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SUBJECT: Preparing American Youth for 21st Century Careers

Six years ago, I signed into law the School-to-Work Opportunities Act to expand career and educational opportunities for our youth. A one-time federal investment to jump-start state and local education reform efforts, the initiative will end next October after helping raise the academic achievement of millions of students.

States and schools have used School-to-Work resources to help all students reach high academic standards and skill standards recognized by industry; encourage community and business involvement in our schools; and integrate vocational and academic education. Through strengthened curricula, career clusters, internships, and career academics, School-to-Work has made learning more relevant to the challenges students will face after they complete their schooling.

Research shows that School-to-Work students take more challenging classes, earn higher grades, and are more likely to graduate from high school and enroll in college. Career academics, in particular, have been shown to increase the achievement of at-risk students. School-to-Work helps students see the relevance of their studies to their futures, motivating them to attend class and study hard. And School-to-Work has involved the business community in our schools.

Now, as we enter the initiative's final year, the need for highly skilled and educated workers has only grown. The Information Age is placing a high premium on skills and knowledge, much of which was unknown only a generation ago. Real average wages in the high-tech industries increased 19 percent since 1990, compared with a 5 percent average increase for the private sector as a whole. Jobs that require a college degree are growing twice as fast as others are.

Many jobs now require skills that they never did before. More than four-fifths of manufacturers use computers in design or manufacturing and nine-tenths report difficulties in finding qualified job candidates. In these strong economic times, the National Association of Manufacturers describes the shortage of skilled workers as "the only dark cloud hanging over our future."

As the School-to-Work initiative nears its conclusion, the federal government must prepare itself to continue supporting state and local efforts to prepare our youth for postsecondary education and careers. Therefore, I direct you to establish the National Task Force on Preparing Youth for 21st Century Careers. The Task Force will examine how a coordinated federal policy can help all youth prepare for future careers in a rapidly changing, technologically driven economy.

The Task Force shall ^{be} co-chaired by the Secretaries of Education and Labor. Other members of the Task Force shall include the Secretary of Housing and Urban Development, the Attorney General, the Secretary of Defense, the Secretary of Commerce, the Director of the National

Economic Council, the Director of the Domestic Policy Council, and other executive branch officials as determined by the co-chairs.

The Task Force shall:

1. Promote coordination and collaboration among federal agencies seeking to improve the academic achievement and career preparation of America's youth;

Continue and expand existing efforts to involve businesses and community organizations to improve the education and training of our youth;

3. Encourage the effective utilization of federal School-to-Work funding through outreach, technical assistance, and dissemination of research findings and best practices;
4. Help state and local agencies locate federal resources for initiatives that build on their School-to-Work efforts;

5. Report to the President no later than July 15, 2001 on:

- What elements of the School-to-Work reforms have been demonstrated to improve academic performance and career readiness, including involving communities, integrating academic and occupational curricula and standards, organizing learning communities, providing career development, determining the skills needed for 21st century jobs and developing portable credentials, and coordinating K-12 and postsecondary education;
- How federal agencies' efforts to prepare our youth for further education and careers can be better coordinated, be made more effective, and incorporate the lessons learned from School-to-Work;
- What, if any, gaps exist between existing federal commitments and the rapidly changing education and training needs of the American economy and how those gaps could be addressed through new initiatives by federal, state, or local governments or private organizations; and
- How the needs of special populations can be best served, including individuals who do not graduate from high school, ethnic minorities, economically disadvantaged students, and students with disabilities;
- What, if any, critical needs exist for new data, research and evaluation;
- Other matters related to our youth's preparation for and transition to postsecondary education and careers, as deemed appropriate by the Task Force.

6. Report to the President no later than September 15, 2002, to update the Task Force's previous findings, describe the federal government's response to the Task Force's July 2001 report, and make final recommendations regarding career preparation and transitions to postsecondary education for our youth.

EXECUTIVE ORDER
PREPARING AMERICAN YOUTH FOR CAREERS IN THE 21st CENTURY

By the authority vested in me as President, by the Constitution and the laws of the United States of America, and in order to better provide youth with the academic and technical skills to enter and succeed in the careers of the 21st century, to identify the academic and occupational skills needed for such careers, to recognize the learning methodologies that support high standards of student achievement needed for these opportunities, and to promote community and business participation in and support of learning systems through collaboration with educators, employers, parents, and other parties committed to youth : **it** is hereby ordered as follows:

Section 1. Establishment of National Task Force on Preparing American Youth for Careers in the 21st Century.

(a) There is established the "National Task Force on Preparing Youth for Careers in the 21st Century". The Task Force shall be comprised of the Secretary of Labor, Secretary of Education, Secretary of Health and Human Services, Secretary of Commerce, the Attorney General, the Secretary of Defense, Director of the Office of Personnel Management, and such other senior executive branch officials as may be determined by the Chair of the Task Force.

(b) The Secretaries of Education, and Labor shall be the Co-Chairs of the Task Force.

(c) The purpose of the Task Force is to create recommendations on the education and career preparation necessary for high-wage, high-skill 21st century careers.. Such recommendations may address how a coordinated Federal policy can serve all youth as they prepare future careers in an economy that changes more rapidly than any previous time in our history and uses technology to far greater extent than most individuals can envision. Recommendations may cover such areas as continued reform of K-12 school systems, including the best strategies for organizing learning communities, the teaching methodologies that best support student learning, the academic, thinking, reasoning, teamwork, and technological skills needed for entry into high performance, high-wage employment, research on how youth and adults learn, the integration of academic and occupational curricula and standards, the continued development of industry -valued standards that help inform curricula and lead to recognized portable credentials, the development of career guidance and development activities and how to make them available to all youth, increasing the continuity between K-12 education and postsecondary education and training, pathways to lifelong learning as youth become adult workers, and how communities and community agencies can participate in the education and training of youth. Other areas appropriate for consideration by the Task Force may include the uses of telecommunications to increase opportunities for education and training, increasing the information technology skills needed by youths and adults supportive services for at-risk youth and their families, and economic incentives for ongoing learning, continued training, and work.

