



The One Source

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Adult Education

Changes in Postsecondary Awards Below the Bachelor's Degree: 1997-2007

According to this study there is growth in the number of people receiving midlevel skill credentials (those below the bachelor's degree). Findings from the study include the following.

- Approximately 47 percent of all undergraduates were enrolled in subbaccalaureate programs between 2007 and 2008, and in 2006 accounted for almost 40 percent of all undergraduate credentials awarded. Between 1997 and 2007, awards in subbaccalaureate programs conferred increased by 28 percent to a total of 1.5 million.
- Subbaccalaureate awards conferred by private for-profit institutions were greater than community colleges, specifically in four-year, for-profit institutions. Four-year, for-profit institutions more than tripled the number of subbaccalaureate awards conferred between 1997 and 2007.
- Over the decade, all types of subbaccalaureate credentials increased in number except for long-term certificates, which declined by 9 percent. Short-term certificates increased by 35 percent, associate's degrees increased by 30 percent, and moderate-term certificates increased by 21 percent.
- Participation in health care-related programs accounted for 31 percent of all awards in 2007 and increased by 63 percent between 1997 and 2007, making it the most predominant in subbaccalaureate postsecondary education.
- Women earned 62 percent of all subbaccalaureate awards in 2007. Demographics for these women include: Black students (68 percent), Hispanics (65 percent), American Indians (63 percent), Whites (60 percent), and Asians (60 percent).

- Among all racial/ethnic groups, the demographics for subbaccalaureate awards include: Hispanic students increasing by 74 percent overall, Black students increasing 54 percent, and White students increasing 11 percent overall.

Access this resource at <http://nces.ed.gov/pubs2010/2010167.pdf>.

College Readiness Protocol

El Paso Community College and University of Texas at El Paso are seeing high school students better prepared for college as indicated by:

- An increase in the number of students who score in the college-ready range on the ACCUPLACER assessment for math, reading, and writing;
- An increase in the proportion of students who placed into high levels of developmental courses; and
- Fewer students being placed in developmental programs.

What strategies are making the difference? Before graduating from high school, all students in 12 local, independent school districts must:

- Complete a joint admissions application to the Community College and the University,
- Learn about and prepare for the ACCUPLACER test,
- Take the ACCUPLACER test,
- Review scores with counselors,
- Refresh skills and take the test again if needed, and
- If necessary, enroll in a summer bridge program to strengthen their basic skill.

Discover more by accessing the resource *Collaborating to Create Change: How El Paso Community College Improved the Readiness of Its Incoming Students Through Achieving the Dream* at <http://ccrc.tc.columbia.edu/Publication.asp?UID=754> (scroll down to access the PDF).

For more information on the ACCUPLACER test, access <http://www.collegeboard.com/student/testing/accuplacer/>.

Promising Practices for Regional Educational and Workforce Training

The Institute for a Competitive Workforce, part of the U.S. Chamber of Commerce, has created a state-by-state resource on that is working on a regional basis to improve local educational and workforce training systems. To view your state's practices or any other state in the nation, access <http://icw.uschamber.com/promising-practices>. You can sort by business, state, chamber, and programs.

Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges

Results related to the completion of developmental education in community colleges reveal the following.

- Fewer than 50 percent of students referred to remediation complete the entire sequence to which they are referred.
- Approximately 30 percent of students referred to developmental education do not enroll in any remedial course.
- Approximately 60 percent of referred students actually enroll in the remedial course to which they were referred.

- More students exit their developmental sequences because they did not enroll in the first or a subsequent course than because they failed or withdrew from a course in which they were enrolled.
- Men, older students, African American students, part-time students, and students in vocational programs are less likely to progress through their full remedial sequences.

Access the report at <http://www.sciencedirect.com/science/article/B6VB9-4X97D2D-1/2/350e7c83ed8b03eb2b6347685b723002>.

What Are Community Colleges Being Asked to Do?

