



Texas Workforce Investment Council

Policy News Highlights

Issue 6, Quarter 2, June 2009

Texas Workforce Investment Council – Policy News Highlights is a quarterly review of selected reports relevant to the policy and research functions of the Texas Workforce Investment Council (TWIC). Federal and state agency websites, in addition to numerous public policy and educational databases are scanned monthly for relevant and emerging issues. Reports are catalogued and stored electronically in TWIC's Information Repository (IR). Topic areas include: economic development; higher education; K-12 education; literacy and adult basic education (ABE); and skills, training and employment.

Policy News Highlights is organized into three sections, beginning with selected articles that focus on workforce trends and issues that have received heightened attention over the previous months. The second section contains abbreviated summaries of recent articles of interest to the Council and the final section consists of a comprehensive list of all articles and their sources, added to the IR in the last quarter.

This Quarter's Selected Articles

Biosciences or life sciences refer to industries and activities using the body of knowledge surrounding the function of plants, animals and humans. Many argue that biosciences are driving modern economic progress because this field links key research innovations with marketing opportunities. New discoveries relating to plant, animal and human biosciences generate growth in biofuels, biomaterials and drug development. The Biotechnology Industry Organization uses these descriptive categories:

- agricultural feedstock and chemicals
- drugs and pharmaceuticals
- medical devices and equipment
- research, testing and medical laboratories

One of the articles below discusses the bioscience industry in the context of the entire country, while the other analyzes the industry in Texas.

Taking the Pulse of Bioscience Education in America—a State-by-State Analysis, Batelle, May 2009



Bioscience workers conduct research, help translate innovation into improved healthcare techniques and product development, and

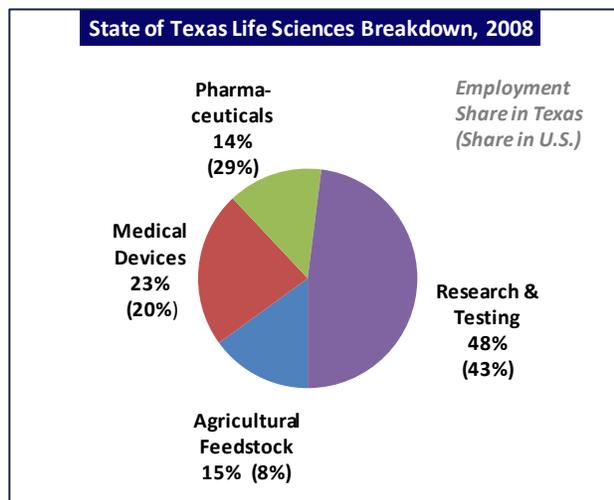
contribute to the manufacture of bioscience products. In order to sustain a competitive and robust bioscience cluster, an educated and skilled workforce in the U.S. is critical. This paper explores the question of how well the nation's future workforce is being prepared to supply the bioscience workforce pipeline. In addition to math and science, how generally well-prepared are students in biosciences? To

what extent are states incorporating biosciences into their high school curricula? Are science teachers adequately prepared to teach the biosciences? Are students exposed to biosciences and made aware of what careers opportunities exist and do they know which educational pathways are necessary to reach those opportunities? The study concludes that states are not measuring up, but concedes that collection of this kind of data is extremely difficult. There is only nationally representative assessment for student achievement in science and life sciences, the National Assessment of Educational Progress (NAEP). The most recent results available for the NAEP date from 2005 and show that only a little over half, 52 percent, of 12th graders have achieved a basic level for science, and only 57 percent of 8th graders are at that same level. According to the report, better indicators of bioscience education are needed in the U.S. It is also clear that wide disparities currently exist between states with regard to bioscience education. Leaders include Connecticut, Massachusetts, Minnesota, New Hampshire, New Jersey, Ohio, Vermont and Wisconsin. States who could improve include Arkansas, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, Oklahoma, Texas, and West Virginia.

http://media.kut.org/uploaded_documents/news_00016852/BioEd_09Summary_report.pdf

Texas Life Sciences Industry Profile, Texas Healthcare and Bioscience Institute, May 2009

Even though the previous paper includes Texas in its list of states needing to improve bioscience education, the Texas Healthcare and Bioscience Institute (THBI) recently published a report documenting the state’s rapid growth in this area. THBI describes the life sciences sector in Texas as one



of the most vibrant and dynamic industries within the state. The authors discuss four niche areas in describing the life science industry in Texas: agriculture, medical devices, pharmaceuticals, and research and testing. Currently, there are over 71,000 life sciences workers in Texas and over the last five years the industry has enjoyed a 14 percent growth rate. Texas receives \$1.1 billion from the National Institutes of Health each year and in 2008, venture capital investment in life sciences amounted to \$179 million. Wages are high in the life science industry. In 2007, the average yearly salary was nearly \$70,000, about 55 percent more than the average Texan’s. Within the life sciences industry salaries vary widely.

