



Texas Workforce Investment Council

Policy News Highlights

Issue 21, Quarter 1, March 2013

Policy News Highlights is a quarterly review of selected reports relevant to the policy and research functions of the Texas Workforce Investment Council (Council). 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 the Council's Information Repository (IR).

The IR is divided into 12 topic areas that correspond to priority issues supporting the Council's current strategic plan. They are: adult education, apprenticeship, career and college readiness, career and technical education, clusters and sector strategies, competitiveness, data, disabilities, dropout prevention, green initiatives, supply-demand, and training. Not every topic area is addressed each quarter.

Policy News Highlights is organized as an annotated bibliography with short summaries of recent articles grouped according to their topic area.

Adult Education

Evaluation Synopsis: Shifting Gears, Building New Pathways for Low-Skilled Workers to Succeed in the 21st Century Economy, The Joyce Foundation, January 2013

This synopsis provides actionable insights for improving and adapting education and workforce development systems for the challenges of the 21st-century economy. It presents the outcomes from four of the six states that adopted strategies and changed policies to better serve low-skilled workers within adult basic education, workforce development, and community and technical college systems.

www.joycefdn.org/assets/1/7/ShiftingGearsEvaluationSynopsis.pdf

Strengthening State Systems for Adult Learners: An Evaluation of the First Five Years of Shifting Gears, The Joyce Foundation, December 2012

The Joyce Foundation funded *Shifting Gears* on the premise that satisfying employer demand for a better educated workforce requires increasing the education level of adults already in the labor force. The initiative's primary goal is to improve existing education and skills-development systems serving adult learners in order to significantly increase the number of low-skilled adults with opportunities to attain the education and skills needed to succeed in the 21st-century economy. Six states were funded to implement strategies that emphasize the need for aligning policy and priorities across adult basic education, workforce development, and community and technical college systems to improve adult transitions to postsecondary education. This evaluation reports on the extent to which the states implemented strategies over the first five years of the initiative. It focuses on those strategies that connect a state's adult basic education system with its community and technical college system to create pathways for low-skilled adults to move easily from one system to the other and ultimately obtain marketable skills and postsecondary credentials.

www.joycefdn.org/assets/1/7/SG_Strengthening_State_Systems_Report_-_final.pdf

Apprenticeship

nth/works Press Kit, nth/works Apprentice Program, March 2013

This press kit provides an introduction to the nth/works Apprentice Program, which is designed to help solve Louisville, Kentucky's skilled labor shortage and increase awareness of the local manufacturing sector. nth/works is a precision metalforming manufacturer and engineering company. The company partnered with the Jeffersontown High School to introduce a supervised apprenticeship program. The program is backed by the National Institute of Manufacturing Society and is pursuing academic accreditation in 2014. When approved, it will be the first manufacturing-focused accreditation program for high school juniors and seniors in the nation. The program currently provides five juniors and seniors with hands-on, paid training in five areas of manufacturing: welding and automation; tool and die equipment; tooling engineering; CNC machining; and *kaizen*, a Japanese manufacturing philosophy focused on continuous improvement to prepare them to pursue careers in engineering. The press kit also includes information on “Pennies for Parts,” a new initiative aimed at raising \$3 million toward the purchase of new manufacturing equipment, such as lathes and CNC cutting machines, for high schools. http://www.nrccte.org/sites/default/files/uploads/nth_works_press_kit_mar_14.pdf?utm_source=OK%2C+LA%2C+KY%2C+CTEchat&utm_campaign=OK-KY-LA-MN&utm_medium=email

Work-Based Learning Opportunities for High School Students, National Research Center for Career and Technical Education, February 2013

To address a need to better understand work-based learning (WBL) as part of secondary career technical education (CTE) programs, this report provides a conceptual base for WBL, a strategy that helps students apply academic and technical skills while developing employability skills. It describes similarities and differences, as well as strengths and limitations across three major WBL categories—internships/co-operative education (co-op), youth apprenticeships, and school-based enterprises. These descriptions are supplemented by case studies and descriptions of selected WBL sites. Recommendations for state leaders are based on the findings generated by this project and include: emphasizing the learning component in the work experience; providing professional development for teachers and WBL coordinators; meeting with employer associations; involving academic and CTE teachers in the WBL process so that WBL is connected to classroom learning; and providing better guidelines for accountability for student learning in WBL programs.

www.nrccte.org/resources/publications/work-based-learning-opportunities-high-school-students

21st Century Registered Apprenticeship, OutEducate. OutBuild. OutInnovate: A Shared Vision for Increasing Opportunity, Innovation, and Competitiveness for American Workers and Employers, U.S. Secretary of Labor, Advisory Committee on Apprenticeship (ACA), January 2013

