



# The One Source

## News Source

Welfare-to-Work and  
Workforce Development  
Resource Network

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## Adult Education

### Intergenerational Learning Resource for Dads

For a copy of *Dad's Playbook: Coaching Kids to Read*, access [www.nifl.gov/publications/pdf/Dads\\_Playbook.pdf](http://www.nifl.gov/publications/pdf/Dads_Playbook.pdf).

This resource provides:

- Information about the importance of teaching children to read,
- Strategies for how fathers can use simple skills to help their children be even better readers, and
- Stories about how fathers are helping their children learn to read.

### New College and Career Readiness Standards

The National Governors Association and the Council of Chief State School Officers have developed common core standards in English language arts and mathematics. Forty-eight states and three territories are part of the initiative. The standards define the knowledge and skills students should be able to demonstrate to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards focus on:

- Fewer, clearer, and higher standards;
- Evidence that supports the necessity for and content of each standard;
- International benchmarks;
- Inclusion of all learners;
- High quality assessments;
- Standards and curriculum; and
- 21<sup>st</sup> Century skills.

There is the opportunity to provide comments on the standards before they are finalized. For more information, access [www.corestandards.org](http://www.corestandards.org).

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## Reducing School Drop-Out Rates

According to a study by the Annie E. Casey Foundation: "Dropout prevention strategies need to address both school-level and community-level issues. Effective efforts will reflect not only risk factors, but also the factors that foster resiliency and help students stay on track despite difficulties." Based on their research, they make five recommendations to reduce school drop-out rates:

- Adopt a long-term approach that begins with strengthening school readiness;
- Enhance the holding power of schools, with an intensive focus on ninth grade;
- Focus on forces outside of school that contribute to dropping out;
- Address the needs of those groups at highest risk of dropping out; and
- Build on the skills and understanding of the adults who affect teens' motivation and ability to stay in school.

*Kids Count Indicator Brief Reducing the High School Dropout Rate* is accessible at [www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/K/KIDSCOUNTIndicatorBriefReducingtheHighSchoolD/HighSchoolDropouts.pdf](http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/K/KIDSCOUNTIndicatorBriefReducingtheHighSchoolD/HighSchoolDropouts.pdf).

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## Applicable to Multiple Audiences

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### FederalReporting.gov

The Office of Management and Budget has created FederalReporting.gov as the central government-wide data collection system for Federal Agencies and Recipients of Federal awards under Section 1512 of the Recovery Act. This site is intended for use by Federal Agencies and Prime Recipients and Sub Recipients who receive funding under the Act. Through the web site users can:

- Register for the site and manage their account(s),
- Submit reports,
- View and comment on reports (if the user represents a Federal Agency or Prime Recipient), and
- Update or correct reports when appropriate.

This is not the site where the general public can view reporting data. The general public that wishes to access information on how the funding of the Act is being used can access this information at [www.Recovery.gov](http://www.Recovery.gov) beginning October 11, 2009.

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### Information on Substance Abuse and Mental Illness

- State Estimates of Substance Use and Mental Health from the 2006-2007 National Surveys on Drug Use and Health are accessible at [www.oas.samhsa.gov/2k7State/toc.cfm](http://www.oas.samhsa.gov/2k7State/toc.cfm).
- State Reports on Alcohol, Tobacco, and Illegal Drug Use are accessible at <http://oas.samhsa.gov/statesList.cfm>.
- The Substance Abuse and Mental Health Services Administration Substance Abuse Treatment Facility Locator is accessible at <http://dasis3.samhsa.gov>.

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### Legal Implications for Using Assessments for Hiring and Promotions

When screening job applicants and using assessment instruments for determining promotions, it is necessary for the instruments not to be bias or lead to discrimination regarding race, color, national origin, sex, and religion (Title VII of the Civil Rights Act of 1964). Professionals administering any type of assessment instrument need to be familiar with previous test results and implications with regard to discrimination. For more information access:

- *Employee Testing After Ricci: What to Do Now* at [www.workforce.com/section/03/feature/26/64/87](http://www.workforce.com/section/03/feature/26/64/87),
- *Ricci v. DeStefano* at [www.supremecourtus.gov/opinions/08pdf/07-1428.pdf](http://www.supremecourtus.gov/opinions/08pdf/07-1428.pdf), and

- The Uniform Guidelines on Employee Selection Procedures at [www.dol.gov/dol/allcfr/Title\\_41/Part\\_60-3/toc.htm](http://www.dol.gov/dol/allcfr/Title_41/Part_60-3/toc.htm).

