



NGA Center for  
BEST PRACTICES

**The National Association of State Liaisons for  
Workforce Development Partnerships  
&  
The National Association of State Workforce Board Chairs**

**2014 Winter Meetings**

**Washington Update  
February 2014**

**Legislation**

**FY 2014 Appropriations**

After a long and drawn-out process which included a 16-day federal government shutdown in October and several continuing resolutions, the House and Senate passed a \$1.1 trillion FY 2014 omnibus bill in January 2014. The final legislation encompassed all 12 spending bills and funds the government through September 30, 2014.

The final bill includes a partial increase of the Governors' Workforce Investment Act (WIA) set-aside from 5 percent to 8.75 percent. The set-aside was first reduced from 15 percent to 5 percent in the FY 2011 continuing resolution where it has remained at that level. This increased percentage will result in approximately \$45-46 million additional funds for WIA set-aside nationwide.

Overall, the Labor, Health and Education portion of the Omnibus includes \$156.8 billion in discretionary funding, which is \$100 million below the fiscal year 2013 enacted level, and approximately \$9 billion below the President's budget request for these programs. With the exception of Wagner-Peyser (Employment Services), most workforce programs were funded above the FY 2013 post-sequester level. Below are funding levels for some of the programs:

- **WIA Adult training**—Increased from \$731 million to \$766 million (4.9% increase from post-sequester).
- **WIA Youth Training**—Restored almost to pre-sequester level from \$781 million to \$820 million.
- **Dislocated Worker**--Restored from \$956 million to \$1.002 billion (but still below what was provided in FY 2012 (\$1.8 billion)).

- **Workforce Innovation Fund (WIF)**--Provides \$47 million. The President's FY 2014 request was \$150 million.
- **State UI Admin**--In FY 2012, states received \$3.2 billion. The sequester called for \$2.9 billion and the omnibus bill includes \$2.8 billion.
- **Unemployment Insurance (UI) Program Integrity:** The bill includes a minimum of \$80 million, an increase of \$16 million, to conduct reemployment and eligibility assessments and UI improper payment reviews.
- **State Administration Wagner-Peyser (Employment Services)**--\$701 million before sequester, \$664 million in post sequester and in omnibus bill.
- Notwithstanding the transfer limit under section 133(b)(4) (Adult & Dislocated Worker funds) of WIA, up to 30% of such funds may be transferred by the local board if approved by the Governor.
- WIBs can contract to an institution of higher education or other eligible training provider for multiple individuals if the WIB determines that; customer choice is not compromised and that the contract would better facilitate the training.

On the education front, the omnibus bill increases the maximum Pell Grant to \$5,730 (an increase of \$85) and work study would be increased by \$49 million. The bill includes \$75 million for "First in the World" grants to try innovative (but tested) approaches to lower college prices or improve outcomes and \$20 million of the money would be set aside for minority-serving institutions. Not included in the bill is \$1 billion the Obama administration requested for a "Race to the Top" initiative for higher education.

#### **House and Senate Pass Debt Limit**

In February 2014, the House and Senate approved legislation that suspends the debt ceiling until March 15, 2015. The prior suspension of the debt limit ended February 7, at which time the debt ceiling was reset at \$17.2 trillion.

#### **EUC Extension Falls Short So Far**

The House and Senate have been unable to come to agreement on an extension of emergency unemployment compensation (EUC), which expired on December 28, 2013. The number of months proposed for the extension have ranged from three months to 11 months. The sticking point has been how to pay for the bill.

#### **Workforce Investment Act Reauthorization**

No formal action on WIA Reauthorization has taken place since the Senate Health, Education, Labor, and Pensions (HELP) Committee passed its bill (S. 1356) on July 31, 2013. The House passed its version (H.R. 803) on March 15, 2013. The bills differ on a number of areas and staff level discussions have reportedly taken place between the House and Senate on areas of compromise. If no action takes place by the end of this year/session, the bills will have to be re-introduced and the process will start all over.

#### **TAA Legislation Stalls**

Congress reauthorized Trade Adjustment Assistance (TAA) through the American Recovery and Reinvestment Act of 2009, making the program significantly more generous in terms of eligibility and benefits, but those changes were authorized for only two years and expired in February 2011. Later that year, agreement was reached to reinstate some of the enhancements, but in

exchange, some of the expanded benefits were scaled back. Those enhancements expired at the end of 2013.