The ACA envisions America's Registered Apprenticeship system as a mainstream education and career pathway option to meet the nation's workforce development challenges and contribute to economic growth and sustainability. This report discusses the shared vision, goals, and objectives of the ACA and offers recommendations for leveraging Registered Apprenticeship to improve competitiveness and prosperity for American industries and workers. It highlights the benefits of the model as a proven and replicable solution for employers, industries, and workers. The report details goals that include expanding the number of businesses, industries, and workers realizing the advantages of quality Registered Apprenticeship programs as a valuable post-secondary pathway into the workforce.

http://www.leadingage.org/uploadedFiles/Content/About/Center_for_Applied_Research/Robyns_Read/A_Shared_Vision_for_Increasing_Opportunity_Innovation_and_Competitiveness_for_American_Workers_and_Employers.pdf

Caterpillar Youth Apprenticeship Program - A Partnership worth Repeating, Institute for a Competitive Workforce (ICW), U.S. Chamber of Commerce, January 2013

Caterpillar partnered with secondary and postsecondary institutions and the North Carolina state Department of Labor to address the need to build a pipeline of skilled welders by developing a registered apprenticeship program. The program is a two-year training program that leads into a second apprenticeship upon graduation from high school. In addition to required high school studies, the students spend part of their time at community college. For part of the week, students receive customized training through the college and accelerated training through Caterpillar at the plant. During the summers, they work and train at Caterpillar as paid apprentices. The welding classes are taught at the community college and carry honors program weight, earning students extra points for their grade point average. Caterpillar believes this program serves as a role model for balancing academic knowledge with practical hands-on experiences, while building critical thinking skills.

icw.uschamber.com/promising-practice/caterpillar-youth-apprenticeship-program-partnership-worth-repeating

Can the United States Expand Apprenticeship? Lessons from Experience, American University, Urban Institute and the Institute for the Study of Labor (IZA), September 2012

According to this report, the U.S. labor market faces a rise in unemployment rates, high youth unemployment, high wage inequality, and low or stagnant wage growth for workers that have not attained a bachelor's degree or higher. It suggests that U.S. policy could be better informed by international experience with systems that prepare young people for careers, especially for technical occupations, and with apprenticeship programs in other countries—particularly for manufacturing. It describes the U.S. apprenticeship system, how the system evolved, and measures of its effectiveness. It also examines the multiple barriers to expanding apprenticeship, highlighting both ideological and practical obstacles, and describes how best to take advantage of the opportunities for expansion.

ftp.iza.org/pp46.pdf

Career and College Readiness

College and Career Readiness and Success: Inventory of Policies, Programs, and Initiatives, National High School Center, American Institutes for Research, February 2013

This inventory tool is designed to assist state education agencies and other stakeholders to identify the policies, programs, and initiatives in their states that support students on pathways to success in college and careers. This tool can help users identify areas of strength, gaps, and redundancies in current and planned activities when considering state priorities to ensure alignment with the policies, programs, and initiatives. Much of the work in this tool is based on the National High School Center's College and Career Development Organizer, which was designed to help synthesize and organize the broad array of college and career readiness and success efforts. It is recommended that users review the Organizer for more effective use of the inventory.

[http://www.ccrscenter.org/sites/default/files/CCRS%20Center Inventory%20Tool 2013.pdf](http://www.ccrscenter.org/sites/default/files/CCRS%20Center%20Inventory%20Tool%202013.pdf)

The Nation's Report Card: Mega-States, an Analysis of Student Performance in the Five Most Heavily Populated States in the Nation, National Center for Education Statistics, U.S. Department of Education, February 2013

This report examines results on the National Assessment of Educational Progress for students in Texas, California, Illinois, New York, and Florida. These states now serve more than half of the nation's English language learners, as well as some of the largest concentrations of children from lower-income families.

As policymakers and educators look at the nation's changing demographics and explore ways to close achievement gaps, the educational progress of children in these states is of particular interest. The report shows Texas students making the largest gains in math performance.

nces.ed.gov/nationsreportcard/pdf/main2011/2013450.pdf

Defining Youth Outcomes for STEM Learning in Afterschool, Afterschool Alliance and Science, Technology, Engineering and Math (STEM) & Afterschool, February 2013

Afterschool programs are fast growing and highly distinct from one another, serving different age groups, relying on different localized resources, and pursuing different types of learning goals. Over the next several years, policies that directly affect the funding and focus of afterschool programs will take effect. The outcomes, indicators, and sub indicators identified through this study are intended to help provide a common framework and language for afterschool programs to use in defining goals and describing the impact of the program. The study yielded consensus about major outcomes for children and youth participants and made recommendations to advance afterschool as a strategic partner in STEM education. Policymakers can use the outcomes and indicators to define the appropriate niche for afterschool programs in STEM education. Evaluation and assessment experts can use the results of this study to inform the design of new measures to assess afterschool STEM learning.

