Withdrawal/Redaction Sheet
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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. briefing paper	School to Work, Re-Employment Act, and Skills Standards [partial] (2 pages)	1994	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Liz Bowyer
OA/Box Number: 3979

FOLDER TITLE:

School to Work, Re-Employment Act and Skills Standard Briefing Book for HRC [binder]

2014-0483-S
sb502

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

b(1) National security classified information [(b)(1) of the FOIA]
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b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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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]

SECRETARY OF LABOR
WASHINGTON

Mrs. Hillary Rodham Clinton
The White House
Washington, D.C. 20500

Dear Hillary:

In advance of our meeting tomorrow I'm sending some briefing materials on school-to-work, the REA, and skills standards. I'm looking forward to seeing you and discussing Department of Labor issues, as well as a few others!

See you then.

Sincerely,

Bob

~~Robert~~ B. Reich

School-to-Work, Re-Employment Act, and Skills Standards

BRIEFING BOOK
for the
First Lady
Hillary Rodham Clinton

SCHOOL-TO-WORK

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994

The School-to-Work Opportunities Act paves the way for a new approach to learning and its relationship to work. The Act:

o Provides seed money to States and communities to bring together partnerships of employers, educators, organized labor, parents, students, community-based organizations and others to build statewide school-to-work systems.

o Requires that such systems integrate academic and occupational as well as school-based and work-based learning, increasing opportunities for all students.

o Builds on and advances promising activities such tech prep, career academies, school-to-apprenticeship, cooperative education, youth apprenticeship, school-sponsored enterprises; business education compacts, school drop out strategies to develop them into components of a school-to-work system.

A joint agency team continues to work together in an innovative alliance on all aspects of school-to-work including the design and passage of the legislation and the funding of venture capital grants. In FY 1994 DOL/Ed have available $100M appropriated under existing authority last October to begin the initiative. In FY 1995 the Administration requested $300M. The House Labor/HHS/Ed Committee provided $280M.

STRATEGY

o Invest first (through successive waves of venture capital grant competition staggered over four year) in leading edge State and local school-to-work "champions."

o Use the learning and experience of these investment leaders to reach back to provide best practices and peer technical assistance to bring others into a growing national network of State school-to-work systems - **each** unique to State/local circumstance, but **all** with the same fundamental features and outcomes.

ACCOMPLISHMENTS

o January 1994 - Each State plus the District of Colombia and Puerto Rico receive a School-to-Work Development Grant ranging from $250-$750,000.

o February 1994 - State competition to award $36M in Implementation Grants to 4-8 "leading edge" States is announced. Applications reviewed through a "peer" process coupling outside experts with federal reviewers. 23 States applied.

Withdrawal/Redaction Marker
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o March 1994 - Local partnership competition to award $10-$12M in Implementation Grants to 15-25 leading edge local partnership (educators, employers, worker representatives and others) communities is announced. 265 Local community partnerships applied.

o June 1994 a competition to award $10M to local partnerships in high poverty areas is announced. Urban and rural communities have 60 days to respond.

o June 1994 - Major businesses commit to forming a National School-to-Work Employer Leadership Council. Alex Trotman of Ford agrees to chair the group. This independent group of high profile CEO's with "flagship" school-to-work programs will promote employer involvement nationwide.

<u>Confirmed Members</u>

1. John L. Clendenin
   President and CEO BellSouth Corporation.
2. George Fisher
   Chairman, President and CEO Eastman Kodak
3. Jerome H. Grossman, M.D.
   President and CEO New England Medical Center
4. Albert Hoser
   President and CEO Siemens Corporation
5. Heidi Jacobus
   President Cybernet Systems Company
6. Ed Rensi
   President and CEO McDonalds USA
7. Mitchel Sayare
   Chairman and CEO ImmunoGen Inc.
8. Al Taubman
   Chairman of the Board the Taubman Company
9. Alex Trotman
   Chairman CEO and President Ford Motor Company

<u>Potential Members</u>

[redacted] (b)(6)

[redacted] (b)(6)

001

NEXT STEPS

o July 1994 - Announcement and first meeting of Employer Leadership Council.
- First round of State Implementation Grants announced and awarded.
- First round of Local Partnership Implementation Grants announced and awarded.

o August 1994 - Establishment of School-to-Work stakeholder Advisory Group.
- Collocation of joint agency School-to-Work Team (supplemented by loaned executives and other members of the stakeholder community).
- Begin work on second wave of venture capital grant competitions.

Full implementation of the School-to-Work Opportunities Act is well underway. Continued strong momentum is contingent upon several key points:

o Businesses involved with the Leadership Council consider an audience with the President at their first session in July an important indication of the priority placed on school-to-work by the administration. This is particularly important since the inclusion of work-based learning (paid student time learning on the job, which must be supplied primarily by the employer community) is fundamental to the development of a school-to-work system.

o Although each State will eventually receive funding in successive waves of grant competitions (staggered over four years), this is dependant upon continued funding priority for the initiative. Budget requests will increase through 1996, stabilize in 1997, and begin to decline in 1998 as State funding is phased out.

o Although the development of school-to-work systems is State and local focused, the number of different kinds of "stakeholders" are many. Their advice regarding national emphases and direction will be sought. Several ways of receiving such input are being considered including a chartered advisory council.

o A key federal responsibility will be to assist school-to-work system builders at all levels to develop the capacity necessary to bring their efforts to scale. This will involve using organizations, associations and other competing entities from a variety of sectors in federal contractual relationships. Strategies to achieve this are underway.

o The legislation permits waivers of existing laws and regulations that may impede State and local ability to implement theses systems. It also allows combining funds from a number of related federal programs. Coordination among federal entities governing such programs (including alignment with processes under consideration for waivers under Goals 2000 and the impending Re-Employment Assistance Act) will need to take place.

SCHOOL-TO-WORK
ARTICLES

School-to-work bill signed by Clinton

Program links academics, job training

By Bob Hohler
GLOBE STAFF

WASHINGTON – Chris Brady, the son of a South Boston meat-cutter and a former high school dropout, stood by President Clinton on the White House lawn yesterday as he signed a $300 million bill to expand a program that Brady used to turn his life around.

Because of Boston's Project ProTech, a model for the School-to-Work Opportunities Act that Clinton signed into law, Brady, 19, will become the first member of his family to go to college, he told several hundred lawmakers, business leaders and educators as he introduced Clinton at the signing ceremony.

"I hope this legislation helps students across the country understand that school and work are connected so they don't have to learn the hard way like myself," said Brady, a senior at Boston High School who plans to enter a business program next fall at Newbury College.

"If it hadn't been for Boston High and ProTech," he said, "I'd probably be stuck in a dead-end job, if I had a job at all."

Brady, an apprentice at Fleet Bank, was one of 10 Massachusetts students among several dozen from across the country who attended the ceremony as symbols of the School-to-Work Act's potential.

Under the program, which links academics with on-the-job experience, high school students who are not bound for four-year colleges prepare for careers by serving apprenticeships in private businesses. Many students decide during their training to attend two-year colleges to become certified in their fields.

"It's a great foundation," said Marsha Dennis, the first graduate of Project ProTech in the Boston public schools.

Dennis, 22, who immigrated four years ago from Trinidad, has apprenticed through Project ProTech at Boston City Hospital and New England Deaconess Hospital and soon will enter a one-year surgical technology program at Bunker Hill Community College.

"A lot of people my age feel like the lost generation, so we give up in high school because we don't see any hope," Dennis said. "But programs like Project ProTech give us hope and opportunities."

Clinton said the new law was vital to the estimated 75 percent of US high school students who do not complete four-year colleges. Because of global economic forces, he said, the gap between the wages of college graduates and high school graduates doubled in the 1980s.

Sen. Edward M. Kennedy, the bill's sponsor, said it would start to correct the failure of US public education to provide adequate career training for students who do not attend four-year colleges.

Boston School Superintendent Lois Harrison-Jones, who attended the ceremony, said she is seeking a $1.2 million grant under the School-to-Work Act to expand Project ProTech, which now serves 200 students in four of the city's high schools.

Members of two other apprenticeship programs in Massachusetts – Career Beginnings in Worcester and Careers in Education in Cambridge – attended the signing ceremony, as did Ira Jackson, a senior vice president at Bank of Boston, which participates in Project ProTech.

AP PHOTO

President Clinton greets Chris Brady of South Boston, a former school dropout now planning to attend college, yesterday at the White House.