Results from research shared in the article *Thinking Globally, Acting Locally, Colleges Drill for Local Data in Devising Workforce Programs* identify the multiple functions businesses are asking colleges to perform, including:

- Address the need for a lack of trained job seekers among record high unemployment;
- Design programs and curriculum to meet the specific needs of individual businesses;
- Forecast the training job seekers will need in the future and offer it now;
- Provide the certification and degrees local businesses require; and
- Provide the certification, degrees, and skills job seekers and incumbent workers will need to develop their careers.

Access the resource from *Community College Week* at

<http://www.ccweek.com/news/templates/default.aspx?a=1436&template=print-article.htm>.

Applicable to Multiple Audiences

Evidence Based Program: An Example from Public Agencies

The Partnership for Results is an organization comprised exclusively of directors of public agencies operating in the areas of education, human services, and law enforcement through evidence-based programs. Their purpose is to facilitate and sustain an integrated service delivery system of prevention and early intervention evidence-based programs for children and youth across age levels. Results indicate success based on:

- A “public health” spectrum of evidence-based programs;
- Building sustainability from the outset;
- Development and administration of interagency databases;
- Local governance;
- Memorandum of Understanding on child and family-based data;
- Multi-disciplinary screening and assessment;
- Ongoing training and technical assistance for staff; and
- A single point of integration of services.

The resource addresses challenges to evidence-based programs and principles for replicating Partnerships for Result. Access the resource, *Evidence-Based Programs in Action: Policy and Practice Insights from A Success Story* by Child Trends at

http://www.childtrends.org/Files//Child_Trends-2010_04_01_RB_EBProgramsinAction.pdf.

For more background on evidence based programs, access

http://www.childtrends.org/Files/Child_Trends-2009_07_26_RB_OnlineEBP.pdf.

2010 Grant Resource

The U.S. Agency for International Development (USAID) is releasing their business forecast for 2010. According to their web site, the business forecast serves to:

- Actively inform stakeholders of Agency competitive opportunities, allowing potential partners to plan appropriately for proposal or application submissions for a contract, grant, or cooperative agreement;
- Attract new development partners, including small, minority, and disadvantaged business partners; and
- Showcase ongoing efforts in order to better inform the development community of the Agency's mission.

The report includes more details on program descriptions, points of contact, and whether small, minority, or disadvantaged business opportunities may be included (as known). Access the resource at http://www.usaid.gov/business/business_opportunities/forecast/forecast.html.

Grant Reviewers Needed

If you are interested in serving as a review panelist for grants submitted to the U.S. Department of Labor, you can submit your contact information and a resume highlighting your primary and secondary areas of expertise as indicated on their web site at http://www.doleta.gov/doc/grant_panelist.cfm to: eta.paneling@dol.gov. Additional questions can be referred to contact Kristopher Turner of the Employment and Training Administration's Division of Federal Assistance at 202.693.3605, or email: turner.kristopher@dol.gov.

Prescription or Over the Counter Drug Questions?

The U.S. Department of Health and Human Services, Substance Abuse and Mental Health Service Administration (SAMHSA) offers the opportunity for anyone with a question regarding prescription or over the counter drugs to post their question to H. Westley Clark, M.D., J.D., M.P.H., Director of SAMHSA's Center for Substance Abuse Treatment at <http://www.recoverymonth.gov/About-Recovery-Month/Contact-Us.aspx>.

Requirement to Improve Access to Federal Programs and Services for Persons with Limited English Proficiency

Executive Order 13166 directs each Federal agency to improve access to Federal programs and services for persons with limited English proficiency (LEP). The Government Accountability Office reports on the status of the response to the *Order* by Federal agencies including U.S. Departments of Education, Health and Human Services, and Labor. To view the report, *Language Access: Selected Agencies Can Improve Services to Limited English Proficient Persons*, go to <http://www.gao.gov/new.items/d1091.pdf>. To access *Executive Order 13166*, reference <http://www.justice.gov/crt/cor/eolep.pdf>.

Access the LEP website at <http://www.lep.gov>. The web site includes:

- Demographic data,
- Department of Justice brochures,
- *Executive Order 13166*,
- Federal agency LEP Guidance and Language Access Plans, and
- Interpretation and translation.

