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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	John M. Sine Resume [D.O.B.] [partial] (1 page)	5/12/95	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Schmidt
OA/Box Number: 7341

FOLDER TITLE:

School to Work Event [1]

2013-0968-S

sb37

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

School to work event

PHOTOCOPY
PRESERVATION

15 Gallston Group

<u>ACTION ITEM</u>	<u>ACTIONS/PRODUCTS</u>	<u>FOLLOW-UP</u>
1. Site Confirmation	- Nicole running political vet on site - Look at agenda for policy concerns	Nicole (6-6481) WH Contact Julie Gibson, DOL, Agency Contact
2. Satellite Sites	- Expand site list - DOL/Ed write up specifics on each site -- who is coordinating each site and who is invited - Coordination with AACC - Release Satellite Coordinates	Kerri, DOEd, is coordinating (401-3383) - Pres AACC -
3. Talking Points on Republican Proposals	Create Talking Points for speechwriter, POTUS on Republican STW proposals	Steve Tegger, STW, (401-6219)
4. Vignettes on Student Participants	Create paragraph-length vignettes on each student participant for speechwriting, POTUS	Steve Tegger, STW Ivette Rodriguez, DOL
5. Positive Language/Spin on STW debate on Hill	Get language from Secretary Reich on positive aspects of STW debate	Dan from DOL - Speechwriting <i>David Shi</i>
6. Tie in Mayors at sites	- WH Intergovernmental link up with DOL, DOEd Intergovernmental to ensure participation of Mayors/elected officials at satellite site locations - Agencies contact SRR's (Secretary's Regional Reps) for each site	Bill Daily, Anna Winderbaum from WH Alina Walker, DOL, (219-4161) Amy Siebold, DoEd, 401-0404
7. Invitations to Members of Congress	Contact Members of Congress to gauge interest in attending event -- send out invitations	Ann Cattalini WH Leg Affairs (6-2230)

- JD
Hoye

ACI
3959

↓ regional events - notify congress

<u>ACTION ITEM</u>	<u>ACTIONS/PRODUCTS</u>	<u>FOLLOW-UP</u>
8. One Pagers on STW Progress Survey, State Funding piece (\$250 Million)	DOL/DOEd STW Office will bring disk version of one pagers on progress survey, State Funding (\$250 Million), and STW Fact Sheet	Steve Tegger, STW
9. Press Info on NELC efforts to recruit new businesses	NELC will do a letter to the President on the number of new businesses they have recruited to be a part of the STW network, which we can use in our press packet	Steve Tegger, STW <i>Trotman letter</i> <i>EQW Survey</i>
10 Decision on whether or not to use, release employer survey	Decide whether or not to do early release on employer survey on STW and whether or not to use in POTUS remarks	JD Hoyt, Sharon Robinson, Augusta Kapner, Nevser Stacy to make decision, brief Secretary Reich on Friday
11. Invitation list	Complete invitation list <i>- NELC - 10 names</i> <i>JAG</i> <i>key stake</i>	Steve Tegger, STW is contacting students, employers, educators Audrey Huchinson, DoEd, is compiling list of possible regional guests and NELC members Alina Walker, DOL, is coordinating all lists
12. Secure Alex Trotman's participation <i>Mircas Clark</i>	Invite Alex Trotman (Ford) to participate in the event <i>Pete Pestillo</i> <i>313 322 9231</i> <i>EX VP FORD</i>	Doug Ross, DOL, is contacting alternate candidates, since Trotman is out of the country. Possibilities include CEO of Kodak, Bell South
13. Paragraph write up on Jobs for America's Graduates Award	Write a paragraph on the Jobs for America's Graduates Award for the Press Pack	Steve Tegger, STW <i>- McKernan - Pna</i>

Fax 313 845-5765

<u>ACTION ITEM</u>	<u>ACTIONS/PRODUCTS</u>	<u>FOLLOW-UP</u>
14. Decision on Roundtable meeting -- pre or post event	Pre-event reception for VIPs at event?	Not much enthusiasm for this suggestion -- up to DOEd and DOL
15. JFK Jr. Participation?		DOEd/DOL
16. Financing Event	Decide who pays for event	JD Hoyt, STW -- Steve Tegger is contact
17. News Releases	Draft News Releases for Event	Ivette Rodriguez (DOL) and Sarah (DOEd are drafting
18. Regional Media Conference Calls	Set up conference calls with regional media for Secretaries Reich and Riley	Kerri and Lori McHugh setting this up
19. STW Map	Create color map of nationwide STW sites	STW office creating map for press kit.



Jobs for America's Graduates, Inc.

CHAIRMAN
The Honorable John R. McKernan, Jr.
Governor
State of Maine

**CHAIRMAN
EXECUTIVE COMMITTEE**
The Honorable Charles S. Robb
U.S. Senator
Commonwealth of Virginia

PRESIDENT
Mr. Kenneth M. Sman
Chairman and CEO
International Management &
Development Group, Ltd.

TREASURER
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State of Washington

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U.S. Senator
State of Missouri

Dr. Thomas C. Boyesen
Commissioner of Education
State of Kentucky

Mr. David L. Chow
Consultant

Mr. David F. Demarest, Jr.
Senior Vice President
Corporate Communications
Bank of America

Mr. Frank Doyle
Executive Vice President
General Electric Company

Dr. Timothy J. Dyer
Executive Director
National Association of Secondary
School Principals

Mrs. Julia Allen Eisenhower
Author

The Honorable Alton S. Frazier
Governor
U.S. Virgin Islands

The Honorable Charles F. Evers
Speaker of the House
Commonwealth of Massachusetts

Mr. William M. Gray, III
President
United Negro College Fund

Dr. Benjamin L. Hooks
Executive Director Emeritus
NAACP

The Honorable James M. Hoff
U.S. Senator
State of Vermont

Dr. William B. Koene
Superintendent Emeritus
Department of Public Instruction

Ms. Patricia J. Malson
Vice President
Corporate Communications
Capital Cities/ABC, Inc.

Mrs. Catherine G. McKen
Vice President and Director of
Environmental and External Affairs
Motorola Government
Electronics Group

The Honorable Stephen Merrill
Governor
State of New Hampshire

Mr. Lawrence B. Phillips
Vice President and Senior
Human Resources Officer
CibaCorp

The Honorable David R. Rusk
Commissioner
Georgia Department of Labor

The Honorable Marc S. Raskin
Governor
State of Montana

Mr. Steve Robert
Chairman and CEO
Opentheimer & Co., Inc.

Mr. Jack Sabatier
Director, Corporate Social
Programs and Policy, Retail
IBM Corporation

Mr. Ray Stein
President and CEO
Simons Industrial Automation, Inc.

Dr. Franklin Smith
Superintendent of Schools
District of Columbia

The Honorable George V. Voinovich
Governor
State of Ohio

Mr. G. F. Wampler
Vice President, Retail
Jungman & Johnson

The Honorable Pete Wilson
Governor
State of California

Mr. Paul Yzaguirre
President

Remarks

Jobs for America's Graduates' *"America's Outstanding School-to-Work Leader"* *Award*

Presented to President William J. Clinton

**By The Honorable John R. McKernan, Jr.
Chairman, Jobs for America's Graduates**

May 17, 1995

- Mr. President, Secretary Reich, Secretary Riley, (and Governor Glendening, Senators Sarbanes and Mikulski), honored guests and especially the young people participating in this excellent example of our school-to-work movement:
- It is a special pleasure for me to be here today on behalf of the nation's largest model of school-to-work transition—Jobs for America's Graduates (JAG). Throughout our 15-year history, we have served more than 175,000 young people with a priority on those who are most "at-risk and disadvantaged." Today, more than 30,000 young people are being served in 550 high schools in over 300 communities in 22 states and territories.
- When the organization was founded in 1979, our overriding objective was to work with states to create "statewide school-to-work transition systems"... I hope that phrase sounds familiar...
- As some of you know, I have been known to consort with Republicans on a very regular basis. Therefore, when I brought up the recommendation early last year that our bipartisan Board of Directors should, for the first time, endorse a piece of federal legislation and, furthermore, that it was one sponsored by the President, I expected—as the diplomats say—some "frank and candid" discussion.
- Quite the contrary, Mr. President. Our Board felt that your bill deserved the unanimous, active and enthusiastic support of our organization.

- From our perspective, the School-To-Work Opportunities Act did three fundamentally new things—all of which are at the very core of our original mission and charter:
 1. For the first time, a federal policy was established mandating a commitment to school-to-work transition.
 2. For the first time, there was an incentive for each state to organize its public and private sectors into a partnership to develop a comprehensive state-wide plan for a school-to-work system.
 3. For the first time, a series of incentive grants were provided to help assure that these state-wide plans would go into effect. Federal resources were to be used to help leverage a much broader base of resources available at the state and local levels.
- No bill is perfect. Yet this one, by making these three fundamental commitments, won not only our support but the support of Members of Congress and thousands of government, business, education and community leaders from around the country.
- I was pleased to be able to help explain to my Republican friends the virtues of this legislation as it was being marked up. After its passage, Jobs for America's Graduates went to work immediately to talk with decision-makers in all the states about the value of the JAG Model. We were also candid about our "lessons learned" in running a successful school-to-work system. In the last twelve months we have reached every state with an offer of assistance in helping to develop school-to-work systems.
- We have found over 15 years that any undertaking of this scale will not get done in one day, in one week or even one year. We also know there is no "silver bullet" to guarantee the improvements envisioned in the law—helping young people move more effectively and solidly from school to work. It will take hard work EVERY day. It will take a specific focus on the needs and requirements of each individual young person. It will take a specific commitment from each community. It will take a much broader commitment by employers, especially those with small operations. We must all work together if this effort is going to work.
- And, as JAG has done since its inception, **THERE MUST BE AN UNSWERVING COMMITMENT TO IMPROVING THE "BOTTOM LINES" OF SUCCESS FOR ALL YOUNG PEOPLE...**those in school, those who go to work and those who enroll in postsecondary education.
- Mr. President, the record of Jobs for America's Graduates demonstrates convincingly the kind of impact effective school-to-work systems can have; even for some of America's most at-risk and disadvantaged youth:
 1. *A 90 percent graduation rate* within nine months after the normal school departure time.

2. *An 80 percent overall success rate*, participants on the job, in the military, enrolled in postsecondary education or training or involved in a combination of these outcomes.
 3. *A 30 percent improvement in employment outcomes* for this at-risk population when compared to young people from similar background who do not participate in JAG.
 4. And, we know these *young people more than repay the costs of their participation in the program* within 14 months after going to work in taxes paid alone.
- I can say from firsthand knowledge that the President's commitment to school-to-work goes back long before he became President. Since Maine and Arkansas joined the Union in sequence, I had the pleasure of sitting next to then-Governor Clinton at all of the National Governors' Association conferences and other events. Many of our discussions centered around the need for sweeping changes in our education and job training systems. Both in public forums and in our private meetings Bill Clinton has been a forceful advocate for changing the current systems to create better linkages between school and work. His commitment to school-to-work transition is neither new nor simply an idea whose time has come.
 - The support of national and state governments and private sector individuals would not have occurred without the vision and the personal leadership of the President. His able colleagues in the Cabinet, Secretary Reich and Secretary Riley, have also taken on the critical leadership roles in bringing this vision to reality. They, too, deserve enormous credit for their tireless leadership for this effort.
 - Jobs for America's Graduates has developed an award for presentation annually to the individual who has done the most in advancing the success of the school-to-work movement in this country. There is no doubt that the individual most deserving of this first award is the one who introduced the landmark federal legislation and, as evidenced today, is prepared to carry out the goals over the long term.
 - Therefore, on behalf of the JAG Board of Directors, the more than 30,000 young people who are presently enrolled in JAG, the nearly 1,000 public and private sector leaders who serve on our state and local affiliated boards, and, let me take a little license here, the potentially millions of young people who will ultimately benefit from his commitment to school-to-work transition, I am pleased to present to you, Mr. President, the Jobs for America's Graduates' "America's Outstanding School-To-Work Leader" award.

THE WHITE HOUSE
WASHINGTON

SCHOOL-TO-WORK ANNIVERSARY EVENT

DATE: MAY 17, 1995
LOCATION: AUTOMATED GRAPHIC SYSTEMS
WHITE PLAINS, MARYLAND
TIME: 11:45 a.m.-1:00 p.m.
CONTACT: STEPHEN B. SILVERMAN *SS*
BILL GALSTON *BG*
MIKE SCHMIDT *MS*

I. PURPOSE

To highlight your commitment to the School-to-Work program and life-long learning, by marking the first anniversary of the School-to-Work Opportunities Act bill signing. The event will also provide the context for you to respond to the Republican budget proposals. In addition, you are expected to announce that you will veto the Republican rescission package. During this event, which commemorates a major Administration accomplishment, you will receive an award for your leadership in School-to-Work from former Governor McKernan of Maine.

II. BACKGROUND

A. Introduction

You signed the School-to-Work Opportunities Act on May 4, 1994 in a South Lawn ceremony. Since that time, the Departments of Labor and Education, in conjunction with the School-to-Work office, have provided implementation grants to 8 states, 21 localities and 15 urban and rural sites. In addition, in December you met with the 18 members of the National Employer Leadership Council (School-to-Work's corporate leadership group) and asked them to reach out to more corporations to increase the number of companies participating in School to Work. The legislation has fueled a grass roots movement to change the fundamental approach to education and in preparing young people for the world of work. But it has also been a subject of the Hill's budget debate, especially the Republican rescission package.

Today's event has been developed with several news hooks to maximize the event's impact on national and regional media. You will receive an award from former Governor John R. McKernan who chairs a national school-to-work organization, Jobs for America's graduates. You will announce that John Kennedy Jr. (who is starting a monthly political magazine,

George) will serve as a national spokesperson for School-to-Work. Secretaries Riley and Reich will unveil a one-year snap shot report reflecting the success of School-to-Work, and Pete Pestillo, Executive Vice President of Ford will announce the determination of the National Employer Leadership Council to dramatically increase the number of corporate participants in the School-to-Work program.

The audience will be made up of 400 School-to-Work shareholders, including representatives of local School-to-Work business participants, organized labor, community college leadership, School-to-Work students, education and training organizations and 175 employees of the Automated Graphic Systems.

B. The Company

Automated Graphic Systems (AGS) is an active participant in the southern Maryland School-to-Work program. It is a high-tech printing and graphics company. They handle everything from printing and binding to desk top publishing and CD-Rom production. The students are trained in a variety of areas, but most work in the higher tech parts of the operation. They have approximately 4-6 current School-to-Work students in the workplace and several graduates who are employed with the company.

AGS, through the Southern Maryland Career Connections Partnership, works with St. Mary's and Calvert County public schools and Charles County Community College in providing work-based learning and placement for students and graduates.

C. School-to-Work Grants

(Grant information is attached.)

D. Impact of Budget Proposal on School-to-Work

Funding Background The Departments of Labor and Education launched the School-to-Work initiative in Fiscal Year 1994 with \$100 million under existing demonstration authority. In the first year, all States received planning grants, and the initial wave of implementation grants was awarded to the 8 "leading edge" States, 15 localities, and 21 urban and rural high poverty areas noted above. With Fiscal Year 1995 funds of \$250 million, the Departments plan to finance 50 high poverty areas. Your Fiscal Year 1996 Budget requests \$400 million (divided equally between Labor and Education) to finance implementation grants to 43 States, 38 localities, and 85 high poverty areas. In FY 1997, your plan would guarantee that all States will receive grants to implement their school-to-work systems.

Rescission Action Both House and Senate rescission bills would reduce Fiscal Year 1995 funding for School-to-Work from its current \$250 million appropriation. The House bill rescinds \$25 million, while the Senate rescission is just \$5 million (the rescission was split equally between the Departments of Labor and Education). Conferees appear likely to adopt the higher House rescission mark, reducing Fiscal Year 1995 funds by 10% to \$225

million. While School-to-Work enjoys bipartisan support in both chambers, appropriators felt compelled to rescind some funds because the initiative's financing jumped 150% in fiscal year 1995. The House targeted most of its rescission on School-to-Work's national activities, curtailing federal evaluation and information dissemination. Final conference action probably also would eliminate implementation grants to 2 States, 8 localities, and 5 high poverty areas.