Yearly salaries are highest in pharmaceuticals, averaging \$95,000, followed by \$88,000 in agricultural feedstock. The average yearly salary in medical devices is \$51,000, and in research and testing it is \$57,000. For numbers of employed workers, the largest sector in Texas is research and testing, with nearly 34,000 employees working in this niche. Next is the medical devices sector, with over 16,000 employees in the state. Both agricultural feedstock and pharmaceuticals account for 22,000 jobs together, or about 15 percent and 14 percent of total employment in the industry, respectively. The fact that the life sciences industry is distributed across all regions of the state is another characteristic that signals this industry’s important role in the future of the state’s economic growth. *Texas Life Sciences Industry Profile* states that for every life sciences job created in Texas, another 2.3 jobs are created in other parts of the state’s economy. Overall economic impact on Texas is robust, with an estimated \$75 billion state economic output. In addition, with direct jobs at about 71,000 and indirect jobs at about 164,000, the total impact is approximately 235,000 life sciences jobs in Texas.

http://www.thbi.com/pdf_files/thbi_full_report_2009.pdf

Of Interest - Abbreviated Summaries

Economic Development

Bringing Home the Green Recovery: A User's Guide to the 2009 American Recovery and Reinvestment Act (ARRA), Green for All & PolicyLink, April, 2009

This “user’s guide” is designed to help local and state advocates, nonprofit organizations, public agencies, and policymakers get the most out of monies coming to states from the \$787 billion ARRA. The authors note the Act can pave the way for long-term growth and sustainability and build an inclusive green economy with significant potential to lift people out of poverty. However, they identify the efficient use of the Act’s funding as a significant challenge because there is so much pressure to spend the money rapidly in order to put as many people back to work as soon as possible. The inherent danger here, the authors argue, is that “quick start” and “shovel ready” government programs will be where most of the dollars land first. *Bringing Home the Green Recovery* explains that \$48 billion of the \$787 billion is for job training and education and approximately \$100 billion is for transportation and infrastructure. Forty-one billion dollars are for energy related programs, with another \$20 billion directed toward tax incentives for renewable energy initiatives. The paper identifies programs ensuring low-income communities a stake in state and local reinvestment initiatives and outlines various green recovery programs.

<http://www.greenforall.org/resources/recoveryusersguide>

The Clean Energy Economy—Repowering Jobs, Businesses and Investments Across America, PEW Charitable Trusts, June 2009

The new clean energy economy has grown in all fifty states, engaging both white and blue collar workers, and spawning new industries. According to this paper, between 1998 and 2007 the clean energy economy grew by 9.1 percent, while overall job growth in America grew by 3.7 percent. Venture capital investment in clean energy technology amounted to \$12.6 billion over the last three years and while the recession has caused a drop, venture capital investment in this area is stronger than in other industries. The study includes a state-by-state analysis showing that Texas produces more wind electricity than any other state. In addition, Texas claimed over 55,000 clean energy jobs in 2007 and drew more than \$716 million in venture capital for this sector during the period of 2006 to 2007.

http://www.pewcenteronthestates.org/uploadedFiles/Clean_Economy_Report_Web.pdf

State Fact Sheets:

http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Fact_Sheets/Clean_Economy_AllFactsheets.pdf

The Economic Impact of the Achievement Gap in America's Schools, McKinsey & Company, April 2009

This paper focuses on the “achievement gap” in education between different groups of students within the U.S. The authors specify that there are actually four distinct achievement gaps:

- between the U.S. and other countries;
- between black and Latino students and white students;
- between students from varying economic backgrounds; and
- between similar students in different educational systems or regions.

Underutilization of human capital translates to lower earnings, poorer health and higher rates of incarceration for the U.S. population. Furthermore, the authors contend that if the U.S. had successfully closed the achievement gap in recent years, its 2008 Gross Domestic Product could have

been nine to 16 percent higher, or \$1.3 trillion to \$2.3 trillion dollars greater. From these observations, the authors contend that the American economy is less rich in skills than it should be, and, therefore, American workers are less able to adapt to new technologies and methods quickly. They note that while parents in poorer communities are often quite aware that their schools are not performing well, parents in the broader middle-class may not be as conscious of the wide-spread educational achievement gap as they should be. Inequities in teacher quality and school funding should also be addressed, in addition to better and more uniform data regarding educational performance.

http://www.mckinsey.com/client/service/socialsector/achievement_gap_report.pdf

The Greater Philadelphia Life Sciences Cluster 2009, Milken Institute, May 2009

This paper takes a close look at the biosciences cluster in Greater Philadelphia in relation to ten other such leading clusters in the U.S. According to the paper, approximately fifteen percent of economic activity and about one in six jobs in the Greater Philadelphia area are connected to life sciences. Using several indices such as current economic growth and impact of the life sciences on a region, the rate of growth in the region’s innovation pipeline and the success rate of regions in creating new entrepreneurial firms, the study creates an overall composite index with which to compare regions against one another. Boston remained in the number one place since the Institute’s last review in 2005, while Greater Philadelphia moved up to second place from third. It is followed by Greater San Francisco, Greater New York, Greater Raleigh-Durham, Greater Los Angeles, Chicago, San Diego, Minneapolis, Washington D.C., and Seattle.

