

APPENDICES DIRECTORY

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APPENDIX A

Guidelines for Providing Work-based Activity Components for "Education for Gainful Employment"

Transition Program

The connection between work and learning is integral to our approach.

-Survey response, Community College

Teamwork and good communication among teachers, students, administrators, and community/business makes our program successful. Each stakeholder should know their role within a successful program.

-Survey response, BOCES

Our program is successful due to the commitment of all staff members. The staff and referral agency meet on a regular basis and keep an open-line of communication. We continually evaluate our program.

-Survey response, School District

The enthusiasm, cooperation, and collaboration of the staff who developed and are committed to the success of the programs are the primary reasons for positive thrust. The comprehensiveness of the program including SCANS skills integration, Life Management, Career Planning, Action for Personal Choice, Study Skills and Employability Skills fosters success.

-Survey response, BOCES

(The quotes above are responses from a survey, Integrated Work & Learning)

(This report was compiled by Joan L. Malone, Training Program Coordinator for the
New York State Literacy Resource Center.)

APPENDIX A
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Executive Summary

Work-based activity and increased use of work-based learning have become critical components within adult education, adult vocational training, and welfare-to-work programs. **Work-based activity components** are hands-on opportunities for learning outside the school program environment. Opportunities include such activities as job shadowing, paid or unpaid work experience, and school-sponsored enterprises such as workplace mentoring and instruction in general workplace skills.

Many Local Departments of Social Services (LDSS) and Education for Gainful Employment (EDGE) providers have already expanded their focus of instruction towards a "work environment" in order to strengthen participants' focus upon employment and at the same time improve the relationship between classroom activities and work. In anticipation of federal welfare reform proposals, it is recommended the LDSS and local EDGE providers integrate classroom/job readiness activities with work-based activities that expose participants to real work situations. Participants must be aware that such opportunities are designed to help them obtain employment as quickly as possible.

Variations in local Job Opportunity and Basic Skills (JOBS) training programs, availability of worksites, and local labor markets may require LDSS and EDGE providers to adopt different approaches to incorporate work-based activities. In some cases, EDGE providers may use job readiness components such as *Action for Personal Choice* (APC) as an introduction to *Community Work Experience* (CWEP) in order to assist a work activity participant in coping with expectations of the worksite. In other instances, providers may integrate work internships with job skills training to provide participants with hands-on work activity components.

It is hoped these guidelines will assist both teachers and administrators to implement work-based activity components within their programs. *Guidelines for Providing Work-based Activity Components for "Education for Gainful Employment"* contains definitions, recommendations and sample forms for use by training agencies providing work-based activity components.

Administrative Guidelines

- Work-based Activity Components
 - Related Staff Development
- Employment Preparation Education
 - Coordinator Qualifications
 - Worksite Elements

Work-based Activity Components

Work-based activities provide individuals enrolled in various classrooms (ESOL, Basic Education, Job Skills Training) with a planned program of work activity and job training which is coordinated with school-based learning and relevant to a student's job interests. Work-based opportunities include such activities as:

- internships/externships*
- job shadowing*
- job skills training*
- Action for Personal Choice (APC)*
- job club*
- job readiness training*

Internships/Externships (work experience) are hands-on opportunities for learning outside the school program environment. The following are critical elements of work experience components:

- designed to meet the career goals of the participant
- clearly connected to the school-based education and training program
- orientation and training of employers and mentors
- standards in place for use in assessment and evaluation of student progress
- provide a realistic setting for the participant to demonstrate acquired academic knowledge, job skills, appropriate job and social behaviors, and attitudes
- provide a realistic setting structured and supervised by the program provider in collaboration with each employer providing a cooperating worksite

Internships/Externships integrate classroom learning with practical work activity in a field of the participant's particular interest. Skills and mastery are specified or identified in a formal training plan developed at the beginning of the component by the employer, the teacher, the work experience or job coordinator, and the participant. Training plans are crucial for identifying goals, establishing criteria, guiding training and evaluation processes, and maintaining communication among all partners in the plan. At worksites, participants work directly with an employee or mentor over a period of time to observe, assist, and to accomplish work tasks.

Such components are planned by the educational agency in collaboration with the agency serving as the worksite agency. Quality assurance requires visits to worksites and constant communication, in addition to evaluation of participant work performance. Scheduled participant attendance at the worksite is required. At the worksite there is usually an employee or other individual (approved by the employer, owner, manager, director, etc.) who guides the participant or serves as a mentor. This employee, or mentor, works in consultation with classroom teachers, the workplace coordinator, and the worksite agency. This employee or mentor possesses the skills and knowledge to be mastered by the work activity participant, and instructs and critiques the performance of the participant at the worksite. Mentors are role models who can help instill, reinforce, and equate to successful employment the importance of behaviors such as positive attitudes, integrity and ethics, human relations, teamwork, promptness, and other positive work-related behaviors.

Job Shadowing usually involves one or more visits to a worksite during which time a student, through observation, can explore different possibilities for jobs and develop an interest in the work environment. Observation is the primary learning activity during the visits while students shadow an employee. There is a direct one-on-one relationship between the student and employee which allows for discussion, and perhaps some participation in simple workplace tasks and events such as attending meetings or planning sessions. Students are not paid for their time at the workplace. Job Shadowing is considered to be a short-term activity generally ranging from one to eight weeks.

Job Skills Training is training of a vocational nature in occupations where a demand exists in the local labor market. Instruction is in either a specific skill or occupational area or in a program with a specific vocational objective.

Action for Personal Choice (APC) is an intensive 90-hour life skills program that allows adult learners to examine who they are, why they are in their present situation, and what choices are available to them. Participants experience the processes of Awareness, Understanding, Acceptance, and Change, to: rediscover their creativity; learn to respect and trust themselves and trust others; improve their self-image and increase their self-confidence; take responsibility for their actions; sharper

communication, goal-setting, problem-solving, and decision-making skills; and relate positively to family, friends, and authority figures. The program can be a bridge to education, employment, to improved relationships, and to a better life.

Job Club aids in recognizing factors affecting employment and helps Social Services recipients gain employment skills. Participants look at how they perceive themselves and how others perceive them, explore interests and abilities, and consider short- and long-term goals. During instruction, participants perfect their ability to complete job applications and resumes, write business letters, develop interviewing skills, discuss work habits and ways to handle typical job problems, and develop an employer contact list. Program completion has resulted in job interviews, employment, and increased enrollment in job training programs.

Job Readiness Training are activities under JOBS that help prepare participants for employment through instruction in employers' expectations and appropriate behavior and attitude in order for participants to successfully compete for jobs. Job readiness training includes instruction in the completion of employment applications, resume writing, job interview techniques, making career choices or life skills and typically takes place in a structured group setting.

Related Staff Development

(Do Not Qualify as Work-based Components)

Case Management Training (CM) provides training in case management to new and existing staff at ACCESS agencies and collaborative partners. The Case Management process involves ongoing assessment, planning, personal support, resource identification, linkages, and follow-up to individuals as they move towards self-sufficiency. CM operates at both the "client" level, providing assistance to persons requiring service, and at the "systems" level, encouraging collaboration among local, regional, State, and federal agencies.

Adult Career Counseling (ACC) assists the career and education transition of adults who have been unable to obtain employment, are between jobs, or are considering a job or career change by helping develop the skills necessary for appropriate employment. ACC includes an evaluation of the skills, prior work experience, training, and vocational interests of the individual and a review of family circumstances (including special needs of a child). Opportunities to explore potential job and career choices, acquire skills, identify and pursue the education and training needed to achieve short- and long-range goals, attain changes in attitudes to overcome barriers, and achieve employment goals are offered.

Job Development Training targets job development issues and topics that respond to job outcome needs of ACCESS (refer to Appendix N) agencies and collaborative partners. The training provides participants with strategies to develop business linkages in order to improve job training programs and to work with partner agencies in the community to insure effective job placement.

Comprehensive Career Assessment (CCA) provides training in career assessment to new and existing staff at ACCESS agencies and collaborative partners. CCA is a process designed to assist individuals in gaining information necessary to make informed vocational choices. It offers many tools and techniques for gathering information on career goals and interpreting this information. Tools and techniques, length of service, and feedback mechanism(s) vary depending on needs and agency characteristics. Programs can offer assessment services, tools and techniques, trained staff, and strong linkages to other community services.

Employment Preparation Education

Employment Preparation Education (EPE) programs lead to a high school diploma or its equivalent for adults who are at least 21 years of age and lack a diploma or the equivalent issued by any state or territory of the United States. These programs may include Adult Basic Education, English for Speakers of Other Languages, Life Skills, Citizenship Education, General Educational Development Test Preparation, Adult Occupational Education and high school credit courses.