www.afterschoolalliance.org/STEM_Outcomes_2013.pdf

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010-11, National Center for Education Statistics, U.S. Department of Education, February 2013

This report from the National Center for Education Statistics' Fast Response Survey System provides national data about the prevalence and characteristics of dual-credit and exam-based courses, such as Advanced Placement or International Baccalaureate, in public high schools. This survey is an update to a 2002 to 2003 dual-credit survey. It highlights findings that define characteristics of the programs within those high schools including eligibility requirements, the types of instructors, and expenses paid by students and their parents.

nces.ed.gov/pubs2013/2013001.pdf

Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success, The Expanded Learning and After School Project, February 2013

This compendium of studies, reports, and commentaries by more than one hundred thought leaders including community leaders, elected officials, educators, researchers, advocates, and other prominent authors, includes nearly seventy articles. It presents evidence—as well as examples of effective practices, programs, and partnerships—that demonstrates how opportunities after school and during the summer are yielding positive outcomes for student, community, and family engagement in learning. Examples highlight how quality expanded learning opportunities develop character, resilience, and wellness, promote student success, maximize resources, and engage families in meaningful ways.

www.expandinglearning.org/expandingminds

Hot Topics in Higher Education: State Policies to Improve Student Transfer, National Conference of State Legislatures, January 2013

Many students attend more than one institution of higher education before earning a degree. According to the National Student Clearinghouse Research Center, one-third of students move from one college to another during their postsecondary career. Students transfer from two-year colleges to four-year institutions, transfer across colleges in the same sector, and sometimes transfer from four-year colleges to two-year schools. State policies can create a coherent, statewide procedure for transferring; establish a common course-numbering system throughout the state higher education system; identify a general

education core that is accepted by all institutions; and facilitate direct transfer of a two-year degree to a four-year university. Other strategies states are considering include maintaining a website to host information about the transfer process, establishing a reverse transfer policy, and creating transfer pathways. This brief reviews these state policy options and discusses the benefits of such policies to colleges, students, and the state.

www.ncsl.org/documents/educ/student-transfer.pdf

First-Year Undergraduate Remedial Coursetaking: 1999-2000, 2003-04, 2007-08, National Center for Education Statistics, U.S. Department of Education, January 2013

A primary goal of the Elementary and Secondary Education Act Blueprint for Reform is to improve the college readiness of high school graduates (U.S. Department of Education 2010). This report focuses on one measure of readiness: enrollment in remedial coursework. From 1999 to 2000 and 2007 to 2008, the percentage of first-year undergraduate students who reported enrolling in remedial courses dropped from 26 percent to 20 percent. While noting data limitations that prevent describing the entirety of student need, enrollment, or completion of remedial coursework, the report also provides helpful insight toward enrollment characteristics, such as undergraduate degree program and field of study; and student characteristics, such as sex, race/ethnicity, age, parents' education, and dependency status.

nces.ed.gov/pubs2013/2013013.pdf

Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented, Community College Research Center, December 2012

A three-year study tracking outcomes for approximately 3,000 students shows that career-focused dual-enrollment programs can provide important benefits for those who are underachieving and underrepresented in higher education. The Concurrent Courses Initiative comprised eight programs involving 10 colleges and 21 high schools across California. Among participating students, 60 percent were minority students and 40 percent came from non-English-speaking homes. Dual enrollment, which allows high school students to take college courses and earn college credit, was once geared primarily toward high-achieving students seeking greater academic challenge. The study found that historically underrepresented students who participated in dual enrollment as part of their high school career pathway were more likely than similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college. They also accumulated more college credits and were less likely to take remedial classes. This report has a companion technical report, "Bridging College and Careers: Using Dual Enrollment to Enhance Career and Technical Education Pathways."

<http://ccrc.tc.columbia.edu/media/k2/attachments/broadening-benefits-dual-enrollment-rp.pdf>

Education to Employment: Designing a System That Works, McKinsey Center for Government, December 2012

Worldwide, governments struggle to define and develop effective responses to two related global crises: high levels of youth unemployment and a shortage of people with critical job skills. Across the nine countries that are the focus of this report (Brazil, Germany, India, Mexico, Morocco, Turkey, Saudi Arabia, the United Kingdom, and the United States), only 43 percent of employers surveyed agreed that they could find enough skilled entry-level workers. In order to address youth unemployment, two fundamentals need to be in place: skill development and job creation. This report focuses on skill development, with special attention to the mechanisms that connect education to employment and approaches that can be brought to scale. The authors studied more than 100 approaches in 25 countries to develop a global perspective on what characterizes successful skill-training systems and surveyed more than 8,000 young people, employers, and education providers to build a strong empirical base for the recommendations.

mckinseysociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf

New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates, National Center for Education Statistics, U.S. Department of Education, July 2012

