

- School-to-Work Opportunities Act of 1994
- JobReady: Making the Right Choice in North Carolina
- Selected JobReady Local Partnerships Grants
- Data Collection and Funding

# School-To-Work: It's the Law

On November 24, 1997, a draft of this document, along with oral testimony given under oath, was presented to members of the North Carolina House of Representatives' Select Committee on Federal Education Grants.

This report addresses school-to-work (STW) in North Carolina based on federal law, and state and local JobReady grants (Beaufort, Brunswick, Caldwell, Charlotte-Mecklenburg, Catawba, Valley/Alexander, Columbus, Craven, Cumberland, Davidson, Davie, Durham, Forsyth, Hoke, Lee, Pitt, Robeson, Sampson, Scotland, Union and Wake), but **much of the information is applicable to other states.**

Oftentimes, proponents of STW label its critics as uninformed or reactionary, and label their views as extrapolation, misunderstanding, supposition, distortion, etc. Therefore, to preclude such response, and to foster constructive debate of the facts as presented in law and in contracts, this report is heavily footnoted. Submission of additional information and rebuttal is welcome - providing that supporting documentation from law, contracts, or other official documents is included.

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## About the Author

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## What is School-to-Work?

- STW is the redefinition of education as preparation for work.
- STW is for **all** persons – kindergarten through college, including out-of-school youth and adults
- STW is mandated job-training.
- STW is the integration of education, job-training, and employment systems.
- STW is a federal law that has been in place since 1994.

## What is JobReady?

"JobReady is the North Carolina school-to-work system."<sup>1</sup> North Carolina is re-engineering its school-based learning "to ensure that every student in every school in the State embraces the JobReady system."<sup>2</sup>

It would be difficult to fully appreciate the magnitude of School-To-Work without having some knowledge of the workings of the National Center on Education and the Economy, the NCEE. It is an organization dedicated to the development of a fully-integrated national system of education, job-training, and employment.

In June of 1990, an NCEE commission, with Governor Hunt as vice-chair, produced *America's Choice*:

*High Skills or Low Wages*, a report that calls for five interlocking systems:

- A system to certify student readiness to enter the workforce<sup>3</sup>
- A system of youth centers for students not certified as labor ready<sup>4</sup>
- A system of occupational certificates<sup>5</sup>
- A system of finance for education and workforce training<sup>6</sup>, and
- A system of labor market boards to pull it all together.<sup>7</sup>

"Much of what the Commission recommended is now incorporated in federal law."<sup>8</sup>

On March 31, 1994, Congress passed Public Law 103-227, the "Goals 2000: Educate America Act." Title V of Goals 2000 created the powerful National Skill Standards Board. By law, this board is directed to stimulate the development and adoption of a national system of skill standards, assessment and certificates.<sup>9</sup>

On May 4, 1994, Congress passed Public Law 103-239, the "School-to-Work Opportunities Act of 1994."<sup>A</sup>

<sup>A</sup> "The National Association of Manufacturers, the National Alliance of Business, the U. S. Chamber of Commerce, the Committee for Economic Development, the National Coalition for Advanced Manufacturing, and the National Employer Leadership Council all threw their weight behind the STW law." Lynn Olson, *The School-To-Work Revolution* (Reading, MA: Addison-Wesley, 1997). p.15-16.

At this time, there are three primary ways that STW is funded: a state can apply for federal money to *develop* its State Plan;<sup>10</sup> a state can apply for federal money to *implement* its State Plan<sup>11</sup>; and a local partnership can apply directly to the federal government for money.<sup>12</sup> In addition, "the STW Technical Assistance Resource Bank offers each implementation State a \$125,000 line of credit so that States can purchase assistance in areas like curriculum development, professional development, and partnership building."<sup>13</sup>

North Carolina began working on its school-to-work system, JobReady, in 1993, prior to the passage of the federal law.<sup>14</sup> In June of 1995, North Carolina applied to the U.S. Departments of Labor and Education for federal School-To-Work money, and received \$30 million for its proposal -- Job Ready: Making the Right Choice in North Carolina.<sup>B</sup>

"All 50 States, the District of Columbia, and the territories have received non-competitive STW development grants."<sup>15</sup>

To receive implementation funding, states and districts must meet twenty-three federal requirements, including a description of how vocational training and academic instruction will be integrated, a process for awarding skill certificates, and a plan to sustain the

system when federal funds have been exhausted.<sup>16</sup>

States are required to incorporate 1) work-based learning, 2) school-based learning, and 3) connecting activities into their plans.<sup>17</sup> According to federal law: **STW is for "all students"**, including disadvantaged students, students with disabilities, school dropouts, and academically talented students.<sup>18</sup>

The decision to apply or not to apply for federal money is voluntary, but once money flows, volunteerism ceases. And, when a state chooses to volunteer, by default, its citizens have been "volunteered".

Local partnerships in North Carolina were assured by the state that "All local partnerships (100%) who meet the requirements of JobReady and the School-to-Work Opportunities Act and apply for funding [would] receive funds. . ." <sup>19</sup> Once local partnerships "volunteer", they are funded through the School-to-Work Opportunities Act.<sup>20</sup> As of this date, all but three North Carolina Counties have received STW money.

North Carolina's 1995 STW implementation grant states that every local JobReady Partnership will be required to:

- Create career development plans for all students at the end of eighth grade;
- Reorganize high schools so that every student has a Career Major;
- Integrate vocational and academic education by use of applied learning;
- Emphasize Career Major Internships (Senior Project);
- Graduate all high school *and* community college students with a portfolios, which may include a portable credential, a career passport, documented competencies, transcripts, samples of work, and/or skill certificates.<sup>21</sup>

Generally speaking, North Carolina is using the federal money to pay Job Brokers, fund professional development (training for employers, employees, administrators, teachers, and parents), and provide career guidance and career counseling, as well as marketing of STW. In addition, there is a **major** focus on forming "partnerships".

The creators of North Carolina's STW system boldly proclaim that, among other things, JobReady will **ensure** that:

- **Every citizen** knows and values the system;
- **Every school and college** has a fully integrated academic and vocational curriculum, and
- **Every employer** is an **equal partner with** educators and **parents** in the education of young people.<sup>22 C</sup>

## Work-based Learning

According to the federal STW law, work-based learning is mandatory.<sup>23</sup> Required activities include:

- work experience
- a planned program of job-training
- skill certificates
- instruction in workplace competencies, including instruction in order to develop:
  - attitudes
  - employability skills, and

<sup>B</sup> The Washington D.C. firm of Reingold Associates, Inc., technical assistance providers for STW, helped N.C. shape its school-to-work initiative, developed their marketing strategy, created their corporate identity and graphic standards, crafted general and targeted brochures, created communication guides and speakers' kits, developed a career major RFP, crafted video scripts, op eds and other marketing materials, and provides on-call assistance. . Ms. Reingold crafted the federal government's strategic plan for employer involvement in school-to-work.