School Districts and BOCES must apply for approval to operate an EPE program on a yearly basis. The 1995-96 State budget significantly changed the requirements for EPE for 1995-96. Effective July 1995, agencies eligible to generate EPE State Aid will be required to complete a new *EPE Aid Application* which reflects the significant features and changes under this major restructuring of the program. The new application requires applicants to provide detailed program and budget information about each program that will be used to generate EPE.

Total Program Hours:

EDGE programs are automatically exempted and do not need special permission to provide more than 20 hours of instruction. (non-EDGE programs which exceed 20 hours must request a waiver from NYSED's Office of Workforce Preparation and Continuing Education. Contact Bob Purga at 518: 474-8920.)

Total Program Hours used to generate EPE are limited to 30 hours.

Classroom Hours:

Classroom instructional hours in a work experience component must be at least 30% of the total program hours. **For EPE purposes, classroom contact hours are counted at the full rate. Each hour of participation in a work activity experience component may be credited with one-half an EPE contact hour (reduced rate).**

Coordinator Qualifications

Supervision Requirements

All work activity components must be coordinated, supervised or directed by an individual who meets the following qualifications and is employed by the local school districts or BOCES:

- (a) If the program is a public school program, other than in New York City and Buffalo, the individual must have a valid New York State teaching certificate - PROVISIONAL or PERMANENT. If service is limited to part-time, a New York State adult education teaching certificate is required.

OR

- (b) If the program operates within New York City or Buffalo, the individual must have a New York City or Buffalo license.

**To address any concerns or issues about
supervision requirements, please contact:**

Gary Krzeminski directly, at: 518: 474-8700

Worksite Visitation

As part of total supervision, each participant must be visited by a work activity coordinator, supervisor, or director **weekly** to assess progress throughout the work activity component. **If weekly visits cannot be met, agencies should contact Gary Krzeminski at the New York State Education Department, 518: 474-8700, for a waiver form** (see Appendix for "Coordinator/Supervision Waiver"). In addition, it is expected that each participant be supervised by an appropriate individual (employee, supervisor, mentor, manager, owner, etc.) at the worksite who will monitor the participant's progress towards specific skills and goals, and will be responsible for recording the participant's daily attendance. The work activity coordinator should check on participant progress and reports with the worksite supervisor during weekly worksite visitation.

EPE eligible agencies should be able to clearly **identify each hour of participation at a worksite to calculate the reduced rate of one-half an EPE contact hour** (refer to "EPE Classroom Hours" on page 5). All attendance registers must be retained by the educational provider agency for any necessary reporting required at the end of the work activity experience.

Coordination With Other Critical Players

The coordinator or teacher-coordinator has many roles and responsibilities to both the educational program and the worksite employer. Critical players that need to be included in coordination efforts include employers, participants, case managers, other teachers, social workers, LDSS, etc. Coordination efforts must be continuous and occur during both classroom and worksite training. Responsibilities include:

- Explain work activity component to critical players and maintain good rapport with personnel at both the participating worksite and the educational provider organization.
- Identify and place participants in appropriate training situations and prepare training agreements and plans in collaboration with critical others for a well-rounded program of work (see Appendix for sample of written agreement).
- Coordinate classroom activities with on-the-job experiences and provide needed information to both worksite supervisors and classroom instructors.
- Make on-the-job visits and evaluate with employers' participants' on-the-job progress and training plans while providing for continuous participant interaction.

Number of Coordinators Needed

The number of coordinators needed to supervise a particular work activity component will be influenced by whether the coordinator has other responsibilities such as teaching or scheduling and by the nature of the education program itself, including:

- Number of trainees participating
- Number of cooperating worksites
- Geographic distribution of worksites
- Types of work activity to be conducted
- Frequency of worksite visits
- Number of participants receiving similar related instruction
- Required records and documentation

Coordinator's Workload (Example)

The responsibilities of a **coordinator who also teaches** cannot be equated with those of a regular classroom teacher. Coordination of on-the-job training with classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has 25 participating students, an average size class, the weekly work load might resemble the following:

<u>Daily Workload</u>	<u>Hours per Week</u>
3-4 hours of related classes	15-20
1 hour of preparation & individual student contact in class	5
3 hours of coordination (employer or worksite contacts)	15

	Total: 35-40

The workload for the **coordinator who does not teach a related class**, but works with 50 students, might be as follows:

<u>Daily Workload</u>	<u>Hours per Week</u>
5 hours of coordination per day	25
2-3 hours of individual student & classroom teacher contact	10-15

	Total: 35-40

Differences in student needs or community characteristics may require a coordinator to spend more time with individual students or the employing firms. Some coordination visits may take 15 minutes, others may take several hours. When the employment community is geographically large, widely dispersed, or far from the educational provider, more travel time will be necessary.

Worksite Elements

"Teamwork and good communication among teachers, students administrators, and community/business makes our program successful. Each stakeholder should know their role within a successful program."

Survey Response, BOCES

Employer Requirements

An acceptable worksite placement should have a strong match with a participant's educational goals or training component and should be well-defined with clear expectations and roles for all stakeholders involved. A worksite placement should promote the transfer of job skills taught in classrooms and should ensure opportunities to perform a variety of **actual work activities that provide skill experience** (not just "envelope stuffing").

<p>If possible, participants should be responsible for developing their own work experiences with an employer and should be encouraged to self-initiate finding a meaningful worksite location on their own.</p>
--

Acceptable worksites require commitment by the employer and a willingness to provide:

- Employee orientation, training (following an approved training plan) and quality supervision.
- Availability for regular monitoring and also submission of participation reports (e.g., copies of worksite time cards, daily participant sign-in sheets from the worksite, etc.)
- Work environment standards for safety and health along with an appropriate environment for the client to grow.
- Worksite tools, supplies, and space for the work experience participant.
- Possible release time for job search, skills training, and other simultaneous JOBS program components.

Supervision and monitoring on the job are the major responsibilities of the worksite employer. It is recommended that work activity participants be assigned ***a mentor or supervisor at the worksite who must collaborate and agree with the coordinator*** of the work activity component on the following:

--A participant **Training Plan**, with benchmark competencies and methods for providing training and assessing skills growth

--Supervisory **expectations and requirements** (specific contract in place and ongoing) with educational agency to provide related instruction

--A **monitoring plan** including meetings with JOBS staff, the coordinator, and the participant to assess performance and skill enhancement

Acceptable Participant Work Attitude and Behavior

Before participants are placed at a worksite, they must be aware of acceptable work attitude and behavior. Classroom instruction related to the development of good employer/employee relationships and the importance of positive relationships with co-workers should be emphasized. Participants should be able to analyze human relationships in terms of attitude and responsibilities of employers, employees, and co-workers. Instruction should be provided to help participants develop techniques to get along with employers and co-workers at the worksite, including the ability to:

--Identify methods to resolve on-the-job conflicts

--Distinguish between positive and negative criticism

--Develop appropriate responses to criticism and suitable courses of action to follow

Evaluation

Supervision and evaluation procedures for an acceptable work activity component must be agreed upon by the coordinator and the worksite supervisor **before placement at a worksite**. Provisions should be made to discuss with participants the progress made in their training plan and any problems encountered. Participants should be encouraged to share ongoing self-assessment reports with peers and all work activity clients. A friendly, supportive relationship is key to success for all concerned.

Acceptable forms of evaluation may include portfolios, observation of work performance, daily student logs, student writing projects, on-the-job performance assessment by mentor and/or supervisor, etc. (see *Appendix for Sample Training Plan*).

Forms and Agreements

Work activity components need to include appropriate forms, contracts, and specific agreements to be reviewed and possibly signed by all stakeholders involved in a work activity component. Forms should be updated regularly and maintained for any reporting purposes required. For example:

- Agreed list of types of tasks/work activities that each participant will be expected to complete or participate in (see Appendix for a sample training plan)
- Signed agreements or contracts of roles and responsibilities of participant, employer, and worksite coordinator (see Appendix)
- Necessary legal release forms for liability
- Emergency information needs, including a process at worksite to address emergency problems and any issues or concerns of the participant, including any questions they may have
- Insurance needs, including student insurance (not Aid to Families with Dependent Children - [AFDC], or Training Related Expenses -[TRE]s) and institutional insurance coverage

Coordination With Required Support Services

Participants may need support services to participate in a work-based activity component. Agencies must identify support service needs associated with participating in work-based activity components. Allowable TREs, such as clothes and transportation, can meet specific needs for individual participants. Provider agencies should discuss TRE policy with the LDSS. Also, child care costs are an additional consideration for provider agencies and clients. Adult Centers for Comprehensive Education and Support Services (ACCESS) are good resources for the coordination of support services.