While the number and proportion of immigrants to the U.S. has increased in recent decades, education attainment in these groups continues to lag those of the population born in the U.S. This publication explores the undergraduate experiences of students who immigrated to the U.S. or had only one U.S.-born parent (second generation Americans) to consider the impact of generational status on educational outcomes. The analysis compares these two groups with all undergraduates (excluding foreign students) and with third-generation or longer American undergraduates whose parents were born in the U.S. The study found that nationally, in 2007 to 2008, about 23 percent of all undergraduates were immigrants or second-generation Americans. Asian and Hispanic students constituted the majority of these undergraduates and differed from each other and from all undergraduates on several background characteristics, including whether their parents had attended college.

nces.ed.gov/pubs2012/2012213.pdf

Career and Technical Education

Mature Programs of Study: Examining Policy Implementation at the Local Level, National Research Center for Career and Technical Education, March 2013

This study is part of the NRCCTE's portfolio of longitudinal research on Programs of Study (POS) in the U.S. It presents the final results of a longitudinal study to examine mature, POS-like programs at three community colleges that support student transitions to colleges and career. The study considers their feeder high schools, and how program participation affects students. It focuses on colleges awarding industry-recognized credentials or degrees to students who began the POS while in high school. It identifies key components of the programs and how students progressed through the programs. The study found that POS development is a complex and lengthy process, and that the key components of POS in practice do not neatly align with the key components contained in the Perkins policy guidance. It also found that POS participation did have a positive effect on a variety of high school and college outcomes including student motivation and preparation, staying in the same career cluster and earning a credential, and seamless transitions based on a shared vision by multiple stakeholders. Overall, the researchers suggest that the continuity of students in the same POS from high school to college and career should not be the only measurement of the success of the policy.

http://www.nrccte.org/sites/default/files/publication-files/nrccte_mature_pos_final.pdf

Improving the Quality of Career and Technical Alternative Teacher Preparation, National Research Center for Career and Technical Education (NRCCTE), January 2013

This report presents the results of the NRCCTE's five-year collaboration with the Southern Region Education Board to develop an induction model for new CTE teachers pursuing an alternative route to certification that increases their competence, self-efficacy, and retention. The field-tested induction model builds the capacity of beginning CTE teachers to offer instruction that is both intellectually demanding and standards-focused and thus more likely to improve CTE students' academic achievement. The model also builds CTE teachers' capacity to design instruction that is actively engaging, using strategies like project-based learning and cooperative learning.

www.nrccte.org/sites/default/files/publication-files/nrccte_sreb_alternative_certification.pdf

Clusters and Sector Strategies

State Sector Strategies Coming of Age: Implications for State Workforce Policymakers, National Governors Association, January 2013

Sector strategies are among the few workforce interventions that statistical evidence shows will improve employment opportunities for workers and increase wages once on the job. Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market. This paper offers a snapshot of sector strategies today, an overview of what makes them different from traditional workforce and economic development programs, and a description of actions that state administrators and policymakers can take as part of a policy framework to support their creation and effective operation. It suggests that the real opportunity may lie in how state and local policymakers use sector strategies to integrate career pathway programs that develop the talent pipeline and regional industry cluster goals to foster economic competitiveness. www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGASSSReport.pdf

Competitiveness

Report of the MIT Taskforce on Innovation and Production: A Preview of the MIT Production in the Innovation Economy Report, Massachusetts Institute of Technology (MIT), February 2013

Recognizing that innovation is critical for economic growth, this report offers an early glimpse of MIT's analysis of how innovation flows from ideas through production into the economy. The full analysis is scheduled for publication in two books: *Making in America: From Innovation to Market* and *Production in the Innovation Economy* in fall 2013. At a time when individual designers have opportunities to draw on the manufacturing capabilities of the entire world, MIT researchers found reasons for concern that the loss of manufacturing expertise to *make things* in the U.S. may end up reducing the nation's capacity to invent them. Manufacturing capabilities are being innovated. This increases opportunities to design highly specialized and individualized products. However, in spite of global internet connections and partnerships, this report asserts that the ties that connect research in its earliest stages to production in its final phases remain vital and offers compelling reasons to re-establish these capabilities in the U.S. The authors looked extensively at innovation in products, in processes, in combinations of products and services at a variety of manufacturing firms, large and small, international and domestic, to discover what it takes to sustain innovation over time and to bring innovation and commercialization into the economy. <http://web.mit.edu/press/images/documents/pie-report.pdf>

Horizon Report: 2013 Higher Education Edition, New Media Consortium and EDUCAUSE, February 2013

This report provides information that helps education leaders, policymakers, and others understand the key emerging technologies likely to have a large impact on education around the globe. This edition, produced through a collaborative effort with EDUCAUSE Learning Initiative, examines the impact of the technologies on teaching, learning, and creative inquiry within higher education. It highlights six emerging technologies or practices that are likely to enter mainstream use within three adoption horizons over the next five years. Near term, massively open online courses and tablet computing will see widespread adoption in higher education. Games and gamification and learning analytics are experiencing growing interest and are expected to see widespread adoption two or three years out. On the four-to-five-year horizon, 3D printing and wearable technology show promising interest and growth

for teaching and learning. Each of these technologies is described in detail in the report as is its relevance to teaching. The research indicates that all six of these technologies are already having a clear and immediate impact on practices in higher education.