Fiscal Year 1996 Budget Committee Action Both Budget committees would dramatically cut School-to-Work from your Fiscal Year 1996 request. Your budget seeks a 60% increase, boosting funds from \$250 million to \$400 million. By contrast, Domenici and Kasich would apply an across-the-board cut to Fiscal Year 1995 funding of 25% and 20%, respectively. Compared to your budget, Domenici's School-to-Work Fiscal Year 1996 funding level is 53% lower at \$188 million, and the Kasich budget is 50% lower at \$200 million. Moreover, Kasich undermines School-to-Work's "venture capital" approach to spurring systemic change by "blocking up" seed capital grants with traditional job training program funds in a \$5.8 billion State job training grant. The impact of this may be the termination of the School-to-Work program.

E. National Employer Leadership Council

The eighteen member National Employer Leadership Council (NELC), created in December 1994, is the vehicle to achieve the Administration's School-to-Work goals in the private sector. The Council grew out of concerns of industry leaders that students lack necessary knowledge and skills as they emerge from American schools. Ford Chairman, Alex Trotman, chairs the Council. Mr. Trotman will release a letter today on behalf of the council praising your work and the impact of the legislation.

The mission of the National Employer Leadership Council (NELC) is to promote work-based learning opportunities for all students in America's schools in collaboration with other business organizations, school systems, public sector organizations, and state federal and community leaders. Member companies serve as spokesperson for School-to-Work systems, advocating and supporting participation within their own company and suppliers. In addition, members of the council have each committed to recruiting six additional council members by late June.

F. Today's Students

There will be five students participating with you in the tour of Automated Graphic Systems (AGS). During the program, the students will present you with a multicolor poster they designed commemorating the first anniversary of the School-to-Work Opportunities Act.

Lori Long, 20, will be the guide for your tour. She became a full-time employee at AGS after graduating from St. Mary's County Technical Center in 1993. She worked first in the proofreading department and then transferred to the service bureau, where she works with electronic desk-top publishing. Long plans to get a degree in graphics or computer science.

She will start at a local community college and hopes to go on to a four-year institution.

Nancyann Kesting, 19, will introduce you during the program. She is currently enrolled at St. Mary's County Technical Center and works at Automated Graphic Systems as an office assistant. After graduation, Kesting plans to work full-time at AGS as a customer service clerk. She hopes to move on to a position as a customer service representative. Kesting, who plans to continue her education at a community college, recently won a Masonic Scholarship and a \$1,500 U.S. savings bond for a design she submitted to BIC, a manufacturer of ballpoint pens.

Starr Banister, 19, is a graduate of St. Mary's County Technical Center and joined AGS in January 1995. She began working in the composition department and now works full-time in the service department, using electronic desk-top publishing. She plans to continue at AGS and pursue more complicated and responsible jobs. With a \$500 tuition incentive from AGS, she also plans to take classes at a nearby community college and to take advantage of seminars the company provides.

Johnny Mills, 21, is a platemaker with AGS. Mills wants to advance to the next career step, stripping negatives, and plans to use the AGS \$500 tuition incentive to take job-related courses at a community college.

Paul Simonson, 21, currently works as a platemaker at AGS and enjoys the high quality of work he produces. He got interested in his current career when he took a middle-school photography class that also taught him which careers use photographic skills. Then he took graphics classes in high school, he found a career he would enjoy.

G. Award from Jobs for America's Graduates

Governor McKernan will present you with Jobs for America's Graduates' (JAG) first annual award. The award is for pioneering leadership in championing School-to-Work opportunities for our nation's youth.

Jobs for America's Graduates, Inc., is a national, non-profit public service corporation. Its mission is to assist at-risk and disadvantaged youth in graduating from high school and there after, in finding and keeping quality jobs through a state supported School-to-Work system. Former Maine Governor, R. McKernan is the Chairman of the Board for JAG.

H. New Survey

In May of 1995, the Federal School-to-Work Office conducted a progress survey to gauge the level of School-to-Work activity in the states and local communities which received the first implementation grants. The survey found that by June of 1995, 116,351 students, 41,772 employers, and 2,730 schools will be involved in School-to-Work programs. Additionally, the survey found that by June 1995, for every federal dollar invested in School-to-Work under the implementation grants, three additional dollars will have been invested by local communities and states.

Currently 8 states and 36 local communities use federal School-to-Work grants to design and implement School-to-Work systems that build upon proven features of apprenticeship, cooperative education, career academies, and technical preparation. The remaining 42 states are actively planning to create School-to-Work systems.

I. Amplification

As you speak, audiences in twenty communities will listen and conduct their own school-to-work amplification event. Communities include: Nashua, NH; Augusta, ME; Valhalla, NY; Philadelphia, PA; Salem, NJ; Allentown, PA; Louisville, KY; Morrow (Atlanta), GA; Chicago, IL; Milwaukee, WI; Minneapolis, MN; Marshalltown, IO; Westminster (Denver) CO; San Diego, CA; San Francisco, CA; Portland, OR.

III. PARTICIPANTS

Secretary Reich
Secretary Riley
John F. Kennedy Jr.
Representative Steny Hoyer
Governor McKernan
Community College President John Sines
Nancyann Kesting, Student Introducer.
Pete Pestillo, Executive Vice President of Ford

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** arrive.
- **YOU** are greeted by Mark Edgar, Manager, AGS and John Green, Manager, AGS.
- **YOU** tour Automated Graphic Systems with Lori Long.
- **YOU** briefly greet participants in pre-program and program.
- **YOU** are introduced onto the stage.
- President of Charles County Community College, John Sines, makes brief remarks.

- Pete Pestillo, Executive Vice President of Ford makes remarks.
- Governor McKernan makes remarks and presents award.
- Nancyann Kesting makes remarks and introduces **YOU**.
- **YOU** make remarks.
- **YOU** depart.
- **YOU** take picture off stage with Governor McKernan and his group.

VI. REMARKS

To be provided by speech writers.

NATIONAL EMPLOYER LEADERSHIP COUNCIL MEMBER LIST

The following CEOs and companies are founding members of the School-to-Work National Employer Leadership Council:

AMEX/COOK TRAVEL

Roger Ballou
President

BELLSOUTH

John L. Clendenin
Chairman and CEO

CERIDIAN CORPORATION

Lawrence Perlman
Chairman and CEO

CYBERNET SYSTEMS

Heidi N. Jacobus
President

EASTMAN KODAK

George Fisher
Chairman, President and CEO

FORD MOTOR COMPANY

Alexander J. Trotman
Chairman, CEO & President

IMMUNOGEN, INC.

Mitchell Sayare
President

MANPOWER INC.

Mitchell Fromstein
Chairman of the Board, President and CEO

NEW ENGLAND MEDICAL

M. Jerome H. Grossman, M.D.
Chairman and CEO

PEAVEY ELECTRONICS

Melia Peavey
President

PHILIPS DISPLAY

Dr. Iva Wilson
President

CHARLES SCHWAB & COMPANY

Lawrence J. Stupski
Vice Chairman

SIEMENS CORPORATION

Albert Hoser
President and CEO

THE TAUBMAN COMPANY

Alfred Taubman
Chairman of the Board

THOM MCCAN SHOE COMPANY

Larry McVey
President

UNUM CORPORATION

James F. Orr III
Chairman and CEO

SCHOOL-TO-WORK OPPORTUNITIES GRANTS

DEVELOPMENT GRANTS AWARDED:

50 States, District of Columbia, Puerto Rico \$15 million

IMPLEMENTATION GRANTS AWARDED:

to STATES (5 yr. grants) [22 applicants]

Kentucky	\$ 4,000,000	New Jersey	\$ 6,000,000
Maine	\$ 2,000,000	New York	\$10,000,000
Massachusetts	\$ 5,500,000	Oregon	\$ 3,000,000
Michigan	\$ 8,000,000	Wisconsin	\$ 4,500,000

to LOCALITIES (1 yr. grants, subject to renewal) [265 applicants]

Austin, TX	\$ 816,900	Tulare County, Visalia, CA	\$ 655,549
Boston, MA	\$ 1,200,000	So. N. H., Nashua, NH	\$ 562,120
Coos Bay, OR	\$ 428,814	New Haven, CT	\$ 494,773
Dade County, Miami, FL	\$ 675,000	NW Wisc., Ashland, WI	\$ 797,931
NE Minn., Cloquet, MN	\$ 256,082	Omaha, NE	\$ 649,822
Fox Valley, Appleton, WI	\$ 358,112	Rochester, NY	\$ 950,608
Marshalltown, IA	\$ 643,400	Saginaw, MI	\$ 577,500
San Diego, CA	\$ 946,405		

to URBAN/RURAL HIGH POVERTY AREAS (1 yr. grants, subject to renewal) [187 applicants]

Cincinnati Youth Collab., OH	\$ 559,075	Uptown/Edgewater, Chicago, IL	\$ 474,128
RR 2000, Portland, OR	\$ 359,909	Dade County, Miami, FL	\$ 650,000
Coll.E. Utah, Blanding, UT	\$ 448,984	Project Riverbank, Modesto, CA	\$ 650,000
Compton, CA	\$ 536,086	Fort Worth, TX	\$ 650,000
CUNY, Bronx, NY	\$ 650,000	Craftmanship 2000, Tulsa, OK	\$ 527,160
Am. Ind. OIC, Minneapolis, MN	\$ 455,393	Durant, OK	\$ 184,280
Panhandle Area, Hayden, ID	\$ 431,328	Furr H.S., Houston, TX	\$ 594,107
Baltimore, MD	\$ 482,504	Phenix City, AL	\$ 571,340
Black Hills Partnership, Sturgis, SD	\$ 386,530	Highland Park, Detroit, MI	\$ 516,078
Coos County, OR	\$ 200,000	Mid-Valley, Yakima, WA	\$ 435,571
Austin, TX	\$ 237,527		

PLANNED TO BE AWARDED: 1995 and beyond

- Development grants to the Territories and to Indian tribes and organizations
- Additional Development grants to remaining states, Washington, D.C., Puerto Rico
- Implementation grants to remaining states, Washington, D.C., Puerto Rico, & Territories
- Additional local, urban/rural high poverty area, and Indian Implementation grants

PRESIDENT CLINTON'S COMMITMENT TO EDUCATION AND TRAINING

The fundamental goal of President Clinton's comprehensive economic policy is to raise the living standards and opportunity for hard-working Americans so that every American has the chance to realize the American Dream. Along with commitment to deficit reduction, open trade, innovation and job creation, the President has recognized that nothing is more critical to our nation's future than ensuring that all Americans have the education and skills they need to succeed in the new economy. The President has made an unprecedented commitment to lifelong learning – from the expansion and improvement of early childhood education to a bold new reform of adult education and training programs.

EDUCATION IS THE KEY TO RISING STANDARDS OF LIVING

In an economy where technology is constantly changing, trade is expanding, and capital is mobile, education has become the fundamental fault-line running through the work force. Most Americans have seen their incomes stagnate over the last fifteen years; the real income of the typical family actually declined. Yet college graduates have bucked the trend. In 1979, a male college graduate earned 39 percent more than a man with only a high school degree. By 1993, this gap had doubled, and a male college graduate out-earned his school graduate counterpart by 80 percent. Furthermore, the availability of health coverage, pension plans, and other work-related benefits has become closely correlated with education levels.

A BIPARTISAN EDUCATION RECORD

While bringing the deficit down by historic amounts—over \$600 billion so far—President Clinton has also made investing in education a top priority. During the last Congress, Republicans and Democrats shared his commitment to lifelong learning, and together they enacted a historic series of initiatives to expand the amount and the quality of educational investment in America. Landmark legislation includes:

- **Head Start Amendments of 1994** (signed 5/18/94; passed House 393–20; Senate 98–1).
- **Goals 2000: Educate America Act** (signed 3/31/94; passed House 306–121; Senate 63–22).
- **Improving America's Schools Act** (signed 10/20/94; passed House 362–132; Senate 77–20).
- **School-to-Work Opportunities Act** (signed 05/04/94; passed House 339–79; Senate–Voice Vote)
- **National and Community Service Trust Act** (signed 9/21/93; passed House 275–152; Senate 57–40)
- **Direct Lending and Pay-as-You-Can Loans** (signed on 8/10/93 as part of the Omnibus Budget Reconciliation Act)

This year, President Clinton went a step further and proposed expansions and improvements in these and other education investments. In addition, as part of his Middle Class Bill of Rights, the President has sought to work with Republicans on two new initiatives:

- **Education and Training Tax Deduction** up to \$10,000.
- **The G.I. Bill for America's Workers**—consolidating 70 programs and putting Skill Grants directly into workers' hands.

DRAWING THE LINE ON EDUCATION

Despite the bipartisan efforts that expanded educational opportunities last year, the current House and Senate Budget proposals point to a fundamental divide between the President and the Republican Congress over the right economic strategy for the nation. **While the President believes that we need to launch an all-out effort to expand educational opportunity, these budgets dramatically decrease educational opportunity in order to pay for large tax cuts and meet arbitrary deficit reduction targets.** It makes no sense to cut investments in children and workers in what is supposed to be a budget for the future. To the degree that the Republican Congress believes that cutting education and training is the way to move our nation forward, the President profoundly disagrees.

EDUCATION TARGETED FOR CUTS

Republican budgets cut domestic discretionary spending by 30 percent in 2002. Rather than insulate a vital investment such as education from this deep cut, Republicans have subjected education investments to cuts of equal--and, in some cases, greater--magnitude.

President Clinton will fight the efforts of Republicans to reduce, gut, or eliminate key investments in education and job training. Following is a brief outline of the fundamental differences between the President's approach to education and the Republican approaches to education -- from pre-school through post-secondary training. The details include proposals from both the House and Senate Budget Resolutions.

I. PRE-SCHOOL EDUCATION. President Clinton has made expanding and improving pre-schooling the starting point for his lifelong learning agenda. Republicans would slash these investments.

. **HEAD START: *President Clinton Expands It by \$760 Million; GOP Cuts It by \$3 Billion.***

President Clinton expanded investment in Head Start by \$760 million from 1993 to 1995. The President has also reformed the way Head Start works to improve the quality of teaching and facilities for hundreds of thousands more children.

Republicans propose cutting Head Start by \$600 million in 1996 alone and over \$3 billion over 7 years. This means denying the benefits of pre-school education to as many as 100,000 children.

II. K-12 EDUCATION.

President Clinton has lent national support to local efforts to improve our schools, recognizing that the federal government is an important partner with states and communities in improving K-12 education, setting high academic standards, and ensuring equitable treatment for all our children. Republicans would eliminate national support for local reform, leaving students without crucial resources they need to succeed.

GOALS 2000. *President Clinton Created It; Republicans Would Eliminate It.*

President Clinton helped create Goals 2000, which supports community and school efforts to raise academic standards and encourage students to work hard meet them. Forty seven states are already participating in this program. In his 1996 budget, the President calls for a \$347 million increase in funding for Goals 2000.

Republicans would eliminate Goals 2000, undermining a national effort to support what was once a bipartisan effort to spur bottom-up development of goals, standards, accountability and innovation in schools across the nation.

TITLE ONE (Formerly Chapter One). *President Clinton Has Expanded and Strengthened It; Republicans would Cut by over \$5 billion and Deprive 700,000 Children of Added Educational Assistance.*

President Clinton supports Title One, designed primarily to provide much-needed resources to students from disadvantaged backgrounds. Under President Clinton, the program has been reoriented so that schools have more flexibility to use federal aid and support effective innovations to help all students to read and write well and meet challenging academic standards. The President increased Title One funding by \$524 million over two years.