Other Program Issues and Considerations

Variations in training programs and local labor markets may require LDSS and EDGE providers to adopt different approaches in providing work-based activity components. No matter what the variation, **it is important to remember that effort toward self-reliability by the participant is the goal of the EDGE program**. Work-based activities must be well coordinated with the participant, the worksite, the LDSS and the provider staff. Additional items to address include, but are not limited to, the following:

- Safety issues
- Appropriate insurance coverage
- Transportation issues
- Scheduling
- Workers' Compensation insurance
- Liability releases (on file if needed)
- Appropriate information and procedures in place for handling any type of emergency

Sample Forms

Coordinator/Supervision Waiver

Memorandum of Agreement

Student Work Experience Agreement

Model Training Plan

Roles & Responsibilities Form

Coordinator/Supervision Waiver

As part of overall supervision, each participant in a work activity component must be visited by a work activity coordinator, supervisor, or director weekly to assess progress throughout the program. If weekly visits cannot be met, agencies must provide the New York State Education Department with the following information:

Agency Name: _____

Address: _____

Representative Name: **PRINT Last, First**

Title

()	()	
_____	_____	_____
Telephone	Fax	Best time(s) to call

How many participants in your work activity components are currently placed at a worksite and require worksite visits?

How many coordinators are currently responsible for worksite visitations (if more than one coordinator, please provide the number of participants assigned to each)?

How many of these total participants cannot be visited weekly?

Please describe the reason for the coordinator(s) not being able to meet the weekly visitation requirement below:

MEMORANDUM OF AGREEMENT

1. This establishes an **agreement** between _____
(Name of Educational Provider)
and _____
(Name of Work Experience Establishment)
regarding the work experience of _____
(Name of Work Experience Student)
in _____.
(Name of Occupation)
2. The following **specific work experience arrangements** have been made and will serve as the operating procedure for this work experience program:
 - a. The student trainee shall be given the opportunity to progress through the various phases of work as listed and described in his/her **Training Plan**.
 - b. Appropriate **safety instructions** will be provided to the student trainee when assigned to work with hazardous equipment or in hazardous areas.
 - c. The employer's designated supervisor shall evaluate the trainee according to **evaluation procedures** agreed upon by the educational provider, the employer, and the student.
 - d. The work experience will extend over a period of _____.
3. Organized general and related classroom instruction correlated with the work experience component shall be provided by the educational provider. The coordinator of this program shall be available for consultation with the employer.
4. The work experience component will comply with all State, federal, and local **labor laws**.
5. This agreement may be discontinued at any time; however, the coordinator requests **consultation** with the employer beforehand.

Signed: _____
(For the Employer)

Signed: _____
(For the Educational Provider)

Date: _____

Date: _____

In compliance with Federal and State Education Department laws, students in this program will be accepted and assigned without regard to their race, color, national origin, sex or handicap.

STUDENT WORK EXPERIENCE AGREEMENT

My obligation to _____ continues when I leave for my work
(Name of Educational Provider)
experience at _____ .
(Name of Work Experience Establishment)

I understand this work experience to be an extension of my educational program and I am entering this experience to learn as much as my employer can provide in the nature of job information, skills and attitudes. I will demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn.

I will keep my Coordinator informed about my work experience and turn in my time sheet reports each week. I understand my attendance is taken from my weekly time sheets and that late weekly reports can result in those days being counted as unexcused absences.

I will keep regular attendance at _____ and at my worksite.
(Name of Educational Provider)

I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.

I will comply with a reasonable request, order or recommendation that my employer gives me as long as I am not asked to do something that is dangerous or illegal.

As a representative of _____, I realize my conduct is a
(Name of Educational Provider)
reflection upon the entire *Skills Training Program* and fulfilling the above obligations will be an important part of my training.

Specific Work Experience Arrangements:

The following arrangements have been made and will serve as the operating procedure for this work experience program. (See attached.)

We, the undersigned, agree to the terms and statements contained in this agreement.

(Student)

(Instructor)

(Work Experience Coordinator)

(Employer)

Date: _____

MODEL TRAINING PLAN

(Sample portion of...)

VARIETY STORE

Check one: Salespersons
 Sales Manager
 Checkout Cashier

Column 1 - Check those tasks to be included in training plan for _____
 who is receiving supervised on-the-job training at _____

Column 6 - Rating: S=Skilled, MS=Moderately Skilled, LS=Limited Skill

1 Task TBD ?	2 Task	3 On The Job	4 Class- room	5 Date	6 Rating S/MS/LS
	Handle customer inquiries				
	Interpret store policies				
	Observe safety procedures				
	Recognize and handle shoplifting				
	Handle layaways				
	Use telephone correctly				
	Fill telephone and mail orders				
	Handle returned merchandise				
	Handle customer complaints				
	Complete written forms and reports				
	Perform housekeeping duties				
	Maintain stock equipment				
	Check and keep displays in order				
	Receive, check, and mark merchandise				
	Maintain adequate stock and stock records				
	Organize and count stock for inventories				
	Handle cash transactions				

ROLES AND RESPONSIBILITIES AGREEMENT

(Example of...)

Participant: My obligations to my educational provider continue when I leave for work. I understand my job is an extension of my school program and I am entering this program to learn as much as my employer can provide in the nature of job information, skills and attitude. I will demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn.

---I will keep my Coordinator informed about my job and turn in my time sheet reports each week. I understand my attendance is taken from my weekly time sheets and that late weekly reports can result in those days being counted as unexcused absences.

---I will keep regular attendance at my education provider and on the job.

---I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.

---I will be at my place of employment or attending my class at my educational provider during those hours and on those days my class is in session.

---I will comply with a reasonable request, order or recommendation that my employer gives me as long as I am not asked to do something that is dangerous or illegal.

---As a representative of my educational provider agency, I realize my conduct is a reflection upon the entire program and fulfilling the above obligations will be an important part of my training.

(Participant Signature)

(Date)

THE EMPLOYER AGREES TO:

---Inform the participant of company rules, regulations and policies and the exact duties and responsibilities of his or her job.

---Provide direct supervision of the participant's work.

---Give the participant progressive and challenging work activities as he or she is able to handle them.

---Review the participant's job progress with him or her each week and sign the weekly time sheet report.

---Provide periodic appraisals of the participant's performance on forms provided by the Coordinator.

(Employer Signature)

(Date)

THE WORK ACTIVITY COORDINATOR AGREES TO:

---See that all parties are aware of their responsibilities and obligations while participating in the program.

---Work with the employers, participants, educational agency instructors and any other stakeholder to provide the best possible training for participants.

---Visit worksites to consult with participants and employers to determine job progress, attitude, growth of skills and knowledge and breadth of educational exposure.

---Use discretion on the time and circumstances chosen for visits.

---Assist the employer with appraisals.

---Foster good communication and understanding among all parties.

---Constantly strive to improve the program by seeking suggestions from all parties.

(Coordinator Signature)

(Date)

APPENDIX B

Components of School-to-Work Opportunities Systems: School-based Learning and Connecting Activities

School-based learning addresses essential workplace knowledge and skills as well as career awareness and development activities at all grade levels in the school. These activities are not necessarily new activities to add to the curriculum; rather, many of the learning activities are already taking place in the school. School-based learning activities may include:

Career awareness, career exploration, and career counseling beginning at the earliest age possible, but not later than the seventh grade.

For example, a teacher of third-graders might frame a career-awareness exercise around the students' interest in animals. What types of careers involve animals? A brainstorming session in the classroom would prompt students to think about the wide range of possible careers that exist.

Selection of a career major by interested students prior to the 11th grade.

A career major is a sequence of courses or field of study integrating academic/occupational, school and work-based learning. A sophomore with aspirations for a career as a disc jockey would tailor her academic life accordingly, perhaps completing courses in communications (both written and oral) and principles of technology, and serve as an intern to the local radio station.

Academic content standards for all students.

The program of study should be tied to the same challenging academic standards established by the State for all students through its curriculum frameworks and under *Goals 2000: Educate America Act*. Furthermore, students with disabilities must be afforded reasonable accommodations and accessibility to meet those content standards.

Integration of SCANS or Essential Skills into all academic subjects.

The Secretary's Commission on Achieving Necessary Skills (SCANS) identifies the knowledge and skills deemed essential for a productive workforce (including the basic skills and personal abilities of reading, writing, mathematics, listening, and speaking). See Appendix E. Also, the Office of Elementary, Middle, and Secondary and Continuing Education of the New York State Department of Education has formed a list of Essential Skills grouped into the following categories: Managing Resources, Managing Information, Developing Personal Competence, Developing Interpersonal

and Citizenship Competencies, Working with Systems and Technology, Developing Entrepreneurial Skills, and Thinking, Solving Problems, Creating. (See Appendix M for the detailed list.)

Instruction that integrates academic and vocational learning.

Using various strategies, such as applied methodologies and team-teaching, teachers integrate workforce preparation skills in all curriculum areas. Instruction is appropriately tied to the career majors of the students. Such instruction allows exposure to "all aspects of an industry" a student is preparing to enter, which might include planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry or industry sector.

Regularly scheduled evaluations, consultations, and problem solving with students and out-of-school youth.