<http://net.educause.edu/ir/library/pdf/HR2013.pdf>

Diminished Lives and Futures: A Portrait of America in the Great-Recession Era, Work Trends – Americans’ Attitudes About Work, Employers, and Government, John J. Heldrich Center for Workforce Development, Rutgers University, February 2013

Through the *Work Trends* series of survey reports, the Heldrich Center informs employers, policymakers, community members, and academic communities about critical workforce and education issues that relate to the emerging global economy. This report considers the impact of changes in the workforce beyond employment numbers and explores the views of employed and unemployed Americans about the economy and their financial outlook and experiences during and after the Great Recession. It presents an assessment of the nation’s political institutions, leaders, public policies, and strategies that may lower the unemployment rate from the labor-force perspective.

www.heldrich.rutgers.edu/sites/default/files/content/Work_Trends_February_2013.pdf

“Making” Our Future: What States Are Doing to Encourage Growth in Manufacturing through Innovation, Entrepreneurship, and Investment, National Governors Association, January 2013

Recognizing that manufacturing matters to economic growth, eight states are pursuing strategies to lead the world in new technologies and innovations that are transforming and growing manufacturing. Location trends are favoring the U.S., and these states aim to create the optimal environment for the development of new technologies that radically improve production processes or that can be transformed into innovative new products. A combination of policies that support worker education and training, business innovation, and public- and private-sector entrepreneurship initiatives help to prepare the U.S. to lead efforts that will shape manufacturing to take on global challenges. This report describes how several states have established new programs, redesigned organizations or created new ones, passed legislation, and secured funding allocations to support their manufacturing priorities.

www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGAManufacturingReportWeb.pdf

The Economic Benefit of Postsecondary Degrees: A State and National Level Analysis, State Policy Resource Center, December 2012

To help policymakers understand market conditions as they make investments in higher education, this report shows how the value of a degree varies across states and across disciplines within a state, providing states with both an overview of national trends and a more detailed look at the degrees produced and the economic value of those degrees within each state. It adds to the dialogue about the value of a college degree in two ways. First, on a national level it examines trends in degree production in terms of the median income associated with different degrees. The data suggest that both student choice and institutional degree production are being influenced by higher wage premiums. Second, this report provides state-level data on the wage premiums associated with degree attainment across seven broad discipline categories, in effect, taking the national-level analyses down to the state level.

www.shceo.org/sites/default/files/publications/Econ%20Benefit%20of%20Degrees%20Report%20with%20Appendices.pdf

Building a More Secure and Prosperous Texas, Texas Cybersecurity, Education, and Economic Development Council, December 2012

In response to the rapidly expanding Texas and national cyber-threat landscape, this report examines the infrastructure of the state’s cybersecurity operations and presents strategies to accelerate the growth of

cybersecurity as an industry within Texas. This includes both cybersecurity businesses that create and market security products and services, as well as those businesses with significant cybersecurity operations requirements. In developing recommendations, the Council focuses on analyzing the cybersecurity economic development context, cybersecurity education capabilities, and cyber operations for the state's cyber infrastructure environment, both public and private. The Council recommends Texas executive and legislative branches consider establishing a framework for designating oversight of cybersecurity coordination and for a sustainable private-/public-sector partnership working jointly to improve the state's cybersecurity posture and to protect and enhance its economy.

<http://www2.dir.state.tx.us/sponsored/SB988/Documents/TCEEDC-2012-CybersecurityReport.pdf>

Data

The Economic Impact of Unmanned Aircraft System Integration in the United States, Association for Unmanned Vehicle Systems International, March 2013

This report documents the economic benefits to the U.S. once Unmanned Aircraft Systems (UAS) are integrated into the National Airspace System (NAS). The economic impact is expected to total more than \$13.6 billion in the first three years of integration and will grow sustainably for the foreseeable future, cumulating to more than \$82.1 billion between 2015 and 2025. It will create more than 34,000 manufacturing jobs and more than 70,000 new jobs in the first three years. The manufacturing jobs created will be high wage (\$40,000) and require technical baccalaureate degrees. While there are multiple uses for UAS in the NAS, this research concludes that precision agriculture and public safety are the most promising commercial and civil markets. These two markets are thought to make up approximately 90 percent of the known potential markets for UAS.

http://higherlogicdownload.s3.amazonaws.com/AUVSI/958c920a-7f9b-4ad2-9807-f9a4e95d1ef1/UploadedImages/New_Economic%20Report%202013%20Full.pdf

