

# Investing in America's Workforce

Improving Outcomes for Workers and Employers

AN INITIATIVE OF



## FEATURED RESOURCE



"[Investing in America's Workforce: Report on Workforce Development Needs and Opportunities](#)" analyzes information gathered from nearly 1,000 leaders who work at the intersection of workforce training, recruitment, and finance. The study provides a current snapshot of the workforce development sector and its key challenges. It offers strategies for improving the human capital of America's labor force, expanding access to jobs, and innovating workforce development funding.

## FEDERAL RESERVE WORKFORCE RESOURCES

The [Center for Workforce and Economic Opportunity](#), housed at the Federal Reserve Bank of Atlanta, conducts research on employment policies and labor market issues that affect low- and moderate-income individuals.

"[Developing Career-Based Training](#)" examines various approaches to establishing technical and career-based training and the importance of building out the skills needed for the workforce in today's increasingly complex and rapidly changing global economy.

"[Models for Labor Market Intermediaries](#)" explores the role of community and economic development organizations in workforce development and the importance of fostering and facilitating partnerships to address local workforce challenges.

"[Engaging Workforce Development: A Framework for Meeting CRA Obligations](#)" provides banks—and organizations interested in partnering with them—information and tools to engage in workforce development activities to support their community involvement goals and their obligations under the Community Reinvestment Act (CRA).

"[Transforming U.S. Workforce Development Policies for the 21st Century](#)" features 65 leading scholars and practitioners who outline the issues and introduce new policies and practices to meet the changing needs of workers, businesses and their communities.

[Human Capital Compendium](#) is a hub for Federal Reserve research, speeches, podcasts and more on topics of employment, unemployment, and workforce development.

[Fedcommunities.org](#) offers an array of practical resources from across the Federal Reserve that support community development. Available materials include regional workforce development publications and tools.

## 60x30TX Goals



### 1. 60x30: EDUCATED POPULATION

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree



### 2. COMPLETION

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas



### 3. MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills



### 4. STUDENT DEBT

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions



The Commit Partnership is a community navigator and connector, working to ensure that all DFW students receive an excellent and equitable education that prepares them to flourish in college and career.

## What We Do



### Analyze

data and engage expertise to  
inform action



### Activate

the community to achieve  
shared results



### Grow

capacities of education systems  
and stakeholders



### Our Focus Early Childhood

[LEARN MORE](#)