Republicans propose cutting Title One by \$730 million in 1996 alone. This cut would mean that over 700,000 children in our poorest communities would be denied the extra instruction they need to achieve the same high standards as other children.

SAFE AND DRUG-FREE SCHOOLS: *President Clinton Has Supported It; Republicans Would Eliminate It.*

President Clinton supports this initiative to make our schools safe from guns, drugs, and violence. The program funds everything from innovative anti-violence education and after-school programs to metal detectors and security personnel.

Republicans have proposed virtually eliminating Safe-and-Drug Free Schools, thereby cutting off support for anti-drug and anti-violence efforts serving 39 million children, in over 90% of the school districts in the nation.

TECHNOLOGY LEARNING CHALLENGE (TECHNOLOGY FOR EDUCATION): *Republicans Would Gut This Clinton Initiative That Leverages Private Money for Technology in Public Schools.*

President Clinton has helped initiate a challenge to the private sector to join with public school districts to put computers and technology in the classroom. A \$50 million federal investment in 1996 will leverage hundreds of millions of dollars in private support.

Republicans would eliminate this innovative new program, denying over 1,000 schools the ability to participate in this effort, and halting an effort to leverage millions more from the private sector.

SCHOOL-TO-WORK OPPORTUNITIES. *President Clinton Has Supported A New 50-State Movement; Republicans Would Eliminate it.*

President Clinton, with bipartisan support, signed into law the most important national program ever to ensure that all young people, particularly the 70% of young Americans who don't get four year degrees, get the skills they need to get a good job with a future. All states have received planning funds and eight "leading edge" states are already underway with programs that are drawing positive reviews from companies around the nation. Twenty more states will be able to come into the program.

Republicans propose eliminating school-to-work, denying the 20 new states the opportunity to join the program this year, and all the rest of the states in future years.

SUMMER JOBS. *President Clinton Supports Work Experiences for Youth; the Republicans would cut these jobs.*

President Clinton recognizes that the summer jobs program is an important first opportunity to get work experience for many low-income youths -- especially those working in the inner city where jobs may be scarce. Without these opportunities, these young people might otherwise not have any chance to learn skills and workplace behavior during their formative years. The President has proposed financing 615,000 jobs.

Republicans in the House have proposed eliminating this program, costing 615,000 jobs in 650 communities around the country. The Senate budget would cut summer jobs by at least 25 percent, slashing the President's request by \$300 million in 1996 and eliminating this valuable work experience for 170,000 at-risk youth each year. Over 1 million would be denied these opportunities over the next seven years.

III. POST-SECONDARY EDUCATION

Now more than ever, education and job training are the gateway to America's middle class. Studies show that for every year of training a person gets after high school, his or her earnings rise by 6 to 12 percent. After 15 years in which college costs increased far faster than inflation but family incomes stagnated, President Clinton has initiated historic efforts to expand college access. Republican proposals would devastate grants and loans, college and job training, setting back college access by years if not decades.

DIRECT LENDING AND INDIVIDUAL EDUCATION ACCOUNTS. *President Clinton Supports Expanding These Initiatives; Republicans Want To Raise the Cost to Students and Reduce Access.*

President Clinton supports expanding the new direct lending program and individual education accounts. With the passage of the Student Loan Reform Act, 104 schools and over 252,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of all loans and the maximum allowed under this year's authorization -- have committed to enrolling. This program is already saving \$6.8 billion for taxpayers, lowered interest rates for students, and allowed borrowers to choose flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

Republicans have proposed legislation to reduce funds available for direct lending,

prevent schools from choosing to participate in the initiative, and cap participation at 40 percent of all loans.

IN-SCHOOL INTEREST EXEMPTION. *Republicans Raise College Costs for 4 Million Students By Up to \$3,000 Each.*

President Clinton supports the in-school interest exemption, under which **four million** need tested students with Stafford loans do not have to pay interest while they are enrolled in school and during the grace period (six months) between leaving school and entering repayment.

Republicans propose eliminating the in-school interest exemption for 4 million students each year. This proposal could have a severe impact on college access; two-thirds of all Stafford borrowers are from families that earn less than \$30,000. For a four-year undergraduate who borrowed the maximum amount (\$17,125) at the maximum statutory interest rate (8.25%), the Republican proposal would increase costs by \$3,150--or 18 percent.

PELL GRANTS. *President Clinton Raised the Maximum to a Record High; Republicans Cut It By 10 Percent Or More.*

President Clinton has supported the Pell Grant program, increasing the maximum Pell Grant by 12 percent to its highest level ever, \$2,620.

Republicans would freeze Pell Grant funding so that 4 million students will see their Pell Grants cut by about \$250 each. For millions of students, grants make the difference between going to college and not going--between staying in school and dropping out. For example, \$250 equals approximately 25% of tuition and fees of community colleges.

AMERICORPS. *President Clinton Offers Opportunities to 20,000 Young People This Year Alone; Republicans Would Eliminate 300,000 Service Opportunities.*

President Clinton created this initiative to enable young people to earn money for education by serving their communities--teaching, caring for the sick, making the streets safer. Already 20,000 Americans are serving in AmeriCorps; hundreds of thousands more would join over the next seven years.

Republicans want to eliminate AmeriCorps, depriving at least 300,000 young people of the chance to pay for college through national service over the next seven years.

EDUCATION AND TRAINING TAX DEDUCTION. *President Clinton Supports A Deduction; With All Their Tax Breaks for the Wealthy, Republicans Don't.*

President Clinton supports a tax deduction for middle-class families with education and job training expenses up to \$10,000. This deduction would provide tax-favored treatment to education similar to the benefits for other investments like housing and equipment. It invests in those who invest in themselves and in America.

Republicans do not yet support the education and training tax deduction. With its \$20,000 tax cut for the wealthiest 1%, the Contract with America includes tax breaks for capital gains, gifts and inheritances in excess of \$600,000, and the depreciation of business purchases—but not for education.

IV. LIFELONG LEARNING.

In order to maintain good job prospects throughout their lives in a fast-changing economy, Americans need to be trained again and again throughout their lives. President Clinton wants to support lifelong learning by reforming job training programs and putting resources and information directly into workers' hands. Republicans just want to slash job training.

G.I. Bill OF RIGHTS FOR WORKERS (SKILL GRANTS). *President Clinton Supports Skill Grants for America's Workers; Republicans Want At Least a 25% Cut in Job Training Funds.*

President Clinton's G.I. Bill for America's Workers would consolidate or eliminate over 70 job training programs while putting resources and information directly into workers hands as Skill Grants. Under the proposal, low-income or unemployed workers could go to a One-Stop Center and learn about the services and track records of job training programs and community colleges in the fields they wanted to study. Then, they could apply their Skill Grants to skills training at those institutions. Under the President's proposal, there will be 2.1 million Skill Grants.

Republicans would, under the guise of consolidation, use training programs as a bank to pay for tax cuts, dramatically cutting re-employment and training opportunities for 2.1 million American workers.

V. THE DEPARTMENT OF EDUCATION

President Clinton's commitment to a lifelong learning agenda reflects his belief in the critical role of education in building America's future and the federal government's role as a partner in that effort. While everyone acknowledges that states and localities have been and continue to be the lead on education, education is a national interest. President has made tremendous strides in expanding the opportunities available to American children and adults to improve their skills and maximize their potential.

President Clinton believes strongly that education is a federal issue and that abolishing the Department of Education now would be the equivalent of abolishing the Department of Defense in the middle of the Cold War.

Republicans want to abolish the Department of Education.



Brief Description
EQW National Employer Survey Announcement

- o The National Center for Quality of the Workforce (EQW) will announce the findings of a Department of Education-funded study focusing on the importance of education and STW systems to more than 3,000 employers.**
- o The study shows that firms working with schools are cutting-edge firms. They use schools to screen employees and build other partnerships, such as internships, co-ops, and other programs included in the school-to-work system. These firms, through investment in education, boost productivity. Further, students involved in the programs have higher education levels and earn higher wages.**
- o The first phase of the EQW study received front-page coverage in the New York Times, which initially expressed interest in reporting these findings.**
- o The study would serve as a newshook to generate interest in the STW anniversary event. Tentative plans call for exclusive media coverage on May 14 and a policy briefing involving the researchers and STW Director J.D. Hoyer on May 15. A decision regarding Secretarial involvement will be made by May 11, when final results of the study are made available.**



Brief Description
JOHN F. KENNEDY JR. ROLE

- o John F. Kennedy, Jr. has been supportive of School-to-Work as an example of the continuing legacy and commitment to education by his father.**
- o He attended the historic School-to-Work bill signing ceremony at the White House on May 4, 1994. His continued visibility with this initiative is a natural**
- o His presence and participation itself creates an opportunity for news coverage.**
- o We envision that he would have a speaking role in the ceremony and also be available for press interviews.**



**Press Kit Materials
For May 17 POTUS Event**

- o Fact Sheet on STW**
- o Progress Report Survey**
- o Key Dates**
- o Map of where federally funded STW is happening**
- o Piece on Employer Leadership Council and its members**
- o Vignettes of students**
- o Quote sheet from students, parents, educators and employers**



Brief Description
STW National Employer Leadership Council Newshook

- o On December 6, 1994 President Clinton met at the White House with 13 CEOs from the nation's leading companies.**
- o The President and the CEOs announced the creation of a School-to-Work National Employer Leadership Council (NELC). Members of the Fortune 500, Fortune 100 and small business are represented on the NELC.**
- o Members have agreed to implement school-to-work programs in their own companies; to encourage their suppliers and other businesses to do so; to increase NELC membership; to serve as advocates for the school-to-work "movement"; and to increase the number of work-based learning opportunities available to American students moving through State and local school-to-work systems.**
- o Currently, Ford Motor Company CEO Alex Trotman Chairs the NELC. The other 17 "founding members" include CEOs from the following companies:**

**AMEX/Cook Travel
BellSouth
Ceridian Corp
Cybernet Systems
Eastman Kodak
Immunogen, Inc.
Manpower, Inc.
McDonald's USA**

**New England Medical Center
Peavey Electronics
Philips Display
Charles Schwab & Co.
Siemens Corp.
The Taubman Company
Thom McAn Shoe Co.
UNUM Corp.
Will-Burt Co.**

- o Currently, each CEO is attempting to recruit an additional 6 companies for the Council. Several current members are deeply involved in running STW programs themselves (McDonald's, Siemens, Ford, Kodak).**
- o At the May 17 event the NELC could provide a progress report to the President and could lay out the "business case" for STW involvement. Each company has already been asked by CEO Trotman to draft such a statement.**
- o This would complement the soon-to-be released (May 15) results of the National Center on the Educational Quality of the Workforce (EQW) National Employer Survey.**



Brief Description
STW State/Local Grantee Progress Survey

- o The School-to-Work Opportunities Act provides multiple methods by which States and local partnerships can build school-to-work systems. These include grants and waivers to provisions in existing job training and education programs.
- o Grants under the legislation are considered to be venture capital for States and local communities to design and implement a school-to-work system that builds upon proven features of apprenticeship, cooperative education, career academies, and tech prep.
- o Awards comes in competitive annual "waves" starting with States and localities that are already undertaking education reform action and ending with those that are now just starting the process. Limited federal funds go first to States where they can have the most significant impact, building the STW "movement" nationally and creating laboratories to generate and test new ideas from which others can learn. State implementation grants last five years. By 1997, all States will have received an implementation grant.
- o The intent is to capitalize on leading edge pioneer innovation, not to create a permanent federal program. STW grant funds system must leverage other federal State local and private resources in order to fully implement and sustain a system.
- o In 1994 the first round of competitive venture capital grants were awarded to 8 States. By the end of next month (June 30, 1995) these 8 pioneer States project the following:

95,436	Students
38,282	Employers
2,464	Schools involved
3:1	Leveraged dollars (non-grant to grant)

- o Also in 1994 the first round of competitive venture capital grants to 36 local partnerships (21 of which went to urban/rural areas of high poverty) was awarded. By the end of next month (June 30, 1995) the 64% of those local grantees reporting project the following:

20,915	Students
3,490	Employers
266	Schools involved
3:1	Leveraged dollars (non-grant to grant)



Brief Description

Jobs For America's Graduate Award To POTUS Newshook

- o Jobs for America's Graduates (JAG), Inc. is a national, non-profit public service corporation. Its mission is to assist at risk and disadvantaged youth in graduating from high school and there after, in finding and keeping quality jobs through a State supported school to work system.**
- o The organization has State affiliates in Arizona, California, Delaware, Florida, Georgia, Massachusetts, Maine, Michigan, Missouri, Mississippi, Montana, New Hampshire, Ohio, Pennsylvania, South Carolina Tennessee, Virginia, Vermont, Washington State, and the Virgin Islands.**
- o Former Maine Governor John R. McKernan Jr. is the Chairman of the Board for JAG.**
- o The Departments of Labor and Education are proposing former Governor McKernan to be the Chair of the National School-to-Work Advisory Board which will provide stakeholder guidance to the administration's school-to-work initiative.**
- o JAG would like to present the President with its first annual award. The award would be for his pioneering leadership in championing School-to-Work opporutnities for our nation's youth.**
- o The award could be presented by McKernan at the May 17 event.**

DRAFT

**FOR RELEASE
May 17, 1995**

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**PRESIDENT CLINTON TO CELEBRATE
SCHOOL-TO-WORK ANNIVERSARY**

President Clinton today marked the first anniversary of the landmark School-to-Work Opportunities Act by attacking Republican budget proposals that threaten School-to-Work and other programs that benefit America's middle-class families. *(White House advisory language.)*

(INSERT POTUS QUOTES ON GOP BUDGET CUTS AND SUPPORT FOR STW.)

(President Clinton has called School-to-Work "innovative in structure yet ambitious in scope." In signing the legislation, he said, "The federal government will act as a catalyst -- bringing together parents and students, workers and business ... to design and implement programs that work at the local level ... In years to come, young people will know with confidence that their learning will not abruptly end when they leave high school; that they are not being thrown into a confusing world without a compass; that they will be given the opportunity to thrive in the high-tech offices and factories of the future ...")

The President and his guests marked the School-to-Work anniversary at Automated Graphic Systems, an employee-owned, high-tech printing and graphics company, in White Plains, Md. Prior to the event, President Clinton met with students involved in the company's school-to-work program, which serves students and graduates of St. Mary's, Calvert and Charles County public schools and Charles County Community College through the Southern Maryland Career Connections Partnership.

The President's remarks were broadcast live via satellite by the American Association of Community Colleges to audiences attending School-to-Work anniversary celebrations at hundreds of locations across the country.

The President was presented with an award recognizing his successful School-to-Work initiative by John R. McKernan Jr., a former two-term Republican governor of Maine who chairs a national school-to-work organization, Jobs for America's Graduates. (McKERNAN QUOTE?)

-MORE-

The President also announced that John F. Kennedy Jr., who was on hand for the event, will serve as a national spokesperson for School-to-Work. (JFK Jr. QUOTE?)

U.S. Education Secretary Richard W. Riley and Labor Secretary Robert Reich, whose departments jointly administer School-to-Work, unveiled a one-year snapshot survey to the audience of students, graduates, educators and business and labor leaders.

State and local partnerships responding to the survey reported that School-to-Work efforts currently involve an estimated 116,361 students; 41,772 employers; 2,730 schools; and 36 communities -- all creating and implementing their own School-to-Work systems. For every federal dollar invested in School To Work, \$3 is invested by local communities, states and the private sector.

"We all know that education and skills determine which Americans are prospering and which are losing ground in our economy," Reich said. "The results of the School-to-Work snapshot survey show that the law we passed last year is working and putting thousands of young people on a path to better jobs and higher earnings."

"The link between education and America's continued prosperity is crystal clear," Riley said. "To turn our backs on the direct link between education and success -- for students, workers and businesses -- imperils the economic well-being of our nation and future generations."

