



## Texas Workforce Investment Council

# *Policy News Highlights*

Issue 35, Quarter 3, September 2016

*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 10 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, 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

***Measuring Work-Based Learning for Continuous Improvement***, Advance CTE: State Leaders Connecting Learning to Work, August 2016

Work-based learning provides a continuum of activities, from job shadowing to internships and apprenticeships, that help students develop technical skills and work experience to improve their employability. Many work-based learning programs are operated at the local level, and most states are new to measuring the outcomes in order to officially evaluate the program. This report examines the role of the states in expanding work-based learning opportunities for K-12 students. The report also features examples from Massachusetts, Tennessee, and West Virginia—three states that provide promising practices and have built data collection systems to measure work-based learning outcomes. The report lays out recommendations for creating strategies to measure work-based learning, collect data, and ensure program quality.

[www.careertech.org/sites/default/files/files/resources/WBL\\_casestudy\\_measuring\\_FINAL.pdf](http://www.careertech.org/sites/default/files/files/resources/WBL_casestudy_measuring_FINAL.pdf)

***Leveraging Intermediaries to Expand Work-Based Learning***, Advance CTE: State Leaders Connecting Learning to Work, July 2016

Work-based learning is an educational approach that offers students an opportunity to expand their classroom learning to more effectively prepare for postsecondary education and careers. Work-based learning programs are typically managed by intermediaries at the school, region, or state level. The primary function of the intermediary is to support the program through coordinating and managing the relationships between educators and employers. This report examines the role of intermediaries and

provides an extensive look at policies in South Carolina and Georgia. Furthermore, the report provides guidance, recommendations, and examples of how states can support intermediaries to expand work-based learning programs.

[www.careertech.org/sites/default/files/files/resources/WBL\\_casestudy\\_Intermediaries\\_FINAL.pdf](http://www.careertech.org/sites/default/files/files/resources/WBL_casestudy_Intermediaries_FINAL.pdf)

***Next-Generation CBE Designing Competency-Based Education for Underprepared College Learners, Jobs for the Future, July 2016***

Competency-based education provides an alternative to traditional methods of determining success in higher education. Competency-based education measures learning rather than time spent in the classroom. Students prove that they have mastered the knowledge and skills of the particular course, regardless of the number of hours spent in the classroom. This report provides an overview of the background on competency-based education, summarizes options to consider, and makes recommendations when designing a competency-based program for underprepared learners. It also explores design elements that include technology and comprehensive reports, and it emphasizes both academic and career competencies.

[www.jff.org/sites/default/files/publications/materials/CBE-paper-072516.pdf](http://www.jff.org/sites/default/files/publications/materials/CBE-paper-072516.pdf)

***Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions, American Institutes for Research, June 2016***

Competency-based education is gaining popularity nationwide. It offers opportunities for a personalized learning experience as students work toward achieving competency at their own pace. Students experience individualized support as well as flexibility, independence, and responsibility over their learning. This report examines how schools implement competency-based education and explores whether competency-based education is associated with improving students' learning proficiencies during their first year of high school. The study uncovered findings that demonstrated the implementation of competency-based education practices were not uniform or comprehensive across schools. The report suggests that the practices may fall along a continuum, since there is not a clear distinction between competency-based and traditional education models.

[www.air.org/sites/default/files/downloads/report/CBE-Study%20Full%20Report.pdf](http://www.air.org/sites/default/files/downloads/report/CBE-Study%20Full%20Report.pdf)

***Talent Orchestrators: Scaling Youth Employment through Business-Facing Intermediaries,***

U.S. Chamber of Commerce Foundation, Center for Education and Workforce, June 2016

This report explains how young adults are increasingly disconnected from employment opportunities at a time when employers are in dire need of talent. The report explores and serves as a guide to intermediaries in order to provide the right combination of services to develop the talent that employers need to be competitive while creating career opportunities for young adults. This report provides an outline for intermediaries to engage and support employers through work-based learning programs and includes design principles to help intermediaries create shared value, implement a sustainable business model, manage talent sourcing and demand, and provide training and credentialing support.

[www.uschamberfoundation.org/sites/default/files/Talent%20Orchestrators%20Scaling%20Youth%20Employment%20Through%20Business%20Facing%20Intermediaries.pdf](http://www.uschamberfoundation.org/sites/default/files/Talent%20Orchestrators%20Scaling%20Youth%20Employment%20Through%20Business%20Facing%20Intermediaries.pdf)

***Making the Case for Competency-Based Education Early Lessons from the Field***, American Institutes for Research, May 2016

Competency-based education programs measure learning outcomes and general competencies as demonstrated through assessments of what students know, understand, and can do. As competency-based education grows in popularity, leaders of those programs will be asked to demonstrate how competency-based learning outcomes compare to traditional learning outcomes. This report provides seven recommendations for leaders of competency-based education programs who want to begin gathering evidence to support analysis of the program results. The authors recommend that programs create clear value statements, bolster research partnerships, clearly describe the program, identify research questions, create valid comparison groups, use appropriate comparison methods, and, lastly, make sense of the results and communicate the story simply.