<sup>C</sup> The governmental notion of a business, industry, "community", or government body functioning on par with or equal to that of parents is repugnant. In addition, some "businesses" are engaged in activities that are simply not appropriate for children. Thus, the claim to *ensure* that *every* business will function as *equal partners* with parents is absurd, and it deserves to be rejected at every turn.

- participation skills.

Think about that. Any state or partnership that accepts STW money is required, by federal law to:

- instruct children in workplace competencies<sup>D</sup>
- develop their employability skills
- develop their participation skills
- develop their attitudes
- provide them with job-training and work, and
- award certificates that verify that the desired skills and attitudes have been attained.

Work-based learning includes: job-shadowing, cooperative education, Tech Prep, and community service - "available to all communities and all grade levels."<sup>24</sup>

For selected middle school students, the Forsyth County Partnership hopes to provide a Career Major summer camp as it "will give us access to students in a manner that is not possible within the school year."<sup>25</sup>

North Carolina's 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade students will have opportunities "to go out to the world of work to test their expectations about the roles and responsibilities involved in different careers."<sup>26</sup>

The high school/youth apprenticeship (not to be confused with registered apprenticeship programs) begins with career awareness activities in elementary school. By entering into a contract with a company, a student (around the age of sixteen) makes a commitment to an employer for a minimum of two years. Students in youth apprenticeship programs complete a **certification**

<sup>D</sup> This is a reference to the SCANS competencies promoted by the U. S. Secretary of Labor's Commission on Achieving Necessary Skills.

process to assure that they have **mastered** the skills required **within a career cluster**.<sup>27</sup>

One of the primary types of work-based learning is called an internship; it is an intensive work experience that includes an undefined number of work hours, and it takes place during the school year or during the summer. Upon completion of the internship **project**, the student will receive a **certificate**.<sup>28</sup> Another name for the internship project is Senior Exit Project.

The Standards and Accountability Commission has recommended that all high school students be required to complete such a project (and thereby receive a **certificate**) in order to receive a diploma.<sup>29</sup> The Winston-Salem/Forsyth County<sup>30</sup> and Charlotte-Mecklenburg<sup>31</sup> partnerships, and others, are piloting Senior Projects.

Schools with limited access to employment opportunities for all students may create an enterprise to make a profit or supply the community with a needed service.<sup>32</sup> In 1995, 56 of the 100 counties had paid work experience available to students through school-based enterprises.<sup>33</sup> Charlotte-Mecklenburg students produce "goods for sale. Examples include floral, catering, and auto services."<sup>34</sup> Reportedly, the goal is to increase the number of these "employer initiated school-based enterprises."<sup>35</sup>

[Note: Given the examples cited above, it is possible that independent local florists, caterers, and auto service centers will be competing with government-subsidized goods and services produced by students working for school-based enterprises. In addition, the idea of a school-based enterprise may be presented as merely an opportunity to expand "real world" teaching and learning opportunities, but it also raises the question of when did school stop being a real world

experience for a child? As students, we were told that school was our job.]

Nevertheless, "When JobReady is fully implemented, all students will have at least one work-based learning experience before graduation from high school . . ." determined in part, by what is available in the region.<sup>36</sup>

To provide paid work-based experiences for students, the state will "target industries with labor market shortages . . ."<sup>37</sup> To ensure participation, the Commission, working through the Chamber of Commerce and other groups, is recruiting business involvement.<sup>38</sup>

## School-based Learning

"*School-based learning* is instruction and curriculum that integrates academic and vocational learning."<sup>39</sup> When referring to spurring on the **integration of academic and vocational education**, the Union County Partnership grant application mentions the practice of assigning teachers to career major areas saying teachers "will be less confused with all the new technical jargon and will begin to understand" how it connects to student learning and how "**this massive conversion can work**."<sup>40</sup>

According to federal law, school-based learning includes "career awareness, career exploration, and counseling (beginning at the earliest possible age)."<sup>41 E</sup>

<sup>E</sup> School-based learning also includes regularly scheduled, on-going student evaluations, including evaluation of dropouts. The STW Act defines a dropout as a youth who is no longer attending any school and who has not received a diploma or GED. Depending on the definition of a school, students enrolled in private institutions or those receiving direct instruction could be considered dropouts. With school budgets already tight, it is interesting to note the allocation of staff, time, and money for such purpose.

The Union County Partnership, in referring to its Career Exploration program for the **middle grades**, acknowledges its Career Exploration program as the "**first serious indoctrination**" of students "into the career major concept and choices that will be available . . ." <sup>42</sup>

The system of Career Development is structured around individual Career Development **Plans**, Career **Clusters**, Career **Majors**, and **Certificates**.

### Career Plans

All students will have **Career Development Plans** that end with a "portable **credential**, a career **passport**, **documented competencies**, **transcripts**, samples of work, and/or skills **certificates**." <sup>43</sup>

The Brunswick County Partnership anticipates "adopting a **computerized** career development **plan** for grades 9-12. Brunswick Community College will assist with data collection." <sup>44</sup>

### Career Clusters

**Clusters** are broad categories of jobs grouped by similarities such as Business, Communications, Construction, Health, Manufacturing, and Tourism. The state STW plan lists twelve **clusters**.

Based on the needs of their economic region, **schools will choose three or more career clusters**. <sup>45</sup>

The Scotland County Partnership describes the typical process by which **eighth grade students narrow their choice of a career cluster**. Students take a battery of tests (COPS, CAPS and COPE)<sup>F</sup> to determine their interests, aptitudes and work-style preference. <sup>46</sup>

<sup>F</sup> COPS, CAPS and COPEs are developed and published by EdITS/Educational & Industrial Testing Service of San Diego, California.

The Durham Partnership grant explains the new system this way: "High schools will organize themselves around career cluster areas and help students to identify career majors, within which they will outfit students with a set of knowledge and skills that is broadly transferable within the specific cluster and, to a degree, transferable between clusters." <sup>47</sup>

### Career Majors

**Majors**, which are subgroups of the Clusters, "constitute **the centerpiece of the . . . JobReady system**." <sup>48</sup>

**Majors** are specialized areas such as accounting, insurance, or sales. Examples of Health Majors are dentistry, nursing, and medicine. Examples of Communication Majors are advertising and journalism.

The Caldwell County Partnership recently revised their Career Major terminology to match the national categories. <sup>49</sup> However, according to the Charlotte-Mecklenburg grant, ". . . all majors are relevant to the local economy and reflective of the global economy." <sup>50</sup>

When the system is fully developed, all students will **declare a Career Major** no later than the end of their tenth grade. <sup>51</sup>

Federal STW law states that completion of a career major results in the student receiving a skill **certificate**. <sup>52</sup> It also defines the skill **certificate as a portable credential** given when the student has mastered skills endorsed by the National Skill Standards Board. <sup>G</sup> Thus, occupational and employability **certificates are an integral part of the STW system**.