Clinton OKs Job-Training Program for Young People

From Associated Press

WASHINGTON—President Clinton used a futuristic student-made desk Wednesday to sign legislation aimed at preparing young people for good jobs if they are not college-bound.

The law is aimed at training the 75% of young Americans who move from school to the workplace without pursuing a four-year college degree. It is intended to address the growing gap in income between the college-educated and the rest of the work force.

Students generally would enroll in the programs in the 11th grade and continue in them for one or two years after graduation.

"We must not only create more jobs, we have to make it possible for people who work hard and do the right thing" to become members of the middle class, Clinton said at the signing ceremony.

The law is part of Clinton's overall education program, aimed at "lifetime learning" and symbolized by the Goals 2000 measure he signed earlier this year in an effort to raise education standards.

Under the legislation, the Education Department and the Labor Department will distribute $100 million this year to help states, communities, schools, employers and labor unions start building a school-to-work network.

Education Secretary Richard W. Riley and Labor Secretary Robert B. Reich said they hope Congress will make $300 million available next year and more in the future.

Clinton said the aluminum and smoke-colored plexiglass desk he used to sign the bill will stand as an emblem for the new program.

It was made by students in the Manufacturing Technology Program in Flint, Mich.

"This desk symbolizes what this is all about," Clinton said, adding that the Michigan students were told it had to be inexpensive and easy to move and reassemble.

P. NH-1

'We as a society have finally realized that . . . not everybody wants or needs to go to . . . college.'

RAY O. WORDEN, *New Hampshire Job Training Council*

Non-college bound get help 'focusing'

By Laura A. Kiernan
GLOBE STAFF

MANCHESTER – In the basement of Memorial High School, in a narrow, windowless former storage closet, youth specialist Barbara Lanigan is on the front lines when it comes to trying to help a small group of students stay in school, get jobs and stay off welfare.

Three days a week, through a federally funded program called "Jobs for New Hampshire's Graduates," Lanigan helps her students develop goals, coaches them on how to handle themselves in a job interview and stresses the importance of the "work ethic." She helps them find their future.

"There's not that many jobs out there and this program helps you be better equipped to get a job," said Carlton Page, 19, who wants to learn to be a welder. And, said Page, "it's set in my mind if you don't have a high school diploma, you don't get anything."

Most of the thousands of teenagers who graduate from New Hampshire high schools this month will head off to college or other post-secondary schools, state officials said. But long before graduation, Lanigan focuses on a limited number of "at risk" students with no plans for school or anything else, and whose self-esteem needs a boost before they go off on their own, or, worse, drop out.

A recent state study showed that the younger a person is when he or she signs up for welfare – especially if they become a parent – the longer they will remain on public assistance. High school dropouts are twice as likely to end up on public assistance, according to state officials.

New Hampshire has relied on federally funded programs, such as "Jobs for New Hampshire's Graduates," to try to keep that vulnerable, non-college bound population on a steady path from school to work. With additional funds provided through the federal "School to Work Opportunities Act of 1993," the state is developing six regional pilot projects as part of a nationwide drive to bring businesses, educators, labor leaders and others together to better prepare students for today's highly skilled work force.

"We as a society have finally realized that we are not preparing most of our youth for the reality that not everybody wants or needs to go to four-year colleges and universities," said Ray O. Worden the executive director of the New Hampshire Job Training Council.

"It's a change in culture. It's a change in attitude to focus on . . . the forgotten half," Warden said. "It's a huge challenge."

The state's school-to-work program will incorporate many of the elements that have worked in the much smaller "Jobs" program, which began in 1987 with 225 students at five New Hampshire High Schools. This year, 1,000 students were enrolled at 27 high schools – a fraction of the 49,068 students in grades 9-12 in the state's public schools.

At Memorial High, Lanigan, who had only 30 students in the program this year, uses speakers and field trips to promote "career exploration" and students compete in statewide contests for the best written resume and cover letter. Community service is a big part of the program and this year students worked on projects with residents at a local nursing home, she said.

"We are creating something that will be a lifetime commitment," Lanigan said.

According to the latest state figures available, 66.4 percent of the 1992 graduates at Memorial went to school after graduation. A more detailed statewide breakdown shows that of 10,349 high school graduates in 1992, 62.8 percent went on to schools, 25.4 percent went off to jobs, 6 percent joined the military, and 2.4 percent were unemployed.

The dropout rate statewide dipped slightly, from 4.3 percent in 1989-90 school year, to 4 percent in '90-91, to 4.2 percent in '91-92, according to the state. Statistics updated to 1993 show that statewide, 36 students dropped out because they were pregnant, down from 47 in 1992 and another 57 students left school to help their families financially, as did 56 in 1992.

Graduation rates for seniors in the jobs program is 90 percent, according to Brett St. Clair, a spokesman for the New Hampshire Job Training Council, which oversees the program. A follow-up nine months after graduation showed that 74 percent of those students were either employed, in the military or enrolled in school, St. Clair said.

In Manchester's three high schools this year, principals used a pilot program, backed by the state Department of Employment Security, to target sophomores, the year a student is likely to drop out of school, said West High's principal Robert Baines. He said 600 students participated city-wide for 12 weeks, during which they learned about setting goals and job interview strategies. A self-assessment program included "learning a little about themselves and where they stand on skills and values," Baines said.

(more)

Boston Sunday Globe - June 12, 1994

Manchester class is helping 'focus' the non-college bound

■ **STUDENT GOALS**
Continued from Page NH 1

"We're trying to get them started at an early age to think about their goals, and do some soul searching," said Denise Roy-Innarelli, chief of counseling services at the Employment Security office.

High school graduates will find New Hampshire's job market has improved slightly, but the hunt for employment will still be tough.

The state's unemployment rate has improved, down from 5.2 percent in March to 4.9 percent in April. That compares to 6.9 percent in April 1993, according to the Department of Employment Security.

The department's recently released economic and labor market review showed that the state job market has bounced back since its 1991 low point, when the state lost about 47,000 jobs.

The perception, fueled during political campaigns, is that the only available jobs here are in Wal-Mart or fast-food restaurants, according to Peter Bartlett, a labor market analyst at Employment Security. In a speech to the Democratic party convention last month, Sen. Wayne King of Rumney, Democratic gubernatorial candidate, called the employment market here a "burger flipping society." According to Bartlett however, the strongest job growth has been in jobs that involve business services, such as computer programming, consumer credit and health care.

Service jobs have increased from 125,600 in 1991 (down from 113,400 in 1989) to 136,400 in 1993, and of that, 41,700 are in the health care field, Bartlett said.

Meanwhile the number of retail jobs – waitresses, retaurant workers and store clerks – decreased from 113,400 1989 to 99,200 in 1991, and up again to 105,400 in 1993.

As graduation approaches at Memorial High – the ceremony is June 22nd – the students in Barbara Lanigan's "Jobs" group have their plans.

Cindi Allen, 18, who works part-time now at Dunkin' Donuts and at a daycare, is enrolled in technical school and wants to be a secretary. Julia Vazquez, 18, says she's learned to overcome her shyness and get involved. Carlton Page hopes he'll be accepted into the federal government's Jobs Corps program, where he can learn a trade.

Jaime LaFleur, 18, who won prizes for her resume and cover letter, hopes to go study early childhood development at a technical school.

The program has been a source of pride to the students. "We were never put down," LaFleur said.

REEMPLOYMENT ACT

REEMPLOYMENT ACT OF 1994

The Reemployment Act (REA) of 1994 will consolidate 6 existing fragmented programs and establish a new comprehensive dislocated worker program to serve all dislocated workers regardless of the cause of dislocation. It will:

- Ensure that all dislocated workers have easy access to high quality readjustment services as well as extended income support to complete long-term training.

- Build a nationwide labor market information system that will give workers and employers the tools they need to make informed career and training choices.

- Support grass-roots approaches to develop innovative systems for the delivery of employment and training services by making it easier for States to work with localities to set-up one-stop career centers to serve everyone seeking jobs.

CURRENT STATUS

DOL is working closely with Members, Congressional and White House staff, and major stakeholders to pass REA legislation this calendar year.

DOL also is making progress in moving the REA agenda forward administratively.

- We are jump-starting implementation of the **One-Stop Career Center** system using current legislative authority and approximately $29 million in appropriated funds. DOL will announce a nationwide grant competition shortly.