<http://www.milkeninstitute.org/pdf/PhillyLifeSciencesRprt.pdf>

MetroMonitor: Tracking Economic Recession and Recovery in America’s 100 Largest Metropolitan Areas, Brookings Institute, June 2009

While the media is replete with proclamations about the nation’s jobs, unemployment, housing prices and gross domestic product, this report takes an in-depth look at metropolitan areas to offer a different perspective of U.S. economic health. *MetroMonitor’s* author says there is an extremely diverse group of 366 metropolitan economies in America and the recession has impacted them all differently, even

The 20 strongest-performing metro areas		The 20 weakest-performing metro areas	
Albuquerque, NM	New Haven, CT	Bradenton, FL	Modesto, CA
Austin, TX	Oklahoma City, OK	Cape Coral, FL	Oxnard, CA
Baton Rouge, LA	Omaha, NE-IA	Detroit, MI	Palm Bay, FL
Dallas, TX	Pittsburgh, PA	Fresno, CA	Providence, RI-MA
Des Moines, IA	Rochester, NY	Grand Rapids, MI	Riverside, CA
El Paso, TX	San Antonio TX	Jacksonville, FL	Sacramento, CA
Harrisburg, PA	Tulsa, OK	Lakeland, FL	Stockton, CA
Houston, TX	Virginia Beach VA-NC	Las Vegas, NV	Tampa, FL
Little Rock, AR	Washington, DC-VA-MD-WV	Los Angeles, CA	Toledo, OH
McAllen, TX	Wichita, KS	Miami, FL	Youngstown, OH-PA

those within the same geographical regions of the country. While there are a few metropolitan areas where signs of recovery can be detected, there are none that have

recovered entirely. Areas with higher concentrations of education, healthcare and government industries enjoyed lower employment declines than others. Areas with high concentration of tourism incurred large declines in unemployment. While banking centers have been hit hard, metropolitan areas that have large insurance industries have been more resilient. San Antonio was the top performing city in the first quarter of 2009, due in large part to its economic engines of health care, insurance and military expansions. Oklahoma City was ranked second, followed in order by Houston, Austin, Dallas and El Paso.

http://www.brookings.edu/~media/Files/rc/reports/2009/06_metro_monitor/06_metromonitor.pdf

North America's High-Tech Economy – the Geography of Knowledge-Based Industries, Milken Institute, June 2009

This article is a follow-up to the Milken Institute's 1999 report entitled *America's High-Tech Economy*. The authors write that the dot.com and technology bubble burst apart in 2001, with recovery from this setback becoming visible in 2003 and continuing through 2008. Those communities with knowledge-based industries were not only able to create well-paying jobs, but could also retain talented individuals and even entice firms to relocate. This paper looks at locations and growth patterns of nineteen high-tech industries and analyzes their performance as "tech poles." The preeminent high-tech cluster in the U.S. (and the world) is the San Jose, California area, also known as Silicon Valley, followed by Seattle, Washington and Cambridge, Massachusetts. The Dallas-Plano-Irving, Texas area is ranked as sixth.

<http://www.milkeninstitute.org/pdf/NAHTweb.pdf>

"Austin-Round Rock, Texas, a poster child for the concept of a 21st-century knowledge-based community, rounds out the top twenty."

Promoting Economic Mobility by Increasing Postsecondary Education, Brookings Institute, May 2009

The main focus of this paper is to explain why certain individuals are able to move up the economic ladder while others cannot, and further, what pushes other people down. Many factors are responsible for economic mobility, but chief among them is education. The authors state that despite the obvious positive impact postsecondary education has on economic mobility (children of families from the bottom fifth of income distribution in the U.S. are four times likelier to reach the top fifth if they have earned a four-year degree) only one-third of low-income children go to college, and even fewer from this segment actually graduate. The authors strongly believe that striving for equality of educational opportunity is crucial to addressing this problem. Recommendations for achieving educational equality include: increase the quality and availability of pre-school programs for the poor and build longitudinal data systems so states may track academic progress from preschool through college; improve counseling for college and financial aid in high schools; offer colleges federal incentives to create innovative programs designed to encourage disadvantaged students to stay in higher education once they have started; and make college enrollment and graduation for low-income families a federal policy priority.

http://www.brookings.edu/~media/Files/rc/papers/2009/05_economic_mobility_haskins/05_economic_mobility_haskins.pdf

A Tale of Two Systems: Linking Economic Development and Workforce Development, Seedco Policy Center, May 2009