Although the skill standards are referred to as voluntary standards,

<sup>G</sup> Until that board completes its work, "portable credential" means a credential issued under a process described in the State Plan. Sec. (4)(22) of STWOA.

members of the National Skill Standards Board concede the point that "somewhere along the way in the system, *voluntary gets changed to required*, not because you intended, but because *that's what happens* with every kind of set of standards. To be explicit about it, they either get incorporated in a particular school curriculum that you must take, or a particular examination that students have to pass, or they get incorporated in specifications for a position, you must be able to do these things or you don't get the position." <sup>53</sup> [sic]

"If they [the standards] are broadly accepted in the industry, broadly enough to bind, that makes the transition from being voluntary to, in effect, mandatory because you can't get a job at Motorola or IBM or whatever, not by legislation, but by collaboration among the industry leaders that say this is what's required to get there." <sup>54</sup> [sic]

### Certificate of Mastery

The Charlotte-Mecklenburg grant states that the **curricula** for the Career **Majors** will incorporate the National Skill Standards, SCANS competencies, and the *New Standards* for Applied Learning and **develop the framework for the Certificates of Initial Mastery**. <sup>55</sup>

In 1990, the National Center on Education and the Economy, the driving force behind *America's Choice: High Skills or Low Wages*, created a family of programs, one of which is *New Standards*. It is, "by far the nation's largest and best funded program to develop a multi-state system of standards and the assessments to match them." <sup>56</sup>

When an individual meets the internationally benchmarked standards, as verified by assessment, he receives a **Certificate of Initial Mastery and becomes eligible for work, more job-training, or more schooling**.

Collectively, the NCEE/New Standards partners "teach more than half of the public school students in the United States."<sup>57</sup> Accordingly, this reference to New Standards and Certificates of Initial Mastery cannot be dismissed as unimportant or irrelevant.

The Durham County Partnership acknowledges that **employers' needs** will be **used "to develop and refine curricula, standards for performance-based assessments and certification, new classroom lesson plans, work-based learning experiences, career guidance materials, and so on."**<sup>58</sup> The Partnership elaborates by saying that the "attainment of an adequate achievement level will be marked by the conferral of a **certification of skill mastery, which the individual can use to pursue both a job and a post secondary educational placement.**"<sup>59</sup>

The new credential, or certificate, is attained, ideally, when the student is about sixteen, midway through what we now call high school. Yet this is not a diploma, **nor is it the end of anything; it is the first of the five national systems that collectively make up the national integrated education and employment system** laid out in *America's Choice: High Skills or Low Wages*.

The **certificate, regardless of its name, verifies that the holder can perform specific behaviors at a pre-determined level and that the holder is ready to enter the workforce.**<sup>H</sup>

The portability of these certificates is a **major issue**. They must be standardized to ensure their portability from state to state.

<sup>H</sup> For additional information see: *A Report on the Work Toward National Standards, Assessments, and Certificates* at [www.fessler.com](http://www.fessler.com) on the Internet.

## Connecting Activities

"Connecting activities are the 'glue' to hold local STW efforts together."<sup>60</sup> Connecting activities refer to five major activities that connect schools to the workplace:

- Career guidance
- Professional development (teacher and stakeholder retraining)
- Performance evaluation
- Community outreach [marketing], and
- Program coordination.<sup>61</sup>

The Brunswick County grant application, as well as others, states: "All students will be exposed to the world of work and career counseling from K-12."<sup>62</sup>

In grades K-5, guidance includes "the joy of service."<sup>63</sup>

In Grades 6-8, counseling includes a complete "personal assessment of strengths and abilities" and the development of a career plan.<sup>64</sup>

Schools in North Carolina use the National Career Development Guidelines to develop their career guidance programs.<sup>1</sup> By 1995, 50% of

<sup>1</sup> These guidelines were "initially produced through a grant to the North Dakota Occupational Information Coordinating Committee. They were revised through a subsequent grant to the Oregon Occupational Information Coordinating Committee. The guidelines were tested through state and local demonstration models. Four states -- California, Mississippi, North Dakota, and Pennsylvania -- were selected in 1987 as initial model sites. In 1988, six additional states -- Iowa, Missouri, New Jersey, Oklahoma, Washington, and Wisconsin -- were awarded grants to use the guidelines. In 1989 ten more states were funded to implement the guidelines -- Alaska, Colorado, Florida, Idaho, Kansas,

all the state's school systems had teams devoted to implementing the guidelines, and it is anticipated that by 1998, 100% of N.C. schools will be implementing them."<sup>65</sup>

The Beaufort County grant says the National Career Development Guidelines will be incorporated into the curriculum beginning in kindergarten.<sup>66</sup> The Durham County Partnership acknowledges that "**The standard course of study** utilized in Durham's elementary schools **has been aligned** with the National Career Development Standards."<sup>67</sup>

To enable teachers to support the new guidelines, teacher roles are being redefined.<sup>68</sup> What's more, the Charlotte-Mecklenburg grant says that not only will the guidelines be used to define the roles of teachers, but they will also be used to define the roles of counselors, job brokers, **parents**, and employers.<sup>69</sup>

One of the new roles for teachers will be to work with mentors. Federal law defines a **school-site mentor** as a professional who is employed at a school and designated as the advocate for a particular student. These individuals will work in consultation with classroom teachers, counselors, and employers to design and monitor student progress.<sup>70</sup> According to federal law, the **work-site mentor** is someone approved by the employer who works in consultation with classroom teachers and the employer of the student.<sup>71</sup>

In North Carolina, mentors are referred to as **JobBrokers**. Every North Carolina high school "will have a JobBroker who will serve as the school's contact person for employers."<sup>72</sup> However, the implementation evaluation says that some of the JobBrokers are housed at

Minnesota, New Mexico, North Carolina, Oregon, and South Carolina." National Career Guidance and Counseling Guidelines Local Handbook preface, p. v.

the Chambers of Commerce or the One-Stop Career Centers.<sup>73</sup> Regardless of location, "JobBrokers will work with counselors, teachers, parents, and local firms to **match students with employers.**"<sup>74</sup> The Davidson County grant states that "**JobBrokers are the critical foundation of the school-to-work efforts.** . . ."<sup>75</sup> J

### The New "College"

School-to-work does not stop at the end of the twelfth grade.