Specifically, the Task Force shall:

(1) analyze the existing programs and policies of Task Force member agencies to determine

what changes, modifications, and innovations may be necessary to better prepare youth for careers.

- (2) develop and recommend options for consideration by federal, state and local elected officials, and policymakers in the areas of education, workforce development, social services, juvenile justice, economic development, and other related areas of public policy to better support youth as they prepare for careers and economic self-sufficiency in the 21st century.
- (3) identify areas of needed analysis, research, and policy studies on the gaps between the current capacity of K-12 education, postsecondary and workforce development learning opportunities and the anticipated needs of employment in the 21st century.
- (4) evaluate and, where appropriate, coordinate and collaborate on, research on student performance and the best pedagogical methodologies to strengthen student (youth *and* adults) learning and mastery of academic, occupational and technical competencies.
- (5) evaluate challenges and identify solutions to the expansion of ongoing lifelong learning including for those individuals who complete their formal education without a high school diploma or any postsecondary education or training.
 - (6) identify areas of needed improvement in the alignment of secondary and postsecondary curriculum to improve student access to postsecondary education and training.
 - (7) evaluate and where appropriate make recommendations for needed reforms in alternative credentials processes, such as the General Equivalency Degree.
 - (8) analyze youth programs related to career preparation and transition to higher education and employment (e.g., Employment and Training Administration programs, special education, vocational rehabilitation, school-to-work transition, vocational education, adult education, lifelong learning, post-secondary education, career advancement incentives, and other programs, as may be determined by the Chair and Vice Chair of the Task Force) and the outcomes of those programs.
 - (9) recommend to the President any additional steps that can be taken to advance the career preparation and successful transition of youth, including legislative proposals, regulatory changes, and program and budget initiatives.

(d) (1) The members of the Task Force shall make the activities and initiatives set forth in this order a high priority within their respective agencies within the levels provided in the President's budget.

(2) The Task Force shall issue its first report to the President by July 15, 2001. The Task Force shall issue a second progress report to the President on March 15, 2002, with the final report and recommendations due, October 1, 2002.

Possible Federal Action

Collaboration between programs and agencies. A dialogue needs to be started among programs and agencies that share common goals. They could then build on each other's efforts in a particular area, such as career pathways (or serving at-risk youth), or complement each other's efforts by having one program focus on industry-recognized skill standards, while another program focuses on integrating academic and technical curricula across grade levels.

System building rather than targeting funds. The federal government needs to consider ways to encourage system building when developing programs authorizing uses of funds. This would allow for greater flexibility in using funds to support the many components of State and local STW systems.

Modification to guidelines and applications. If federal program directors were made aware of the need to support and sustain STW efforts nationwide, there are two significant steps they could take to aid in this effort. First, program guidelines published by federal agencies could be modified to add a few lines addressing the goals and principles of STW and how funds may be used to support state and local efforts. Second, changes could also be made to application forms submitted by states, LEA's, workforce development boards, etc., that encourage applicants to demonstrate how funds would be used to support STW and other youth development efforts.

Possible Federal Partners

- **The Department of Education**
 - adult education/career programs
 - children and youth programs
 - public programs
 - programs for individuals with disabilities
 - postsecondary programs
 - programs for at-risk individuals
 - school-wide programs
- **The Department of Labor**
 - adult education/career programs
 - children and youth programs
 - public programs
 - programs for at-risk individuals
- **The Department of Health and Human Services**
 - TANF
 - The Department of Health and Human Services is currently developing their own comprehensive career pathway materials, some of which are modeled after other NSTWO efforts. Technical Assistance from the NSTWO and DOED has not been requested.
- **The Department of Housing and Urban Development**
 - The Department of Housing and Urban Development has numerous state and local programs that include an emphasis on one or more STW defining features. Examples of programs include Community Development Block Grants; Community Development WorkShop Program; Step-Up; Youth Build; Community Outreach Partnership Centers; and EZ/EC initiatives.
- **Social Security Administration**
- **The Department of Justice**
 - Communities in Schools (justice and delinquency prevention)
 - Gender Specific Programming for Youth (women in nontraditional careers)
 - The Juvenile Mentoring Program (collaborates currently with the Department of Labor)
 - Partners in Education
- **The Corporation for National Service**
 - AmeriCorps
 - Learn and Serve America – Higher Education Programs

- **The Department of Defense**

The Department of Defense (DOD) has several education programs and grants. Currently the Department of Defense is in the process of reforming their DOD schools and adopting many of the tenets and features of STW. NSTWO staff has provided technical assistance to DOD on multiple occasions.

- **The Department of Transportation**

Administrative Take Down Program (supports State directed educational activities)
Aviation Career Academy
Dwight D. Eisenhower Transportation Fellowship Program
Garret A. Morgan Technology and Transportation Program

- **National Aeronautics and Space Administration**

National Aeronautics and Space Administration (NASA) has made a strong commitment to education and community partnerships and has several programs to support skill and knowledge attainment in science, engineering, math and aerospace, including high school academies, student clubs and organizations such as the Explorers programs run by the Boy Scouts of America.