This past summer, Senators Max Baucus (D-Mont) and Susan Collins (R-Maine) introduced the TAA Extension Act (S. 1357), which would continue the program, as it has been since October 2011, through 2020. However, the bill was not acted upon by the end of 2013, and as a result, the amount of funds available for training was reduced, service sector workers are no longer eligible for benefits, and the Health Coverage Tax Credit rate fell to 65 percent of a premium, along with a number of additional policy changes.

To read a press release from the bill's sponsor, go to:

<http://www.collins.senate.gov/public/index.cfm/press-releases?ID=4a2357ed-fd89-4d3e-9168-0af69dfc2ae2>

### **Comprehensive Immigration Legislation**

In late June, the Senate passed its comprehensive immigration reform bill S.744, as amended, 68-32. The bill would invest billions in border monitoring equipment, increase the number of border patrol agents to approximately 40,000, require the completion of 700 miles of fencing along the Southern border, require the implementation of E-Verify by all employers within four years and require the implementation of an entry-exit system at all air and sea ports. It would provide a lengthy pathway to citizenship for current undocumented immigrants. The bill also would make a number of changes to the current immigration system, including the creation of new visa programs for entrepreneurs, agricultural guest workers and other low-skilled guest workers. The final bill does not make any changes to the STEM Education and Training account, which would provide 70 percent of its funds to states to develop and implement STEM activities. Additionally, five percent of the account's funds would be distributed to states to support employment and training programs in STEM fields. The text of the bill as amended can be found at: <http://www.judiciary.senate.gov/>.

To date, no action has taken place on comprehensive immigration legislation in the House. The House leadership recently announced that it was not likely to move on major immigration reform this year but may propose smaller changes.

### **Executive Announcements**

#### **President Nominates Portia Y. Wu as ETA Assistant Secretary**

In December 2013, President Obama nominated Portia Y. Wu as Assistant Secretary at the Department of Labor's Employment and Training Administration. Ms. Wu currently serves as Special Assistant to the President for Labor and Workforce Policy at the White House Domestic Policy Council (DPC). From 2011 to 2012, she served as the Senior Policy Advisor for Mobility and Opportunity at DPC. Prior to joining the Administration, she was the Vice President at the National Partnership for Women and Families from 2010 to 2011. From 2003 to 2010, Ms. Wu worked at the Senate Health, Education, Labor, and Pensions (HELP) Committee in a number of roles, including Labor and Pensions Counsel, Chief Labor and Pensions Counsel, and Labor Policy Director and General Counsel. Her nomination is subject to Senate confirmation.

## **President Delivers State of the Union**

On January 25, 2014, President Obama delivered his annual State of the Union address. The President called for collaboration with Congress and executive actions to support the middle-class and address income inequality. Specifically, he proposed using executive actions such as increasing the minimum wage paid for new federal contractors and creating “starter” retirement accounts for employees. He announced that Vice-President Biden would be leading an across-the-board reform of America’s training programs. He also urged Congress to extend unemployment insurance benefits and expand the Earned Income Tax Credit.

Following the State of the Union, the White House released further information on the review of the nation’s workforce programs: <http://www.whitehouse.gov/the-press-office/2014/01/30/fact-sheet-opportunity-all-empowering-all-americans-skills-needed-demand>. As part of this review, the President announced three planned executive actions to improve that state of the nation’s workforce system.

1. The first immediate action was a memorandum (<http://www.subnet.nga.org/downloads/2014jobtraining.mem.rel.pdf>) sent to the secretaries of labor, commerce and education directing their agencies to work with the Vice President on a comprehensive review of programs and an action plan to make the workforce and training system more job-driven, integrated and effective.
2. Second, the President directed the Vice President to engage in immediate consultation with stakeholders, including governors, on best practices for ensuring the training system is more driven by the needs of employers for placement purposes.
3. Third, the President directed the labor secretary to ensure that the final \$500 million allocated for the Trade Adjustment Assistance and Community College and Career Training competitive grant program focuses on meeting “the needs of employers that will do the hiring.”