Workforce development professionals who use assessment instruments to determine one's potential for success in a particular job or career will want to determine if the instrument or results can lead to discrimination.

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### **New Databases Available On...**

The Social Work Leadership Network has three new databases available at <http://socialworkleadership.org/nsw/cap/topics.php?item=care#care>:

- Social Work Intervention Effectiveness,
- Outcomes of Care Coordination for Older Adults, and
- Workforce Development for Social Work Practice with Older Adults.

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### **New Income and Poverty Data**

The U.S. Census Bureau has just released *Income, Poverty, and Health Insurance Coverage in the United States: 2008*. Highlights from the resource include:

- The real median household income in the United States fell 3.6 percent between 2007 and 2008, from \$52,163 to \$50,303.
- The nation's official poverty rate in 2008 was 13.2 percent of the population, up from 12.5 percent in 2007.
- There were 39.8 million people in poverty in 2008, up from 37.3 million in 2007.
- The number of people without health insurance coverage rose from 45.7 million in 2007 to 46.3 million in 2008, while the percentage remained unchanged at 15.4 percent.

This information may be valuable for program planning and grant writing as it is the most current information available. For more information, access [www.census.gov/Press-Release/www/releases/archives/income\\_wealth/014227.html](http://www.census.gov/Press-Release/www/releases/archives/income_wealth/014227.html).

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### **Promoting Work for People With Disabilities**

The employment rate of people with disabilities remains low. According to research conducted by the U.S. Department of Education: "...few of the initiatives reviewed were able to rigorously demonstrate positive impacts on employment, and many of the initiatives were not sustained after the special funding for them ceased. On the other hand, it does appear that system change is occurring. Greater attention is being paid to the incentives and issues surrounding employment for people with disabilities, including how the currently fragmented system of programs and supports can both hinder and help individuals, and how services from multiple sources might be coordinated to achieve better outcomes":

- The Social Security Administration has demonstrated a stronger focus on employment in its disability programs than it has in the past.
- Centers for Medicare and Medicaid Services have actively promoted employment through support for Medicaid Buy In programs and Medicaid Infrastructure Grant activities.
- Some Medicaid programs have taken the opportunity to expand coverage to workers with disabilities.
- Some One-Stops have increased access to services for those with disabilities, and there are signs of increased cooperation between these programs and state vocational rehabilitation agencies.

The resource quotes from a Government Accountability Office report that identifies a lack of coordination or centralized mechanism for developing a strategy for Federal programs to serve people with disabilities where programs and policies are aligned. The research focused on practices relevant to the following pieces of legislation:

- American with Disabilities Act of 1990,
- Balanced Budget Act of 1997,

- Ticket to Work and Work Incentives Improvement Act of 1999, and
- Workforce Investment Act of 1998.

Access the resource at

<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?filename=0&article=1262&context=edicollect&type=additional>.

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## Psychological First Aid

The National Child Traumatic Stress Network is offering access to their resource *Psychological First Aid* at [www.nctsn.org/nctsn\\_assets/pdfs/pfa/2/PsyFirstAid.pdf](http://www.nctsn.org/nctsn_assets/pdfs/pfa/2/PsyFirstAid.pdf). It includes evidence-based approaches to help children, adolescents, adults, and families with the aftermath of disaster or terrorism. The resource is also offers principles and techniques for first responders and other disaster relief efforts.

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## Suicide Prevention Available for Veterans

The U.S. Veterans Administration (VA) has created a chat service for veterans who prefer reaching out for assistance using the Internet. "Veterans Chat" allows veterans the opportunity to speak anonymously with a counselor. If the veteran is thought to be suicidal, the counselor will refer them to the VA Suicide Prevention Hotline. Veterans, family members, or friends can access Veterans Chat at [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org). The hotline number is 1.800.273.TALK.