[www.air.org/sites/default/files/downloads/report/Making-the-Case-for-Competency-Based-Education-May-2016.pdf](http://www.air.org/sites/default/files/downloads/report/Making-the-Case-for-Competency-Based-Education-May-2016.pdf)

## Career and College Readiness

***The Path Least Taken III: Rigor and Focus in High School Pays Dividends in the Future***, National School Boards Association, Center for Public Education, June 2016

Data from the U.S. Department of Education’s National Center for Education Statistics’ Education Longitudinal Study of 2002 was used to determine the impact that high schools have on the employment success of non-college going students. Students who maintain at least a C+ GPA; take high-level math and science courses with vocational courses that lead to an occupational concentration; and, preferably, also obtain a certification achieve similar and sometimes greater success than students who go to college. Referred to as highly credentialed high school graduates, these students earn higher wages and benefits and achieve greater occupational stability and satisfaction in every category except when compared to four-year degree holders. Rigorous course offerings had the greatest impact on non-college goers who, on average, have the lowest chances of obtaining full-time employment, making a living wage, and receiving medical insurance. The report highlights the following findings: high-level math and science courses are not just for college goers, vocational training should focus on specific job skills, and vocational courses are not just for non-college goers.

[www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Path-Least-Taken-III-At-a-Glance/Path-Least-Taken-III-Full-Report-PDF.pdf](http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Path-Least-Taken-III-At-a-Glance/Path-Least-Taken-III-Full-Report-PDF.pdf)

## Career and Technical Education

***Connecting Secondary Career and Technical Education and Registered Apprenticeship, A Profile of Six State Systems***, U.S. Department of Education Office of Career and Technical Education, July 2016

This report examines six states and their similarities to help clarify the association between career and technical education and registered apprenticeship programs. Each state program is designed to combine classroom instruction and work experiences with technical training that becomes more advanced as students prepare for entry into a career. These states use a variety of methods to align career and technical education and registered apprenticeship programs. While the programmatic components vary, the approaches fall into three categories that include registered apprenticeship, pre-apprenticeship, and registered career and technical education. The report provides strategies that expand career and technical education and registered apprenticeship programs through cross-agency alignment, delivering technical assistance at the regional and local levels, creating resource tools and guides to support

program alignment, conducting outreach to market the benefits of registered apprenticeship programs, and addressing barriers to student and employer involvement.

[s3.amazonaws.com/NCICTE/pdf/NCICTE\\_Connecting\\_Secondary\\_Career\\_and\\_Technical\\_Education\\_and\\_Registered\\_Apprenticeship.pdf](https://s3.amazonaws.com/NCICTE/pdf/NCICTE_Connecting_Secondary_Career_and_Technical_Education_and_Registered_Apprenticeship.pdf)

## Competitiveness

***America's Divided Recovery College Haves and Have Nots 2016***, Georgetown Center on Education and the Workforce, July 2016

The U.S. has added 11.6 million jobs to the economy since 2010. For workers with at least some college education, the job market is strong. But for workers with a high school diploma or less, job prospects have not recovered. This report reveals that the post-recession economy has divided the country by educational attainment—low skill, blue collar, clerical jobs were largely eliminated, and high-skill managerial and professional jobs were added—changing the workforce. As a result, most new jobs have gone to workers with at least some college education. Shifts in occupations and industries have been major drivers of this change. Production industries moved from employing nearly half the workforce in 1947 to employing only 19 percent in 2016. On the other hand, industries employing managerial and professional workers grew to encompass 46 percent of the workforce today compared to only 28 percent in 1947. Pursuing education and training after high school has become essential for workers to compete in the 21st century job market.

[www.luminafoundation.org/files/resources/americas-divided-recovery.pdf](http://www.luminafoundation.org/files/resources/americas-divided-recovery.pdf)

***Lessons Learned from 40 Years of Subsidized Employment Programs***, Georgetown Law Center on Poverty and Inequality, April 2016

By examining subsidized employment programs for populations with barriers to employment, this report explores job program outcomes over the last 40 years. Subsidized employment programs provide paid work experience, job training, and support services. Subsidized employment can be full-time or part-time employment in the private or public sector, where all or a portion of the participant's wages are subsidized. Findings suggest that subsidized employment reduces the receipt of family public benefits, improves school outcomes among children of participants, and boosts school completion of participants. The most successful programs pay for themselves. Overall, the report indicates that the workers in the study's most successful programs earned higher wages after the participation period ended. This report presents findings from an extensive review on subsidized employment programs and a set of recommendations for policy makers for further utilization of subsidized jobs programs.

