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002. paper	Website biography (3 pages)	8/24/1999	P6/b(6)
003. resume	Resume (1 page)		P6/b(6)
004. resume	Non-Selection; DOB (Partial); POB (Partial) (2 pages)	nd	P6/b(6)
005. resume	Non-Selection - resume (1 page)	06/21/1999	P6/b(6)
006. biography	Non-selection - biography (2 pages)	4/14/1999	P6/b(6)
007. biography	Non-selection - biography (2 pages)	nd	P6/b(6)
008. biography	non-selection biography and introduction (1 page)	07/19/1999	P6/b(6)
009. report	non-selection, contact information (1 page)	5/25/1999	P6/b(6)
010. resume	non-selection, resume (1 page)	07/16/1999	P6/b(6)
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012. biography	non-selection, biography (2 pages)	07/19/1999	P6/b(6)

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2001 –
Lifelong Learning

Lifelong Learning

EDUC – Lifelong Learning

SKILLS FOR A NEW CENTURY: A BLUEPRINT FOR LIFELONG LEARNING

The Issue

As we enter the new century, preparing the nation's workforce is more important than ever before. The impact of globalization is constant and permanent. Knowledge is growing exponentially, and changes -- technological and otherwise -- will accelerate. Lifelong learning is an imperative, and the rewards are likely to be great. Full employment with benefits and almost unlimited career advancement opportunities for those with high skills could become the norm.

This exciting new time demands new skills and knowledge, but many Americans are not fully able to participate in this economy. Employers report difficulty finding the skilled workers that they need. Realizing America's potential in the next century will require investing in education and learning for all Americans throughout their lifetimes. Students must graduate from high school and college prepared for a lifetime of learning. Yesterday we could not afford high school dropouts. Tomorrow we cannot afford learning dropouts at any time in an individual's life.

Our Charge

Earlier this year, Vice President Gore convened a group of key leaders from business, organized labor, education, and all levels of government. He asked the group to synthesize current thinking and promising practices on workforce learning, and to develop consensus around recommendations for how the sectors it represents can help Americans continuously acquire the skills they need for the 21st century workplace. This document is the result.

OUR VISION

The *21st Century Skills Leadership Group* recognizes that workforce learning is already receiving widespread attention from business, organized labor, educators, and others. Many more exciting things are happening across the country than could possibly be included here. As changes accelerate and require ever-higher skill levels, continuous workforce learning will become an ever-higher priority.

We envision a 21st century in which American employers and employees will have the skills they need to prosper. In order to remain competitive in coming years, we must invest in education and learning for all Americans throughout their lifetimes. If we want all adults to have an opportunity to reach their full potential as workers, parents, and citizens, then we must work together to create a culture of lifelong learning for all Americans.

This challenge is too large and too complex to be met by any single stakeholder. The ongoing commitment of institutions and individuals throughout the country is already making a difference. Employers spend an estimated $60 billion plus annually on education, training and upgrading skills of their employees. Public institutions and government programs invest comparable billions. Individuals are investing in skills for lifelong employability. But integrated efforts of all stakeholders will be the key to creating the learning environments and expectations necessary to continuously transform the workforce. This conclusion leads to the Leadership Group's overarching recommendation and commitment:

Initiate new partnerships and collaborations among stakeholders from which a host of workforce development efforts can be launched.

As a key step toward achieving our vision, Leadership Group members commit to encouraging interested communities across the country to bring together key stakeholders to develop and implement local strategies for achieving the scale and pace of lifelong learning necessary in the 21st century. As appropriate, we will let our local affiliates in participating communities know about this opportunity and encourage their active involvement. This includes asking our local affiliates to adopt the recommendations on the following pages as appropriate locally.

Partnerships must include students, workers, educators, employers, unions, and government and occur at all levels -- local, state, regional, and national. Together we must make learning accessible, affordable, relevant, and exciting. Only through collective efforts, integrated actions, and new thinking can we meet this challenge.

The *21st Century Skills Leadership Group's* hope is to increase the current momentum around transforming the workforce, serving as a catalyst to action that will spur colleagues not yet committed to this issue to get involved. To facilitate this process, we are committed to modeling the types of partnerships that we believe are so important. For colleagues who are already actively committed, we hope our ideas will encourage you to do even more.

RECOMMENDATIONS

We propose four key workforce learning goals to move America forward. Our respective organizations commit in the coming year to taking additional steps to help meet these goals:

- Deliver education, training, and learning that are tied to high standards, lead to useful credentials, and meet labor market needs.
- Improve access to financial resources for lifetime learning for all Americans, including those in low-wage jobs.
- Promote learning at a time, place and manner that meets workers' needs and interests.
- Increase awareness about the importance of -- and motivation to seek -- education, training, and learning.

Recommendation 1: Deliver education, training, and learning that are tied to high standards, lead to useful credentials, and meet labor market needs.

Investments in education and training by students, employees, employers, and governments must result in employees who have the skills needed to meet the immediate requirements of their current jobs -- and to prepare for future jobs. Our K-12 education system must produce the high levels of performance that students need to be successful lifelong learners and responsible citizens. Education and training programs must relate directly to skill needs, and lead to credentials that employers value. Credentials will have an impact if employers use them in hiring and promotion decisions and if unions encourage their members to earn them. Changing skill needs require colleges and other education and training providers to continually modify and upgrade their programs based on input from local employers and unions.

We recommend the following action steps to help meet this goal.

Action Steps

- Incorporate skills of a high-performance workplace into workforce development curriculum. These skills -- such as those recommended by the Secretary's Commission on Achieving Necessary Skills (SCANS) and skill standards for specific jobs -- include the following: basic skills, thinking skills, problem-solving skills, resource management, interpersonal skills, information analysis, understanding systems, and using new technologies.
- Support a skills-based, portable documentation process that allows individuals to maintain a record of acquired skills and gives employers a concrete way to measure qualifications.
- Promote use of industry-endorsed skill-based certifications now being finalized by the National Skills Standards Board.
- Support the use of nationally-validated industry standards that include academic, workplace readiness, and occupationally-specific standards in the design and implementation of all workforce development initiatives.
- Support the development of a common assessment tool that is based on the cross-cutting skills identified by the voluntary industry-led partnerships of the National Skills Standards process.
- Expand joint Labor-Management education and training programs that provide employees with skills most valued in the local labor market.
- Participate actively on state and local Workforce Investment Boards.
- Promote education, training, and learning as key tools for local and regional economic development.
- Open corporate universities to a wider audience, including teachers, administrators, and school counselors.
- Increase the training received by front-line employees.
- Organize state and local advisory panels of employers to guide the development of curricula for work-related programs of study in secondary, post-secondary, and second chance programs. Use the nationally validated skill standards as guideposts for this work.

Our Commitments

- **Cisco Systems**, the **Communications Workers of America**, and the **U.S. Department of Labor Veterans and Employment Training Service** will develop and pilot a new world e-learning delivery system that will allow transitioning military and CWA union personnel to pre-assess their IT skills; take training anytime, anywhere; and access hands-on skill development labs for IT training. Once this system has been piloted and proven, it will be expanded to other needed communities through a **U.S. Department of Education** FIPSE grant managed by **Arizona State University**.
- **The National Association of Manufacturers** will continue to urge its member firms to spend at least three percent of payroll on education and training for employees.
- **Cisco Systems** will map out and integrate high-performance workplace skills (i.e. SCANS skills) into its workforce development program for high schools, colleges, and workforce development programs, the Cisco Networking Academy.
- **The American Council on Education** will produce a new generation of GED tests that reflect the major and lasting academic outcomes of high school, with an increased emphasis on the demands of the workplace and higher education.
- **The U.S. Chamber of Commerce** will encourage all member businesses and chambers to join local workforce development boards and other collaboratives as well as to form their own alliances to define job-specific skills and training strategies to meet labor and skills shortages.
- The **Communications Workers of America** (CWA) will contact all CWA training programs and other Labor-Management programs to encourage them to develop, integrate, and map SCANS skills into their various training initiatives.
- **State Farm Insurance Companies** will extend and increase its sponsorship of participants in **Illinois State University's** InfoTech program. Dialogue between the partners will result in the preparation of workers to attain high-quality, professional information technology careers, which will help fill the growing technology worker shortage.
- **AT&T** will strengthen its support of the development of an Academy of Information Technology, a 9th through 12th grade curriculum aligned with the relevant academic, employment, and workplace standards. The academy, being developed by the **National Academy Foundation** (NAF) and the **Center for Occupational Research and Development** (CORD) will be incorporated into existing high school programs; curriculum will be delivered via CD-ROM and teachers will receive professional development. CORD will be the primary developer of curriculum, courses, and professional development activity; NAF will build and sustain the nationwide network of academies.
- **The National Association of Manufacturers** will encourage its training partner, **General Physics**, to design new curricula reflecting new national occupational skill standards.
- The **National Retail Federation** and the **National Institute for Literacy** will partner to pilot a training curriculum in several states through which businesses and trainers will use Equipped for the Future (EFF) standards and retail skill standards for training to prepare welfare recipients to work.
- The **American Association of Community Colleges** will further encourage the

development of local business advisory councils to build connections with community colleges and develop occupational curricula, and will enhance existing partnerships with business and industry to provide relevant, quality training programs.

- The **American Council on Education** will strengthen its civilian and military registries to provide lifelong learning transcripts for qualified Americans.
- The **AFL-CIO** will post information on its website about how to establish joint labor-management education and training funds, including sample contract language.
- The **U.S. Chamber of Commerce** will encourage its members through the Chamber's website and newsletters to support a skills-based, portable documentation process that allows workers to maintain a record of acquired skills and that gives employers a concrete level of assurance of a qualified workforce.
- **The Business Roundtable** will extend its commitment to state-level education reform focused on achieving world-class performance in our schools.
- The **Alliance for Employee Growth and Development, (AT&T/Lucent Technologies**/the **Communications Workers of America/International Brotherhood of Electrical Workers**) will volunteer to participate in the development of any future National Skills Standards initiative and include the results in future course design.
- The **American Society for Training and Development** will work with its local chapter network to educate them on the availability of **Johns Hopkins University's SCANS/2000 Center** and its initiative to create career transcripts.
- The **National League of Cities** will highlight ways for local government to integrate education and training into economic development strategies through articles in their *Nation's Cities Weekly.*
- **AT&T** will continue to actively promote Tek.Xam, a new standardized certification of technological literacy and problem-solving skills developed by the **Virginia Foundation for Independent Colleges** for liberal arts students.
- **AT&T** will strengthen its mutually-beneficial partnership with **Ohio State University**, **Miami University of Ohio**, **Steven's Institute of Technology**, **North Carolina State University**, and **North Carolina A&T University** to collaboratively develop "networking" skills and knowledge in the IT industry and among university graduates. AT&T will continue to provide financial and technical resources to assist the universities in developing networking management curricula and provide internships, cooperative education, distance learning, and employment opportunities for students.
- National business organizations in the **Business Coalition for Workforce Development** collectively have an extensive record of initiatives for workforce investments and lifelong learning. The Coalition will expand its efforts to promote employer leadership in shaping new policies for comprehensive, state and local workforce investment systems that will be set up in partnership with local officials. The advantages to both businesses and job seekers will be policies that ensure services are demand-driven, competency-based, and results oriented.
- **Empire State College** will include skills certification and assessment of prior learning in its transcript and certification center.
- The **SCANS/2000 Center at Johns Hopkins University** will work with the **U.S. Department of Labor** to integrate its Career Transcript System into America's Learning Exchange (ALX), adding 10,000 persons by Labor Day 2000.
- The **Alliance for Employee Growth and Development**, a corporation formed by

AT&T, **Lucent Technologies**, the **Communications Workers of America**, and the **International Brotherhood of Electrical Workers**, will continue to deliver SCANS-related courses map future course design for SCANS and other skill standards.