- **National Science Foundation**

Advanced Technology Education
Education and Human Resources
Minority Science and Engineering Improvement Program

Other possibilities with fewer connections include:

- **The Department of Agriculture**

The Department of Agriculture has several grant programs to support agriculture career pathways and skill attainment at the postsecondary level with an emphasis on funds being used to support student experiential learning. Their largest support of educational programs comes through their support of 4-H clubs.

- **The Department of the Interior**

The Department of the Interior (DOI) is currently developing a program to create partnerships between schools, organizations, employers and DOI called Education's COOL.

- **The Department of Commerce**

Technology Opportunities Program (encourages school and business partnerships)

General Federal Programs

Most federal agencies participate and support a variety of educational partnership activities. The most common programs supported by multiple federal agencies include:

- Stay In School Program
- Student Career Experience Program and Federal Junior Fellowship Programs
- Student Training and Education and Training Program
- Adopt-a-School Program
- Partners in Education
- Fellowships, internships, support of a youth organization (i.e., 4-H club, Explorers, and Vocational Student Organizations)

Different Ways to Look at Selecting Possible Partners

- Target populations being served

- Career pathways (e.g., DOT, Treasury, NASA, etc.)
- Categorically (e.g., adult education/career programs, children and youth programs, public programs programs for individuals with disabilities, postsecondary programs, programs for at-risk individuals, etc.)

The following programs under the Departments of Education and Labor have been identified as supporting one or more of the School-to-Work Defining Features.

Category	Category	
Adult education/career programs	Adult education/career programs	
• Job Corps	•	Adult Education
	• States	Vocational Education
	•	Projects with
Children and youth programs	Children and youth programs	
	• Development and Implementation Grants	Bilingual Education
	• Demonstration	Comprehensive
	• for Undergraduate Programs	Gaining Early
	• Offenders	Grants to States
	• Youth Program	Education for
	•	Tech Prep
	• Agencies	Title I Grants
	• Delinquent Children	Title I Program
	•	Upward Bound
	• States	Vocational Education
Public programs	Public programs	
• Techforce Initiative	• Learning Centers	Twenty-First
• One-Stop Career Center Initiative	•	Appalachian Regional
	• Programs	Community-Based
	• Communities	Empowerment
	•	Indian Vocational
Programs for individuals with disabilities	Programs for individuals with disabilities	
	•	Special Education
	•	Projects with
	•	Star Schools
Postsecondary programs	Postsecondary programs	
	•	Learning Any

	• Program
	•
	• Vocational and Technical Institutions
	•
Programs for at-risk individuals	Programs for at-risk individuals
• Boys and Girls Club of America	• Demonstration
• Job Corps	•
• Welfare to Work	• for Undergraduate Programs (GEARUP)
• Year Round Youth Employment Training Program	•
• Youth Offenders Grants	•
• Youth Opportunity Grants	• Assistance Act
	• Agencies
	• Delinquent Children
	•
Schoolwide programs	Schoolwide programs
	•
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Star Schools

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LOOKING FORWARD:

**School-to-Work Principles and
Strategies for Sustainability**

**Strategies for
Sustainability**

**American Youth Policy Forum and the
Center for Workforce Development (Institute for Educational Leadership)**

PROMOTE HIGH STANDARDS OF ACADEMIC LEARNING AND
PERFORMANCE FOR ALL YOUNG PEOPLE. INCORPORATE
INDUSTRY-VALUED STANDARDS INTO CURRICULAR
CURRICULA AND LEAD TO RESPECT AND DISCIPLINE
STUDENT. PROVIDE OPPORTUNITIES FOR STUDENTS TO
LEARN AND GROW. PROVIDE ACADEMIC STANDARDS TO STUDENTS
LEARN AND GROW. PROVIDE ACADEMIC STANDARDS TO STUDENTS



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ISBN 1-887031-65-0

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The Task Force on Preparing American Youth for Careers in the 21st Century

Introduction

It is now widely understood that education, career preparation, skill development and lifelong learning are inextricably connected in the real world. They affect each other in more powerful ways than ever before. The continuing prosperity of the nation depends on it, according to economic policy makers, such as Federal Reserve Bank Chairman Alan Greenspan. This is particularly so with regard to the "emerging" workforce, i.e., America's youth.

The Federal government recognizes the need for national leadership to assist States and local communities scrambling to align their human resource policies between education, workforce development, and economic development in order to maintain. An important step for the Federal government would be to assist States to build systems of career preparation and lifelong learning for youth and adults. At the present time, many of the necessary ingredients of an effective career preparation and lifelong learning national policy that link education and workforce development already exist. However, at the Federal level, they are neither well organized for large scale impact nationally (globally?) nor to provide coordinated, systematic assistance to States and local communities. Devising a plan of action that would bring the multiple Federal investments, resources, and expertise into cohesive policies and performance would provide a mighty contribution to achieving better youth career preparation and systematic lifelong learning opportunities as they move into their adult worklives.

To address this reality, the Administration should take the interim step, by Executive Order convening a Federal "task-force" with a charge to present a working plan and recommendations for the next Administration within 9-12 months. (This working plan may, or may not) result in a recommendation for permanent legislation.) It is suggested that the working model for this Task Force would be the Presidential Task Force on Employment of Adults with Disabilities ordered in March, 1998.