America's Growth Corridors: The Key to National Revival, The Manhattan Institute, February 2013

This report identifies four regions of the country as potential "growth corridors." These regions have created more jobs and gained more population than their counterparts along the ocean coasts or along the Great Lakes. The four growth corridors are: the Great Plains region, the "Third Coast" stretch of counties whose shores reach the Gulf of Mexico, the "Intermountain West," and the "Southeast Manufacturing Belt." These regions have different histories and different trajectories into the future, but they share certain key drivers of economic growth: lower costs (particularly for housing), better business climates, and population growth. Some have benefited from the strong global market for commodities, particularly food, natural gas, and oil. Others are expanding because of a resurgence in manufacturing in the U.S. This report describes the corridors in some detail and explores what their success and mix of culture and policies mean for the country as a whole. It also explains how the growth corridors are advancing, noting the key industries in each.

www.manhattan-institute.org/pdf/cr_75.pdf

Five Hours a Day: Systemic Innovation for an Aging Population, Nesta, February 2013

As the Baby Boomer generation retires from the workforce, discussion about the aging population has centered on rising costs associated with healthcare, pensions, and loss of knowledge and skills. This report takes a different perspective: that aging has, for many, become a second stage of life and that actual or potential contributions of older people should not be overlooked, but harnessed. The report defines innovation by this new way of thinking about aging. It challenges assumptions about education,

work, and retirement being prescribed according to chronological age; for example, a healthy 65-year-old can feel younger than an unhealthy 30-year-old. It also suggests consideration of more flexible ways of living throughout an entire lifespan. Most innovation has focused on the development of new drugs or medical treatments, the design of pensions or financing for long-term care, and assistive technologies. This report expands current thinking to consider opportunities for innovations such as: mobilizing community support for vulnerable older people; innovations that focus more on how technologies are used than on the technologies themselves; and innovations in how jobs are organized.

http://www.nesta.org.uk/library/documents/Five_Hours_A_Day_Jan13.pdf

A Guide for Using Labor Market Data to Improve Student Success, Aspen Institute, January 2013

Each year, the Aspen Institute's College Excellence Program gathers and shares quantitative data about student success at the nation's community colleges and qualitative information about institutions that are achieving high or improving levels of student success in four areas: learning, completion, labor market, and equitable outcomes. One of a series, this guide advances understanding of how colleges can effectively access and use labor market data to improve student success. By analyzing labor market data, colleges can better align the programs they offer with the expectations of the labor market students will enter upon graduation. The report includes an inventory of available data sources and recommendations for how colleges can effectively use data to determine program offerings, assess program effectiveness, help students make more informed choices, and demonstrate success to the state and employers.

www.aspeninstitute.org/sites/default/files/content/upload/AspenGuideforUsingLaborMarketData.pdf?utm_source=as.pn&utm_medium=urlshortener

Community College Contributions, American Association of Community Colleges, January 2013

The community college serves as a multifunctional institution offering pathways to credentials, degrees, and retraining opportunities for those with and without college credentials. In addition to the provision of academic programs, colleges operate training programs that directly support workforce and economic development. Emphasis on outcomes in each of these roles has resulted in diminished understanding of community colleges' overall impact in advancing the nation's response to the trends in education and training. When occupational expectations shift due to the types of industry that are growing or are projected to grow and create jobs, programs may be created, updated, or closed. Because many of these jobs require higher levels of educational attainment, greater attention is given to guidance, retention, completion, and placement of students in high-demand occupations. This brief provides an opportunity to better understand the community college's role in this current environment and supporting data to detail some of the benefits of these various community college missions.

www.aacc.nche.edu/Publications/Briefs/Documents/2013PB_01.pdf

Disabilities

Leveling the Playing Field: Attracting, Engaging, and Advancing People with Disabilities, The Conference Board, February 2013

People with disabilities experience significant challenges with regard to employment. This report presents the business case for employing people with disabilities by assessing this workforce population through seven lenses: talent pool, costs, benefits, revenue and market share, work-group performance, financial incentives, and fulfillment of executive and legislative mandates. From this perspective, people with disabilities are equivalent or, in some respects, superior to their peers without disabilities. It also supports the more complex definition of disability as an interaction between a health condition,

environmental factors, individual and social attitudes, and the individual circumstances of the person with a disability. This definition broadly encompasses such factors as social and organizational change, training, improvements to the workplace, and public policy. The report also includes leading practices for improving employment outcomes for people with disabilities, such as leadership commitment and accountability, partnership with state and local agencies, establishing employee resource groups that include caregivers and allies, and instituting measures that promote understanding and results.

