

Q: Is President Clinton's School-to-Work program good for students?

Yes: These locally designed efforts create paths to students' success and future careers.

BY STEPHANIE J. POWERS



Powers is director of the National School-to-Work Office, a joint initiative of the U.S. departments of Labor and Education.

"What do you want to be when you grow up?" It's a question that has been around for as long as children have dreamt of being firefighters, teachers and astronauts. Just about everyone either has asked or been asked that question.

But what if no one ever asked children that question? What if children weren't encouraged to explore their interests or "dared to dream" about the possibilities for their future? What if those possibilities seemed out of reach because no one helped them to become real? Unfortunately, this happens every day in America. Many young people today leave schools unfocused, unconnected and unprepared for the next stages of their lives — their entry into adulthood off to a roaring STOP!

By all accounts, the Information Age is here. As the next century looms, now just one month away, it poses boundless opportunities for those who are ready. The better educated and prepared young people are, the better able they will be to negotiate their world — a world that promises to be different than the one we know today.

"What do you want to be when you grow up?" That is really what School-to-Work initiatives ask young people to think about. They don't dictate what students will or will not become; rather, they strive to help students understand what is possible and what it takes to get there. They give young people options — options for their future.

This certainly is true for Philip Dunne, a high-school student from New York City. Philip did well in science but didn't really see an application for it — until he job-shadowed a doctor through his School-to-Work initiative. The experience prompted Philip to consider his future, and he decided to apply to medical school.

"It [job-shadowing] added a new depth. Everything became real," he says.

Melissa Geurtsen, of Framingham, Mass., interned at a health-care center through School-to-Work. She now is pursuing a degree in geriatric occupational therapy. "This internship opened my eyes to the world of geriatrics," she says. "I now know where I want to be."

The intent of the 1994 School-to-Work Opportunities Act was to help states and

local communities increase the opportunities for students to learn about careers, connect their classroom academics to structured work-based learning activities that teach them to apply what they have learned and to strengthen academics for better transitions from high school, i.e., to further education and career paths, not just jobs. To date, more than 1,000 local partnerships, involving more than 36,000 schools and 178,000 employers, are providing School-to-Work opportunities to more than 1 million students.

National evaluations and other educational research document the value of these approaches. Studies by MPR Associates Inc. and Mathematica Policy Research Inc. have found that School-to-Work opportunities broaden students' career options and expose them to higher-quality work environments. Westchester Institute for Human Services Research Inc. has found that students involved in School-to-Work initiatives demonstrate greater interest in school, have better attendance, spend more time doing homework and feel more challenged in school. These studies also show that School-to-Work initiatives encourage students to take more-rigorous courses in high school and help them understand the relevance of their schoolwork for future careers and college-level studies.

Statistics never tell the human story, however. Consider Brandon Mallory's experience as a 16-year-old high-school student in Greenville, Ala. Among his many interests, Brandon enjoys art and working with computers. Through his local School-to-Work initiative, Brandon was given the chance to job-shadow several professionals as a part of his curriculum. After observing graphic designers at a local printer, Brandon decided to pursue

(continued on page 42)

POWERS: continued from page 40

an internship at the firm during the school year and eventually landed a summer job there. His work-based learning experiences taught him some things that he did not know — that graphic designers need to know math and computers as well as art! He also knows that he may need a two- or four-year college degree to become a high paid graphic designer.

Brandon was not arbitrarily placed into a specific job track; he knew he was not obligated to become a graphic designer. But Brandon believes that his School-to-Work opportunity helped him understand options for future careers that build on his interests, and he has a better understanding about what he needs academically to prepare for careers in his interest areas. In some cases, School-to-Work initiatives introduce young people to careers they never would have considered. Denise Robles, a 17-year-old from Yuma, Ariz., spent the summer learning how to fight fires at Yuma County's Fire Science Academy. Initially, she had no interest in firefighting as a profession. As a result of her experiences, she now considers it an intriguing option. She says: "It's a lot harder than I thought it would be, but I like it." She understands that her English and math courses are needed to prepare her for a community-college degree, which is the path to becoming a full-time student at the Fire Science Academy.

These stories underscore an important fact about School-to-Work initiatives: Their impact is local. Education policy is set and implemented at the state and local levels. And in keeping with that, there is no government official sitting at a School-to-Work desk in Washington deciding Brandon's future or Denise's dreams. That is not the spirit in which the School-to-Work Opportunities Act was written and, by law, it is not the reality in which it exists today. More importantly, School-to-Work initiatives take their lead from the local communities that they serve. It was local need for more resources to strengthen academic rigor and student transitions that prompted the creation of the School-to-Work Opportunities Act in the first place.

