



The One Source

Welfare-to-Work and
Workforce Development
Resource Network

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Adult Education

How Learning Is Taking Place in the Workplace

The following have been identified as promising practices for providing learning in the workplace:

- An overall company culture that values and is committed to providing various types of training in support of employees' career growth and advancement;
- A focus on "smart hiring" that screens for job readiness: strong work ethic, good interpersonal skills, and professional attitude;
- Strategic partnerships with local colleges;
- Integration of applied skills in job-specific and career development training;
- Strong program oversight and emphasis on accountability to assure trainees' adherence to workforce readiness training goals and strategies;
- Continuous evaluation of training programs so that content is aligned with current and future company needs; and
- Proven track records of success in terms of employee recruitment, retention, and leadership development.

These practices were identified through case studies conducted as part of the research resulting in the report *The Ill Prepared Workforce*, accessible at www.shrm.org/Research/SurveyFindings/Articles/Pages/III-Prepared%20U.S.%20Workforce.aspx.

Online Learning More Effective Than Classroom Learning?

A new report reveals the following benefits of online learning:

- On average students who received part or all of their instruction in online learning conditions did better than those who only had face-to-face instruction.

- Students in blended instruction, those with online learning and face-to-face learning conditions, performed better than those in exclusively face-to-face learning experiences. Additional learning time and other instructional elements may have contributed to these better results than the control group, which only received face-to-face instruction.
- Studies in which learners in the online conditions spent more time on task than students in the face-to-face condition found a greater benefit for online learning.
- Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly.

The 12-year study, *Evaluation of Evidence-Based Practices In Online Learning: A Meta Analysis and Review of Online Learning Studies*, was conducted by the U.S. Department of Education and is accessible at www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf.

Students Do Better When Basic Skills Instruction Is Integrated in Occupational Courses

An evaluation of Washington State Community and Technical College's System for Integrating Basic Education and Skills Training (I-BEST) program found that students are more successful when instruction in basic skills is integrated with instruction in college-level career-technical skills. Students enrolled in the I-BEST were more successful than students for whom instruction was not integrated, as measured by the number of students that:

- Continued into credit-bearing coursework,
- Earned credits that count toward a college credential,
- Earned occupational certificates, and
- Made point gains on basic skills tests.

Access the report *Educational Outcomes of I-Best, Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings From a Multivariate Analysis* at www.acteonline.org/uploadedFiles/About_CTE/files/I-BEST%20Analysis.pdf.

U.S. Learns

A free web site for immigrants and other adults wanting to improve their English skills can be accessed at www.USALearns.org.

Applicable to Multiple Audiences

Domestic Violence Awareness Month

October is domestic violence awareness month. For more information, access www.nrcdv.org/dvam/index.php or <http://dvam.vawnet.org>.

Drug and Alcohol Abuse Treatment Program Directory

An updated directory of drug and alcohol abuse treatment programs is accessible at www.samhsa.gov/newsroom/advisories/0908132549.aspx. The directory includes information on alcohol and drug treatment programs located in all 50 states, the District of Columbia, Puerto Rico, and 5 U.S. territories; and a nationwide inventory of public and private substance abuse and alcoholism treatment programs and facilities that are licensed, certified, or otherwise approved by substance abuse agencies in each state.

The One Source updates a New York State Directory of a variety of programs related to education, workforce, Temporary Assistance for Needy families, health, and faith-based and neighborhood partnerships. For information specific to New York, contact the One Source at 315.265.4099 or info@nyswtwm.com.

Tips for Fathers with School-Bound Children

The National Fatherhood Initiative offers tips for fathers who want to help their children transition back to school this fall.

- Fathers with pre-k, kindergarten, and elementary age children will want to access www.fatherhood.org/de081209.asp;
- Fathers with middle school and high school age children will want to access www.fatherhood.org/de081209hs.asp; and
- Fathers with college age children will want to access www.fatherhood.org/de081209c.asp.

The National Fatherhood Initiative's web site can be accessed at www.fatherhood.org.

Faith-Based and Community Initiatives

Conference Call with Mr. Joshua DuBois, Executive Director of the White House Office of Faith-Based and Neighborhood Partnerships

The U.S. Agency for International Development will be hosting a call with Joshua DuBois on September 18, 2009 at 2:00 p.m. The call-in number is 816.650.7866 and the identification number is 26753541.

National Neighborhood Day

For more information on National Neighborhood Day, September 20, 2009, access www.neighborhoodday.org/index_flash.asp.

Nonprofit Readiness Toolkit

Access an outline of a process for building on existing volunteer programs and to anticipate how to best manage these specialized volunteers to enhance your organization's work at www.nationalserviceresources.org/news/non-profit-readiness-toolkit.

Tools and Training for Volunteer and Service Programs

The Corporation for National and Community Service supports volunteer and service programs across the nation. They facilitate a web site to provide training and technical assistance. Access the site at www.nationalserviceresources.org.

Welfare/TANF Initiatives

Diversion Strategies

The U.S. Department of Health and Social Services shares promising diversionary strategies for TANF:

- Using a biometric clock to hold clients responsible for their time;
- Encouraging women to find their own directions, leave their neighborhoods, and attain the highest wage possible;
- Requiring eligible families participate in the diversion program for 30 days and conduct a job search by contacting 10 to 20 employers;
- Providing short-term, nonrecurrent cash assistance for immediate needs and other supportive services to become employed or remain employed without having to enter the TANF program;
- Providing short-term benefits and intensive work supports to increase families' self-sufficiency and supports such as Food Stamps, child care, health care, and all the benefits they would have been entitled to under TANF;
- Quickly identifying and addressing barriers that may hinder a participant's job prospects;
- Requiring a signed employment plan prior to program acceptance; and
- Requiring applicants not work ready to attend life skills workshops and work with job coaches to improve problem solving and communication skills.