- DOL has provided guidance to all States about **Worker Profiling** -- all States are required to implement worker profiling and reemployment service systems. DOL has provided implementation guidance to all States. Funding appropriated to implement systems in 3 prototype States plus first wave of an additional 17-25 States.

- We are currently working with BLS, Interstate Conference of Employment Security Agencies (ICESA), and the National Occupational Information Coordinating Committee to design the **National Labor Market Information System.** A report to Congress containing policy recommendations is in draft, and the "team" is developing a strategy for expending $12.5 million to begin building the system.

ISSUES

Because of the considerable health care activity in labor authorizing committees and some controversial elements in the REA, we need to determine what can reasonably be passed this calendar year. We are working with House Education and Labor staff and Senate Labor staff to incorporate critical REA elements in a piece of legislation that could be passed this year, providing a "jobs" victory before November.

REA has received general criticism for being overly prescriptive -- emphasis on process rather than outcomes. Three more controversial elements are:

- Of concern to business -- the permanent extension of 0.2 percent FUTA surtax. Although it has been "temporary" since 1977, the business community is resistant to making this permanent. Business also is fearful that the capped mandatory spending from the proceeds of the 0.2 percent surtax to provide retraining income support through the UI system will turn into another runaway entitlement program.

- Of concern to organized labor -- the consolidation of the Trade Adjustment Assistance program in REA. Labor wants TAA which serves workers negatively impacted by federal trade policy decisions to continue with expanded funds. Also, REA links extended income support to participation in training, while TAA authorizes a waiver for participation in training as a condition for receiving income support.

- Of concern to States and local service deliverers -- competition of career centers for dislocated workers and of One-Stop Centers providing universal services and the governance relationships among States, local elected officials and local workforce investment boards. With the support of Hill staff, we have had extensive, ongoing consultation to explore ways to accommodate concerns about various governance issues with such public interest groups as the National Governors' Association, the ICESA, National Association of Councils, and the U.S. Conference of Mayors.

NEXT STEPS TO PASS LEGISLATION

We will work with House and Senate Labor staff to produce a "slimmed down" version of REA which can be passed before the end of this session. As part of this effort, we are providing technical assistance to identify essential REA elements and to provide language changes that address public interest group concerns, as well as deal with WARN concerns.

- Subcommittee Chair Pat Williams is a key person, along with Chairman Bill Ford, to move the REA this year. Pat Williams has indicated that he enjoys working with you and values this relationship. A call from you indicating that REA should be addressed this year and his help is essential is very important.

We also are working with House Ways and Means and Senate Finance staff to identify ways to capture the 0.2 percent FUTA surtax to finance retraining income support for eligible workers. This may involve the development of a smaller package of items that could possibly be attached to other legislation such as GATT and the need to get support from key stakeholders such as labor. (The House Ways and Means Committee has assured us of a hearing date after the July 4th recess, depending upon health care activity.)

Attached is a list of administrative actions (and calendar) to move forward the REA agenda.

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Draft June 15, 1994

PROGRESS WE HAVE MADE IN ACHIEVING REA AGENDA

▸ One-Stop Career Center Pilots -- ETA will jump-start the implementation of the One-Stop Career Center system using current legislative authority and approximately $29 million in appropriated funds. ETA will announce a nationwide grant competition shortly.

▸ UI Profiling -- Profiling legislation enacted requiring all States to implement worker profiling and reemployment service systems. ETA has provided implementation guidance to all States. Funding appropriated to implement systems in 3 prototype States plus first wave of an additional 17-25 States.

▸ National Labor Market Information System -- ETA is working closely with BLS, ICESA, and NOICC to design the national information system. A report to Congress containing policy recommendations is in draft, and the "team" is developing an approach to spend about $12.5 million to begin building this system. (Additional LMI funds will be provided to States selected for One-Stop implementation to upgrade their LMI data collection and distribution.)

▸ Dislocated Worker Funding -- Funding for EDWAA increased 72 percent in FY 1994 over FY 1993 levels, to $1.118 billion. President's FY 1995 budget requested $1,465 million for a comprehensive dislocated worker program.

▸ EDWAA/TAA Reengineering -- ETA has completed a national EDWAA customer satisfaction survey and is working with States and localities to "pioneer" methods to measure and improve customer satisfaction. EDWAA/TAA are piloting a new results-oriented management system under the Government Performance and Results Act of 1993.

▸ ES Revitalization -- A team of ETA, SESA/ICESA, IAPES, and organized labor representatives have developed a proposed short-term strategy to strengthen the capacity of ES to delivery high quality services and information. ETA has completed a baseline survey of all States to identify the nature and type of ES/UI customer satisfaction surveys in place. Also, ETA just announced the new national awards program to recognize SESA staff who provide exemplary customer service.

▸ UI Self-Employment -- ETA has published guidelines for States interested in implementing the UI self-employment program authorized by NAFTA implementing legislation.

▸ NAFTA-Bridge Program -- Legislation was enacted to address NAFTA-impacted workers which makes significant improvements on the TAA model, e.g., strengthening links between income support and training.

▸ Skill Standards -- Goals 2000 authorizes a National Skill Standards Board to promote the development and use of voluntary national skill standards. DOL and Education plan to convene the first meeting of this Board this fall.

▸ School-to-Work -- School-to-Work Opportunities Act signed into law. DOL and Education provided planning funds to all States have announced a series of grant competitions to implement various elements of this initiative.

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Draft June 21, 1994

CALENDAR OF INITIATIVES IN SUPPORT OF REA AGENDA

▸ *One-Stop Career Center Pilots*

o June -- Issue grant solicitation package.
o August -- Appoint and orient review panels.
o September -- Receive and review proposals, and make recommendations for award.
o November -- Announce grant awards and begin implementation.

▸ *Worker Profiling and Reemployment Services*

o June -- Demonstrate profiling system model at "Gateways to Work" (St. Louis); announce agreements with three prototype States.
o July -- Provide technical assistance to prototype States.
o August -- Review first wave States' proposals.
o September -- Announce agreements with 17 - 25 first wave States.
o October -- Initiate profiling operations in prototype States.

▸ *National Labor Market Information System*

o June -- Issue LMI report to Congress; produce option papers for PY 94 and PY 95 LMI investments in major product areas; gain State agreement to PY 94/PY 95 LMI investment plan; prepare solicitation material for PY 94 investments.
o July -- Issue initial solicitations; complete profiling assistance tools and make available for profiling prototype States.
o September -- Establish Internet connection for America's Job Bank; begin promotion of useful technology tools to help speed reshaping of labor markets; begin review of initial solicitations.
o October -- Begin detailed LMI review with selected One-Stop implementation States.

▸ *Dislocated Worker Funding*

o July 1 -- $1.118 billion available for EDWAA.

▸ *EDWAA/TAA Reengineering*

o June -- Identify pioneer State and local volunteers to test program changes to increase customer satisfaction; implement reengineering workgroups on major issues identified through consultation with partners (ongoing); initiate dual enrollment of all TAA participants under EDWAA management information system.
o July -- Award TAT grants.
o August -- Issue new reserve account application guidelines.
o September -- Begin planning national partnership "how are we doing" meetings; complete substate customer satisfaction pilots; begin follow-up survey of customer satisfaction.

- *ES Revitalization*

  o June -- Continue outreach to key stakeholders re ES revitalization ES Revitalization Collaboration Group completes work on a proposed short-term ES revitalization strategy.
  o July -- Collaboration Group unveils short-term ES revitalization strategy; announce ES revitalization customer service/performance commitments.
  o September -- Make first outstanding SESA customer service awards at ICESA Annual Meeting.

- *UI Self-Employment*

  o June and ongoing -- States choose whether to design and implement the UI self-employment program based on published ETA guidelines.

- *NAFTA-Bridge Program*

  o Legislation enacted and implemented.

- *Skill Standards*

  o June -- Identify 36 finalists for Secretary's consideration as possible Skill Standards Board members.
  o July -- Initiate public outreach and marketing campaign.
  o August -- Host round tables on occupational clustering.
  o September -- Convene first Board meeting.

