



The One Source

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Adult Education

Resources for Adult Education/Workforce Programs

A variety of resources on adult education for work programs have been posted to the Jobs for the Future web site at www.jff.org/publications during the months of September and October 2009.

The publications include:

- Adult education trends, Promising practices, and Opportunities.

Titles include:

- Guide to Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce; Background and Supporting Evidence for Adult Education for Work; Employer Guide to Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce; The Jobs to Career Sustainability Planning Tool; The Jobs to Career Work-Based Learning Self Assessment Tool; The Jobs to Career Work-Based Learning Worksheet, and Working for Health: The Newsletter for Jobs to Careers: Promoting Work-Based Learning for Quality Care.

Financing and Sustaining Programs and Services for Youth

A Guide to Effective Investments in Positive Youth Development: Implications of Research for Financing and Sustaining Programs and Services for Youth finds that an effective program needs to:

- Provide a safe and nurturing environment,
- Provide opportunities that help youth develop self-confidence and self-worth,
- Provide opportunities for youth to build critical-thinking skills and build relationships with family and other adults, and
- Provide an approach that aligns the desired outcomes for youth with programs that take advantage of what research identifies as successful.

Access this resource at www.financeproject.org/publications/PositiveYouthDev.pdf.

Helping Students Navigate the Path to College

This recent report, *Helping Students Navigate the Path to College: What High Schools Can Do*, by the U.S. Department of Education provides the following recommendations for helping students navigate the path to college:

- Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade,
- Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified,
- Surround students with adults and peers who build and support their college-going aspirations,
- Engage and assist students in completing critical steps for college entry, and
- Increase families' financial awareness and help students apply for financial aid.

The resource includes a checklist for carrying out the recommendations, which includes:

- Providing mentoring for students by recent high school graduates who enrolled in college or other college-educated adults,
- Facilitate student relationships with peers who plan to attend college through a structured program of extracurricular activities, and
- Providing hands-on opportunities for students to explore different careers, and assist them in aligning postsecondary plans with their career aspirations.

Access the resource at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf.

Resources on College and Work Readiness

Child Trends conducts research associated with youth on topics such as workplace and college readiness, out-of-school youth, fatherhood, parenting, and education, for example. To access their web site, go to www.childtrends.org/index.cfm. They also have a data bank to provide relevant data for program planning, grant development, and awareness at www.childtrendsdatabank.org. For specific resources related to workplace and college readiness access www.childtrends.org/_portalcat.cfm?LID=950A005C-DBB6-4423-98AA90493B1FF830.

Using Student Achievement Data to Support Instructional Decision Making

This recent report by the U.S. Department of Education provides the following recommendations for using student achievement data to support instructional decision-making:

- Develop and maintain a system wide or district wide data system,
- Establish a clear vision for agency wide or school wide data use,
- Make data part of an ongoing cycle of instructional improvement,
- Provide supports that foster a data-driven culture within the agency or school, and
- Teach students to examine their own data and set learning goals.

The resource includes a checklist for carrying out the recommendations, which includes:

- Dedicating structured time for staff collaboration,
- Designating a school-based facilitator who meets with teacher teams to discuss data, and
- Providing targeted professional development regularly.

Access the resource with transferable best practices for adult education at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

Youth Transitioning to Adulthood

Research sponsored by the U.S. Department of Health and Human Services, available at <http://aspe.hhs.gov/hsp/09/vulnerableyouth/index.shtml>, finds:

- “Youth follow one of four patterns in connecting to the labor market and school between the ages of 18 and 24: consistently-connected, later-connected, initially-connected, or never-connected. The study also describes the factors associated with membership in each group, such as participation in adolescent risk behaviors.”
- “Analyses suggest that second generation Latinos make a fairly smooth transition to young adulthood and, after controlling for other factors, make a better transition than white, black, and third generation Latino youth. At the same time, they are less likely to engage in post-secondary schooling than whites in young adulthood, which may contribute to a potential gap in future earnings.”
- “For three groups of potentially vulnerable youth (youth from low-income families, youth from distressed neighborhoods, and youth with poor mental health) findings suggest vulnerable youth have relatively high levels of participation in risky behaviors as adolescents and relatively lower earnings and connectedness to the labor market and school in early adulthood. The study also considers differences in behaviors and outcomes between young men and young women as they transition to adulthood, and findings suggest that differences between young men and young women are related to the fact that some women are caring for children.”