Nationwide in scope -- yet locally driven -- School-to-Work creates partnerships among education, business and labor to prepare students for high-wage, high-skill employment, postsecondary education and lifelong learning. Through School-to-Work, students gain the opportunity to connect classroom education with work-based learning and experience in a chosen career area.

Since May 4, 1994, when the School-to-Work Opportunities Act was signed into law by President Clinton, all 50 states have received development grants ranging from \$200,000 to \$750,000 to create School-to-Work Systems; eight states have received from \$2 million to \$10 million in implementation funds; 15 communities have received local partnership grants totaling \$10 million; and \$10 million in grants have been made to 21 urban and rural communities to support School-to-Work efforts in high poverty areas.

The Clinton Administration has requested \$400 million in continued School-to-Work federal funding for fiscal year 1996. The President announced Wednesday that the eight states which received first-year grants -- Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, Oregon and Wisconsin -- will receive at least double the amount of their first-year

grants. Further, approximately 20 additional states will be eligible to apply for School-to-Work funds beginning this month. The grants will be awarded in September.

Riley and Reich urged Congress to approve the President's budget request and reject proposals that threaten School-to-Work, which was enacted into law with strong bipartisan support.

"To rob America's young people of fulfilling careers that will provide them with the financial means to own a home, raise families and share in the prosperity their parents enjoyed is an act of cruelty against America's children," Riley said. "I urge Republicans in Congress to reconsider their support for the proposed cuts. You may think you're eliminating a program, but what you're really doing is killing the American dream."

"The cuts in education and jobs skills proposed by the Republican Congress last week would take us precisely in the wrong direction and undermine our progress," Reich said. "We're all committed to reducing the deficit, but to eliminate the initiatives which work -- like School-to-Work -- and give most of the savings to those who already have the skills and education is grotesquely misguided."

###

SCHOOL-TO-WORK OPPORTUNITIES GRANTS

DEVELOPMENT GRANTS AWARDED:

50 States, District of Columbia, Puerto Rico \$15 million

IMPLEMENTATION GRANTS AWARDED:

to STATES (5 yr. grants) [22 applicants]

Kentucky	\$ 4,000,000	New Jersey	\$ 6,000,000
Maine	\$ 2,000,000	New York	\$10,000,000
Massachusetts	\$ 5,500,000	Oregon	\$ 3,000,000
Michigan	\$ 8,000,000	Wisconsin	\$ 4,500,000

to LOCALITIES (1 yr. grants, subject to renewal) [265 applicants]

Austin, TX	\$ 816,900	Tulare County, Visalia, CA	\$ 655,549
Boston, MA	\$ 1,200,000	So. N. H., Nashua, NH	\$ 562,120
Coos Bay, OR	\$ 428,814	New Haven, CT	\$ 494,773
Dade County, Miami, FL	\$ 675,000	NW Wisc., Ashland, WI	\$ 797,931
NE Minn., Cloquet, MN	\$ 256,082	Omaha, NE	\$ 649,822
Fox Valley, Appleton, WI	\$ 358,112	Rochester, NY	\$ 950,608
Marshalltown, IA	\$ 643,400	Saginaw, MI	\$ 577,500
San Diego, CA	\$ 946,405		

to URBAN/RURAL HIGH POVERTY AREAS (1 yr. grants, subject to renewal) [187 applicants]

Cincinnati Youth Collab., OH	\$ 559,075	Uptown/Edgewater, Chicago, IL	\$ 474,128
RR 2000, Portland, OR	\$ 359,909	Dade County, Miami, FL	\$ 650,000
Coll.E. Utah, Blanding, UT	\$ 448,984	Project Riverbank, Modesto, CA	\$ 650,000
Compton, CA	\$ 536,086	Fort Worth, TX	\$ 650,000
CUNY, Bronx, NY	\$ 650,000	Craftmanship 2000, Tulsa, OK	\$ 527,160
Am. Ind. OIC, Minneapolis, MN	\$ 455,393	Durant, OK	\$ 184,280
Panhandle Area, Hayden, ID	\$ 431,328	Furr H.S., Houston, TX	\$ 594,107
Baltimore, MD	\$ 482,504	Phenix City, AL	\$ 571,340
Black Hills Partnership, Sturgis, SD	\$ 386,530	Highland Park, Detroit, MI	\$ 516,078
Coos County, OR	\$ 200,000	Mid-Valley, Yakima, WA	\$ 435,571
Austin, TX	\$ 237,527		

PLANNED TO BE AWARDED: 1995 and beyond

- Development grants to the Territories and to Indian tribes and organizations
- Additional Development grants to remaining states, Washington, D.C., Puerto Rico
- Implementation grants to remaining states, Washington, D.C., Puerto Rico, & Territories
- Additional local. urban/rural high poverty area, and Indian Implementation grants



SCHOOL TO WORK
OPPORTUNITIES

National School To Work Snapshot Survey

May 1995

116,351	Students
41,772	Employers
2,730	Schools
\$3 - To - \$1	Return on Venture Capital Investment
36 Communities	Creating Local School To Work Systems
8 States	Creating Statewide School To Work Systems
42 States	Actively Planning to Create School To Work Systems





School To Work Snapshot Survey

In May of 1995 (one year after the signing of the legislation) the National School To Work Office conducted a progress survey to gauge the level of School To Work activity in the states and local communities which received the first implementation grants.

States and communities responding to the survey reported that by June of 1995, an estimated 116,351 students, 41,772 employers and 2,730 schools will be involved in School To Work. Additionally, the survey found that by June 1995, for every federal dollar invested in School To Work under the implementation grants, three additional dollars will have been invested by local communities, states, and private sector.

Federal investment under School To Work Opportunities Act is venture capital. States and local communities use it to design and implement statewide School To Work systems that build upon proven features of apprenticeship, cooperative education, career academies, and tech prep. Federal investment must leverage other federal, state, local and private resources in order to fully implement and sustain a system.

The Act sunsets in 2001.

Starr Banister (Desk-top publishing work station)

Starr Banister, 19, is a graduate of the St. Mary's County Technical Center and joined AGS in January 1995. She began working in the composition department and now works full-time in the service department, using electronic desk-top publishing. She heard about the opportunity to work part-time with AGS from her school counselor.

"I just like hands-on (learning)," says Banister. "It's more exciting. You don't get bored or distracted. So much is going on you need to concentrate."

Banister, who also lives independently, plans to continue at AGS and pursue more complicated and responsible jobs. With a \$500 tuition incentive from AGS, she also plans to take classes at a nearby community college and to take advantage of seminars the company provides.

Of her school-to-work experience, Banister says: "It makes you grow. On the job, you can't get by with a 'C'."

Johnny Mills (Platemaking station)

Johnny Mills, 21, is a platemaker with AGS. When he began his school-to-work experience, Mills liked computers but says he did not know much about career choices.

"You've got a foot in the door," Mills says. "I can go from my area to other places in the company. There's always going to be a career in printing. Printing is really growing."

Mills wants to advance to the next career step, stripping negatives, and plans to use the AGS \$500 tuition incentive to take job-related courses at a community college.

For Mills, the best thing about his work and learning experience was the security of a marketable career skill -- and a full-time job when he completed training.

"I know people who come out of college that have degrees and no work," Mills says. "I've got time in the company -- I'm growing up with the company."

Paul Simonson (Platemaking station)

Paul Simonson, 21, got interested in his current career when he took a middle-school photography class that also taught him which careers use photographic skills. When he took a graphics class in high school, he found a career. Currently, he works as a platemaker at AGS and enjoys the high quality of work he produces.

Says Paul: "You get behind a book and get tired of looking at the same thing. Your mind wanders. When you get your hands on (work), everything flows."



THE SCHOOL-TO-WORK NATIONAL EMPLOYER LEADERSHIP COUNCIL FACT SHEET

The NELC's mission is to promote work-based learning opportunities for all students in America's schools in collaboration with other business organizations, school systems, public sector organizations, and state federal and community leaders. Member companies serve as spokespersons for school-to-work systems, advocating and supporting participation within their own company and suppliers. In addition, they recruit others to participate.

The NELC currently is comprised of CEOs from 18 founding-member companies (see attached list) and is chaired by Ford Motor Company's Alex Trotman. Members of the Fortune 500, Fortune 100 and small business are represented.

Over the past several years, industry leaders have grown increasingly concerned about the lack of necessary knowledge and skills students possess as they emerge from American schools. Many of these leaders have taken steps to develop working relationships with schools and other government-sponsored programs to improve curricula and provide contextual learning opportunities for students. Eventually, they recognized that a national effort was essential to overcoming the multiple barriers found in these early efforts.

An informal working group of industry representatives came together to collaborate with the Departments of Labor and Education to ensure that the concerns of business were addressed in the design of the School-to-Work Opportunities Act, signed by President Clinton in May of 1994. Emerging from this effort was recognition that a sustained and focused organization was needed to provide a continuing business perspective throughout the implementation of the legislation. The National Employer Leadership Council (NELC) became the vehicle to achieve that goal. In December of 1994, the Council CEOs met with President Clinton and formally announced the creation of the NELC.

NELC member companies will make investments to develop and implement exemplary School-to-Work learning opportunities; recruit other employers in their region or other industries to make similar commitments; and identify and champion best practices and measure progress in establishing School-to-Work activities and involving other businesses.

The NELC's staff is housed with the Institute for Educational Leadership (IEL), an independent non-membership based non-profit organization in Washington, D.C.

NATIONAL EMPLOYER LEADERSHIP COUNCIL MEMBER LIST

The Following CEOs and companies are founding members of the School-to-Work National Employer Leadership Council:

AMERICAN EXPRESS/COOK TRAVEL
Roger Ballou
President

BELLSOUTH
John L. Clendenin
Chairman and CEO

CERIDIAN CORP.
Lawrence Perlman
Chairman and CEO

CYBERNET SYSTEMS
Heidi N. Jacobus
President

EASTMAN KODAK
George Fisher
Chairman, President & CEO

FORD MOTOR COMPANY
Alexander J. Trotman
Chairman, CEO & President

IMMUNOGEN, INC.
Mitchell Sayare
President

MANPOWER INC.
Mitchell Fromstein
Chairman of the Board, President
and CEO

MCDONALD'S USA
Edward Rensi
President & CEO

NEW ENGLAND MEDICAL
M. Jerome H. Grossman, M.D.
Chairman and CEO

PEAVEY ELECTRONICS
Melia Peavey, President

PHILIPS DISPLAY
Dr. Iva Wilson
President

CHARLES SCHWAB & CO.
Lawrence J. Stupski
Vice Chairman

SIEMENS CORP.
Albert Hoser
President & CEO

THE TAUBMAN COMPANY
Alfred Taubman
Chairman of the Board

THOM McCAN SHOE CO.
Larry McVey
President

UNUM CORP.
James F. Orr III
Chairman & CEO

WILL-BURT COMPANY
Harry Featherstone
Chairman & CEO

**AUTOMATED GRAPHICS SYSTEMS
AND THE
SOUTHERN MARYLAND SCHOOL TO WORK INITIATIVE**

The Automated Graphics Systems (AGS) experience is an excellent example of the important role local business plays in the education of southern students. Since 1992, AGS has worked with the St. Mary's Public Schools to provide relevant learning experiences to the graphics arts students in the Technical Center. Students learn about the high tech publishing industry and AGS staff members visit class to conduct practice interviews, rating students' skill levels. In some instances, AGS has donated paper and ink or provided technical assistance with special class projects.

Learning extends to the worksite with tours of the AGS plant. Students observe first-hand the range of skills required to succeed in this growing industry and have the opportunity to talk to AGS personnel in a variety of positions. Classroom learning makes sense as the students see it applied in the work setting.

AGS is confident enough in the skill level of these students that, as entry level positions become available, applications are sought from the students. Job announcements are even posted in the classrooms!

AGS recently has developed a similar partnership with the Calvert Public Schools Career Center and has hired three new graduates of the graphic arts program. In all, a total of nine students and graduates from the two systems are currently working at AGS in paid positions. Through the excellent working relationships nurtured by both the schools and AGS the benefits to southern Maryland students will be extended.

Students in southern Maryland benefit from two recent innovations in education: Tech Prep and School to Work. Both focus on the preparation of today's students for tomorrow's high tech workforce.

The Southern Maryland Educational Consortium was formed in 1989 by the superintendents of Calvert, Charles and St. Mary's Counties and the president of Charles County community College. Recognizing the emerging workforce demands would require changes within public educational systems, these leaders initiated a regional approach to the development of Tech Prep. With the goal of improving the preparation of students for the technological challenges of tomorrow's workforce, this new partnership redesigned secondary-postsecondary programs into six-years sequences which assure workplace readiness for graduates.

For their early tech prep efforts the consortium received two national honors in 1992. First, the college was awarded the American Association of Community College's Parnell Tech Prep Associate Degree Partnership Award one of only 12 colleges to be so recognized. Second, the U.S. Department of Education selected the Southern Maryland Educational Consortium as one of nine national Demonstration Projects for the Integration of Vocational and Academic Learning - Model Tech Prep Education Projects. Teachers, advisors and administrators have made over 200 presentations around the country sharing their experience with this project.

In 1993, responding to the federal School of Work Opportunities Bill, the state of Maryland initiated plans for the Maryland School to Work project: Career Connections. At the Local level, the Southern Maryland Private Industry Council convened meetings of educators and employers in 1994 to plan the local response to Career Connections. This group will dissolve in June 1995 and the Southern Maryland Career Connections Partnership will assume leadership of the project.

The new partnership is a coalition committed to:

- * A comprehensive system for all students, designed and delivered by a community partnership including educators, parents, students, employers, and other community members, that provides integrated school and work-based activities which will lead to an improved quality of life for all citizens;
- * A continuum of lifelong educational experiences which connects school and work-based learning.

Planning funds have provided by the Maryland State Department of Education, Division of Career, Technology and Adult Learning to support early activities. Activities will be coordinated by the Executive Steering Committee comprised of an equal number of educators and employers with student, parent and teacher representation. While work has begun on a number of short-term objectives, one major goal, targeted for the year 2000, is to provide work-based learning experiences for all secondary students.

Currently, more than 160 employers provide direct worksite educational experiences for secondary and postsecondary students in southern Maryland. Many additional employers participate through advisory panels, business/education alliances and involvement in school-based activities.

LOCAL SCHOOL-TO-WORK PROGRAMS

These communities have been awarded implementation grants for the School-to-Work program. The next series of grants are scheduled to be awarded in fall 1995.

APPLETON, WI

Education for Employment Consortium
Chamber of Commerce Foundation

ASHLAND, WI

Northwest Wisconsin STWO Partnership

AUSTIN, TX

Chamber of Commerce

BALTIMORE, MD

Baltimore City STW Partnership

BLANDING, UT

College of Eastern Utah/San Juan County STW Partnership

BOSTON, MA

Boston Private Industry Council Education at Work

BRONX, NY

Research Foundation of City University of NY (CUNY)

CHICAGO, IL

Uptown and Edgewater Local STW Initiative

CINCINNATI, OH

Cincinnati Youth Collaborative
Taft Career Academic Program

CLOQUET, MN

Northeast Minnesota STW ProTech Program

COMPTON, CA

Compton Unified School District

COOS BAY, OR

Coos County Education Service District

COOS COUNTY, OR

Oregon South Coast STWO Initiative

DADE COUNTY, FL

Dade County School Board

DETROIT, MI

Highland Park STWO Program

DURANT, OK

Durant Public School District: Texoma Skills Initiative

FORT WORTH, TX

Fort Worth North Area Partnership

HAYDEN, ID

Panhandle Area Council

HOUSTON, TX

Furr High School Partnership's STW Urban Opportunities Program

MARSHALLTOWN, IA

Work Start

MIAMI, FL

Dade County STW Urban/Rural Opportunities Program

MINNEAPOLIS, MN

American Indian OIC STW Program for Youth

MODESTO, CA

Project Riverbank STWO Partnership

NASHUA, NH

STWO Partnership

South New Hampshire Region Nashua School District

NEW HAVEN, CT

New Haven Initiative for STWO

OMAHA, NE

Omaha Job Clearinghouse

Metropolitan Community College

PHENIX CITY, AL

Phenix City School STWO Initiative

PORTLAND, OR

Roosevelt Renaissance 2000 STWO Program

ROCHESTER, NY

Rochester City School District

SAGINAW, MI

MECA Partnership

SAN DIEGO, CA

San Diego Partnership

Private Industry Council

STURGIS, OK

Black Hills Partnership for STWO

TULSA, OK

Craftsmanship 2000 Inc.: Health Academy 2000 Program

VISALIA, CA

Tulare County STW Initiative

YAKIMA, WA

Mid Valley STW Transition Program

STATE SCHOOL-TO-WORK PROGRAMS

These states were awarded implementation grants for School-to-Work programs in 1994 and will receive second-year funding in 1995.