- *School-to-Work*

  o June -- Issue grants solicitation urban/rural opportunities grants for high poverty areas.
  o July -- Announce winners of first round of State implementation and local partnership grant competitions. (tentative) Announce formation of national employers' leadership council to support initiative.
  o October -- Announce winners of first round urban/rural opportunities grants competition.

x:\wfsact\agenda1

THE REEMPLOYMENT ACT OF 1994
SENATE COSPONSOR LIST
FOR S.1951 AND S.1964

(Currently 24 members)

Max Baucus D-MT	Both bills
Barbara Boxer D-CA	Both bills
Bill Bradley D-NJ	S. 1951
John B. Breaux D-LA	S. 1951
*Thomas A. Daschle D-SD	Both bills
Christopher J. Dodd D-CT	S. 1964
Wendell H. Ford D-KY	Both bills
Mark O. Hatfield R-OR	Both bills
Daniel Inouye D-HI	Both bills
*Edward M. Kennedy D-MA	S. 1964
John F. Kerry D-MA	Both bills
Patrick Leahy D-VT	Both bills
*Howard M. Metzenbaum D-OH	S. 1964
Barbara Mikulski D-MD	S. 1964
*George J. Mitchell D-ME	Both bills
Carol Moseley-Braun D-IL	Both bills
*Patrick Moynihan D-NY	S. 1951
Patty Murray D-WA	Both bills
Claiborne Pell D-RI	S. 1964
David H. Pryor D-AR	S. 1951
Donald W. Riegle, Jr. D-MI	S. 1951
*John D. Rockefeller D-WV	S. 1951
Paul Simon D-IL	S. 1964
Harris Wofford D-PA	S. 1964

* lead sponsors

updated June 21, 1994

THE REEMPLOYMENT ACT OF 1994
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updated June 21, 1994

THE REEMPLOYMENT ACT OF 1994
TITLE-BY-TITLE SUMMARY

The President's Reemployment Act of 1994 is designed to transform the current *unemployment* system into a comprehensive, universal *reemployment* system. The Reemployment Act of 1994 is founded on what works in reemployment services. It embodies these fundamental principles:

- ✓ One-stop shopping
- ✓ Customer focus
- ✓ Market-driven training programs
- ✓ Accountability

Title I -- Comprehensive Program for Worker Adjustment

Title I establishes a *comprehensive* reemployment program for dislocated workers – those who have been permanently laid-off or are long-term unemployed – with a single standard of eligibility. It consolidates six current dislocated workers programs funded by the U.S. Department of Labor (DOL). Key features are:

- **Outreach** – significant investments in participant outreach through rapid response and profiling;
- **Individualized services** – including the development of individual reemployment plans;
- **Comprehensive reemployment services** – basic services like job search assistance for all eligible dislocated workers, with more intensive services available to those who need them;
- **Program integration** – career centers, competitively selected, will provide assistance to all eligible dislocated workers;
- **Job retention** – governors may use state funds to help upgrade the skills of workers at risk of being laid off;
- **Customer choice** – dislocated workers can select training providers on the basis of performance-based information;
- **Reemployment insurance** – dislocated workers who need long-term training may receive income support beyond regular unemployment insurance (UI) benefits;
- **Performance accountability and outcomes** – the governance structure will ensure accountability to workers, employers, job-seekers and the local community for quality service and outcomes; and
- **National Grant Program** – the Secretary of Labor will manage a discretionary grant program to address such issues as large-scale economic dislocations and disaster relief.

BUSINESS SUPPORTS THE REEMPLOYMENT ACT

"The Reemployment Act is a focused strategy to build a job training and employment system that works for people looking for jobs and employers. It cuts government programs for dislocated workers down to single universal program which focuses on the customer. I believe that it represents an opportunity to link many programs through One-Stop Centers and holds them accountable for helping people get the services they need to get jobs. In doing so, it can help employers and workers meet the competitive challenges of the future."

Alan Wurtzel, Chairman of the Board
Circuit City Stores

"I would like to express the strong support of National Small Business United (NBSU) for the direction and shape of the Administration's workforce training proposal . . . Specifically, we are impressed with the strong role that the business community will play at the local level in shaping and overseeing their own reemployment initiatives. This element is critical for the success of the plan . . . NSBU is particularly excited about the prospect of a strong worker retraining system, since worker training is a major problem for small businesses. Small businesses are often unable to run their own training programs as big businesses do, and are forced to accept the workers and skill levels that are available in the market. A more highly skilled workforce will greatly help the small business community to continue leading our nation's economic growth."

Ron Cohen, President
NSBU

"On behalf of the New England Council, I wish to express my support for the key principles incorporated in the Reemployment Act of 1994 and to applaud the Clinton Administration for moving forward on this very important issue . . . The Council is particularly pleased with the proposal to consolidate into a single delivery system the numerous categorical programs for dislocated workers. This approach will lay the foundation for a more comprehensive, integrated workforce investment system over time."

Peter Meade, President and CEO
New England Council

"The ability of organizations and individuals to adapt to and maximize new information technologies is critical to our future as a global manufacturing leader. The Reemployment Act of 1994 provides access to advanced training and jobs programs, vital to preparing the U.S. workforce to embrace the new economy."

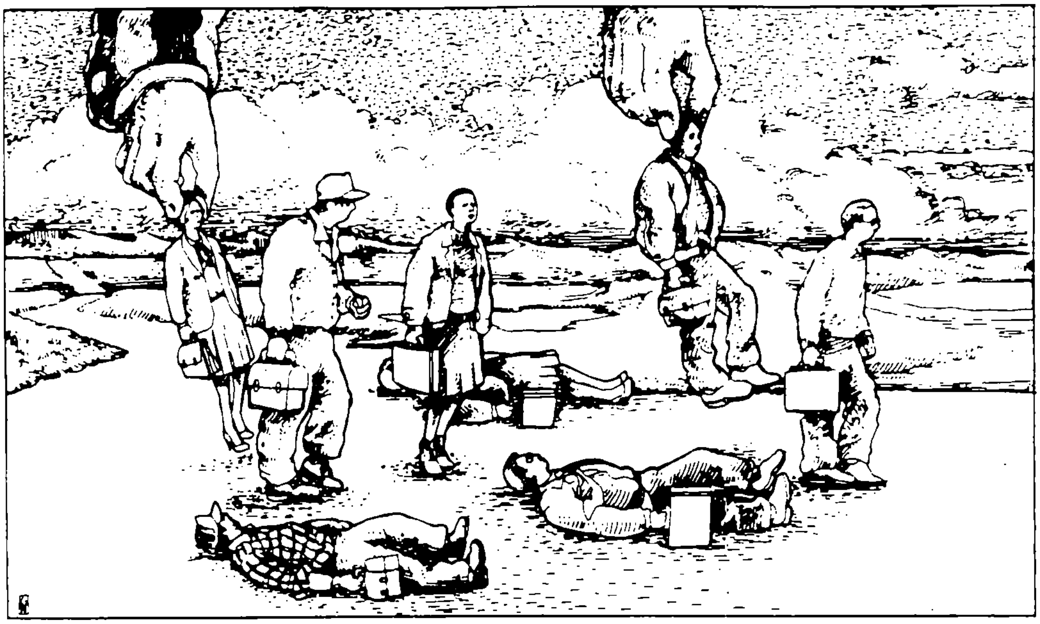
Rick Inatome, Chairman and CEO
Inacom Information Systems

REEMPLOYMENT ACT
ARTICLES

USA Today March 1, 1994

Clinton's new jobs plan

Labor secretary says proposal will provide help and retraining the jobless need.



By Web Bryant, USA TODAY

By Robert B. Reich, secretary of Labor

Christie Jerrolds and Linda Barner both lost their jobs last year when the Williamsport, Pa., paper factory where they worked closed its doors.

Today, Christie is completing her second semester of college, aided by a federal check that helps finance business programming courses to land her a new job.

But Linda, who is also studying to learn new skills, gets no federal training help at all, even though she worked under the same contract and lost her job at the same time.

Why?

Christie made paper napkins. Linda made paper cups.

Paper napkins were considered an industry threatened by foreign competition. Paper cups were not. Christie got a helping hand. Linda did not.

Their stories offer further proof that the USA's system for moving unemployed workers into new jobs is really not a system at all. It's a hodgepodge of programs that help some people but leave others behind.

In its place, the Clinton administration will establish a serious plan for getting workers back on the job. In the next week, we will introduce legislation to turn our *unemployment* system into a *re-employment* system.

Here's why we need to change:

In the past, when a worker lost a job, he or she often returned to that job as soon as the business cycle picked up again and the company was ready to rehire. The unemployment system was designed largely to tide workers over during temporary dry spells.