"The community colleges have, like the K-12 components, a *system* to guide students from the high school through a variety of paths into the workforce."<sup>76</sup> In college, students continue their studies "to earn vocational and technical **certificates, one-year diplomas**, or associate degrees."<sup>77</sup>

According to the state grant application, "One of the main purposes of a community college is to make people, especially young people, employable."<sup>78</sup> Community colleges are critical to JobReady; and "their role is pervasive."<sup>79</sup>

Historically, we have called the combination of classroom instruction and on-the-job training "apprenticeship", but such training is now being referred to as "college" because "focus groups . . . show that parents everywhere want their kids to go to college, not to be shunted aside into a non-college apprenticeship 'vocational' program."<sup>80</sup>

### Business & Industry

J The very idea of a government employees determining who gets the good jobs and who gets the bad ones, or which employers get the slowest or brightest students as employees should be reason for grave concern.]

Building the state and local STW system requires more than federal funds; there can be no STW without the intensive support of business and industry. Accordingly, leaders of the business community are being recruited.

North Carolina's STW evaluator, Metis Associates,<sup>K</sup> indicates that a number of stakeholders have commented "that there was a pretty low involvement of businesses across the state," but that those who are involved are very active.<sup>81</sup>

Reportedly, NationsBank and Freightliner are companies most able to set up quality programs for the most students across the state.<sup>82</sup> "Although large employers often have the capacity and the resources to provide many work-based learning experiences, small and midsize businesses provide a majority of new employment in the state. "It is thus critical to the implementation of JobReady that small and midsize employers are targeted as active partners in the system."<sup>83</sup>

"Top executives of sizable respected firms" such as NationsBank and Freightliner may "advocate the benefits of participation in school-to-work partnerships and influence smaller firms which are often harder to reach and engage."<sup>84</sup>

The state says, since "smaller employers may feel that they have neither the time nor resources necessary to participate in school-to-work activities . . . we will adapt innovative approaches to such attitudes."<sup>85</sup>

Companies involved in STW will have the opportunity to "grow their own employees."<sup>86</sup> By shaping the education and training of young people, companies will be able to test and pre-select new employees, thereby reducing employee turnover.<sup>87</sup> And,

K Metis Associates also conducted an evaluation of Ohio's implementation of STW.

"once an employer understands the benefits of school-to-work, they say 'Tell me what to do and I'll do it.'"

"The challenge is to define the terms and scope of employer involvement."<sup>88</sup>

Defining that scope of employer involvement has led to the discussion of **certifying companies** as is done in European countries.<sup>89</sup> Reportedly, the certification ensures that a company is properly qualified to train workers.

A statewide criteria framework to determine the extent of a company's ability to provide the right workplace experience is being developed.<sup>90</sup> Part of the rationale for such criteria is that employers want help in designing workplace experiences for students because they are unsure of how to use students in the workplace.<sup>91</sup>

One way "to increase small firm receptivity to education initiatives and to accelerate the process of change" is the use of supplier networks.<sup>92</sup>

The Beaufort Partnership has as their long term vision to improve "the quality of the workforce and **to assure business that enough skilled workers will be there to fill their needs.**"<sup>93</sup>

The Charlotte-Mecklenburg School-to-Work Partnership desires to create a new educational culture that values teaching academic and technical skills, including employability skills, SCANS skills, and defining curriculum standards based on established national standards."<sup>94</sup>

Brunswick County's mission is, among others things, to "prepare all students to be responsible, qualified employees. . . ."<sup>95</sup> The Partnership believes that business and industry should determine the needed skills and competency levels for students.<sup>96</sup> And not surprisingly, the Brunswick County Partnership says that **parents must support business and industry.**<sup>97</sup>

### Barriers to Implementation

Even with the intense effort to get STW off the ground, there are some barriers to full implementation. Some barriers are "philosophical in nature."<sup>98</sup> It was pointed out that "Subject matter specialists in schools are likely to find JobReady threatening and that this may lead to resistance to its implementation."<sup>99</sup>

Forsyth's strategy for attacking these philosophical barriers, also referred to as "narrow mind sets," is to flood local media with information about changing needs and requirements of the workforce."<sup>100</sup>

The Scotland County Partnership acknowledges that "existing employees may present a barrier to students coming into the job-site, should they view the students as threats to their own jobs. . . Regular media coverage of various aspects of the program should . . . defuse any negative reactions."<sup>101</sup>

Another barrier is coordinating student availability with employer need.<sup>102</sup> Block-scheduling can be used to overcome this barrier as it ignores the time constraint imposed by the fixed time requirements of the Carnegie Unit system.

Lack of transportation is another barrier. The variety of job-sites will preclude the use of regular bus routes, especially in rural areas, since the students will be at various sites in the region.

"Scotland County has no system of public transportation, so students must rely on their own devices to get themselves to and from work-sites. Students . . . are expected to provide their own transportation."<sup>103</sup> The partnership envisions future use of vocational funds for transportation, but "to whatever degree possible, . . . students will be encouraged to use their own creativity and problem-solving skills to figure out their own transportation . . ."<sup>104</sup> L

<sup>L</sup> Having students out and about town during school hours seems incompatible

There are other barriers, including those associated with employer participation: the lack of time, cost of wages, workers' compensation, risk of liability, child labor laws, administrative burdens, and shortage of equipment and space. To overcome some of these barriers, special grants, tax credits, and other economic subsidies will be provided to encourage employer involvement.<sup>105</sup>

Other incentives include **paying** companies to retrain current and new employees and giving tax credits to companies that use public schools for training their employees.<sup>106</sup> In Ohio, in exchange for their involvement, employers get the following:

- an "opportunity to have a say in what gets taught and how it gets taught,
- a way to assess the work skills of future employees, and
- an opportunity to provide input into setting standards, developing credentials, and training students for employment in their particular industry."<sup>107</sup>

To address child labor issues, the North Carolina Department of Labor is assisting with the writing of youth apprenticeship contracts. These contracts give flexibility regarding the age limit for young workers and alleviate the need for extra job-site insurance.<sup>108</sup> The implementation grant suggests solicitation of insurance companies to provide blanket workers' compensation packages and general liability coverage.<sup>109</sup>

Proponents of STW say: "We want to convey the 'can do' spirit that makes

with the daytime curfew ordinances that are being put in place nationwide. On one hand, we say that students must be in school, but on the other hand, we are setting up a system that will require students to be out of school.

### STW an inevitable conclusion . . .

The [marketing] campaign will make an ironclad case for school-to-work . . . and a grim look at what will happen in our State if we do not make it happen."<sup>110M</sup>

### Data Collection

"Throughout the [state] proposal, the JobReady strategy depends on effective use of the North Carolina Information Highway and Distance Learning Satellite for disseminating information and conducting professional development programs."<sup>111</sup>

"The North Carolina Information Highway is the first statewide, public access, high speed telecommunications network in the world."<sup>112</sup> The system "is being built by the state's three largest telecommunications companies: Southern Bell, GTE South and Sprint/Carolina Telephone Co."<sup>113</sup> "Its influence cannot be underestimated."<sup>114</sup> It provides "unimpeded statewide access" to education, health care, economic development, and government services.<sup>115</sup> The highway can be used for many purposes, including the One-Stop Career Centers.