The School-to-Work Act provides venture-capital funds to help states invest in their most important resource — human potential. It also ensures that funds are spent for their intended purpose and are guided by the education and workforce-development priorities of a community. Ultimately, the core of School-to-Work initiatives is student-focused, based on how students learn best and what students need to know and learn in order to put them on the path to future success.

A School-to-Work goal of bringing business and education together is contributing positively to school improvement and student-achievement efforts. In a June 1999 letter to business leaders across the state, Pennsylvania Republican Gov. Tom Ridge recognized School-to-Work partnerships as part of important business-led efforts to address local school transformation. He wrote: "It is imperative that government, business and education join

together at the state and local levels to implement essential, customer-oriented and systematic improvement in our schools." And Alabama Democratic Gov. Don Siegelman, in addressing the goal of his state's School-to-Work partnership, commented in a recent *Hanceville Herald* article: "Too many students leave school without the skills necessary to succeed in the modern global economy. This partnership between business, education and government will help ensure that every student is equipped to enter the workforce or to seek additional education and training." The support of these state leaders is further testament to the fact that

School-to-Work resources are a valuable asset to communities with commitments to strong schools and a strong workforce.

From the statehouses of the largest states to small businesses in rural towns, community commitment is the key. Consider how a local School-to-Work partnership is working with business in Fredericktown, Ohio. Terry Divelbiss, president of Divelbiss Corp., a manufacturer of industrial controls for industrial computers, hires specialized engineers. Working with local School-to-Work coordinators, he provides opportunities for high-school students to shadow his engineers. They help

students experience cutting-edge computer programs not available in schools. Interested students can take part in an apprenticeship program. While Divelbiss realizes that every student might not want to become an engineer, he believes it is a valuable experience for students as well as a valuable investment for his company's future.

Lest one think that School-to-Work opportunities are just about teaching workforce skills, a recent evaluation by the Florida School-to-Work office revealed that, from 1996 to 1998, students meeting performance goals in reading, writing and arithmetic increased by an average of 13 percent as a result of School-to-Work local initiatives. The Boston public schools found in 1998 that School-to-Work students had higher median percentiles on Stanford reading and mathematics tests than non-School-to-Work students.

School-to-Work opportunities are helping these students to boost their academic performance. Connecting the classroom and the workplace has created a learning opportunity that has made a difference.

Undoubtedly, American education has its challenges. And why shouldn't it? The world is a challenging place. Parents and taxpayers have the right to expect the best from their schools, teachers and children. Nothing is wrong with raising the bar of academic expectations and challenging young people and educators to achieve more. To achieve success, everyone must be committed to working toward the goal. School-to-Work opportunities provide a means to clear that bar. A step here, a helping hand there, piece by piece, working in conjunction with state and local civic and business leaders, parents and educators, the National School-

School-to-Work opportunities are helping students to boost their academic performance by connecting the classroom and the workplace.

to-Work Office joins these partners in building a stairway to success for students.

As for the question: "Is the Clinton administration's School-to-Work program good for America's youth?" Judging by these and other successes, the answer is a resounding "yes!" Its impact can be seen in the lives of the students who have benefited from these efforts.

In the end, School-to-Work helps all students transition from

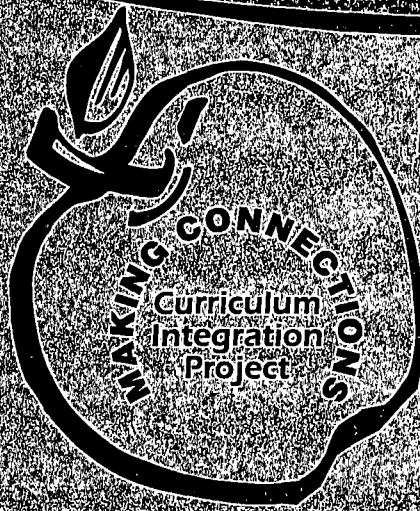
the classroom to the world beyond. Whether an initiative is teaching a student with learning disabilities how to use the Internet to research a writing project or teaching a middle-school student how to present a report in front of a group of her peers, the skills learned apply to many facets of life. What is the answer to "What do you want to be when you grow up?" How about "Happy, educated and successful"? Local School-to-Work Initiatives are helping students find that answer every day! •

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



IMPROVE LEARNING

Kindergarten through 12th Grade

INTEGRATE THE CURRICULUM

Education and Business Working Together to Make the Connections

Purpose

Why should I integrate my curriculum?

