



Texas Workforce Investment Council

Policy News Highlights

Issue 9, Quarter 1, March 2010

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 that were added to the IR in the last quarter.

This Quarter's Selected Articles

This quarter's highlight focuses on two papers about generational issues and how they affect the workforce and economic development. A subject of discussion that continues to draw considerable attention in workforce circles is the aging Baby Boomer population. Some pundits worry that Boomer retirement will give rise to worker shortages, while others counter that tough economic times will delay the retirement wave and give rise to job shortages. *Engaged as We Age – The End of Retirement as We Know It*, examines changes in the structure of the retirement paradigm itself. People are living longer and with widespread changes in pension structure they are working more years, which in turn, is having an unprecedented social and economic impact. A new study, *Millennials: Confident. Connected. Open to Change.*, portrays the Millennial generation, those born after 1980 and between the ages of 18 and 29 years, to be upbeat, confident, and open to change. As Americans live longer, the Baby Boomer and Millennial generations will increasingly interact, perhaps more than two such widely spaced generations in history.

Engaged as We Age – The End of Retirement as We Know It, enumerates and analyzes many of the ideas frequently associated with older people and the concept of retirement in the United States (U.S.). The authors list ten “old ways of thinking” about aging and systematically dispel the veracity of these adages. For example, our society tends to view older people as “frail,” but in reality, only eight percent of older women and four percent of older men over the age of 65 need help with the daily activities such as dressing and eating.

With regard to retirement, the belief that “we should work hard all our lives knowing that we can have all the leisure and fun we want during a retirement funded in large part by our employer,” is untrue for several reasons. Employers have gradually shifted from defined benefit pensions (where an employee receives a certain amount at retirement, guaranteed) to defined contribution plans (where an employee receives contributions from an employer for retirement but no guaranteed retirement benefit), which means retired persons

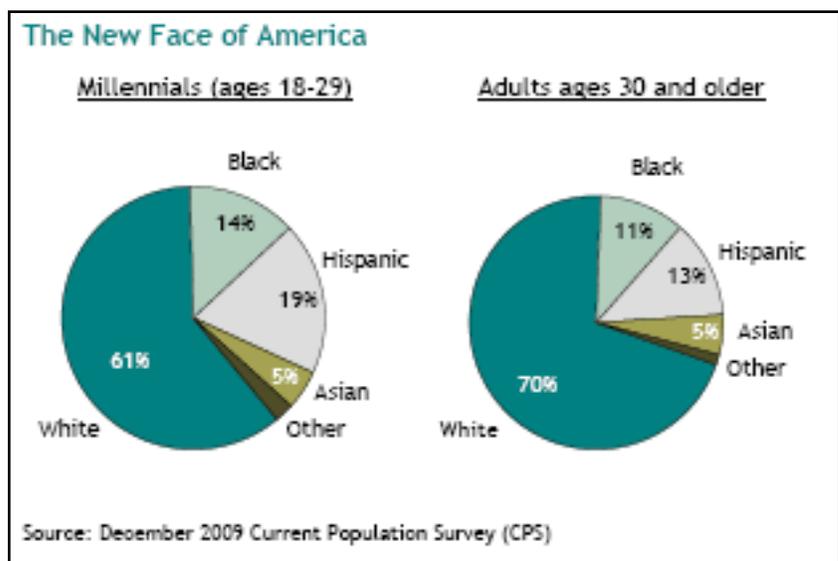
do not have the financial security in retirement they once might have. For some people, this simply means they must continue to work, and thus, the idea that employment and retirement are compatible is becoming more and more widespread.