[www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/current-projects/loader.cfm?csModule=security/getfile&PageID=269877](http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/current-projects/loader.cfm?csModule=security/getfile&PageID=269877)

***Work after Service: Developing Workforce Readiness and Veteran Talent for the Future***, Syracuse University Institute for Veterans and Military Families, JPMorgan Chase & Co., Founding Partner, February 2016

A recent survey of 8,500 veterans and service members illustrates that more than half pursued a career field different from their military experience. Veterans can bring work experience, education, licensures and credentials to the workplace; however, translating military work experience into civilian terms can be difficult. This report examines steps that companies can take in building coalitions, implementing best practices for workforce readiness, and changing human resources culture to more effectively access qualified veterans. Recommendations for workforce readiness include the following: maximize educational benefits; make use of existing state and federal resources tailored to the military such as

industry competency models and military occupational codes; introduce workforce readiness earlier in the military lifecycle; minimize procedures in obtaining certifications and licensures; build effective and sustainable veteran talent pipelines; and train human resource professionals to understand workforce readiness issues related to veterans.

[www.vets.syr.edu/wp-content/uploads/2016/02/USAA\\_Report\\_Jan27FINAL.pdf](http://www.vets.syr.edu/wp-content/uploads/2016/02/USAA_Report_Jan27FINAL.pdf)

## Data

### ***Career and Technical Education Course Taking and Postsecondary Enrollment and Attainment: High School Classes of 1992 and 2004***, National Center for Education Statistics, July 2016

This report examines changes in public high school students' postsecondary enrollment and attainment rates for the classes of 1992 and 2004 within eight years of graduation. The postsecondary enrollment rate within eight years of high school graduation is higher for the class of 2004 than for the class of 1992. However, while enrollment rates are higher, postsecondary attainment rates are lower. Notably, the enrollment rate increase is higher among graduates who earn higher numbers of credits in occupational career and technical education during high school.

[www.nces.ed.gov/pubs2016/2016109.pdf](http://www.nces.ed.gov/pubs2016/2016109.pdf)

### ***Persistence and Attainment among Postsecondary Sub-baccalaureate Students***, National Center for Education Statistics, July 2016

The attainment rates of students who enroll in a postsecondary education institution for the first time in 2003-2004 to pursue a certificate or associate's degree are examined in this report. Among the 2003-2004 cohort, 50 percent had earned a credential by 2009, and 15 percent had not earned a credential but were still enrolled, resulting in an overall six year attainment rate of 65 percent. The report points out that sub-baccalaureate students attain credentials at a lower rate than baccalaureate students. Among students who initially sought a sub-baccalaureate credential, 56 percent continued to seek or had attained a credential six years later, compared to 79 percent of students who initially sought a bachelor's degree. In reviewing persistence and attainment separately, only 39 percent of students seeking a sub-baccalaureate credential earned a certificate or degree within six years, compared to 67 percent of students seeking a bachelor's degree.

[www.nces.ed.gov/pubs2016/2016083.pdf](http://www.nces.ed.gov/pubs2016/2016083.pdf)

## Disabilities

### ***Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities***, U.S. Department of Labor, September 2016

The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities was established under the Workforce Innovation and Opportunity Act of 2014 and is charged with developing recommendations to increase employment participation of individuals with disabilities through competitive integrated employment opportunities. Integrated employment refers to jobs held by individuals with disabilities in a workplace where the majority of workers are not disabled. This type of employment includes wages consistent with wages paid to employees who are not disabled and perform the same work, pay that is at least minimum wage, and wages that are paid directly from the employer. Recommendations highlight ideas in capacity building, including guidance, policies and strategies to prioritize federal funding for competitive integrated employment, data collection, and funding and initiatives. Lastly, the committee recommends a federal interagency task force to focus on

policies that expand the capacity of competitive integrated employment and advance economic self-sufficiency.

[www.dol.gov/odep/topics/pdf/ACICIEID\\_Final\\_Report\\_9-8-16.pdf](http://www.dol.gov/odep/topics/pdf/ACICIEID_Final_Report_9-8-16.pdf)

## Miscellaneous

***A New WIOA Measure Deserves a New Way of Measuring A Point-Menu System for Measuring Effectiveness in Serving Employers***, The Aspen Institute, September 2016

In 2014, when the Workforce Innovation and Opportunity Act (WIOA) was passed, the U.S. departments of Labor and Education were tasked with developing indicators to measure the federal workforce programs' effectiveness in serving employers. WIOA established a set of common performance indicators for core programs. The core programs include adult, dislocated worker, adult education and literacy, Wagner-Peyser employment services, and vocational rehabilitation. This report explains a "point-menu" system to measure core program effectiveness proposed by the Aspen Workforce Strategies Initiative. With this approach, states would accrue points toward their goals by achieving self-selected outcomes from a menu related to serving employers and job seekers. The more successful the outcomes, the more points are earned. The report offers support for the wide variation in local labor markets and recognizes more advanced employer engagement.

[www.aspenwsi.org/wordpress/wp-content/uploads/A-New-WIOA-Measure-Deserves-a-New-Way-of-Measuring.pdf](http://www.aspenwsi.org/wordpress/wp-content/uploads/A-New-WIOA-Measure-Deserves-a-New-Way-of-Measuring.pdf)