**One-Stop Centers** will serve "all individuals and employers in the state" regardless of whether they are in school, in "college", unemployed or working.<sup>116</sup> **The network of centers is just one part of the strategy to "reshape the governance, management and delivery of workforce development services."**<sup>117N</sup>

<sup>M</sup> Translation: Tax dollars are used to plan and implement the system and then more money is spent for promotional materials to convince the public that something dire will happen if STW isn't implemented.

<sup>N</sup> One-Stop Centers are not specific to North Carolina; other states have them as well. Therefore it is clear that they are part of a strategy to reshape the governance of

They provide "services to all individuals and employers who need information or assistance regarding education, training or employment decisions."<sup>118</sup> One-Stop grants (JobLink) provide computer links between schools, the Employment Security Commission and others.<sup>119</sup>

STW is predicated on the principles of Total Quality Management,<sup>o</sup> a data-driven system that is used extensively in the corporate world. In education, TQM links outcomes, curriculum, instruction, assessments, and consequences in a continuous cycle.

**Individual tracking of a person** through the unending cycle cannot be implemented on a large scale without a sophisticated data collection system. In North Carolina, that system, housed within the Employment Security Commission, is known as the Common Follow-up System (CFS).

CFS contains "individual-specific master files" that contain wage and education history which has been matched with the state wage reporting system.<sup>120</sup> Information flows to and from "the Employment Service Commission (ESC), the North Carolina Department of Community Colleges (NCCS), the Department of Public Instruction (DPI), the Department of Employment and Training (DET), the Department of Vocational Rehabilitation (DVR), the Department of Labor (DOL), and the University of North Carolina (UNV)."<sup>121</sup> "Supplemental cross-file matches are also performed against the United States Postal Service, the U.S. Dept. of Defense, the U.S. Office of

Personnel Management, and the N.C. Office of State Personnel to obtain wage data for individuals not known to state wage systems. The CFS provides each participating agency with its own version of an output file which the agency can use to conduct its own analysis."<sup>122</sup>

The matching process takes place semi-annually and the data is stored "by quarter for up to 13 years for each participant."<sup>123</sup> All participating agencies run their information system on the same IBM mainframe, the State Information Processing system.<sup>124</sup>

Recently, the CFS data collection process was upgraded to facilitate analyzing the relationship between an individual's training experience and their current employment status. This was accomplished by use of an employer survey that allowed production of reports that associate employer information with participant data.

"North Carolina was the first state to develop and implement a computerized tracking system. . ."<sup>125</sup> The Vocational Competency Achievement Tracking System (VoCATS) is in operation in all North Carolina high schools.<sup>126</sup> STW tracking begins in the 9<sup>th</sup> grade.<sup>127</sup>

Currently, the 1983 Student Information Management System is the state's primary vehicle for collection. "While schools do collect and maintain SSNs for some students, the state does not currently [1997] maintain a central student-level database that is updated by the information that is collected through SIMS data collection or any other means."<sup>128</sup>

The 1997 JobReady evaluator recommends that the Common Follow-Up system be modified, as needed, to provide the basis for tracking students.<sup>129</sup> This can be accomplished by linking the Student Information Management System, or its replacement, with the Common-

Follow-Up System.<sup>130</sup> "The CFS 1996 Update Report does indicate that CFS expects DPI to eventually track all high school students."<sup>131</sup> "As a first step . . . local school districts will need to report students' Social Security numbers to the Department of Public Instruction."<sup>132</sup>

The "DPI is actively considering [in 1997] replacing SIMS . . . and within the next 3-6 months DPI will determine if it will move ahead with a central state student-level database system."<sup>133</sup> [This may already have taken place.] "North Carolina will be able to learn about what happens to all youth. . . we plan to track participation for five years at a minimum."<sup>134</sup>

Students aren't the only ones being tracked; the Davidson County Partnership grant says: "A tracking system will be used to identify and log the participation level of employers in Partnership activities."<sup>135</sup>

The Beaufort Partnership intends to use information "gathered from the employment security commission on local employers and labor market trends . . . [that] will be used extensively to develop and implement a marketing plan."<sup>136</sup>

On October 10, 1997, the U. S. Secretary of Labor announced a \$5 million award, under the Wagner-Peyser Act, for the development of an electronic database and delivery system that will be the backbone of the nationwide O\*Net system (The Occupational Information Network system). The North Carolina Employment Security Commission and the Ohio Bureau of Employment Services are partners in developing the Skills Analysis and Assessment Project.<sup>137</sup>

## Sustainability

The Lee County Partnership acknowledges that, "Planning and implementing a program that affects all

our states, as well as our nation.

<sup>o</sup> "The 'North Carolina School Improvement and Accountability Act of 1989 [was] modeled on the TQM site-based decision making model . . ." *JobReady: Making the Right Choice in North Carolina. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant.* (June 16, 1995). p. 11.



students, kindergarten through postsecondary, involves a very complex use of resources from federal, state, and local public school funds and community college funds.”<sup>138</sup>

During evaluation “Many of the key stakeholders at both the state and local levels were somewhat vague about identifying the greatest accomplishments of JobReady.”<sup>139</sup> Yet, advocates proclaim: “As JobReady develops, it will become institutionalized. . . JobReady will simply become ‘the way we do business.’”<sup>140</sup>

In 1995 North Carolina received “an additional \$166 million in federal funds for school-to-work related programs such as Perkins,<sup>P</sup> JTPA Title II <sup>Q</sup> “Improving America’s Schools Act<sup>R</sup>, and Goals 2000.”<sup>141</sup> [It appears that this figure does not include federal STW money].

“For 1995-1996, approximately \$195 million in **State level** expenditures [were] incorporated into the JobReady system, including funds allocated to vocational education, the Commission on Workforce Preparedness, the Rural Economic Development Center, the N.C. Committee for Business and Education, Distance Learning by Satellite, and the Public School Forum.

**Local** expenditures in vocational education amount to \$11 million (1995). As JobReady expands, funds

<sup>P</sup> Perkins dollars are being used to develop skill standards, curricula, career counseling and staff development for STW. Carl Perkins Title II Basic Grants are used to integrate vocational and academic education.

<sup>Q</sup> STW is one of three JTPA priorities. 8% of JTPA funds are used for STW.