## **"Ready to Work Partnerships" Grant Competition**

At a White House press event in early February, the President announced a new \$150 Million grant competition called “Ready to Work Partnerships” to support innovative public-private efforts. The grant competition will be run through the Department of Labor to support and scale innovative partnerships among employers and non-profits in states and cities across the country that are helping to prepare and place the long-term unemployed into good jobs.

For more information, go to: <http://www.whitehouse.gov/the-press-office/2014/01/31/remarks-president-long-term>

## **White House Releases Report on Long-Term Unemployed & Initiatives to Help**

The White House released a report focused on the long-term unemployed ([http://www.whitehouse.gov/sites/default/files/docs/wh\\_report\\_addressing\\_the\\_negative\\_cycle\\_of\\_long-term\\_unemployment\\_1-31-14\\_-\\_final3.pdf](http://www.whitehouse.gov/sites/default/files/docs/wh_report_addressing_the_negative_cycle_of_long-term_unemployment_1-31-14_-_final3.pdf)). The report outlines the challenges the long-term unemployed face in finding work and the impact it has on the individuals and their families. The report also highlights several initiatives and innovative models that have been established to assist the long-term unemployed.

As part of the focus on helping the long-term unemployed, two additional initiatives were announced in February 2014 by the Obama Administration:

- **The New Best Practices for Hiring and Recruiting the Long-Term Unemployed.** The Administration has engaged with America's leading businesses to develop best practices for hiring and recruiting the long-term unemployed to ensure that these candidates receive a fair shot during the hiring process. Over 80 of the nation's largest businesses have signed on, including 20 members of the Fortune 50 and over 45 members of the Fortune 200, as well as over 200 small- and medium-sized businesses.
- **Presidential Memorandum to Make Sure the Federal Government Does the Same.** The President will use his executive authority to sign a Presidential Memorandum to make sure that individuals who are unemployed or have faced financial difficulties through no fault of their own receive fair treatment and consideration for employment by federal agencies.

More information on all of these initiatives will be provided as details are released.

### Federal Policy and Guidance

#### **OFCCP Publishes Revised Regulations**

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has published revisions to the current regulations implementing the non-discrimination and affirmative action regulations that prohibit discrimination by covered Federal contractors and subcontractors against individuals on the basis of disability, and requires affirmative action on behalf of qualified individuals with disabilities.

The final rule adopts several key revisions proposed in the notice of proposed rulemaking. The final rule strengthens the affirmative action provisions by, among other things, requiring data collection pertaining to applicants and hires with disabilities, and establishing a utilization goal for individuals with disabilities to assist in measuring the effectiveness of the contractor's affirmative action efforts. According to DOL, some of the requirements related to the creation and maintenance of certain records and the conduct of certain affirmative action obligations have been eliminated or made more flexible in order to reduce the compliance burden on contractors.

The regulations are effective March 24, 2014. To view the regulations, go to:

<http://www.gpo.gov/fdsys/pkg/FR-2013-09-24/pdf/2013-21228.pdf>

### NGA Update and Publications

#### **NGA Committee Leadership for 2013-2014**

NGA Chair Oklahoma Governor Mary Fallin and NGA Vice Chair Colorado Governor John Hickenlooper made the following appointments for NGA's five standing committees for the 2013-2014 year:

### **Economic Development and Commerce Committee**

- ★ Alabama Governor Robert Bentley, chair
- ★ West Virginia Governor Earl Ray Tomblin, vice chair

### **Education and Workforce Committee**

- ★ Kentucky Governor Steven Beshear, chair
- ★ Nevada Governor Brian Sandoval, vice chair

### **Health and Human Services Committee**

- ★ Tennessee Governor Bill Haslam, chair
- ★ Vermont Governor Peter Shumlin, vice chair

### **Homeland Security and Public Safety Committee**

- ★ Missouri Governor Jay Nixon, chair
- ★ Michigan Governor Rick Snyder, vice chair

### **Natural Resources Committee**

- ★ North Dakota Governor Jack Dalrymple, chair
- ★ Connecticut Governor Dan Malloy, vice chair

For a list of the executive committee, go to:

<http://www.nga.org/files/live/sites/NGA/files/pdf/COMMITTEELIST.PDF>

### **Top Trends in State Economic Development**

A report from the National Governors Association's Center for Best Practices finds that Governors have updated their economic development strategies and launched new initiatives to further spur economic growth and provide high wage jobs.