- The **American Association of Community Colleges** will highlight its involvement in the development of the career transcript through **Johns Hopkins University**.
- The **National Alliance of Business** will work with a growing network of local business-led coalitions and workforce investment boards to advocate that all publicly-funded training providers in the community meet industry standards. And, the Alliance will work with employers to increase the available information about skill requirements in the workplace that can be used by local workforce investment systems.
- The **AT&T Learning Network** will strengthen efforts to support teachers in the use of technology to help improve teaching and learning. This includes a variety of resources, including professional development courses on-line, for both curriculum integration and technology training.
- Through a League for Innovation project funded by the **Pew Charitable Trusts**, **Central Piedmont Community College,** in conjunction with other select community colleges, will establish new standards for the community college sector, including identifying and assessing learning outcomes of 21st century skills.
- The **Society for Human Resource Management*** will work with its local chapter network to educate them on the availability of the **Johns Hopkins University's SCANS/2000 Center*** and its initiative to create Career Transcripts.

Recommendation 2: Improve access to financial resources for lifetime learning for all Americans, including those in low-wage jobs.

All Americans must have access to financial resources for education and training, including knowledge about how to apply for available resources. Too often students and employees do not know where to go or how to apply for assistance.

We recommend the following action steps to help meet this goal.

Action Steps

- Encourage employers to increase employee continuous learning by communicating the benefits, offering rewards and incentives, and devoting resources to the most effective education and training programs devoted to education and training.
- Work to get greater use of employer tuition assistance plans and expand the use of tax incentives for training and education, such as:
  1. Section 127 (which allows employees to exclude up to $5,250 annually in employer-provided tuition assistance for non-job-related education);
  1. Hope Scholarships (which allow a tax credit up $1,500 for students in their first two years of college); and
  1. Lifetime Learning Tax Credits (which allow a tax credit for those students beyond the first two years of college, or taking classes part-time to improve or upgrade their job skills).

- Promote the use of individual learning accounts to finance post-secondary education and training for employees and their families.
- Encourage banks and other lending institutions to provide low-interest loans for lifetime learning.
- Work to get disadvantaged and other students -- including immigrants, senior citizens, the unemployed, and underemployed -- into training for high-growth, high-skill jobs and, when appropriate, provide financial and other support, such as subsidized loans and scholarships.

Commitments

- The **National Association of Manufacturers** will partner with the **U.S. Department of Commerce** to create and promote a national public service advertising campaign to encourage teens to pursue technical careers.
- The **American Council On Education** (ACE) with the **AFL-CIO** and the **National Association Of Manufacturers** will expand ACE's "College is Possible" campaign to include information for working adults about how to access workplace-based tuition assistance and scholarships. **The U.S. Chamber of Commerce** will develop hyperlinks to the College is Possible campaign websites that will direct businesses to important lifetime learning resources for workforce preparation.
- **Sallie Mae*** will work with interested members of the Leadership Group and other organizations to develop regional partnerships that facilitate training in skills needed to meet local labor market needs by providing affordable loans to finance relevant training opportunities.
- The **AFL-CIO** will highlight and promote exemplary education and training programs involving unions that serve unemployed and underemployed workers.
- The **U.S. Department of Labor** will expand America's Learning Exchange (www.ALX.org) and America's Career Kit as a clearinghouse for information on education and training offerings, financial resources, skill analysis, and job and wage trends.
- The **AFL-CIO** will establish links between its website and the **American Council on Education's** website in order to give members and unions information about how to access assistance for education and training.
- The **National League of Cities** will publish a report about resources for incumbent worker training that state leagues can use in their newsletters.
- The **American Association of Community Colleges,** the **American Council on Education**, and the **National Association of Manufacturers**, will actively urge policy makers to permanently extend Section 127 of the Internal Revenue Code.
- The **National Institute for Literacy** will publish a guide for employers on adult education and literacy needs of the workforce, the GED, and how to encourage workers to improve their basic skills.
- The **U.S. Department of Education** will partner with the **U.S. Conference Board** to disseminate information about the economic benefits of workplace learning to businesses and unions throughout the United States.
- **GTE*** will orchestrate a national platform that will increase funding, community awareness, and support a wide diversity of literacy programs.
- The **Center for Adult and Experiential Learning** (CAEL)* will create demonstrations of universal lifelong learning accounts in partnership with employers,

government, and the independent sector.

<u>**Recommendation 3**</u>: **Promote learning at a time, place and manner that meets workers' needs and interests.**

Old formats of semesters, day-only classes, and multi-year programs no longer meet many workers' needs. Education and training programs must adjust to be more responsive to the conflicting demands faced by today's workers. New and powerful learning technologies allow for learning at home, at the worksite, and in other appropriate places and times.

We recommend the following action steps to help meet this goal.

Action Steps

- Promote employee/employer partnerships that direct resources to career development, including funds for career counseling, distance learning, childcare, flex-time, and tuition.
- Expand business/education partnerships that offer mentoring and work-based learning.
- Help get more qualified Americans into the workforce by using technology and supporting the development and widespread dissemination of high-quality instructional software for adult basic education, GED equivalency, and English as a Second Language (ESL).
- Support the accelerated development of varied, effective education and training delivery methods, such as interactive learning software.

Commitments

- The **United Steelworkers of America**/Steel Industry's **Institute for Career Development** will work with their 56 career development sites and other labor-management programs to disseminate their high-tech "Modulized Basic Skills Learning Continuum" -- a series of basic skills teaching packages that use cutting-edge technologies and were developed in collaboration with the **Department of Labor**, **Adult Literacy Media Alliance**, and others. Modules take adult learners from the simplest entry-level basic skills learning environment to the most complex, and allow students to learn at their own pace.
- The **American Federation of Teachers** will work with business partners to seek funding for expanded distribution of "Hard Work Pays," a resource for middle school students to help them prepare now for getting into college when they graduate from high school.
- **State Farm Insurance Companies** will increase the number of training courses available to its associates via its intranet, the Internet, CD-ROMS, and Interactive Distance Learning Network, when those media are appropriate and effective. This saves transportation costs, allows associates to receive training in their workplace or via laptops and learning kiosks, and facilitates training rather than waiting for enough learners to form a class.
- The **National Association of Manufacturers** will expand its virtual university to include access to adult basic education, GED equivalency, and English as Second

Language (ESL) materials.

- The **U.S. Department of Labor** commits to establishing itself as a Lifelong Learning organization, including launching a Lifelong Learning initiative for its employees. This will include supporting opportunities for on-line learning.
- The **U.S. Department of Education** will partner with four states to develop a new series of family literacy distance education programs that can be accessed by adults and their children at home, at an adult education program site, or at a local community center. The programs, along with instructional resources for teachers, will be made available at cost to schools, adult education, Even Start, and Head Start programs throughout the country.
- The **American Council on Education**, the **University of Wisconsin**, and the **U.S. Department of Education** will partner to put the External Diploma Program on the internet. The External Diploma Program is a performance-based high school credentialing option.
- The **National Institute for Literacy** will create an on-line catalogue for distance learning opportunities for adult education and ESL.
- The **American Federation of Teachers** will use its website and publications to encourage state and local affiliates to participate in regional skill and workforce development alliances and to educate affiliates and members about resources available to assist the pursuit of education and training.

Recommendation 4: Increase awareness about the importance and rewards of -- and motivation to seek -- education, training, and learning.

Americans must recognize the short and long-term benefits of investing their time and resources in education and training. Information on the options for learning must be presented regularly and in practical terms.

We recommend the following action steps to help meet this goal.

Action Steps

- Create a mechanism whereby the education and training requirements for hire of local community employers is known to all high schools, community colleges, community organizations, unions, incumbent workers, etc.
- Promote use of America's Learning Exchange (www.ALX.org) an on-line clearinghouse for learning opportunities and a resource for information about financial aid, consumer information, testing and assessment, career exploration, available job openings, and labor market trends.
- Increase research and evaluation on the value of training and continuous learning to both companies and individuals, including the impact of training investments on business profits.
- Build upon an extensive network of over 600 local business-led coalitions increasing their efforts, in partnership with schools, unions, community institutions, and local officials, to promote awareness about the importance of high quality education and workforce investments for future prosperity.

Commitments

- The **Business Coalition for Education Reform** will expand its initiative, doubling the number of employers (20,000) requesting high school transcripts in the hiring process, to emphasize for students the importance of academics in the world of work.
- The **American Council on Education** and **AFL-CIO** will undertake a coordinated campaign in workplaces designed to increase the number of adults who take the GED tests to one million per year.
- The **Lila-Wallace Reader's Digest Fund**, **Harvard University's National Center for the Study of Adult Learning and Literacy**, the **U.S. Department of Education**, the **National Institute for Literacy**, the **National Council of State Directors of Adult Education**, and the **National Coalition for Literacy**, will host a national literacy summit in February 2000. The summit, which will be modeled in part on Vice President Gore's Summit on 21st Century Skills for 21st Century Jobs, will bring together a broad group of stakeholders to create an action plan for how to close the skills gap. The **U.S. Chamber of Commerce, Northeastern University,** the **U.S. Department of Labor,** the **National League of Cities,** and the **American Council on Education** will support and work with this and other partnership efforts to help Americans improve basic skills. Northeastern will sponsor a New England-wide regional conference on literacy in cooperation with this effort.
- To expand and improve the use of workplace learning, the **U.S. Departments of Education and Labor** will sponsor a national conference that will provide practical, hands-on technical assistance to interested employers and unions.
- The **Department Of Education** will partner with the Leadership Group, the **National Partnership For Reinventing Government**, and other interested federal agencies to launch a high skills communities campaign to help communities mobilize their resources to address local skill needs. Participating communities will receive assistance in assessing their skill and educational needs, identifying potential resources, and raising public awareness about the importance of lifelong learning.
- **Northeastern University** and **The Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin** will work to organize community stakeholders to promote skills development, lifelong learning, and improved job access in the Boston and Austin areas. This will include 1) helping convene business, labor, government, community-based organizations and other educational institutions; 2) helping establish a set of goals and measures for workforce education, training and advancement; and 3) working to establish specific commitments from stakeholders to provide literacy education, skill development, and on-the-job learning opportunities for youth and adults seeking advancement.
- The **U.S. Chamber Of Commerce** will encourage and support local partnerships between business and education that educate teachers about the needs of business through business internships for teachers, teacher training, etc.
- The **U.S. Department of Labor** will work with other stakeholder groups to facilitate their use of America's Learning Exchange (ALX) and America's Career Kit as tools for their members. This assistance can include electronic linkages to stakeholder websites, information for stakeholder publications and conferences, and other ways to facilitate learners' use of this free on-line resource.