Applicable to Multiple Audiences

Data on Crime and Drugs

Access the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics for data on drug-related crimes, law enforcement, courts, and corrections from Bureau of Justice Statistics (BJS) and non-BJS sources at www.ojp.usdoj.gov/bjs/DCF/contents.htm. “The data provide policymakers, criminal justice practitioners, researchers, and the general public with online access to understandable information on various drug law violations and drug-related law enforcement.”

New York State Family Resources

Resources on the New York State Family Resource’s web site at www.nysfamilyresources.org/index.cfm includes information for:

- Children and Youth,
- Parents, and
- Professionals.

Topics of resources include:

- Families in crisis,
- Family empowerment,
- Family literacy and lifelong learning,
- Life transitions, and
- Violence prevention.

The site also includes:

- A glossary,
- A prevention and parent helpline (1-800-342-7472), and
- Recommended books, websites, and/or magazines.

State Earned Income Tax Credits: What States Are Doing

Most state Earned Income Tax Credits are refundable, meaning that if the size of a family's credit exceeds the amount of state income tax owed, the family receives the difference in the form of a refund check to supplement the family's income. For information on why different states are using the state Earned Income Tax credits to reduce the burden that state taxes can place on low- and moderate-income working families, access *Policy Basics, State Earned Income Tax Credits* from the Center on Budget and Policy Priorities at www.cbpp.org/files/policybasics-seitc.pdf.

Tools for Developing Community Initiatives

The Coordinating Council on Juvenile Justice and Delinquency Prevention is pleased to announce the launch of [ccitoolsforfeds](http://ccitoolsforfeds.org), a Website for Federal staff who works with Comprehensive Community Initiatives (CCIs), also known as Community Change Initiatives: The site may be of value to anyone working on community initiatives. Issues addressed through the resources on the site include:

- Abuse and neglect;
- Delinquency and violence;
- Mental and physical health;
- Readiness for school, and high school graduation rates;
- Suicide, substance abuse, underage drinking, and other self-destructive behaviors; and
- The disproportionate representation of minority and lower socioeconomic-status youth in foster care and the justice system.

The site also includes:

- An opportunity to ask a colleague a question at <http://ccitoolsforfeds.org/email1.asp>;
- Glossary at http://ccitoolsforfeds.org/getting_glossary.asp;
- Logic models at www.ojjdp.ncjrs.gov/grantees/pm/logic_models.html and <http://ccitoolsforfeds.org/doc/wkkellogg%20Logic%20Model%20Development%20Guide.pdf>; and
- *The Community Builder's Approach to Theory of Change* at <http://ccitoolsforfeds.org/doc/commbuildersapproach.pdf>.

Transportation Toolkit Available

You can find the *Transportation Toolkit for the Business Community* at <http://web1.ctaa.org/webmodules/webarticles//anviewer.asp?a=1442&z=5> or you request the toolkit be sent to you on a thumb drive by emailing jeskey@ctaa.org. The Community Transportation Association is providing information businesses need for assisting their employees in securing a timely, cost-efficient commute that supports productivity and job satisfaction. You will find flyers, fact sheets, and examples of what employers are doing nationwide to close the transportation divide between home and work.

Faith-Based and Neighborhood Partnerships

H1N1 Information for Faith-Based, Community Organizations, and All Nonprofits

Information on H1N1 specific to faith-based and community organizations and nonprofits can be accessed at:

- Faith-Based & Community Organizations Pandemic Influenza Preparedness Checklist, at www.flu.gov/professional/pdf/faithbasedcommunitychecklist.pdf,
- Council for Nonprofits at www.councilofnonprofits.org/flu.2009.toolkit and
- Flu.gov at, <http://flu.gov>.