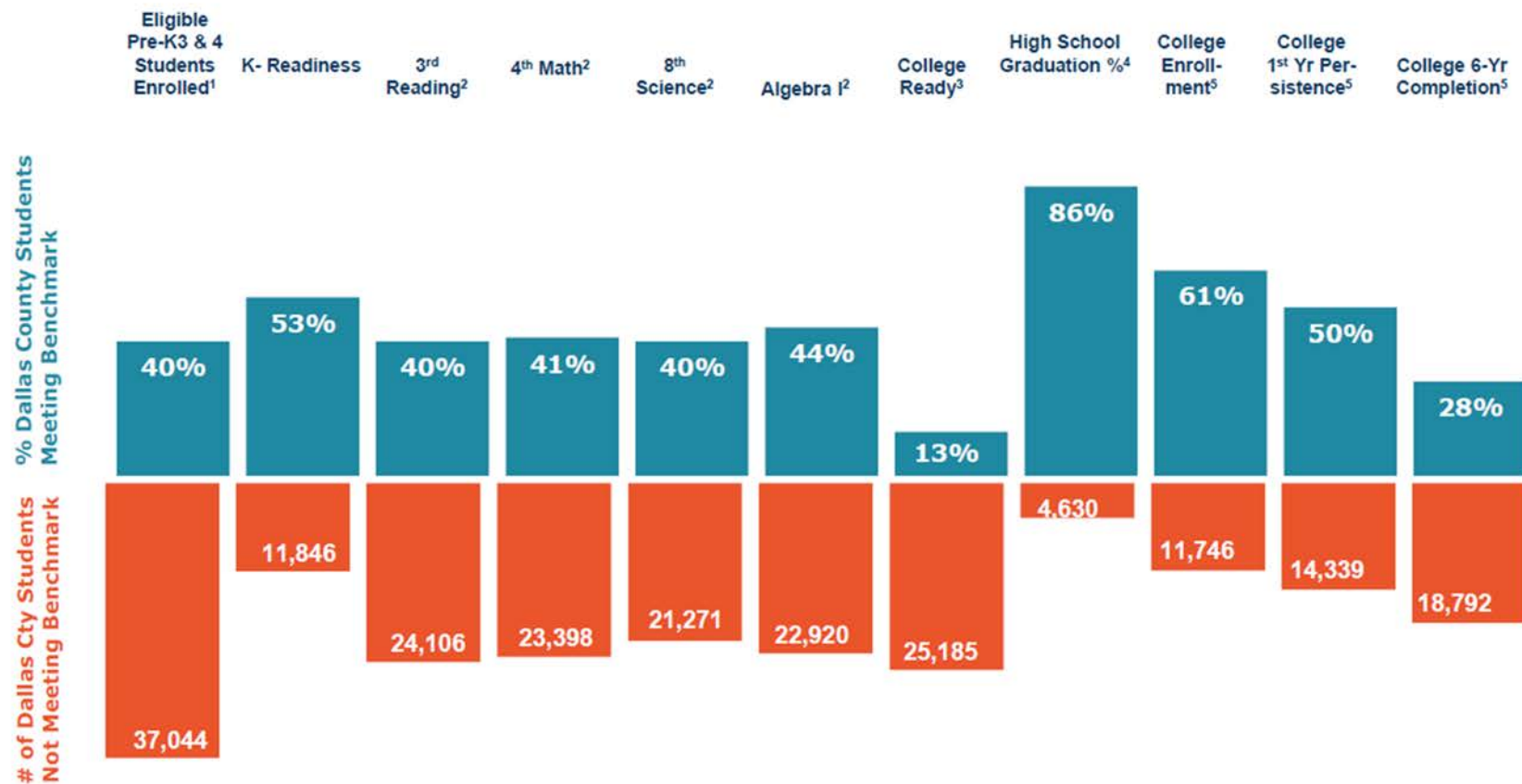
### Our Focus College Completion

[LEARN MORE](#)

### Our Focus Educator Effectiveness

[LEARN MORE](#)