Purpose of the Task Force

The initial purpose of the proposed Task Force is to explore common ground among existing agencies in the broader area of (1) preparing both young people for career success and (2) the pathways needed to develop a system of lifelong learning for adults that would provide career advancement training for an economy changing with unprecedented rapidity. The Task Force would propose for the use of the President and the Executive Branch:

- (1) a synthesis of research and policy analysis that would enhance the now-separate and disconnected work of various federal agencies;

- (2) an analysis of the gaps between existing Federal commitments and the rapidly changing needs of the American economy, particularly in the areas of education (not just schooling) and training (regardless of where and how it takes place);
- (3) collaborative ventures among diverse federal partners now engaged in education and training that give promise of greater effectiveness in reaching national goals;
- (4) recommendations for possible new initiatives (Federal, State or private) to meet critical objectives identified as not sufficiently addressed by current policies and programs;
- (5) identification of critically-needed research not adequately met by any existing Federal efforts, but which is deemed essential to meeting the mission of the Institute.

Structure of Task Force:

The Task Force Members could be composed of some or all of the existing School-to-Work National Advisory Council, Federal agency representatives from those federal agencies already involved in promoting youth career preparation and lifelong learning initiatives (HHS, DED, DOL, DOJ, DOT, NIFL, Treasury, others?); private sector members from business, organized labor, and philanthropic foundations; career preparation and lifelong learning experts; youth representatives; and parents.

The National School-to-Work Office in the Departments of Labor and Education would be charged with staffing and managing the Task Force's workplan.

Timeframe for Activities:

The Task Force would be charged with presenting an interim report of findings (six or eight?) months after its initiation, with final recommendations made to the President by February 15, 2002..

Possible Language for the Executive Order

Attached

- Identify common principles, ^{4 goals} leaders for programs
- Coordinate activities - integration & alignment
- Avoid duplication - facilitate customer service
- Best practices, research, evaluation, dissemination & Technical Assistance
common agenda for - budget

FUNCTIONS FOR STW OFFICE (post-sunset)

Build on the Dept. of Ed and Labor relationships initiated through the STWOA to create a permanent bridge to link youth education and training policies at the federal level.

Continue analysis of what outcomes the STW system-building has achieved and recommend to the Depts. critical research on work-based learning, contextual teaching, high school reform, and career preparation for at risk and out of school youth.

Maintain grant management and technical assistance responsibilities of existing of STW grants awarded through STWOA .

Continue to develop and foster stakeholder relationships developed through STWOA implementation at the national and State levels.

Recommend national evaluations of STW initiatives to increase understanding of what strategies work to increase student achievement, transitions to post-secondary education and training, and pathways to high skill careers.

Identify strategies to carry on the high school reform conversation at the federal level.

Identify and disseminate STW best practices that have grown as a result of STWOA investments.

Provide lessons learned and best practice information from STW implementation to the Depts. of Education and Labor and other federal agencies to inform and support existing program reform efforts, such as Job Corps, school improvement initiatives, Perkins III reforms, as well as new programs, such as Youth Councils in WIA and Social Security's "Ticket to Independence" programs for youth transitions.

Identify and conduct pilots infusing STW strategies that work into career preparation models serving all students, with some special attention on career guidance, secondary school reform, articulation between secondary and post-secondary schools, and linkages between business and education.

Continue to actively engage the business community and other private sector partners at the national level in youth career preparation and school transitions.

Continue national policy advocacy and federal interagency coordination and collaboration on youth career preparation issues, eg, develop work-based learning model for federal government to provide work-based learning for youth. (similar to the federal WTW efforts.)

2000 Session Survey of School-to-Work Legislation

by

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September 2000

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Preface and Acknowledgements

This survey includes state legislation that pertains both directly and indirectly to School-to-Work (STW) initiatives in the states. Some citations generally relate to STW principles because they deal with youth development, education reform and workforce development. Because the STW initiative fosters alignment of programs and priorities related to these issues, the National Conference of State Legislatures (NCSL) has developed an inclusive survey to best inform all policymakers.

As a follow up to this survey, NCSL will highlight the stories of state efforts to pass legislation relating to STW in an upcoming publication. Funding for both projects comes from the National School-to-Work Office of the Departments of Education and Labor.

The *2000 Session Survey of School-to-Work Legislation* complements a much broader compendium of state legislation, statutes, executive orders and administrative rules enacted before 2000. This broader survey was conducted by the Academy for Educational Development and is available on-line at the National School-to-Work Learning Center's website, <http://www.stw.ed.gov>.

NCSL is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. NCSL is an effective and respected advocate for the interests of state governments before Congress and federal agencies.

A special thanks is due to all those who provided information to complete and review the survey. The author would also like to acknowledge Brenda Erickson of NCSL who provided the session calendars and glossary of terms, Tim Storey of NCSL who produced the legislative partisan composition chart and especially those legislative staff who tirelessly review and analyze legislation, without their work this survey could not have been completed. Jana Zinser and Steve Smith, both with NCSL's Workforce Project, contributed their time and talents to this project.

Because of the breadth of this survey, it is likely that some legislation might have been overlooked although every effort was made to make it as complete and accurate as possible. In addition, some legislatures were still in session as this survey went to press. For current bill status and information on further amendments, please locate the bill on the legislative websites provided.

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2000 Session Survey of School-to-Work Legislation, a publication of the National Conference of State Legislatures (NCSL), demonstrates state ownership of the School-to-Work (STW) reform movement. Almost half of the state legislatures (24 to be exact) either introduced or passed legislation that is in some way related to STW. This survey includes 62 bills (plus 3 from 1999), 33 of which passed. NCSL's survey and analysis focuses on any bill pertaining to a STW aspect since state and local STW advocates need to be aware of all the programs available for their students. For the STW movement to sustain itself it needs not only to have dedicated program funding but primarily to seek out ways to integrate STW principles into the broader education and workforce development systems.