- The Education Excellence Partnership created by **The Business Roundtable** will build on its public service advertising campaign to increase public understanding of and support for the changes needed to achieve higher academic standards in our schools.
- The **American Association of Community Colleges** will continue its role as a key strategic partner in ALX and will actively encourage community colleges to participate as part of the ALX network.
- The **American Council on Education** will provide ALX with information on all 3,200 GED testing sites.
- The **National Institute for Literacy** will provide ALX with a comprehensive listing of over 5,000 adult education and ESL programs nationwide.
- The **American Council on Education** will publish information on accessing postsecondary education in its Center for Adult Learning and GED newsletter, which reach over 50,000 educators.
- Through its website and its Workforce Development for Poverty Reduction Project, the **National League of Cities** will highlight successful, local partnerships for lifelong learning that involve municipal government (www.nlc.org).
- The **Interagency Council on Adult Literacy of Delaware** will conduct a public awareness campaign directed to workers and an outreach campaign directed to employers, conveying the impact that increased literacy can have on job success and publicizing opportunities for literacy improvement.

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As this document was developed, organizations outside the Leadership Group approached the group with requests to be included in this effort by making a commitment that also works toward the group's vision. Because we hope this document will be a catalyst for action, we have included some of these additional commitments throughout.

August 24, 1999

MEMORANDUM TO ERIC LIU

FROM: Bethany Little

SUBJECT: Information on lifelong learning initiatives

Per your request, I have put together a brief packet of information on lifelong learning initiatives. The file includes:

- a brief summary of the initiatives announced at the 21st Century Skills for 21st Century Jobs Summit held in January of this year;
- a one-pager on the 21st Century Skills Leadership Group, and a list of the Group's membership;
- Executive Order 13111, which outlines the Advisory Committee on Expanding Training Opportunities;
- a list of candidates for the Advisory Committee and their resumes; and
- the paper Tom Kalil and Brian Kennedy prepared for Gene on the Skills Gap Initiative.

I will get you a summary of the Leadership Group's work to date before our meeting with Jon and Andy, which is tentatively scheduled for Thursday, September 2. I hope that this is helpful, and please let me know if you need anything else.

Leadership Group on 21st Century Skills

> *"America's competitiveness and the prosperity of our people in a changing economy depend increasingly on high-skill high-wage jobs. Realizing our potential will require investing in education and learning for all of our people throughout their lifetimes."*
>
> *- Vice President Al Gore*

What is the Leadership Group on 21st Century Skills?

The Leadership Group consists of top CEOs, college presidents, labor union leaders, cabinet members, and other community leaders who participated in a summit on 21st Century Skills for 21st Century Jobs convened by the Vice President. At the Summit, the Vice President assembled the group to examine in more detail the most pressing issues raised at the summit and develop recommendations by the end of the year.

What was the Summit on 21st Century Skills for 21st Century Jobs?

On January 12, 1999, Vice President Al Gore convened this national summit in Washington, DC. The Vice President heard from business, organized labor, education, government, and local community leaders; unveiled seven new initiatives to help working Americans get the skills they need to succeed in the workplace; and released a report that shows how employers and workers alike benefit from investment in skills.

What will the Leadership Group on 21st Century Skills do?

The Group is spending six months developing a set of concrete recommendations for the sectors they represent on how these sectors can best help Americans acquire the skills they need to succeed in the 21st century workplace. The group will serve as a catalyst for action on upgrading the skills of the workforce, while allowing leaders from across sectors to discuss these issues and develop collaborative solutions. It is synthesizing information from around the country, including relevant research, the best current thinking and the most promising practices. At the end of the year, the group will outline the recommendations to their colleagues and commitments they are making to further the goal of ensuring a prepared and thriving workforce in the next century.

Who else is involved?

Experts from key education and training organizations are advising the Leadership Group. Federal agencies are also participating, including the U.S. Department of Education, U.S. Department of Labor, U.S. Department of Commerce, National Partnership for Reinventing Government, Small Business Administration, the National School-to-Work Office, and the National Institute for Literacy.

How can I get more information?

The following websites have more information: vpskillsummit.org and www.nifl.gov. Or call 202-233-2034.

Leadership Group Members

Jane Altes, President, Empire State College
Aida Alvarez, Administrator, Small Business Administration
Clarence Anthony, Mayor, South Bay, Florida
Morton Bahr, President, Communication Workers of America
Carol Ball, CEO, Ball Publishing
George Becker, President, United Steelworkers
Pam Brier, COO, Maimonides Hospital
Robert Chase, President, National Education Association
Bill Daley, U.S. Secretary of Commerce
Linda Chavez-Thompson, Executive Vice President, AFL-CIO
Tom Donohue, Chair, U.S. Chamber of Commerce
Richard Freeland, President, Northeastern University
Sandra Feldman, President, American Federation of Teachers
Juliet Garcia, President, University of Texas - Brownsville
Robert Georgine, President, AFL-CIO Building and Construction Trades
Alexis Herman, U.S. Secretary of Labor
Stanley Ikenberry, President, American Council on Education
Jerry Jasinowski, Chair, National Association of Manufacturers
Bob Jones, President and CEO, National Alliance of Business
Ray Marshall, former U.S. Secretary of Labor, University of Texas-Austin
Sam Maury, Chair, Business Roundtable
Ruth Ann Minner, Lt. Governor of Delaware
John Morgridge, Chairman of the Board, Cisco Systems
Thomas Nussbaum, Chancellor, California Community Colleges
Eduardo Padron, President, Miami-Dade Community College
Larry Perlman, CEO, Ceridian Corporation
Ed Rendell, Mayor of Philadelphia, PA
Richard Riley, U.S. Secretary of Education
Ed Rust, CEO, State Farm Insurance
Carolyn Williams, President, Bronx Community College
Anthony Zeiss, President, Central Piedmont Community College
John Zeglis, CEO, AT&T Consumer Services

21st Century Skills Summit Initiatives

The Advisory Committee on Expanding Training Opportunities has not yet been formally announced by the President. The final members are being reviewed. The commission is composed of 20 members from outside the Federal Government, including representatives of the research, education, labor, and training communities, information technology sector, and representatives from other critical sectors. A significant focus of the group will be an analysis of options for helping adult Americans finance the training and post-secondary education needed to upgrade skills and gain new knowledge. Contact: Bethany Little 456-5543

New Outreach efforts for the Hope and Lifetime Learning tax credits have been implemented by the Department of Education since the summit. Education has two target audiences for their outreach effort - 1) individuals currently in school who are now eligible for the credits, and 2) individuals who may be thinking of continuing their education who may be influenced by knowing there are additional ways to help make it more affordable. Since this is the first year the credits are available, a majority of their efforts so far have focused on making sure students who are eligible for the credits are informed. Continuing efforts will focus on highlighting the credits as an incentive/a vehicle to open opportunities for continuing education and lifelong learning. Contact Patricia Mcneil

Plans for Regional Skills Alliances to Help Train American Workers for High-skill Jobs in Industries Facing Skill Shortages were implemented by the Department of Labor. These new plans provide funds for regional partnerships which will: identify skill needs in shortage areas, design training curricula to upgrade the skills of incumbent and dislocated workers, provide training for workers to prepare them for these jobs, and support the planning and policy efforts of local business-led boards established under the Workforce Investment Act. Labor has met with several constituency groups to fine tune this approach. The amount of funds generated for this Fiscal year by the $500 fee on employers for petitions filed under the H-1B program equals $15 million. Contact Geri Fiala at 219-8660

A New Award from the President and Vice President for High Skills Communities that invest effectively in raising the skills of adults across the community: Up to ten communities each year would receive a national award from the President and Vice President for achieving concrete results in improving the skills of their adult workforce and will receive financial support to help other communities learn from their efforts. Modeled after the Baldridge Award, this award requires applicants to go through a rigorous self-assessment to identify needs in their community and develop additional strategies for improving adult literacy and workforce skills.

New Internet services available through the Department of Labor's -America's

Learning eXchange (ALX) - facilitate Universal Access to One-Stop Centers including: A nationwide toll-free telephone system so that all workers can find out what services are available and where they can go to receive them. Every American will have universal access to the services and programs available through One-Stop Career Centers at their fingertips. They also include new mobile One-Stop Career Centers -- designed to bring the information and services to rural residents and help the Labor Department's existing rapid response teams provide workers the information they need to get back to work. Finally, access funds to help the disabled and the blind benefit from One-Stop Career Centers, including a talking America's Job Bank (AJB), are being developed in conjunction with the National Federation for the Blind. Contact Dave Mormon at 219-8660

A new leadership group of top CEOs, college presidents, labor union leaders, cabinet members, and other public officials has met several time to develop plans to help working Americans develop the skills they need for career success and economic security. The group is developing principles to identify exceptional programs and partnerships to upgrade the skills of adults and publicize them in ways that can help others learn and build on their successes. Finally, the group is developing plans for informational and marketing campaigns that could be used by the private sector and State and local governments to encourage adults to pursue ongoing education and training.

The Release of 21st Century Skills for 21st Century Jobs : A joint product of planning and resource sharing between commerce, education and labor, this new report finds that eight of the ten fastest growing jobs in the next decade require college education or moderate to long-term training. The report also linked education to job security, finding that adults with higher levels of education are less likely to be unemployed and are more likely to find reemployment quickly if they are displaced.

The Presidents Task Force on Federal Training Technology has already met twice and subdivided into 5 focus areas to achieve the tasks outlined in the EO. The focus areas are Federal Individual Training Accounts; Procurement Option; Standards for Training Software and associated services; Financial Investment; and Learning Technologies. The task force has already provided recommendations regarding learner accounts and will conclude its other recommendations by July 2000.
Contact: Emzell Blanton 606-5188

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001. list	Possible Canidates for Advisory Committee on Expanding Training (1 page)		P6/b(6)

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KEY POINTS

-We have 20 slots divided into the following categories:
6 technology or training
6 finance
8 general

-We need to narrow this list down, but have a list of alternates because none of these folks have been contacted about serving.