These meetings are vital for identifying the academic strengths, weaknesses, and progress of the students. No less important, these meetings allow an opportunity to set new goals and to discuss additional learning opportunities for mastering core academic and vocational skills. Workplace knowledge can also be assessed.

Access to additional training or postsecondary education or employment.

The school-based learning component of a school-to-work opportunities system includes procedures to facilitate the entry of students into additional training, postsecondary programs, or employment. This helps to ensure the continuity of the school-to-work system beyond the K-12 years.

Connecting activities, are designed to ensure coordination of the work and school-based components. They may include:

- Matching students with work-based learning opportunities of employers.
- Providing each student with a school-site mentor to act as a liaison between all the partners involved with the school-to-work system: student, employer, school teachers, school administrators, parents, and other community partners.
- Encouraging the active participation of employers and planning technical assistance to help them develop school-based and work-based learning components.
- Assisting schools and employers to integrate school-based and work-based learning with academic and occupational learning.
- Providing assistance to participants who have completed the program in finding a job, enrolling in postsecondary education or additional training, and linking

participants with adult and community services to facilitate a successful transition from school to work. Again, this will help ensure the continuity of school-to-work services beyond high school completion.

--Linking youth development activities with employer and industry strategies for upgrading the skills of workers.

--Training teachers, workplace mentors, school-site mentors, and counselors.

--Collecting information regarding post-program outcomes to assess the results of school-based and work-based learning. Outcomes are measurable aspects of performance, whether student or program, that answer the question: "What do we want students in our program to know, understand, or be able to do?" In the case of program outcomes, the question to ask is: "How well is our program achieving these student outcomes?" Assessing outcomes is explained in more detail in Chapter VI of this document.

APPENDIX C

Work-based Learning for Students with Disabilities: Resources and Accommodations

The School-to-Work Opportunity Act (SWOA) is consistent with and complements the *Rehabilitation Act*, as amended in 1992, and the *Individuals with Disabilities Education Act (IDEA)*. According to both of these Acts, students with disabilities must be provided transition services while in the secondary education program to prepare them for adult life, specifically postsecondary education, employment, and independence in the community. Within the Individualized Education Program (IEP), students with disabilities, their parents, and participating agencies work cooperatively with the Committee on Special Education (CSE) to develop long-term adult outcomes based upon individual student needs, preferences, and interests. IDEA establishes, therefore, specific requirements and an appropriate mechanism for planning and making decisions regarding the participation of youth with disabilities in work-based learning experiences.

The work-based learning component stresses the importance of the workplace as an active learning environment. The use of community-based workforce preparation programs and provision of real or situational work experiences has been successful in preparing students with disabilities for employment. Work-based learning enables students with disabilities to experience a variety of career opportunities, identify their strengths and interests, carry out vocational evaluations and training in real work situations, and increase retention of job-related skills. Existing information, such as disability evaluations, vocational assessments, and the transition services component of the IEP, should be used when developing work-based learning experiences to meet the needs of students with disabilities.

For students with disabilities, workplace mentors may include co-workers or trainers, job coaches, work-study coordinators, special educators, vocational rehabilitation professionals, and others who provide specialized training and support to students with disabilities at worksites. Many employers have acknowledged such supports through their linkages with vocational rehabilitation agencies.

Instruction in general workplace competencies and instruction in all aspects of the industry is also critical for students with disabilities. In keeping with the provisions of IDEA regarding transition services, these instructional areas can be part of the IEP and include integration in the workplace, independent living and work-related adjustment and behavior skills that are needed for successful community living and employment, as appropriate.

Rehabilitation Agencies and Other Resources

The successful implementation of work-based learning requires coordination with many different partners. For students with disabilities, special education and adult agencies can provide important support and assistance through partnership and local implementation efforts. Different participating (State, regional or local) agencies work with the school districts to provide transition services for eligible students with disabilities.

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission of the Blind and Visually Handicapped (CBVH) are the State agencies that provide vocational rehabilitation services to eligible individuals, consistent with the Federal Rehabilitation Act. Vocational rehabilitation counselors have expertise in areas related to work-based learning for individuals with disabilities. These areas include assessment and interpretation of vocational skills, vocational guidance, job and task analysis, job development and appropriate training programs and options, and employer marketing.

Services provided through VESID or CBVH assist individuals with disabilities to prepare for, enter, engage in, or retain gainful employment. Individuals with disabilities must meet eligibility criteria that focus on the presence of an employment-related disability, the ability to benefit from rehabilitation services, and the need for services in order to achieve an appropriate employment outcome. When an eligible student is still in high school, VESID and CBVH can work closely with the school district and school-to-work personnel for transition planning and delivery of services. These agencies can provide services that are not mandated for the district to provide.

Members of local partnerships from rehabilitation facilities, other State agencies that serve individuals with disabilities (e.g., Office of Mental Retardation and Developmental Disabilities, Office of Mental Health), employers, and community based organizations that provide services to individuals with disabilities can also assist in developing work-based learning experiences for students with disabilities. Other sources of assistance may include special education teachers and administrators, transition coordinators, Special Education Training and Resource Centers (SETRCs), Independent Living Centers (ILCs), coordinators of services for students with disabilities on college campuses, and occupational therapists.

Accommodations for Work-based Learning

According to Section 504 of the Rehabilitation Act, *"no otherwise qualified individual with disabilities shall solely by reason of her or his disability be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance."* In addition, the Act states that the student must be placed in the regular educational (this includes occupational education) environment unless the child's education can not be achieved satisfactorily even with the use of supplementary aids and services.

The Americans with Disabilities Act (ADA) further enhances this by extending access to "any services, programs or activities of a public entity." In compliance with these laws, public school systems must ensure that programs, services, and activities are accessible to and usable by individuals with disabilities. According to Section 504 and ADA, some types of services that might be included in these programs and activities are: academic programs, vocational programs, apprenticeship programs, employer recruitment opportunities, transportation, extracurricular activities (including school clubs and other after-school activities), and counseling.

The following are some examples of accommodations that may need to be addressed when providing work-based learning activities for students with disabilities:

---Modification of Supervisory Techniques and Tools: Some individuals with disabilities may need modifications provided to enable them to complete tasks independently. These modifications could include: the provision of a polaroid notebook of tasks to be completed on specific days if tasks change daily; written timelines or schedules for work completion; a software package which has grammar and spell check capabilities; a sign language interpreter; or a reader. The VESID or CBVH counselor can recommend appropriate accommodations and explain how these can be set up in the workplace.

---Transportation: Modified buses, vans or other means of accessible public or private transportation should be used for all students to enable students with physical disabilities to participate in work-based learning experiences outside of the classroom. If transportation is provided for other students, then accessible transportation must be provided for students with disabilities.

---Physical accessibility: Accessibility of workplaces that are used for the work-based learning component must be considered. When work experiences are arranged, they must be physically accessible, including the restrooms, cafeteria, meeting rooms or any other part of the building to which the student may need to access as part of the experience. The Eastern Paralyzed Veterans Association and the ILCS can assist in determining accessibility.

---Modified work space: Any work space in school or at a work experience site must be accessible for an individual with disabilities. This may include something as simple as putting a desk or work table at a different angle, raising a surface, providing a modified chair, having an amplified telephone, or modifying a computer keyboard.

The provision of school-to-work opportunities for all students is important. By working collaboratively with other members of the local partnership, school districts can make this a reality. There are many places school staff can contact for assistance in developing a work-based learning program that is accessible for all students. For further information, contact the VESID District Office in your region or call the Transition Clearinghouse at 1-800-222-JOBS.

APPENDIX D

Guidelines for Developing Work-based Learning Programs for Students with Disabilities that Comply with the Fair Labor Standards Act

To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between students with special needs and participating business in the community, the Employment Standards Administration (U.S. Department of Labor), the Office of Vocational and Adult Education (U.S. Department of Education), and the Office of Special Education and Rehabilitative Services (U.S. Department of Education) have developed the following guidance.

Where **ALL** of the following criteria are met, the U.S. Department of Labor will **NOT** assert an employment relationship for purposes of the Fair Labor Standards Act (FLSA).

---Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.

---Participation will be for vocational exploration, assessment or training in a community-based placement work site under the general supervision of public school personnel.

---Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment or training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).

---Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student to wages.

---The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

- (1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
- (2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- (3) Such placements are made according to the requirements of the students' IEP and not to meet the labor needs for the business.
- (4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

---While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitations:

Vocational explorations	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

---Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

---It is important to understand that an employment relationship will exist unless *all of the criteria* described in the policy guidance are met. Should an employment relationship be determined to exist, participating business can be held responsible for full compliance with FLSA, including the child labor provisions.

---Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may use the special minimum wage provisions provided pursuant to Section 14(c) of the Act.

