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ABSTRACT

A team of representatives of Virginia state agencies involved in career preparation and employment examined the development and establishment of school-to-work transition (SWT) programs in Virginia. The team conducted a literature review and analyzed 42 selected state programs. The 16 school-based programs primarily provided classroom instruction and simulated work experiences, whereas the 26 work-based programs provided the additional activities of job shadowing and short-term job tryouts. Only 17 programs were directed primarily toward special populations, including dropout, at-risk, and economically disadvantaged trainees. The following were deemed components of "promising" SWT programs: integration of work-based, school-based, and academic and occupational learning; linkage of secondary and postsecondary education; hands-on learning; measures connecting school and work curricula; diverse approaches to meeting local needs; and program designs including local employers as partners in the educational process. It was recommended that the Workforce Leadership Council appoint a team to plan the development of a statewide SWT system that would include career preparation services for all students. (The bibliography lists 30 references. Appended are the following: Virginia Senate resolution regarding SWT programs, glossary, and SWT program review guide form and matrix.) (MN)

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**REPORT OF THE
DEPARTMENT OF EDUCATION**

**School-to-Work
Transition
Programs**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



SENATE DOCUMENT NO. 7

**COMMONWEALTH OF VIRGINIA
RICHMOND
1994**

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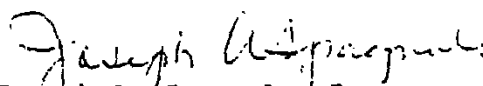
December 1, 1993

The Honorable L. Douglas Wilder
Governor of Virginia, and
The General Assembly of Virginia
3rd Floor, State Capital
Richmond, Virginia 23219

Dear Governor Wilder and Members of the General Assembly:

The report transmitted herewith is pursuant to Senate Joint Resolution 183 of the 1993 General Assembly of Virginia. This resolution requested the Department of Education to assemble a team to include the Department of Labor and Industry and the Department of Rehabilitative Services, to examine the development and establishment of school-to-work transition programs, and to report findings and recommendations of the team to the 1994 session of the General Assembly.

Respectfully submitted,


Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

JASJr/jf

PREFACE

This "School-to-Work Transition Programs" study was conducted in response to Senate Joint Resolution (SJR) No. 183, "Requesting the Department of Education, in conjunction with the Virginia Community College System and the Departments of Labor and Industry and Rehabilitative Services, to examine the development and establishment of school-to-work transition programs in the Commonwealth."

Dr. Kay Brown and Dr. Sharon deFur, Division of Adolescent Education, Department of Education, served as leaders of the inter-agency study team. Dr. Ned K. Swartz, who is responsible for the Tech Prep Program statewide, represented the Virginia Community College System. Dr. Thomas Butler, Assistant Commissioner, was the designated team member from the Department of Labor and Industry, and Kathy Trossi and David Horvath represented the Department of Rehabilitative Services.

The following additional state agencies were represented on the team, as evidenced by the list of team members provided on page vi: State Council of Higher Education, Old Dominion University, Norfolk State University, Virginia State University, and the Governor's Employment and Training Department.

The primary agencies involved in this study acknowledge with grateful appreciation the invaluable contributions of the other agencies who joined so willingly in the effort and worked so diligently and cooperatively toward accomplishment of project goals. One of the greatest benefits of this effort was the inter-agency cooperation and agreement on vision, basic beliefs, and recommendations. A number of team members have expressed interest in continuing to work on the school-to-work transition initiative.

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A VISION FOR VIRGINIA

Based on beliefs identified in Chapter III, team members of Senate Joint Resolution No. 183 envision a Virginia which provides a coordinated and comprehensive school-to-work system for all students, embraces and accommodates diversity, offers a continuum of career preparation services with multiple entry and exit points, and allows students as citizens to take full advantage of the economic opportunities of the Commonwealth.