*Top Trends in State Economic Development* looks at the actions governors are taking to make their economic development systems more effective in job creation, employment and income growth. States have emphasized the building blocks of their economies—entrepreneurs and innovation, workforce, investment climate, support for businesses in expanding their markets and a stronger connection between universities and the state's economy. States are blending those elements to increase the economic growth rate and provide citizens with more and better paying jobs. Six important trends have emerged in state economic development within the past two years. States are:

- Strengthening the relationship between the state and its regions in fostering economic development;
- Emphasizing job creation within their borders;
- Strengthening their support for advanced manufacturing;
- Creating partnerships to meet industry demands for talent;
- Raising expectations for universities to bridge the gap between research and commercialization; and
- Increasing business export initiatives.

To learn more, go to:

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1308TopTrendsInStateEconDevPaper.pdf>.

### **Governors Evaluate Postsecondary Institutions' Effectiveness and Efficiency**

*Beyond Completion: Enabling Governors to Evaluate the Outcomes of Postsecondary Education*, by the National Governors Association provides a comprehensive approach to address the ongoing shift from simply measuring inputs to a broader emphasis on outcomes and the relationship between resources and results. Questions in the paper include:

- Are our postsecondary students learning the knowledge and skills needed to be successful workers and citizens?
- Do our postsecondary graduates get jobs, and do those jobs pay wages and salaries that can support families?
- How does the number of students who graduate from our postsecondary institutions compare with the number of students who enroll?
- What is the return on our state's and our students' investments in postsecondary education in terms of completed degrees and certificates?

To read the paper, go to:

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1309BeyondCompletionPaper.pdf>

### **Getting Students Reading By Third Grade Key to America's, States' Future**

*A Governor's Guide to Early Literacy: Getting all Students Reading by Third Grade*, by the National Governors Association examines the gap between research and policy and describes the five policy actions that governors can take to ensure all children read at grade level by the end of third grade.

States can increase the number of children who are proficient in reading by third grade by including three major and widely embraced results of educational research in their efforts:

- Differences in literacy and language development in early childhood can lead to achievement gaps as early as kindergarten;
- Reading proficiency requires a focus on interrelated skills and knowledge taught over time; and
- Parents, primary caregivers and teachers have the most influence on children's language and literacy development.

According to the report, governors are best suited to create a cross-collaborative environment, put a spotlight on the issue and promote the policy actions necessary to improve outcomes in their states. Specific policy actions that governors can lead include:

- Adopt comprehensive language and literacy standards and curricula for early care and education programs from kindergarten through third grade;

- Create the environment to increase access to high-quality child care, pre-kindergarten and full-day kindergarten;
- Engage and support parents as partners in early language and literacy development;
- Equip professionals providing care and education with the skills and knowledge to support early language and literacy development; and
- Develop mechanisms to promote continuous improvement and accountability.

The full report is available at:

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>

## **Publications and Studies**

### **GAO Report on WIA Participant Data**

The Government Accountability Office (GAO) released a report that studied the quality of Workforce Investment Act (WIA) participant data. The report looked at: (1) the factors that have affected the ability to report consistent and complete data on participants in the WIA Adult and Dislocated Worker Programs, and (2) actions that DOL has taken to improve the quality of these data.

In its findings, GAO recommended that DOL take steps to improve the consistency and completeness of data reported across states and to promote a continuous process for improving the data's quality. One of the criticisms by GAO was that while DOL requires states to annually validate participant data they collect and report on, it does not strategically use the findings from this effort to identify systemic data issues or improve the quality of the data. Similarly, GAO found that although DOL's regional offices review a sample of each state's WIA participant files every few years to assess states' compliance with data reporting and validation requirements, DOL has not analyzed the findings from the most recent reviews to identify nationwide reporting issues. GAO also expressed concern that DOL is planning on rolling out a unified reporting system that has been piloted in two states without an evaluation of the pilot to find out if it has had an impact on the quality of WIA participant data. DOL responded that it has taken steps to improve the consistency of the data by providing general technical assistance to states and local areas and through standardizing the way DOL collects WIA data.

To read the full report, go to: <http://www.gao.gov/products/GAO-14-4>.

### **Census Report Finds One-Quarter of Adults Hold Educational Credentials Other Than an Academic Degree**

The U.S. Census Bureau reported that in fall 2012, more than 50 million U.S. adults, or one in four, had obtained a professional certification, license or educational certificate apart from a postsecondary degree awarded by colleges and universities. This is the Census Bureau's first-ever report on this topic.