Faith-Based and Neighborhood Partnerships

Best Practices for Faith-Based Practitioners and Public Administrators

The Faith and Service Technical Education Network (FASTEN) offers informational resources and networking opportunities to individuals seeking to collaborate effectively to renew urban communities identifying best practices in faith-based services and multi-sector collaboration. It produces and disseminates educational materials for practitioners in the public and private sectors. Access their site at <http://www.urbanministry.org/about-fasten>.

Fostering Effective Grassroots Partnerships: Lessons from Faith-based and Community Initiatives

This resource highlights themes and recommendations from recent Mathematica studies of faith-based and community initiatives. The purpose of the document is to inform efforts that foster partnerships between government agencies and faith-based and secular community groups. The studies examined:

- Charitable Choice legislation (<http://www.hhs.gov/fbc/choice.html>);
- Implementation of the Faith-Based and Community Initiative (dated historical perspective <http://www.faithbasedcommunityinitiatives.org> and current faith-based and neighborhood partnerships <http://www.whitehouse.gov/administration/eop/ofbnp>); and
- The work of private social service providers.

Access this resource at http://www.mathematica-mpr.com/publications/pdfs/family_support/faith-based_initiatives_brief.pdf.

Non-Profits Prepare to Deliver More With Less

According to the results of a survey of nonprofits, the economic climate necessitates providing more services with less funding. This means different strategies are being used to be successful and efficient. The following strategies are being used (listed in order of highest to lowest frequency):

- Engaging more closely with their board through more reporting and increased communication,
- Collaborating with another organization to provide programs,
- Adding or expanding programs,
- Relying more on volunteers, and
- Expanding geographies served.

Access an overview of *Nonprofit Finance Fund Survey: America's Nonprofits Brace for Tough 2010* at

<http://www.nonprofitfinancefund.org/content.php?autoID=230>.

The full survey results are available at

<http://www.nonprofitfinancefund.org/docs/2010/2010SurveyResults.pdf>.

Resources for Faith-Based and Community Organizations

The National Crime and Prevention Council offers a variety of information that may be of value to faith-based and community organizations including:

- *Faith Community and Criminal Justice Collaboration: A Collection of Effective Programs* http://www.ncpc.org/resources/files/pdf/volunteering/faith%20community_complete.pdf

or <http://www.urbanministry.org/faith-community-and-criminal-justice-collaboration-collection-effective-programs>

- *How to Partner Effectively With Faith-Based Organizations*
<http://www.ncpc.org/training/powerpoint-trainings/how-to-partner-effectively-with-faith-based-organizations.ppt>
- *Partnerships Between the Faith-Based Community and Victim Service Providers*
<http://www.ncpc.org/programs/catalyst-newsletter/catalyst-newsletter-2008/volume-29-number-6/promotions/partnerships-between-the-faith-based-community-and-victim-service-providers/?searchterm=faith>

For a complete listing of related resources, access
<http://www.ncpc.org/search?SearchableText=faith>.

Resources for Nonprofits

The U.S. Small Business Administration (USSBA) has a variety of resources for nonprofits on their Center for Faith-Based and Neighborhood Partnership (FBNP) web site, including: *Automated Business Plan Template*, <http://web.sba.gov/busplantemplate/BizPlanStart.cfm>;

- *Business Planning Tools for Nonprofits*,
http://www.score.org/pdf/SCORE_NonProfBizTools.pdf;
- Free online business courses, <http://www.sba.gov/training/index.html>; and
- Mentoring, training, and other technical assistance,
<http://www.sba.gov/services/counseling/index.html>.
- Access the USSBA Center for FBNP at
<http://www.sba.gov/aboutsba/sbaprograms/faithbased/index.html>.

Welfare/TANF

TANF Yesterday, Today, and Tomorrow

A new study looks at where Temporary Assistance for Needy Families was in 1997, where it had evolved to by 2008, and what it needs to be given current economic conditions and the needs of current and potential recipients. Data on state caseload is included as well as the impact of the recession and the stimulus package.

The resource also looks at individual state policies on:

- Diversion programs,
- Job search as a condition of eligibility,
- Maximum benefit,
- Maximum income for initial eligibility,
- Months of assistance before first time limit, and
- Reduction in benefit for initial sanction.