EXECUTIVE SUMMARY

The objectives of the study conducted to implement Senate Joint Resolution No. 183 were formulated as follows in response to the concerns and direction expressed in the resolution (Appendix A): (1) To assemble a team including the Department of Education, the Virginia Community College System, the Virginia Department of Labor and Industry, and the Virginia Department of Rehabilitative Services; (2) to examine the development and establishment of school-to-work transition programs within the Commonwealth; and (3) to prepare this report, including study findings and recommendations for future program establishment and development. A variety of state agencies, in addition to those names in SJR 183, participated in the study. Inter-agency agreement was achieved concerning basic beliefs, a vision statement, and recommendations for next steps in developing a school-to-work transition system.

The current national and state emphasis on school-to-work transition is a result of rapidly changing technology, international competition, and the decreasing number of jobs available due to organizational restructuring and economic problems. In addition, many students lack the advanced skills sought by employers, who can be very selective in the employment process. The United States and a number of other countries do not have a system for transition of youth from school to work. Efforts to alleviate the problems created by lack of such a system are in progress nationally and internationally. College graduates and experienced adult workers, as well as high school students, need such a system to develop career coping skills for a lifetime.

Study procedures included a review of related literature, definitions of key terms associated with the transition initiative, analysis of selected state programs by team members (a total of 42), development of a matrix to summarize program study results, and formulation of recommendations. Sub-teams were established to define terms; to develop the vision statement; and to formulate recommendations, including suggestions for the development of "youth work learning centers," as described in The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce (1991). Emphasized in the literature were the three elements that must be present in effective school-to-work programs, school-based learning, work-based learning, and connecting activities. Most of the programs studied lack one or more of these elements.

Recommendations included the following: (1) appointment of a team by the Workforce Leadership Council to plan the development of a statewide school-to-work transition system, (2) the actual development of this system to include career preparation services for all students, and (3) integration of state system development with the national School-to-Work Opportunities Act of 1993.

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RFP 93-14, SJR NO. 183**

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ABSTRACTS OF APPENDICES

There are three appendices included in this final report of SJR 183:

Appendix A. Senate Joint Resolution No. 183

Appendix A contains a copy of SJR 183, the General Assembly resolution authorizing this study.

Appendix B. Key Terms Associated with School-to-Work Transition Programs

Appendix B is a glossary of terminology used in school-to-work transition programming and professional work.

Appendix C. School-to-Work Transition Programs Review Guide Form and Matrix

Appendix C includes both the form used to gather program data and a matrix of information obtained from the 42 programs studied. The matrix includes the review factors from the form, such as program title, population served, description, pre-requisites, student selection process, and service providers.

CHAPTER I. INTRODUCTION

Concerns expressed in Senate Joint Resolution No. 183 (Appendix A), introduced by Senator Yvonne Miller of Norfolk, may be summarized as follows:

- The neglect of the educational and career preparation needs of the majority of students in the American public school system who are identified as "non-college-bound" or seeking immediate employment rather than continuing education
- The need to establish high educational and productivity standards for students as future workers to prepare them for global competition
- The need to develop programs that "bridge the gap" between school and work--programs such as mentorships and apprenticeships as practiced in certain European countries
- The need to expand business/education partnerships that promote development of advanced educational and technical skills and ease the transition from school to the workplace
- The importance of vocational and workforce training as components of the mission of public schools, community colleges, and senior institutions of higher education, including meeting the educational needs of students entering the workforce immediately as well as those pursuing higher education
- The value of establishing school-to-work linkages that combine the resources of public education, community colleges, labor, rehabilitative agencies, and business and industry to (1) improve employment and guidance services, (2) expand the educational achievements of students nearing entry into the workforce, and (3) implement "effective training of an adaptable, literate workforce in the Commonwealth"

Objectives of the Study

The objectives of the study conducted to implement Senate Joint Resolution No. 183 were formulated as follows in response to the concerns and direction expressed in the resolution:

1. To assemble a team including the Virginia Department of Education, the Virginia Community College System, the

Virginia Department of Labor and Industry, and the Virginia Department of Rehabilitative Services;

2. To examine the development and establishment of school-to-work transition programs within the Commonwealth that include, but are not limited to, the following:
 - a. determination of appropriate means for early identification and training of "non-college-bound students"
 - b. consideration of current initiatives in Virginia and other states, such as Tech Prep, mentorships, apprenticeships, and programs that accommodate the employment and training needs of persons with disabilities; and
3. To prepare a report that includes the study findings and recommendations for future program establishment and development.