APPENDIX E

Secretary's Commission on Achieving Necessary Skills (SCANS)

SCANS identifies two elements of workplace know-how: competencies and a foundation. The five competencies and three-part foundation of skills and personal qualities listed below should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

- A. *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. *Participates as Member of a Team* - contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers* - works to satisfy customers' expectations
- D. *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

Systems: Understands complex interrelationships

- A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems* - suggests modifications to existing system and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues.
- E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking* - generates new ideas
- B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem solving* - recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility - exerts high level of effort and perseveres towards goal attainment
- B. *Self-Esteem* - believes in own self-worth and maintains a positive view of self
- C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty* - chooses ethical courses of action

APPENDIX F

Preparing Young Women for Higher-Wage Careers Under the School-to-Work Opportunities Act

Prepared by:
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Preparing Young Women for Higher-Wage Careers Under the School-to-Work Opportunities Act

Why do we need specific strategies for young women?

The New York State plan for a School-to-Work program sets out the following goal:

"In every instance, our purpose will be to prepare individuals for entry into employment with higher wage potential and for career advancement....We need to create an environment in which all students can acquire the knowledge and skills to succeed economically."

This goal reflects the changing economic realities which will face the great majority of our students -- both female and male. It has specific implications for services to young women, however, because traditional gender stereotypes and expectations tend to limit girls' career options.

- Many girls still believe that they can "opt out" of career preparation because they expect to be stay-at-home mothers who are supported by their husbands. (In reality, of course, only about one in ten women will be in that position. A girl today can expect to spend more than 30 years in the paid workforce, regardless of whether or not she marries and has children.)
- Among girls who do expect to be in the workforce, many still consider only low-paying, traditional "women's jobs."
- Girls have traditionally avoided -- and continue to avoid -- advanced math courses. Because math is a critical filter for success in today's technological workplace, this avoidance places young women in economics jeopardy. Girls need special encouragement and support to explore, study, and succeed in the study of math so that they can become skilled, economically self-sufficient workers as adults.

The following background information and recommendations should be reflected in the implementation of local School-to-Work partnerships to raise awareness of these important issues and increase options for young women.

BACKGROUND INFORMATION

Women and Work

In the past 35 years, there has been a significant increase in the number of women who work for pay outside of the home -- for the most part out of economic necessity.

--In 1960, less than 40% of women were employed for pay, compared with approximately 70% in 1990.

--Women currently make up nearly half of the paid labor force.

--Nearly three-fourths of women 25 to 54 years of age were working (or looking for work) in 1992.

--Nearly half of married mothers work year round full-time.

Women and Low Wage Poverty

Although many more women are in the paid workforce, their patterns of working frequently prevent them from achieving self-sufficiency.

--An overwhelming majority of women (90%) work in occupational categories that are considered traditional for women. (By definition, 75% or more of all workers in these categories are women.)

These female-intensive categories receive, on the average, significantly lower wages than comparable male-intensive categories.

--More than 70% of women enrolled in secondary and postsecondary vocational programs are still preparing for traditional female, non-technical, lower-paying jobs (nurse aide, secretary, etc.).

--Women earn less than three-quarters of men's earnings.

Improving the Economic Status of Future Women

Attempts to improve the status of working women must include strategies for gaining access to different kinds of jobs. Current projections for an increased need for technical workers in the decades ahead signal new higher wage opportunities for women.

--Career opportunities in technology rank among the fastest growing and highest paying careers.

--Workers with specific technical training can expect to earn up to \$500,000 more during their lifetime than workers in a low skill, low wage job.

--By the year 2000, the United States economy will require 500,000 additional engineers and scientists--and the demand for skilled technicians to support their work will increase by 44%.

Preparing female students for technical careers is not simply a matter of offering equal access to all vocational programs, however. These technical jobs require strong backgrounds in math, science, and technology -- areas traditionally avoided by girls and women. Age-old barriers continue to discourage young women from pursuing education and careers in these fields. The barriers include:

(1) Loss of confidence and self-esteem during adolescence, reducing their chances for risk-taking

(2) The nerd factor (choosing a difficult course may not be seen as "cool")

(3) The stereotype of girls not being good at science which impacts both student and parent/teacher expectation

In the workforce, scientific and technological occupations remain highly segregated along gender lines. In education, many students as well as educators continue to perceive science and math as part of the male world.

Recommendations for Local Partnerships

EXPERTISE

--As consortia are developed to implement the partnership, at least one person with specific expertise in the education, training, and implementation needs of young women must be identified and appointed as a required person on the core organized team.

--A special advisory group should be formed to advise the Core Consortia as to what could be done to make the workforce system more equitable and to insure success for young women in the transition to work life.

RECRUITMENT

--Since most young women are unfamiliar with nontraditional jobs, School-to-Work Opportunities programs in male-intensive occupations will have to educate them about nontraditional options as part of the recruitment process.

--Recruitment materials should emphasize information about the specific types of work made possible by nontraditional training, and the salary range for both entry level and experienced workers.

--All brochures, flyers, radio and television recruitment should feature photographs and testimonials from women working in nontraditional occupations. Include the benefits of higher wages in balancing work and family.

--Programs should try to recruit more women than they plan to train or involve in the initiative to allow for attrition by those recruits who find that nontraditional work is not appropriate for them.

Assessment and Career Exploration

--Many standard assessment tools evaluate interests and aptitudes that are based on past experience. As a result, they tend to screen young women out of jobs which are nontraditional for women. Because no unbiased assessment tool has yet been developed, assessment for School-to-Work should include interviews that identify skills and interests which may be transferrable to nontraditional employment.

--Because young women are likely to express interest in only those jobs with which they are familiar, assessment should follow career exploration activities, including provision of career information, access to role models in nontraditional careers, visits to worksites, and hands-on experience with "tools of the trade."

Prevocational Training

--To insure young women's success in nontraditional training and employment, training programs in male-intensive occupations should include occupationally specific math skills, tool identification and use, and physical conditioning. (This process can also be used for young men.)

Survival Skills

--Young women in nontraditional occupations must be prepared for the sexual harassment and isolation they are likely to face both in the classroom and in the workplace.

--Survival skills training for nontraditional occupations should include instruction in women's legal rights on the job and techniques to prevent, diffuse, and respond to sexual harassment.

--Young women in nontraditional training should also have access to an ongoing support group for women participating in similar programs.

Preparing Employers and Unions

--Training programs in male-intensive occupations should prepare employers and unions to work with young women in the workplace. Suggested activities include workshops on how to prevent isolation on the job site, provision of changing facilities and equipment, and sexual harassment prevention. A strong top-down message should be given to all employees that sexual harassment will not be tolerated.

Training for Vocational Counselors and Instructors

--Like many young women themselves, some counselors and instructors may not know any women in nontraditional jobs and may not think that women can be interested and succeed in nontraditional work. In-service training for vocational counselors and instructors should include information about nontraditional jobs for women, instruction on how to present nontraditional career options to young women, and opportunity to speak with nontraditional role models.

Workshops for Parents

--Young women may not find support from parents for working in a nontraditional occupation. Workshops can help develop this support by acquainting parents with the types of nontraditional training and jobs available to their daughters and addressing parental fears and concerns. Such workshops should emphasize the career futures in technical and nontraditional fields and the higher wage potential which such jobs can offer.

School-to-Work planners can influence the process whereby young women learn about, choose, and prepare for careers. They are in a unique position to increase opportunities for women to pursue higher wage technical careers. By doing this, they can accomplish two complementary goals:

1. Meet the needs of young women for economic self sufficiency.
2. Meet the increasing demand for skilled workers for tomorrow's workplace.

APPENDIX G

New York State Career Options Institute Staff

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Prohibited Occupations

According to the New York State Department of Labor's *Laws Governing the Employment of Minors* (1993), the following occupations are prohibited by either State or Federal regulations.

STATE PROHIBITED OCCUPATIONS

No one **under age 18** may be employed in or assist in:

---any occupation at construction work, including wrecking, demolition, roofing, or excavating operation and the painting or exterior cleaning of a building structure from an elevated surface.

---any occupation involved in the operation of circular saws, bandsaws, and guillotine shears.

---any occupation in or about a slaughter and meat-packing establishment, or rendering plant.

---any occupation involved in the operation of power-driven wood-working, metal-forming, metal-punching, metal-shearing, bakery and paper products machines.

---any occupation involved in the operation of power-driven hoisting apparatus.

---any occupation involved in the manufacture of brick, tile, and kindred products.

---any occupation involving exposure to radioactive substances or ionizing radiation, or exposure to silica or other harmful dust.

---logging operations and occupations in the operation of any saw mill, lath mill, shingle mill, or cooperage-stock mill.

---any occupation in or in connection with a mine or quarry.

---as a helper on a motor vehicle.

---the care of operation of a freight or passenger elevator, except that minors over 16 may operate automatic, push-button control elevators.

---work in manufacturing, packing, or storing of explosives, or in the use or delivery of explosives.