And, in fact, the authors suggest it is now commonly held that work, family, leisure and volunteerism should be spread across a lifetime so that young families are not sacrificed to a single-minded focus on work, with expectations of leisure postponed to retirement. New views of aging include concepts such as “successful aging,” and “productive aging.” Specifically, successful aging requires three things: low probability of disease or disability, high cognitive and physical functionality, and active engagement in life. Productive aging is similar but draws more on the notion of engagement and refers to “activities that produce goods and services, whether paid or not.” These categorizations are criticized by those who fear that they may give rise to labels of “unsuccessful” or “unproductive” aging. The authors conclude the paper with a discussion of the need for a new vision of aging based on remaining “engaged as we age.” Their vision of an engaged old age will weave four specific activities together: work, volunteering, care giving and education in the form of lifelong learning. The last element, lifelong learning, is key to successful engagement because it enables older adults to learn new skills or improve old ones to continue working, become trained to care for children or other seniors, and to enrich their own quality of life through intellectual stimulus. ★

Millennials: Confident. Connected. Open to Change., was released by the Pew Research Center in February 2010. This report creates a profile of the 50 million Millennials between 18 and 29 in the U.S., and analyzes their politics, social values, lifestyles, life priorities, technology and social media habits, and their economic and educational goals. The findings are based on a recent survey of 2,020 Millennials conducted in January 2010. The Pew researchers characterize this generation as confident, self-expressive, liberal,

upbeat, and open to change. The Millennial generation is more ethnically and racially diverse than previous generations, less religious, and less like to have seen military service. According to this survey, the Millennial generation is poised to be the most educated generation in U.S. history. The modern, knowledge-based economy is partly responsible for this latter trend. However, current economic trends also explain why so many Millennials between 18 and 24 are enrolling at institutions of higher education—about 39.6 percent. According to the report, over half of Millennials, 54 percent, have some college education as compared to 49 percent of Generation X (between ages 30 and 45) 36 percent of Baby Boomers (between ages 46 and 64) and 24 percent of the Silent Generation (age 65 and older).

About 61 percent of Millennials view their generation as unique and distinctive. “But Millennials have a distinctive reason for feeling distinctive,” write the authors. A fourth of Millennials, 24 percent, say it is their use of technology. Generation X also believes technology makes them distinctive, but only 12 percent of Xers hold this view. Millennials have fused their social lives with their gadgets: three-fourths have profiles on social networking sites, as compared with 50 percent of Xers, 30 percent of Boomers and six percent of Silents. Other characteristics of this generation are that it gets along with its parents better (many are still living at home or have moved home due to the inability to find employment) and they respect their elders, saying that older people have better values and a stronger work ethic.



This generation also believes that families have a responsibility to care for the elderly. According to the research, six-in-ten Millennials believe it is a family responsibility to welcome an aging parent to live with them if he or she wishes to. This is in contrast to only four-in-ten adults over age 60 who agree this is a responsibility. Only one-in-five Millennials is married and only one-in-eight reports being married with children at home. In terms of their economic outlook, Millennials are extremely optimistic. While 31 percent who are working say they do not make enough money, 88 percent of this group think they will earn enough in the future. ★

Economic Development

High-Growth Firms and the Future of the American Economy, Kaufman Foundation, March 2010. This paper is part of the Kauffman Foundation’s series on Firm Foundation and Economic Growth. The authors state that the most important economic issue in the U.S. right now is job creation—not just to boost unemployment—but also to boost sectors for growth. For example, the housing sector will not fully recover until job creation has recovered. The authors emphasize that this paper is different from prior research that focused on new and young companies creating jobs. High-growth firms, called gazelles, account for a disproportionate share of job creation despite their small numbers. Here is what the data show:

- In any given year, the top-performing one percent of young firms generate approximately 40 percent of new job creation.
- Fast-growing young firms, comprising less than one percent of all companies, generate roughly 10 percent of new jobs in any given year.

The authors believe a new discussion emphasizing high-growth entrepreneurship should be included in discussions on the importance of entrepreneurship creating new jobs, because gazelle firms are “the most fruitful of new jobs and offer the economy’s best hope for recovery.” ★

Green, Local and Growing: Findings from a Survey of Green Businesses in California, Center for Community Innovation, February 2010. This paper describes the results of a survey that is part of a larger study

sponsored by the U.S. Economic Development Administration. Survey questions asked what makes “green businesses” different in California, in what ways are they innovating, and how are they growing on a regional scale. The paper defines the green economy as economic activity reducing energy use or improving environmental quality and includes four sectors of the clean energy economy: renewable energy and alternative fuels; green building and energy efficiency technology; energy-efficient infrastructure and transportation; and recycling and waste-to-energy.