BRAIN RESEARCH

Why should I integrate my curriculum?

CONSTRUCTION OF MEANING

Why should I integrate my curriculum?

MULTIPLE INTELLIGENCES

Why should I integrate my curriculum?

CAREER FOCUS

Why should I integrate my curriculum?

AT-RISK STUDENTS

Why should I integrate my curriculum?

STANDARDS AND BENCHMARKS

Why should I integrate my curriculum?

BENEFITS FOR STUDENTS

Why should I integrate my curriculum?

BENEFITS FOR TEACHERS

What is Curriculum Integration?

Resources

In appreciation of teachers who make a difference.

Funding for this pamphlet has been provided by
DaimlerChrysler Corporation Fund
through the offices of
W. Frank Fountain

President

DaimlerChrysler Corporation Fund

and

Valerie Becker

Senior Manager

National Education Programs



MICHIGAN DEPARTMENT OF EDUCATION

DAIMLERCHRYSLER

DaimlerChrysler Corporation Fund

This pamphlet was prepared by

Dixie Hibner

MAKING CONNECTIONS

&

Francine Smithson

MAKING CONNECTIONS

who are solely responsible for the content

Clinton Presidential Records Digital Records Marker

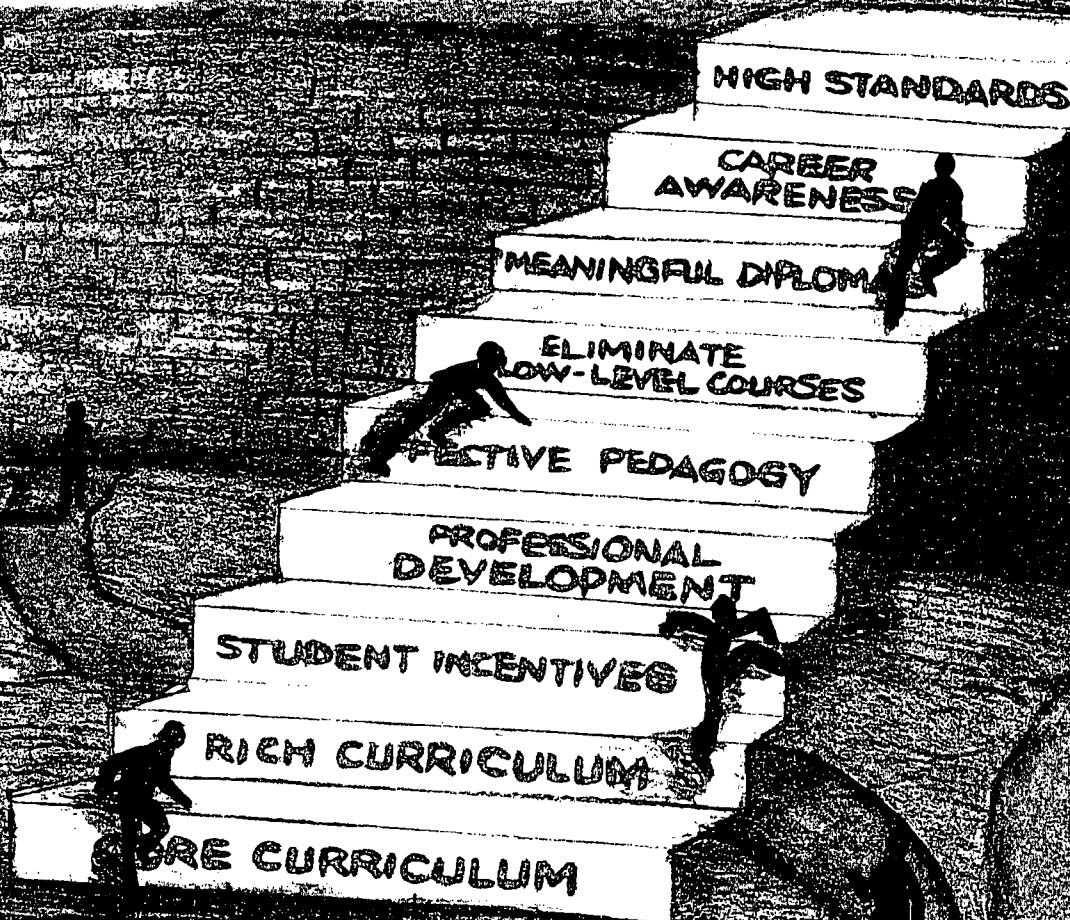
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Reaching the Next Step