---operating or using any emery, tripoli, rouge, corundum, stone, silicon carbide or any abrasive, or emery polishing or buffing wheel, where articles of the baser metals or iridium are manufactured.

---adjusting belts to machinery or cleaning, oiling, or wiping machinery.

---packing paints, dry colors, or red or white leads.

---preparing any composition in which dangerous or poisonous acids are used.

---operating steam boilers subject to Section 204 of the Labor Law.

---in penal or correctional institutions, if such employment relates to the custody or care of prisoners or inmates.

These prohibitions do not apply to minors younger than 18 who are apprentices individually registered in apprenticeship programs duly registered with the Commissioner of Labor or to student-learners enrolled in recognized cooperative vocational training programs, or to trainees in approved on-the-job training programs.

They do not apply to minors 16 to 18 years old who have completed training as a student-learner or trainee in an on-the-job training program, or have completed a training program given by a public school or a non-profit institution, which includes safety instruction approved by the Commissioner of Labor. There are regulations governing the approval of these safety instructions.

Additionally, State regulations forbid **minors under 16** being employed in or assisting in:

---any occupation in or in connection with a factory, except in delivery and clerical employments in an enclosed office of a factory or in dry cleaning stores, shoe repair shops and similar service stores.

---painting or exterior cleaning in connection with the maintenance of a building or structure.

---the operation of washing, grinding, cutting, slicing, pressing, or mixing machinery.

---operating or assisting in operating any machinery unless all moving parts other than keys, levers, or handles are so guarded as to prevent any part of the person or clothing of the operator from touching them.

---any employment in institutions in the Department of Mental Health. (However, participation in recreation and leisure activities, social skills development, companionship and/or entertainment as part of an organized volunteer program approved by the Commissioner of Mental Health does not constitute employment or assistance in employment and may be performed by youthful volunteers at least age 14.)

---industrial homework.

---places of entertainment as a rope or wire walker or gymnast unless the minor is protected by the use of safety devices or protective equipment, which comply with the provisions of the Federal Occupational Safety and Health Act.

---peddling; drug traffic; or any practice, exhibition, or place dangerous or injurious to life, limb, or morals.

New York State regulations for prohibited occupations in agriculture for 14 and 15 year-olds also exist. Contact the Division of Labor Standards for further information.

A **female of any age** may not be employed:

---In factory or mercantile establishments within four weeks after childbirth unless she presents to her employer a written statement expressing her desire for earlier employment and a written opinion by a qualified physician that she is physically and mentally capable of discharging the duties of her employment.

Federal Prohibited Occupations

In addition to the State regulations concerning prohibited occupations, there are 17 Federal Hazardous Orders in Non-Agricultural Occupations that prohibit the employment of **minors under age 18** engaged in interstate commerce. These orders apply to occupations:

1. in or about plants manufacturing or storing explosives or articles containing explosive components.
2. motor vehicle driver and outside helper.
3. coal-mining occupations.
4. logging and/or in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
5. involved in the operation of power-driven wood-working machines.
6. involving exposure to radioactive substances and to ionizing radiation.
7. involved in the operation of elevators and other power-driven hoisting apparatus. (However, minor 16 and 17 year-olds are permitted to operate and ride on automatic enclosed elevators.)
8. involved in the operation of power-driven metal-forming, punching and shearing machines.
9. in connection with mining, other than coal.
10. involving the operation, setting up, adjusting, cleaning, oiling, wiping, or repairing of a meat slicer.
11. involved in the operation of certain power-driven bakery machines.
12. involved in the operation of certain power-driven paper products machines.
13. involved in the manufacture of brick, tile, and kindred products.
14. involving the operation of power-driven circular saws, band saws, and guillotine shears.
15. involving wrecking, demolition, and shipbreaking operations.
16. involving roofing operations.
17. involving excavation operations.

NOTE: Orders 5, 8, 10, 12, 14, 16, and 17 contain exemptions for apprentices and student learners, and high school graduates who have completed training as student learners, when employed under prescribed conditions.

APPENDIX I

Permitted Working Hours for Minors Under Age 18

MINORS ATTENDING SCHOOL WHEN SCHOOL IS IN SESSION

<u>Age of Minor</u> (Boys & Girls)	<u>Industry or Occupation</u>	<u>Maximum Daily Hrs.</u>	<u>Max Wkly Hrs.</u>	<u>Max Days perWk.</u>	<u>Permitted Hours</u>
14 and 15	All occupations except farm work, newspaper carrier and street trades	3 hours on school days. ¹ 8 hours on other days	18	6	7AM to 7PM
16 and 17	All occupations except farm work, newspaper carrier and street trades	4 hours on days preceding school days (i.e., Mon, Tues, Wedns., Thurs.) ² 8 hours on Fri., Sat., Sun. and holidays	28	6	6AM to 10PM ³

WHEN SCHOOL IS NOT IN SESSION (VACATION)

14 and 15	All occupations except farm work, newspaper carrier and street trades	8 hours	40	6	7AM to 9PM June 21 to Labor Day
16 and 17	All occupations except farm work, newspaper carrier and street trades	8 hours	48 ⁴	6 ⁴	6AM to Midnight ⁴

MINORS NOT ATTENDING SCHOOL

16 and 17	All occupations except farm work, newspaper carrier and street trades	8 hours	48 ⁴	6 ⁴	6AM to Midnight ⁴
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^{1/} Students 14 and 15 enrolled in an approved work study program may work 3 hours on a school day; 23 hours in any one week when school is in session.

^{2/} Students 16 and 17 enrolled in an approved Cooperative Education Program may work up to 6 hours on a day preceding a school day other than a Sunday or Holiday when school is in session as long as the hours are in conjunction with the program.

^{3/} 6AM to 10PM or until midnight with written parental and educational authorities' consent on a day preceding a school day and until midnight on a day preceding a non-school day with written parental consent.

^{4/} This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

Permitted Working Hours for Minors Under Age 18

FARM WORK

<u>Age of Minor</u> (Boys & Girls)	<u>Industry or Occupation</u>	<u>Maximum Daily Hrs.</u>	<u>Max Wkly Hrs.</u>	<u>Max Days perWk.</u>	<u>Permitted Hours</u>
12 and 13	Hand harvest of berries, fruits and vegetables.	4 hours	--	--	June 21 to Labor Day/ 9AM to 4PM Day after Labor Day to June 20
14 and older	Any farm work		--	--	--

NEWSPAPER CARRIERS

11 to 18	Delivers, or sells and delivers newspapers, shopping papers, or periodicals to homes or business places.	4 hours on school days 5 hours on other days	--	--	5AM to 7PM or 30 minutes prior to Sunset, whichever is later
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STREET TRADES

14 and 18	Self-employed work in public places selling newspapers or work as a shoeshiner.	4 hours on school days 5 hours on other days	--	--	6AM to 7PM
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Chart from the New York State Department of Labor's
Laws Governing the Employment of Minors

Department of Labor Directory**Areas and Counties Served****Labor Market Analyst**

REGION: Capital
AREAS: Albany-Schenectady-Troy
MSA, Glens Falls MSA
COUNTIES: Albany, Columbia, Greene,
Rensselaer, Saratoga,
Schenectady, Warren,
Washington

James H. Ross
Saratoga Mall
3035 Route 50
Saratoga Springs, NY 12866
Phone: (518)587-8508
Fax: (518)584-1677

REGION: Central New York
AREAS: Syracuse MSA
COUNTIES: Cayuga, Cortland,
Onondaga, Oswego

Roger Evans
450 S. Salina Street, Room 300
Syracuse, NY 13202
Phone: (315)479-3390
Fax: (315)479-3421

REGION: Finger Lakes
AREAS: Rochester MSA
COUNTIES: Genesee, Livingston,
Monroe, Ontario, Orleans,
Seneca, Wayne, Wyoming,
Yates

William Ramage
130 West Main Street
Rochester, NY 14614
Phone: (716)258-8870
Fax: (716)258-8881

REGION: Hudson Valley
AREAS: Dutchess County PMSA,
Newburgh PMSA, (Orange
Co., NY and Pike Co., PA)
COUNTIES: Dutchess, Orange, Putnam,
Rockland, Sullivan, Ulster,
Westchester

Frank Surdey
30 Wall Street
Binghamton, NY 13901
Phone: (607)773-7202
Fax: (607)773-7218

REGION: Long Island
AREAS: Nassau-Suffolk PMSA
COUNTIES: Nassau, Suffolk

Gary E. Huth
303 W. Old Country Road
Hicksville, NY 11801
Phone: (516)934-8559
Fax: (516)934-8553

REGION: Mohawk Valley
AREAS: Utica-Rome MSA
COUNTIES: Fulton, Herkimer, Madison,
Montgomery, Oneida,
Schoharie

Mark Barbano
State Office Building
207 Genesee Street, Room 604
Utica, NY 13501
Phone: (315)793-2282
Fax: (315)793-2514