But today, when a worker loses a job, that job is often gone forever.

Last year — in the midst of an economic recovery — more than three out of every four of the USA's job losers expected to lose their jobs *permanently*, the highest rate of permanent job loss since statistics were first collected. A year after losing a job, more than half of all displaced workers remain unemployed, or working in a job that pays less than 80% of their former wages.

Corporate downsizing, defense reductions, global competition, and technological change are reshaping the economic landscape. Job change is becoming the norm, not the exception.

No longer can a person expect to work for one company for an entire career.

In the new economy, workers will change jobs repeatedly during a lifetime, and each new job will demand ever greater skills.

Fortunately, our economy has done pretty well at generating these new jobs. In the last year, 1.7 million new private sector jobs were created — more than in the previous four years combined. The Bureau of Labor Statistics projects that by 2005, there will be a net increase of about 7.8 million good jobs that won't require a college degree.

But while the jobs exist, the pathways to them aren't always clear.

To help people move from the old jobs that are disappearing to the new ones that are emerging, the Clinton administration is sending Congress the Re-Employment Act of 1994. This legislation will transform the safety net of unemployment insurance into a springboard to launch workers into new jobs.

It will make significant improvements on the current system:

▶ **No more narrow requirements:** The Re-Employment Act will consolidate the patchwork of dislocated-worker programs into a coherent system that focuses on what customers need to get their next job, not why they lost their last job. Meaningless distinctions — like the one between paper cups and paper napkins — won't matter.

▶ **Real help in getting a new job:** Most unemployed workers don't need much retraining, just some basic help organizing their job search. This legislation will help provide useful services — like job counseling and job search assistance — that can get people back to work quickly.

▶ **One-stop shopping:** Unemployed workers waste too much time waiting in long lines, trudging from one office to another and filling out endless forms. A central feature of our plan will be one-stop career centers that offer, under one roof, access to all parts of the re-employment system.

▶ **A National Jobs Data Bank:** Workers need quality information about where the jobs are and what skills they require. We will use advances in computer and communications technology to give them instant access to that information and to help employers make quicker and less costly connections with prospective employees.

▶ **Retraining where it's needed.** While most workers need only information and basic services to get a new job, some need training in new skills. The Re-Employment Act will offer workers access to skill-building programs — for as long as a year and a half — along with income support to let them take advantage of longer-term training when they need it.

The Re-Employment Act will connect the USA's workers to new jobs by eliminating the obstacles that now stand between them and the work they can do.

By clearing the pathways, we open opportunity to everyone — people who make paper napkins, people who make paper cups, and anyone else who wants to get back to work.

REICH CAMPAIGNS FOR JOB TRAINING

Clinton official talks to laid-off workers

By Michael Dresser
Staff Writer

Labor Secretary Robert B. Reich's boss would have been proud of him.

Perched on a stool at the Maryland AFL-CIO's Baltimore headquarters yesterday, surrounded by some two dozen casualties of the state's wrenching workplace realignment, Mr. Reich combined soothing words and a stern message with the same personal touch that Bill Clinton parlayed into the presidency.

"I want to hear your stories and suggestions," the labor secretary told the group, whose ranks included workers laid off from Armco, Westinghouse, Esskay and other downsized or defunct Maryland plants.

Using a format that has become a hallmark of the Clinton administration, Mr. Reich was in Baltimore to push a sweeping plan to overhaul the nation's unemployment-insurance system and to provide economic security at a time when job security is eroding despite an economic recovery.

ALGERINA PERNA/STAFF F

Labor Secretary Robert B. Reich was at the Maryland AFL-CIO's Baltimore headquarters to pus sweeping plan to overhaul the unemployment-insurance system and to provide economic security

The proposal, which reflects a central theme of the 1992 Clinton campaign, has been overshadowed by the administration's health-care and crime initiatives. But Mr. Reich did his best yesterday to push the issue to center stage. Although the unemployment rate is declining, he said, the long-term unemployed represent a growing percentage of the nation's jobless.

Ostensibly, the purpose of the meeting was to gather opinions from displaced workers in the city's Baltimore Works program on how best to restructure government efforts to help the jobless.

In reality, the meeting was part of a consensus-building expedition that included a speech to the Maryland Chamber of Commerce and a meeting with *The Sun's* editorial board to promote the administration's initiative.

For all his intent listening and curious questioning, Mr. Reich seemed certain of what he wants to do when the administration introduces its "re-employment insurance" program this spring.

Mr. Reich's premise is that the unemployment system was designed to tide over workers on temporary layoff but that three out of four of today's job losses are permanent.

The labor secretary, one of the most influential members of the Clinton Cabinet, said the administration's proposal is aimed at "rebuilding the skills of the American work force" through training programs for displaced workers. The proposal would preserve the basic unemployment-compensation system but would offer extended benefits to workers undergoing retraining.

Nothing Mr. Reich heard from the group at the AFL-CIO hall is likely to alter his thinking. The supportive group told stories that bolstered Mr. Reich's key assertions, and he used their experiences to bolster his arguments, much as Mr. Clinton did throughout the 1992 campaign.

Rennard Cruse, who has been out of work for more than a year since his job at Armco Steel vanished, described the shock and anger he felt after losing an earlier job in a plant closing after 22 years.

"I felt guilty, I felt used and so on," the middle-aged man told Mr. Reich. Mr. Cruse credited the city- and state-funded Baltimore Works program with helping him realize that the layoff was not his fault and with getting him into a retraining program.

Mr. Reich commiserated. "They all say they feel like it's their fault initially," he said, pointing out that one pillar of the administration plan is to provide counseling for laid-off workers who have little prospect of being recalled.

Michelle Gaines, who was laid off from Ames Department Stc in 1992 and recently landed a with the help of Baltimore Wor decried the "unnecessary red ta she had to go through to get un ployment compensation and training. Mr. Reich said the plan envisions would provide "one-s shopping" for the dislocated wc er, with benefits and retrain programs offered out of the sa office.

In a later interview, Mr. Re addressed a key criticism of the ministration's retraining effo: that it is ineffective at a time wl changing technology quic makes the newly acquired skills obsolete as the old ones.

The labor secretary expres skepticism about programs that to retain workers for a specific sl He said a more effective appro would be to give such work broader education to equip th for multiple opportunities.

WEDNESDAY, DECEMBER 29, 1993

The Washington Post

AN INDEPENDENT NEWSPAPER

A 'Reemployment' Program

THE GOVERNMENT'S traditional response to the problem of unemployment has been to pump up the economy, help provide some benefits and wait for workers to find reemployment mostly on their own. The Clinton administration thinks that in the present world economy that's not enough. The president's people worry that more and more U.S. workers are being permanently laid off, meaning that their old jobs are lost for good to foreign competition or technological or policy change, and they have to seek entirely new ones. Partly because of these structural trends and partly for other reasons, Labor Department officials also observe that more and more workers are remaining unemployed for more than six months. The nature of the problem has changed, they say, and the government's response must change as well.

The president is expected to send up a "reemployment" or "work force security" bill next year. Most of the likely recommendations make good sense. They do so almost independently of the elaborate rationale the administration has constructed for them—the view that unemployment now is somehow different from in the past, which not everyone fully accepts. Some of the sensible steps have been proposed before. The government now runs six mostly small retraining programs for workers who lose their jobs to one or another structural cause. There is trade adjustment assistance, defense conversion assistance, assistance to eastern coal miners who lose their jobs to the Clean Air Act etc. The administration would consolidate these legislative and historical artifacts into a single retraining program for all permanently laid-off workers who qualified. It would try to improve the quality of assistance to the unemployed by creating a nationwide information network and a system of one-stop offices across the country in which an applicant could receive all the forms of available aid.

It would aim to identify earlier than tends to happen now those workers unlikely to get their old jobs back and speed their move to other employment. The faster return to work would mean, among other things, a cut in benefit costs. The government might share the savings with workers who returned to work before their insurance expired; it might share costs with people who accepted temporary part-time work as well. The bill will likely seek to improve the broken existing system for paying benefits to those in higher-unemployment states who exhaust their basic 26 weeks of insurance. Insofar as funds are available, it will also seek to expand the current training programs to help the structurally unemployed go back to school.