HOW **SCHOOL TO CAREER** CAN HELP STUDENTS REACH HIGH ACADEMIC STANDARDS AND PREPARE FOR GOOD JOBS



AMERICAN
FEDERATION OF
TEACHERS

Reynolds

A RESOURCE
RECOMMENDED
AND DISTRIBUTED BY:

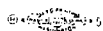
HUMAN RESOURCES
DEVELOPMENT
INSTITUTE OF THE
AFL-CIO

NATIONAL ALLIANCE
OF BUSINESS



555 NEW JERSEY AVENUE, NW
WASHINGTON, DC 20001-2079

ASK FOR ITEM NO. 281
\$5 EACH
12/96



LIFELONG LEARNING: A MULTI GENERATIONAL APPROACH

I. Introduction

Dramatic technological change and globalization of the economy are transforming the American workplace, creating new jobs with new skill needs and causing serious dislocations in existing establishments. For American workers to prosper in a world of such rapid change, there is a growing need for them to engage in *lifelong learning*. For American business to prosper in this environment, it is in their best interest to promote and provide these opportunities for their workforce.

The Clinton Administration has already undertaken several major initiatives to ensure that all workers have the opportunity to receive educational and training services throughout their lifetimes. These include:

- Expansion of Head Start, Pell Grants and other educational programs for the disadvantaged;
- Seed money to States and local communities to improve K through 12 education for better student transitions to higher education, further training, and the workplace under the School-to-Work Act of 1994;
- Hope Scholarships and Lifelong Learning Credits to encourage post-secondary education among all groups;
- Reform of the post-school workforce development system through the Workforce Investment Act and the creation of the America's Jobs Network;
- The development of America's Career Kit, including America's Job Bank and America's Talent Bank, as vehicles for the provision of training and the matching of workers with jobs in the age of the Internet.

Despite these accomplishments, some important needs for lifelong learning remain unmet. For instance, some major labor market impediments (such as a lack of available funds, limited understanding of potential returns, limited organizational capacity, etc.) continue to limit the provision of on-the-job training by employers to their *current adult workers*, particularly those who are less-educated and/or those in smaller establishments. Such training could prevent major layoffs and improve long-term career advancement of workers, if provided more frequently.

Other unmet needs exist for particular groups in the current system. More needs to be done to link *young people* to the post-school workforce system, and to enhance the role of the new local Youth Councils in this process. *Older workers*, whose numbers will grow dramatically over the next few decades, need to be more fully integrated into the workforce. We also need to ensure that no groups of workers -- including people with disabilities and other under represented groups -- and no local areas are left behind with regards to new

technological developments. All populations and geographic areas must have access to Internet-based services and to training possibilities associated with it, along with the improved data on local labor market trends and opportunities. Ensuring such access is part of the new Federal role to help States and local communities succeed – particularly America's new market communities with potential for growth and economic opportunity.

The team focused on new initiatives which were designed to fill existing gaps in the system for life-long learning, or which ensured that the tools made available to Americans seeking career assistance took advantage of the emerging technology of the 21st Century. The team's thinking includes the Department of Labor's training and capacity-building efforts to ensure complementary opportunities for Department of Labor employers. The team also believes that steps need to be made to increase the reach of our current efforts to make them more universal in scope. Thus, while not a direct part of this thematic grouping, agency budget initiatives such as the Universal Re-employment Initiative (which would expand services to dislocated workers) and proposed increases in VETS' employment and training programs (especially those which meet the changing demographics of the aging veteran population and needs of homeless veterans) are essential contributions in developing a system which has adequate resources to assist all Americans who want and need assistance in finding and preparing for the jobs of the new economy.

II. Proposal

To meet these unmet needs, we propose a MULTI GENERATIONAL approach to lifelong learning as part of the Department of Labor's FY 2001 budget. The proposal has three components -- aimed at: Youth; Adult Workers; and Setting the Stage for Lifelong Learning. We describe each of these components in greater detail below. Before discussing each component, it is important to make three points. First, we make recommendations to the Administration about a tax credit to employers to increase investments in worker education and training and about making Section 127 credits to employees permanent and refundable. Second, in setting the stage for lifelong learning we include several non-add items that are in the BLS, ETA, VETS', OASAM, and OCFO base budgets; this inclusion is important to illustrate how our recommendations build upon or enhance these items. Third, we raise for consideration by the Administration of a possible Pell grant expansion that would help individual workers finance training from certified or authorized providers of advanced information technology courses.

