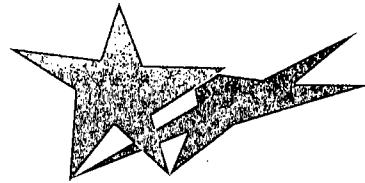

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SCHOOL TO WORK OPPORTUNITIES

AN OWNER'S GUIDE

U.S. DEPARTMENT OF EDUCATION • U.S. DEPARTMENT OF LABOR



FACT SHEET

Building A National System

Community by community, state by state, a national network of School To Work systems will be built during the next decade. The new School To Work Opportunities Act will be the framework for construction of this network. It authorizes four major types of grants to help states and localities build their own customized systems:

Development:	Non-competitive planning grants to all states, Puerto Rico and the District of Columbia.
Implementation:	Competitive grants to states for implementing statewide systems.
Local Partnership:	Competitive grants to local partnerships within states.
High-Poverty Areas:	Competitive grants to localities defined as a high-poverty areas.

Working Together

The School To Work initiative is not another top-down federal program. It is an invitation to all sectors of the community to work together in new ways to meet shared and individual needs. These local and state partnerships will drive the planning, implementation and operation of School To Work systems.

At all levels, partnerships are forming to structure day-to-day working relationships, apply for federal grants and reach out to all who should be involved. At the federal level, the U.S. Departments of Education and Labor are working together in that same spirit of partnership. The departments are administering the initiative with an unprecedented degree of shared decision-making and joint team activities.

Everyone Benefits

Students:

- * Can choose from a wider range of occupations and educational opportunities.
- * Have more opportunities for good jobs after graduation.
- * Obtain actual work experience while going to school.
- * Develop potential contacts that may broaden employment options.
- * Boost self-confidence and experience success at school and work.
- * Get personal assistance in attaining education and career goals.

Employers:

- * Gain access to an expanded pool of qualified applicants.
- * Influence curriculum development to meet industry requirements.
- * Evaluate potential employees in work settings prior to hiring.
- * Improve the quality of life in the community.

Educators:

- * Increase college placement and employment rates of graduates.
- * Participate in improved opportunities for professional development from recruitment to retirement.
- * Integrate academic instruction with actual work and life experiences.
- * Reduce dropout rates, improve attendance and increase enrollment.
- * Come to better understand real-world applications of academic knowledge.

Government and Community-Based Groups:

- * Participate in the development of a skilled workforce.
- * Enhance the employability of all youth.
- * Stimulate local economic growth through an expanded skilled workforce and taxpayer base.

What Is School To Work?

Every School To Work Opportunities system must contain three core elements known as school-based learning, work-based learning and connecting activities. School-based learning is classroom instruction based on high academic and occupational skill standards. Work-based learning is work experience, structured training and mentoring at job sites. And last, connecting activities develop courses that integrate classroom and on-the-job instruction, match students with participating employers, train job-site mentors and build and maintain bridges between school and work.

What It Will Mean For Young People

When they enter a School To Work system, America's students will see a bright light at the end of the tunnel. Graduates will receive a high school diploma or its equivalent in addition to a recognized skills certificate. Some will receive a certificate or diploma recognizing successful completion of one or two years of post-secondary education. Others will enter a registered apprenticeship program or enroll in a college or university. With these credentials and skills, a young person can expect not only to compete for a job in his or her field, but prosper as well.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.



THE SCHOOL-TO-WORK OPPORTUNITIES EXPERIENCE

Objectives

The School-to-Work Opportunities Act established the following objectives for the new initiative:

- **Create school-to-work opportunities systems in each state for all secondary and postsecondary school age youth**, including those from diverse or disadvantaged backgrounds, the disabled, the academically talented, students with limited English proficiency, and out-of-school youth.
- **Reorganize learning for secondary and postsecondary school-age youth** so that, in coordination with GOALS 2000, all youth who participate in school-to-work opportunities systems achieve high academic and occupational standards, are prepared for further postsecondary education and training, and are prepared for first jobs in high-skill, high-wage careers.
- **Build partnerships** locally, statewide, and federally among schools, employers, labor, community organizations, and parents to develop and sustain school-to-work opportunities as part of a lifelong learning system for the United States.