An important finding of the survey is that only one percent of California’s jobs are directly traceable to the “green economy,” but this sector is growing about 50 percent faster than the state’s overall economy. Other significant findings of the paper are:

- Green businesses plan to expand faster than traditional ones
- Green practices are found throughout the economy and not only in green businesses
- Green businesses rely more on local and regional markets than do traditional businesses
- Green businesses are more committed to staying in the state than are traditional businesses
- Green businesses are more open to public policy and regulation than are traditional businesses and view local government actions as quite important

The authors point out that one of the survey’s strongest findings is that green businesses are oriented to serve local and regional markets. “In other words, the innovation and growth of the green economy are more about being embedded in the local market and responding to local regulation than about relationships with a traditional university-centered regional innovation system.” ★

Texas Green Jobs Guidebook, Environmental Defense Fund (EDF) and Texas Workforce Commission (TWC), January 2010. Reviewed by the TWC and with support from the Meadows Foundation, EDF published this guidebook to provide job seekers, students, guidance counselors, career advisors and policymakers a handy resource on the growing green jobs industry. Texas leads the country in the

production of wind energy and has opportunities for many other renewable and energy efficiency sectors. In 2009, the American Recovery and Reinvestment Act was passed to facilitate job creation and economic growth, including nearly \$600M for Texas energy and weatherization programs and workforce training. According to

higher education are playing a significant role in developing and distributing knowledge, something that is just as important to economic development these days as traditional incentive programs. Higher education institutions that have been successful at promoting economic development rely on the interplay of four elements:

HOUSTON COMMUNITY COLLEGE SYSTEM - GREEN JOBS COURSES		
Degree Programs	Central College	Geology/Environmental Sciences
		Engineering
		Construction Technology
		Industrial Electricity
		Heating, Air Conditioning and Refrigeration
		Welding Technology
	Northeast College	Automotive Technology
		Diesel Engine Mechanic and Repairer
		Drafting and Design Engineering Technology
		Geology/Environmental Sciences
		Instrumentation and Controls Engineering Technology
	Northwest College	Petroleum Engineering
		Drafting and Design Engineering Technology
	Southwest College	Drafting and Design Engineering Technology
Geographic Information Systems (GIS)		
Continuing Education	Air Conditioning, Bilingual	
	Heating, Ventilation and Air Conditioning Technician	
	Residential Wiring, Bilingual	
	Water Quality and Wastewater Treatment Certification	

the guide, many jobs outlined are in traditional areas such as manufacturing, installation and operations but will require a “green layer,” as technology and demand change. The *Texas Green Jobs Guidebook* lists opportunities for those with high school degrees or GEDs, as well as for those who have participated in apprenticeships or trade schools. Green jobs pay living wages and since most cannot be outsourced, they represent a solid and enduring foundation for Texas workers, now and in the future. The graphic above represents one of many community colleges systems in Texas offering green jobs courses and illustrates the type of information available in this publication. ★

- Knowledge creation - research at higher education institutions gives rise to innovation, which these same institutions can disperse into the market place
- Knowledge transfer – higher education institutions offer job training programs that help businesses grow and prosper
- Community engagement – higher education departments may engage with local elementary and secondary schools to update and/or revitalize communities
- Educational goals – higher education institutions produce the educated workforce necessary to sustain an innovative economy

A New Paradigm for Economic Development—How Higher Education Institutions Are Working to Revitalize Their Regional and State Economies, Rockefeller Institute, March 2010. The growing importance of innovation in the 21st century economy is yielding a new model for state-level economic development. Institutions of

“We are just now perceiving that the university’s invisible product, knowledge, may be the most powerful single element in our culture, affecting the rise and fall of professions and even of social classes, or regions, and even nations. ★”