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## The National Resource Center on Children and Families of the Incarcerated

The Family and Connections Network, through funding from the Annie E. Casey Foundation, has created a new web site to assist children and families of the incarcerated at <http://fcnetwork.org>. Their purpose is to:

- Disseminate accurate and relevant information;
- Guide the development of family strengthening policy and practice;
- Train, prepare, and inspire those working in the field; and
- Include families in defining the issues and designing solutions.

The site includes:

- Directory of programs,
- Library,
- Fact sheets, and
- Relevant and current information.

Other websites with related and free information on the topic include:

- [www.dshs.wa.gov/incarcerated](http://www.dshs.wa.gov/incarcerated),
- [www.f2f.ca.gov/res-YouthParents.htm](http://www.f2f.ca.gov/res-YouthParents.htm),
- <http://fatherhood.hhs.gov/Incarceration/parents02.shtml>, and
- [www.ppv.org/ppv/publications.asp?section\\_id=25](http://www.ppv.org/ppv/publications.asp?section_id=25).

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## Two Data Sources Updated

To access the updated *Kids Count*, go to <http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=137>. You can sort information alphabetically by region or numerically by value.

Access the new *America's Children: Key National Indicators of Well-Being, 2009* at <http://childstats.gov>.

## Faith-Based and Neighborhood Partnerships

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### Psychological First Aid: Field Operations Guide for Community Religious Professionals

This version of *Psychological First Aid* was written specifically for community religious professionals. It includes evidence-based approaches to help children, adolescents, adults, and families with the aftermath of disaster or terrorism. The resource also offers principles and techniques for first responders and other disaster relief efforts. The National Child Traumatic Stress Network is offering access to their resource *Psychological First Aid* at [http://nctsn.org/nctsn\\_assets/pdfs/pfa/CRP-PFA\\_Guide.pdf](http://nctsn.org/nctsn_assets/pdfs/pfa/CRP-PFA_Guide.pdf).

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### Financial Education Resources for Nonprofits

Offered by the Aspen Institute, AssetPlatform.org is a resource on financial education, coaching, and asset development services to be used by nonprofits. The site includes access to products and services such as:

- Training,
- Calculators,
- Assessment tools,
- Consumer-friendly financial products, and
- Links to experts.

The web site has six primary categories of resources:

- Budgeting,
  - Savings,
  - Credit score,
  - Debt,
  - Insurance, and
  - Organizational resources.
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### Flu Guide for Community and Faith-Based Organizations

The U.S. Department of Health and Human Services Center for Faith-based and Neighborhood Partnerships, with support from the Centers for Disease Control, has authored *H1N1 Flu: A Guide for Community and Faith-based Organizations*. Access the *Guide* at <http://flu.gov/professional/community/cfboguidance.pdf> or <http://flu.gov/professional/community/cfboguidance.html>. For additional information on the flu and activity in your state, access [www.flu.gov](http://www.flu.gov).

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### U.S. Department of Health and Human Services Staffs Center for Faith-Based and Neighborhood Partnerships

Alexia Kelley has been named the Director of the Center and Acacia Bamberg Salatti has been named the Deputy Director. Their revised web site can be accessed at [www.hhs.gov/fbci/index.html](http://www.hhs.gov/fbci/index.html) or [www.hhs.gov/partnerships](http://www.hhs.gov/partnerships).

Look for the following information:

- How to apply for grants,
- Tools and resources,
- Regulations,
- Featured programs,
- Items of interest, and
- Newsletter.

In addition, there is information for state and local officials.

## Welfare/TANF Initiatives

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### College Resources Available At No Cost to You

Looking for resources on topics such as poverty, social welfare policy, or welfare? The National Poverty Center has posted syllabi and resources from university courses on issues of poverty, including work, family, health, and other topics; research methodology and program evaluation; and related topics. Access <http://npc.umich.edu/opportunities/training/course/index.php> for more information.