Core Elements

The School-to-Work Opportunities Act requires every school-to-work system to contain three core elements. They are:

- **School-based Learning.** Classroom instruction based on high academic and occupational skill standards.
- **Work-based Learning.** Work experience, structured training and mentoring at job sites.
- **Connecting Activities.** A variety of activities that build and maintain bridges between school and work. Examples could include courses that integrate classroom and on-the-job instruction, matching students with participating employers, and training job-site mentors.

Components that Count

The legislation says a school-to-work opportunities system shall include the following school-based, work-based and connecting components:

- **A planned program of training and work experiences** coordinated with school-based learning.*

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- **A program of study designed to meet the same academic content standards the state has established for all students, including, where applicable, standards established under the GOALS 2000 Act, and to meet the requirements necessary to prepare a student for postsecondary education and achievement of a skills certificate.***
- **A program of instruction and curriculum that integrates work-based and school-based learning.***
- **Broad instruction in the classroom and workplace that, to the extent practicable, exposes students to all aspects of an industry.**
- **Effective secondary-postsecondary linkages, including at least one year of postsecondary education.***
- **Career awareness, exploration and counseling.**
- **Initial selection of a career major not later than the beginning of eleventh grade.**
- **Workplace mentoring and instruction in general workplace competencies.***
- **Assistance for students in finding jobs and continuing their education and training.**

** Asterisks indicate that the element is required in order for a program to be considered a school-to-work system as described in the Act. Existing programs do not have to possess all the features listed above to be considered and counted as school-to-work systems, but they must have all those that are asterisked.*

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.

GRANTS TO STATES AND LOCAL COMMUNITIES

PURPOSE

A key provision of the School-to-Work Opportunities Act is its authorization of grants to help states and communities build comprehensive school-to-work systems. Such systems will offer young Americans opportunities to prepare for high-skill, high-wage careers, to receive a top-quality academic education, and to pursue further education or training. School-to-work systems will also provide American businesses with the trained workers they'll need to stay globally competitive.

AVAILABLE FUNDS

Funds available in the current fiscal year (1994) total \$100 million. Of this amount, at least \$90 million will be used for grants to states and communities, including grants to local partnerships and partnerships in high poverty areas and for programs in Native American communities and U.S. territories. The president has requested \$300 million for fiscal year 1995, at least 90 percent of which is earmarked for grants.

STATE GRANTS

○ State Development Grants

These grants will enable states to develop comprehensive statewide School-to-Work Opportunities plans. Possible state development activities include:

- Identifying or establishing broad-based partnerships among employers, labor, education, government, and community organizations to participate in the design, development, and administration of School-to-Work Opportunities programs;
- Designing challenging curricula;
- Supporting local School-to-Work Opportunities planning and development activities.

Status:

All states have received development grants of between \$200,000 and \$750,000 for a nine-month period. These grants may be extended and funds added if the state does not receive an implementation grant and if it continues to make significant progress.

○ State Implementation Grants

These grants will be competitively awarded to states that can demonstrate substantial ability to begin full-scale implementation of the statewide plan. Among the activities states may undertake with these grants are:

- Recruiting and providing assistance to employers to provide work-based learning for students;
- Providing training for teachers, employers, workplace mentors, counselors, and others;

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- Working with localities to develop strategies to recruit and retain students in School-to-Work Opportunities programs, including those from diverse backgrounds.

Grantees must award at least 65 percent of the funds provided to local partnerships during the first year of the grant. After that, the percentage awarded to local partnerships will increase.

Status:

Announcement of this grant opportunity was published in the *Federal Register* on February 3, 1994. Applications were due April 1. In the first year, an estimated four to eight states will receive implementation grants. In each of the three subsequent years, other states will be selected for funding. At the end of four years, all states will have received implementation grants.

DIRECT FEDERAL GRANTS TO LOCAL PARTNERSHIPS

○ Local Partnership Grants

These competitive grants will directly support a number of local partnerships that have built a sound planning and development base and are ready to implement local School-to-Work Opportunities initiatives. Grants will be awarded to partnerships that consist of employers, public secondary and postsecondary educational institutions or agencies, and labor organizations or non-managerial employee representatives, as well as other entities appropriate to the local initiative such as registered apprenticeship agencies.