This paper analyzes data from 16 case studies on initiatives in Illinois, Pennsylvania, and North Carolina where policymakers have led efforts to coordinate investments between economic development and workforce development (ED/WD). Significant economic and policy shifts are responsible for the appearance of this new connection: the proverbial "end of welfare," the decline of manufacturing and factory jobs, the emergence of the knowledge-based economy, and federal calls for workforce services to address workers and employers equally. The paper's authors note that while workers and employers need one another more than ever in today's economy, their objectives are not always well-aligned. Looking at 150 practitioners and policymakers over two years, the authors concluded that wholly integrated ED/WD systems are lacking. Seedco hopes the paper's analysis and promotion of ED/WD linkages in sector initiatives, customized training, regional efforts, and partnerships with community colleges in these three states will be a useful guide to policymakers across the country.

http://www.areadevelopment.com/article_pdf/id19530_Seedco_ED_WD_PolicyReport.pdf

Times are Changing: Gender and Generation at Work and at Home, Families and Work Institute, March 2009

This study reveals new and profound changes in workforce trends among men and women in the U.S. For the first time ever, young women and young men are on a par in wanting to advance to jobs with more responsibility. Furthermore, this generation does not see motherhood as changing a young woman's career ambitions. Funded by the Alfred P. Sloan Foundation and the IBM Corporation, the study shows that the amount of money contributed by women to two-income families has risen to 44 percent from 39 percent just eleven years ago. Twenty-six percent of women now earn 10 percent more than their husbands. As the number of women in the workforce has increased over the last few decades, the gap between how men and women see their family roles and their careers has narrowed significantly. More men and women agree that women who work can also be good mothers, and more fathers are spending time with their children than they did thirty years ago.

http://familiesandwork.org/site/research/reports/Times_Are_Changing.pdf

Women's Pay: Gender Gap in the Federal Workforce Narrows as Differences in Occupation, Education and Experience Diminish, United States Government Accountability Office (GAO), March 2009

This report to the U.S. Congress answers the question, "To what extent has the pay gap between men and women in the federal workforce changed over the past 20 years and what factors account for the gap?" The study examines snapshots of the federal workforce in 1988, 1998, and 2007 and also tracked a group of employees over 20 years. The study found that from 1988 to 2007, the gender pay gap in the federal workforce went down from 28 cents to 11 cents per dollar. For every year that the study analyzed, all but seven cents of the gap was attributable to factors such as different occupations, experience in the federal workforce, and the level of education. As men and women have approached one another in terms of occupation, experience and education, the gap has narrowed. The GAO states that the remaining seven percent gap may be due to data it cannot measure, such as experience outside the federal workforce or, perhaps, discrimination.

http://jec.senate.gov/index.cfm?FuseAction=Files.View&FileStore_id=c4bd1fd1-21fe-46f9-93a0-2f5b5f83528d

Higher Education

Community College Access and Affordability for Occupational and Nontraditional Students, National Research Center for Career and Technical Education, June 2009

This study looks at the kinds of initiatives that are available to increase access and affordability to postsecondary education, with special emphasis on pathways leading to occupational advancement. Across the country the most common ways to increase access for nontraditional students were evening and weekend courses, distance learning, information campaigns to heighten awareness of programs and financial aid. With regard to affordability, some colleges have frozen tuition rates to enable access, while others are shifting to providing aid on a merit-based (as opposed to needs based) system, and/or implementing policies that allow tax credits and tax-free savings plans.

http://136.165.122.102/UserFiles/File/pubs/NRCCTE_Comm_College_research_book.pdf

Partnerships Between Community Colleges and Prisons—Providing Workforce Education and Training to Reduce Recidivism, U.S. Department of Education, March 2009

The U.S. suffers high recidivism rates within its ex-offender population. Almost 700,000 state offenders are released each year and they are not well-enough equipped to cope with the challenges they face as

they reenter society. According to this paper, over two-thirds of released prisoners are again arrested within three years. Lack of marketable skills, plus a criminal record means these individuals are often automatically barred from

Air Conditioning/ Refrigeration	Computer Repair	Drafting	Retail Sales & Marketing
Auto Body Repair	Construction Carpentry	Electronics	Substance Abuse Counseling
Auto Mechanics	Culinary Arts	Graphic Arts	Counselor
Auto Transmissions	Data Processing	Horticulture	Truck Driving
Cabinet Making	Desktop Publishing	Masonry	Web Authoring
Computer Networking	Diesel Mechanics	Office Administration	Welding

Source: Windham School District. (2007). Windham School District Annual Progress Report, 2006-07. Huntsville, TX: Author.

employment. Community colleges play a big role in correctional education because of their open-access admission policies and the fact that they are excellent partners in providing support for the training and education of former inmates. This paper discusses incentives for partnerships between community colleges and prisons and the cost-effectiveness of this policy. Partnerships from several states, including Texas, are examined.

http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships_2009.pdf

The Condition of Education 2009, National Center for Education Statistics, June 2009

This report is congressionally mandated and gives an annual accounting of the state of education in the U.S. Forty-six indicators spanning early childhood through postsecondary education are used. Enrollment for elementary and secondary schools continues to rise as the overall population of school-age children also rises. Gains in overall educational achievement for young students continue to increase over time, and while secondary students do not show overall gains in educational achievement, they *are* going on to college after high school and obtaining credentials in greater percentages. Data indicate that public enrollment in elementary and secondary schools will grow to 54 million by 2018, with the largest increase occurring in the southern U.S., including Texas.