Access *Next Steps for Temporary Assistance for Needy Families* at
http://www.urban.org/UploadedPDF/412047_next_steps_brief11.pdf.

Increasing Work Supports

Key lessons learned on increasing work supports such as child care subsidies, Food Stamps, Earned Income Tax Credit, and health insurance are outlined in the resource *Helping Low-Wage Workers Access Work Supports: Lessons for Practitioners*, accessible at <http://www.mdrc.org/publications/533/policybrief.pdf>.

The lessons learned are focused on addressing challenges.

- **Challenge:** Finding and Connecting to Low-Wage Workers
 - **Lessons Learned:** Place services in a physical location where low-wage workers frequent regularly.
 - **Lessons Learned:** Provide walk-in services with privacy and no or only minimal wait-time.
 - **Lessons Learned:** Consider the advantages of using community organizations to facilitate low-wage workers' access to benefits and services.
 - **Lessons Learned:** Consider offering a range of assistance.
 - **Lessons Learned:** Keep in mind that customers' readiness to consider work supports can change over time.
 - **Lessons Learned:** Market and communicate services effectively using different messages for different groups.
 - **Lessons Learned:** Use screening tools (e.g., simple questionnaires, usually computer-based) to demonstrate the potential payoff of applying for and receiving work supports.
 - **Lessons Learned:** Use employers to reach employees.

- **Challenge:** Helping Customers to Participate and Take Up Benefits
 - **Lessons Learned:** Simplify paperwork, reducing the number of times that people have to answer the same questions.
 - **Lessons Learned:** Simplify documentation requirements for applications.
 - **Lessons Learned:** Explore ways to maximize the flexibility public agencies have in regard to existing procedures and "requirements".
 - **Lessons Learned:** Limit the number of trips that customers need to make to the work supports' access program.
 - **Lessons Learned:** Limit the number of "hand-offs" of a work supports' customer from one staff member to another.
 - **Lessons Learned:** Find an effective way to stay in contact with customers from the beginning through to the "true" end of the application process.

- **Challenge:** Maintaining Work Supports Over Time
 - **Lessons Learned:** Stay in regular, consistent contact with low-wage workers after they have started to receive work supports.
 - **Lessons Learned:** Understand the timeframes and processes for recertification and the reasons customers may lose the supports.

- **Challenge:** Adopting a Customer Service Approach from Start to Finish
 - **Lessons Learned:** Invest in staffing so that customers can receive sufficient attention.
 - **Lessons Learned:** Rethink how to interact with customers, aiming especially for flexibility, easier interaction, and respectful treatment of customers.
 - **Lessons Learned:** Understand the methods by which good customer service programs can also be educational, leading customers to an improved appreciation of what might benefit their families.

- **Challenge:** Implementing Appropriate Management and Staffing Systems
 - **Lessons Learned:** Put in place computerized customer data and tracking systems that can help line staff manage caseloads.
 - **Lessons Learned:** Measure results, not just processes.
 - **Lessons Learned:** Train staff of community organizations to learn the basics of what work supports have to offer, how to apply for them, and the general eligibility rules.
 - **Lessons Learned:** Create work environments that welcome innovation and reward teamwork, problem-solving, and flexibility.

Essential elements of customer service in work support programs include:

- Treating people’s time with respect (e.g., scheduling convenient appointments; no waiting time; not canceling or rescheduling appointments at the last minute; if possible, offering evening and weekend hours);
- Reflective listening demonstrating program staff understand what customers are saying about their needs and preferences;
- Gentle probing to elicit unspoken concerns and boundaries;
- Respectful body language (e.g., handshakes, eye contact) and respectful conversational protocols, such as using customers’ names with “Mr.,” “Mrs.,” or other appropriate honorifics;
- Providing privacy for conversations;
- Hiring staff linguistically and culturally competent for the customer populations;
- Presenting options that fit the customers’ stated preferences;
- Requesting permission for follow-up steps;
- Requesting permission to share customer data with other programs/agencies;
- Giving staff contact information to customers for follow-up questions or additional information; and
- Asking whether the customer has any concerns or questions.