It's hard to quarrel with much of that on the strength of what is known thus far and assuming, as we do, that the budget rules won't be broken. The goal of helping U.S. workers adapt—switch rather than fight—in the face of changing economic circumstances that they can't hope to resist is a legitimate function of government. There has always been a lot of "permanent job loss" in the large U.S. economy. It's been accompanied and offset by growth. The administration contends the adjustment process is tougher now than in the past; that may or may not be true. The government still should do all it usefully can to ease the process. That seems to be what the president is proposing here.

SKILL STANDARDS

Skill Standards Initiative

The National Skill Standards Board (NSSB) was authorized under Title V of the Goals 2000: Educate America Act which the President signed on March 31, 1994. It is fitting that the workforce standards are linked to education standards since the two efforts have much in common. The development of workforce standards is the cornerstone of the Administration's workforce development strategy and compliments the education reform efforts. The NSSB will use voluntary partnerships, consisting of broad coalitions of stakeholders, to develop the standards. The role of the NSSB is to ensure that the standards developed meet certain quality criteria before they are endorsed by the Board.

I. Current Status

A. Nominations to the National Skill Standards Board

The Department is nearing completion of its review of nominations to the Board, and will shortly present its recommendations to the White House. The Department solicited recommendations from over 100 organizations representing the stakeholder communities. We expect the Board to be assembled and to start its work in the Fall of this year.

The Act provides for Board members to be drawn from three categories: business; organized labor; and a category which includes representatives of educational institutions, community-based organizations, State and local governments, non-governmental organizations with a demonstrated history of successfully protecting the rights of racial, ethnic or religious minorities, women, individuals with disabilities, or older persons, and qualified human resource professionals. Within each category, the President and the Congress each appoint half the members.

B. Funding

The Department of Education will transfer $3 million from its FY 1994 appropriation to the Department in July in order to provide for initial funding of Board activities. Thereafter, funds for the Board will be part of the Department's appropriation requests. The House Appropriations Committee recently approved $6 million for Board activities for FY 1995.

C. Skills Standards Pilot Projects

Twenty-two demonstration projects were funded by the Departments of Education and Labor with major trade associations. .Each DOL project involves the formation of a stakeholder coalition and the development of standards, assessment, certification, and training provider accreditation procedures, and a marketing plan under coalition auspices. Two of the six DOL-funded skill standards pilot projects have developed skill standards for at least one occupation in their industries. Skill standards have also been developed by at least one of the 16 Department of Education grantees. DOL is providing funding for its projects through December 1994 and possibly beyond.

D. Policy Papers

By December 31, 1995, the NSSB must identify broad occupational clusters that include a substantial portion of the workforce and that form the basis for the voluntary partnerships that will develop standards. The Department has contracted with a number of recognized authorities on occupational classification to author papers on what methods might be used for occupational clustering. The papers will be furnished to the Board to provide a theoretical foundation for its activities.

II. Issues

The extent of the Board's powers as an independent entity under the Goals 2000: Educate America Act is unclear. The Department has begun a review of the extent of the Board's independence under the Act.

III. Next Steps

A. Public Relations Activities: the Department hopes to have a major national media event around the announcement of the National Board. In addition, a strategy to communicate with business leaders about skill standards using the work of the demonstration projects will be developed.

B. Education Plan: The Department, in conjunction with the Department of Education, is developing an education plan to assist the National Board to become familiar with the issues around the development of skill standards until there own staff is in place. Orientation material that will include issue papers and activities will be prepared as background for board members.

C. Roundtables

In connection with the research being conducted on occupational clustering, the Department plans to sponsor a series of roundtables to gather views and provide information.

D. Promoting Skill Standards in Other Government Programs

The Department needs to consider the use of skill standards endorsed by the Board in programs and activities for which it provides financial assistance. It also needs to consider how it will promote the use of skill standards in other federally financed activities.

SKILL STANDARDS
IMPLEMENTATION STATUS REPORT TO THE SECRETARY
MAY 20, 1994

I. Nominations to the National Skill Standards Board

A. Interagency Team: ED, Commerce and Labor

B. Actions:

Ltr. fr. the three secretaries sent to over 100 organizations representing the stakeholder communities identified in the legislation on the same day it was enacted by the President.

Now compiling results of that solicitation (approx. 190 names to date). Reviewing for:

(1) quality of the nominations;
(2) gaps in the stakeholder communities represented; and
(3) diversity of nominees.

Initiating coordination with Congress and the White House. ETA has already had initial meetings with the White House Liaison and OCIA on this matter. The Skill Standards Team Leader has also met with Tim Barnicle to discuss strategy options.

C. Timetable

The initial closing date for the solicitation process was 4/14. When a review of the responses was conducted, however, and series gaps revealed (e.g., none of the community-based organizations had responded) it was agreed by the interagency team to offer an extension. A preliminary review of nominations submitted during the extension period reveals the broader representation desired.

5/16-20 Close nomination solicitation process

Develop strategy and draft policy issues for consideration by DOL executive staff, White House Liaison and OCIA

Initiate discussions with White House staff

5/23-27 Draft initial nominee qualification criteria with interagency team

Data review (legislative requirements, industry coverage, information gaps, etc.) and improvement

Initiate discussions with Congress

Finalize nominee qualification criteria and cull database accordingly

5/30-6/3 Initiate formal and informal vetting process

6/3-10 Identify 36 "finalists" for Secretarial consideration

6/13-17 Transmit final recommendations to President

II. Public Relations, Outreach and Marketing

A. ETA/Public Affairs and DOL/Office of Information and Public Affairs

On 5/19 representatives of the Skill Standards Team, ETA/PA and OIPA met to brainstorm on PR opportunities and strategy. An options paper is being prepared by ETA/PA based on this discussion. It will include such items as a press briefing and a site visit.

B. Skill Standards Team

1. The Skill Standards Team, with the input and concurrence of ETA/PA and OIPA will utilize its technical assistance contract with the Institute for Educational Leadership to subcontract with a Washington-based PR firm to provide additional support for a more comprehensive marketing strategy. Proposed activities include development of presentation materials, brochures, videos and extensive dissemination networks.

2. With the assistance of the ETA Regional Liaisons, the Team will identify local press opportunities, write articles for local and national trade journals and newsletters, and pursue speaking engagements for DOL officials as well as other skill standards spokespersons.

III. Educational Plan

A. ETA feels it has an obligation to enable the Board to assume its responsibilities as quickly, efficiently and smoothly as possible. Therefore, the Skill Standards Team has prepared a plan to guide the development of briefing materials for the Board's members, executive director and staff. This plan will undergo review by DOL and ED executives in the next few weeks and will then be reviewed by external experts for:

(1) Content:

   (a) Comprehensiveness/Omissions
   (b) Accuracy/Unbiased Presentation

(2) Identification of Resources:

   (a) Available Reference Material
   (b) Potential Authors
   (c) Alternative Funding Sources

(3) Prioritization:

   (a) Sequencing of Work

B. Occupational/Skill Clustering: As the first activity of the Board, the reorganization of the economy according to broad occupational clusters, is already identified in the law, and given our desire to facilitate the Board's early success, we have already begun research in this area.

In March, ETA released a think piece on this topic and commissioned papers from a variety of perspectives which address potential methodologies for such clustering and issues arising and implications resulting from such activities. These papers will be followed in June by a series of roundtables, again with a diversity of representation, to further expound upon and exchange ideas. A synthesis of the results will be prepared for the Board's consideration.

IV. Budget

We are currently engaged in discussions with the Department of Education to transfer to DOL $3 million dollars appropriated under GOALS 2000 for the National Skill Standards Board. This transfer will be part of the Secretarial MOU now being finalized.

SKILL STANDARDS
ARTICLES

MONDAY, FEBRUARY 28, 1994

2/26/94 Pg. 3-E
The Atlanta Journal / The Atlanta Constitution

Voluntary skills standards unveiled for workers in three high-tech fields

ASSOCIATED PRESS

Washington — Voluntary standards defining skills that high-tech workers need in key jobs were unveiled Friday as Congress neared completion on a measure to provide similar guidelines for a broad range of occupations.

Labor Secretary Robert B. Reich, who helped introduce the standards at a news conference, said the number of jobs requiring technical competence is growing, "while there is less and less demand for people without skills."

The standards were developed by the American Electronics Association, a 3,000-member technology trade group. They are designed to help guide education, training, assessment and ultimately creation of a portable skill credential system that would be recognized by firms across the nation.

Although standards exist for some companies and educational institutions, the AEA said it is the first time the high-tech industry has come together to develop a consensus on the skills workers need to compete.