- *Category:* This proposal supports the Secretary's FY 2001 theme, LIFELONG LEARNING: A MULTI-GENERATIONAL APPROACH.

- **Rationale:** Investing in education and training yields significant advantages for American workers and employers alike. The challenge to the Nation is to develop and maintain the best skilled workforce in the world to increase competitive business performance and productivity. This translates into prosperity and security for workers and their families. Addressing presidential scholars at Georgetown University on June 25, the President put the need for investment in learning in an economic context by saying, "We ought to continue to advance our economy by doing more for the education of our people."

There are many barriers to lifelong learning, and this proposal addresses some of the most critical needs. Many individuals may lack access to quality information about the requirements of the new workplace and about education and training opportunities. Many are ill-equipped with the basic skills to succeed in the new economy and to continue learning. Many also lack resources to invest in themselves -- or in their children. Many face unique barriers to lifelong learning because they belong to certain racial or ethnic groups, because of their age, their disabilities, or their gender. Many employers may not to invest in training for fear of losing workers who acquire transferable skills. They also continue to express concerns about the costs associated with training without having first-hand knowledge about training benefits. Overcoming the barriers to investment in lifelong learning are fundamental to the success of the new economy, American workers and their families and American business.

There is a need to strengthen's the President's principles for job training reform that are embedded in the Workforce Investment Act (WIA). As State and local workforce investment systems evolve, this proposal advances key elements such as adult empowerment through the use of Individual Training Accounts, informed choice, and accountability.

- **Budget Discussion/Implementations:** The total Lifelong Learning program proposal will cost \$354.3 million and 25 FTE, including \$270.5 million and 5 FTE related exclusively to this proposal, and \$83.8 million and 20 FTE supporting this proposal but also requested in the budgets of individual agencies. In addition, \$200 million is in costs of tax credits (Department of Treasury). These additional FTE would administer the various initiatives described in this proposal. This request will be addressed as appropriate under each proposed item. A budget table is included at the end of this paper which summarizes the resources for the LIFELONG LEARNING: A MULTI GENERATIONAL APPROACH initiative. These resources will be required through FY 2005. See attachments.

Representatives from the following Agencies in the Department of Labor helped develop the FY 2001 Lifelong Learning budget proposal: Office of the Assistant Secretary for Policy (OASP), Office of Congressional and Intergovernmental Affairs (OCIA), Office of the Chief Financial Officer (OCFO), Office of Small Business Programs (OSBP), Office of the Chief Economist (CHECO), Bureau of Labor Statistics (BLS), Employment and Training Administration (ETA), Office of the Assistant Secretary for Administration and Management (OASAM), Presidential Task Force on Employment of Adults with Disabilities

(PTFEAD), Veterans Employment and Training Services (VETS), and the Women's Bureau (WB). The proposal includes specific activities that agencies propose to undertake to advance individual components.

- *IT Requirements:* There are significant IT requirements in the "Setting the Stage for Lifelong Learning" component of this proposal. In addition, personal computers, related equipment, and software will be required for additional staff.
- *Impact on Agency Strategic Goals:* Much of this proposal describes opportunities for America's current and future workforce to acquire information and knowledge to build upon and then, enhance their economic security and that of their families. Thus, it furthers the Secretary's strategic goal of "A Prepared Workforce" and may contribute to the strategic goal of "Quality Workplaces." It is designed to help workers make the most of opportunities presented by the new economy and changing workplace. It also is intended to stimulate more investment in lifelong learning by workers themselves and by employers. Specific results or outcomes are discussed in each component.

A. Youth

The Department of Labor's Youth Opportunity Movement is intended to increase public awareness around the need for effective programs to help youth -- particularly low-income youth -- prepare for academic and employment success and good citizenship. This movement should raise the levels of interest and commitment among key constituencies -- business, labor, teachers, community-based and faith-based organizations, parents, and young people themselves. It should result in increased demand for quality, comprehensive services that are closely aligned to local labor markets. The Workforce Investment Act (WIA) promotes the development of coherent, comprehensive youth services that address the needs of low-income youth over time. Under WIA, youth service delivery systems are designed to reflect: integrated academic and vocational education; integrated work-based and classroom-based instruction; effective connections to intermediaries with strong links to the job market and employers; and intensive private-sector involvement. Youth Councils are established as a subgroup of the local board in each local community to among other activities, develop portions of the local plan relating to youth and thus, support the Youth Opportunities Movement.