<http://nces.ed.gov/pubs2009/2009081.pdf>

Literacy and Adult Basic Education

Basic Reading Skills and the Literacy of America’s Least Literate Adults Results from the 2003 National Assessment of Adult Literacy (NAAL) Supplemental Studies, National Center for Education Statistics, Released May 2009

In 2003, NAAL looked at English literacy in American adults through a comprehensive survey given to more than 19,000 people aged 16 or older in both households and prisons. The survey was designed to measure functional literacy by examining performance at literacy levels respondents would encounter in their everyday routines. There were originally four components to this massive study and this new paper discusses two components that were not analyzed in the original 2006 report: the Fluency Addition to NAAL, and the Adult Literacy Supplemental Assessment or ALSA. Individuals unable to answer certain literacy tasks were assigned to the ALSA group, and further literacy questions were administered to English and non-English language speakers in this subgroup. The labels on a can of soda or a box of cold medicine were used to evaluate skills. The majority of respondents in this latter group was Hispanic and did not have high school diplomas or the equivalent. A higher proportion of adults in the English language group had been diagnosed with learning disabilities. English language respondents had a higher percentage of correct answers to letter-reading and word-reading tasks, but Spanish language respondents had a higher percentage of correct answers to word-identification questions.

<http://nces.ed.gov/pubs2009/2009481.pdf>

Skills, Training and Employment***50+ Hispanic Workers: a Growing Segment of the U.S. Workforce, Urban Institute, June 2009***

With changing demographics in the U.S. and the stagnation of the traditional labor pool of people aged 25 to 54, older Americans are an increasingly important component of the country's workforce. In the U.S., Hispanics constitute one of the fastest growing groups within the older population. According to this paper, they are an important target for employers seeking to recruit and retain older workers. Hispanics will comprise one-seventh of the American population between the ages of 50 and 69 by 2020, and one-fourth by 2050. Based on survey results, older Hispanic workers say they are dependable and enjoy their work, which shows they are both engaged and productive. Nevertheless, a considerable number of Hispanic workers face obstacles in the workplace. Many currently hold low-paying jobs with few or no benefits. This paper outlines policy reforms that could enhance the employment and earnings of Hispanics and enable employers to more efficiently leverage the potential and the skills of the older Hispanic population.

http://assets.aarp.org/rgcenter/econ/hispanic_workers_09.pdf

The Benefits and Challenges of Registered Apprenticeship: The Sponsor's Perspective, Urban Institute, March 2009

According to this paper, there almost 28,000 registered apprenticeship programs in the United States in 2007, and more than 465,000 actively registered apprentices. The U.S. Department of Labor Employment and Training Administration commissioned this survey in order to have a better idea of what program sponsors value, like and dislike about registered apprenticeship. Thirty-six percent of program sponsors were in the construction industry, and 26 percent were in programs jointly administered by both organized labor and employers. Fifty-three percent of responding sponsors said they had small programs with one to four apprentices. Ninety-seven percent of respondents reported that they would recommend registered apprenticeship to others, and out of that number, 86 percent said they would recommend it "strongly." Eleven percent said they would recommend it with reservations, only because they had experienced problems accessing related instruction.

http://www.urban.org/UploadedPDF/411907_registered_apprenticeship.pdf

Charting a Path: An Exploration of the Statewide Career Pathway Efforts in Arkansas, Kentucky, Oregon, Washington and Wisconsin, Working Poor Families Project, May 2009

The writers of this paper hope to add to the growing pool of knowledge regarding the utility of the career pathway strategy for helping low-income and low-skill adults access postsecondary education. The authors explain that career pathways are a framework of education and training programs, along with support services, all connected to work as a way to help people find work in a particular industry or occupation. In addition, the career pathway is not a static mechanism: its goal is to enable the individual to reach successively higher levels of either education or employment within their chosen occupation or sector. This particular study focuses exclusively on statewide approaches to career pathways and looks at several states, each of which is at one of three stages. For example, Arkansas, Kentucky and Oregon are at the "mature" level, with fully implemented career pathways programs in place. Washington is at an "intermediate" level, and Wisconsin is at an "emergent" level, having just instituted its program in 2007.

http://www.workingpoorfamilies.org/pdfs/Career_Pathways_Report.pdf

Creating a Roadmap Out of Poverty for Americans with Disabilities – the Relationship of the Employment and Training Administration’s Workforce Development System and Local Asset-Building Coalitions, U.S. Department of Labor, April 2009