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### Overcoming Transportation Barriers: A Path to Self-Sufficiency

The New Jersey Department of Human Services (NJ DHS) explored the prevalence, degree, and location of transportation barriers among their Temporary Assistance for Needy Families (TANF) participants. The U.S. Department of Health and Human Services with the NJ DHS designed, developed, and administered customized, tested surveys for TANF participants and staff, as well as the use of specialized focus groups with participants. They learned how and why barriers to employment and self-sufficiency were exacerbated by a lack of reliable and affordable transportation. Approximately one in three participants in New Jersey report losing a job opportunity due to transportation challenges. Access the report at

<http://peerta.acf.hhs.gov/uploadedFiles/New%20Jersey%20Transportation%5Fpost%2Epdf>

As a result of their analysis, they recommend overcoming transportation barriers by:

- Developing an integrated group of State agencies that have an invested interest in improving transportation opportunities for vulnerable populations;
  - Increasing client and caseworker communication on transportation barriers to work;
  - Improving car ownership programs and utilizing Federal asset building programs to teach financial fitness. The American Recovery and Reinvestment Act authorizes a one-time State sales-tax credit for first time car buyers and allocates billions more to States through the Community Reinvestment Act to improve financial literacy skills and practices; and
  - Instituting a mandatory training for all TANF participants (upon application) on general transportation practices, such as how to best utilize what services are available.
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### Work Participation Rates Released

The U.S. Department of Health and Human Services recently released work participation rates for 2007. The Fiscal Year 2007 national average overall work participation rate was 29.7 percent (the statutory requirement for this time period was 50 percent for all families and 90 percent for two-parent families, but some states received a credit for reducing their caseload). This data is accessible at [www.acf.hhs.gov/programs/ofa/particip/2007/index2007.htm](http://www.acf.hhs.gov/programs/ofa/particip/2007/index2007.htm).

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### Teaching Self-Sufficiency Through Home Visitation and Life Skills Education

Nebraska is addressing the challenges of the hard-to-employ recipients of Temporary Assistance for Needy Families through teaching self-sufficiency and life skills through home visitations in preparation for being successful in the world of work and improving their families' well-being. The initiative, Building Nebraska Families (BNF), is more intensive and individualized. The study found:

- The BNF was effective in increasing employment and earnings and reducing poverty for the hardest to serve.
- The benefits of the BNF to society did not outweigh its costs during the follow-up period, for the full sample or for the very hard-to-employ. However, if average earnings impacts for the very hard-to-employ in the last six months of the 30-month follow-up persist, the program would pay for itself- that is, have positive net benefits-in less than two years.

### **Aging Workforce Initiative**

The states of Indiana, Louisiana, Maine, Maryland, Michigan, Pennsylvania, Texas, Vermont, Washington, and Wisconsin received one million dollars each to train workers aged 55 and older for jobs in high-growth, high-demand industries, and increase the public workforce system's capacity to effectively serve an aging worker population. The U.S. Department of Labor also has launched a partnership with the Atlantic Philanthropies, which will invest an additional \$3.6 million in this initiative.

For more information on the Aging Worker Initiative and each of the grantees' strategies, access *Strategies for Regional Talent Development* at [www.doleta.gov/pdf/AWI\\_One\\_Pagers\\_Fact\\_Sheet.pdf](http://www.doleta.gov/pdf/AWI_One_Pagers_Fact_Sheet.pdf).

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### **County Government Offers College Education to Employees**

Chesterfield County in Virginia provided over three million dollars worth of college education to its employees in 2008, as referenced in their annual report, according to an article by Workforce Management available at [www.workforce.com/section/11/feature/26/67/60/](http://www.workforce.com/section/11/feature/26/67/60/). They achieved their goal of "...replacing what had been a mishmash of learning programs within individual departments." All of the courses address eight competencies:

- Communication,
- Continuous learning,
- Leadership,
- Planning and organizing,
- Interpersonal skills,
- Flexibility,
- Reasoning, and
- Customer-focused service.

Learn about the national recognition the county has received for its investment in education and training at [www.chesterfield.gov/smartdata.aspx?id=1913](http://www.chesterfield.gov/smartdata.aspx?id=1913).

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### **In-Demand Occupations Specific to Your State**

For information on in-demand occupations in your state, access [www.careervoyages.gov/indemandoccupationsbystate-main.cfm](http://www.careervoyages.gov/indemandoccupationsbystate-main.cfm). Additional information includes the projected number of job openings and education and/or training needed. In New York State, for example, the following are the top 10 in-demand occupations:

- Home health aides,
- Retail salespersons (automotive and retail),
- Postsecondary teachers,
- Personal and home care aides,
- Registered nurses,
- Customer service representatives (financial services and retail),
- Janitors and cleaners (except maids and housekeeping cleaners),
- Executive secretaries and administrative assistants,
- Accountants and auditors, and
- Computer software engineers, applications.