The survey found \$91,789,502 of state revenue going to support STW activities. This figure does not include any federal dollars that the states appropriate. This investment comes from 16 states, **California, Connecticut, Delaware, Florida, Illinois, Iowa, Kentucky, Massachusetts, Michigan, New Jersey, New Mexico, Ohio, Pennsylvania, South Carolina, Virginia and Wisconsin**. State funding figures include investments in Jobs for America's Graduates and career academies, programs that were state supported before the passage of the School-to-Work Opportunities Act of 1994 but have since become a part of the STW initiative.

There are other state examples of direct investments in sustaining STW. The **Ohio** General Assembly invested over \$12 million in its biennial budget to help students develop career plans and passports, and identify initial educational and career goals. The career passport concept was established in statute in 1994 and intends that a passport would provide a clear understanding of the student's knowledge, skills and credentials to present to future employers, universities and other training institutes. The passport would be provided to every high school graduate and would document a student's employment experiences, community or leadership experiences, academic competency levels, attendance record, career credentials and completed coursework. The over \$6 million can be used for educational materials, services, career information, curriculum development, staff development, mentorships, career exploration and career assessment instruments as needed to develop individualized career plans and passports. The money will be distributed to local school districts just like all other K-12 dollars.

This legislative appropriation is a prime example of states funding the principles of STW but not labeling it as a single "school-to-work" program. The integration of connecting activities into everyday school life supports sustaining STW concepts within the state's education reform efforts.

The **Wisconsin** Legislature appropriated \$4,138,400 for 1999-2000 and the same amount for 2000-2001 of state revenue in their 1999 biennial budget for their new Work-Based Learning Board and STW activities. The bill also earmarked \$5,950,800 (1999-2000) and \$9,067,900 (2000-2001) of other funds like federal dollars from the Temporary Assistance for Needy Families (TANF), and money transferred from other state agencies like the Technical College System Board to provide further support for work-based learning opportunities for all students. The Legislature and the Governor worked closely to push the envelope on expanding

Executive Summary

uses for TANF dollars. For the 2000-2001 fiscal year, a little over \$6 million in TANF money will flow to work-based learning opportunities to youth on public assistance. There is also funding donated among agencies to develop interagency and intra-agency programs for work-based learning. To further integrate STW into Wisconsin's education system, the budget bill combined programs like the various youth apprenticeship grants and numerous STW programs into the Governor's Work-Based Learning Board to better coordinate efforts.

The **South Carolina** General Assembly funded a two-pronged effort at integrating STW principles into teacher training and student career counseling. The Tech Prep Consortia received \$75,000 to provide professional development in training mentors, applied techniques, integration of curriculum and career guidance for teachers and guidance counselors. In addition, the Office of Career and Technology Education will use \$500,000 for career counseling specialists in the Tech Prep Consortia. Each career specialist will (1) be dedicated to a Tech Prep/School to Work Consortium, (2) provide career development activities throughout all schools within the consortium, (3) be supervised by the Office of Career and Technology Education and (4) adhere to an accountability and evaluation plan. Since the career counseling specialists can provide career development activities, this could provide state funding for STW coordinators who link businesses to schools for work-based learning opportunities.

Following through on their commitment to continue to sustain STW in their state, for the fourth year in a row, the **Massachusetts** General Court funded matching grants to local intermediaries to support linking high school students to on-the-job learning opportunities. For the second year in a row the General Court appropriated \$5 million for these connecting activities, an increase from the original investment of \$2.5 million. The grants require at least a 200 percent match in student wages as well as a business commitment to provide mentoring and instruction on the job while working closely with teachers to ensure that the student's work experience is productive. Another \$2 million was appropriated for other distinct STW programs in the state. Perhaps another indication of STW's sustainability in Massachusetts is the inclusion of connecting activities as a possible option to help students raise their academic achievement in order to excel in the state's high-stakes tests. This legislative acknowledgement that STW principles are effective tools in raising academic achievement is important to note.

Another important investment in the school-to-career movement comes from **California**. The California Legislature passed a bill that would put \$5 million toward grants to local partnerships for carrying out comprehensive STW plans. This funding would also support an interagency partnership to coordinate and administer the grants. An integral part of the new legislation is the development and integration of accountability measurements into the system. The legislation also seeks to further locally driven programs with money for a variety of connecting activities.

In addition to these direct investments, the survey includes legislation for programs and funding that could benefit from the alternative approaches to learning that STW offers. An example of these external funds is \$500,000 from **Minnesota** that supports immigrant training programs for youth aged 12-24. Through coordination with local STW efforts the literacy training programs could include similar concepts like applied learning and work-based learning. These are indirect ways STW concepts can filter into the system.

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State General Fund Appropriations for School-to-Work Activities