# An average of 20,000 students per indicator are missing critical cradle to career benchmarks annually



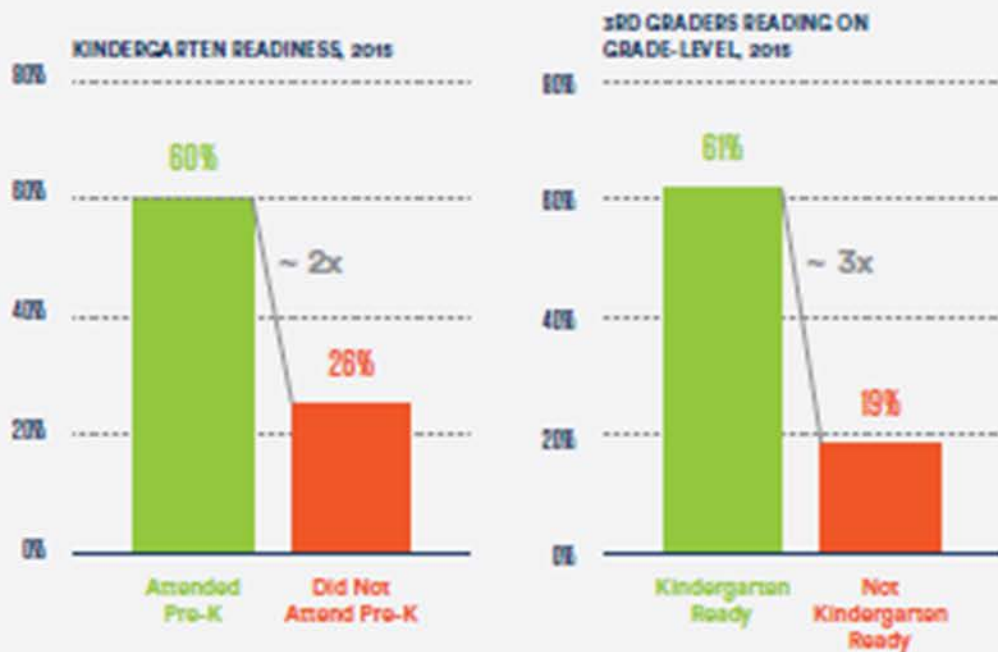
1) Texas Education Agency (TEA) and Commit! Partner Districts, 2017 (districts providing Kindergarten Readiness data include: Carrollton-Farmers Branch ISD, Dallas ISD, DeSoto ISD, Duncanville ISD, Garland ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Mesquite ISD, Richardson ISD, and Uplift Education). 2) Achievement levels represent percentage of students achieving Postsecondary Readiness standard (3<sup>rd</sup> thru Algebra 1) on 2015 STAAR exams. 3) Source: Texas Education Agency (TEA), 2017. Per TEA, SAT/ACT college readiness equivalent to 1110 on SAT Reading/Math subject tests or 24 on ACT. 4) TEA: Federal Graduation Rate calculation from accountability standards. 5) Postsecondary data: National Student Clearinghouse from Commit! Partner Districts (districts providing PSE data include Carrollton-Farmers Branch ISD, Cedar Hill ISD, Dallas ISD, DeSoto ISD, Garland ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Mesquite ISD, Richardson ISD, and Uplift Education. Enrollment for HS c/o 2016, persistence c/o 2015, completion c/o 2011).





INDICATOR DEEP DIVE

## Kindergarten Readiness A study by Dallas ISD



**A comprehensive measure of Kindergarten Readiness is an unusually accurate predictor of future academic milestones, such as 3rd Grade Reading.**

Currently in Texas, Kindergarten Readiness only measures literacy. A more holistic view of Kindergarten Readiness would look at a child's physical, social, and cognitive development as well. In a recent study by Dallas ISD, students who attended Pre-K were twice as likely to be Kindergarten Ready than eligible students who did not attend Pre-K. And students who are Kindergarten Ready are three times more likely to be reading on grade level four years later in 3rd grade.

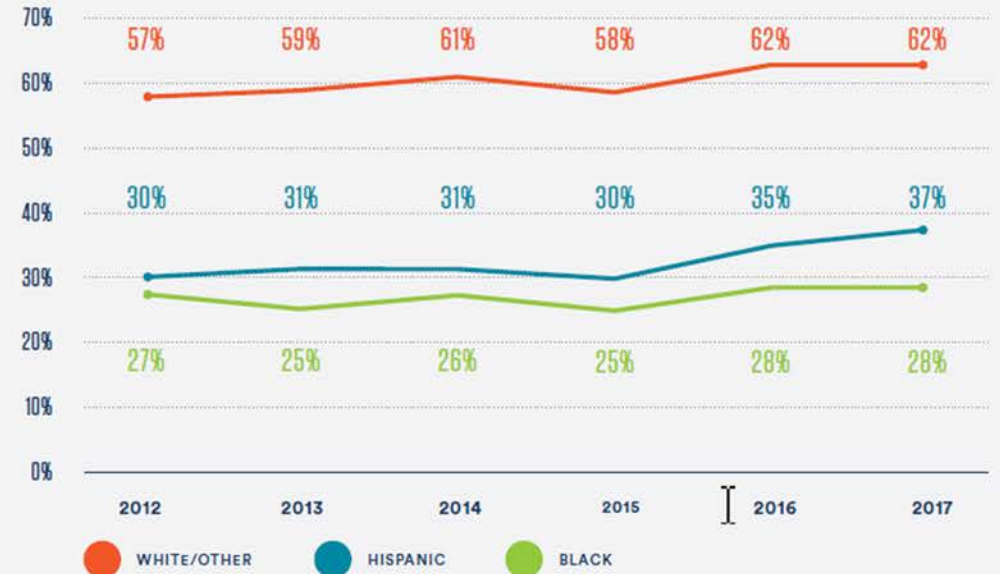




#### INDICATOR DEEP DIVE

### 3rd Grade Reading

Percent of students reading on grade-level, 2012-2017<sup>2</sup>



Most students in Dallas County attend campuses that, at current rates, will *never* close the gap between white students and students of color.