Status:

Announcement of this grant opportunity was made in the *Federal Register* on March 9, 1994. Applications were due on May 9. An estimated 15-25 grants will be awarded under this competition. These grants may be renewed on an annual basis until the state in which the partnership is located is in the second year of a State Implementation Grant.

○ Grants to Local Partnerships Serving High Poverty Areas

These grants, also to be awarded competitively, will enable development and implementation of School-to-Work Opportunities programs in high-poverty urban and rural areas.

Status:

A notice inviting applications is expected to be published in the *Federal Register* in late May with grants awarded in early fall 1994.

○ Grants for Native American Youth

Grants to support School-to-Work Opportunities programs in the territories and for Native American youth will also be available as part of the grant program later this year.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.

GOALS 2000 AND SCHOOL-TO-WORK OPPORTUNITIES

FACT SHEET

GOALS 2000: the Educate America Act was signed into law by the President on March 31, 1994. That new law provides resources to states and communities to ensure that all students reach their full potential. It is based on a simple idea: when more is expected of students, they work harder and reach higher levels of achievement.

Bridges Between GOALS 2000 and School-to-Work Opportunities

○ High Academic Standards.

GOALS 2000 establishes a framework to identify world-class academic standards, to measure students' progress, and to offer the support students may need to meet them. The School-to-Work Opportunities Act states that students in school-to-work systems would be expected to follow a program of study that meets state academic content standards and, where applicable, the high academic standards set in GOALS 2000.

GOALS 2000 establishes a National Education Standards and Improvement Council to examine and certify voluntary national and state content, student performance, and opportunity-to-learn standards, and assessment systems

submitted by states on a voluntary basis. It also authorizes grants to support the development of voluntary model opportunity-to-learn standards.

The movement to develop voluntary national standards has already begun. The National Council of Teachers of Mathematics has prepared mathematics standards, and the U.S. Department of Education is funding creation of standards in the arts, civics and government, English language arts, foreign languages, geography, history and science. These standards will clearly identify what all students should know and be able to do to live and work in the 21st century. The standards will be designed to be internationally competitive.

○ Occupational Standards.

GOALS 2000 also creates a National Skill Standards Board to facilitate development of rigorous occupational standards. That Board will identify broad occupational clusters and create a system of standards, assessment and certification for the skills needed in each area. This system of occupational skill standards and certification will serve as a cornerstone of the national strategy to enhance workforce skills. The Board will have significant representation from business, industry and labor.

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Because of GOALS 2000, work-based and school-based training will culminate in award of a skills certificate and a high school diploma that mean something. The skills certificate will give students an industry-recognized and portable credential that indicates mastery of skills in specific occupations. A graduate from Alabama, for example, would be assured that her "biotechnology manufacturing certificate" will be honored and respected in Alaska. Since employers would offer the best jobs to those who met the standards and had attained a skill, students would have more incentive to perform well in school.

○ **Systemic Reform.**

GOALS 2000 is the first step toward making the federal government a supportive partner in state and local systemic reforms aimed at helping all children and young people reach high standards. Like school-to-work opportunities, GOALS 2000 will change the way teachers teach and students learn. Both involve restructuring, rescheduling, and rethinking traditional ways of doing business. Each will be more effective if the two are implemented in coordinated fashion.

Coordination

The School-to-Work Opportunities Act asks states to coordinate their school-to-work plans with the overall education reforms they are planning with GOALS 2000 funding. The aim is to promote greater coherence among federal programs and between federal programs and state and local education reforms.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.



TECH PREP AND SCHOOL-TO-WORK OPPORTUNITIES

FACT SHEET

Tech Prep Education

Tech prep education is a four-year planned sequence of study for a technical field, beginning in the eleventh year of high school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in a certificate or associate degree. An estimated 800 consortia composed of high schools and two-year postsecondary colleges across all states have tech prep programs.