People with disabilities have been less likely to be employed historically, and three times more likely to live in poverty than any other group. With the Workforce Investment Act (WIA, effective July 2000) and the U.S. Department of Labor’s (DOL) Office of Disability Employment (ODEP), jobseekers with disabilities have enjoyed unprecedented opportunities to access intensive services and assistance focused on matching abilities with employer needs. This paper examines research conducted by ODEP concerning best practices regarding asset development. For example, DOL’s Employment and Training Administration and the Social Security Administration are jointly funding and implementing an initiative that reaches out to low-income workers to help them effectively use the Earned Income Tax Credit. This involves collaboration between One-Stop Career Centers, disability program experts and local asset-building coalitions. Initiatives in three cities, Detroit, Jacksonville, and Milwaukee are examined, all with the goals of breaking down barriers to employment, explaining what benefits are available to people in the U.S. Tax Code, providing free tax preparation, and helping people attain self-sufficiency.

http://www.dol.gov/odep/documents/197953_DeptLabor.pdf

Older Workers on the Move: Recovering in Later Life, Urban Institute, April 2009



This paper uses the term, “recareering,” intended to connote career change that is becoming more and more common for older Americans. The paper addresses numerous issues associated with recareering that can be problematic for the older worker. For instance, recareering tends to be toward jobs that pay less than previous positions and that are unlikely to have pension and health benefits. However, individuals who recareer often move into positions that are less stressful and have fewer managerial responsibilities. The paper focuses on a sampling of workers who were aged 51 to 55 years in 1992 and

analyzes the percentage of this group that changed occupations, employers, or industries by 2006, at ages 65 to 69. The authors track and compare current and former jobs by occupation, industry, self-employment, workplace flexibility, full- or part-time work, stressful work conditions, managerial levels, job satisfaction and job prestige. Circumstances that trigger job changes also influence career changes. For example, people who state they are retiring are likely to move into less demanding and more flexible positions that do not pay as much as former jobs. However, workers who have been laid off, or who state that they quit their jobs, are more likely to accept new jobs in the same occupation or industry. For the benefit of policymakers, the authors conclude: “Expanding public workforce development initiatives for older adults with limited skills or little work experience could improve their employment options. More training for older adults with limited education could give them the skills and confidence they need to move into new careers, enabling them to extend their working years, increase their retirement income security, and improve the quality of their lives.”

http://www.urban.org/UploadedPDF/1001272_olderworksonthmove.pdf

Strengthening One-Stop Career Centers: Helping More Unemployed Workers Find Jobs and Build Skills, Brookings Institute, April 2009

Strengthening One-Stop Career Centers shows that each year these institutions provide information to approximately 15 million workers looking for jobs. However, funding to One-Stops has fallen by 33 percent since 1990, while the workforce has increased by 23 percent. The paper proposes new performance measures, and a new accountability system that would increase incentives for providing cost-effective services. An increase in annual funding to One-Stops from \$4 billion to \$8 billion is recommended to train an additional 5.6 million job seekers and the authors further argue that this investment would yield an estimated return of \$3.9 for every \$1 spent.

http://www.brookings.edu/~media/Files/rc/papers/2009/0402_jobs_skills_jacobson/0402_jobs_skills_jacobson.pdf

Transitions to Work—Abstracts of Selected Research Resources, and Promising Practices that Link Basic Skill Development and Lifelong Learning to Increased Earning Potential and Career Growth, Office of Vocational and Adult Education’s 2009 National Conference for Adult Education State Directors, March 2009

Essentially a bibliography, this paper includes abstracts and numerous references to many papers specifically focused on the challenge of transitioning low-skilled adults who want and need to work into better jobs while they are upgrading their skills through education programs. These papers cover welfare-to-work, adult learning theory, educational inequality, re-entry from prison, out of school youth, corporate training and joint labor-management initiatives. Selected articles are abstracted and a list of sources is found at the back of the article. Articles were published between 2003 and 2008.

http://www.ed.psu.edu/isal/PDFs/Transitions_ABE_to_Work.pdf

Using Increased Funding under the Workforce Investment Act to Create Multiple Pathways to Marketable Postsecondary Credentials and Middle-Class Employment, Center for Law and Social Policy, April 2009

This policy brief was written right after the President’s budget address to the nation in which he asked every American to commit one year or more to higher education or training at either a community college, a four-year college, or to vocational training or apprenticeship. The brief discusses how the Workforce Investment Act (WIA) system can use the American Recovery and Reinvestment Act (ARRA) to achieve this end. ARRA is aimed at helping those Americans most impacted by the recession by promoting economic recovery through preserving and creating jobs. Career pathways can connect workforce education, training and related services making it easier for people to move to successively higher levels of both employment and education in a particular industry or sector. The authors emphasize that WIA adult funds can be prioritized for public assistance recipients or low-income individuals, and for training providers and institutions of higher education working to prepare people for high demand occupations.

http://www.clasp.org/publications/arra_careerpathways.pdf

Working Learners – Educating our Entire Workforce for Success in the 21st Century, Center for American Progress, June 2009