Over the past few years, we've learned that more needs to be done to link *young people* to post-secondary education and training that result in valued credentials of their competencies, to the post-school workforce, and to enhance the role of the new local Youth Councils in this process. More needs to be done to engage the private sector in providing opportunities for young people to connect what they learn in a classroom setting to the world of work and to learn through doing in a workplace setting. More needs to be done to insure that young people who are no longer in the school system are re-engaged in learning and on a pathway that career opportunity. Strategies for leveraging private sector involvement in youth transition programs, and developing the skills and credentialing those who

work with youth, represents \$104 million in new investments and is requested under current WIA authority -- Section 171. Each of these components is described in greater detail below.

1. ***BUSINESS-LED PARTNERSHIPS FOR YOUTH TRANSITIONS*** (\$100 M)

"The Business-Led Partnerships for Youth Making Transitions" support State and local efforts that improve opportunities for youth in high-skill, high demand and high-wage careers and to enrich the connections between secondary and postsecondary schools, alternative schools, out-of-school youth programs and work-based learning. This initiative under current pilot and demonstration authority enhances the role of the local Youth Councils to engage the business community in youth workforce preparation activities. While intended to benefit all communities, the allocation of resources would be weighted in favor of those communities with high percentages of at-risk and low-income youth.

A small percentage of resources would be set aside for national level activities focused on technical assistance and capacity-building to help States and local communities succeed. Most resources would be channeled through State and local Workforce Investment Boards and the newly formed Youth Councils to support local or regional business-led partnerships. This support will allow partnerships to work with traditional and alternative schools to offer strong academic and career preparation and to ensure that no youth gets left behind in a changing economy. Investments would continue to build employer capacity to work with schools -- particularly to increase the integration of work and learning in high schools and in alternative schools.

Funding would be targeted to those communities with the most need and that meet specific criteria. Need in a community would be demonstrated by such factors as poverty rates, percentage of high school drop-outs, and percentage of youth enrolling in post-secondary education or training. Certain activities would be specifically targeted to foster such goals as encouraging girls to study math and science connected to work-based learning opportunities in non-traditional areas and providing students with disabilities training in technology as well as work-based learning opportunities.

Local Workforce Investment Boards and new Youth Councils the logical forum to bring together the business and education interests in communities. They are well positioned to convene a wide range of stakeholders committed to providing youth with strong education credentials, validated employability or soft skills, and technology know-how -- all of which are essential for the high skill, high performance workforce necessary for America's continued prosperity.

National Focus on Employer Engagement and Grantee Assistance

- Up to 10 percent of the funds would be set aside for national activities that would engage national employer organizations in developing the capacity of local affiliates to participate in local partnerships. These funds would also be used to support a national, web-based center for resources and technical assistance for stakeholders and practitioners, primarily at the local level. The Resource Center would be established through a competitive grant process.
- The Department of Labor also would award competitive multi-year grants to national groups representing specific industry clusters that offer high-skill, high-wage and high demand occupations. Special consideration will be given to applications that focus on occupational areas with skills shortages, smaller firms and address the specific needs of targeted populations including minority youth in urban settings, girls interested in non-traditional occupational areas, and students with disabilities.
- Grantees would be required to recruit member companies to offer high intensity work-based opportunities that are aligned with State and local workforce development and educational goals and that integrate rigorous academic and technical education for youth. Grantees also would develop State and local demonstrations to replicate activities that connect employers in the industry with traditional and alternative schools and youth, and disseminate the results to inter/intra industry groups and business organizations.
- Where available, State and local affiliate groups would use skill certificates and related credentialing processes that meet industry standards, to document skill acquisition.
- The Department would require funds to be distributed to State and local affiliate initiatives that are collaborating with local Workforce Investment Boards.

State and Local Business-Education Partnerships

The remaining funds would be used to make competitive grant awards to State Workforce Investment Board that meet specified criteria including demonstration of need. Awards are to accomplish the following:

- First, support State efforts to align education improvement, workforce and youth development and economic development to improve transition for youth into productive post-high school life. Educational entities serving youth with disabilities (i.e., Special Education) must be included on the local workforce investment board in order for the board to receive such funds.