*Note: The following information includes information on the Centers for Faith-Based and Neighborhood Partnerships. The Center at the U.S. Department of Health and Human Services was featured in the **July News Source**. The Centers for Faith-Based and Neighborhood Partnerships use to be called the Centers for Faith-Based and Community Initiatives.*

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

The U.S. Department of Agriculture, Center for Faith-Based and Neighborhood Partnerships offers the following resources on their web site at www.rurdev.usda.gov/rd/fbnp/index.html:

- [Additional Resources](#);
- [Equal Opportunity for Religious Organizations, USDA Final Rule](#);
- [Events](#);
- [Frequently Asked Questions](#);
- [Programs](#); and
- [Toolkit](#).

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

The mission of the U.S. Department of Commerce, Center for Faith-Based and Neighborhood Partnerships is, “The Center aims to provide information and training to faith-based and community organizations (FBCOs), but does not make funding decisions. Those decisions are made through procedures established by each Department grant program, typically involving a competitive process. No grant money is set aside for faith-based organizations. FBCOs compete on an equal basis with all other applicants for Department funds.”

The site includes links to:

- [2010 Census Partners](#);
- [Frequently Asked Questions](#);
- [Resources](#);
- [Subscribe/Unsubscribe to CFBCI ListServ](#); and
- [United We Serve](#).

Access the Center at www.commerce.gov/OS/CFBCI/index.htm.

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

According to the web site of the U.S. Department of Education, Center for Faith-Based and Neighborhood Partnerships, “The President’s words encapsulate the goal of the Center for Faith-Based and Community Initiatives which is to “...simply...work on behalf of those organizations that want to work on behalf of our communities...” and empower those groups to initiate change and increase community expectation, clear barriers to participation and support Education’s mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.”

This web site provides:

- Announcements about upcoming conferences and workshops,
- Background about the Faith-Based and Neighborhood Partnerships executive order,
- Communication with our staff through new media,
- Grant writing tips and partnership ideas, and
- Information about grants from the U.S. Department of Education.

Access the Center at www.ed.gov/about/inits/list/fbci/index.html.

U.S. Department of Housing and Urban Development, Center for Faith-Based and Neighborhood Partnerships

The mission of the U.S. Department of Housing and Urban Development (HUD), Center for Faith-Based and Neighborhood Partnerships is: “The Center for Faith-Based and Neighborhood Partnerships serves as a resource center for secular and faith-based non-profit organizations seeking to partner with HUD to address the housing and community development needs of the neighborhoods in which they operate. The Center builds partnerships and serves as a liaison between the grassroots and federal government, ensuring that groups have the latest information about HUD opportunities and programs as well as other federal resources available to their communities. The Center also convenes outside partners, practitioners, and organizations from the non-profit and faith communities along with policy makers and government officials to more effectively identify and meet the needs of some of the nation’s most vulnerable citizens.”

The web site links to the following:

- [Apply for a Grant](#),
- [Avoid Foreclosure](#),
- [File a Fair Housing Discrimination Complaint](#),
- [Find Rental Assistance](#),
- [Get Involved in My Community](#),
- [Receive Technical Assistance for My Non-profit Organization](#), and
- [Talk to a Housing Counselor](#).

The following resources are available:

- [Disaster Assistance](#),
- [Homeownership Assistance](#),
- [Multifamily Housing Hub](#),
- [Native American Programs](#), and
- [Subsidized Apartment Search](#).

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

U.S. Small Business Administration, Center for Faith-Based and Neighborhood Partnerships

The mission of the U.S. Small Business Administration (SBA), Center for Faith-Based and Neighborhood Partnerships is: “SBA’s Center for Faith-based and Neighborhood Partnerships supports President Obama’s executive order – to strengthen the ability of faith-based and other neighborhood organizations to deliver services effectively in partnership with Federal, State and local governments and other private organizations.”

Resources include:

- [Automated Business Plan Template](#),
- [Business Planning Tools for Non-profits](#),
- [FREE Online Business Courses](#),
- [Mentoring, Training and Other Technical Assistance](#),
- [Planning for 2009 H1N1 Influenza: A Preparedness Guide for Small Business](#),
- [SBA’s Contracting Assistance Programs](#),
- [SBA’s Disaster Assistance Programs](#), and
- [SBA’s Loan Programs](#).

Access the Center at www.sba.gov/aboutsba/sbaprograms/faithbased/index.html.