National League of Cities

BIOGRAPHICAL SKETCH OF

CLARENCE E. ANTHONY, MAYOR OF SOUTH BAY, FLORIDA

AND

PRESIDENT OF THE NATIONAL LEAGUE OF CITIES

Mayor Clarence Anthony of South Bay, Fla., was elected 1999 President of the National League of Cities at the 75th Annual NLC Congress of Cities in December, 1998. He is the chief spokesperson of the oldest and largest organization of municipal officials in the United States, representing more than 1,500 cities and towns, as well as 49 state municipal associations that are members of NLC. He is the third Florida official to hold NLC's top leadership post. Mayor Glenda Hood of Orlando served as NLC president in 1992, and Hans Tanzler served as NLC president while mayor of Jacksonville in 1976.

Mayor Anthony is the sixth black leader to serve as NLC president and is only the second municipal leader from a small city to lead NLC. He has served as mayor of South Bay (population 4,056) since 1984, and his election to municipal office came two years after Mayor Ferd Harrison of Scotland Neck, N.C., (population 2,575) became NLC's first president from a small city in 1982.

A creative and thoughtful leader in his community, Mayor Anthony has brought a wealth of experience and personal energy into his work with the National League of Cities. He has served on the League's board of directors, the NLC Election '96 Task Force, and also on the League's Policy and Legislative Committee, Community and Economic Development Policy Steering Committee, and the NLC Committee on Localism. He is a member of the National Black Caucus of Local Elected Officials (NBC/LEO) and serves on the board of directors of the National Conference of Black Mayors.

Mayor Anthony also served as President of the Florida League of Cities in 1995. He is a vice chair of the state league's Federal Action Strike Team, has chaired the Legislative Committee and Finance and Taxation Committee, and has served on the executive board since 1992. He is the only municipal official serving on the Florida Constitution Revision Commission, a special panel required to convene every 20 years to examine and make recommendations on the state constitution. He is also a member of the Federal Judicial Nomination Commission, the Florida Environmental Land Management Study Commission and the Federal Government Everglades Ecosystem Task Force.

A lifelong resident of the South Bay area bordering Lake Okeechobee, Mayor Anthony completed his undergraduate studies and earned a Masters Degree in Public Administration at Florida Atlantic University. He is president of Emerge Consulting Corporation and active in many professional and service organizations in South Bay and Palm Beach County. His community service has earned him honors including the Florida Jaycees Mayor of the Year Award for 1989-90, distinguished alumnus awards from Florida Atlantic University and Palm Beach Community College, Ebony Magazine Future Leader Award, Outstanding Young Men in America Award and Outstanding Community Leaders in

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TJU 10-26

Courtney Gregoire

J. Paul Carey

J. Paul Carey, 39, is Executive Vice President of Marketing and Servicing, Sallie Mae, Inc. Mr. Carey is also the President and director of the Student Loan Marketing Association.

In August 1997, Mr. Carey was appointed Executive Vice President. From 1994 until then he served as a principal with LCL, Ltd., a financial management consulting firm. Prior to LCL, Ltd., he was Vice President of Institutional Finance of the Student Loan Marketing Association (Sallie Mae), in which he was responsible for the student loan portfolio acquisitions and the Company's financing products. He joined Sallie Mae as a credit specialist in 1982, was promoted to Assistant Vice President, Financial Planning and Analysis in 1988, Vice President, Facilities Finance in 1990 and Vice President of Institutional Finance in 1991.

Courtney,

Paul oversees all of Sallie Mae's lifelong learning initiatives and is a devoted Democrat!

Peg

ANTHONY P. CARNEVALE

Vice President for Public Leadership

Anthony P. Carnevale is an internationally recognized authority on education, training and employment. He currently serves as Vice President for Public Leadership at Educational Testing Service. Since its creation in 1947, ETS has been the world leader in the development and delivery of instruments for assessing individual competencies; the assessment and certification of competencies in particular occupations; and tools for individual career guidance and planning.

Before coming to ETS, Carnevale served as Vice President and Director of Human Resource Studies at the Committee for Economic Development. The CED, a business think tank, is led by almost 250 trustees who are also Chief Executive Officers in the broad range of the nation's business organizations.

In August of 1993, President Clinton appointed Carnevale as Chair of the National Commission on Employment Policy. Carnevale also serves on numerous other boards and commissions including: the Board of Overseers for the Malcolm Baldrige Quality Award; The Kellogg Commission on Lifelong Learning; the human resources committee of the U.S. Council on Competitiveness; The congressional U.S. Competitiveness Policy Council; the National Alliance of Business Workforce Excellence Advisory Council; The Twentieth Century Fund Task Force on Worker Retrainings; and the Hudson Institute Advisory Board on Workforce 2000.

Carnevale has written numerous books and articles on competitiveness and human resources. His most recent books are *The American Mosaic: An In-depth Report on the Future of Diversity at Work*, published in the summer of 1995, and *Tools and Activities for a Diverse Work Force*. His other books include: *America and the New Economy: How New Competitive Standards Are Radically Changing American Workplaces*; *Jobs for the Nation: Challenges for a Society Based on Work*; *Workplace Basics: The Essential Skills Employers Want*; *Training in America: The Organization and Strategic Role of Training*; and *Training the Technical Workforce*.

Before joining CED, Carnevale served as the President of The Institute for Workbased Learning, an applied research center affiliated with the American Society for Training and Development, a professional association for human resource specialists in private companies. Before joining ASTD, Carnevale served as senior economist for the Senate Democratic Policy Committee; government affairs director for The American Federation of State, County, and Municipal Employees; staff director for employment, education, training, and social service programs for the U.S. Senate Committee on the Budget; senior staff economist for the Government Operations Committee in the U.S. House of Representatives; and senior policy analyst in the Office of the Secretary in the U.S. Department of Health, Education, and Welfare.

Prior to coming to Washington, he worked as a research economist with the Syracuse University Research Corporation. During that time, he was involved in the reform of school financing and was a co-author of the principal affidavit in Rodriguez v. San Antonio, a U.S. Supreme Court action to remedy unequal tax burdens and education benefits. Carnevale was also a psychiatric social worker and high school teacher in his home state of Maine.

Carnevale received his B.A. from Colby College in Waterville, Maine, and his Ph.D., with a concentration in public finance economics, from the Maxwell School at Syracuse University.

ETS

Educational Testing Service
Princeton, N.J. 08541

He holds a Ph.D. from the Maxwell School of Citizenship and Public Affairs of Syracuse University and a B.A. from Colby College in Waterville, Maine.

Carnevale will have offices in both Washington, D.C., and Princeton, N.J.

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Jerry J. Jasinowski
President and CEO
National Association of Manufacturers

Jerry Jasinowski is president and CEO of the N Manufacturers, the largest national industry tra of the nation's most frequently quoted authorit manufacturing trends and new developments.

Jasinowski has addressed audiences across the Commonwealth Club of California to the Nati D.C. -- as:

- an astute analyst who understands the new global economy and their impact on
- a CEO who runs a first-class operation how manufacturing companies have reg edge, *Making It In America: Proven Pa Companies* (Simon & Schuster, March 1
- a player in the political game whom *W* calls industry's "most powerful advocate

Under Jasinowski's leadership, the NAM has b influential and respected business group, helpi broad range of issues from taxes to trade. He currently is calling for a national strate improve opportunities for employees through empowerment, education and wealth c lectured on what companies should do to increase their growth, particularly in terms going global and empowering and educating workers.

Jasinowski is widely quoted in the media and has appeared on almost every major n program, including ABC's *Good Morning America, Nightline* and *This Week with D Meet the Press* and *The McLaughlin Group*, CBS' *Face the Nation*, CNN's *Crossfir Line*, C-Span and the evening network news shows. His opinion editorials have run *Washington Post, Chicago Tribune, Harvard Business Review* and other major publ

Jasinowski became president of the NAM in January 1990, after serving as the assoc and chief economist for ten years. The NAM is the largest and oldest broad-based in United States. Its more than 14,000 member companies and affiliates, including app employ 18 million people, are in every state and account for roughly 85 percent of U

A one-time factory worker, Jasinowski joined the U.S. Air Force as an intelligence o the mid-1960s. He went on to become assistant professor of economics at the U.S. A 1970s, Jasinowski came to Washington to manage research and legislative activities Committee of Congress. In 1976, he served as director of the Carter Administration' departments of Treasury, Commerce, Labor, the Council of Economic Advisors and

Lawrence F. Katz

Biographical Sketch

Lawrence Katz is Professor of Economics at Harvard University and a Research Associate of the National Bureau of Economic Research. His research focuses on issues in the general areas of labor economics and the economics of social problems. His work has examined a wide range of topics including wage and income inequality; unemployment; theories of wage determination; the economics of education; the impact of globalization and technological change on the labor market; and the evaluation of the effectiveness of social and labor market policies. He is the author of numerous articles in scholarly journals on these topics. Katz=s recent research explores the patterns and determinants of recent changes in the U.S. wage structure and rising labor market inequality in an historical and international comparative context. He is currently examining the history of economic inequality in the United States and the roles of technological changes and the pace of educational advance in affecting the wage structure.

Professor Katz has been editor of the *Quarterly Journal of Economics* since 1991 and edited the book *Differences and Changes in Wage Structures* (University of Chicago Press and NBER, 1995). He served as the Chief Economist of the U.S. Department of Labor from January 1993 to August 1994 and was the first Director of the Program on Children at the National Bureau of Economic Research. Professor Katz graduated from the University of California at Berkeley in 1981 and earned his Ph.D. in Economics from the Massachusetts Institute of Technology in 1986. He was elected a fellow of the Econometric Society in 1993 and was selected as a Global Leader of Tomorrow by the World Economic Forum in the inaugural class of 1993.

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LISA M. LYNCH

Lisa M. Lynch is the William L. Clayton Professor of International Economic Affairs at the Fletcher School of Law and Diplomacy at Tufts University. She received her undergraduate degree with honors from Wellesley College (1978), and her M.Sc. (1979) and Ph.D. (1983) in economics from the London School of Economics. She is also a Research Associate at the National Bureau of Economic Research and the Economic Policy Institute. From October 1995-January 1997 she was the Chief Economist at the U.S. Department of Labor and she has been a faculty member at M.I.T. (1985-1993), The Ohio State University (1983-1985), and the University of Bristol (1982-1983).

Her awards and honors include the William L. Clayton Chair in International Economic Affairs (1994-), The Instituto per la Riconstruzione Industriale Career Development Chair in Industrial Relations (1989-1992), the Fletcher School's James Paddock Teaching Award (1998), M.I.T. Graduate Student Council Teaching Award (1988), Top Ten M.I.T. Professors for Undergraduate Teaching (1988), The Ohio State University Pacesetter Award Commendation for Research (1985), and the Peggy Howard Memorial Scholarship for Graduate Studies in Economics.