This paper calls for taking the changes proposed by the current administration for making postsecondary education accessible to a greater number of working class Americans several steps further. The author argues that while changes to the Pell Grant federal tuition program and the unemployment insurance system are moving the nation toward a well-trained workforce, the needs of the 75 million working Americans without postsecondary training must also be addressed. “Working learners” are served by a

system that is weighted toward helping people in crisis in that it aims to assist individuals who have lost their jobs get back into the workforce. More emphasis should be put on education and training, and carving out strategies specifically designed to help working people earn their postsecondary credentials over a period of time. Many working Americans who have the immediate responsibility of supporting themselves and a family are unable to pursue traditional education paths because they do not have time or means to devote to full-time study. Thus, they are unable to improve their earning potential. However, a postsecondary system that would allow flexibility, provide interim credentialing, professional services from specialized career coaches, and financial resources are things that would enable millions of Americans to acquire the 21st century skills they need to advance themselves. One suggested approach would include creating “Micro-Pell Grants” that fund taking a single course during a semester or earning an occupational certificate. Another suggestion would be to make changes to the Workforce Investment Act that that would make it easier to fund the acquisition of postsecondary education or training for a period of several years.

Postsecondary Pool of Working Learners (no postsecondary credentials and not enrolled)	
	Number
18 to 24-year-olds with less than high school education	3.2 million
18 to 24-year-olds who are high school grads with no college education	6.8 million
18 to 24-year-olds with a high school degree and some college	2.8 million
25 to 64 year-olds who are not high school grads	11.8 million
25 to 64 year-olds who are high school grads with no college	36.2 million
25 to 64 year-olds who have a high school diploma, and some college	14.2 million
Total	75 million
U.S. Census Bureau, Current Population Survey, 2007	

http://www.americanprogress.org/issues/2009/06/pdf/working_learners.pdf

Articles Placed in the Information Repository in the Last Quarter

50+ Hispanic Workers: a Growing Segment of the U.S. Workforce, Urban Institute, June 2009
http://assets.aarp.org/rgcenter/econ/hispanic_workers_09.pdf

2007-2008 National Postsecondary Student Aid Study (NPSAS:08), National Center for Education Statistics, April 2009
<http://nces.ed.gov/pubs2009/2009166.pdf>

2008 Distance Education Survey Results: Tracking the Impact of eLearning at Community Colleges, December 2008
<http://www.itcnetwork.org/file.php?file=%2F1%2FITCAAnnualSurveyMarch2009Final.pdf>

Basic Reading Skills and the Literacy of America’s Least Literate Adults – Results from the 2003 National Assessment of Adult Literacy (NAAL), National Center for Education Statistics, April 2009
<http://nces.ed.gov/PUBSEARCH/pubsinfo.asp?pubid=2009481>

The Benefits and Challenges of Registered Apprenticeship: The Sponsor’s Perspective, Urban Institute, March 2009.
http://www.urban.org/UploadedPDF/411907_registered_apprenticeship.pdf

Bringing Home the Green Recovery: A User’s Guide to the 2009 American Recovery and Reinvestment Act (ARRA), Green for All & PolicyLink, April, 2009
<http://www.greenforall.org/resources/recoveryusersguide>

Career-Focused Services for Students with Disabilities at Community Colleges, National Collaborative on Workforce & Disability for Youth Institute for Educational Leadership and the Workforce Strategy Center, March 2009
<http://www.ncwd-youth.info/assets/background/disabilities-and-community-colleges.pdf>

Charting a Path: An Exploration of the Statewide Career Pathway Efforts in Arkansas, Kentucky, Oregon, Washington and Wisconsin, Working Poor Families Project, May 2009
http://www.workingpoorfamilies.org/pdfs/Career_Pathways_Report.pdf

The Clean Energy Economy—Repowering Jobs, Businesses and Investments Across America, PEW Charitable Trusts, June 2009
http://www.pewcenteronthestates.org/uploadedFiles/Clean_Economy_Report_Web.pdf

The Condition of Education 2009, National Center for Education Statistics, June 2009.
<http://nces.ed.gov/pubs2009/2009081.pdf>

Community College Access and Affordability for Occupational and Nontraditional Students, National Research Center for Career and Technical Education, June 2009
http://136.165.122.102/UserFiles/File/pubs/NRCCTE_Comm_College_research_book.pdf

Creating a Roadmap Out of Poverty for Americans with Disabilities – the Relationship of the Employment and Training Administration’s Workforce Development System and Local Asset-Building Coalitions, U.S. Department of Labor, April 2009
http://www.dol.gov/odep/documents/197953_DeptLabor.pdf

Diversifying Your Workforce: A Four-Step Reference Guide to Recruiting, Hiring, & Retaining Employees with Disabilities, US DOL, April 2009
http://www.dol.gov/odep/documents/Flip%20Guide_Final_3%2030_508%20compliant2.pdf

The Economic Impact of the Achievement Gap in America’s Schools, McKinsey & Company, April 2009.
http://www.mckinsey.com/client/service/socialsector/achievement_gap_report.pdf

Fiscal Notes, Office of Texas Comptroller of Public Accounts, April 2009
<http://www.window.state.tx.us/comptrol/fnotes/fn0904/>

From Stimulus to System: Using the ARRA to Serve Disadvantaged Jobseekers, Center for Law and Social Policy, April 2009
<http://www.clasp.org/publications/fischerreisstimulustosystemfinal.pdf>

