For information on other webinars, conference calls, and conferences, access the One Source calendar at www.nyswtwm.com/RN/newssource/calendar.pdf.

Welfare/TANF Initiatives

Transitioning Youth From Benefits

In April 2005, approximately 776,000 youth ages 14 through 25 were receiving SSI benefits totaling more than \$340 million each month. This is in addition to youth receiving Childhood Disability Benefits payments or Social Security Disability Insurance benefits. This does not include the thousands of youth whose applications for disability benefits were denied and are at high risk of receiving benefits in the future if they do not transition successfully to working in their adult life, according to the report *The Social Security Administration's Youth Transition Demonstration Projects: Programs and Random Assignment Projects* by Mathematica. To read about the projects and for follow-up on promising practices, access www.mdrc.org/publications/510/full.pdf.

Workforce Development

Advancing Registered Apprenticeship Applications

If you will be submitting an application for Advancing Registered Apprenticeship into the 21st Century, you may want to participate in a webinar offered by the U.S. Department of Labor (USDOL) on March 4, 2009 at 3:00 p.m. EST. According to the USDOL: "The Webinar will focus on providing prospective applicants with guidance on the requirements for submission of applications, including: eligibility information, required elements of proposals to include plans for creating new, or modifying existing apprenticeship program standards, use of strategic partnerships to promote registered apprenticeship, and the adoption of technology-based learning strategies."

For more information, access www.workforce3one.org/view/5000904034246322555/info.

Employment Information

The Bureau of Labor Statistics (BLS) publishes a quarterly resource that will help people access current employment information. This quarter's report can be accessed at www.bls.gov/news.release/pdf/cewbd.pdf. For projected employment information through the year 2016, access <http://www.bls.gov/news.release/ecopro.nr0.htm>. For a listing of the most current resources from the BLS, access www.bls.gov/pub/update.htm.

Serving Disabled Veterans in the One-Stop Career Center System

At 2:00 EST, on March 12, 2009, the U.S. Department of Labor will be facilitating a webinar on how the nation's public workforce can better serve military veterans in the United States by connecting with organizations that provide services to disabled veterans and discovering promising practices. Register for this webinar by accessing www.workforce3one.org/view/5000903051690820003/info. For information on other webinars, conference calls, and conferences, access the One Source calendar at www.nyswtwrn.com/RN/newssource/calendar.pdf.

For additional information or suggestions, please contact the One Source at 315.265.4099 or info@nyswtwrn.com.

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