Professor Lynch is currently a Co-Editor of the *Journal of Labor Economics*. She has served on the Board of Senior Scholars, U.S. Department of Education's National Center on the Educational Quality of the Workforce, the U.S. Department of Labor's National Longitudinal Survey Technical Review Committee, the Expert Panel for the US Department of Labor's Strategic Research Plan for the Workforce Investment Act, the Census Bureau's Boston Data Research Center Advisory Board, the American Economic Association Committee on the Status of Women in the Economics Profession, and the Academic Advisory Group for the Federal Reserve Bank of Boston. She has also been a visiting scholar in Sweden and Italy and lectured and consulted widely in the U.S., Canada, Europe and Japan.

Professor Lynch has published over 45 papers and books on issues such as private sector training and its impact on productivity and wages, youth unemployment, the school-to-work transition, and the impact of technological change on employment. She edited Training and the Private Sector: International Comparisons (University of Chicago Press, 1994) and authored Strategies for Workplace Training: Lessons from Abroad (Economic Policy Institute, 1993). Her work has appeared in numerous edited volumes, and professional journals such as *The Economic Journal, The American Economics Review, The Review of Economics and Statistics, Industrial and Labor Relations Review, The Journal of Econometrics, The Journal of Labor Research, Oxford Economic Papers, Industrial Relations, and The British Journal of Industrial Relations*. Her research has been sponsored by the U.S. Department of Education's National Center on the Educational Quality of the Workforce, the Institute for Research on Poverty, the National Science Foundation, The U.S. Department of Labor's Bureau of Labor Statistics, the MacArthur Foundation, and the Ford Foundation.

The MASIE Center
The Technology & Learning ThinkTank

The Background of Elliott Masie

To see a picture of Elliott Masie.

To access a schedule of Elliott Masie's upcoming speaking engagements

Elliott Masie is a pioneer in the fields of technology, learning and organizational development. Over the past 25 years, Elliott has provided leadership, insight and perspective to the major corporations as they cope with the integration of technology into their businesses.

Elliott has presented programs to over 276,000 professionals in 25 countries. His consulting has involved over 3000 organizations, ranging from the Central Intelligence Agency to Walt Disney.

Elliott's professional focus has been to demystify the world of technology in order to allow organizations to use their wisdom and resources to make key choices. He has developed models for disseminating technology throughout organizations, providing workforce literacy on computers and developing approaches to changing IS systems.

In addition to his work as an innovator and educator, Elliott has developed several key structures and conferences with the technology industry. He is the host of TechLearn '98, the major event focused on integrating learning with technology. In addition, he was the founder of the Computer Training & Support Conference, The ReTooling Conference and the On-The-Job Learning Conference. Elliott served as the president of a division of Ziff Davis Publishing.

Elliott hosted the Microsoft TV Series "Windows 95". This was an international, live television broadcast aimed at executives approaching the conversion to that operating system from Microsoft. Elliott's role was to be an independent observer of this new technology. He has worked to develop standards for distance learning instructors involved with Microsoft's On-Line Institute.

Elliott is one of the most in-demand speakers on the circuit, focusing a keen eye on the role of technology as it changes the world of business and learning. He has keynoted this past year at the Human Resource Conference in the United Arab Emirates, at the International Federation of Training and Development conference in Dublin, Ireland, at the Distance Learning conference in Madison, WI and many others.

Elliott conducts a bi-monthly one-hour telephone broadcast show with industry leaders on topics ranging from the impact of remote computers in the workplace to the appropriate use of the Internet as a business tool. This broadcast is part of The MASIE Center Membership, which is a subscription service for major corporations on the use of technologies as learning and workplace productivity tools.

Elliott is working with several major corporations to redefine the organizational structures for delivering learning. As organizations reengineer and reorganize, it is essential to increase the responsiveness of Training and Learning departments. He has also been an active participant in conversations with various US Government Agencies that are exploring new methods of delivering training and meeting the needs of the technology skills gap that exists in our country.

Elliott is the author of a dozen books, including *The Computer Training Handbook*. He is a regular columnist in several magazines, including Service News, Technologies for Learning and Computer Reseller News. His next book, due out in late 1998, will be called *Learning in the Digital Age*.

Elliott is the founder of The On-Line Learning Council and is a major advocate of new models for delivering corporate skills and performance enhancement using technology.

Elliott is married to Cathy DiMiceli Masie, his partner in the MASIE Center. They live in Saratoga Springs and also spend time in the Adirondack Mountains at a remote retreat for recharging and thinking.

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Elliott is married to Cathy DiMiceli Masie, his partner in the MASIE Center. They live in Saratoga Springs and also spend time in the Adirondack Mountains at a remote retreat for recharging and thinking.

Elliott and Cathy's Wedding

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008. biography	non-selection biography and introduction (1 page)	07/19/1999	P6/b(6)

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RESTRICTION CODES

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JOBS FOR THE FUTURE

88 Broad Street, 8th Floor
Boston, MA 02110
(617) 728-4446
Fax: (617) 728-4857
Web site: www.jff.org

Hilary C. Pennington
President

Ms. Pennington is President of Jobs for the Future, a national non-profit, non-partisan organization dedicated to developing innovative workforce development solutions for business, education, and communities. A nationally recognized expert on education and training issues, she has worked with federal and state governments to develop public policies that integrate economic and human resource development. She has devoted her career to improving public systems for workforce development and to promoting more effective linkages between work and learning as a means of strengthening economic opportunity and civic health.

Together with Arthur White of Yankelovich Partners, Ms. Pennington founded JFF in 1984 and has led the organization to national prominence in the 15 years since. In the 1980s, Ms. Pennington designed and directed JFF's work with six states to develop and implement comprehensive strategies for linking their education, workforce development, and economic development systems. In the 1990s, she launched a major initiative to develop more effective systems to support youth transitions from school to productive careers and was invited to make a presentation on this work at President Clinton's Economic Conference held in December of 1992. Today, JFF's programs reach 21 states and over 50 communities.

One of the chief architects of the American school-to-career movement, Ms. Pennington served on the presidential transition team of the U.S. Departments of Labor and Education in 1992, advised federal policymakers on the development of the School to Work Opportunities Act of 1994, and now serves as a member of the National Advisory Council on School-to-Work Opportunities.

In addition to her work with US states and localities, Ms. Pennington has conducted comparative studies of workforce development systems in Europe and South Africa. She is sought internationally as a speaker and advisor on issues of economic security, education reform, workforce development, and corporate responsibility, and has assisted non-profit organizations and corporate foundations with strategic planning and evaluation on these issues. She serves on a number of commissions and task forces.

She has written extensively on education, workforce development, and public policy issues and has been published in numerous publications, including the *Christian Science Monitor* and the *Harvard Business Review*.

Prior to co-founding Jobs for the Future, Ms. Pennington worked in strategic planning at Ætna Life and Casualty Company and as a research analyst at the Boston Consulting Group. She holds a Master of Public Policy and Management degree from the Yale School of Organization and Management, a diploma from Oxford University's Graduate School of Social Anthropology, and a Bachelor of Arts degree from Yale University. She serves on the boards of the Massachusetts Institute for a New Commonwealth, the Milton Hershey School, the Milton Hershey Trust, the National Advisory Board for the National School-to-Work Office, and the Women's Educational and Industrial Union. She is also a Fellow of the National Academy of Human Resources.

Ms. Pennington was born in South Africa and spent 2 years in Tanzania developing wildlife conservation programs at an animal behavior research unit directed by Jane Goodall. She is the mother of two girls.

Jobs for the Future (JFF) is a national, non-profit organization that conducts research, proposes policy innovation, designs systems, and provides technical assistance. Our goal is to enhance economic security and access to opportunity for all individuals by strengthening the linkages between work and learning.

1/5/99

Andersen Consulting

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1666 K Street, N.W.
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(202) 862-8000

STEPHEN J. ROHLEDER

Stephen J. Rohleder is the managing partner of Andersen Consulting's Americas Federal Government Operating Unit, which employs more than 2000 employees in the United States and Canada.

As Managing Partner, Steve oversees contracts to modernize and improve information technology systems and business processes for more than half of the 14 U.S. Cabinet-level agencies, including the Departments of Commerce, Defense, Health and Human Services, Housing and Urban Development, Labor, State, Transportation, Treasury and Veterans Affairs. In addition, Andersen Consulting provides a wide range of services to increase the efficiency of the U.S. Postal Service and the Canada Post Corporation.

Since Mr. Rohleder was named managing partner in 1997, the Americas Federal Practice has grown 50 percent. Andersen Consulting's diverse federal government contracts include modernizing and integrating the U.S. Air Force's worldwide aircraft maintenance systems; implementing and maintaining systems supporting the Direct Student Loan Program; and implementation of marketing, mail operations, human resource and financial system modernization for the U.S. and Canadian Postal Services. He also leads Andersen Consulting's Federal Human Resources practice, which is implementing PeopleSoft human resources software for numerous government agencies including the Social Security Administration, Internal Revenue Service, Customs Service, Department of Justice and Department of State. He is the managing partner in charge of Andersen's Worldwide Government Education Innovations Practice, responsible for promoting state-of-the-art technology training techniques to government.

Steve joined Andersen Consulting after graduating with a Bachelors of Business Administration degree in Finance and Computer Sciences from the University of Texas at Austin in 1979. He has spent the majority of his career implementing large information systems for Federal, State and Local government organizations. He was admitted to the partnership in 1992.

He serves on the board of the Systems Integration Division of the Information Technology Association of America and the Virginia Make-A-Wish Foundation and is a member of the Department of Defense's Logistics Information Technology Industry Executive Advisory Board and the Business Executives for National Security. He has written extensively on the need for continued procurement reform within the Federal Government, advocating the elimination of bid protests and rewarding procurement officials for innovation.

Andersen Consulting is a $8.3 billion global management and technology consulting organization. It employs 65,000 professionals in 47 countries around the world. Its clients include 39 of the Fortune 50 companies; 330 of the Fortune 500 companies and 14 of the 15 most profitable organizations in the world. Government clients comprise about 8 percent of the partnership's worldwide revenues.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
009. report	non-selection, contact information (1 page)	5/25/1999	P6/b(6)

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010. resume	non-selection, resume (1 page)	07/16/1999	P6/b(6)

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Cuyahoga Community College

Biographical sketch: Jerry Sue Thornton, Ph.D.

Dr. Jerry Sue Thornton is president of Cuyahoga Community College, the largest community college in Ohio. Tri-C's mission is to provide high-quality, accessible and affordable educational opportunities and services -- including university transfer, technical and lifelong learning programs -- that promote individual development and improve the overall quality of life in a multicultural community. Dr. Thornton manages a budget of $152 million and oversees three campuses.

Since 1992, when Dr. Thornton began her tenure, the College has reallocated resources, restructured, and embarked on a Total Quality Management initiative. In addition, new university transfer agreements have been signed; distance learning programs, including a degree program with PBS, have been developed; technology has been upgraded; and a building program has been initiated to bring technology and students together.