Tech prep requires a formal and program-specific articulation agreement between the secondary and postsecondary institutions involved. (An articulation agreement is a formal mechanism by which secondary and postsecondary institutions commit to jointly develop and implement tech prep curricula and instruction.) Tech prep is made available to all secondary students—those preparing for college, those who have elected vocational-technical training, and those in the so-called general track. Tech prep prepares students for direct entry into the workplace as technically skilled employees or for further education leading to baccalaureate and advanced degrees.

Tech Prep as a Foundation for School-To Work

Tech prep education is a key strategy for building a school-to-work system and is a significant innovation in the education reform movement in the United States. The principles and practices of tech prep are key components of the School-to-Work Opportunities Act. Tech prep:

- Provides a career path intended to prepare students for high-skill technical occupations by formally linking secondary and postsecondary education and integrating academic and occupational learning.
- Offers opportunities for direct entry into the workplace as a qualified technician or continuation with further education leading to an advanced degree.
- Forms local consortia that closely resemble the types of partnerships envisioned in the School-to-Work Opportunities Act, involving secondary and postsecondary education, business, industry, labor unions, community-based organizations, and registered apprenticeship programs.
- Is available to all students.

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- **Offers effective employment placement.**
- **Addresses systemic and structural change.** Requires effective communication, coordination, cooperation, and collaboration, including breaking down traditional barriers between levels of education, academic and vocational-technical education, education and employers.

Enhancement Opportunities

Tech prep is a key strategy in the school-to-work opportunities initiative. However, tech prep can be enhanced to play an even stronger role in establishing a national network of school-to-work systems. Enhancements could include:

- **Strengthening employer involvement** in the consortium, curriculum development, work experience, and hiring of graduates.
- **Incorporating nationally recognized skill standards** into the curriculum.
- **Strengthening the professional development opportunities** that are built into tech prep for involved educators, including instructors, counselors and administrators.
- **Improving and clarifying the “message”** that tech prep is for **all** students—not only high academic performers.
- **Strengthening career guidance and counseling** so that students choosing career paths are provided opportunities for employment and/or further education.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.



YOUTH APPRENTICESHIP AND SCHOOL-TO-WORK OPPORTUNITIES

FACT SHEET

Youth Apprenticeship

Youth apprenticeship offers students both school-based and work-based educational experience. It combines structured, paid work and training on-the-job with related classroom instruction. The emphasis is on contextual, real-world learning through workplace experience.

Effective youth apprenticeship programs require extensive coordination between employers, schools, labor, and government because of its high academic standards and high-skill career opportunities. Such programs offer a double incentive to young people: employment and opportunity.

Youth Apprenticeship as a Foundation

Some of the defining characteristics of youth apprenticeship are also integral to school-to-work systems, such as:

- **Employers' active participation.** Jobs, training and mentoring opportunities are provided to participants. In addition, employers assist in developing curricula and industry standards.
- **Integration of work-based and school-based learning.** Structured classroom instruction and workplace experiences are integrated so that one reinforces the other. Employers and school personnel actively participate.

- **Integration of academic and vocational learning.** Cognitive and technical skill development, high academic standards, and infusion of each with aspects of the other break down the traditional barriers between academic and vocational learning.
- **Secondary and postsecondary linkages.** Structured bridges generally begin in the eleventh/twelfth grade and continue into one/two years of postsecondary learning. Career awareness can begin in elementary grades with carryover into junior high.
- **Award of an occupational skill certificate.** In addition to the high school diploma and the postsecondary certificate or degree, participants receive a certificate of mastery of occupational skills. Firms across the industry in which participants train will come to recognize and respect this certificate.

This combination of "real" work experience, student-mentor relationship, integration of education and work, and certificate of accomplishment provides students with structured pathways from school-to-work and can be a strong foundation on which to build a school-to-work system. The system allows participants to go on to further education and training, such as admission to a two or four-year college or university or entry into a registered apprenticeship program.

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Enhancement Opportunities

The youth apprenticeship model can be enhanced to become a true strategy for building school-to-work opportunities systems. Enhancements could include:

- **Strengthening employers' participation** to improve the quality of the work-based learning.
- **Promoting creation of nationally recognized skill standards** for training in key industries to enhance the mastery of universally recognized certification of occupational skills.
- **Strengthening staff development** for classroom instructors as well as workplace personnel so as to improve the coordination of workplace learning with classroom activities.
- **Promoting more involvement of relevant unionized industries** to increase opportunities for good careers.
- **Expanding access by minorities and women** to improve their representation in higher-paying occupations.