State	Purpose	2000-2001
California	School-to-Career Opportunities	\$5,000,000
California	Partnership (Career) Academies	\$19,666,000
Connecticut	School-to-Work	\$250,000
Connecticut	Jobs for Connecticut Graduates	\$275,000
Delaware	School-to-Work	\$10,000
Florida	School-to-Work - from hotel/restaurant fund	\$150,000
Florida	Jobs for Florida's Graduates	\$3,000,000
Illinois	Career awareness and development programs	\$5,247,700
Illinois	Career academies	\$169,000
Iowa	School-to-Work	\$210,000
Iowa	Employability Skills Testing (WorkKeys)	\$200,000
Iowa	Jobs for America's Graduates	\$333,000
Iowa	Funding for School-to-Work tax refund	\$100,000
Kentucky	School-to-Career System	\$700,000
Massachusetts	Matching grants for STW programs	\$2,084,400
Massachusetts	School-to-Work Connecting Activities	\$5,000,000
Michigan	Career Preparation System	\$24,200,00
New Jersey	School-to-Work	\$126,000
New Mexico	Possible revenue reduction for STW tax refund	\$824,000*
Ohio	Jobs for Ohio's Graduates	\$10,972,500
Ohio	Tech Prep Consortia	\$2,431,012
Ohio	Development of Career Plans and Passports	\$6,451,490
Pennsylvania	School-to-Work	\$500,000
South Carolina	Career Counseling Specialists for STW Consortia	\$500,000
Virginia	School-to-Work Transition	\$75,000
Wisconsin	School-to-Work	\$4,138,400
TOTAL		\$91,789,502
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Perspectives on Progress:

The School-To-Work
National Customer Dialogues

FINAL REPORT



Report Prepared for
The National School-to-Work Office by:
The Public Forum Institute
September 18, 2000
www.PublicForumInstitute.com



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2000 Session Survey of School-to-Work Legislation

by

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September 2000

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Preface and Acknowledgements

This survey includes state legislation that pertains both directly and indirectly to School-to-Work (STW) initiatives in the states. Some citations generally relate to STW principles because they deal with youth development, education reform and workforce development. Because the STW initiative fosters alignment of programs and priorities related to these issues, the National Conference of State Legislatures (NCSL) has developed an inclusive survey to best inform all policymakers.

As a follow up to this survey, NCSL will highlight the stories of state efforts to pass legislation relating to STW in an upcoming publication. Funding for both projects comes from the National School-to-Work Office of the Departments of Education and Labor.

The *2000 Session Survey of School-to-Work Legislation* complements a much broader compendium of state legislation, statutes, executive orders and administrative rules enacted before 2000. This broader survey was conducted by the Academy for Educational Development and is available on-line at the National School-to-Work Learning Center's website, <http://www.stw.ed.gov>.

NCSL is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. NCSL is an effective and respected advocate for the interests of state governments before Congress and federal agencies.

A special thanks is due to all those who provided information to complete and review the survey. The author would also like to acknowledge Brenda Erickson of NCSL who provided the session calendars and glossary of terms, Tim Storey of NCSL who produced the legislative partisan composition chart and especially those legislative staff who tirelessly review and analyze legislation, without their work this survey could not have been completed. Jana Zinser and Steve Smith, both with NCSL's Workforce Project, contributed their time and talents to this project.

Because of the breadth of this survey, it is likely that some legislation might have been overlooked although every effort was made to make it as complete and accurate as possible. In addition, some legislatures were still in session as this survey went to press. For current bill status and information on further amendments, please locate the bill on the legislative websites provided.

Executive Summary

2000 Session Survey of School-to-Work Legislation, a publication of the National Conference of State Legislatures (NCSL), demonstrates state ownership of the School-to-Work (STW) reform movement. Almost half of the state legislatures (24 to be exact) either introduced or passed legislation that is in some way related to STW. This survey includes 62 bills (plus 3 from 1999), 33 of which passed. NCSL's survey and analysis focuses on any bill pertaining to a STW aspect since state and local STW advocates need to be aware of all the programs available for their students. For the STW movement to sustain itself it needs not only to have dedicated program funding but primarily to seek out ways to integrate STW principles into the broader education and workforce development systems.

The survey found \$91,789,502 of state revenue going to support STW activities. This figure does not include any federal dollars that the states appropriate. This investment comes from 16 states, **California, Connecticut, Delaware, Florida, Illinois, Iowa, Kentucky, Massachusetts, Michigan, New Jersey, New Mexico, Ohio, Pennsylvania, South Carolina, Virginia and Wisconsin**. State funding figures include investments in Jobs for America's Graduates and career academies, programs that were state supported before the passage of the School-to-Work Opportunities Act of 1994 but have since become a part of the STW initiative.

There are other state examples of direct investments in sustaining STW. The **Ohio** General Assembly invested over \$12 million in its biennial budget to help students develop career plans and passports, and identify initial educational and career goals. The career passport concept was established in statute in 1994 and intends that a passport would provide a clear understanding of the student's knowledge, skills and credentials to present to future employers, universities and other training institutes. The passport would be provided to every high school graduate and would document a student's employment experiences, community or leadership experiences, academic competency levels, attendance record, career credentials and completed coursework. The over \$6 million can be used for educational materials, services, career information, curriculum development, staff development, mentorships, career exploration and career assessment instruments as needed to develop individualized career plans and passports. The money will be distributed to local school districts just like all other K-12 dollars.

This legislative appropriation is a prime example of states funding the principles of STW but not labeling it as a single "school-to-work" program. The integration of connecting activities into everyday school life supports sustaining STW concepts within the state's education reform efforts.

The **Wisconsin** Legislature appropriated \$4,138,400 for 1999-2000 and the same amount for 2000-2001 of state revenue in their 1999 biennial budget for their new Work-Based Learning Board and STW activities. The bill also earmarked \$5,950,800 (1999-2000) and \$9,067,900 (2000-2001) of other funds like federal dollars from the Temporary Assistance for Needy Families (TANF), and money transferred from other state agencies like the Technical College System Board to provide further support for work-based learning opportunities for all students. The Legislature and the Governor worked closely to push the envelope on expanding

Executive Summary

uses for TANF dollars. For the 2000-2001 fiscal year, a little over \$6 million in TANF money will flow to work-based learning opportunities to youth on public assistance. There is also funding donated among agencies to develop interagency and intra-agency programs for work-based learning. To further integrate STW into Wisconsin's education system, the budget bill combined programs like the various youth apprenticeship grants and numerous STW programs into the Governor's Work-Based Learning Board to better coordinate efforts.