Kentucky

Maine

Massachusetts

Michigan

New Jersey

New York

Oregon

Wisconsin



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JOHN R. McKERNAN JR.
Governor of Maine
(1987-95)

John R. McKernan has just completed his second four-year term as Maine's 70th Governor. Before his inauguration in 1987, he represented Maine's First Congressional District for two terms in the U.S. House of Representatives in Washington, D.C.

Governor McKernan has won national recognition for leadership and innovation in education and human resources. The National Alliance of Business honored him in 1993 with the first annual School-to-Work Transition award and in 1989 by naming Maine State of the Year. The Governor also was recognized as Outstanding Governor in 1992 by the American Society for Training and Development.

In 1991-92, he served as a member of the Secretary of Labor's National Advisory Commission on Work-based Learning and is on the Advisory Board for Jobs for the Future's National Youth Apprenticeship Initiative. He also chairs Jobs for America's Graduates, a nationwide school-to-work transition organization, and in 1993 replaced President Clinton as the Governors' Representative to the Scholastic, Inc., Advisory Board.

In 1994, Governor McKernan completed a one-year term as Chairman of the National Education Goals Panel. He has also served as Chairman of the ECS, the Coalition of Northeastern Governors, the New England Governors' Conference and the Republican Governors' Association.

Governor McKernan was born May 20, 1948, in Bangor, Maine. He graduated from Dartmouth College in 1970, and the University of Maine Law School in 1974. He began his legislative service in 1972 while in law school, when he won election to the Maine House of Representatives representing Bangor. In 1974, Governor McKernan was re-elected to a second term and served as Assistant Republican Floor Leader.

Governor McKernan is married to U.S. Senator Olympia J. Snowe (R-Maine) and is currently Chairman and CEO of McKernan Enterprises and Nottingham Equity, Inc., a merchant banking company. He is also Chairman of The Stonybrook Group, a public relations consulting business. He has offices in Portland, Maine, and Washington, D.C.

AMERICAN COUNCIL ON EDUCATION

Office of the President

**Statement of Robert H. Atwell
President
The American Council on Education
May 15, 1995**

On this one-year anniversary of the signing of the School-to-Work Opportunities Act, the American Council on Education reaffirms its commitment to the important education reforms now under way. We strongly support the concept of integrating academic and vocational education, linking secondary and postsecondary institutions, and involving business in providing work-based learning opportunities for our nation's future workforce.

With the help of the School-to-Work Opportunities initiative, communities are building a national network of innovative systems to better prepare all youth for college and careers. Federal funds are being used as venture capital to underwrite the initial costs of planning and establishing systems at the state and local level. New partnerships between business, labor, schools, postsecondary institutions, community organizations, and state and local governments are being forged. Education and training are being transformed.

We applaud these efforts and offer our continued support.

The following associations join ACE in this statement:

Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Council of Independent Colleges
National Association of College and University Business Officers
National Association of State Universities and Land-Grant Colleges
United Negro College Fund

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

AACC Statement on School-to-Work Program

AACC is a strong believer in the goals of the School-to-Work Opportunities Act. School-to-Work embodies many of the priorities that community colleges have extolled and practiced for years. In particular, community colleges believe that School-to-Work places a much needed emphasis on integrating academic and vocational education, linking secondary and postsecondary education, and involving businesses in providing work-based learning opportunities to our nation's future workforce. Many of these emphases are included in the Tech-Prep program, whose creation was fostered in large part through the efforts of the AACC. AACC views School-to-Work as a logical outgrowth of the earlier Tech-Prep legislation, with the added benefit of aiming explicitly to create a national system, and emphasizing that all students need to have their secondary school education occur within the backdrop of the world of work.

AACC believes that extensive participation by postsecondary education, particularly community colleges, in the School-to-Work program is essential to provide the preparation necessary to enable individuals to obtain high-skills, high-wage employment. A postsecondary component in School-to-Work is also needed to gain the widespread support for the program from parents, teachers, and students. For this reason, AACC has continually kept its member institutions informed about emerging developments in the program, and encouraged them to actively participate in the designing of their state School-to-Work plans as well as their local implementation. To achieve this end, a variety of strategies have been employed: written communications, regional meetings, telecommunications, and the AACC Convention.

AACC also commends the Departments of Education and Labor for working cooperatively in implementation of the School-to-Work program. The Office that has been established to administer the program is historic, and, we hope, a harbinger of future joint efforts.

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	John M. Sine Resume [D.O.B.] [partial] (1 page)	5/12/95	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Schmidt
OA/Box Number: 7341

FOLDER TITLE:

School to Work Event [1]

2013-0968-S

sb37

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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1959 to 1961: Associate Editor, Administrative
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Chairman

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Maryland Association of Community Colleges, Executive Board

Physician's Memorial Hospital, Board of Directors

Trial Courts Judicial Nominating Commission, Chairman
District 12

PAST PARTICIPATION

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Appellate Judicial Nominating Commission 1979 - 1986

Charles County Chamber of Commerce Board of Directors
1984 - 1986

St. Mary's Ryken Board of Directors 1986 - 1991

University of Maryland Chesapeake Biological Laboratory
Board of Visitors

Charles County Economic Development Commission Board of
Directors

Southern Maryland Higher Education Facility,
Board of Governors

Study Ties Educational Gains To More Productivity Growth

By PETER APPLEBOME

The first detailed American business survey of its kind, a study conducted by the Census Bureau for the Federal Department of Education, found that increases in workers' education levels produce twice the gain in workplace efficiency as comparable increases in the value of tools and machinery.

The findings, to be released today, are based on interviews with managers and owners of about 3,000 businesses employing 20 workers or more. It found that a 10 percent increase in the educational attainment of a company's workforce resulted in an 8.6 percent increase in productivity. A 10 percent increase in the value of capital stock such as tools, buildings and machinery, produced only a 3.4 percent increase in productivity, the survey found.

The study immediately took on political overtones, particularly for Democrats.

Clinton Administration officials immediately said the report, which was originally commissioned by the Bush Administration, was a powerful argument for the education and training programs Mr. Clinton has championed and against the broad-based cuts in such programs proposed by Republicans in Congress.

"These are very, very dramatic results," said Labor Secretary Robert B. Reich, "and what they show is the utter folly of the Republican budget proposals, which would cut

Republicans said investing in people was important, but not in the way the Democrats want to do it.

"Americans have flat out rejected the notion of Uncle Sam being more involved in their lives, and the Clinton Administration simply has not gotten the message," said Representative Howard P. (Buck) McKeon, a California Republican who is chairman of the subcommittee on postsecondary education, training and life-long learning.

Lawrence Katz, an economist at Harvard University, said many economists believed that the rate of return for education was at least comparable to the return for investment in equipment. But he said he could not evaluate the findings without studying them in detail. "Two to one sounds a bit extravagant, but I have not seen the study," he said.

Robert Zemsky, a co-director of the group at the University of Pennsylvania that designed the survey, said, "We're as confident of the results as we know how to be." But he added that the figures could change somewhat at different times. He plans to repeat the survey in three years.

Various studies over the years have documented the degree to which education correlates with higher wages for employees. Recent research indicates that employees gain an 8 percent average increase in income for each additional year of schooling they receive, in high school, college or graduate school.

But this is the first broad-based survey to document the degree to which education is directly linked to productivity. The report's most striking finding — that a 10 percent increase in educational attainment produced an 8.6 percent increase in productivity — means that for each

additional year of schooling in their workforce, employers gain in productivity roughly what employees gain in income.

The effect increases to 11 percent for the nonmanufacturing sector, the area where the job growth is occurring, as Mr. Reich

In manufacturing industries, the impact was strongest on makers of industrial machinery and equipment, including electronics, and on printing and publishing companies. In the nonmanufacturing area, the effect was strongest in construction and communications.

Education had the lowest impact on productivity in wholesale and retail trade.

The findings come at a critical time in the debate over educational policy, when Republicans in the House have proposed cutting by a third the \$8 billion a year the Federal Government spends on education and training programs. That includes eliminating Mr. Clinton's \$250 million School to Work program establishing connections between schools and work sites.

"This clearly shows the kind of collaborations brought about by the School to Work program are the right way to go," said Education Secretary Richard W. Riley. "This really says the future of our nation's productive strength lies with the education of our citizens." That program will be a year old on Wednesday.

And the findings come as a striking coda to a widely circulated report from the same research project three months ago that documented the overwhelming lack of confidence employers have in the nation's schools. That study found that employers were far more likely to look to other sources, like their equipment suppliers, than to schools when seeking new employees. Analysts said the study reflected an alarming divide between the schools and the workplace at a time when nations like Japan have forged successful alliances between schools and employers.

The new survey, designed by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania, measured productivity in terms of sales, controlled by hours worked. Business ranged across the employment spectrum from offices to factories to construction sites.

A report with implications for the political debate over training programs.

education and training in hopes of boosting somewhat the incentives to invest physical capital. What this shows clearly is that human capital is the nation's most precious asset. The Republicans have not their own

More...

PRODUCTIVITY GROWTH, continued...(2)

Companies surveyed were asked about the nature of their business, annual sales, principal products and services, investment in equipment and buildings, costs of materials used in production, annual sales and the wages and educational levels of employees.

Businesses of the same type were compared in surveys that controlled for factors including size, age of equipment, hours worked and whether the businesses had single or multiple product lines.

The findings are particularly stark in light of the first part of the survey, released in February, which found employers increasingly divorced from the schools and lacking confidence in their ability to train young people for the workplace.

That survey found that in making hiring decisions, employers tended to disregard grades and school evaluations and instead based their judgments on factors like attitude, communication skills, previous work experience and recommendations from current employees or previous employers.

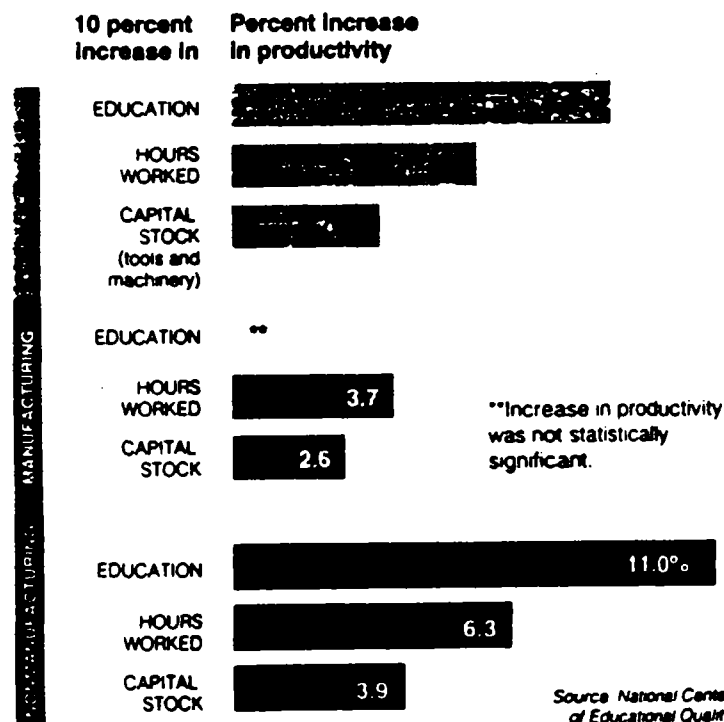
The current report finds that companies that do make use of student grades in hiring or that forge links with schools in terms of internships or training programs tend to also show higher productivity and more innovative workplace practices.

"The lesson that emerges from our research is a simple one," the report said. "What is required to end the disconnection between schools and employers are more direct, substantive and businesslike transactions between the two."

THE LEARNING CURVE

Education in the Workplace

Results from a study of various types of employers.



002

JOHN R. McKERNAN, JR.
Governor of Maine
(1987-1995)

John R. McKernan, Jr. has just completed his second four-year term as Maine's 70th Governor. Before his inauguration as Governor in 1987, he represented Maine's First Congressional District for two terms in the U.S. House of Representatives in Washington, D.C.

Governor McKernan has won national recognition for leadership and innovation in education and human resources. The National Alliance of Business honored him in 1993 with the first annual School-to-Work Transition award and in 1989 by naming Maine State of the Year. The Governor was also recognized as Outstanding Governor in 1992 by the American Society for Training and Development.

In 1991-1992 he served as a member of the Secretary of Labor's National Advisory Commission on Work-Based Learning and is on the Advisory Board for Jobs for the Future's National Youth Apprenticeship Initiative. He also chairs Jobs for America's Graduates, a nationwide school-to-work transition organization, and in 1993 replaced President Clinton as the Governor's Representative to the Scholastic, Inc., Advisory Board.

In 1994, Governor McKernan completed a one year term as Chairman of the National Education Goals Panel. He has also served as Chairman of the ECS: the Coalition of Northeastern Governors, the New England Governors' Conference, and the Republican Governors' Association.

Governor McKernan was born May 20, 1948 in Bangor, Maine. He graduated from Dartmouth College in 1970, and the University of Maine School of Law in 1974. He began his legislative service in 1972 while in law school, when he won election to the Maine House of Representatives representing Bangor. In 1974, Governor McKernan was re-elected to a second term and served as Assistant Republican Floor Leader.

Governor McKernan is married to U.S. Senator Olympia J. Snowe (R-Maine) and is currently Chairman and CEO of McKernan Enterprises and Nottingham Equity, Inc., a merchant banking company. He is also Chairman of The Stonybrook Group, a public relations consulting business. He has offices in Portland, Maine and Washington, D.C.

Are you
working w/
Mickelman

on his
remarks
or are
we?

Call Van
on STW
meeting on Hill

- Sally
Sachar
219-6050

STW EVENT INVITATION LIST COUNT

BUSINESS	86
EDUCATION	34
LABOR	8
OTHER	16
PIGS	7
POLICY	19
STUDENTS	114
TEACHERS	26

TOTAL	310
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STAFF:

EDUCATION	24
LABOR	14
STW	15
TOTAL	53

MEMORANDUM

TO: Steve Silverman

FROM: U.S. Department of Education
Office of Intergovernmental and Interagency Affairs

DATE: March 12, 1995

SUBJECT: School to Work Anniversary Event

20 sites

Boston, MA

Location: *univ. Boston*

Sponsor: Boston Private Industry Council

Participants:

Ed contact:

Atlanta, GA

Location: Clayton State College

Invited Participants: Georgia Power, BellSouth, UPS, Mayor's Office

Ed contact: Stan Williams, SRR

+ Tom Payzant - lots of business leaders

Louisville, KY

Location: University of Louisville or Jefferson Community College

Invited Participants: Mayor's Office, local businesses, Superintendent

Ed contact: Judy Harwood, DSRR

- Mayor, State Sec UK Free Development

Nashua, NH

Location: ~~New Hampshire Technical College~~

Participants: School to Work Students from Hampton, NH, Principal's Association members, Plymouth State College educators and students, NEA, Mitsy Berrit, School to Work Team Member

Ed contact: Jan Paschal, DSRR

Nashua HS - Henry Smith DOD

Portland, ME (Labor)

Location:

Possible Participants: Brenda Dann-Messier, SRR, DOE

Ed contact:

Augusta?