—Clark Kerr, founder, California’s university system

Higher Education

Online Occupational Education in Community Colleges: Prevalence and Contextual Factors, National Research Center for Career and Technical Education, February 2010. This study is the first national project to categorize and inventory specific types of online occupational programs in community colleges. The number of community colleges that offer credit-granting online occupational programs looks impressive at first glance. However, upon closer scrutiny, researchers saw that the percentage of institutions that offer full online programs is lower than the percentage offering individual online courses. The study also showed that the most common online courses are, not surprisingly, in subjects that are easy to teach online. Subjects that require labs, fieldwork, or the development of manipulative skills are difficult to teach online and are scarce. The author suggests that high levels of dedication and significant instructor support will be required to adapt face-to-face skill-based courses into high quality online courses. In general, programs such as business management and administration, or information technology, are readily available as online course programs at many institutions. ★

Graduated Success: Sustainable Economic Opportunity Through One- and Two-Year Credentials, Demos, February 2010.

This paper takes aim at the assumption that a higher degree guarantees a higher salary and better economic opportunity. The authors of *Graduated Success* state that one- and two-year credentials often lead to a more lucrative job than those awaiting holders of associates or bachelor's degrees. In particular, people with certificates in engineering and in health care can earn starting salaries of \$47,000 and \$46,000 respectively, often much higher than the starting salaries of individuals with bachelor's degrees in liberal arts. The writers also emphasize the importance of completion: earning a one-year certificate or associate degree is preferable to not finishing a two- or four-year degree. Based on a longitudinal study of Florida graduates, the writers found that the average salary for students who earned certificates was 27 percent (\$8,000) higher than those of people working who left school with no

credential at all. With these visible trends in mind, more attention should be given to eliminating the barriers that prevent more students from completing one- and two-year credentials. According to the authors, the greatest barriers to completion are the high cost of education and a lack of academic preparation in math and science. The paper concludes by noting that while one- and two-year credentials are a very good solution for some students who cannot attend longer postsecondary programs, they are not for everyone. Furthermore, they contend, more study is warranted to determine whether these jobs offer stable economic opportunity over a long period of time, and whether individuals with certificates are at risk for labor market shifts due to their very specialized knowledge. ★

K-12 Education

Can I Get a Little Advice Here? Bill & Melinda Gates Foundation, March 2010.

This paper is the second in a series relating to college completion and is based on a survey of 22 to 30 year olds conducted by Public Agenda, a non-profit, non-partisan research organization. A key finding is that most students, even those who successfully completed college, gave their high school guidance counselors low ratings on how well they helped them consider careers, decide which schools to go to, and decide how to pay for college. Furthermore, the survey found that young people who had impersonal experiences with high school guidance counselors were less likely to go directly to college. This last finding is particularly significant for policymakers and educators because there is a high correlation between dropping out of college and not going to college directly from high school. Other findings were that high school counselors were considered less helpful than high school teachers, indicating that students themselves perceive the counseling system as functioning poorly. The paper suggests that the problem must be addressed if the U.S. is to meet its much-touted goals of producing a better-educated workforce. Suggestions to improve the situation are encouraging higher education institutions, businesses, and other civic and community groups to offer trained volunteers at the high school level. Other ideas include developing an online resource that would enable high school students

to explore potential college matches and utilizing social networking to bring interested high school students into contact with college professors. ★

Using the Right Data to Determine if High School Interventions Are Working to Prepare Students for College and Careers, National High School Center at the American Institute of Research, January 2010.

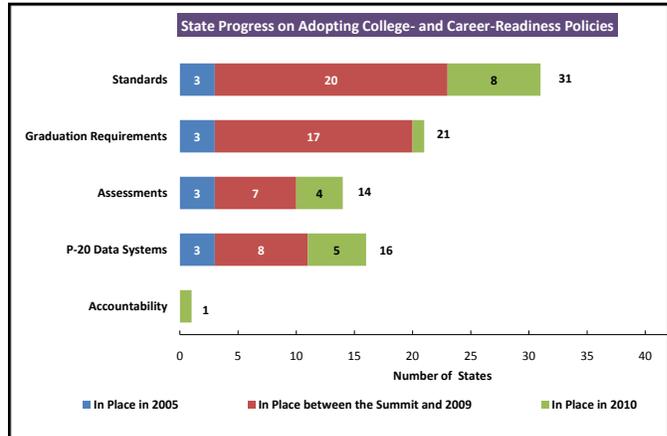
The goal that students should graduate from high school college- and career- ready has been embraced by educators and policymakers over the last ten years. And, while research indicates that the same skills support college-readiness and career-readiness, college-readiness test scores show that most students who complete high school are not college-ready. This paper looks at identifying which students start high school with substantial academic preparation gaps and at how to build databases that can point to successful intervention strategies for these same students. The paper explains how methods for gathering this information can be implemented and what information high schools and school systems can collect and make available for the building of databases. ★