Open Government at U.S. Department of Health and Human Services

In response to a call for greater transparency of and involvement in government, the U.S. Department of Health and Human Services has developed a new website: “...we are committing to take Open Government to a whole new level at HHS. We believe that greater transparency of our data and operations, expansion of opportunities for citizens to participate in government, and improved collaboration across government and with the world outside government are essential to our ability to deliver optimally on our mission of advancing the health and well-being of the American people.”

The web site can be accessed at <http://www.hhs.gov/open>. The plan developed from the input of a variety of stakeholders can be accessed at <http://www.hhs.gov/open/plan/opengovernmentplan/index.html> and includes the following topics among others:

- Health and Human Services Flagship Initiatives;
- Leadership, governance, and culture change;
- Participation and collaboration; and
- Transparency.

Vouchers: Lessons Learned

The U.S. Department of Health and Human Services examined how to maximize customer choice and expand delivery networks to include a more comprehensive continuum of providers,

including smaller faith-based and community organizations (FBCOs). There are five key findings that may help define the future use of voucher and/or customer choice strategies in delivering social services.

- Vouchers are used to subsidize the consumer-demand services of child care and training for Temporary Assistance for Needy Families (TANF) recipients, but TANF program administrators have not considered using them for other services.
- Some TANF agencies already employ methods for promoting customer choice and service quality and perceive little value-added in taking the next step to vouchers.
- The potential for a greater degree of financial instability for providers that vouchers introduce presents challenges to their expanded use in the TANF program.
- The use of vouchers alone does not maximize customer choice; program policies and procedures also influence the level of choice.
- Administrators do not seem to consider vouchers as a specific means of expanding the role of FBCOs in the service delivery network.

The report addresses four topics.

■ **Why use vouchers?**

- Vouchers maximize choice by allowing eligible recipients to select their preferred service providers.
- Vouchers are an efficient payment mechanism. Their use does not preclude other payment mechanisms that may be better suited to achieve some goals.
- Vouchers can provide opportunities for programs to expand and diversify their provider base.

■ **What services can be provided through vouchers?**

- While vouchers could be used to fund many kinds, possibly through “bundling” of services, they have been used primarily to fund discrete, specialized services such as child care and training.
- Vouchers appear to be best suited to consumer-demand services where the eligible client/customer is responsible for making the connection to services.
- Mandatory services with stringent participation and reporting requirements, such as those required by TANF, may not best be provided through vouchers.

■ **What policy and service environments support voucher use?**

- Policy environments that require or support client/customer choice have promoted extensive use of vouchers.
- The use and potential benefit of vouchers in one service area provides a foundation for adopting vouchers in others.
- Contracting mechanisms that support multiple providers weaken the case for using vouchers to promote client/customer choice.
- Voucher programs require a service delivery structure of sufficient capacity (e.g., size, diversity) to make client/customer choices among providers meaningful.
- Vouchers work best when providers can serve a variety of clients/customers and access multiple funding sources.

■ **Promoting Provider Participation**

- Voucher amounts substantially below market rate may discourage some providers from accepting vouchers.

- Relaxing licensing standards or credentialing requirements can promote provider participation, but may compromise quality of service.
- Vouchers have the potential to attract providers by decreasing administrative burdens.
- The financial risk of vouchers may still be too high for some providers.

Access the resource *Lessons Learned: Expanding Provider Participation through Voucher Funding*

at http://www.hhs.gov/fbc/expanding_participation_through_vouchers.pdf. To access the complete report, reference <http://aspe.hhs.gov/hsp/07/vouchers/experiences/index.htm>.

Workforce Development

Department of Labor Information Accessible

A variety of information from the U.S. Department of Labor, Employment and Training Administration is easily accessible on their revised web site.

- Advisories such as Employment Service Program Letters, Training and Employment Guidance Letters, Training and Employment Information Notices, and Training and Employment Notices are available at <http://wdr.doleta.gov/directives>.
- Employment and Training Handbooks are available at <http://wdr.doleta.gov/directives>.
- Legislative information can be accessed at http://www.doleta.gov/reports/dpld_legislative.cfm.
- Policy directives can be accessed at http://www.doleta.gov/reports/dpld_policy.cfm.
- Regulatory activities can be referenced at http://www.doleta.gov/reports/dpld_regulatory.cfm.