The **South Carolina** General Assembly funded a two-pronged effort at integrating STW principles into teacher training and student career counseling. The Tech Prep Consortia received \$75,000 to provide professional development in training mentors, applied techniques, integration of curriculum and career guidance for teachers and guidance counselors. In addition, the Office of Career and Technology Education will use \$500,000 for career counseling specialists in the Tech Prep Consortia. Each career specialist will (1) be dedicated to a Tech Prep/School to Work Consortium, (2) provide career development activities throughout all schools within the consortium, (3) be supervised by the Office of Career and Technology Education and (4) adhere to an accountability and evaluation plan. Since the career counseling specialists can provide career development activities, this could provide state funding for STW coordinators who link businesses to schools for work-based learning opportunities.

Following through on their commitment to continue to sustain STW in their state, for the fourth year in a row, the **Massachusetts** General Court funded matching grants to local intermediaries to support linking high school students to on-the-job learning opportunities. For the second year in a row the General Court appropriated \$5 million for these connecting activities, an increase from the original investment of \$2.5 million. The grants require at least a 200 percent match in student wages as well as a business commitment to provide mentoring and instruction on the job while working closely with teachers to ensure that the student's work experience is productive. Another \$2 million was appropriated for other distinct STW programs in the state. Perhaps another indication of STW's sustainability in Massachusetts is the inclusion of connecting activities as a possible option to help students raise their academic achievement in order to excel in the state's high-stakes tests. This legislative acknowledgement that STW principles are effective tools in raising academic achievement is important to note.

Another important investment in the school-to-career movement comes from **California**. The California Legislature passed a bill that would put \$5 million toward grants to local partnerships for carrying out comprehensive STW plans. This funding would also support an interagency partnership to coordinate and administer the grants. An integral part of the new legislation is the development and integration of accountability measurements into the system. The legislation also seeks to further locally driven programs with money for a variety of connecting activities.

In addition to these direct investments, the survey includes legislation for programs and funding that could benefit from the alternative approaches to learning that STW offers. An example of these external funds is \$500,000 from **Minnesota** that supports immigrant training programs for youth aged 12-24. Through coordination with local STW efforts the literacy training programs could include similar concepts like applied learning and work-based learning. These are indirect ways STW concepts can filter into the system.

Executive Summary

State General Fund Appropriations for School-to-Work Activities

State	Purpose	2000-2001
California	School-to-Career Opportunities	\$5,000,000
California	Partnership (Career) Academies	\$19,666,000
Connecticut	School-to-Work	\$250,000
Connecticut	Jobs for Connecticut Graduates	\$275,000
Delaware	School-to-Work	\$10,000
Florida	School-to-Work - from hotel/restaurant fund	\$150,000
Florida	Jobs for Florida's Graduates	\$3,000,000
Illinois	Career awareness and development programs	\$5,247,700
Illinois	Career academies	\$169,000
Iowa	School-to-Work	\$210,000
Iowa	Employability Skills Testing (WorkKeys)	\$200,000
Iowa	Jobs for America's Graduates	\$333,000
Iowa	Funding for School-to-Work tax refund	\$100,000
Kentucky	School-to-Career System	\$700,000
Massachusetts	Matching grants for STW programs	\$2,084,400
Massachusetts	School-to-Work Connecting Activities	\$5,000,000
Michigan	Career Preparation System	\$24,200,00
New Jersey	School-to-Work	\$126,000
New Mexico	Possible revenue reduction for STW tax refund	\$824,000*
Ohio	Jobs for Ohio's Graduates	\$10,972,500
Ohio	Tech Prep Consortia	\$2,431,012
Ohio	Development of Career Plans and Passports	\$6,451,490
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FUNCTIONS FOR STW OFFICE (post-sunset)

Build on the Dept. of Ed and Labor relationships initiated through the STWOA to create a permanent bridge to link youth education and training policies at the federal level.

Continue analysis of what outcomes the STW system-building has achieved and recommend to the Depts. critical research on work-based learning, contextual teaching, high school reform, and career preparation for at risk and out of school youth.

Maintain grant management and technical assistance responsibilities of existing of STW grants awarded through STWOA .

Continue to develop and foster stakeholder relationships developed through STWOA implementation at the national and State levels.

Recommend national evaluations of STW initiatives to increase understanding of what strategies work to increase student achievement, transitions to post-secondary education and training, and pathways to high skill careers.

Identify strategies to carry on the high school reform conversation at the federal level.

Identify and disseminate STW best practices that have grown as a result of STWOA investments.

Provide lessons learned and best practice information from STW implementation to the Depts. of Education and Labor and other federal agencies to inform and support existing program reform efforts, such as Job Corps, school improvement initiatives, Perkins III reforms, as well as new programs, such as Youth Councils in WIA and Social Security's "Ticket to Independence" programs for youth transitions.

Identify and conduct pilots infusing STW strategies that work into career preparation models serving all students, with some special attention on career guidance, secondary school reform, articulation between secondary and post-secondary schools, and linkages between business and education.

Continue to actively engage the business community and other private sector partners at the national level in youth career preparation and school transistions.

Continue national policy advocacy and federal interagency coordination and collaboration on youth career preparation issues, eg, develop work-based learning model for federal government to provide work-based learning for youth. (similar to the federal WTW efforts.)

new study of senior year.