The board would classify and describe the skills needed for particular occupations. Once the skills are mastered, workers would receive certificates recognized by industries throughout the country.

The three unveiled Friday were in the manufacturing, administrative and information services and sales fields.

Reich kicks tires at CCAC, calls auto course a model for industry

By Jim McKay
Post-Gazette Staff Writer

U.S. Labor Secretary Robert Reich wants to tune up work force training in America and thinks programs like an automotive technical school on Neville Island provide the right tools.

"These kinds of places are gold mines," Reich said yesterday as he toured a garage where the Community College of Allegheny County trains automotive technicians for Ford, General Motors and soon Chrysler dealerships. "We want students to get real work experience."

Reich, who has made replacing traditional vocational education with European-style apprentices a White House priority, argues that the United States can no longer separate education from work.

"You've got to have training," he said. "What you earn depends on what you learn."

Changes in technology and global competition have sharply reduced the number of good jobs that go to relatively unskilled workers, he said, noting that factory jobs have gone the way of the family farm.

Reich said the marketplace demands high skills and rewards flexibility. To survive in a changing world, workers should have the capacity to adapt quickly and to learn new skills.

The two-year CCAC program provides both work and classroom experience for students and is supported financially by the automotive industry through donations of tools, computerized diagnostic equipment and late-model cars.

Daniel Batenberg, a CCAC dean who overseas the program, estimated that carmakers have donated over $1 million in tools and equipment and maintain an inventory of new cars worth another $1 million for students to work on.

"Public money could not in any way shape or form even begin to support this," Batenberg said, pointing to about two dozen new cars and trucks on the shop floor and sophisticated computers used to diagnose them.

"We work on them bumper to bumper. We take them apart, sometimes every nut and bolt, reassemble them, and work on the various parts — transmissions, engines, drive train."

Students alternate the classroom experience with part-time work for car dealerships that sponsor them. They must also complete the academic requirements for an associate degree — hopefully becoming life-long learners.

Because they must work for dealerships while going to school, nearly all of the program's graduates end up with full-time jobs. Those at the top of the class can make the more than $30,000 a year to start, students said.

"If you're fast and good you can make a ton of money," said John Denny, 20, a CCAC student from Erie.

At least one-third of the program's approximately 80 students are changing careers. Most get some type of financial aid for the program, which costs about $5,250 for tuition and tools. The center is also used for other automotive programs.

PITTSBURGH POST GAZETTE - 3/29/94 - p. C7

"These kinds of places are gold mines."

John Heller/Post-Gazette

Labor Secretary Robert Reich shakes hands with some of the students at Community College of Allegheny County's auto technical center on Neville Island.

"Until the steel erection standard is completed, an interim policy is needed to provide guidance on how OSHA will interpret 29 CFR 1926.750," the agency said, referring to the current, but outdated, steel erection rule that the negotiated rulemaking panel will revise. That committee has not been named yet, however.

The agency saw a need for a temporary enforcement policy because some of OSHA's 10 regions have cited employers for conditions not exceeding current fall protection standards. For example, OSHA's Denver-based Region VII office has embarked on a "100 percent" fall protection policy that includes citing employers under the general duty clause for not providing fall protection at leading edges, during scaffold erection, and other situations for which OSHA either does not require protection or has recognized that fall protection is infeasible.

The Denver and Chicago regional offices also have been citing employers for not having fall protection at heights greater than six feet or 10 feet, respectively, although the agency's scaffolding rule sets the limit at 16 feet.

The memo aims to rein in the different policies and to provide some consistency for employers.

Officials from industry trade groups, including Suey Howe, director of federal regulations for the Associated Builders and Contractors Inc., told BNA they were glad OSHA finally issued a policy to end the variations among the regions.

Jim Lapping, director of safety and health for the AFL-CIO's Building and Construction Trades Department, said it will take some time to see how OSHA's field staff implements the policy, calling it the first test case for Stanley's ability to bring "consistency and control over the field office," something Lapping said he was confident Stanley would do.

The new memo differs from the previous version in that it clearly states that the policy covers both tiered and non-tiered buildings. The December 1993 memo referred only to tiered buildings, defining them as buildings with more than one level of stacked columns.

OSHA also reminded inspectors to check to make sure construction companies have accident prevention and training programs, which would include addressing fall hazards, as required by OSHA's construction regulations.

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AEA RELEASES VOLUNTARY SKILLS STANDARDS AS FIRST STEP TOWARD CERTIFICATION SYSTEM

The American Electronics Association Feb. 25 unveiled voluntary standards defining workforce skills, standards that officials said were designed in part to help employers determine whether job applicants meet minimum competency requirements.

At a press conference, Labor Secretary Robert B. Reich said national skills certificates would be a "core piece" in the Clinton administration's new "re-employment system" because they would "ease the passageway" from one job to another and between school and work.

According to AEA officials, the skills standards are designed to help workers by delineating what skills they need to qualify for jobs; help employers to determine whether job applicants have met minimum competency requirements; and help educators train students for jobs that are in demand.

The 50-page publication, "Setting the Standard: A Handbook on Skill Standards for the High-Tech Industry," is the fruit of the year-long Workforce Skills Project funded by a $300,000 grant from the Labor Department and $1.5 million from AEA member companies (223 DLR A-19, 11/22/93). The project involved workers, managers, educators, and policymakers in drafting the occupational skills standards. Cheryl Fields Tyler, the project director, said unions did not participate mostly because very few AEA companies are unionized.

The 3,000 member-AEA, based in Washington, D.C., and Santa Clara, Calif., includes among its members electronics, computer, communications, semiconductor, and other fast-growing, future-oriented industries. AEA President J. Richard Iverson told reporters that high-tech comprises the nation's largest manufacturing sector, with 2.4 million "direct employees." AEA companies employ a "knowledge-based workforce" that must compete with global competitors who "out-invest" the United States and where industry "innovations are matched within three to six months," Iverson said.

Reich: 'Moment of Celebration'

Calling the event "a moment of celebration," Reich lauded the effort to "define the skills of the future" and to enable workers to "go around the country with a recognized national and portable certificate."

Reich noted that the Goals 2000: Educate America Act (HR 1804, S 1150), which he said is almost ready to go to the president's desk (26 DLR AA-1, 2/9/94) gives a big push to the idea of national skills standards.

Goals 2000 would set up a National Skills Standards Board responsible for identifying broad clusters of occupations that share characteristics that make them appropriate for a common set of skills standards. The bill would authorize $15 million for fiscal 1994 to operate the board.

In his travels, Reich said, employers tell him, "we need skilled people, more than we have." Reich said, "there is a demand for technical jobs. Good jobs are out there." He added, "It's a matching issue, supply and demand," and not only in high-tech industries. Reich said traditional employers such as plastic injection and spring coil makers tell him they need skilled workers.

Reich urged other trade associations to "redefine yourself" and emulate AEA to "chart the skills of the future." All industries would benefit from "a steady flow of good people" and development of their human capital, he said. "This is exactly what you ought to be doing."

A First Step To National Credentialing

Iverson and Cheryl Fields Tyler, the project's director, said industry-developed, voluntary skills standards in the new handbook are only the first step toward a national system of industry-recognized credentials.

Tyler said eventually workers in the electronics and other industries might accumulate a portable "portfolio of credentials" as in some European industries. Workers could obtain such industry-recognized credentials classes in high schools and community colleges; work experience recognized by employers; and completion of courses by training providers, Tyler said.

The AEA's handbook presents skills standards for three occupational areas or "clusters of related jobs": manufacturing specialist; pre/post sales technician (a customer service function); and administrative/information support worker. A manufacturing specialist would include such jobs as assembler, operator, and production associate.

Clusters are divided into key purposes and then into critical functions. One critical function for manufacturing specialist is to "establish customer needs." Critical functions are divided into key activities. Key activities for establishing customer needs are to "interpret and clarify specifications prepared by others; and to communicate with customers to establish requirements. Key activities are assigned performance indicators for assessment purposes. The standards also identify "underlying knowledge, skills, and understanding that are needed to achieve the standards."

James Burge, director of government affairs and human resources for Motorola Inc., Schaumburg, Ill., said Motorola endorses the voluntary skills standards because they will help high schools, technical schools, and community colleges "develop appropriate curriculum by clarifying what skills are important to our industry." He said Motorola "associates"

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have formed 4,000 teams that have saved the company $4.7 billion during the last seven years; doubled revenues in five years; and created 17,000 ''new, challenging, interesting jobs.'' Burge said Motorola spends $120 million per year to ensure employees receive at least 40 hours of training.