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## Preparing the Workers of Today for the Jobs of Tomorrow

This report from the President's Council of Economic Advisers provides a projection of potential developments in the U.S. labor market over the next five to ten years and discusses the preparations necessary to develop the 21<sup>st</sup> Century workforce. The report focuses on the:

- Skills that will likely be most relevant in growing occupations,
- Value and limitations of our current post-high school education and training systems, and
- Characteristics of a more effective education and training structure.

Looking at aggregate data, the economy of 2016 will most likely resemble the economy of 2008, with several important shifts that have implications for employment.

- Health care is forecasted to remain a large source of job growth in the labor market.
- The decades-long decline in the share of workers employed in manufacturing is expected to moderate. Some industries within manufacturing, such as aerospace and pharmaceuticals, are projected to create many jobs.
- The construction industry is projected to eventually recover and add jobs in the coming decade.

In addition, well trained and highly skilled workers will be best positioned to secure high-wage jobs, thereby fueling American prosperity. Access the report at [www.whitehouse.gov/administration/eop/cea/Jobs-of-the-Future](http://www.whitehouse.gov/administration/eop/cea/Jobs-of-the-Future) or [www.whitehouse.gov/assets/documents/Jobs\\_of\\_the\\_Future.pdf](http://www.whitehouse.gov/assets/documents/Jobs_of_the_Future.pdf).

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## Strategies to Transition Older Youth Into Workforce Activities After Summer 2009

For access to the U.S. Department of Labor, Employment and Training Administration's webinar and materials on transitioning older youth into workforce activities after summer 2009, access [www.workforce3one.org/view/5000920957388172820/info](http://www.workforce3one.org/view/5000920957388172820/info). Topics referenced include:

- Transitional jobs models,
- Co-enrollment with Adult Workforce Investment Act services,
- New useful additions to the Work Opportunity Tax Credit,
- The use of statewide activities funds, and
- Innovative transitional strategies.

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## Why and How Employers Provide Workforce Readiness Training

Employers are providing workforce readiness training because job applicants are unprepared for the basic skills necessary to meet their needs. In addition, they are looking for job applicants with the potential for advancement. The resource *The Ill Prepared U.S. Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training* includes the following examples of employers that provide their own training.

- Both CVS and TJX companies have developed training that, according to the research: "...embeds workforce readiness training into their existing job and career development training programs. The program simultaneously addresses new entrants' skill gaps, helps them advance within their organizations, and allows them to obtain a college degree."
- Northrop Grumman has an apprentice school which blends workforce readiness training with job-specific and career development training. The program combines applied skills training, academics, and leadership. The four and five year apprentices are paid students interested in the highly skilled shipbuilding careers: They can also earn a degree with one of the consortium's colleges.
- Harper Industries hires employees they believe have a strong work ethic and good people skills. They invest in these people by teaching them the technical skills necessary to meet their needs. They use a Predictive Index, a pre-employment assessment tool and behavioral-based interviews, for the initial screening. This screening requires problem solving, conflict resolution, and other readiness skills. Summer internships allow new hires to learn about the business.

Access the report at [www.shrm.org/Research/SurveyFindings/Articles/Pages/III-Prepared%20U.S.%20Workforce.aspx](http://www.shrm.org/Research/SurveyFindings/Articles/Pages/III-Prepared%20U.S.%20Workforce.aspx).

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## **Workforce Investment Act Reauthorization**

The U.S. Department of Labor will be conducting webinars that will give participants an opportunity to answer three questions regarding the reauthorization of the Workforce Investment Act:

- What is working well in WIA and should be continued?
- What is not working well and should be discontinued or altered?
- What opportunities does reauthorization present for innovation and change?

The first webinar will be October 1, 2009, 2:00 p.m. est. Participants must register at [www.Workforce3One.org](http://www.Workforce3One.org). The session will be recorded and available at the same web site.

## **Calendar of Events**

**Updates are constantly being added to the 2009 Calendar.  
To access new information please visit the  
One Source Calendar.**

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

**The One Source Team**