The Task Force on Preparing American Youth for Careers in the 21st Century

Introduction

It is now widely understood that education, career preparation, skill development and lifelong learning are inextricably connected in the real world. They affect each other in more powerful ways than ever before. The continuing prosperity of the nation depends on it, according to economic policy makers, such as Federal Reserve Bank Chairman Alan Greenspan. This is particularly so with regard to the “emerging” workforce, i.e., America’s youth.

The Federal government recognizes the need for national leadership to assist States and local communities scrambling to align their human resource policies between education, workforce development, and economic development in order to maintain. An important step for the Federal government would be to assist States to build systems of career preparation and lifelong learning for youth and adults. At the present time, many of the necessary ingredients of an effective career preparation and lifelong learning national policy that link education and workforce development already exist. However, at the Federal level, they are neither well organized for large scale impact nationally (globally?) nor to provide coordinated, systematic assistance to States and local communities. Devising a plan of action that would bring the multiple Federal investments, resources, and expertise into cohesive policies and performance would provide a mighty contribution to achieving better youth career preparation and systematic lifelong learning opportunities as they move into their adult worklives.

To address this reality, the Administration should take the interim step, by Executive Order convening a Federal “task-force” with a charge to present a working plan and recommendations for the next Administration within 9-12 months. (This working plan may, or may not) result in a recommendation for permanent legislation.) It is suggested that the working model for this Task Force would be the Presidential Task Force on Employment of Adults with Disabilities ordered in March, 1998.

Purpose of the Task Force

The initial purpose of the proposed Task Force is to explore common ground among existing agencies in the broader area of (1) preparing both young people for career success and (2) and the pathways needed to develop a system of lifelong learning for adults that would provide career advancement training for an economy changing with unprecedented rapidity. The Task Force would propose for the use of the President and the Executive Branch:

- (1) a synthesis of research and policy analysis that would enhance the now-separate and

- disconnected work of various federal agencies;
- (2) an analysis of the gaps between existing Federal commitments and the rapidly changing needs of the American economy, particularly in the areas of education (not just schooling) and training (regardless of where and how it takes place);
 - (3) collaborative ventures among diverse federal partners now engaged in education and training that give promise of greater effectiveness in reaching national goals;
 - (4) recommendations for possible new initiatives (Federal, State or private) to meet critical objectives identified as not sufficiently addressed by current policies and programs;
 - (5) identification of critically-needed research not adequately met by any existing Federal efforts, but which is deemed essential to meeting the mission of the Institute.

Structure of Task Force:

The Task Force Members could be composed of some or all of the existing School-to-Work National Advisory Council, Federal agency representatives from those federal agencies already involved in promoting youth career preparation and lifelong learning initiatives (HHS, DED, DOL, DOJ, DOT, NIFL, Treasury, others?); private sector members from business, organized labor, and philanthropic foundations; career preparation and lifelong learning experts; youth representatives; and parents.

The National School-to-Work Office in the Departments of Labor and Education would be charged with staffing and managing the Task Force's workplan.

Timeframe for Activities:

The Task Force would be charged with presenting an interim report of findings (six or eight?) months after its initiation, with final recommendations made to the President by February 15, 2002..

Possible Language for the Executive Order

Attached

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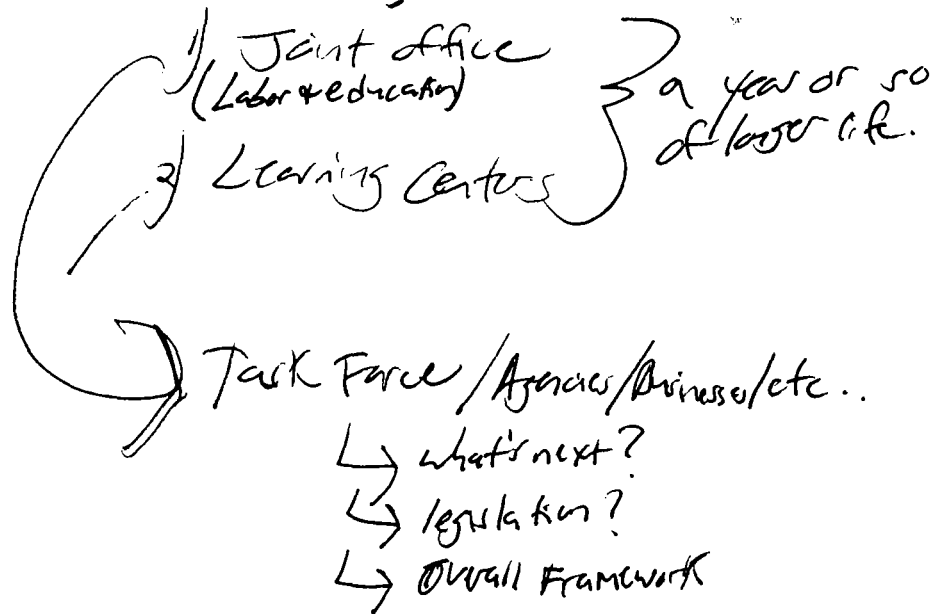


Report Prepared for
The National School-to-Work Office by:
The Public Forum Institute
September 18, 2000
www.PublicForumInstitute.com



STW Meeting 9/21/00

Executive Order?



Office itself: Continued Technical support to existing structure

- 2) Research
- 3) New partnerships

To sustain the initiatives already underway.

Even more of a structure?

Dep. of Ed & Labor to determine next steps Separately.

Working Task Force? Per directs a report by Next April

Institutionalizing programs such as Job Corps Youth Activities

Oct 11/13
STW
Conference