Among the adults included in the report, 12 million had both a professional certification or license and an educational certificate; 34 million had only a professional certification or license; and 7 million had only an educational certificate.

These alternative credentials include professional certifications, licenses and educational certificates. The fields of these professional certifications and licenses were wide-ranging and include business/finance management, nursing, education, cosmetology and culinary arts, among others. The report shows that, in general, these alternative credentials provide a path to higher earnings.

The full report is available at: <http://www.census.gov/prod/2014pubs/p70-138.pdf>.

### **Americans' Skill Level Lags Behind Other Countries**

A report from the Organization for Economic Co-operation and Development finds that adults and children in the United States score below other countries in mathematical and literacy skills as well as problem solving. The report assessed the literacy, math, and problem-solving skills of people ages 16 to 65 in 24 countries. Overall, the United States ranks in the middle of the pack in literacy but near the bottom in both math and problem-solving skills. The results show Americans with graduate or professional degrees scored only slightly lower than their counterparts in other countries, but Americans without a high school diploma were significantly behind their international peers. Additionally, while Americans 50 to 65 years old scored close to the average, younger Americans scored below the international average.

The report is available at: <http://skills.oecd.org/skillsoutlook.html>

### **Harkin Unveils Report on the 'ADA Generation'**

U.S. Senator Tom Harkin (D-IA), Chairman of the Senate Health, Education, Labor, and Pensions (HELP) Committee, released a report on the 'ADA Generation'—the young men and women who have come of age since the Americans With Disabilities Act was enacted—that offers steps to improve the employment of these young Americans as they seek competitive employment. Chairman Harkin was the Senate author of the Americans with Disabilities Act (ADA).

The report identifies four key areas of opportunity to improve support for members of the ADA generation as they seek competitive employment. These areas are:

- Increasing support for high school students as they plan for their transition into the workforce
- Improving the transition of the ADA generation as they enter postsecondary education and the labor market
- Changing the assumptions in disability benefit programs that discourage young people with disabilities from working
- Leveraging employer demand, correcting misconceptions about employing people with disabilities, building strong pipelines from school to the competitive workforce, and establishing supportive workplaces.

Harkin also calls for enactment of several key pieces of legislation—including a reauthorization of the Workforce Investment Act (WIA)—to create opportunities and incentives for young people with disabilities to work. The HELP Committee recently passed by a bipartisan vote of 18-3 a WIA bill (S. 1356) that reauthorizes the Rehabilitation Act, including vocational rehabilitation (VR) programs. The bill requires state VR agencies, in conjunction with local educational agencies, to make “pre-employment transition services” available to students with disabilities.

The bill will also require individuals under the age of 24 with a significant disability to make a serious attempt at competitive, integrated employment—including getting pre-employment transition services and utilizing VR services—before he or she can consider working at a segregated workshop or sheltered employment setting. For individuals who are currently in sheltered employment settings, the bill will increase opportunities to move into competitive, integrated employment by requiring ongoing career counseling, information, and referrals about programs that offer employment-related services and supports. Updates to the bill also focus on creating better alignment of government programs at the national level that are focused on employment and independent living for people with disabilities.

Read Chairman Harkin's full report at:

<http://www.harkin.senate.gov/documents/pdf/52446704c3501.pdf>

### **Report on High Quality Career and Technical Education Programs**

A report, *Promise of High-Quality Career and Technical Education: Improving Outcomes for Students, Firms, and the Economy*, by Harry J. Holzer from the Georgetown Public Policy Institute and Georgetown Center on Poverty, Inequality, and Public Policy; Dane Linn from The Business Roundtable; and Wanda Monthey, from The College Board, highlights the most important characteristics of high-quality CTE programs — which include being part of career-oriented systems in secondary and postsecondary schools; integration of rigorous academic curricula into CTE, along with the teaching of rigorous technical and employability skills in project-based or work-based settings; professional development for staff and support services for students; as well as the use of appropriate assessment tools and accountability based on them.

A number of promising CTE models that incorporate the above characteristics are described in the report, along with the challenges that limit the extent to which these models have been replicated and scaled. The authors also discuss a number of federal and state policies that would encourage the expansion of high-quality CTE, along with continuing research and evaluation on their effectiveness.