Closing the Expectations Gap: 2010, Achieve, Inc., March 1, 2010. Five years ago, Achieve and the National Governor’s Association sponsored the National Education Summit challenging state leaders and education policy makers to collaborate on a college and career readiness agenda. Every year Achieve surveys states to measure progress along these five indicators aiming to measure the alignment of state high school graduation requirements with the expectations of colleges and employers:

- **Standards:** Alignment of high school standards with the demands of college and career. Today, 31 states have such standards in place for English and math
- **Graduation Requirements:** Establishment of college- and career-ready graduation requirements. Today, 20 states and Washington D.C. require all students complete a college- and career-ready curriculum
- **P-20 Data Systems:** Development of a P-20 longitudinal data system linking K-12 data with postsecondary data. Today, 16 states are operating such systems

- **Assessments:** State administered college- and career-ready high school assessments. Today, 14 states give these tests
- **Accountability:** Development of a reporting and accountability system valuing college- and career-readiness

Today, the only state to use all of Achieve’s accountability indicators is Texas. However, 22 have made progress incorporating at least one of the indicators. ★



Literacy and Adult Basic Education

Building Bridges to Success: An Action Plan to Transition Adult Basic Education Students Into Postsecondary Education and Training, Texas Higher Education Coordinating Board, January 2010.

Following Texas legislative mandates, the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) are collaborating to develop a long-range action plan to align Adult Basic Education (ABE) with postsecondary education. The goal is to significantly increase the success of students enrolled and completing postsecondary credentials in the state of Texas. One challenge facing ABE in Texas is that currently, students are required to remain in basic skills classes before they can enroll in postsecondary education and training programs. This can draw the learning process out so long that students lose interest or are otherwise unable to continue balancing class and work or family obligations. The fact that ABE providers in Texas are federally and state funded, and also privately funded, creates another set of problems that can impact ABE policymaking. First, these providers are not funded equally and therefore,

cannot serve ABE students on the same scale. Second, publically and privately funded providers are not subject to the same reporting standards, so data gathered on the ABE population is not fully complete.

The report emphasizes that the transition of ABE students into postsecondary education and workforce training programs is an economic issue for the state. The action plan proposes moving away from the “linear approach” of ABE (requiring students to complete basic skills before entering other programs) in order to promote and expedite student transition. The plan proposes to focus on community colleges that collaborate and leverage resources to expand services to students. The action plan was created with input from various stakeholders, including THECB, TEA, the Texas Workforce Investment Council, Literacy Texas and the Texas Commission of Adult Basic Education. ★

Skills, Training and Employment

A New National Approach to Career Navigation for Working Learners, Center for American Progress, March 2010. The U.S. does not have a system of coordinated career development services. Working learners, individuals who do not have postsecondary credentials, are especially vulnerable to this lack, because they cannot afford to attend training or education programs full time. As many as 75 million workers fall into this category of trying to balance work, school and family. This paper describes the country’s need for a “career navigation service” and highlights examples of promising models. For example, community colleges, the public workforce system, community-based organizations, labor unions and employers do have career navigation programs but they are small scale and frequently unavailable to people once they move beyond their training with these entities, or move away. The authors of this paper argue for a national approach that would enable workers to access information and resources to improve their career status at any time during their working lives. The system would provide assessment tools, local labor market information including what education and skills are required for local jobs, and information about compensation. A cornerstone of this national service would be the creation of an online profile

by individuals themselves, which they could update, make available to employers, and utilize throughout their lives. Last, the national approach to career navigation services would make intensive services such as career counseling and advising available depending upon need. Job seekers would be able to advise, support and inform one another through social networking. The writers concede that there are challenges to be considered. For example, the appropriate balance between high-tech and face-to-face career counseling must be determined, as well as broader questions such as what aspects should be coordinated nationally and which should be left to local or regional planners. As next steps, the authors propose a national communications campaign to raise awareness of the need and increased research and evaluation of existing models. ★