*Governor - Don -
Kids leave from state
for work*

San Francisco, CA

Location: San Francisco City College

Invited Participants: Superintendent's Office, School to Work students and educators, College President's Office

Ed contact: Loni Hancock, SRR

Portland, Oregon

Location: Portland Public Schools Building

Invited Participants: Chief State School Officer of Oregon, Governor Kitzhaber, SRR Labor, students, teachers, parents, and business

Ed contact: Carla Nuxoll, SRR

Director of Portland Public Schools, Lew Frederick

*- Kids leave from event to go to work***Salem, NJ**

Location: Salem Vocational and Technical High School

Participants: Salem County Community College, Cumberland County Community College, Stockton County Community College, School to Work business and industry partners, students, and community college representatives

Ed contact: Pat Parisi, DSRR

Salem County Superintendent, Bill Adams

School to Work Coordinator, Tom Henry

Westchester, NY

Location: Westchester Community College

Participants: Westchester Education Coalition, Inc.

Ed contact: Maria Mercado, SRR

Executive Director, Westchester Education Coalition, Inc., Shirley L. Mow

*- pre-existing event
- David Longonecker attending***~~Lakewood~~
Ocean, NJ**Location: ~~Salem~~ *Lakewood Naval Base*

Participants:

Ed contact: Pat Parisi, DSRR

Superintendent Ocean County, Fred Selice

Assistant Superintendent, Bob Wurtzl

*- 65 persons***Chicago, IL**

Possible Location: Truman College

Possible Participants: McDonald's, School to Work students

Ed contact: Stephanie Jones, SRR

*→ still hazy - small grant***San Diego, CA**

Location:

Participants:

Ed contact: Anna Erdreich, OIIA ?

*- with Los Angeles***Denver, CO**

Location: Front Range Community College

Participants: College President, Tom Gonzales (National Skills Standards Panel), Governor's office School To Work Committee, State and Local officials, business and community leaders, Mario Moreno, Asst. Sec. OIIA, (possible host: Gail Schoettler, Lt. Gov.)

Ed Contact: Dave Osman

*- Lt Gov Colorado**- Ed Asst Sec*

Miami, FL

Location: Miami-Dade Community College

Possible Participants: Assistant Superintendent, School to Work staff

Ed contact: Dennis Braga

Community Relations, Janet Gavarette

Public Affairs, Betty Senet

Allentown, PA

Location: Lee High Community College

Possible Participants: Mayors from Easton, Bethlehem, and Allentown, PA, school officials

Ed Contact: Pat Carey, Maurice Stewart, OIIA

Philadelphia, PA

Location: Philadelphia Community College

Possible Participants: Mayors office, Chamber of Commerce, Urban League, Philadelphia First, Parents Union

Ed Contact: Pat Carey, Maurice Stewart, OIIA

Minneapolis, MN

Location: Minneapolis Community College, (downtown Minneapolis)

Possible Participants: Mayor Sharon Sayles-Belton, Sen. Paul Wellstone, STW and business leaders, Youth Apprenticeship Program, University of MN educators and students.

Ed Contact: Kim Ross, OIIA

- 100 people
- trying for mayor

MEMORANDUM TO EDWARD AUGUSTUS

FROM: David Boundy
DATE: May 12, 1995
RE: May 17th STW Regional Events
CC: School To Work Office

The Department of Labor, in close conjunction with your office is, is organizing regional events on May 17th in the cities listed below. Below each name is the location of the event, an additional contact person, and the Department of Labor Secretary's Representative working on the event.

Attached, for your information, is the list of Secretary's Representatives and our public affairs staff with their phone numbers and addresses.

City:	Boston, MA	Location:	UMass Boston
Sec Rep:	Sean King	Contact:	Lois Ann Porter, Boston PIC (Protech)
Press:	John Chavez		

We've contacted the Mayor's office and requested his participation. We are lining up both the local STW business partners and students for the event.

City:	Portland, ME	Location:	Southern Maine Technical College
Sec Rep:	Tom Davis	Contact:	Penny Cary, SMTC
Press:	John Chavez		

City:	Westchester, NY	Location:	Westchester Community College
Sec Rep:	Hulbert James	Contact:	Tom Pitkin
Press:	Chester Fultz		

City:	Salem, NJ	Location:	Salem Community College
Sec Rep:	Hulbert James	Contact:	Bill Adam
Press:	Kate Dugan		

City:	Allentown, PA	Location:	Lehigh Valley Community College
Sec Rep:	Pat Halpin-Murphy	Contact:	Jim Davis, President, LVCC
Press:	Kate Dugan		

City:	Atlanta, GA	Location:	Clayton State College
Sec Rep:	Barbara Kelly	Contact:	State College President
Press:	Dan Fuqua		

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OCIA

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- samples - select 1-2

City:	Miami, FL	Location:	Miami Dade Community College
Sec Rep:	Barbara Kelly	Contact:	Janet Gavarette, Community Relations
Press:	Dan Fuqua		

John Johnson, Asst Superintendent for the Miami/Dade County System and the staff of the STW program are putting the event together with Janet Gavarette.

City:	Louisville	Location:	University of Louisville or Local HS
Sec Rep:	Barbara Kelly	Contact:	Beth Brinly
Press:	Dan Fuqua		

We are bringing this event together with Stephen Daeschner, the Jefferson County School System Superintendent

City:	Milwaukee, WI	Location:	Milwaukee Area Technical College
Sec Rep:	Lois O'Keefe	Contact:	Jim Davis
Press:	Brad Mitchell		

We have asked Mayor Nordquist to play a role at this event.

City:	San Francisco, CA	Location:	City College of San Francisco
Sec Rep:	Rick Sawyer	Contact:	Bob Gabriner
Press:	Tino Serrano		

City:	Los Angeles, CA	Location:	L.A. Community College
Sec Rep:	Rick Sawyer	Contact:	Walter Backstrom (SEIU)
Press:	Tino Serrano		

LA Unified School district has an outstanding STW program. SEIU LOCAL 99, which has an excellent relationship with LA Unified's STW team, has agreed to put this event together.

*Marshalltown IA
pulling together*

*- working on Mayor
lots of business
LOCAL partners
Harley Hudson*

CT GOV may come

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OCIA

003/005

DOL Regional Directors for Public Affairs

John Chavez

Regional Director for Public Affairs - Boston

Phone: 617-656-2075

Chester Fultz

Regional Director for Public Affairs - New York

Phone: 212-337-2319

Kate Dugan

Regional Director for Public Affairs - Philadelphia

Phone: 215-596-1147

Dan Fuqua

Regional Director for Public Affairs - Atlanta

Phone: 404-347-4495

Brad Mitchell

Regional Director for Public Affairs - Chicago

Phone: 312-353-4807

Tino Serrano

Acting Regional Director for Public Affairs - San Francisco

Phone: 415-744-6673

Michael Shimizu

Regional Director for Public Affairs - Seattle

Phone: 206-553-7620

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DEPARTMENT OF LABOR SECRETARY'S REPRESENTATIVES**REGION I
BOSTON**

MR. THOMAS DAVIS
MR. SEAN KING, Deputy
SECRETARY'S REPRESENTATIVE
ONE CONGRESS STREET
BOSTON, MASSACHUSETTS 02203

TELEPHONE: (617) 565-2281 WK
TELEPHONE: (617) 491-0722 HM-KING
TELEPHONE: (617) 938-7575 HM-DAVIS
FACSIMILE: (617) 565-2280

**REGION II
NEW YORK**

MR. HULBERT JAMES
SECRETARY'S REPRESENTATIVE
201 VARICK STREET
SUITE 605
NEW YORK, NEW YORK 10014-4811

TELEPHONE: (212) 337-2387 WK
TELEPHONE: (708) 622-1184 HM
FACSIMILE: (212) 337-2386

**REGION III
PHILADELPHIA**

MS. PATRICIA HALPIN-MURPHY
SECRETARY'S REPRESENTATIVE
3535 MARKET STREET
Room 14120
PHILADELPHIA, PENNSYLVANIA 19104-3309

TELEPHONE: (215) 596-1116 WK
TELEPHONE: (215) 842-0528 HM
FACSIMILE: (215) 596-4168

**REGION IV
ATLANTA**

MS. BARBARA KELLY
SECRETARY'S REPRESENTATIVE
1371 PEACHTREE STREET, N.E.
ROOM 624
ATLANTA, GEORGIA 30367

TELEPHONE: (404) 347-4366 WK
TELEPHONE: (404) 876-0309 HM
FACSIMILE: (404) 347-4305

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**REGION V
CHICAGO**

MS. LOIS O'KEEFE
SECRETARY REPRESENTATIVE
230 SOUTH DEARBORN STREET
Suite 3810
CHICAGO, ILLINOIS 60604

TELEPHONE: (312) 353-4703 WK
TELEPHONE: (414) 962-1775 HM
FACSIMILE: (312) 353-8579

**REGION VII
KANSAS CITY**

MR. RICHARD RUNNING
CENTER CITY SQUARE
1100 MAIN STREET
SUITE 1225
KANSAS CITY, MISSOURI 64105

TELEPHONE: (816) 426-6371 WK
TELEPHONE: (319) 396-8994 HM
FACSIMILE: (816) 426-2405

**REGION IX
SAN FRANCISCO**

MR. RICHARD F. SAWYER
SECRETARY'S REPRESENTATIVE
71 STEVENSON STREET
SUITE 1035
SAN FRANCISCO, CALIFORNIA 94105

TELEPHONE: (415) 744-6596 WK
TELEPHONE: (408) 268-3202 HM
FACSIMILE: (415) 744-6627

**REGION I
SEATTLE**

MS. PATRICIA STELL
SECRETARY'S REPRESENTATIVE
1111 THIRD AVENUE
SUITE 920
SEATTLE, WASHINGTON 98101

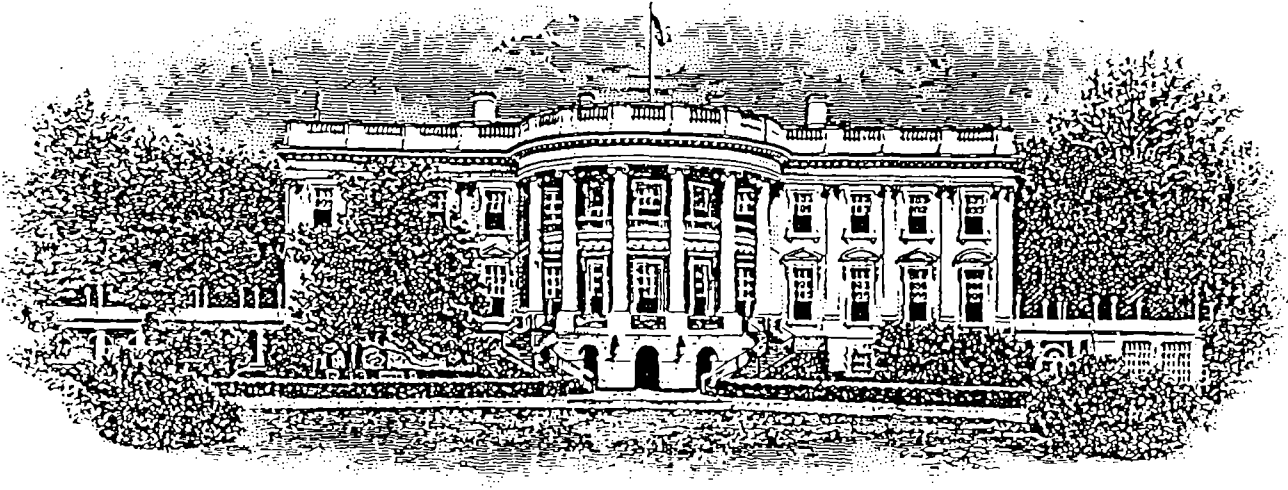
TELEPHONE: (206) 553-0574 WK (553-8668/cc)
TELEPHONE: (206) 545-3521 HM (\$145-BACK-LINE)
FACSIMILE: (206) 553-2086

**UNITED STATES DEPARTMENT OF EDUCATION****OFFICE OF INTERGOVERNMENTAL AND
INTERAGENCY AFFAIRS**Date: 5/12/95Fax #: 202-401-8607To: Steve SilvermanFax #: 456 6704From: Dept of Ed - Amy TheobaldNumber of Pages (including cover sheet): 9

Comments: Here are the list of regional events
from both the Department of Ed and
Department of Labor.

If there are any problems with this transmission, please call
202-401-0404.

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Judy Schilling

FAX NUMBER: (203) 684-8489

TELEPHONE NUMBER: 684-8479

FROM: Mike Schmidt

TELEPHONE NUMBER: (202) 456-5567

PAGES (INCLUDING COVER): 4

COMMENTS: _____

here's all the info you
requested. See you tomorrow!

Judy,

Here are the directions to Automated Graphic Systems and a short bio on the school-to-work student who will be introducing the President, **Nancyann Kesting**. Also, the person at Ford who will be introducing Governor McKernan is Pete Pestillo, Executive VP for Ford. Call his staff person Marcus Clark at (313) 322-9231 to touch base on the Governor's intro.

I will talk to you either today or sometime tomorrow morning. Thanks for all of your help!



Student Profiles
Automated Graphic Systems
Southern Maryland Career Connections Partnership

The following five students participated in the tour of the AGS printing plant with President Clinton. During the program, the students presented the President with a multicolor poster they designed commemorating the first anniversary of the School-to-Work Opportunities Act.

Nancyann Kesting (Introduced the President; Heidelberg web press)

Nancyann Kesting, 19, is enrolled at St. Mary's County Technical Center and works at Automated Graphic Systems as an office assistant. Her responsibilities include working with plant supervisors to create weekly schedules.

After graduation, Kesting, who lives independently, plans to work full-time at AGS as a customer service clerk. She will train in that job for a year and hopes to move on to a position as a customer service representative.

Her interest in graphic arts began in eighth grade, when she took an occupational skills test. Says Kesting, "I will do the book work -- and usually a lot more than teachers expect. But learning hands-on is more active."

Kesting, who plans to continue her education in community college, recently won a Masonic Scholarship and a \$1,500 U.S. savings bond for a design she submitted to BIC, a manufacturer of ballpoint pens.