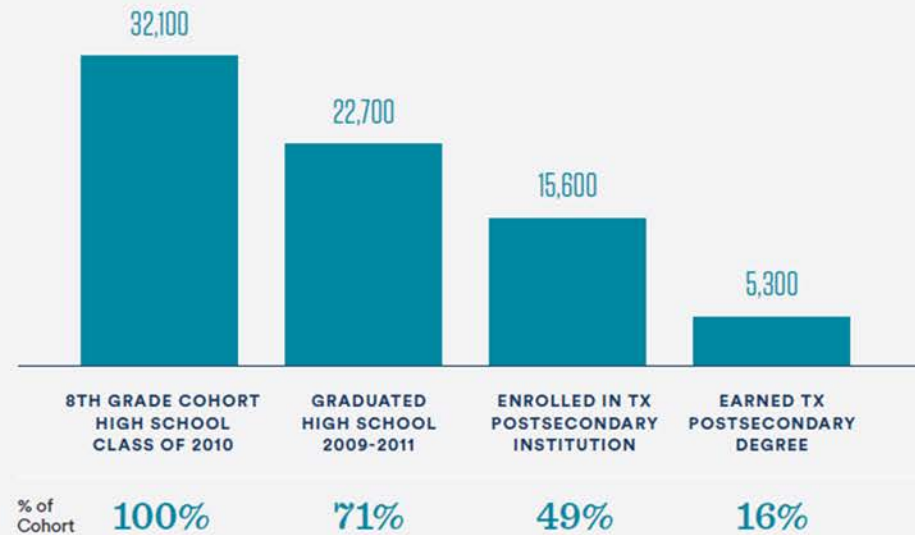
The importance of 3rd grade reading is rooted in the fact that up until the end of 3rd grade, students are learning to read. However, beginning in 4th grade, students begin reading to learn. Data shows that one in six children who are not reading proficiently in 3rd grade do not graduate from high school on time, a rate of four-times greater than that for proficient readers. But student performance on 3rd Grade Reading is starkly impacted by poverty and by race, and districts across the country are struggling to close the gaps between white students and students of color.



# INDICATOR DEEP DIVE

## Postsecondary Attainment

Following Dallas County's 2006 8th Grade Cohort Through College<sup>15</sup>



**This lack of postsecondary achievement is a significant contributor to the concentrated, intergenerational poverty that is pervasive in many areas of our country.**

According to a 2016 study by The Texas Higher Education Coordinating Board, of the 32,100 8th graders enrolled in Dallas County schools in 2010, only 16% earned a postsecondary degree within six years of high school graduation. Assuming a 40-hour work week, a family of four would need four full-time minimum wage jobs to make a living wage sufficient to cover basic household expenses. This is why initiatives like the Dallas County Promise are so important for providing every student a pathway to a college certificate or degree and the hope of a living wage.



## Dallas County Cradle-to-Career Pipeline

With guidance from its Governing Board, Leadership Council and partners, The Commit Partnership annually measures community-level progress against 11 critical achievement indicators reflecting key milestones in a learner's educational journey and helps mobilize aligned community action to address the greatest gaps in opportunities affecting student achievement.