Welfare/TANF

Food Insecurity

Research sponsored by the U.S. Department of Agriculture demonstrates that approximately 85 percent of households with food-insecure children had a working adult, including 70 percent with a full-time worker. Around 16 percent of households with children were food insecure sometime during the year: This includes 8.3 percent in which children were food insecure and 0.8 percent in which one or more children experienced very low food security. Federal food and nutrition assistance programs provided benefits to four out of five low-income, food-insecure households with children. Access the report, *Food Insecurity in Households with Children: Prevalence, Severity, and Household Characteristics, September 2009* at www.ers.usda.gov/Publications/EIB56/#2009-9-21.

For more information on global food insecurity access:

- www.state.gov/s/globalfoodsecurity,
- www.usaid.gov/press/factsheets/2009/fs091019_2.html, and
- www.state.gov/s/globalfoodsecurity/129952.htm.

Recovery Act Implementation at USHHS

Find out how the U.S. Department of Health and Human Services is implementing the Recovery Act funds at www.hhs.gov/recovery. This site also includes, among other resources:

- Assistance with Recovery Act Reporting,
- Identification of Funding by Location,
- Identification Of Where Your Money Is Going,
- Recent Recovery Program Announcements, and
- Where To Go for Assistance.

Temporary Assistance for Needy Families (TANF) Emergency Fund Transitional Jobs Implementation Toolkit

The National Transitional Jobs Network has developed the *TANF Emergency Fund Transitional Jobs Implementation Toolkit*. The kit provides states with information on the American Recovery and Reinvestment Act that is targeted to TANF participants. The toolkit includes strategies states can use to develop transitional jobs programs using the TANF Emergency Fund. The TANF Emergency Fund Transitional Jobs Implementation Toolkit includes:

- Applicant Scoring Guide,
- Performance Payment Schedule,
- Transitional Jobs Budget Projection Worksheet,
- Transitional Jobs Program Scope of Work,
- Transitional Jobs Quality Assessment Tool, and
- Transitional Jobs Request for Proposal (RFP) Example.

Access the toolkit at

www.transitionaljobs.net/Policy/American_%20Recovery_Reinvestment_Act.htm.

Workforce Development

Almost Fifty Percent of Low-Income Seniors Looking for Work

According to research conducted by Experience Works, of the 2,000 low-income unemployed workers age 55 and older who responded to their survey, 46 percent need to find jobs so they do not lose their homes or apartments, and approximately 49 percent have been looking for work for more than a year. The circumstances that demand their return to work include:

- Being laid-off from jobs they could not afford to leave,
- Death of a spouse, and
- Medical bills they cannot pay with existing resources.

The report *Overlooked and Underserved: The Crisis Facing America's Older Workers* can be accessed at www.experienceworks.org/site/DocServer/EW-ExecSummary_09-Final.pdf?docID=10381.

Promising Practices for Transitioning Ex-Prisoners to Jobs

The Center for Employment Opportunities (CEO) is one of the nation's largest employment programs for former prisoners, whose goal is to transition ex-prisoners to jobs after returning to New York City from being released from prison. They serve approximately 2,000 parolees a year. Components of their success include:

- Four-day pre-employment class focusing on job readiness skills;

- Job placement;
- Paid employment (averaging between \$5.15 and \$6.00 per hour working in crews, performing maintenance and repair work for the City and State agencies);
- Daily pay check;
- Referral by a parole officer;
- Spending one day a week with CEO staff participating in things such as a fatherhood program, job coaching, and job development;
- Supervised employment by CEO work site supervisors; and
- Temporary employment that is immediate upon release for four days a week.

Results from an evaluation demonstrate:

- More than 70 percent of the program group worked in a transitional job; the average length of that employment was about eight weeks;
- There was a large but short-lived increase in employment; the increase was driven by transitional jobs;
- There was a reduction in recidivism during both the first and the second year of the study period. The program group was significantly less likely than the control group to be convicted of a crime, to be admitted to prison for a new conviction, or to be incarcerated for any reason in prison or jail during the first two years of the study period. In Year One, CEO reduced recidivism only for those who came to the program within three months after their release from prison; in Year Two, however, the program reduced recidivism both for recently released study participants and for those who were not recently released at study entry;
- The cost of all employment and training services was \$3,200 more per program group member than the cost of services for the average control group member.