The College serves 60,000 students annually through more than 70 degree programs and unique services for special population segments. Reaching out to the community, the College has partnerships that include: business and industry, the Playhouse Square Foundation, school systems, NASA, other colleges and universities, and most recently, the Rock and Roll Hall of Fame.

Committed to ensuring the College has a strong community focus, Dr. Thornton serves on several boards, including: the Greater Cleveland Growth Association, National City Bank, Applied Industrial Technologies, the Greater Cleveland Roundtable, The Urban League of Greater Cleveland, United Way Services, the Rock and Roll Hall of Fame and Museum (Cleveland and New York Boards) and the Cleveland Foundation.

Dr. Thornton began her career as a junior high school teacher in Earlington, Ky., moved on to Murray High School, and then to Triton College in River Grove, Ill., where she became Dean of Arts and Sciences. In 1985, she became president of Lakewood Community College in White Bear Lake, Minn., and continued in that position until coming to Tri-C.

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Dr. Thornton's educational background includes a Ph.D. from the University of Texas at Austin; The Institute for the Management of Lifelong Education, Harvard Graduate School of Education; Honorary Doctorate of Humane Letters, College of St. Catherine, St. Paul, Minn.; a master of arts degree from Murray State University, Murray, Ky.; and a bachelor of arts degree from Murray State University in Murray, Ky.

She has earned many awards and honors. She holds several professional affiliations, including Alpha Kappa Alpha; and she is in great demand as a presenter for international, national and local groups. In addition, she has written for several publications, including books, book chapters and professional articles.

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012. biography	non-selection, biography (2 pages)	07/19/1999	P6/b(6)

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release January 12, 1999

EXECUTIVE ORDER 13111

- - - - - - - -

USING TECHNOLOGY TO IMPROVE TRAINING OPPORTUNITIES FOR FEDERAL GOVERNMENT EMPLOYEES

Advances in technology and increased skills needs are changing the workplace at an ever increasing rate. These advances can make Federal employees more productive and provide improved service to our customers, the American taxpayers. We need to ensure that we continue to train Federal employees to take full advantage of these technological advances and to acquire the skills and learning needed to succeed in a changing workplace. A coordinated Federal effort is needed to provide flexible training opportunities to employees and to explore how Federal training programs, initiatives, and policies can better support lifelong learning through the use of learning technology.

To help us meet these goals, I am creating a task force on Federal training technology, directing Federal agencies to take certain steps to enhance employees' training opportunities through the use of training technology, and an advisory committee on the use of training technology, which also will explore options for financing the training and post-secondary education needed to upgrade skills and gain new knowledge.

Therefore, by the authority vested in me as President by the Constitution and the laws of the United States of America, including the Federal Advisory Committee Act, as amended (5 U.S.C. App.), and in furtherance of the purposes of Chapter 41 of title 5, United States Code, the Government Employees Training Act of 1958 (Public Law 85-507), as amended, and Executive Order 11348, "Providing for the Further Training of Government Employees," and in order to make effective use of technology to improve training opportunities for Federal Government employees, it is ordered as follows:

Section 1. Establishment of the President's Task Force on Federal Training Technology. (a) The "President's Task Force on Federal Training Technology" (Task Force) is established. The Task Force shall provide leadership regarding the effective use of technology in training and education; make training opportunities an integral part of continuing employment in the Federal Government; and facilitate the ongoing coordination of Federal activities concerning the use of technology in training. The Task Force shall consist of the heads of the following departments and agencies or their representatives: the Departments of State, the Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, and Education; the Office of Personnel Management, General Services Administration, Environmental Protection Agency, National Aeronautics and Space and Administration, Small Business Administration, and Social Security Administration; a representative from the Small Agency Council; and representatives from other relevant agencies and related Federal councils, as determined by the Chair and Vice Chair of the Task Force.

(b) Within 30 days of the date of this order, the head of each agency or council shall designate a senior official to serve as a representative to the Task Force. The representative shall report directly to the agency head or the President's Management Council member on the agency's or council's activities under this order.

(c) The Director of the Office of Personnel Management (OPM) shall be the Chair and the representative from the Department of Labor shall be the Vice Chair of the Task Force.

(d) The Chair and Vice Chair shall appoint an Executive Director.

(e) The Task Force member agencies shall provide any required staffing and funding, as appropriate.

Sec. 2. Duties of the Task Force. (a) Within 18 months of the date of this order, the Task Force shall develop and recommend to the President, through the Assistant to the President for Economic Policy and the Assistant to the President for Science and Technology, a policy to make effective use of technology to improve training opportunities for Federal Government employees. The policy should promote and integrate the effective use of training technologies to create affordable and convenient training opportunities to improve Federal employee performance. The Task Force shall seek the views of experts from industry, academia, and State and local governments as the Task Force proceeds, as appropriate. Specifically, the Task Force shall:

(1) develop strategies to improve the efficiency and availability of training opportunities for Federal Government employees;

(2) form partnerships among key Federal agencies, State and local governments, businesses, universities, and other appropriate entities to promote the development and use of high-quality training opportunities;

(3) analyze the use of technology in existing training programs and policies of the Task Force member agencies to determine what changes, modifications, and innovations may be necessary to advance training opportunities;

(4) in consultation with the Department of Defense and the National Institute of Standards and Technology, recommend standards for training software and associated services purchased by Federal agencies and contractors. These standards should be consistent with voluntary industry consensus-based commercial standards. Agencies, where appropriate, should use these standards in procurements to promote reusable training component software and thereby reduce duplication in the development of courseware;

(5) evaluate and, where appropriate, coordinate and collaborate on, research and demonstration activities of Task Force member agencies related to Federal training technology;

(6) identify and support cross-agency training areas that would particularly benefit from new instructional technologies and facilitate multiagency procurement and use of training materials, where appropriate;

(7) in consultation with the General Services Administration, the Office of Personnel Management, and the Office of Federal Procurement Policy of the Office of Management and Budget (OFPP), promote existing and new procurement vehicles that allow agencies to provide innovative

training opportunities for Federal employees;

(8) recommend changes that may be needed to existing procurement laws to further the objectives of this order and forward the recommendations to the Administrator of OFPP; and

(b) develop options and recommendations for establishing a Federal Individual Training Account for each Federal worker for training relevant to his or her Federal employment. To the extent permitted by law, such accounts may be established with the funds allocated to the agency for employee training. Approval for training would be within the discretion of the individual employee's manager. Options and recommendations shall be reported no later than 6 months from the date of this order.

Sec. 3. Duties of All Federal Agencies. (a) Each Federal agency shall, to the extent permitted by law:

(1) include as part of its annual budget process a set of goals to provide the highest quality and most efficient training opportunities possible to its employees, and a set of performance measures of the quality and availability of training opportunities possible to its employees. Such measures should be, where appropriate, based on outcomes related to performance rather than time allocation;

(2) identify the resources necessary to achieve the aforementioned goals and performance measures articulated in its annual performance plan;

(3) and, where practicable, use the standards recommended by the Task Force and published by the Office of Personnel Management for purchasing training software and associated services; and

(4) subject to the availability of appropriations, post training courses, information, and other learning opportunities on the Department of Labor's America's Learning Exchange (ALX), or other appropriate information dissemination vehicles as determined by the Task Force, to make information about Federal training courses, information, and other learning opportunities widely available to Federal employees.

(b) Each Federal agency, to the extent permitted by law, is encouraged to consider how savings achieved through the efficient use of training technology can be reinvested in improved training for their employees.

Sec. 4. Duties of Specific Federal Agencies. (a) In light of the Office of Personnel Management's responsibility for developing Government-wide training policy, coordinating and managing training policy programs, and providing technical assistance to Federal agencies, the Office of Personnel Management or other appropriate agency as determined by the Task Force shall:

(1) in consultation with the Task Force, the Department of Defense, the National Institute of Standards and Technology, the Department of Labor, and other appropriate agencies as determined by OPM, publish the standards for training software and associated services recommended by the Task Force; and

(2) ensure that qualification standards for civil service positions, where appropriate, reflect standard industry certification practices.

(b) The Department of Labor or other appropriate agency as determined by the Task Force shall, subject to the availability of appropriations:

(1) establish a specialized database for Federal training within the framework of the Department of Labor's ALX, or other appropriate information dissemination vehicles determined by the Task Force, to make information about Federal training courses, information, and other learning opportunities widely available to Federal employees;

(2) establish and maintain a training technology website for agencies to post training needs and to foster communication among the agencies and between public and private sector organizations to identify and meet common needs; and

(3) establish a staffed help desk and technology resource center to support Federal agencies using training technology and to facilitate the development of online training courses.

(c) The Department of Defense or other appropriate agency as determined by the Task Force shall:

(1) in consultation with the National Institute of Standards and Technology, lead Federal participation in business and university organizations charged with developing consensus standards for training software and associated services and lead the Federal review of the standards; and

(2) provide guidance to Defense agencies and advise the civilian agencies, as appropriate, on how best to use these standards for large-scale development and implementation of efficient and effective distributed learning technologies.

(d) Each Executive department shall designate at least one subject area of training that it will use to demonstrate opportunities in technology-based training and assign an agency leader in the designated area. Leaders in these training technology experiments shall work closely with other agencies with similar training interests. Each Executive department shall develop a plan for measuring and evaluating the effectiveness, cost-effectiveness, and benefits to employees and the agency for each designated subject area.

Sec. 5. Establishment of Advisory Committee on Expanding Training Opportunities.

The Advisory Committee on Expanding Training Opportunities (Committee) is established. The Committee shall consist of not more that 20 members appointed by the President from outside the Federal Government, including representatives of the research, education, labor, and training communities, information technology sector, and representatives from other critical sectors. The President shall designate Co-Chairs from among the members of the Committee.

Sec. 6. Functions of the Advisory Committee. The Committee shall provide the President, through the Assistant to the President for Economic Policy and the Assistant to the President for Science and Technology (Assistants to the President), with: (a) an independent assessment of:

(1) progress made by the Federal Government in its use and integration of technology in training programs, particularly in the use of voluntary industry consensus-based commercial standards for training software and associated services;

(2) how Federal Government programs, initiatives, and policies can encourage or accelerate training technology to provide more accessible, more timely, and more cost-effective training opportunities for all Americans;

(3) mechanisms for the Federal Government to encourage private sector investment in the development of high-quality instructional software and wider deployment and utilization of technology-mediated instruction so that all Americans may take advantage of the opportunities provided by learning technology; and

(4) the appropriate Federal Government role in research and development for learning technologies and their applications in order to develop high-quality training and education opportunities for all Americans;

(b) an analysis of options for helping adult Americans finance the training and post-secondary education needed to upgrade skills and gain new knowledge. Options for financial mechanisms may include grants, tax incentives, low-interest loans, or other vehicles to make training and post-secondary education accessible to adults throughout their lifetimes; and

(c) advice on other issues regarding emerging technologies in government training and financing training and post-secondary education for adult Americans as specified by the Assistants to the President.