## How the Data is Calculated

All Scorecard data reported is provided by the Texas Education Agency (TEA), with the exception of Kindergarten Readiness, Postsecondary Enrollment, Postsecondary Persistence, and Postsecondary Completion, which are provided to Commit by each school district. Pre-K Enrollment has changed this year due to a new report that TEA produces

that includes comprehensive data than was available in previous years. Additionally, Pre-K Enrollment now tracks both 3- and 4-year-olds, whereas previous Dallas County Scorecards only measured 4-year-old enrollment.

### PRE-K ENROLLMENT



**40%**

24,298 STUDENTS

Percentage of 3-and-4-year-olds enrolled in public Pre-K. Total number of Pre-K eligible students estimated based on number of first graders who were eligible for Pre-K.<sup>1</sup>

### KINDERGARTEN READINESS



**53%**

13,188 STUDENTS

Percentage of Kindergarten students passing district assessments conducted within the first 60 days of the start of the school year.<sup>2</sup>

### 3RD GRADE READING



**40%**

15,890 STUDENTS

Percentage of students who achieved at the meets standard (postsecondary readiness), answering at least 76% of questions correctly on STAAR.<sup>3</sup>

### 4TH GRADE MATH



**41%**

16,123 STUDENTS

Percentage of students who achieved at the meets standard (postsecondary readiness), answering at least 74% of questions correctly on STAAR.<sup>3</sup>

### 8TH GRADE SCIENCE



**40%**

14,290 STUDENTS

Percentage of students who achieved at the meets standard (postsecondary readiness), answering at least 69% of questions correctly on STAAR.<sup>3</sup>

### ALGEBRA I



**44%**

18,218 STUDENTS

Percentage of students who achieved at the meets standard (postsecondary readiness), answering at least 63% of questions correctly on STAAR.<sup>3</sup>

### COLLEGE READINESS



**13%**

3,861 STUDENTS

Percentage of 2016 high school graduates who took and scored at or above 1110 on the SAT or 24 on the ACT.<sup>4</sup>

### HIGH SCHOOL GRADUATION



**86%**

27,343 STUDENTS

Percentage of 2012-13 9th grade cohort who started and graduated high school within four years.<sup>5</sup>

### POSTSECONDARY ENROLLMENT



**61%**

17,992 STUDENTS

Percentage of 2016 high school graduates who enrolled in a higher education institution within one year of graduation.<sup>6</sup>

### POSTSECONDARY PERSISTENCE



**50%**

14,330 STUDENTS

Percentage of 2016 high school graduates who enrolled and then returned for a second year of higher education.<sup>7</sup>

### POSTSECONDARY COMPLETION



**28%**

7,286 STUDENTS

Percentage of 2011 high school graduates who completed a two or four-year degree within six years of high school graduation.<sup>8</sup>



Student Workbook Name:

# NAVIGATE



Exploring College and Careers



[ABOUT](#) [STUDENTS](#) [EDUCATORS](#) [COMMUNITY](#) [FAQS](#) [EN ESPAÑOL](#)

[APPLY NOW](#)

## STUDENTS

THE DALLAS  
COUNTY PROMISE  
CAN HELP YOU GET  
A COLLEGE  
EDUCATION BY  
FOLLOWING THE  
RIGHT STEPS  
TOWARD SUCCESS.

The Promise Pledge for 2017-18  
graduates is now closed.

[JOIN MAILING LIST](#)





Year Up enables **young adults** to move from minimum wage to **meaningful careers** in just **one year**.

#### WHAT IS THE OPPORTUNITY DIVIDE?

Millions of young adults in the US have talent and motivation, but lack opportunity. At the same time, companies have opportunities available, but lack the talent they need to succeed.



**5 MILLION YOUNG ADULTS**  
are disconnected from stable career pathways.

[WATCH THE VIDEO](#)



**12 MILLION JOBS**  
requiring postsecondary education will go unfilled  
in the next decade.

#### THE YEAR UP SOLUTION

We connect young adults who need opportunity with companies who need their talent.

# Regional Talent Pipelines:

Collaborating with Industry to Build Opportunities in Texas

December 2016



Federal Reserve  
Bank of Dallas

**CENTER** for PUBLIC POLICY PRIORITIES