REGION: New York City
AREAS: New York Combined Area,
New York PMSA, New
York City
COUNTIES: Bronx, Kings, New York,
Queens, Richmond

James P. Brown
1 Main Street, Room 921
Brooklyn, NY 11201
Phone: (718)797-7692
Fax: (718)797-7704

REGION: North Country
COUNTIES: Clinton, Essex, Franklin,
Hamilton, Jefferson, Lewis,
St. Lawrence

Alan Beideck
11 St. Bernard Street
Saranac Lake, NY 12983
Phone: (518)891-6680
Fax: (518)891-5608

REGION: Southern Tier
AREAS: Binghamton MSA, Elmira
MSA
COUNTIES: Broome, Chemung,
Chenango, Delaware,
Otsego, Schuyler, Steuben,
Tioga, Tompkins

Joseph Kozlowski
30 Wall Street
Binghamton, NY 13901
Phone: (607)773-7202
Fax: (607)773-7218

REGION: Western New York
AREAS: Buffalo-Niagara Falls MSA,
Jamestown MSA
(Chautauqua Co.)
COUNTIES: Allegany, Cattaraugus,
Chautauqua, Erie, Niagara

George Smyntek
290 Main Street
Buffalo, NY 14202
Phone: (716)851-2742
Fax: (716)851-2792

Revised 5/23/94

Chart from the New York State Department of Labor's
Laws Governing the Employment of Minors

APPENDIX K

Service Learning Projects

This list of service learning projects young people (ages 12-15) have actually done may stimulate further creativity in identifying engaging service learning activities.

Solving Community Problems

Improve the natural environment

- Water quality
- Wildlife habitat

Monitor the environment

- Air quality
- Water quality
- Soil erosion
- Wasted heat

Restore a neglected cemetery

Help the elderly

- Organize meals on wheels
- Shop
- Shovel snow
- Mow lawns
- Visit nursing homes
- Adopt a grandparent

Register voters

Create a youth center

Organize recreation for younger children

Show movies

Set up a peer counseling program

Campaign against drunk driving

Educating

Teach

- Crafts
- English
- Pet care
- Organic gardening
- Health and safety
- Energy conservation
- Crime prevention

Tutor younger children

Develop instructional video tapes

Create a hands-on museum

Volunteer as teachers' aides

Communicating

Start a community newspaper

Make a video tape about a public issue

Publish a magazine on local history

Operate a consumer information service

Youth issues

- Legislation affecting youth
- Minors' rights
- Bulletin on activities for youth
- Health and safety
- School policies and issues

Organize a drama troupe

- Entertain
- Inform

Paint a public mural

Create displays

Give speeches

APPENDIX L

Career Exploration Internship Program Model Programs

Cattaraugus-Allegany BOCES

1825 New Windfall Road

Olean, NY 14760

Contact: *Karen Benjamin* (716) 372-8293

Columbia High School

Luther Road

East Greenbush, NY 12061

Contact: *Lorraine Gillette* (518) 477-8711

Mohanasen High School

2072 Curry Road

Schenectady, NY 12303

Contact: *Betty Jarvis* (518) 356-5010

Shaker High School

445 Watervliet-Shaker Road

Latham, New York 12110

Contact: *Richard Heim* (518) 785-5511

Shenendehowa High School

970 Route 146

Clifton Park, NY 12065

Contact: *Susan Engel* (518) 371-4763

APPENDIX M

Essential Skills and Dispositions

as defined by the

Office of Elementary, Middle, Secondary and Continuing Education
of the New York State Department of Education

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

A. Managing Resources

Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activities.

1. Identifies, organizes, plans, and allocates resources — time, fiscal, materials, and human — to accomplish goals.
2. Monitors, reflects upon, and assesses one's own progress and performance.

B. Managing Information

Information management focuses on the ability to access and use information from various sources, such as other people, libraries, museums and other community resources.

1. Acquires and evaluates information using a wide variety of sources and technologies.
2. Manages, organizes, interprets, and communicates information for different purposes.
3. Accesses and processes information acquired from data bases, computer networks, and other emerging information systems.
4. Appreciates and gains understanding of new developments in information technology.
5. Selects and analyzes information and communicates the results to others using written, graphic, pictorial, or multimedia methods.

C. Developing Personal Competence

Personal competence includes self-management and the ability to plan, organize, and take independent action.

1. Exhibits integrity and honesty.
2. Takes initiative and personal responsibility for events and actions.
3. Exhibits ethical behavior in home, school, workplace, and community.
4. Regards oneself with esteem and others with respect, with intelligent and humane regard for cultural differences and different abilities.
5. Balances personal, family, and work life.

D. Developing Interpersonal and Citizenship Competencies

Interpersonal competencies lead to good teamwork and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.

1. Can analyze new group situations.
2. Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.
3. Teaches others. Helps others learn.
4. Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.
5. Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.
6. Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.
7. Joins as an informed participant in community, civic, and political life.

E. Working With Systems and Technology

Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skills and ingenuity in designing and making things out of available resources to satisfy personal and societal needs and wants.⁵

1. Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.
2. Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.
3. Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.
4. Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.
5. Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using apparatus, and operating machines, including computers and their programming systems.

F. Developing Entrepreneurial Skills

Entrepreneurial skills include both the cognitive abilities needed to make informal judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity, and many more. Such skills include exploring the unknown and challenging conventions.

1. Makes considered and informed judgments.
2. Meets and accepts challenges.
3. Makes considered and informed assertions; makes commitments to personal visions.

⁵/ This definition of technology is taken from Cecily Canaan Selby, "Technology: From Myths to Realities," Phi Delta Kappan (May 1993), p. 685.

4. Acts appropriately when the outcome is uncertain.
5. Responsibly challenges conventions and existing procedures or policy.
6. Uses self-evaluation to adjust and adapt.
7. Experiments creatively.

G. Thinking, Solving Problems and Creating

The thinking and problem-solving category includes observing, experimenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.

THINKING

1. Makes connections; understands complex relationships and interrelationships.
2. Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.
3. Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.
4. Applies reasoned action to practical life situations.
5. Imagine roles not yet experienced.

SOLVING PROBLEMS

6. Designs problem-solving strategies and seeks solutions.
7. Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
8. Re-evaluates existing conventions, customs, and procedures in solving problems.
9. Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.

10. Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.
11. Adjust adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.
12. Makes decisions and evaluates their consequences.

CREATING

13. Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines — *Imaging*.
14. Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects — *Creating*.
15. Responds aesthetically — *Appreciating*.

APPENDIX N

Acronyms Glossary

ACC	Adult Career Counseling
ACCESS	Adult Centers for Comprehensive Education and Support Services
ADA	Americans with Disabilities Act
AFDC	Aid to Families with Dependent Children
APC	Action for Personal Choice
ARSIP	Apprenticeship Related and Supplemental Instruction Program
AVE	NYS Department of Labor's Adolescent Vocational Exploration Program
BOCES	Boards of Cooperative Educational Services
CBO	Community Based Organization
CBVH	Commission of the Blind and Visually Handicapped
CCA	Comprehensive Career Assessment
CCSSO	Council of Chief State School Officers
CEIP	Career Exploration Internship Program
CM	Case Management
CO-OP	Cooperative Occupational Education Program
CPESS	Central Park East Secondary School
CSE	Committee on Special Education
CWEP	Community Work Experience Program
DCOEP	Diversified Cooperative Occupational Education Program
DED	Department of Economic Development
DLEA	Designated Local Education Agent
DOCP	Diversified Occupational Cooperative Program
DOE	Department of Education
DOL	Department of Labor
EAP	Entrepreneurial Assistance Program
EDGE	Education for Gainful Employment
EPA	Environmental Protection Agency
EPE	Employment Preparation Education
ESC	Entrepreneurial Support Center
ESOL	English for Speakers of Other Languages

FFA	Future Farmers of America
FLSA	Fair Labor Standards Act
FTE	Full Time Equivalent
GEWEP	General Education Work Experience Program
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ILCS	Independent Living Centers
JA	Junior Achievement
JATC	Joint Apprenticeship Training Councils
JOBS	Job Opportunity and Basic Skills
JTPA	Job Training Partnership Act
LDSS	Local Departments of Social Services
LEP	Limited English Proficiency
MOA	Memorandum of Agreement
NAC	Neighborhood Advisory Council
NYS	New York State
NYSED	New York State Education Department
OMH	Office of Mental Health
OMRDD	Office of Mental Retardation and Developmental Disabilities
OSHA	Occupational Safety and Health Administration
OWPCE	Office of Workforce Preparation and Continuing Education
PAVE	Department of Labor's Progressive Adolescent Vocational Exploration Program
PECE	Practical Education for Citizenship and Employment
PIC	Private Industry Council
PTA	Parent Teacher Association
REAL	Real Entrepreneur through Action Learning
SABA	School And Business Alliance
SCANS	Secretary's Commission on Achieving Necessary Skills
SCORE	Service Corps Of Retired Executives
SED	State Education Department
SETRC	Special Education Training and Resource Centers
STEP	Summer Training and Education Program
STW	School-to-Work
SWOA	School-to-Work Opportunity Act
TANF	Temporary Assistance to Needy Families (replaces AFDC)