Evaluating the Effects of Stimulus Funding for Youth: Success

According to an evaluation sponsored by the U.S. Department of Labor, the following were key findings of summer youth programs funded through Federal stimulus funds:

- Approximately one-third of sites emphasized work, offering few other services;
- Half of sites offered occupational skills training;
- Health care, public services, parks and recreation, and education and child care were the most commonly reported industries for summer jobs;
- More than three-quarters of sites experienced at least some payroll problems; and
- Youth could work an average of 200 potential hours over seven weeks at \$7.75 per hour.

This resource:

- Describes the national context for implementation,
- Provides an in-depth description of the experience of selected local areas, and
- Presents lessons on implementation practices that may inform future summer youth employment efforts.

Access the report *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%20America%27s%20Youth%20%2D%20Lessons%20from%20the%202009%20Recovery%20Act%20Summer%20Youth%20Employment%20Initiative%2Epdf.

Grant Making Web-Based Toolkit

The U.S. Department of Labor has made a web-based toolkit available for those seeking grants from their agency. *Grant Applications 101: A Plain English Guide to ETA Competitive Grants* includes:

- Understanding grant-making specific to the Employment and Training Administration,
- Current grant opportunities,
- Understanding solicitations for grant applications,
- Understanding how applications are evaluated,
- Outline and plan for development, and
- Developing your own application.

Additional resources include:

- A grant application guide,
- Annotated solicitation for grant applications, and
- Other resources.

Access the site at http://www.workforce3one.org/page/grants_toolkit. The title of the site is *Applying for ETA Competitive Grants: A Web-Based Toolkit for Prospective Applicants*.

You can have Federal grants from a variety of Federal agencies emailed to you as soon as they become available. The One Source tracks grants related to adult education, faith-based and neighborhood partnerships, welfare, and workforce development. Grants can also be accessed through a database at www.nyswtwrn.com. If you, associates, or partners are not receiving grant notices via email, please contact the One Source at 315.265.4099 or info@nyswtwrn.com.

Internship Programs Under the Fair Labor Standards Act

For a current release of information on internship programs from the U.S. Department of Labor, reference <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>. Also at the site you will find information on:

- Compliance assistance,
- Related information within the American Recovery and Reinvestment Act of 2009, and
- State labor laws.

Successful Job Placement with 10% Unemployment

The three “Rs” of successful job placement continue to be:

- Relationships,
- Relationships, and
- Relationships.

With a flooded job market, “It comes down to fishing in the right pond,” according to Mike Rickheim, vice president of global talent acquisition. You can create the “right pond” by:

- Being transparent about:
 - The reality of the job seeker’s skills and how they fit the job;
 - Why the job seeker is not currently working; and
- Why you are trying to place this person in this job, in this business;
- Distinguishing this job seeker from potentially hundreds of other applicants (e.g., level of motivation, self-discipline, support systems);
- Providing the recruiter or business a good return on their investment by making a good referral (e.g., complies with all clearances and testing requirements, skill and personality

match) and keeping them abreast of your efforts to ensure job seekers demonstrate the skills necessary to be successful; and

- Reducing the stigma of being unemployed (e.g., how the job applicant has been filing his time volunteering, training for a new job, working part-time).

For more information, access:

- *Low Cost, High Touch – Quality Recruitment in Any Environment*,
- <http://www.recruitingtrends.com/low-cost-high-touch-%E2%80%93-quality-recruiting-in-every-environment>;
- *Recession Reshapes Relationships with Hiring Managers*,
<http://www.workforce.com/archive/feature/27/11/21/index.php>; and
- *Recruiting Strategies and Sourcing Trends for 2010*,
<http://www.inlandpress.org/content/current/pdf/verticalskey.pdf>.

See the related article *Increasing Work Supports* in the section titled Welfare and TANF.

See the related article *Promising Practices for Regional Educational and Workforce Training* in the section titled Adult Education.

Calendar of Events

Updates are continually being added to the 2010 Calendar,
to access new information please visit the
[One Source Calendar](#).