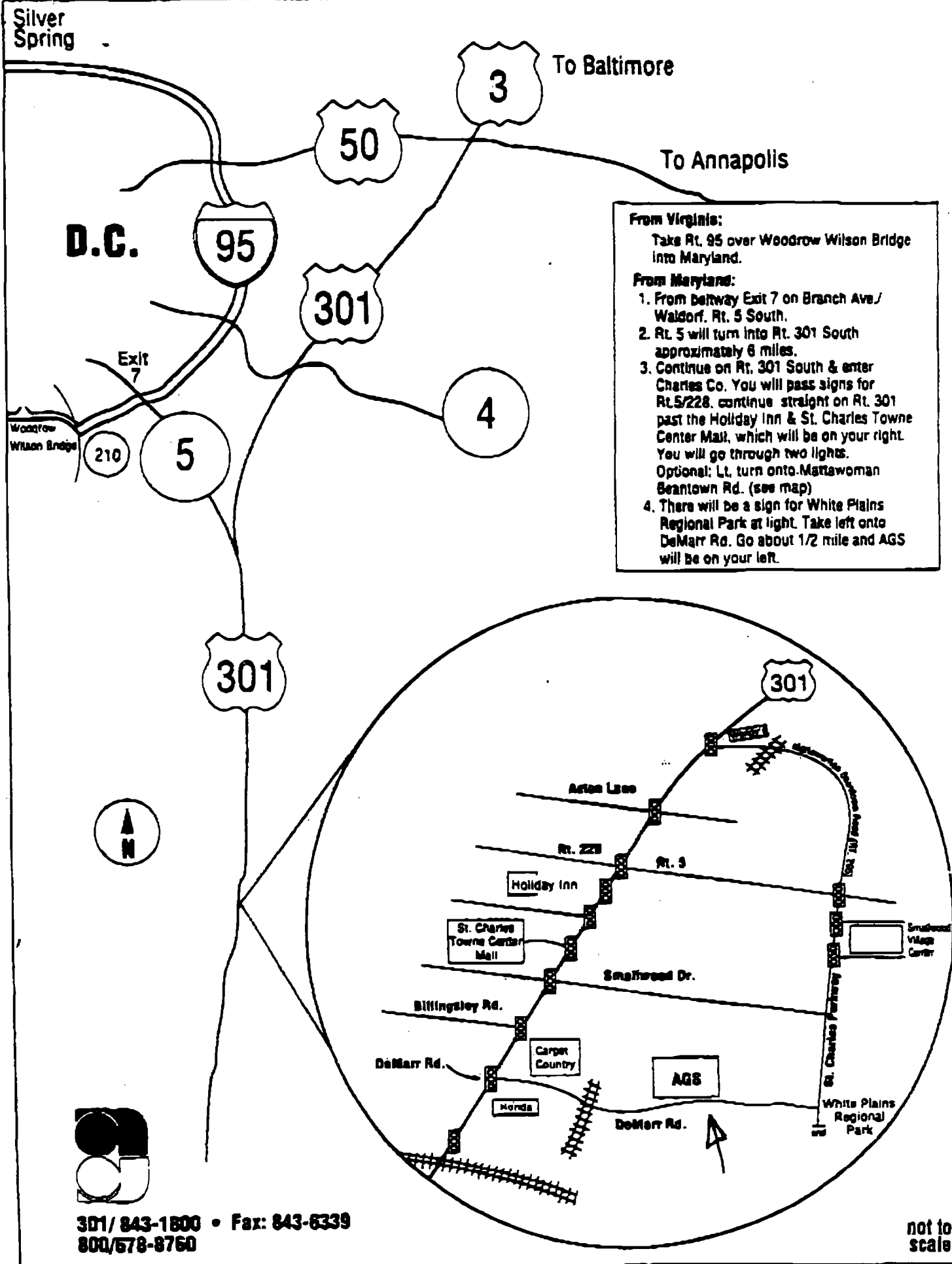
Lori Long (Tour guide)

Lori Long, 20, graduated from St. Mary's County Technical Center in 1993. A month after graduation, she became a full-time AGS employee, working first in the proofreading department and then transferring to the service bureau, where she works with electronic desk-top publishing.

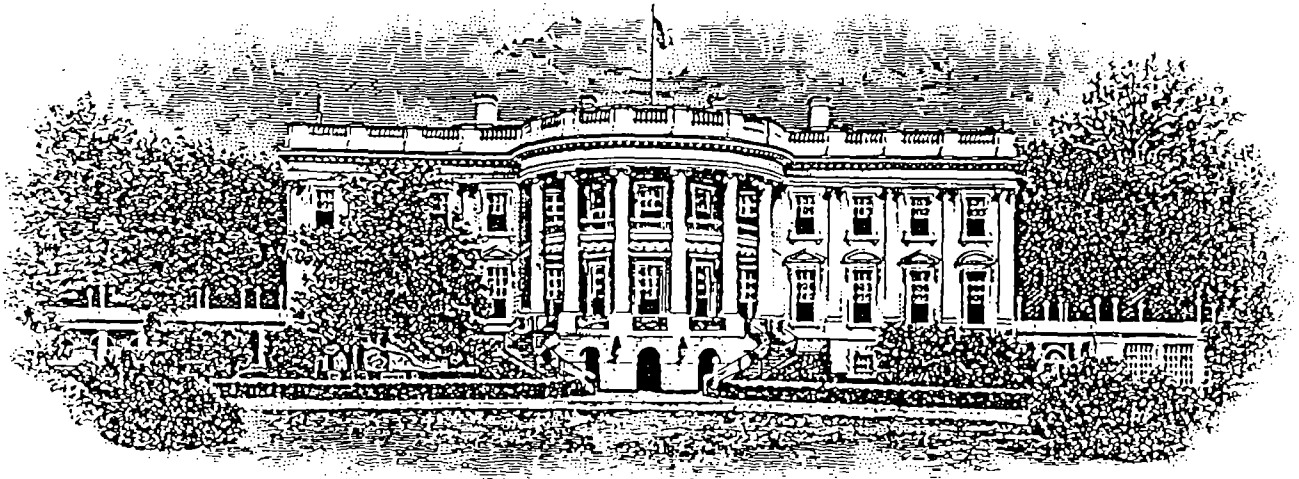
Long learned about the opportunity to work and learn by asking other students and teachers in her school. She was involved in a series of tech prep experiences at the technical center that allowed her to sample a variety of career choices.

"You don't think of homework," Long says. "You think of the world of work and more responsibility."

Long plans to get a degree in graphics or computer science. She will start at a local community college and hopes to go on to a four-year institution.



The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO:

Ken Smith

FAX NUMBER:

(703) 684-9989 / (813) 966-9251

TELEPHONE NUMBER:

FROM:

Mike Schmidt

TELEPHONE NUMBER:

(202) 456-5567

PAGES (INCLUDING COVER):

3

COMMENTS:

A follow-up to our conversation
this afternoon. Talk to you
on Monday!

[Signature]

DATE: May 12, 1995
TO: Ken Smith
FROM: Mike Schmidt, White House Domestic Policy Council
RE: School-to-Work Event

Rather than waiting until Monday afternoon to get back to you on the two issues we discussed this afternoon, I wanted to fax you the most up-to-date information that I have at this point to give you some idea of where we are on the School-to-Work Event this Wednesday, May 17.

On the issue of the event program, I have attached a draft schedule for your review. Please keep this schedule on close hold, since it is still very rough and subject to change -- have no fear, however, Governor McKernan's place on the schedule is not one of those items subject to change! There are still a few outstanding issues to be resolved on this -- most importantly, whether there will be a pre-program or some sort of holding room where the President can greet the program participants and VIP guests before getting on with the program (this accounts for the strange time gap on the attached schedule between the President ending his tour and beginning the event). This issue will be worked out on Monday, and I will call to let you know as soon as I do.

The second issue you asked about was the possibility of a photo of Governor McKernan and some of the JAG students with the President after the event. I still need to clear this with the event planners, but my hope is that we can work this in sometime either before or after the program. Again, I will know more on Monday.

I look forward to meeting you and Governor McKernan next Wednesday. As I mentioned this afternoon, please do not hesitate to call me at work (202) 456-5567 or at home (703) 329-0875 if you have any questions on any of this.

DRAFT EVENT PROGRAM
(Not for Circulation)

- 11:40 President Arrives at Automated Graphics Systems
- 11: 45 President Proceeds to Demonstration Area for Tour and Student Demonstration
- 11:55 Demonstration Concludes, President Proceeds to Event (Holding Room details still being worked out)
- 12:10 Welcome by Governor Glendening (if available)
- 12:13 Business Partner Testament from Member of National Employer Leadership Council
- 12:20 Presentation of Jobs for America's Graduates Award to President by Governor McKernan
- 12:25 Student Introduces President
- 12:28 President's Remarks
- 12:45 Program Concludes

Ken Smith

- Schedule

~~up~~ update

Type

(Fax)

(703) 684

8989

(Fax)

(813) 866-8251

JAG Grads w/ Lotus for picture
photo of Nicole

Mon 3:00

Ampl call 5:00

EXECUTIVE OFFICE OF THE PRESIDENT

12-May-1995 10:08am

TO: Jeremy D. Benami
FROM: Julia Moffett
Office of Communications
SUBJECT: STW

Hi Jeremy:

I am writing summary memos for next week, week ahead memos for the President, etc...Did anyone ever prepare any language about how we will talk about STW as it relates to the GOP budget and, specifically, the committee action next Wednesday? Speech summary or better STW talking points than the ones on oasis would also be helpful.

If it exists, I would love to see it!

Thanks!

Julia

- Map
- Schedule of event

4/30 Tues
Senate ED Labor
CONFIRM

Potential Site for POTUS School-to-Work Event

Automated Graphic Systems
4590 Graphics Drive
White Plains, MD 20695
(301) 843-1800, Fax (301) 843-6339
Contact: Mark Edgar

Description: AGS is an employee owned company of approximately 270 people. They have three physical plants: White Plains, MD, Solon, OH and a Kinko-type operation in downtown Washington, D.C. The AGS White Plains operation is a high-tech, soup-to-nuts printing and graphics company. They do everything from printing and binding, to desk top publishing and CD-Rom production.

Substance: AGS is an active participant in the southern Maryland school-to-work program. They have approximately 4 - 6 current students in the workplace and several graduates who are now employed with the company. The students are trained in a variety of areas, but most work in the higher tech parts of the operation.

AGS, through the Southern Maryland Career Connections Partnership, works with St. Mary's and Calvert County public schools and Charles County Community College in providing work-based learning and placement for students and graduates. Before partnering with the schools, AGS had a hard time filling positions because applicants lacked the skills to work in the high-tech graphics/printing industry. AGS believes that training is critical to the success of this employee-owned business. They actively promote life-long learning for all their employees and provide at least partial tuition reimbursement. They are active partners with the school system in developing curriculum and assuring that school-based and work-based learning are integrated.

Visual: The physical plant in White Plains is 70,000 square feet. There is plenty to see at AGS in terms of visuals. We could easily set up a couple of shots in one of the "high-tech" production areas where one could see STW students/graduates working in CD-Rom production and desk top publishing or doing high-speed, electronic processing. Once out of the high-tech area, we could do a very brief walk-thru of the production floor area where one would see large printing and binding machines.

Physical Space: As previously stated, there is 70,000 square feet of space at this place. However, they would have to move materials in order to create an area large enough to accommodate a speech for 200 people. The backdrop for the speech would be large printing machines.

Vetting: We have thoroughly vetted AGS and have found no problems. We spoke to the Graphic Communications International Union who say they will not oppose our visit to AGS.

SCHOOL TO WORK ANNIVERSARY CELEBRATION
Automated Graphics Systems
MAY 17, 1995
11:45AM -12:45PM

DRAFT EVENT PROGRAM 5/11

Possible Scenario

Brief Tour/Demonstration w/POTUS

Hold w/elected officials

Anniversary Program w/POTUS remarks

10:45 GUESTS BEGIN TO ARRIVE

11:45 POTUS ARRIVAL

Greeted by: Co-Chairman and CEO, John Green; Co-Chairman and Mark Edgar, Automated Graphic Systems; and two students.

Activity: Automated Graphics President introduces POTUS to STW students. Proceed to demonstration area.

11:48 DEMONSTRATION

Participants: POTUS, 2 student

11:53 DEMONSTRATION CONCLUDES, POTUS escorted to holding room for PHOTO opportunities

11:54 HOLD - Possible Holding Room Guests:

- Secy. Reich
- Secy. Riley
- Governor Glendening
- Lt. Governor Townsend
- Deputy Secy. Mike Smith, DOE
- Deputy Secy. Tom Glynn, DOL
- J.D. Hoya, Exec. Director, School to Work
- Maryland elected officials(Mikulski, Hoyer, Sarbanes) if available
- Gov. McKernan
- President, Charles County Community College
- JFK, Jr.
- Mark Edgar and John Green, Co-Chairman, Automated Graphics Systems
- George Fisher, CEO, Kodak, (if available)
- Selected students
- Senior Labor union representatives(e.g. John Sweeny, SEIU or Tom Donahue, AFL-CIO)
- Mayor Schmoke, Baltimore, MD
- Calvert, St. Mary's and Charles County Superintendents of Schools

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STW Anniversary Event
May 17, 1995

12:06 HOLDING ROOM GUESTS ESCORTED TO RESERVED SEATING

12:10 WELCOME

Governor Glendening (if
available)

12:13 BUSINESS PARTNER TESTAMENT

George Fisher, CEO, Kodak, Bell
South(alternative)

**12:20 PRESENTATION OF JAG AWARD
TO POTUS**

Gov. McKernan

12:25 STUDENT INTRODUCES POTUS

12:29 POTUS REMARKS

Students gather around and present custom designed STW poster to POTUS

12:45 PROGRAM CONCLUDES

00/10/95 10.00 202 218 5266 UCIA @005/005

For Reference Purposes:

Universe of People Involved in this Event:

- Students
- Parents
- Secy. Reich
- Secy. Riley
- Governor Glendening
- Lt. Governor Townsend
- Stakeholders
- Tri-county Public Schools
- Community College Repr.
- Governor McKernan
- NELC/ Business partner
- Elected Officials (MD)
JFK, Jr.
- Labor Unions representatives



SCHOOL-TO-WORK ANNIVERSARY EVENT

TALKING POINTS FOR PRESIDENT'S SPEECH

MESSAGE #1: *Rethinking our educational system to join academic skills with job skills and to link classroom teaching with work-site learning is absolutely essential to increasing worker productivity, raising wages, and maintaining American competitiveness in the world economy.*

MESSAGE #2: *School-to-Work is not just for the non-college bound, it is for **ALL** students. All students, including those bound for universities and professional careers, need to learn about the world of work. The demands of the knowledge economy require that all students have a high level of academic skills and technical knowledge.*

MESSAGE #3: *The School-to-Work Opportunities Act reinvents the relationship between the Federal Government and the States by assisting states with the vision, direction, and venture capital they need and then allowing them to develop and implement the school-to-work systems that work best for their people. Maintaining leadership and resources from the Federal Government signals a commitment to serious and substantial reform, away from the status quo and "business as usual" in states and communities.*

Message #4: *The School-to-Work Opportunities Act has already had a powerful "unifying effect" in bringing together partnerships in cities, towns and rural areas across America. Thousands of employers, teachers, students, parents and labor organizations are embracing the School-to-Work initiative as an innovative approach that involves entire communities in the preparation of young people for careers and citizenship. It is a revitalization of the American tradition of neighbor helping neighbor.*

- ◆ **School-to-Work is about the future of our young people and the economic health and well-being of this country.**
- ◆ **It is a movement to focus our educational system and insure this country's economic competitiveness in a domestic and world market.**
- ◆ **School-to-Work is where our efforts in workforce development, economic development and education reform come together. The ability to get and keep a good job is part of the social compact that holds a diverse nation together.**
- ◆ **The School-to-Work Opportunities Act of 1994 responds to several serious challenges facing America as we approach the 21st Century.**
- ◆ **Our nation's young people are having a harder and harder time entering the job market.**
- ◆ **America is the only industrialized country in the world that does not have an organized system for helping kids enter the labor market.**
- ◆ **By the year 2000 very few new jobs will require low or no skills. The majority of all new jobs will require better than a high school education and the very best paying jobs will go to those who have the diverse skills, knowledge and attitudes to be highly productive and competitive in a world economy.**
- ◆ **The earnings gap between those at the top of the employment ladder and those at the bottom is widening; global competitiveness has raised the standards that all workers must meet.**
- ◆ **School-to-Work is not just for students who do not plan to go to college. All students, including those bound for college and careers such as law and medicine, need to learn about the world of work.**
- ◆ **Although 63 percent of high school graduates go on to college, only 25 percent complete a four-year degree. The demands of the knowledge economy require that all students have a high level of academic skills and technical knowledge.**
- ◆ **School-to-Work will teach students the most valuable lesson--how to learn--and in so doing will become life-long learners. Students will know and appreciate that education does not begin and end within the four walls of a classroom, but requires consistent effort and attention throughout life.**
- ◆ **Young people today need to be prepared to access postsecondary education at a variety of points in their life, not necessarily to achieve a degree, but to acquire specific skills, knowledge and ability they need to succeed in whatever they take on.**