<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1292&context=edicollect>

Policy Recommendations for the 2013-2015 Biennium: 83rd Legislative Session, Governor's Committee on People with Disabilities, January 2013

This report presents issues related to people with disabilities and recommended changes to relevant state law in 10 key areas: access, communications, education, emergency management, health, housing, recreation, transportation, veterans, and workforce. These recommendations represent 18 months of effort and draw from several areas of constituent and stakeholder input including recommendations from Texans with a wide variety of disabilities including physical, developmental, mental, sensory, and cognitive disabilities. The recommendations are intended to promote a better understanding of the needs and issues related to Texans with disabilities and provide productive solutions for the future.

governor.state.tx.us/files/disabilities/2013-2015_Policy_Recommendations_Final_Approved_012413.pdf

2012 Annual Disabilities Statistics Compendium, Research and Training Center on Disability Statistics and Demographics, November 2012

Statistics about the population with disabilities and about the government programs that serve people with disabilities are often difficult to find. Large quantities of survey data and administrative records related to people with disabilities are collected each year. Numerous government agencies generate and publish disability statistics which are published in documents and websites all across the federal government. Lacking continuity, these data are underutilized. The *Compendium* is designed as a reference guide to government publications to support decision making and improve the programs and policies that advance the lives of people with disabilities.

www.disabilitycompendium.org/docs/default-source/2012-compendium/disabilitycompendium2012.pdf?sfvrsn=2

Report on Subminimum Wage and Supported Employment, National Council on Disabilities, August 2012

This report details council research on the issues of the subminimum wage program and Section 14(c) of the Fair Labor Standards Act. This provision allows employers certified by DOL to compensate persons with disabilities for work at a rate less than the minimum wage. The committee visited seven states that reflect regional diversity, including both urban and rural settings. The committee also selected states that exhibit progress in transitioning to supported employment programs as a stepping stone for greater self-sufficiency for individuals with disabilities and also states that are implementing Employment First initiatives. The overarching framework for the examination is modernizing systems, eliminating segregation, and encouraging fair wages and competitive integrated employment for workers with disabilities. This report recommends a phased-out, systems-change approach. It puts forward a comprehensive system of support that will result in greater opportunities for persons with developmental and intellectual disabilities. www.ncd.gov/publications/2012/August232012/

Unfinished Business: Making Employment of People with Disabilities a National Priority, United States Senate: Committee on Health, Education, Labor, and Pensions, July 2012

This committee report recognizes the many advances that provide people with disabilities the opportunities to experience the independence that other Americans take for granted and to have greater success in the labor market. Employment levels among individuals with disabilities remain unacceptably

low. To address the remaining barriers and increase the employment, participation, earnings, and economic security of people with disabilities, the committee set a goal to increase the size of the disability workforce from under five million to six million by 2015. This goal is set as an important incremental goal that can lead to equal employment rates for people with and without disabilities. The report also highlights strategies for increasing opportunities, enforcement of existing laws, private-sector initiatives, and methods for keeping at work people who acquire disabilities or helping such people to return to work.

www.harkin.senate.gov/documents/pdf/500469b49b364.pdf

A Better Bottom Line: Employing People with Disabilities, National Governors Association, July 2012

This brochure highlights the chair's initiative of the National Governor's Association designed to address the employment challenges faced by individuals with intellectual and other significant behavioral and physical disabilities and the roles of both state government and business in helping them to overcome these challenges. The initiative will provide governors and other state policymakers with better policy options to assess the environment in their state and strategies designed to support this population. A major emphasis will be on people who have significant intellectual and developmental disabilities and may require supports like job coaches and personal attendants in order to live and work in the community.

www.nga.org/files/live/sites/NGA/files/pdf/CI1213BETTERBOTTOMLINE.PDF

Employment for People with Disabilities: Little Is Known About the Effectiveness of Fragmented and Overlapping Programs, U.S. Government Accountability Office, June 2012

Many federal programs across a number of federal agencies have been created or have evolved to address barriers to employment for people with disabilities, resulting in a fragmented system of supports. Fifty such programs administered by nine federal agencies that support employment for people with disabilities were identified. This report provides additional information and context to address the following objectives: determine to what extent federal programs that support employment for people with disabilities have provided similar services to similar populations and to what extent the effectiveness of programs that support employment for people with disabilities has been measured.

www.gao.gov/products/GAO-12-677

A Roadmap to a 21st-Century Disability Policy: Issue Brief, Mathematica Policy Research, Center for Studying Disability Policy, January 2012

The disability support infrastructure in the U.S. is failing many of those it was designed to help, and the economic independence of people with disabilities has eroded. Tightening eligibility or reducing benefits would provide temporary relief; however, failure to address the underlying structural issues will perpetuate program inefficiencies and poor outcomes. This issue brief outlines an alternative approach to slowing expenditure growth while improving the economic status of Americans with disabilities. The proposed plan addresses the work disincentives and fragmentation that drive up program costs. Reform will be difficult and will require a gradual transition, starting with a demonstration period to gather the information needed for effective reform.