Future Outlook

Youth apprenticeship efforts in this country are quite new. Few programs have an entering class that has completed the entire three- to four-year sequence. As of 1990, only about 3,500 students were participating. Momentum is building, however. A number of states have enacted legislation that makes youth apprenticeship a key component of overall education and workforce development reform.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.

COOPERATIVE EDUCATION AND SCHOOL-TO-WORK OPPORTUNITIES

F A C T S H E E T

Cooperative Education Partnerships

Cooperative education (co-op) is a program offering students both a school-based and a work-based educational experience. It is an effective, increasingly available option of work-based learning offered by many secondary and approximately 1,000 postsecondary educational institutions, in cooperation with local employers. While co-op participants are enrolled in an educational program, they also are employed in a structured worksite experience in a field related to their program of study.

The cooperative education partnership between education and business provides not only access to career preparation and choice, but in many instances immediate access to employment. More than 50,000 employers nationally participate in this program. They understand the value of students and future employees who have a cooperative education experience.

Cooperative Education as a Foundation for School-to-Work

Some of the defining characteristics of cooperative education are also integral to school-to-work systems, such as:

- **A close relationship between students' classroom instruction and their worksite experience.** Co-op provides a practical way to explore

career options and to apply and reinforce knowledge gained in academic and technical studies. This partnership between business and education also offers institutions the ability to continually incorporate information on changing workplace needs into new or revised curriculum.

- **Non-traditional scheduling that demonstrates a willingness to make systemic change.** The two most common program schedules are the alternating schedule and the parallel schedule. The alternating schedule enables the student to spend approximately equal periods of time alternately in full-time classes and full-time work. With the parallel schedule, the student spends part of each day in classes and part of each day at the worksite.
- **Joint business-educator development of occupation-specific curriculum.** The classroom instructor and worksite supervisor work closely together as an instructional team. The instructor normally develops the training plan with the student, arranges the job placement, and visits the worksite to monitor and to help assess the placement. The worksite supervisor evaluates the students' performance in relation to the training plan. This evaluation becomes part of the student's grade earned for the cooperative education experience.

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This combination of work-based and school-based learning, linking academic and career instruction, provides students with structured pathways from school-to-work and can be a strong foundation on which to build a school-to-work opportunities system.

Enhancement Potential

Some other features of school-to-work systems are not usually present in co-op learning programs. Some of these features could be added to existing co-op programs to make them more consistent with school-to-work systems as defined by the School-to-Work Opportunities

Act. Programs need not have every feature, but they must have several of those that are most critical. Potential enhancements could include:

- **Effective secondary-postsecondary school linkages**, including at least one year of postsecondary education.
- **Career exploration and information covering an array of opportunities and exposure to all aspects** of an industry. Typically, students' co-op work experience is connected directly to a specific major and has a specific focus within that occupation, so they may not be exposed to all aspects of that industry.
- **A structured method for placing students in jobs** or in continuing education and training.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.

CAREER ACADEMIES AND SCHOOL-TO-WORK OPPORTUNITIES

FACT SHEET

Career Academies

Career academies are occupationally focused high schools that usually contain "schools within schools." More than 250 career academies are in operation, some established as long ago as the early 1960s. They train primarily high school juniors and seniors in such areas as environmental technology, applied electrical science, horticulture, sports education, business education, travel and tourism, and engineering.