- ◆ **School-to-Work raises students' aspirations for higher learning and better careers and provides them with the skills and experiences necessary to get there.**
- ◆ **School-to-Work programs are about providing every student with college and work experiences that increase their postsecondary opportunities, not foreclose them.**
- ◆ **Our educational system fails to engage, fails to excite, fails to motivate so many of our young people to learn.**
- ◆ **In America, more than ten percent of our kids drop out of school and the drop-out rate for Hispanic and black teenagers is much higher.**
- ◆ **The drop-out rates in Germany and Japan are substantially lower than the United States.**
- ◆ **There were just as many kids dropping out of school in the 1950s as today, but the difference is that the kids who dropped out then could get a decent paying job and kids today can't.**
- ◆ **Employers are having a harder and harder time finding kids right out of school who have the skills they need.**
- ◆ **When most jobs required low skills, employers had no trouble finding able-bodied workers. To increase productivity, all an employer had to do was add more workers.**
- ◆ **To increase productivity now, an employer has to find workers with the skills and abilities to operate the new technology and to work in new and different ways.**
- ◆ **A strong work ethic, showing up to work on time and being responsible is still important, but employers today need more than that. They need workers who can work in teams, be creative, solve problems and use the latest technology.**
- ◆ **Every single person engaged in the work place needs to be more productive. All workers must be able to take information and transfer it to a new situation and understand the relationship between what they know and what they can do with the knowledge.**
- ◆ **Our schools are too isolated, too insulated from the world of work.**

- ◆ A recent national survey asked employers to rank in importance the factors they took into consideration in hiring a new worker. Of all the factors listed, employers gave the lowest ranking, gave the lowest consideration to the following, the applicant's grades in school, the experience or reputation of the applicant's school--and the lowest of all, recommendations by the applicant's teachers.
- ◆ There is something wrong with the low regard which we have for our teaching profession. In many cultures, Japan as only one example, teachers are held in very high esteem. It is an honorable profession. In our country teachers are more often than not blamed for the failure of our schools. This isn't fair.
- ◆ School-to-Work will respond to the needs of our young people by creating a universal, high-quality transition system.
- ◆ Beginning in elementary school, kids will start learning about the workplace and all the career options through field trips and career exploration. As kids enter middle school, they will begin career planning and activities like job shadowing in which a student watches and observes a worker on-the-job.
- ◆ As kids enter their high school years, their academic work needs to become more and more integrated with their career interests and students will have the chance to participate in actual work and learning experiences at an employer's workplace.
- ◆ Through this type of system, kids will be able to identify and navigate career paths which prepare them for first jobs or prepare them for further education, including education in a 4-year college or university.
- ◆ School-to-Work will make learning come alive for students. Rather than just memorizing facts out of a textbook, students will learn by applying facts to real life, real work situations.
- ◆ Many studies have shown that kids learn better and retain more through applied learning, than learning which is abstract. And we know that applied learning engages the interest of students and this is the key to keeping more of our kids in school.
- ◆ Applied learning will help all our students achieve high academic and occupational standards, making American students the best learners in the world.
- ◆ School-to-Work will end the isolation of the classroom. It will break down the walls between schools and places of work.

- ◆ **Local partnerships between schools and businesses, labor organizations, parents, students and other stakeholders will help to link the worlds of school and work. Employers will be involved up-front in identifying skill requirements of the workplace so that everyone will know that what is taught in the classroom is relevant to the world of work.**
- ◆ **Workplaces will become extensions of the classroom with opportunities for all students to participate in high-quality, work-based learning experiences.**
- ◆ **What is taught in the workplace and what is taught in school will become equally valued by our secondary schools, our postsecondary colleges and universities, and most importantly, by employers.**
- ◆ **Rethinking our educational system means new curriculums, new teaching methods, a new joining of academic skills and job skills and of classroom learning and work-site learning.**
- ◆ **School-to-Work will end the doubts about our educational system. Student achievement will be based on performance, not longevity in the classroom.**
- ◆ **Too many of our students have been promoted through school without learning the basic skills, let alone the skills they will need to be successful on the job. To be promoted students will have to demonstrate not only what they have learned, but that they can demonstrate what they've learned.**
- ◆ **School-to-Work is a system, not a program. It is about system design that includes workforce development, education reform and economic development.**
- ◆ **The framework and funding strategy of the School-to-Work Opportunities Act attempts to change the relationship between the federal government and the states by supporting states vision and direction with seed capital they need and then allowing them to develop and implement the school-to-work systems that work best for their people.**
- ◆ **The federal framework, vision and support provided by the School-to-Work Opportunities Act has already has a powerful "unifying effect" to date; it has encouraged greater state and local-level collaboration between public and private sectors and among government agencies.**
- ◆ **The Act has provided guidance on the essential elements of a system and has recommended strategies for using federal funds to leverage systemic change at the state level.**

- ◆ **Maintaining leadership and resources from the Federal Government signals a commitment to serious and substantial reform, away from the status quo and "business as usual" in states and communities. It takes time and money to rewrite curriculums, retrain teachers, involve business, train industry mentors and set high standards. And it takes seed capital to move from a few successful demonstrations to a nationwide system.**
- ◆ **Practitioners and policymakers at all levels recognize that this is not another permanent categorical job training program; thousands of employers, teachers, students, and parents are embracing this initiative as an innovative approach that involves entire communities in the preparation of young people for careers and citizenship.**
- ◆ **The educational challenge today is to capitalize on our best models, to disseminate the best ideas of America's innovators and replicate them nationwide. That effort was put on track by the last Congress, but it is in danger of being derailed by indiscriminate budget-cutting and block-grant fever in the new Congress.**
- ◆ **There is good reason to fear that under block grant approach, your fledgling school-to-work initiative may be devoured by larger, entrenched bureaucracies committed to old programs.**
- ◆ **Block grants will not assure the venture capital investments which have encouraged states to channel money in new ways. The inertia of the old mindset is to stick with old educational methods and to keep education and business separate.**
- ◆ **A block grant without a venture capital strategy runs the risk of suffocating a promising initiative in its infancy.**

THE PRESIDENT OF THE UNITED STATES
WILLIAM JEFFERSON CLINTON

WITH

THE SECRETARY OF LABOR
ROBERT REICH

AND

THE SECRETARY OF EDUCATION
RICHARD RILEY

CORDIALLY INVITE YOU TO ATTEND

THE ONE YEAR ANNIVERSARY CELEBRATION OF
THE SCHOOL TO WORK OPPORTUNITIES ACT

Date: Wednesday, May 17th
Time: 10:45am - 12:45pm
Location: Automated Graphics Systems, 4590 Graphics Dr.,
White Plains, MD 20695.

RSVP required: Attendance is limited. Please respond ASAP. Fax
this completed form to 202/219-5736. This
invitation is non-transferable.

Notification: Your attendance and additional logistical
information will be confirmed by telephone or fax.

☐ Yes, I will be in attendance.
☐ Unfortunately I will not be able to attend.

Name _____
Organization _____
Address/City/State/Zip _____
Work Telephone _____ Home Telephone _____
Fax # _____

Social Security # _____ Date of Birth _____

You must bring a photo identification to this event. Please keep
baggage, backpacks, briefcases, etc. to a minimum.

PLEASE RSVP by fax or telephone to Alina Walker, U.S. Department
of Labor. Telephone: 202/219-6141
Fax: 202/219-5736

MEMORANDUM TO STEVE SILVERMAN AND LORRIE MCHUGH

FROM: Dept. of Education Office of Public Affairs
Dept. of Labor Office of Public Affairs and
School to Work office

RE: School to Work Event National and Regional Amplification Strategy

DATE: May 5, 1995

We are proposing a national press strategy built around the POTUS event on May 17 that will include a major media set-up piece to run before the event, a network morning show segment on the day of the event and a major media op-ed to run the week of the event in addition to the coverage the event itself generates.

The regional strategy will be anchored by the American Association of Community Colleges, which has agreed to sponsor regional STW Anniversary events at community colleges in cities throughout the nation. Cities with STW grants, NELC members, regional DOL or DOEd offices, or large media markets will be targeted.

The regional events will feature the POTUS speech live by satellite and a related local program, which may include additional speeches and/or a roundtable discussion, seminar or STW demonstration (to be determined by local hosts). The Administration will provide message and materials. See attached list of target cities.

Highlighted events (to be selected in conjunction with the White House staff) will involve Administration officials, local STW students and grantees, members of the NELC, the proposed advisory council, college presidents and other supporters. (Invitee lists will be presented separately).

Below is a calendar outlining the proposed strategy.

May 5-16

Radio. We will book several hours of radio time (news and talk shows) to promote the event in event locations. These will include Secretaries Riley and Reich, STW Director J.D. Hoyer, Assistant Secretaries Augusta Kappner and Doug Ross, and other selected officials, STW participants and college presidents.

These administration officials also will promote the event during trips and interviews prior to May 17. (Example: Education Deputy Secretary Madeleine Kunin will announce the event during a state school boards association speech and a business/education roundtable at a community college in New Hampshire on May 5.)

May 8-17

Regional op-eds. Business leaders in each community (particularly grantee and NELC communities) place an op-ed highlighting the progress of STW during its first year, the benefits of STW as a better pathway for America's young people to achieve the American Dream, and reasons STW is good for businesses, schools and communities.

Feature stories. We will pitch feature stories on STW students and program participants to regional TV stations and newspapers to highlight the one-year anniversary of STW.

May 10, 15, 16

Media Advisories: We will send three media advisories announcing the POTUS event using the agency fax networks, the Dept. of Education's Internet link with every U.S. college, and the White House Media Affairs Office's list of 1,600 colleges.

May 14 and 15 or 15 and 16

Set up piece on the EQW study: A copy of a Dept. of Education funded study by the Center for the Educational Quality of the Workplace at the University of Pennsylvania and the U.S. Census Bureau may be offered as an exclusive to the New York Times and discussed further during a media policy briefing the following day. The study -- a survey of more than 3,000 employers -- verifies that education pays off for firms through higher productivity, as well as for workers through higher wages. (A decision on Secretarial involvement will be made May 11, when the final report is received.) The first phase of this study received front page coverage in the New York Times in January.

May 17

Morning Shows. We will try to book John F. Kennedy Jr. (if he agrees) along with other School-to-Work spokesperson (either Secretary Riley, Reich or a Hill original sponsor) on a network morning show to preview the day's event. Our first target would be the Today show, which did an extensive piece on STW at the time of the bill signing. We will offer them STW kids to speak to and also research what happened to the kids featured in last year's piece in case they want to do an update story.

Press availability. Following the President's remarks, Secretaries Riley and Reich would be available for local and national press interviews to discuss the EQW survey and answer questions about School to Work.

Network evening news. In order to get straight news coverage from the event on the evening news, we may need to contrast the Administration's position on STW with the Hill's expected floor debate on rescissions, the Budget Committees' mark-ups or other timely news hooks.

In addition, well in advance of the event we will talk to producers of Eye on America and the American Agenda segments and pitch profile stories of students, employers and teachers

involved in STW. Footage from the event could be used as an intro piece these packages.

Business media. We will pitch Secretary Reich to appear on business television programs including CNN Moneyline and Nightly Business Report. If Ford CEO Alex Trotman attends, we could pitch a joint appearance.

Regional news. We will arrange regional coverage of students, employers, college presidents and others invited to attend the POTUS and regional events in conjunction with the White House radio and regional desks.

May 18

National Op-ed. Alex Trotman has been working on a STW op-ed for several weeks. The POTUS event offers a good news hook for placement of this piece. Likely targets include the Washington Post, Wall Street Journal, and the LA Times.

Week of May 15-19.

Feature stories. We also will work with education and labor reporters from news magazines, hill publications, and television and radio networks to place STW feature stories to run anytime during the week of the POTUS event. This will help ensure that if the White House reporters from these outlets do not cover the STW event, we may be able to get in from a different angle. Specific targets include the Wall Street Journal, National Journal, Knight-Ridder, National Public Radio, MacNeil-Lehrer, Newsweek, US News and World Report, Business Week and AP.

Columnists/editorial support. We will pitch STW as an example of a program that should be lauded not lacerated by budget cuts to syndicated columnists and editorial writers including Marianne Means (Hearst), Barbara Reynolds (USA Today), Michael Kinsley (The New Republic), Carl Rowan (Washington Post), Michael Binstein, William Raspberry (Washington Post), Bob Herbert (New York Times) and E.J. Dionne and Peter Milius of the Washington Post.

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

MEMORANDUM

DATE: May 8, 1995

TO: Carrie Morgan, Tom Lyon
Public Affairs

FROM: Monica Pilkey

RE: STW Anniversary Event

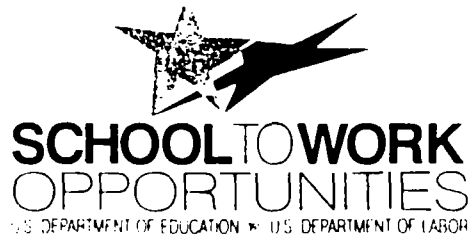
The American Association of Community Colleges is willing to co-sponsor a School-to-Work Anniversary Event with the Department of Education in conjunction with the White House. Under the current time constraints and with limited resources, AACC is able to provide the following:

1. Notify all community colleges of the "opportunity" to hold a STW event in conjunction with the Maryland Broadcast Event. The letter would be faxed under David Pierce's signature and would include:
 - satellite coordinates for the event
 - Department of Education Contact Name and Phone for event coordination
2. Article in Community College Times on STW Anniversary.
 - Article provide by the Department of Education
 - Deadline for inclusion in this issue 5/8/95 (issue would be in print by 5/15/95)
3. Provide staff for Production Assistance from Uplink location (Specifics on responsibilities and details need clarification)
4. Assist STW Grantees identify local contact at the community college to arrange satellite downlink. Decision to participate is made by each individual college.
5. Coordinate David Pierce's participation as necessary.

It is our understanding the Department of Education and the White House are responsible for all cost associated with the origination of the broadcast.

If you have any questions, please don't hesitate to call. 202/728-0200 ext. 232. I look forward to working with you on this event.

cc: Augusta Souza Kappner
Dennis Lieberman



May 9, 1995

Memo To: All School-to-Work Grantees

URGENT

From: JD Hoyer, Director
National School-to-Work Office

RE: Organizing Regional STW Anniversary Event

The White House has confirmed the School-to-Work Anniversary Event for May 17 from 11:45 a.m. to 12:45 p.m. The basic outline for the event calls for the President to visit a worksite, where a student will demonstrate a high-tech project and the President will conduct a brief (10 mins.) roundtable with several students, employers, educators, and parents. The President will then proceed to an area at the same location and deliver a speech to an audience of STW students and invited guests/constituency groups.

The American Association of Community Colleges has offered to beam the President's speech live via satellite to 1,100 community college sites nationwide. The AACC will provide the sites with satellite coordinates and Department of Education contact information for event coordination. If you need to know where these sites are, contact Monica Pilkey or David Watson at AACC at (202) 728-0200 ext. 232.

We are asking that you take advantage of this opportunity by contacting your local community college(s) to facilitate organizing a regional STW event at the community college(s) on May 17 in conjunction with the President's address. Invitees should include the local media, students, parents, employers, educators, state and local leaders and key stakeholders. If your area has a regional office of the U.S. Departments of Labor or Education, please extend an invitation to send representatives.

A suggested format for the regional events would be to brief participants and the local media beginning one hour before the President's remarks about the STW initiative and what is happening locally. Then watch the President's speech via satellite and follow-up the speech with a local roundtable of participants (students and employers) talking about their STW experience. Try to keep the focus of the event on the kids. We have found that they are the best spokespeople for School-to-Work when given the chance to speak.

We realize that this is very short notice for trying to organize an event. We wish we could have given you more notice. Please do the best you can at trying to organize an event.

For further information, contact the School-to-Work Office at (202) 401-6222.

Proposed Targeted Cities
for May 17 Regional STW Anniversary Events

Atlanta
Boston
Concord, N.H.
Chicago
Denver
Detroit
Lansing, Mich.
Louisville, Ky.
Miami
Milwaukee
Minneapolis
Modesto, Ca.
Philadelphia
Portland, Maine
Portland, Oregon
Rochester, N.Y.
San Diego
San Francisco
York, Pa.