Sec. 7. Administration of the Advisory Committee. (a) To the extent permitted by law and subject to the availability of appropriations, the Office of Personnel Management shall provide the financial and administrative support for the Committee.

(b) The heads of Executive agencies shall, to the extent permitted by law, provide to the Committee such information as it may require for the purpose of carrying out its functions.

(c) The Committee Co-Chairs may, from time to time, invite experts to submit information to the Committee and may form subcommittees or working groups within the Committee to review specific issues.

(d) Members of the Committee shall serve without compensation but shall be allowed travel expenses, including per diem instead of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707).

(e) Notwithstanding any other Executive order, the functions of the President under the Federal Advisory Committee Act, as amended, that are applicable to the Committee, except that of reporting to the Congress, shall be performed by the Office of Personnel Management in accordance with guidelines that have been issued by the Administrator of General Services.

(f) The Committee shall terminate 2 years from the date of this order unless extended by the President prior to such date.

Sec. 8. Definitions. (a) As used in this order, the terms "agency," "employee," "Government," and "training" have the meaning given to those terms, respectively, by section 4101 of title 5, United States Code.

(b) The term "technology," means any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information, including computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources. For purposes of the preceding sentence, equipment is used by an Executive agency if the equipment is used by the Executive agency directly or is used by a contractor under a contract with the Executive agency that requires the use of such equipment. The term "technology" does not include any equipment that is acquired by a Federal contractor incidental to a Federal contract.

Sec. 9. Judicial Review. This order does not create any enforceable rights against the United States, its agencies, its officers, or any person.

WILLIAM J. CLINTON

THE WHITE HOUSE,
January 12, 1999.

30-30-30

SKILLS GAP INITIATIVE – DRAFT
AUGUST 5, 1999

I. Elevating the "Skills Gap" Initiative

Our goals here are:

- Increased awareness in the press, the Congress and the public at large that the Administration has a comprehensive, long-term strategy for addressing the skills gap.

- That the initiative is viewed by the public as a major, personal priority of the President and the Vice President, as a result of speeches and events.

- Full appropriations for the Administration's FY2000 request, and development of a national consensus for continued investments in these areas.

- Highlighting the record of accomplishment of the President and the Vice President (e.g., direct lending, HOPE scholarships, Pell Grant increases, GEAR UP, and Workforce Investment Act).

- Use of the "bully pulpit" to catalyze additional investments by the private sector, and creative partnerships between government, industry, educators, and labor leaders.

II. Possible Message Points

- America's standard of living depends on investments in human capital – "what you earn depends on what you learn."

- If not now, when? The tight labor market and strong economy creates the ideal conditions to upgrade the skills of the American workforce.

- Investing in skills is necessary for the new economy and to ensure that more Americans have the opportunity to reap the benefits of the new economy. Investing in skills is our most powerful tool for growing the economy while reducing inequality.

- We need a comprehensive approach. Our workforce challenges span from adult literacy to encouraging more Americans to pursue graduate education in electrical engineering.

- Encouraging more minorities to attend college and pursue high-tech careers can help build "one America."

- Our goal, where possible, should be to provide universal access to services to everyone who needs it.

- We want to empower the individual to make good choices and to invest in their future – not to create top-down programs that don't work.

- New technologies open up new possibilities for training – "anytime anywhere" learning allows people to learn at a time, place, and pace that is convenient for them and to balance the competing demands of work and family.

III. Elements of the Skills Gap Initiative (see attached)

The key component of the Skills Gap initiative is increased access (universal access if possible) to education and training opportunities. Below is a brief outline of the seven main elements of the initiative. Additional information on the elements is attached.

1. Universal re-employment initiative

   - Training opportunities for every dislocated worker that wants and needs it in five years
   - Universal access to counseling and information (e.g., through the "one-stops," America's Job Bank, mobile one-stops, and a toll free number).

2. Universal access to higher education (through the grant and loan programs), and increased awareness about the importance and affordability of college through initiatives such as GEAR UP.

3. Increased opportunities to acquire basic skills through the literacy initiative.

4. Increased training opportunities for the non-college bound through the youth training increases.

5. Increased economic opportunity for Americans with disabilities

6. Increased opportunities for skill upgrading for incumbent workers as a result of commitments by the private sector to spend more money training their workforce.

7. Increased opportunity for Americans to compete for high-tech, high-wage jobs.

1. Universal Re-Employment Initiative

As part of the FY2000 budget, President Clinton put forward a plan to ensure that within five years: (1) every displaced worker would receive training if they wanted and needed it; (2) every person who lost their job due to no fault of their own would get the re-employment services they wanted and needed; and (3) every American would have access to One-Stop Career Centers.

Goal #1: By 2004, Every Dislocated Worker Would Receive Job Training If They Wanted and Needed It

- JobTraining For Dislocated Workers Nearly Tripled Under President Clinton. The final FY99 budget included $1.4 billion for dislocated workers, which will help some 666,000 dislocated workers get the training and reemployment services they need to return to work as quickly as possible. This represents an increase of $55 million -- to help 27,000 dislocated workers -- compared to FY98. *Since 1993, dislocated worker funding has increased by 171 percent -- helping to well more than double the number of workers served.*

- FY2000 Budget Puts Us On Track To Help Every Dislocated Worker To Get Job Training, If They Want and Need It. The FY2000 budget will include an increase in the dislocated worker program of $190 million -- this will put us on track to providing job training to every dislocated worker who wants and needs it within five years.

Goal #2: By 2004, Every Person Who Loses Their Job Due to No Fault of Their Own Would Get The Re-Employment Services They Want and Need

- Now, Many People Do Not Receive The Re-Employment Services They Need To Get Back To Work

- FY2000 Budget Will Expand Employment Service To Help Ensure Every Person Who Loses Their Job Due to No Fault of Their Own Can Get the Re-Employment Services They Want and Need. In FY2004, the Labor Department estimates that we would need to spend an additional $361 million to serve the 1.4 million people who lost their job due to no fault of their own who do not receive the re-employment services they need. Therefore, the FY2000 budget will include a $72.2 million increase in the Employment Service (ES) -- putting us on path to serving every person who lost their job due to no fault of their own within five years.

Goal #3: By 2004, Every American Would Have Access to One-Stop Career Centers

- Job Training Reform Bill Ensures That Every Area Will Have A One-Stop Center. By summer 2000, every area of the country (technically, every service delivery area) will have a One-Stop Career Center. However, some service areas are large -- for example, about six states are served by one service delivery areas.

- To Expand Access To One-Stops, The FY2000 Budget Will Includes The Following Proposals:

1-800 Phone Service. Just by dialing the 800 number, workers will be able to find out whether they are eligible for UI, how to find a job, and the kinds of assistance (e.g., job training, job search assistance) available if they are laid off due to trade or other causes. And callers would be provided information on where they can go to get help and what help they can receive.

Access to America's Job Bank for the Blind. FY2000 budget includes funds for a talking America's Job Bank (AJB), which will be developed in conjunction with the National Federation for the Blind. This would allow the blind to take advantage of AJB.

Community Access Zones. FY2000 budget will help put on-line job information -- America's Job Bank and America's Talent Bank -- at 4,000 Community-Based Organizations (e.g., faith-based and community organizations).

Mobile One-Stops. FY2000 budget includes funds to provide capital costs for the first portion of 100 mobile One-Stops -- increasing access and helping rapid response efforts.

Update Technology in One-Stops. FY2000 budget includes funds to keep technology in the One-Stops state-of-the-art. Many One-Stops have not updated their computer systems since their doors opened. This money would help the original One-Stops update technology. While they can already do this, financing these costs would allow more of the Workforce and Employment Service money to be used for direct customer services.

Scout Services for UI Recipients via Internet and Telephone. FY2000 budget helps the unemployed begin their job search the moment they apply for UI by installing a new UI Internet application system in up to 30 States that will combine resume creation, UI eligibility questions, and AJB job leads. The budget builds the same capacity into the UI telephone claims filing systems.

Enhance Internet-based applications. FY2000 budget enhances Internet-based applications -- AJB, America's Talent Bank, Career InfoNet, and Learning Exchange -- making the system more accessible to more people.

Enhancing Rapid Response With Health, Pension, and Other Benefit Information. FY2000 budget ensures that dislocated workers get the health, pension, and other benefits due them and that rapid response efforts include this important information.

2. Universal Access to Higher Education

Recognizing the high cost of higher education, the Clinton Administration has worked hard to ensure that post-secondary education remains affordable for all Americans. The President has succeeded in improving benefits under existing programs, as well as launching major new initiatives. Below are highlights of these successes:

Drastically reduced student loan interest rates

Starting with the Student Loan Reform Act of 1993, the Clinton Administration has diligently worked to reduce the cost of loans for students. Through this Act and subsequent Higher Education Amendments, the Administration has reduced the interest rate on loans by 95 basis points. In 1992, the applicable rate for loans was the 91-day Treasury Bill plus 3.25%. Currently, the rate is the 91-day Treasury Bill plus 2.3% while in repayment (and 1.7% while in school).

The change in the interest rate formula has resulted in annual interest savings to students of $100 on each $10,000 in outstanding loans. For loans originated from 1993 through 1999, these changes to the rate formula will save students at least $5 billion in interest expenses.

Provided borrowers protection against major student loan interest rate increases

In addition to the effective interest rate cut for student loans under the revised formula, the Clinton Administration has championed ensuring that loans remain affordable for students in the long run. As such, the Administration has reduced the maximum rate paid by students from 10% to 8.25%, or by 1.75 percentage points. The 8.25% student interest rate cap helps students avoid the repayment risk associated with potential spikes in prevailing interest rates.

Introduced the Direct Loan program

This program has provided the following innovations and benefits to students:

- Income Contingent Repayment
- Streamlined loan processing and disbursement
- Improved services for students in the FFEL Program resulting from competition

Made loans more affordable through reduced origination costs

Twice during the last seven years, the Clinton Administration has acted to reduce loan origination fees in order to ensure that financing education remains affordable. Through the Student Loan Reform Act in 1993, the Administration reduced loan origination fees from a maximum of 7% to maximum 4% rate on disbursed principal. Again, in 1999, the Administration has reduced some of these front-end fees. Effective academic year 1999, origination fees under the Direct Loan program will decrease by one percentage point. This recent policy change will reduce loan costs for an additional 3 million borrowers in 1999.

Since 1993, the reduced origination fees have saved students approximately nearly $3.7 billion.

Re-introduced student loan interest deductibility

Under changes to the tax law enacted by the Clinton Administration, low and middle-income individuals can deduct a portion or all of their student loan interest costs when determining tax liability during the first 60 months of loan repayment. The deductions phase out for single filers with adjusted gross income (AGI) between $40,000 and $55,000. For joint filers, the phase out is for AGI between $60,000 and $75,000. Deductible amounts are $1,500 for tax year 1999, increasing to $2,500 by 2001. This benefit is expected to provide $245 million in taxpayer relief in 1999 to low and middle income student loan borrowers, thereby helping to make education more affordable. The Reagan-Bush Administrations had eliminated this important benefit.