Most career academies contain elements that are also present in school-to-work systems, such as:

- **Integration of academic and technical content.** The very structure of the program encourages this through the close alliance between the technical and academic teachers in planning the program. They have a common planning period each day. In addition, students' employment and other contacts with employers help put their academic work into a practical context.
- **Effective and systemic links between institutions of education and training and the world of work.**

Career Academies as a Foundation for School-to-Work Systems

In the last few years, a new breed of career academy has begun to emerge. It embodies more characteristics of school-to-work opportunities systems, including:

- **Designated staff.** The school-within-a school is run by a small team of teachers from both academic and vocational disciplines.
- **Block scheduling.** Career academy classes are generally scheduled in a cluster block of time during the first few periods of the day, leaving the remaining periods for other required and elective courses. This "block scheduling" of classes allows the career academy to arrange activities for all classes at the same time and also provides opportunities for team teaching.
- **Reduced class size.** Classes are smaller than is typical in the high school, primarily because students volunteer for the program and must demonstrate their commitment through an application process.
- **Partnerships with businesses in broad occupational clusters.**
- **A focus on a career theme in which good employment opportunities exist and demand is growing.**

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Another emerging type of career academy is the Junior Reserve Officer Training Corps (JROTC) Career Academies. The JROTC Career Academy is a demonstration effort that draws together the experience, resource and infrastructure of our education system, community-involved businesses, and Junior Reserve Officers Training Corps. The JROTC career academy provides leadership, vocational and academic educational training and opportunities for at-risk youth.

Enhancement Opportunities

The career academies model can be enhanced to become a true school-to-work system as envisioned by the School-to-Work Opportunities Act. Enhancements could include:

- **Better articulation of bridges** between the career academies and the postsecondary education institutions.
- **An on-site work-based education component** that is integrated into the in-school education and training program.
- **Employers that are fully-franchised partners** in the development and delivery of high-quality work-based learning to all participating students.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.

SCHOOL-TO-WORK OPPORTUNITIES AND ADULT EDUCATION

FACT SHEET

A Common Umbrella

School-to-Work Opportunities and adult education share a common education conceptual “umbrella”—GOALS 2000. Systemic education reform of the scope envisioned by the eight National Education Goals (as codified in the GOALS 2000 legislation) is designed to benefit individuals at various points along a lifelong learning continuum.

Goals two and six are particularly relevant to School-to-Work Opportunities because they represent aspirations for universal high school completion and for building an American economy based on a competent workforce.

Defining the Relationship

One in six high school diplomas is earned through completion of GED requirements and other alternative diploma programs such as the External Diploma Program. Young adults—most commonly between the ages of 16 and 21—may enter a school-to-work system via one of these alternative methods of completing high school requirements.

The competencies that young people will need to be successful in high-skill, high-wage careers must be based on mastery of the basic skills that define “literacy” in the 1991 National Literacy Act:

“Literacy is an individual’s ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and develop one’s knowledge and potential.”

These are the applied skills that adult education programs provide through a variety of efforts—in learning centers, community colleges, workplaces, and targeted programs such as Job Opportunities and Basic Skills (JOBS) and JTPA collaborations.

An Overlapping Target Group

Most school-to-work systems will recruit young adults ages 16 to 21. In 1991, one million young adults were enrolled in adult education programs—almost 30 percent of the total number of students.

Over the past twenty years, a number of national surveys have documented the competency needs of young adults. The Adult Performance Level (APL) study of 1971-75 and additional U.S. Department of Education-supported studies by the CASAS Consortium and Educational Testing Service confirm that 40 to 50 percent of this group have limited competency in applying such basic skills as reading, communication, math and problem solving abilities.

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Adult Education's Involvement with Young Adults

Since the results of the APL Survey were released in 1975, many state and local adult education programs have developed competency-based approaches to serving adults. More recently, adult education programs have collaborated with business and industry to establish workplace education programs involving pre-employment training, apprenticeships, and other on-the-job training programs. Also, a variety of adult education programs have developed "employability skills" curriculums to help unemployed and underemployed young adults to become both trainable and employable.

Adult education programs have also experienced increased enrollment of 16- to 21-year-old learners. Enrollment of this age group has risen to 30 percent of the adult education population.

Competency Assessments: Potential Shared Benefits

A number of assessment and testing options are available or in development for use by adult school-to-work programs. Some of these instruments may be used in measuring competencies of school-to-work participants. The CASAS Consortium has developed the Workforce Learning Systems (WLS) program to prepare today's workforce for tomorrow's workplace. WLS provides a learner-centered curriculum management, assessment and evaluation system to improve basic skills of adults for the workplace and training programs. CASAS is

validated by the U.S. Department of Education's National Diffusion Network and is therefore nationally available to provide training to adult education programs in the adoption of adult assessment systems.