<sup>R</sup> Some IASA [H.R. 6] funds are used to support career counseling and staff development. *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 54.

from these and other non-federal sources will support the effort.”<sup>142</sup> The Charlotte-Mecklenburg grant is quite clear concerning sustainability: “Additional public and private sector funding will be pursued.”<sup>143</sup>

### Changed Attitudes

The Robeson County grant says that “. . . if . . . momentum is to be sustained after grant funding ends, **traditional attitudes toward school and work must change.** As the project develops, the Partnership wants to know if attitudes are, indeed, changing.”<sup>144</sup> **The partnership plans a unique evaluation to assess “attitudinal change** through the investigation of various stakeholder concerns at different stages of . . . implementation . . . **to assess . . . feelings, perceptions, motivations, and attitudes.**”<sup>145</sup>

The Robeson County Partnership isn’t the only one interested in people’s feelings, perceptions, motivations, and attitudes. The Charlotte-Mecklenburg STW Partnership plans to base their evaluation on the “predicted change in student, educator, and employer behavior and attitudes . . . **Outcomes that include changes in attitudes and opinions of students, educators, and employers will be established . . .**”<sup>146</sup>

Councils are concerned about getting the community to shift from the perception that JobReady is a program to the recognition that it is a system.<sup>147</sup>

“A few Local JobReady Partnership Councils have indicated that they are still too education driven.”<sup>148</sup> In addition, “there is general agreement among stakeholders at the state and local levels that a number of key groups in the JobReady Partnerships [teachers, counselors, postsecondary educators, employers and parents] have

little or no understanding of JobReady.”<sup>149</sup>

With regard to parents, a number of the stakeholders felt that **parents have less understanding of STW than any other group.** “One stakeholder spoke of **parents as being ‘out of the loop’ another referred to parents as being ‘at the low end of the learning curve.’**”<sup>150</sup>

### The Heart of the Debate

Proponents of STW cite time-honored field trips as proof that we have always taught career awareness, but the idea of little tots going to the fire station doesn’t accurately portray STW. What is at stake is a major change in the purpose of schooling, a change that strikes at the heart of the basic American freedom to control one’s destiny.

To center the education of children around workforce development presumes that government can successfully predict employment needs five to twenty-five years into the future.

School-to-Work is massive in scope. No longer will we inspire youth to pursue their goals and dreams; rather, students will follow a curriculum designed by those who want their labor.

The integration of education and employment systems blurs the line between school *and* work - for children and adults. This blurring of school *and* work raises a *huge* public policy question: Why do schools exist?

- Is it their purpose to transfer the general knowledge, wisdom, and virtues of previous generations to the young, thereby equipping them to reach their full potential? or,
- Are schools institutions for the state to use to train our children to be good workers for some perceived good of the future global economy?

By its very nature, STW integrates occupational and academic training. Based on U.S. law, work-based learning is mandatory. The notion of opting out is completely incompatible with the totality of STW -- especially when completion of such programs results in the issuance of a credential that is, in fact, a ticket for getting a good job and/or additional education. The result: our schools are being converted to job-training centers. This job-training, beginning in kindergarten, will reduce our children and grandchildren to dependent, intellectually-stunted laborers.

Many, myself included, have unwittingly supported STW because we have not been fully informed concerning the STW system. To my shame, when the matter came before the Ohio State Board of Education in September, 1996, based on the best information available at the time, I voted in support of a STW resolution.

My current understanding of STW is a result of personal research conducted over the last twelve months. It is for these reasons that I fully understand why many others may have given their support to STW, but once informed about what STW really is, those of us sworn to uphold the Constitution will be hard pressed to support the national system that regulates our children's future access to employment and education.

Abolishing STW will take the kind of political courage demonstrated by Craig Hagen, North Dakota's elected Commissioner of Labor. After serving for three years on the state's STW management team, he resigned as a matter of principle because he could no longer support STW. May others have the wisdom and courage to take steps needed to disengage from STW.

In just over 200 years, this country went from being an English colony to being the Greatest Nation on Earth. We've had more Nobel prize recipients than any other industrialized nation.

We've sent men into outer space and brought them back; we've pioneered open-heart surgery, and our science and technology are copied world-wide. Those who accomplished these incredible feats were the product of an education system that emphasized academics, not life-long job-training for the perceived good of the economy.

We desperately need a whole-hearted national re-commitment to the pursuit of academic excellence; there is no substitute if we are to remain a free nation.

### Recommendations to the General Assembly

- Require legislative approval of all grant applications to the federal government.
- Secure letters of assurance from the N.C. Departments of Education, Labor and Commerce that skill certificates or credentials shall not be required by anyone seeking an employment or educational opportunity.
- Reject any proposal that enables a select group of people to determine who gets the best jobs and who gets the best employees.
- Sunset all governmental commissions, councils, boards, partnerships and committees. Require any that remain to report directly to the General Assembly. Members of these now powerful entities are not elected representatives of The People. Even if some individuals hold elected office, they were not elected to develop or implement a STW system; therefore, they represent no one but themselves, their associations, and/or their employers.
- Reject proposals *that require every student to identify a career major*. Proponents of STW acknowledge that they are what

put teeth into the system.<sup>151</sup> Career clusters and career majors requirements *speculate* on which jobs will be needed in the 21<sup>st</sup> century.

- Reject proposals to merge general education, special education, college-prep, and vocational education. Merging the programs merges all the money; the result is permanent funding for STW which is, by definition, the integration of vocational and academic training. Elimination of the general course of study, the vocational track, special education, and the college-preparatory track is critical to fully implementing STW. The result of merging the various tracks is that all the money will flow into one pot and become available to sustain STW. The integration of programs and curricula *is already taking place*. Thus, **the only unfinished remaining work is to codify the integration of vocational and academic training for the purpose of funding**.
- Stop the flow of personal information to, from, and among state and federal agencies. Program funding is more difficult to track than line item funding.
- Recognize and reject the common threads of STW: performance-based and competency based standards, performance-based assessments, integrated curricula, mandatory work-based experience, new credentials/certificates/passports, JobBrokers/mentors, and graduation projects/Senior Projects.
- Establish an Office of Public Information within the General Assembly for the purpose of giving non-judicial recourse to citizens seeking access to existing government documents, i.e., grants, budgets, reports, minutes, etc.
- Request a list of all persons, and their affiliations, who have served on the

commissions, boards, partnerships, and councils listed in Appendix A, from the time of the inception of the group until the present.

For further information, contact your legislators or Rep. Don Davis, chair of the House Select Committee, at P. O. Box 363, Erwin, N.C. 28339.

## Appendix A

Even before the STW legislation was passed in 1994, considerable work had taken place to lay the foundation for later implementation. Much of that work was done, and continues to be done, by people not elected to do the work they have been engaged in. The Charlotte-Mecklenburg grant says that employers have been instrumental in designing the future STW system;<sup>152</sup> a review of multiple grants demonstrates that this is true statewide.

You may be tempted to gloss over this *partial list* of players, but unless focus is given to the "players," including their corporate inter-marriages, it is difficult to fully appreciate the degree to which STW was setup, and is maintained, not by elected representatives of the people but by business and industry. These groups, for the most part accountable to no one, have been engaged in a process that can best be described as government by committee. The result of their work, if left unchecked, will be a revolutionary change in our economic, education, and government systems.