The Greater Philadelphia Life Sciences Cluster 2009, Milken Institute, May 2009
<http://www.milkeninstitute.org/pdf/PhillyLifeSciencesRprt.pdf>

Job Training That Works: Findings from the Sectoral Employment Impact Study, Public/Private Ventures, May 2009
http://www.ppv.org/ppv/publications/assets/294_publication.pdf

Late High School Dropouts: Characteristics, Experiences, and Changes Across Cohorts—Descriptive Analysis Report, National Center for Education Statistics (NCES), June 2009
<http://nces.ed.gov/PUBSEARCH/pubsinfo.asp?pubid=2009307>

New Indicators of High School Career/Technical Education Coursetaking: Class of 2005, National Center for Education Statistics, April 2009
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009038>

Manufacturing Ranked #1 Industry for Economic Prosperity – Survey Reveals Wide Perception Gap Between Positive Views of Manufacturing’s Contributions, Negative Views of Career Opportunities
Information Repository

North America’s High-Tech Economy – the Geography of Knowledge-Based Industries, Milken Institute, June 2009
<http://www.milkeninstitute.org/pdf/NAHTweb.pdf>

Older Workers on the Move: Recovering in Later Life, Urban Institute, April 2009
http://www.urban.org/UploadedPDF/1001272_olderworksonthmove.pdf

The Other College - Retention and Completion Rates Among Two-year College Students, Center for American Progress, February 2009
<http://www.ccsse.org/publications/The%20Other%20College%20Retention%20and%20Completion%20Rates%20among%20Two-Year%20College%20Students.pdf>

Partnerships Between Community Colleges and Prisons—Providing Workforce Education and Training to Reduce Recidivism, U.S. Department of Education, March 2009
http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships_2009.pdf

Promoting Economic Mobility by Increasing Postsecondary Education, Brookings Institute, May 2009
http://www.brookings.edu/~media/Files/rc/papers/2009/05_economic_mobility_haskins/05_economic_mobility_haskins.pdf

Research Snapshot – Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career, National Research Center for Career and Technical Education, May 2009
http://136.165.122.102/UserFiles/File/Snapshots/Snapshots_Pathways.pdf

Staying the Course: Online Education in the United States, 2008, Sloan Consortium
http://www.sloan-c.org/publications/survey/pdf/staying_the_course.pdf

Strengthening One-Stop Career Centers: Helping More Unemployed Workers Find Jobs and Build Skills, Brookings Institute, April 2009
http://www.brookings.edu/~media/Files/rc/papers/2009/0402_jobs_skills_jacobson/0402_jobs_skills_jacobson.pdf

Taking the Pulse of Bioscience Education in America—a State-by-State Analysis, Battelle, May 2009
http://media.kut.org/uploaded_documents/news_00016852/BioEd_09Summary_report.pdf

A Tale of Two Systems: Linking Economic Development and Workforce Development, Seedco Policy Center, May 2009
http://www.areadevelopment.com/article_pdf/id19530_Seedco_ED_WD_PolicyReport.pdf

Technology, Talent and Capital: State Bioscience Initiatives 2008, Battelle, SSTI and Bio, December 2008
http://www.bio.org/local/battelle2008/State_Bioscience_Initiatives_2008.pdf

Texas Life Sciences Industry Profile, Texas Healthcare and Bioscience Institute, May 2009
http://www.thbi.com/pdf_files/thbi_full_report_2009.pdf

Times are Changing: Gender and Generation at Work and at Home, Families and Work Institute, March 2009
http://familiesandwork.org/site/research/reports/Times_Are_Changing.pdf

Texas in Focus: Central Texas, Texas Comptroller of Public Accounts, May 2009
<http://www.window.state.tx.us/specialrpt/tif/central/pdf/CentralTexasFullReport.pdf>

Transitions to Work—Abstracts of Selected Research Resources, and Promising Practices that Link Basic Skill Development and Lifelong Learning to Increased Earning Potential and Career Growth, Office of Vocational and Adult Education's 2009 National Conference for Adult Education State Directors, March 2009
http://www.ed.psu.edu/isal/PDFs/Transitions_ABE_to_Work.pdf

Using Increased Funding under the Workforce Investment Act to Create Multiple Pathways to Marketable Postsecondary Credentials and Middle-Class Employment, Center for Law and Social Policy, April 2009
http://www.clasp.org/publications/arra_careerpathways.pdf

Women's Pay: Gender Gap in the Federal Workforce Narrows as Differences in Occupation, Education and Experience Diminish, United States Government Accountability Office (GAO), March 2009
http://jec.senate.gov/index.cfm?FuseAction=Files.View&FileStore_id=c4bd1fd1-21fe-46f9-93a0-2f5b5f83528d

Working Learners – Educating our Entire Workforce for Success in the 21st Century, Center for American Progress, June 2009
http://www.americanprogress.org/issues/2009/06/pdf/working_learners.pdf