Reinvesting in America’s Youth: Lessons from the 2009 Recovery Act Summer Youth Employment Initiative, Mathematica Policy Research, Inc., February, 2010.

In February 2009, the President signed the American Recovery and Reinvestment Act, (Act), which gave \$1.2 billion to states through the workforce development system to provide disadvantaged youth with education and training. This paper (an implementation evaluation commissioned by the Employment and Training Administration (ETA)) contains information about the success of those Summer Youth Employment Initiatives or SYEI. Detailed descriptions of 20 selected sites are given, along with analysis of performance and qualitative data reported to ETA. More than 355,000 young people were enrolled in SYEI nationwide and state and local areas drew in excess of \$717 million through the month of November, 2009. This amounted to nearly 61 percent of the \$1.2 billion the Act directed to WIA youth services. Of the 355,000 enrolled, 345,000 enrolled between May and September, the summer months. Of those, 314,000 were placed in summer jobs and 13 percent of youth enrolled retained jobs beyond the summer months. Sixty-three percent were in-school youth (18 or younger), but 9 percent, or 31,000 were between 22 and 24 years of age, in the new age bracket extended two years beyond the age 21 cut-off of prior legislation. The report states that across the country local areas reported almost three-quarters of youth showed a measurable increase in work readiness skills while they were

participating and states reported completion rates of more than 82 percent. Generally, the results of SYEI were successful. Administrators

	Number Reported as Achieving Outcome	Number for Whom Data are Available	Percentage Achieving Outcome
Increase in work readiness skills	235,043	314,132	74.8
Completion of summer work experience	242,827	294,842	82.4

Source: State performance reports for WIA youth initiatives supported by the Recovery Act submitted to the U.S. Department of Labor as of December 31, 2009

reported that three benefits were achieved: money was put into the hands of the needy; youth and their families spent money in locally depressed economies; and youth obtained valuable work experience. Youth offered input about implementation but mostly commented that the initiative was too short with too few working hours. Employers were positive, stating that mentoring new employees was worthwhile and most said they would participate again. For information about summer youth in Texas, see <http://governor.state.tx.us/files/twic/Profiles5.pdf> ★

Strengthening the Youth Development/After-School Workforce, Lessons Learned and Implications for Funders, Forum for Youth Investment, January, 2010. This paper begins with the declaration that 25 years ago, policy makers, educators, funders and parents would have put after school youth programs in the “nice but not necessary” category. Since that time, researchers have collected data indicating that these programs are not only useful to prevent substance abuse, teen pregnancy and crime, but they are also critical for the growth and academic success of young people. As after-school youth development programs have become an accepted and integral part of academic achievement, questions about standardizing and “professionalizing” this field have arisen. There are state-wide after-school networks in almost forty states and countless local systems in communities across the country. What is needed to build a stable workforce in this area? What incentives, what opportunities and what requirements are appropriate? This paper examines the status quo and seeks to set the stage for discussion of how focusing on the development of this workforce can strengthen after-school and youth development

programs. For example, most youth workers are well-educated and very committed to their occupation, but turnover in this field is high. Therefore, funders and policymakers should focus on creating quality jobs that can attract and retain high-caliber youth workers. ★

Using Registered Apprenticeship to Build and Fill Healthcare Career Paths, U.S. Department of Labor (DOL), March 2010.