- Second, provide support and assistance to local Youth Councils that expand their scope to include local activities that establish and maintain intermediary connection between employers and youth. This would include efforts to fund business and education partnerships that help build employer capacity to provide work-based learning opportunities, train mentors, offer teachers externships and engage in activities that support educational efforts to serve targeted youth populations -- including students with disabilities and girls interested in non-traditional occupational areas. *Youth Councils would be encouraged to expand youth employment development services to include categories of youth beyond those identified in WIA as priority groups; and*
- Third, distribute 90 percent of the funds to Youth Councils based on need and ability to meet criteria for the purpose of establishing or expanding upon local intermediary activities, building employer capacity to provide work-based learning opportunities, training mentors, offering teacher externships and engage in activities that support educational efforts to serve targeted youth populations including students with disabilities and girls interested in non-traditional occupational areas.
- Local Boards and Youth Councils receive funds based on need and ability to meet criteria and allocated through Workforce Investment Boards to establish or expand on local intermediary activities that result in links between employers, schools, youth program providers and community groups and engage in the following activities: building employer capacity to provide work-based learning opportunities, training mentors, offering teacher externships and engage in activities that support educational efforts to serve targeted youth populations, including students with disabilities and girls interested in non-traditional occupational areas.
- Engage in activities that result in a quantifiable number of high-intensity work-based learning slots focusing on occupations in demand and occupations with skill shortages.
- *Insure that these expanded work-based learning opportunities are available to a wide spectrum of students within and outside of groups targeted by WIA.*
- Insure that these work-based opportunities are related to identified workforce development and educational goals, and where appropriate, valued credentialing processes, including the high school diploma and General Equivalency Diploma (GED).

2. ***YOUTH CAREER COUNSELOR APPRENTICESHIP -- \$4 M***

With the Secretary of Labor's commitment to invest in young people, it is critical to expand the Department's efforts to help local communities improve the quality and effectiveness of an array of youth services and activities. One important element that would contribute significantly to meet this challenge is the creation of a new, credentialed apprenticeship -- youth career counselor -- responsible for helping youth acquire the necessary skills and work experience to transition to postsecondary education and jobs.

For the first time, the Bureau of Apprenticeship and Training is developing a registered apprenticeship program for Youth Career Development Counselors -- "Right Track Counselors." Youth Counselors -- or Case Managers as they are commonly known -- assist youth in acquiring skills and in achieving personal growth that will enable them to go on to post-secondary education and jobs. This training program responds to local demands for individuals who have the capacity to deliver improved services for low-income youth, encouraging them to consider non-traditional occupations or formerly inaccessible occupations, and helping them reach their full potential. It will provide career track opportunities for young leaders who complete the apprenticeship program. Individuals who complete the apprenticeship will be awarded a Department of Labor or State completion certificate and received academic credit toward an associate degree. Like all apprenticeship programs, the training program will include both formal on-the-job training as well as related classroom instruction. The program is intended primarily to be used by State and local agencies and by community-based organizations and implemented on a nationwide basis. YouthBuild and the Boys and Girls Clubs of America have expressed interest in partnering with the Department of Labor and others in such a program.

The Department of Labor has surveyed outside interest in this type of apprenticeship. The Department would consult with others who have explored the possibility of developing a youth counselor apprenticeship or who have done similar work. The Department would build upon what has already been developed. For example, DeWitt Wallace-Readers Digest Fund has funded the Charting the Future of Youth Development Project and has since 1990 supported in-service training events for more than 28,000 youth development staff. During fiscal year 2000, BAT will complete the process of getting the Youth Career Counselor occupation recognized as apprenticeship following broad consultation. It will select up to 9 employers to help develop the training program and then, develop national apprenticeship standards.

This \$4 million proposal builds on the lessons learned from the pilot and implements the Youth Career Counselor apprenticeship program nationwide. Activities would include: outreach to community-based organizations, training of work place mentors/trainers, establishing programs for providing related academic training with community colleges, monitoring and evaluating the progress of implementation, providing scholarships for registered apprentices to cover the costs of the related training at the community college.

Applicants would be State apprenticeship agencies in collaboration with the community colleges. This effort also would be linked through local boards to Youth Councils.

Category:

- FY 2001 Theme: Lifelong Learning - A Multi Generational Approach
- FY 2001 Secretary's Priorities: Prepared Workforce - Youth Opportunities

Rationale:

"All youth, particularly those out-of-school, acquire the necessary skills and work experience to successfully transition into adulthood, careers, and further education and training." This statement, together with the tenets of the recently enacted Workforce Investment Act, frame the Department of Labor's vision for preparing youth for active participation in this nation's workforce and for real improvement in the ways in they are prepared.