Access the resource *Promising Practices - Diversionary Work Programs* at <http://peerta.acf.hhs.gov/uploadedFiles/8Diversion%2Epdf>.

Emergency Funds Request Form

The Emergency Contingency Fund for State TANF Programs was created as part of the American Recovery and Reinvestment Act of 2009. The fund provides up to \$5 billion to help States, Territories, and Tribes in Fiscal Years 2009 and 2010 that have an increase in assistance case loads or in certain types of expenditures to support work and families during this difficult economic period. For more information or to access the form necessary to request funds, access

www.acf.hhs.gov/programs/ofa/policy/pi-ofa/2009/200905/PI200905.htm.

TANF Promising Practices for Rural Areas

The U.S. Department of Health and Human Services has released the TANF report from the Rural Communities Initiative Academy. The report includes the following information:

- Rural America and 21st Century Economic Development;
- Innovative Work Supports to Rural TANF Recipients;
- Connecting Tribal Populations in Rural Areas to Work;
- Using Innovative Technologies in Rural Areas;
- Transportation Solution in Rural Areas for TANF Participants;

- Family Strengthening;
- Addressing Education, Training, and Workforce Development Needs in Rural Areas;
- Addressing Health Needs in Rural Areas; and
- Substance Abuse and Domestic Violence.

Access the report at

<http://peerta.acf.hhs.gov/uploadedFiles/Academy%20Reportfinal%2Epdf>.

Workforce Development

Health Care Workforce Crisis: Conference Identifies Successful and Future Strategies

Presentations from the U.S. Department of Health and Human Services conference, The Health Care Workforce Crisis: A Summit on the Future of Primary Care in Rural and Urban America, can be accessed at www.team-psa.com/workforcesummit2009/agenda.asp. Scroll through the agenda to find the information available.

Recovery & ReEmployment Regional Forums for Economic Change

The U.S. Department of Labor has just released this document and it can be found at www.doleta.gov/Regional_Forum_Final_Report_062609.pdf. Access the Departments ReEmployment web site at <http://reemploymentworks.workforce3one.org/page/home>.

Responding to the Longevity of the Boomers in the Workforce

More and more boomers are returning to the workforce or have decided to delay retirement until there is a more favorable economy. According to SAGE's 2009 *Workforce Predictions*, research indicates the following with regard to the longevity of boomers in the workforce:

- Age discrimination claims and the variety of types of claims will continue to rise.
- Prior to the sagging economy, the U.S. Bureau of Labor Statistics predicted the growth rate of mature workers would continue its rise from 2004 to 2014. This increase did not take into account the increasing number of boomers "left-behind" in the workplace when retirement aspirations failed to yield sufficient return on their savings.
- Businesses will expect boomers to take responsibility for their own learning and development of transferable skills. Boomer job applicants can be expected to share what they have done to improve their skills, become current, and get ahead of the learning curve. A commitment to learning and self-improvement will need to be demonstrated.
- Boomers will need to adjust to team projects and special assignments as part- and full-time employees.

This information is referenced from www.agelessinamerica.com/04-12-01hot_topics.htm. For more information on the changing role of boomers in the workforce access:

- www.gao.gov/new.items/d0680.pdf,
- www.workforce.com/section/09/feature/26/47/19/index.html , and
- www.bls.gov/opub/mlr/2005/11/art3full.pdf.

Access a related report, *Will Employers Want Aging Boomers*, by the Urban Institute at www.urban.org/uploadedPDF/411705_aging_boomers.pdf.

Using Workforce Investment Act Resources to Create Multiple Pathways to Employment

The Center for Law and Social Policy outlines the following strategies in their resource *Using Increased Funding under the Workforce Investment Act to Create Multiple Pathways to Marketable Postsecondary Credentials and Middle-Class Employment*:

- Career pathways,
- Workforce bridge programs, and
- Promising program design and instructional practices.

Promising program design and instructional practices include:

- Chunked programs, modularized curricula and embedded certificates;
- Contextualized instruction;
- Intensive instruction;
- Wrap-around support services;
- Flexible scheduling and delivery modes;
- Dual and concurrent enrollment;
- Cohorts or learning communities;
- Tangible rewards for learning;
- Internships and work experiences; and
- Mentors.

Access the resource at http://arra.pbworks.com/f/arra__careerpathways.pdf.

Workforce Data

For workforce data necessary for program planning and grant writing, access www.bls.gov. Information is available nationally, by state, and by selected areas. Access the following information on New York at www.bls.gov/ro2/home.htm:

- Inflation and consumer spending,
- Employment and unemployment,
- Pay and benefits,
- Workplace injuries,
- Inflation,
- Local area unemployment statistics, and
- State and local industry employment and earnings (monthly).

YouthBuild Youth Offender Grants Key to Success

An evaluation of the YouthBuild program found success could be attributed to:

- Highly selective screening procedures;
- Teacher characteristics such as personal similarities with participants, taking time to personally engage students, and stepping out of their role to help youth with personal issues;
- Opportunities to earn certifications in the construction industry;
- Emotional and practical support provided by case managers as a primary factor contributing to higher retention of youth in the program;
- Lower student to teacher ratios;
- Grantee owned or managed work site;

- Vocational and educational instruction being linked; and
- Active youth policy councils.

For additional keys to success, access the evaluation at
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2766.

Calendar of Events

**Updates are constantly being added to the 2009 Calendar.
To access new information please visit the
[One Source Calendar](#).**