Access the report, *Transitional Jobs for Ex-Prisoners Implementation, Two-Year Impacts, and Costs of the Center for Employment Opportunities (CEO) Prisoner Reentry Program* at www.mdrc.org/publications/529/full.pdf.

Proven Strategy to Reduce Recidivism

The Vermont Workforce Development System was given a demonstration/research grant with the goal for correctional administrators in Vermont to reduce recidivism by 25 percent for offenders with poor work histories and moderate to high risk of reoffending by using a strengths-based approach to teach fundamental life skills throughout education, work, and living units. This approach builds on participants' understanding and use of the "Habits of Mind", which are 16 aspects of behavioral intelligence, or life skills, that foster effective problem solving. The results include the following:

- Ninety-one percent of the men in the experimental group obtained employment within 30 days of release, versus 64 percent of the control group (see exhibit 2).
- Using 6 months in the labor force as the measure of employment retention, the analysis found that 95 percent of the men who obtained employment retained it, versus 64 percent for the control group. Sixty-eight percent of the women in the experimental group obtained employment within 30 days of release, versus 30 percent of the control group; job retention for the female participants was 92 percent, versus 75 percent for the control group.
- Ninety-three percent of the male participants showed an increase in the acquisition of the Habits of Mind, whereas only 73 percent of the comparison group showed such an increase.
- Staff provided the following responses related to improved culture:
 - Fifty percent reported greater job satisfaction.
 - Forty-six percent reported being more effective at their jobs.

- Forty-two percent reported having a more positive attitude toward their jobs.
- Seventy-one percent reported a greater ability to communicate with inmates.
- Thirty-three percent reported a greater ability to communicate with other staff.
- Thirty-three percent reported a greater ability to communicate with administration officials.

Habits of the Mind:

- Build a sense of empowerment through the application of new skills;
- Enhance, by offender choice, a reconnection to society;
- Improve collaboration both in the facility and in the community;
- Improve employability;
- Improve job retention, and
- Support successful community reintegration.

For more information on Habits of the Mind, or to access the curriculum, go to www.chsvt.org/wdp.html. Access the resource, *Creating a Workforce Development Culture To Reduce Reincarceration* at <http://nicic.gov/Downloads/PDF/Library/023065.pdf>.

Redesigned Registered Apprenticeship Web Site

The redesigned web site by the U.S. Department of Labor includes:

- A [live chat feature](#) that allows members to discuss ideas, challenges, and solutions with their colleagues and with experts across the country, anytime, on-demand;
- A wide array of fresh content, including [videos](#), [tutorials](#), [marketing and outreach materials](#), and [promising practices](#);
- A Really Simple Syndication ([RSS](#)) feed to provide members with immediate news and image gallery updates;
- [E-lert capability](#) to provide members with daily updates about new CoP content;
- Enhanced industry-specific tools and resources in sectors such as [aerospace](#), [geospatial technology](#), and [healthcare](#);
- New resources related to “hot topics” such as [green jobs and Recovery Act activities](#);
- [Reorganized menus and quick searches](#) to help members find more targeted resources, faster, and in a multitude of ways; and
- Targeted community space for stakeholder groups such as [apprentices and program sponsors](#).

Access the site at <http://21stcenturyapprenticeship.workforce3one.org>.

Strategies for Replication

Growing What Works, Lessons Learned from Pennsylvania’s Nurse-Family Partnership Initiative provides moveable concepts that can be used to replicate evidence-based promising practices beyond those related to health care. Public Private Ventures, the authors note that a high degree of deliberate support is necessary for replication, including:

- Biannual site visits,
- Building a community of practice,
- Evidence the model is in tact,
- Monthly consultation calls, and
- Structured horizontal and vertical meetings.

Access the report at www.ppv.org/ppv/publications/assets/299_publication.pdf.

USDOL and the Implementation of the American Recovery and Reinvestment Act

Access the *National Workforce System Readiness Level and Technical Assistance Needs for Implementation of the American Recovery and Reinvestment Act* at www.doleta.gov/pdf/National_Readiness_Report.pdf. For additional, relevant information, access ETA Recovery at www.doleta.gov.

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.

The One Source Team