The SCANS Commission has developed a standard list of competencies, and is currently developing standards for a variety of occupational areas. The SCANS competencies are expected to greatly influence and benefit instructional outcome measures in school-to-work opportunities systems.

Special Contributions by Adult Educators

Adult educators have traditionally been asked to accomplish the near-impossible: to help America's least educated, most disadvantaged citizens achieve self-sufficiency and reach their cherished educational, social and career goals.

The experience of teaching and graduating the same persons that other educational systems could not successfully serve puts adult education programs in a special position to support school-to-work transition efforts. Many priority populations of young adults—such as immigrants, juveniles in correctional institutions, homeless young adults, and others with special needs—may only be successfully served through education programs with the know-how to recruit and retain them, and to assist them in beginning their own lifelong learning adventure.

For further information, contact your state school-to-work liaison, the Education or Labor regional office that serves your state, or the national School-to-Work Opportunities Information Center, 202/260-7278.



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* This list of contact points was compiled from grant documents submitted to the U.S. Department of Labor. The state offices represented can provide current information on the status of school-to-work opportunities in their respective states.

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REGIONAL FEDERAL INFORMATION CONTACTS

The State/Local Partnership Approach

The success of the School-to-Work Opportunities initiative will depend on strong partnerships at the local and state levels. The federal role reflects that commitment to a bottom-up--rather than a top-down--approach. The two federal agencies involved--the U.S. Department of Labor and the U.S. Department of Education--are working collaboratively to help states and localities build school-to-work systems that will best meet their needs.

In keeping with this grass-roots approach to implementation, the Departments of Education and Labor will rely heavily on their field staffs. Field personnel will disseminate information, serve as liaison to headquarters when technical assistance is needed, and help build momentum among stakeholders in the community.

Federal Regional Contacts

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AVAILABLE RESOURCES ON SCHOOL-TO-WORK OPPORTUNITIES

- Brochure: *School-to-Work Opportunities, An Owners Guide**
- Fact Sheet: "Grants to States and Local Communities"*
- List of State School-to-Work Opportunities Contacts*
- List of U.S. Department of Education and U.S. Department of Labor Field Office Contacts
- Fact Sheet: "What is a School-to-Work Experience?"
- Fact Sheet: "Linkages Between School-to-Work Opportunities and GOALS 2000"*
- Commonly Asked Questions, With Answers
- Fact Sheet Series:
 - "Tech Prep and School-to-Work Opportunities"*
 - "Career Academies and STWO"*
 - "Cooperative Education and STWO"*
 - "Youth Apprenticeship and STWO"*
- Fact Sheet: "School-to-Work and Adult Education"

** May be accessed electronically via Internet. For instructions, see next page.*

HOW TO ACCESS SCHOOL-TO-WORK OPPORTUNITIES INFORMATION ELECTRONICALLY

The Department's online library is maintained by the Office of Educational Research and Improvement on its Institutional Communications Network (INet).

To access the library, you must have certain software -- either a Gopher client software or World Wide Web client software (such as NCSA Mosaic or Lynx). Or you must be able to "telnet" to a public access client elsewhere.

If you are using a Gopher client, point it to:

<gopher.ed.gov>

or select "North America--> USA--> General--> U.S. Department of Education" from "All/Other Gophers in the World."

If you are using World Wide Web (WWW), point your WWW client to our uniform resource locator (URL):

<http://www.ed.gov/>

Another way to access the library is by using file transfer protocol (FTP). To do this, FTP to:

<ftp.ed.gov> (logon anonymous)

The Department's online library also includes:

- o announcements of new publications and data sets;
- o news releases;
- o funding opportunities;
- o event calendars;
- o general information about the department;
- o searchable ED staff directory;
- o descriptions of ED programs;
- o directories of effective programs;
- o directory of education-related information centers;
- o research findings and syntheses;
- o full-text publications for teachers, parents, and researchers;
- o pointers to all public Internet resources at R&D centers, regional laboratories, ERIC Clearinghouses, and other ED-funded institutions.

For additional information on school-to-work, call the School-to-Work Opportunities Information Center, 202/260-7278.