This paper and its companion piece, *Using Registered Apprenticeship to Build and Fill Career Paths in Health Information Technology*, were recently released by DOL. Starting from the premise that Registered Apprenticeship is a successful training and employment model, this paper informs the reader that it is readily adaptable to the healthcare industry. Registered Apprenticeship has shown itself to be an excellent strategy for developing skills and increasing earnings in both entry- and middle-level jobs. Furthermore, it has proven beneficial to employers by improving productivity and aligning employer demands with worker supply. The paper’s authors point out that Registered Apprenticeship fits well with the healthcare industry. For example, it offers structure and rigor, which can professionalize entry-level healthcare jobs. It serves to prepare individuals for pursuing higher level careers. Nurses and doctors who do clinical rotations and residencies before receiving their degrees are performing apprenticeships, without their activities being termed “apprenticeship.” The on-the-job component of apprenticeship is consistent with the requirement in many higher level occupations that competency at a set of skills be demonstrated before certification. Another characteristic of apprenticeship, mentoring, fits well with the healthcare industry where experts teach on-the-job skills to people who learn by doing.

In the current recession, healthcare is one of the few economic sectors that continues to grow. DOL has developed apprenticeship programs in 40 healthcare occupations providing competency- and time-based models, portable credentials and incremental wage increases. These days, Registered Apprenticeship provides a career lattice to higher level occupations. Individuals who would not be able to attend school for careers in healthcare, have such an opportunity now. ★

Apprenticeable Healthcare Occupations	
Ambulance Attendant (EMT)	Long-term Care Nurse Manager
Biomedical Equipment Technician	Medical Assistant
Certified Nursing Assistant Lattice	Medical Laboratory Technician
Certified Nursing Assistant I	Medical Secretary
Certified Nursing Assistant Advanced	Medical Transcriptionist
Certified Nursing Assistant Geriatric	Nurse, Licensed Practical
Certified Nursing Assistant Restorative	Optical Instrument Assembler
Certified Nursing Assistant Dementia	Optician
Certified Nursing Assistant Mentor	Optician (optical goods)
Contour Wire Specialist, Denture	Orthotics Technician
Dental Assistant	Orthotist
Dental Equipment Installation and Service	Orthodontic Technician
Dental Laboratory Technician	Paramedic
Electro-medical Equipment Repairer	Pharmacist Assistant
Emergency Medical Technician	Pharmacy Support Lattice
Embalmer	Pharmacy Service Associate Level I
Health Care Sanitary Technician	Pharmacy Support Technician Level II
Health Support Specialist	Lead Pharmacy Technician Level III
Health Unit Coordinator	Podiatric Assistant
Home Health Aide	Prosthetics Technician
Home Health Director	Senior Housing Manager
Laboratory Assistant	Surgical Technologist
Laboratory Technician	Veterinary and Laboratory Animal Technician

Workforce Infrastructure in Support of People with Disabilities: Matching Human Resources to Service Needs, National Council on Disabilities (NCD), January 2010. According to this paper, in the decades to come, there will be more Americans with disabilities reliant upon the disability services infrastructure consisting of health, education and social services programs. This is due to several trends, and particularly to the fact that the Baby Boomer population is aging while birthrate is declining in the U.S. *Workforce Infrastructure* points out that Americans with disabilities have a strategic role in America’s ability to be globally competitive in that their talent can be a resource for the country, or they can “remain on the margins, battling for shrinking resources.” This NCD report contains recommendations calling for partnerships involving federal agencies, their state counterparts, the private sector, education and training organizations, and healthcare and employment services. The aim is to consolidate

efforts to meet the projected shortfall within the disability services infrastructure supporting the workforce. Some of the recommendations outlined in the paper include:

- Establish a system to track ongoing economic, social, labor market and professional developments so that new information can be used to redirect planning and actions in support of the disability services infrastructure
- Establish systematic efforts to acquire information on the supply of infrastructure workers
- Ensure that partnership opportunities are encouraged between the public and private sectors
- Promote opportunities to encourage new entrants into critical infrastructure occupations, such as home health aide, personal care assistant, mental health worker, and rehabilitation counselor ★

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Calculating Cost-Return for Investments in Student Success, Jobs for the Future, Lumina, Walmart and Delta Project, December 2009.

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