Additionally, in the most recent budget, the President has proposed to eliminate the 60-month limit on student loan interest deductibility. This change will facilitate tax liability calculations for students and further increase benefits.

Continuously improving the delivery of student financial assistance

The Clinton Administration has been a strong proponent of using technology in simplifying the delivery and administration of student financial assistance. As a result of these efforts, there have been many program changes that facilitate student access to aid. Some examples include: (i) allowing students to use the web to complete and submit the Free Application for Federal Student Aid (FAFSA); (ii) offering multi-year promissory notes for loans rather than requiring new notes for each loan; and (iii) implementing the Access America for Students (AAFS) pilot that will eventually revolutionize management and delivery of all Federal benefits for students.

Dramatically increased the maximum Pell Grant award

When President Clinton took office in 1993, the Pell Grant maximum award was $2,300 -- the same as it was when President Bush took office in 1989. Over the next five years, from 1994 to 1999, the maximum award has increased 36% to $3,125. The increase in maximum Pell Grant has exceeded tuition increases. While the maximum Pell Grant would have covered 86% of tuition and fees of a four year public school and 20% for private a school in 1995, the value of the grants has increased to 92% and 21%, respectively for 1999. Even with these dramatic increases, the President is proposing a $125 increase in the maximum Pell Grant level for FY2000.

Helped defray the cost of higher education through tax credits

Recognizing the importance of academic training in preparing individuals for our increasingly sophisticated job markets, the Administration proposed the Hope and Lifetime Learning programs in 1996. These programs were enacted through the Taxpayer Relief Act of 1997. The programs allow low and middle income students or their families to claim tax credits for investment in post secondary training and education. In 1999, approximately 13 million recipients will receive tax credits totaling $7 billion for qualifying educational expenditures under these programs.

Extended exclusion of employer provided education from income

The Clinton administration has championed and succeeded in extending the favorable tax treatment to individuals derived from employer provided higher education tuition assistance. Under the current law, individuals may annually receive up to $5,250 in income tax free higher education tuition assistance from employers. Unless extended again, the provision will expire in 2001.

Gave more students the chance to work their way through college

Spending for Federal Work-Study increased by 41% from 1993 to 1999. The President has requested an increase of another $64 million for Work-Study for 2000 to fulfill his commitment to give one million students the chance to work their way through college.

Proposed and received funding for early intervention

To help low-income students prepare for and enroll in college, the President proposed the High Hopes for College program, on which GEAR-UP is based. GEAR-UP, enacted in the Higher Education Amendments of 1998, provides funds for States and for local partnerships between colleges and high-poverty middle schools to provide early intervention services and college scholarships to low-income students. GEAR-UP was funded at $120 million in 1999, serving over 175,000 students. In the FY2000 Budget, the Administration is proposing to double the funding to $240 million for this important initiative, thereby assisting even more students with college.

Provided education benefits to AmeriCorps members

In 1994, the first class of AmeriCorps members began serving in more than 1,000 communities. AmeriCorps allows young Americans of all backgrounds to serve in local communities through programs sponsored by local and national nonprofits. Working to address the nation's unmet, critical needs, participants serve full or part-time, generally for at least a year. Upon completion of their service, members earn an education award of up to $4,725 to help pay for postsecondary education or repay student loans. Over 150,000 individuals will have participated in AmeriCorps in the first five years. The FY 1999 appropriation level provides $398 million to support the activities of over 49,000 AmeriCorps members and pay for their education awards.

Expanding non-traditional learning opportunities for students

Created in 1999, the Learning Anytime, Anywhere Partnerships was established to widen the availability of non-traditional learning opportunities, via computers and other technology for students. The President's FY 2000 Budget provides $30 million for ($20 million in the Department of Education and $10 million in the Department of Labor) to support pilot projects, which will increase educational opportunities.

3. Literacy Initiative: Greater Opportunity to Acquire Basic Skills

Adult Education and Family Literacy Initiative. Today, 44 million adults struggle with a job application, cannot read to their children, or cannot fully participate in our economic and civic life because they lack basic skills or English proficiency. Many have a learning disability and are not aware of it. Often, they do not know where to get help, are embarrassed to seek it, or cannot seek it because of family responsibilities. Others are immigrants who face long waiting lists in many places where they seek English-language instruction. For some individuals, these low basic skills present a challenge in moving off welfare and succeeding in the workforce.

The goal of the Adult Literacy initiative is to bring Presidential leadership and focus to a pressing national problem by demanding improvements in the quality of adult basic education programs and increasing funding to help States both meet the new quality goals and serve more people. This initiative includes:

- **$95 Million Increase -- to $468 Million -- to Expand Adult Education State Grants and Challenge State and Local Governments to Join Us in Dramatically Increasing Program Quality.** By the year 2005 the President's goal is for the Nation as a whole to: Increase the number of full-time teachers by 20%; Double the number of instructional hours per student; Triple the number of computer stations available at adult education centers; and more than double the amount of child care and counseling services offered in Federal, State, and local adult education programs.

- **$70 Million for an English Literacy/Civics Initiative.** This initiative provides competitive grants to States and communities for expanded access to high quality English language instruction linked to practical instruction in civics and life skills including how to navigate the workplace, public education system, and other essentials.

- **$23 Million for "America Learns Technology."** One of the important keys to higher quality adult education is effective use of advanced technology. This initiative will increase access to technology for adult learners by supporting high quality software, pilot projects in 40 communities, and advanced research and development.

- **$2 Million for a "High Skills Communities" Campaign.** The President's campaign will mobilize States and local communities to implement strategies to promote adult education and lifelong learning. Part of this initiative will provide up to 10 communities $50,000 awards annually for achieving concrete results so that other communities know what works and what doesn't work.

- **10% Workplace Education Tax Credit.** Employers who provide certain workplace literacy, English language instruction, and basic education programs will be allowed a 10 percent income tax credit for eligible educational expenses, with a maximum credit of $525 per participating employee per year.

4. Increased Training Opportunities for At-Risk Young People.

Disadvantaged Youth Initiatives. Dealing with the problems of at-risk youth is one of the major challenges facing the Nation. In December 1998, the national unemployment rate was just 4.3 percent -- the lowest peacetime level in 41 years. However, while the unemployment rate among African-American teens (aged 16-19) also reached its lowest peacetime level in four decades, it was still *6.5 times* higher than the national average and much higher than the rate for white youth. The goal of the youth employment initiative is to fund promising approaches to increase the educational attainment and employment rates of disadvantaged youth. In addition to an increase in JobCorps and another $250 million investment in Youth Opportunity Areas, this initiative includes:

- **YouthBuild Expanded by More than 75 Percent.** The FY2000 budget expands YouthBuild by $32.5 million -- more than 75 percent. This means that we will provide $75 million for the YouthBuild program that provides disadvantaged young adults with education and employment skills by rehabilitating and building housing for low-income and homeless people.

- **New $100 Million "Right-Track" Partnership To Reduce Drop-Out Rate.** The President's balanced budget provides $100 million for "Right Track Partnerships" to promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete and excel in high school and subsequently increase the rate at which these youth go on to post-secondary education, training, and higher paying careers. This new proposal builds on last year's Hispanic Education Action Plan, which received nearly $500 million for FY1999.

- **Doubles GEAR-UP for College Program.** President Clinton's balanced budget doubles funding -- from $120 million in FY99 to $240 million in FY2000 -- for the GEAR UP program that supports States and partnerships between high-poverty middle or junior high schools and colleges to help low-income children prepare for and enroll in college. In 2000, GEAR UP will reach 381,000 students.

- **New $50 Million Regional Youth Employment Initiative.** The President's balanced budget provides $50 million for a Regional Empowerment Zone Program to assist urban Empowerment Zones and Enterprise Communities (EZ/ECs) in linking their economic development strategies to their broader metropolitan regional economies in order to increase the employment of disadvantaged youth.

- **$65 Million to Prepare Disadvantaged Youth for Success in College.** The President's budget will include a $30 million increase in federal TRIO programs, including Upward Bound, to fund outreach, counseling, and educational support to help disadvantaged students prepare for academic success in college. The budget will also include $35 million for a new initiative to help disadvantaged students stay in college and earn diplomas.

5. Increased Economic Opportunities for People with Disabilities

President Clinton has unveiled an historic new initiative that will remove significant barriers to work for people with disabilities. This three-part budget initiative, which invests over $2 billion over five years, includes:

- Full funding of the Work Incentives Improvement Act;
- A new $1,000 tax credit to cover work-related costs for people with disabilities;
- Expanded access to information and communications technologies.

With these new proposals, the Administration will have taken action on every recommendation made in the report of the President's Task Force on the Employment of Adults with Disabilities.

6. Private Sector Commitments

There are several actions that we can take looking ahead that would involve challenges to the corporate community. A few preliminary ideas are listed below.

Action item: Obtain a commitment from the Business Roundtable, NAM and Chamber of Commerce to urge their members to spend **4% of payroll on worker training**.

Action item: Announce recommendations of Vice President's Commission on Life-Long Learning (still under development).

7. High-Tech Specific Actions

Jobs in the high-tech sector pay more than 70 percent above the private sector average wage. Yet many companies complain that their inability to find workers with the relevant skills is their number one constraint on growth. The President and Vice President should lead a partnership between government, industry and institutions of higher education to increase the number of Americans who can compete for these high-tech, high-wage jobs.

Action item: The Administration could endorse the Conrad proposal to create a 20 percent tax credit for IT worker training, which has a 5 year cost of $180 million. The credit provides a 25 percent credit for investments in worker training made in high-poverty areas.

Action item: The President and the Vice President would challenge high-tech companies to address the "skills gap" – and announce specific commitments in areas such as:

- Providing a specific number of **internships for minorities** in the IT industry. Kalil convened a meeting of the Information Technology Association of America (ITAA) – and companies are working to develop a detailed proposal in this area.

- Doing more to increase the **diversity of the science and engineering workforce** in general (e.g., increased minority scholarships). OSTP is developing a report that documents the problem. OSTP and the Counsel's office (Eddy Correia) would like to get companies to commit to investing at least $1 million/year for ten years to increase the diversity of the S&E workforce. Those companies that are already investing $1 million would agree to maintain their current level of effort.

- Scaling successful pilots with **community colleges** to train more American workers – with the private sector providing curriculum development, skills standards, faculty development, and equipment.

- Identifying a set of "**best practices**" to train American workers first – such as Section 127 "worker scholarships," internally advertising positions, investing at least 4 percent of payroll in worker training, etc.

- Supporting our efforts to recruit and retain **K-12 math and science teachers** by providing scholarships, summer employment, and teaching them to use technology effectively.