Molly Sheehy, dean of Middlesex Community College, Lowell, Mass., said the reason skills standards are important to educators ''is very basic. We want our students to get jobs, and we want them to be able to get jobs throughout their lives.'' Sheehy said educators have always communicated with business and local employers, ''but the message was not always clear.'' The new standards allow business to ''speak in one voice,'' Sheehy said, and gives her ''a common language to speak with local employers about their skill needs.''

James Callan, an electronics assembler at INTERMEC, Marysville, Wash., said, ''being an electronics assembler in this day and age entails a lot more than putting together nuts and bolts.'' Callan, who worked for years in a now-closed Anacortes, Wash., plywood mill, said his present job involves constantly improving product cycles. Callan said, ''As workers, we finally have something to hang on to'' and to help us ''identify our own training needs'' for both present jobs and long-term employability.

The 1992 grant funding the AEA project came from a total of $4.7 million that was awarded to 13 trade associations and groups in six industries: electronics (through AEA); metalworking; electrical construction; industrial launderers; tourism, travel, hospitality; and retail trade.

To order the handbook, call the AEA customer service center at 800-284-4232. The price is $25 for AEA members and nonprofits; $40 for nonmembers, plus $5 shipping and handling; California orders at 8.25 percent sales tax.

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STATES, CITIES URGE CONGRESS TO SUPPORT WELFARE REFORM THAT PROMOTES JOB OPPORTUNITIES

Representatives of state and local governments told a Senate Finance panel Feb. 25 that any welfare reform plan adopted by Congress should allow the states to develop programs that will promote private sector job opportunities for welfare recipients, provide cost-efficient services, and remove disincentives to recipients entering the workforce.

Sen. John Breaux (D-La), chairman of the Finance Committee's Subcommittee on Social Security and Family Policy, said that ''Congress has a lot to learn from state and local governments about improving the nation's welfare system.'' He noted that local governments have witnessed a dramatic increase in welfare costs over the past few years. True welfare reform must be a partnership between the federal government and state and local governments that must implement welfare programs, Breaux said.

The witnesses agreed that private sector job creation is preferable to creating jobs in the public sector.

Local Job Creation Encouraged

Mayor Emanuel Cleaver II (D) of Kansas City, Mo., speaking on behalf of the U.S. Conference of Mayors, said that any welfare reform proposal from Congress that the mayors endorse must include a component encouraging local job creation. Congress must ''enact legislation . . . [that establishes] a jobs program that . . . [puts] Americans to work at jobs for which there is a real need,'' he said. There also must be incentives in the employment system ''to serve economically disadvantaged persons, particularly welfare recipients,'' Cleaver added.

Cleaver also said that any public or community service jobs programs created through welfare reform must ''be viewed as positive, important programs for a community and for those who do the jobs.''

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Cleaver described a demonstration program recently begun in Kansas City that provides grants to qualified employers which can be used as wage supplements for up to 48 months to provide welfare recipients with an adequate wage. He noted that the project, originating from a series of partnership strategies among local, state and federal governments, community organizations, and the business sector, has been well received in Kansas City.

NGA Survey

Gov. Thomas R. Carper (R-Del), speaking on behalf of the National Governors' Association, discussed the preliminary findings of a survey of state welfare reform activities that NGA conducted in December and January.

Forty-five states responded to the survey, and the data show that "more than 20 states have proposed or are implementing changes" that would, among other things, reward and encourage meaningful work for welfare recipients, Carper said.

Noting that NGA's policy "encourages private, unsubsidized work in the business or nonprofit sectors," Carper stressed that welfare families also need additional support such as child care and health care to help them reach the goal of self-sufficiency.

The federal government can assist states with welfare reform by promoting health care reform, Carper told the committee. Welfare reform without health care reform is an "empty promise," he said. However, for the most part the states would like the federal government to "get out of their way" and let them experiment with various welfare reform programs, he added.

Custom-Tailored Employment Strategies

Bill Purcell, majority leader in the Tennessee House of Representatives, speaking on behalf of the National Conference of State Legislatures, agreed that real welfare reform would not be achieved without health care reform and said that states must have the flexibility to implement employment strategies that best fit their circumstances. He urged the federal government to expand the Earned Income Tax Credit and allow states to increase the amount welfare recipients can earn without penalty of loss.

Purcell noted that, in Tennessee, reforming the welfare system means developing different solutions for the rural poverty in Appalachia and the big-city poverty of Nashville and Memphis. He said that his state has expanded its JOBS program, focused on skill improvement, and removed the disincentive to work by allowing welfare recipients to keep employment income without penalty.

Three-Phase Program

Audrey Rowe, commissioner of the Connecticut Department of Social Services, told the committee that the federal government must pour more money into the JOBS program in order for it "to touch and benefit even more poor families."

Speaking on behalf of the American Public Welfare Association, Rowe said that 74 percent of the individuals participating in the JOBS program in fiscal year 1992 were either long-term recipients or at risk of staying on welfare for a long time. Nearly 43 percent had received Aid to Families with Dependent Children for 36 out of the previous 60 months, and 42 percent had not completed the 12th grade, she said.

Rowe said that APWA proposes a three-phase JOBS program in which, within 90 days of eligibility determination, all AFDC recipients without exception would participate in a mandatory job search in combination with:

- a period of preparation; or
- a period of career-focused education and training for up to two years; and/or

• a mandatory work phase where recipients would work in an unsubsidized private or public sector job.

She added that community work programs would be a last resort for individuals unable to find work.

APWA believes that true welfare reform will not be achieved if Congress does not make work pay, which includes enacting health care reform, Rowe said.

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IN BRIEF

State Agencies Write Farm Worker Safety Plan

SEATTLE—Three Washington state agencies have agreed on a coordinated plan intended to ensure the safety and health of farm workers who risk exposure to pesticides, the agencies announced Feb. 24.

The agreement — the Farmworker Protection Action Plan — was developed by the departments of Agriculture, Health, and Labor and Industries. The accord represents an "unprecedented level of cooperation and coordination among state regulatory agencies," Mark Brown, director of Labor and Industries, said in the statement.

The Department of Health will monitor incidents of pesticide exposure among farm workers and focus on preventing pesticide-related incidents by increasing education for farm workers and their families, the agencies said. The agriculture department said the plan is part of the agency's continuing commitment to protecting human health.

By agreeing to the plan, the agencies have committed to improve the delivery of their services on farm worker safety and health and exposure to pesticides, the statement said. It said the plan includes: pesticide exposure strategies that emphasize accident prevention; approaches for coordinating and enhancing investigations; an increased emphasis on training for handling, mixing, and loading pesticides; restricted entry intervals stating when farm workers may enter areas where pesticides have been used; and strategies for overcoming farm worker reluctance to cooperate in investigations for fear of retaliation and intimidation by employers. The plan also calls for improved agency communications with farm workers, increased education for health care providers serving farm workers, better access for workers to agency services, and increased worker education and outreach programs, including bilingual programs.

Auto Workers Worry About Pensions, Seniority

DETROIT—Workers at a General Motors Corp. axle plant that was recently sold to a former Chrysler Corp. executive are concerned whether the new owner will honor their pension and seniority rights, a local United Auto Workers union official said Feb. 25.

"We're not sure if our workers are going to be covered here . . . taken care of, or what," said Ron Allen, chairman of Local 235 at the Detroit plant.

He said slightly more than 400 of the 2,800 workers at the plant are eligible to retire on full pension under the 30-and-out clause of the national agreement. Up to 300 additional workers could retire in 1996, but the remainder are unsure what will become of their seniority or their pension benefits, Allen said.

The plant still has not settled its local agreement with GM, although seniority and pensions cannot officially be a part of those talks because they usually would be covered under the national agreement. Wages and benefits are guaranteed until 1996 at the axle plant, but Allen said he is concerned about what happens after that.

Allen said GM is dragging its feet on the new agreement because of the sale. "Right now we just can't trust them," he said. GM spokeswoman Shiela Main refused to comment on Allen's statements.

The local union has sought a strike notice from the international union over several unspecified grievances but has not received it, Allen said.

Before the new management team takes over, GM and the union must forge a transition agreement that will specify what benefits workers who choose not to work for the new American Axle will receive.