## The Backbone of STW

- In 1993, Governor Hunt, by Executive Order [by-passing the General Assembly] created the **Commission on Workforce Preparedness**; it was preceded by

Gov. Martin's Commission on Workforce Preparedness. The Commission has oversight of the Job Training Partnership Act and administers JobLink, the state's one-stop career center implementation grant.<sup>153</sup> The new Commission served as N.C.'s Human Resource Investment Council until that Council was replaced by the newly-created Workforce Development Board.

- The Commission on Workforce Preparedness had a **subgroup**, a 34-member **STW Task Force**, (chaired by a member of the Commission) that had oversight of the design of JobReady.<sup>154</sup> The Taskforce invited the National Center for Education and the Economy and others to assist them.<sup>155</sup> [It was the NCEE, once chaired by Gov. Hunt, that made the five recommendations outlined in *America's Choice*, i.e. STW.] **The STW Task Force was replaced by the JobReady Partnership Council.**<sup>156</sup>
- In October of this year, **The Commission of Workforce Preparedness** was consolidated with the Division of Employment Training under the **Employment Security Commission** on October 1, 1997. Thus the work of the Commission will go on, unabated and fully staffed and funded.
- **Regional Workforce Development Boards** (WDBs) evolved from 26 Private Industry Councils (PICs).<sup>157</sup> Regional boards approve local partnership plans, monitor their implementation, and ensure that the plans reflect local labor market and economic development needs. The boards also assist in recruiting employers to participate in work-based learning activities.
- The **State JobReady Partnership Council** has responsibility for policy, oversight, review of local grant proposals, the funding decisions, and evaluation of the system. The Council

has overall responsibility for the implementation of JobReady, including the staff to oversee daily responsibilities.<sup>158</sup>

- **Local JobReady Partnership Councils.** The Councils are "comprised of at least one school system and a community college"; the minimum number of Councils that can be formed is fifty-eight.<sup>159</sup> There is consistent Chamber of Commerce involvement in these Councils.
- "The Governor will create a **Workforce Proficiency Board** that is closely linked to the work of the National Skill Standards Board",<sup>160</sup> and as such, they review the work of the 22 national skill standard demonstration projects. This 23 member board is responsible for identifying groups "to develop standards to perform occupational analysis, to identify and validate skills statewide, and to develop certification."<sup>161</sup>
- In 1993, the General Assembly created a 25-member **N.C. Education Standards and Accountability Commission**. This powerful commission recommends skill and knowledge standards to the State Board of Education. The Commission proposes the elimination of the general track [slated for eradication by the State Board in March, 1998], new graduation standards and implementation of a reporting system that tracks all students, schools, and districts.<sup>162</sup>
- The **Professional Teaching Standards Commission** is chaired by the North Carolina Superintendent of Public Instruction. This Commission is developing standards for entry and continuation in the teaching profession.<sup>163</sup> [No doubt the standards are consistent with the integrated curriculum, applied learning, and performance-based assessments embodied in STW.]

- **N.C. Business Committee for Education** (NCBCE) was created in 1983. In 1991, they took a leadership role in public education reform and rallied business and industry around that purpose. Their goal is to build “partnerships to accelerate the development of a STW transitions system in every community in the state.”<sup>164</sup> The group is working “to increase its public visibility and enhance its role” as **the business and industry advocate for restructuring the public schools and identifying the skill needs of the private sector.**<sup>165</sup> The “NCBCE serves as the catalyst for building a statewide business coalition . . .” It assists in initiating change through TQM principles.<sup>166</sup> NCBCE leadership is provided by J. Billie Ray of Southern Bell; James Mabry, Wachovia Bank and Trust Company; and David Benevides, IBM Corporation. The Board of Directors includes representatives from ten Fortune 500 companies including DuPont, GE, GTE, and NationsBank.<sup>167</sup>
- **The N.C. and the national Chamber of Commerce** are **major** STW/JobReady players at every level of planning and implementation with a focus on education and economic development policy.<sup>168</sup>
- The 1,600 member **North Carolina Committee for Business and Industry (NCCBI)**,<sup>169</sup> **including 75% of the state’s chambers**, specializes in public policy and business issues; they promote workforce development. The NCCBI was a founding member of the *Education: Everybody’s Business Coalition*.
- **Education: Everybody’s Business Coalition**<sup>170</sup> was created by

businesses who wanted coordinated school improvement; it is also a strong proponent of decentralized education. The coalition was founded by the N.C. Association of Chamber of Commerce Executives, the N.C. Business Committee for Education, N.C. Citizens for Business & Industry, and the Public School Forum. Those organizations recruited the N.C. Association of School Administrators and N.C. School Boards Association. This coalition serves as a “vital link” working with the Governor’s office, General Assembly, and State Board of Education.

- Founded in 1985, the **Public School Forum** offers counsel on the process of reforming schools, recruiting teachers, and increasing business-education partnerships.<sup>171</sup>
- The **Employer Leadership Council** members are “champions” of work-based learning. They work with the Partnership Council to coordinate the activities of employer associations, chambers and other business groups.<sup>172</sup> **Their purpose is “To ensure the success and longevity of JobReady.”**<sup>173</sup> The Council is led by the chair of the Commission on Workforce Preparedness. Membership includes representatives from N.C. Business Community for Education, the Public School Forum, N.C. Committee for Business and Industry, and industries identified as the basis for Career Majors.<sup>174</sup> The Employer Leadership Council targets small and midsize companies to participate in STW/JobReady.<sup>175</sup> The Council is working with the state in the development of criteria to “define and assess their potential employer involvement, provide quality control

at the inception of new programs, . . . [and] help businesses develop a certification of work-based mentors.”<sup>176</sup> In addition, membership includes companies involved with the National Employer Leadership Council (NELC). “NELC member companies have spent more than \$47 million of their money since May 1994 on STW initiatives. The NELC has developed an ‘Employer Participation Model’ . . .”<sup>177</sup>

- **N.C.** is a member of the **Jobs for the Future Consortium** which assists states in planning their STW systems.<sup>178</sup> The Commission on Workforce Preparedness, the departments of public instruction, community colleges, and labor and the chair of the STW Task Force are members.<sup>179</sup>
- The **Commission for a Competitive N.C.** creates benchmarks for a statewide STW system.<sup>180</sup>
- **N.C. Economic Development Board** has been mandated to prepare a strategic plan for state economic development, and to create jobs, high performance enterprises, and prosperity.<sup>181</sup>
- The **National Governor’s Association Performance Management Team** is setting performance measures for all employment and training programs; they are studying STW.<sup>182</sup>
- **One-Stop Career Center Steering Committee** oversees the development and implementation of the centers to ensure their integration into the JobReady system.