www.mathematica-mpr.com/publications/pdfs/disability/roadmap_ib.pdf

Current Policies to Promote Employment for Working-Age Americans with Disabilities: A Discouraging Picture; A 21st-Century Disability Policy; and The Transition to a 21-Century Disability Policy,

(presentations) Mathematica Policy Research, Center for Studying Disability Policy, January 2012

Three presentations introduce the need to revise policy and programs to support people with disabilities and a transition plan for the reformation. The first presentation lays the foundation for establishing an

economic self-sufficiency policy. The second presentation summarizes recommended disability policy reforms that create a fiscally sustainable policy and fulfill the aspirations of people with disabilities. These include: programmatic reforms, financial reforms, and policy transition. The third presentation addresses the obstacles to change and proposes gradual improvements through a focused demonstration period.

www.disabilitypolicyresearch.org/Forums/20120120/combined.pdf

Building an Inclusive Culture: A Four-Step Reference Guide to Recruiting, Hiring, Retaining Employees with Disabilities, U.S. Dept. of Labor, Office of Disability Employment Policy, January 2012

This booklet offers four steps to increase workforce inclusion of employees with disabilities. It suggests that people with disabilities must think creatively and solve problems to accomplish tasks on a daily basis. This prepares them with valuable skills to confront new challenges and an ability to adapt to new circumstances. The booklet provides web links to resources available to help businesses benefit from the talents of qualified individuals with disabilities.

www.dol.gov/odep/pubs/20100727.pdf

Fiscal Austerity and the Transition to Twenty-First Century Disability Policy: A Road Map, Mathematica Policy Research, Center for Studying Disability Policy, November 2011

This paper describes a proposed programmatic and financial structure for a support system for working-age people with disabilities. At a time when technological and medical advances provide people with disabilities greater independence to pursue employment aspirations, governmental support programs create disincentives to employment by relying heavily on inability to work as the conceptual basis for benefit eligibility. Recommendations seek to improve outcomes, meet the economic aspirations of this population, and reduce governmental expenditures for their support. It summarizes the failings of the current system, draws lessons from past reforms, and considers recent proposals that partially address system failings.

http://www.mathematica-mpr.com/publications/PDFs/disability/fiscal_austerity.pdf

Highlights of a Forum: Actions That Could Increase Work Participation for Adults with Disabilities,

U.S. Government Accountability Office, July 2010

Despite the progress made by the Americans with Disabilities Act, the unemployment rate of individuals with disabilities seeking work remains well above those without disabilities, and the gap has widened. The reasons are many and complex. Progress toward greater work participation has remained difficult in part because the U.S. has a patchwork of 20 federal agencies and almost 200 disability programs—developed individually over many years. The system lacks unified national goals that guide coordination of programs or outcomes measures. This report presents the findings of a Government Accountability Office Forum convened to explore policy options and actions that could be taken to help adults with current or past work history and improve participation in the workforce.

www.gao.gov/new.items/d10812sp.pdf

Campaign for Disability Employment, U.S. Dept. of Labor, Office of Disability Employment Policy

This video public service announcement features real people with disabilities who are pursuing and realizing their goals and passions as a result of the support they have received from everyday people in their lives. The announcement is intended to replace myths and misperceptions about disability employment with new views of what people with disabilities can do.

www.whatcanyoudocampaign.org

Training

Investing In Veterans: The Need for Career and Education Advising, Council for Adult and Experiential Learning, January 2013

Veterans encounter challenging obstacles as they attempt to navigate the higher education system and the labor market. This paper surveys the career and education advising options currently available to veterans via military reintegration programs, web-based resources, non-profit service providers, and colleges and universities. It concludes that access to career and education advising programs to streamline this process are needed—especially those available to veterans prior to enrollment in postsecondary institutions—to ensure that veterans are able to take full advantage of their federal education benefits at each stage of the transition process. Such programs would enable more veterans to successfully complete degrees and pursue satisfying careers.

www.cael.org/pdfs/CAEL-Investing-in-Veterans-2013

Better Targeting, Coordinating, and Reporting Needed to Enhance Program Effectiveness,

U.S. Government Accountability Office, December 2012

Six federal veterans' employment and training programs serve about 880,000 participants, offer similar employment services, and largely target different groups. Yet the unemployment rate for veterans who have recently separated from the military is higher than that for the civilian population. And the number of service members transitioning to the civilian workforce is expected to increase. This report examines the variation among these programs, the extent of coordination between them, and performance outcomes. One key finding is a lack of guidance from DOL to the states and a need for criteria by which to prioritize employment services. The Government Accountability Office recommendations to improve the guidance provided to state-level staff include integrating the U.S. Department of Defense employment initiatives into the interagency coordination framework, improving agency reporting on achievement of program performance goals, and assessing program effectiveness.

<http://www.gao.gov/assets/660/650876.pdf>