Need for the Study: Why School-to-Work Transition?

Today, rapid changes in technology, increasing global competition, decreasing numbers of jobs resulting from organizational downsizing, firms that require flexible operations and workers, and industry requirements for high-level technical skills have made it imperative that schools work with potential employers to prepare students for their roles in the ever-changing workplace. Now, as never before, the ability to apply, transfer, and use skills in varied settings is a key to successful employment (Caissy, 1989). Many youth are ill-prepared for any education beyond high school, have few or no job-related skills, and are unable to obtain any employment in current or emerging career fields. For such students, the transition from school to work is a major problem.

This problem is not limited to students who fail to achieve academically or vocationally. Identifying an appropriate and a personally satisfying career field and finding employment in the desired area have become critical to the personal and economic development of young people, including those who complete undergraduate and graduate programs and possess high-level competencies but cannot find suitable employment in fields related to their preparation. Many adults who are victims of sudden company restructuring at mid-career point, but who lack skills to cope with career change also need transition services.

In addition, the demographics of the workplace have changed, resulting in fewer young people, more older and experienced workers, and increasingly diverse populations. There is an urgent

need for advanced technological skills for emerging jobs. In addition, as families, businesses and industries, and communities change, schools are asked to be responsible for students' transition from school to work; yet, their efforts are not supported with needed resources (Fraser, Hubbard, Weinbaum, and Charmer, 1993).

The United States Departments of Education and Labor have issued a joint statement concerning youth employment as follows (fact sheet on "Why School-to-Work?"):

Seventy-five percent of America's young people do not achieve a college degree. Many of these young people are not equipped with the basic academic and occupational skills needed in an increasingly complex labor market. The low-skill, high-paying manufacturing jobs that once provided decent employment for relatively unskilled Americans no longer exist. Therefore, many high school graduates do not find stable, career-track jobs for five to ten years after graduation. In today's highly competitive global economy, business performance is determined in large part by the knowledge and skills of workers. The technological pressures make employers reluctant to take a chance on inexperienced high school graduates whose diplomas signal nothing about their skills, knowledge, and ability to perform increasingly difficult work.

For all of these reasons, school-to-work transition has become a major national initiative. School-to-work programs enable students to prepare for promising careers requiring advanced or technical skills as well as further education and training. They also help alleviate the negative impact on the national economy and on individual businesses resulting from production losses associated with lack of highly skilled workers.

Review of Related Literature

This review of related literature encompasses the definition of school-to-work transition, a summary of the impetus for the transition movement, sample programs, and linkages and support services for effective transition from school to work.

Definition

School-to-work transition is a process that has emerged to improve service to all students. In 1984, transition for persons with disabilities was first defined by Madelaine Will (1984) as the period in which youth move from the security and structure of school to the opportunities and risks of adult life. Transition is

a results-oriented process utilizing a vast array of services and experiences leading to employment. Halpern encouraged professional personnel to focus on adult needs such as community living and the development of social and interpersonal networks, as well as employment (Gaylord-Ross, 1988). Osterman and Iannozzi (1993) agree that there is a range of definitions for transition from school to work. They suggest that the concept includes programs and strategies for implementation throughout the time a student leaves school and finally enters long-term and stable employment.

With the increased emphasis on transition from all sectors of education and business, current transition definitions tend to focus upon providing students with academic and vocational skills, career counseling, work experiences, job preparation, and placement services that lead to employment regardless of the pathway taken (Fraser, Hubbard, Weinbaum, and Charner, 1993). Many analysts recommend that strengthened collaboration occur between employers and schools, including career information, skills and competencies needed for specific jobs, and enhanced school/workplace linkages.

Other definitions related to the transition process continue to evolve as the initiative gains momentum. Key terms associated with school-to-work transition programs reviewed in this study are defined in Appendix B.