To read the report, go to:

<https://dl.dropboxusercontent.com/u/30470445/The%20Promise%20of%20High-Quality%20Career%20and%20Technical%20Education.pdf>

### **Career Pathways Catalog of Toolkits**

The U.S. Department of Health & Human Services, Office of Family Assistance launched Career Pathways: Catalog of Toolkits, an online directory of free resources available for planning a Career Pathways initiative. Toolkits in this Catalog provide action steps for starting a Career Pathways initiative and help different sectors - education, workforce, human services, industry, and policy - learn to communicate with each other about resources and priorities.

The catalog is available at: <https://cptoolkitcatalog.peerta.acf.hhs.gov/>

### **GAO Report Looks at Local Areas' Challenges in Filling Skilled Jobs**

The Government Accountability Office (GAO) released the results of a web-based survey of a nationally representative sample of workforce investment boards about how the local

workforce areas they oversee guided Workforce Investment Act Adult and Dislocated Worker participants toward training in calendar year 2012. The survey asks questions about (1) which sources of labor market information local areas used to identify occupations that are in demand, and the sources they found most useful; (2) how they guided participants toward training, and the challenges they faced in doing so; and (3) whether employers in their areas have had difficulty filling certain jobs, and if so, the challenges they have faced in helping employers fill those jobs.

On the first question, the survey results show that most local areas used various sources of information to identify occupations that are in demand (i.e., available jobs and occupations that are projected to grow). Local areas found all of the sources of information they used to be at least moderately useful. To identify occupations that are in demand, GAO estimates that nearly 90 percent of local areas used state job banks and occupational projections, both of which are funded by the Department of Labor (DOL). In addition, 93 percent of areas used at least one local initiative, such as a partnership with the local economic development agency, to identify such jobs.

The second questions on guiding participants toward training, most local areas required them to complete certain activities, such as meeting with a case manager to discuss training options (80 percent) or completing a skills assessment (78 percent). Most local areas faced challenges in guiding participants toward training. Specifically, local areas faced challenges related to participants' lack of financial or work supports, such as child care or transportation (67 percent); participants' lack of the basic skills necessary even to participate in training (66 percent); difficulty finding training providers who could quickly adapt curricula to employers' changing needs (62 percent); and high training costs (54 percent). However, in 57 percent of local areas, these challenges did not affect their ability to guide participants toward training.

Lastly on the third question, local areas had difficulty helping employers fill certain jobs for a variety of reasons, including the low skills of some participants. Eighty percent of local areas reported that employers had difficulty filling certain jobs, some of which can be considered "middle-skilled" jobs, such as welders and machinists, because they require more than a high-school diploma but less than a 4-year college degree. These local areas had difficulty supplying such workers because participants lacked relevant qualifications or the basic skills needed to participate in related training, among other reasons. To help participants improve their skills, DOL and other agencies have encouraged the use of career pathways approaches that combine job training with basic skills education and support services. In addition, approaches aimed at helping participants secure industry certification was also a common approach used by agencies.

GAO recommended that DOL collect and disseminate information on how local areas have used career pathways approaches to prepare workers for middle-skilled jobs that employers have difficulty filling. DOL agreed with GAO's recommendation.

To read the full report, go to: <http://www.gao.gov/products/GAO-14-19>.

### **States Increasingly Using Education Data Tracking System**

The Data Quality Campaign released its annual report summarizing results of its ninth survey on states' efforts to improve their education data systems. Forty-nine states and the District of

Columbia participated in the survey, which examined each state's status against 10 State Actions to Ensure Effective Data Use, a set of metrics designed to facilitate promising practices in the collection, analysis, and use of educational data. The survey found that teachers increasingly have access to multiple years' worth of data about their students. The survey also finds that although 44 states have linked their K-12 and postsecondary information systems to analyze post-graduation student performance, only 19 states have linked their K-12 and workforce data to determine how students perform once they enter the workforce, and that just 14 states currently offer parents access to data that tracks their children's progress over time.

- Annual Report: <http://www.dataqualitycampaign.org/files/DataForAction2013.pdf>
- 10 State Actions to Ensure Effective Data Use: <http://dataqualitycampaign.org/your-states-progress/10-state-actions/>