In the midst of the current economic boom many of our youth are being left behind. These are the youth who lack basic academic skills, work-readiness skills and the educational and occupational credentials that are needed to move into career ladders. They are the 50 percent or more of our youth in urban areas who drop out of school. They are the almost half of the young people who enroll in post-secondary education but do not complete it. To quote Sam Halperin from the American Youth Policy Forum:

"The bad news is that even in a booming economy with today's 4.3 percent unemployment rate, the critical transition from school to permanent employment is taking longer. Those with no more than a high school diploma experience longer periods of unemployment and rely more than ever on low-wage, part-time, dead end jobs with shorter and less stable tenure. Those without a high school diploma have little chance of earning a legal income above the poverty level."

The newly enacted Workforce Investment Act offers significant opportunity to substantially improve the way we prepare young people to enter the work force. Much needs to be done to fully build the capacity of the system to prepare young people for careers. The Workforce Investment Act is a policy framework for youth development that builds upon what has been learned from the Department of Labor's more than 35 years of experience in youth preparation -- including the 1994 School-to-Work Opportunities Act (STWO). States and localities have used resources under the STW Act to establish partnerships between schools, employers and others in the community with the goal of improving educational and career opportunities for students. Partnerships have been established in every State and in nearly 1500 communities and have served both in-school and out-of-school youth. These valuable business-education

partnerships and their expertise should not be lost as we move to the sunset of the STW Act in 2001. The experience and lessons learned by these partnerships can help shape investments under the Lifelong Learning initiative to support state and local efforts to make education more relevant to the needs of youth and employers.

Most of all, Business-Led Partners and Youth Career Counselors recognize that youth who are challenged by poverty, violent life environments, low expectations, and poor performance start out at a disadvantage in the labor market and further behind in a rapidly changing economy. Business is clamoring for better prepared youth and bemoaning the disconnect between career education and training and the labor market realities. These proposed investments can enable the emerging Workforce Development System, with its newly formed Youth Councils, to reach its full potential as a broker of relevant services for youth that prepare them for careers and for employers that provides the prepared workforce that will be required to maintain economic growth.

Budget Discussion/Implications:

The programmatic increase represents less than 10 percent of the funding requested for youth programming under the formula-funded request for youth activities. Yet, it has the potential to dramatically impact on the quality of youth services throughout the nation. It will improve the "core" services that are made available to youth within the community and will improve the more intensive services that are provided to out-of-school youth and to our most at-risk and vulnerable youth.

ETA will administer the activities, absorbing project officer (GOTR) responsibilities for national and State grants, technical assistance provision, evaluation management, and for managing the apprenticeship element. Although the WB is not requesting FTE for this initiative, it will contribute to the youth component by providing technical assistance in three ways:

- To ensure that the competitive grant program is structured to help girls consider, receive training for, and increase their opportunities in high-paying, high-opportunity careers in the new economy. The WB also will reach out to its constituent base to raise awareness of the grant opportunity.
- To ensure that the apprenticeship program is structured to encourage participation of young women and young men and that counselors are trained to help girls prepare for information economy careers and other non-traditional career areas. The WB will perform similar outreach to its constituent base to raise awareness of this new apprenticeship opportunity.
- To ensure the consideration of best-practices and model programs that help girls prepare for information economy career areas. The WB also will perform outreach to its stakeholders to raise awareness about this grant opportunity.

IT Requirements:

This increase in staffing will not significantly impact on the agency's IT requirements.

Impact on Agency Strategic Goals:

This increase will favorably effect the Department of Labor's Strategic Goal -- A Prepared Workforce. It also supports one of the Secretary's highest priority -- serving youth. It supports the vision that has been crafted to guide all Department of Labor youth activities.

Anticipated Results/Outcome:

- More employers providing work-based learning opportunities.
- Increased numbers of youth participating in work-based learning.
- Increased percentage of OSY who achieve high school diploma or its equivalent.
- Increased percentage of youth with disabilities who participate in work-based learning opportunities and girls studying for non-traditional occupational areas in work-based learning opportunities.
- Increased academic achievement.
- Increased number of high school graduates who transition to employment or post secondary education.
- ▶ Increased numbers of qualified individuals and providers delivering services to youth.

B. Adults

This component of the LIFELONG LEARNING--A MULTI-GENERATIONAL APPROACH focuses on adults and what they need to advance and succeed in most 21st century workplaces. While the Department of Labor's interest in those groups less likely to receive training continues, the focus is expanded to address the broader labor force. Employers -- particularly small- and medium-size

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

The
bottom-line return
on school-to-work
investment for
students and employers

Intuitions confirmed





National Employer Leadership Council

1201 New York Avenue, NW

Suite 700

Washington, DC 20005

800-360-NELC

Web site: www.nelc.org

E-mail: nelc@nelc.org