## ENDNOTES:

<sup>1</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation

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- Grant. (June, 1995). p. 5.
- <sup>2</sup> Ibid., p. 9.
- <sup>3</sup> *America's Choice: High Skills or Low Wages* (The Commission on the Skills of the American Workforce, National Center on Education and the Economy., 1990). p. 69.
- <sup>4</sup> Ibid., p. 71.
- <sup>5</sup> Ibid., p. 77.
- <sup>6</sup> Ibid., p. 81.
- <sup>7</sup> Ibid., p. 87.
- <sup>8</sup> Ibid., p. 9.
- <sup>9</sup> *Goals 2000: Educate America Act. Title V - The National Skill Standards Act of 1994*. Section 502. Purpose.
- <sup>10</sup> *School-to-Work Opportunities Act of 1994*. [SEC. 201]. See header.
- <sup>11</sup> Ibid. [SEC. 211]. See header.
- <sup>12</sup> Ibid. [SEC. 301]. See header.
- <sup>13</sup> Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 23.
- <sup>14</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 50.
- <sup>15</sup> Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 19.
- <sup>16</sup> *School-to-Work Opportunities Act of 1994*. [SEC 213 (d) (1-23)].
- <sup>17</sup> Ibid. [Sec. 101-Purpose (3)].
- <sup>18</sup> Ibid. [SEC 4. (2)].
- <sup>19</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 62.
- <sup>20</sup> Ibid., p. 62.
- <sup>21</sup> Ibid., p. 62.
- <sup>22</sup> Ibid., p. 6-7.
- <sup>23</sup> *School-to-Work Opportunities Act of 1994*. Work-Based Learning Component (a) "Mandatory Activities. – The work-based learning component of the School-to-Work Opportunities program shall include – (1) work experience; (2) a planned program of job-training and work experiences (including training related to pre-employment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in Section 102 and are relevant to the career majors of students and lead to the award of skill certificates; (3) workplace mentoring; (4) instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills." [Sec. 103].
- <sup>24</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 19. 17-22
- <sup>25</sup> Forsyth County JobReady Local Partnership Grant Application. (February 19, 1996). p. 13-14, and p. 2 of the Budget Narrative.
- <sup>26</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 17.
- <sup>27</sup> Ibid., p. 20-21.
- <sup>28</sup> Ibid., p. 19-20.
- <sup>29</sup> The North Carolina Education Standards and Accountability Commission, *Third Annual Report to the North Carolina State Board of Education, the North Carolina General Assembly and Governor James B. Hunt Jr.* (July 1996) p. 13.
- <sup>30</sup> Forsyth County JobReady Local Partnership Grant Application. (February 19, 1996). p. 12-13.
- <sup>31</sup> The North Carolina Education Standards and Accountability Commission, *Third Annual Report to the North Carolina State Board of Education, the North Carolina General Assembly and Governor James B. Hunt Jr.* (July 1996) 41-53.
- <sup>32</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 18.
- <sup>33</sup> Ibid., p. 18.
- <sup>34</sup> Charlotte-Mecklenburg School-to-Work Partnership - JobReady Local Partnership Grant Application (February, 1996). p. 12.
- <sup>35</sup> Ibid., p. 14.
- <sup>36</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June, 1995). p. 16.
- <sup>37</sup> Ibid., p. 16-17.
- <sup>38</sup> Ibid., p. 17.
- <sup>39</sup> Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 10.
- <sup>40</sup> Union County Job-Ready Partnership Grant Application. (January 10, 1997). p. 11.
- <sup>41</sup> *School-to-Work Opportunities Act of 1994*. [SEC. 102 (1)].
- <sup>42</sup> Union County Job-Ready Partnership Grant Application. (January 10, 1997). p. 9-10.
- <sup>43</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 62.
- <sup>44</sup> Brunswick County JobReady Partnership - JobReady Local Grant Application. (January 10, 1997). p. 20.

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- <sup>45</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 15.
- <sup>46</sup> Scotland County JobReady Local Partnership Grant Application. (February 9, 1996). p. 16-17.
- <sup>47</sup> Durham Workforce Partnership (Durham County) JobReady Local Partnership Grant Application. (February 16, 1996). p. 5.
- <sup>48</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 15.
- <sup>49</sup> Caldwell County JobReady Local Partnership Grant Application. (January 7, 1997). p. 10.
- <sup>50</sup> Charlotte-Mecklenburg School-to-Work Partnership - JobReady Local Partnership Grant Application (February, 1996). p. 9
- <sup>51</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 6, 15.
- <sup>52</sup> *School-to-Work Opportunities Act of 1994*. [SEC. 4 (5)(A-E)].
- <sup>53</sup> National Skill Standards Board meeting minutes February 22, 1996. pp.16-17.
- <sup>54</sup> *Ibid.*, p. 49.
- <sup>55</sup> Charlotte-Mecklenburg School-to-Work Partnership - JobReady Local Partnership Grant Application (February, 1996). p. 9-11.
- <sup>56</sup> *The Certificate of Initial Mastery: A Primer*. Workforce Skills Program, National Center on Education and the Economy. (Spring 1994), p. 11.
- <sup>57</sup> IMPLEMENTING A SCHOOL-TO-WORK TRANSITION SYSTEM: A Rochester, New York Case Study by Cathy Spangenburg, (April 1995). p. 15.
- <sup>58</sup> Durham Workforce Partnership (Durham County) JobReady Local Partnership Grant Application. (February 16, 1996). p. 18.
- <sup>59</sup> *Ibid.*, p. 18.
- <sup>60</sup> Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 11.
- <sup>61</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 24.
- <sup>62</sup> Brunswick County JobReady Partnership - JobReady Local Grant Application. (January 10, 1997). p. 4.
- <sup>63</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 25.
- <sup>64</sup> *Ibid.*, p. 25.
- <sup>65</sup> *Ibid.*, p. 26.
- <sup>66</sup> JobReady - Beaufort County Grant Application (February 14, 1996). p. 7, 9.
- <sup>67</sup> Durham Workforce Partnership (Durham County) JobReady Local Partnership Grant Application. (February 16, 1996). p. 11.
- <sup>68</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 26.
- <sup>69</sup> Charlotte-Mecklenburg School-to-Work Partnership - JobReady Local Partnership Grant Application (February, 1996). p. 5.
- <sup>70</sup> *School-to-Work Opportunities Act of 1994*. [SEC. 4 (18)].
- <sup>71</sup> *Ibid.* [SEC. 4 (25)].
- <sup>72</sup> *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 17.
- <sup>73</sup> *Implementation of JobReady In North Carolina. A Report to the Commission on Workforce Preparedness and the State JobReady Partnership Council*. Metis Associates. (May 5, 1997). p. 4.
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- <sup>137</sup> Press Release, U. S. Department of Labor. October 10, 1997. For additional information, see: [http://www.doleta.gov/programs/onet/news.htm#news\\_release](http://www.doleta.gov/programs/onet/news.htm#news_release)
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<sup>146</sup> Job Ready Career Majors Proposal, Charlotte-Mecklenburg School-to-Work Partnership. (January 1997). p. 19.

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