TBIC	The Business Incubator Center
TRE	Training Related Expenses
VATEA	Vocational and Applied Technology Education Act
VESID	Vocational and Educational Services for Individuals with Disabilities
WAVE	Work Achievement Value in Education
WECA	Work Experience Coordinators' Association
WECEP	Work Experience and Career Exploration Program
WIIFM	What's In It For Me

Glossary

All Aspects	As defined by the School-to-Work Opportunities Act, "all aspects of an industry" means exposure to all aspects of an industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry or industry sector.
All Students	As defined by the Act, "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.
Basic Skills	<p>According to SCANS, Basic Skills consist of essential academic knowledge and personal abilities that serve as a basis for all subsequent learning.</p> <p>Academic basic skills are composed of three types:</p> <ol style="list-style-type: none">1) Reading - understand and interpret written information in prose and graphical form.2) Writing - organize and communicate thoughts and information via different formats.3) Mathematics - compute and solve practical problems using a variety of mathematical tools.

Personal abilities are composed of two types:

- 1) Listening - recognize and interpret verbal messages or other cues.
- 2) Speaking - organize and communicate information vocally.

Benchmarking

Benchmarking is the continuous process of measuring products, services, and practices against strong competitors or recognized industry leaders. It is an ongoing activity, intended to improve performance; it can be applied to all facets of operations; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on best practice, which enable comparisons of processes between enterprises that are unlike.

**Block
Scheduling**

Block scheduling is a means of circumventing the time constraints of a single class period. The traditional school day is typically divided into six or seven classes that each last from 45 to 55 minutes. With few exceptions, all classroom instruction begins and ends within the allotted time period.

Blocked courses may be scheduled for two or more continuous class periods to allow students greater time for laboratory or project-centered work, field trips or work-based learning, and special assemblies or speakers. Moreover, block scheduling reduces the time lost in passing between classes and starting and stopping instruction.

**Career Guidance
and Counseling**

As defined by the Act, the term "career guidance and counseling" means programs - (A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and ongoing market needs, trends and opportunities; (B) that assist individuals in making

and implementing informed educational and occupational choices; and (C) that help students develop career options with attention to surmounting gender, race, ethnic, disability, language or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

Career Ladder

The American economy is composed of a number of large industries that each produce a unique set of products and services. Although there is as yet no clear taxonomy to describe these industries, examples that have been proposed include communication, finance, health care, manufacturing, and transportation. Within each industry area, workers may choose from a wide variety of careers that each require specific types of skills. Individuals typically enter their selected job at levels that correspond to their skill holdings, and advance in their career by securing additional training and on-the-job experience over time.

Career Major

A career major is a sequence of courses/field of study integrating academic/occupational, school and work-based learning and preparing students for employment in a broad occupational cluster or industry sector. Typically, it includes two years secondary/one to two years postsecondary education.

Compact

Compacts are informal contracts among community leaders who agree to work together to define common goals and strategies for initiating and sustaining local educational reform. Compact representatives may include politicians, secondary school superintendents, college presidents, and heads of business organizations. Compacts provide a structure of mutual accountability, because all participants agree to work together and separately to support group goals. Efforts on the part of compact members include creating employment opportunities for students, restructuring educational systems, and exerting political pressure to support reform efforts.

Connecting Activities

Connecting activities are programmatic or human resources that are intended to help link school and work-based educational programs defined in the School-to-Work Opportunities Act legislation. As defined in the Act, connecting activities include:

- 1) matching students with work-based opportunities,
- 2) using school site mentors to act as liaisons between educators, business, parents, and community partners,
- 3) technical assistance to help employers design and educators design comprehensive school-to-work programs,
- 4) technical assistance to schools to help teachers integrate school and work-based learning, as well as academic and occupational subject matter,
- 5) encouraging active business involvement in school and work-based activities,
- 6) assistance to school-to-work completers to help them find appropriate work, continue their education or training, and link them to other community services,
- 7) evaluation of post-program outcomes to assess program success, particularly with reference to selected populations, and
- 8) linking existing youth development activities with employer and industry strategies for upgrading worker skills.

Contextual Learning

Contextual Learning is instruction that imparts knowledge within the "context" in which it will later be used. Linking abstract concepts with real life problems, contextual learning enables students to personally test and prove academic theories via tangible, real world applications. Stressing the development of "authentic" problem-solving skills, contextual learning is designed to blend the teaching of skills and knowledge in a specific industry or occupational area.

Cooperative Education

Cooperative education is a method of instruction whereby students alternate or parallel their high school or postsecondary studies, including required academic and vocational courses, with a job in a field related to their academic or occupational objectives. Students receive course credit for both their classroom and work experiences.

Secondary cooperative education may or may not include paid work experiences, although an objective of postsecondary cooperative education is earning the funds necessary for continuing or completing one's postsecondary education.

Dual Enrollment

This is a program of study allowing high school students to earn credits simultaneously toward a high school diploma and a postsecondary degree or certificate. Written articulation agreements formalize course placements, the transfer of academic and vocational credits among institutions, and the role of secondary and postsecondary instructors.

General Track

Many high schools use achievement or ability tests to group students into academic, vocational, or general programs of study. Unlike the academic track, which offers advanced instruction to the college bound, or the vocational track, which outfits youth with entry-level job skills, the general track is characterized by a less rigorous and more broadly defined curriculum and prepares students neither for college nor workforce entry.

**High Wage,
High Skill**

This conceptual model is based on the notion that if employers pay wages and benefits higher than those in other countries, the economy will thrive. Offering high wages requires sophisticated, more efficient production techniques. This shift to what has been called a "high performance workplace" means that workers must have advanced skill holdings that make them more flexible and productive. Advanced skills include a solid foundation in basic and more higher level academics, as well as the ability to work in teams, accept group responsibility, learn new skills, and adopt to changing technology. Strategies that have been suggested for creating this kind of workforce include improving on the quality of education offered within secondary and postsecondary institutions, and offering programs that help smooth the transition from school to work.

**Local
Partnership**

As defined by the Act, a local partnership is an entity responsible for local School-to-Work Opportunities programs that - (A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or non-managerial employee representatives, and students; and (B) may include other entities, such as - employer organizations, community-based organizations; national trade associations working at the local levels; industrial extension centers; rehabilitation agencies and organizations; registered apprenticeship agencies; local vocational education entities; proprietary institutions of higher education; local government agencies; parent organizations; teacher organizations; vocational student organizations; private industry councils; federally recognized Indian tribes, and Native Hawaiian entities.

**Occupational
Clusters**

A grouping of occupations from one or more industries that share common skill requirements is known as an occupational cluster. Occupational clusters form the basis for developing national skill standards, organizing instruction in all aspects of an industry, establishing career academies, and creating career clusters as part of school-to-work programs.

Outcomes

Outcomes are measurable aspects of student or program performance. They form the basis of performance measurement efforts, which assess how well an education system is meeting agreed-upon goals. Student outcomes answer the question, "What do we want students in our program to know, understand, or be able to do?" Program outcomes answer the question, "How well is our program achieving these student outcomes?" Program outcomes are typically aggregate measures of student outcomes.

Registered Apprenticeship Agency	Such an agency is the Department of Labor, Bureau of Apprenticeship and Training or other appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes recognized/approved by the Bureau of Apprenticeship and Training.
Registered Apprenticeship Program	Program registered by the above.
School Dropout	Youth no longer attending any school who has not received a secondary school diploma or certificate from an equivalency program is considered a school dropout.
School-Sponsored Enterprise	A school-sponsored enterprise entails the production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in the management of the project. Enterprises may be undertaken on or off the school site.
School-to-Work Opportunities Program	Program that meets the requirements of this Act.
Secondary School	A secondary school is a nonprofit day or residential school providing secondary education as determined under State law, except not beyond grade 12, or a Job Corps Center under the Job Training Partnership Act.
Skill Certificate	This is a portable, industry-recognized credential, issued by School-to-Work programs under an approved State plan, certifying that the student has mastered skills at least as challenging as those endorsed by the National Skills Standards Board. Until such skill standards are developed, credentials are issued according to processes described in the approved State plan.

Skill Standard

A skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards are being developed along a skill continuum from (1) general work readiness skills, and (2) core skills for or knowledge of an industry, to (3) skills common and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers' skills.

Work-based Learning

Learning that takes place in the workplace is work-based learning. Work-based learning includes a number of different activities that can be arrayed along a continuum from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities and work tasks, and, sometimes, criteria for monitoring or assessing students.