National Impetus for School-to-Work Transition

Only half of youth in the United States have attended college by the time they reach 25 years of age, and only 25% of college students actually graduate. In spite of these statistics, twice as much is spent on students bound immediately for college as is spent on those who choose employment upon leaving secondary education (Government Accounting Office, 1993). Because the majority of youth does not complete college, it is unfortunate that support needed to link school-to-work opportunities has not been provided in the past. The focus of current secondary education is to achieve academically and pursue a college education. In comparison, limited assistance is available to help students obtain post-school employment or support services such as assessment, career counseling, and employability skills training.

The authors of A Nation at Risk (1983), The Unfinished Agenda (1984), The Forgotten Half (1988), America's Choice: High Skills or Low Wages (1990) and the Secretary's Commission on Achieving Necessary Skills (SCANS) (1992) have admonished the current system of education for inadequately preparing all students for success in the workplace. The lack of integration of academic skills with vocational skills, the failure to make the connection between school and work, and the absence of linkages and services that facilitate transition have resulted in limited and discouraging prospects for many youth who are ill-prepared for work in the

rapidly changing global economy.

Education has a crucial role to play in assuring that students possess the knowledge and skills to compete in the economy, including competence in English, mathematics, science, and social studies. Integration of academic and vocational skills can facilitate development of competencies in both areas if the concept can be implemented successfully in the nation's schools. In America's Choice: High Schools or Low Wages (1990), the authors note that while the educational system produces students who are minimally prepared for work, employers, workers, and public policy specialists also have roles to play as well as educators. They need to work with educators in providing or implementing, for example, educational incentives for workers, teacher exchanges, apprenticeships, career education, and resources for self-education.

Recent education and labor legislation has funded programs that support transition from school to work. The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is to develop the academic and occupational skills of all segments of the population. Emphasis is placed on integrated academic and vocational competencies, service to all populations, promotion of business/education partnerships, and the continuing development of Tech Prep programs. Secondary and postsecondary job training for economically disadvantaged youth and adults have been supported by the Department of Labor. Currently, the Job Training Partnership Act Amendments of 1992 provide youth with work experiences and support services for keeping a job. The Individuals with Disabilities Education Act of 1990 focuses on school-to-work transition for persons with disabilities that is results-oriented; individually prescribed; and characterized by identified inter-agency linkages, supports for transition, and the use of planning teams.

Currently, the School-to-Work Opportunities Act of 1993 is being considered by Congress. This proposed legislation is to be jointly administered by the United States Departments of Education and Labor. It brings together partnerships of business, education, and the community to address local needs; improve existing initiatives; and promote coordination among federal, state, and local resources. This Act calls for integrated school-based and work-based learning, work experiences, career guidance, and linkages with continuing education and employment.

State Impetus for School-to-Work Transition

Virginia is actively involved in major school reforms that indicate the need to include school-to-work transition as an integral part of redesigned programs. For example, The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce

(1991) proposes the following options beyond high school: college, technical education, apprenticeship, and youth work-learning centers. House Document No. 18, Study of Preparing A Skilled Workforce for the 21st Century (1993) identifies critical competencies that all students must acquire to be prepared for the 21st century workforce. The need for actual or simulated occupational experience in combination with an educational program is emphasized, as well as business/education partnerships.

Another significant initiative in the Commonwealth is Project UNITE (Unified Intercommunity Transition and Empowerment for Youth with Disabilities), administered jointly by the Virginia Departments of Education and Rehabilitative Services and federally funded by the Office of Special Education and Rehabilitative Services. This five-year program establishes regional technical assistance centers that serve educators, parents, individuals with disabilities, and agency personnel. Transition services are identified at the secondary level, and individually prescribed linkages are formed that facilitate transition from present school to continuing education, to employment, and to independent living in the community.

In addition, this study (Senate Joint Resolution No. 183) and the number of school-to-work programs identified and reviewed as part of the study serve as evidence of statewide concern regarding school-to-work transition issues.

Sample Programs

A review of the literature on current school-to-work transition initiatives nationally reveals programs that may be classified as follows: (1) school-based models that integrate academic and vocational experiences in the classroom, (2) work-based models that link employment experiences in the community to classroom learning, and (3) linkage/support service models at the secondary and adult education levels to serve either school-based or work-based programs.

Actually, all three elements are needed for effective school-to-work transition, as noted in the following joint statement by the United States Departments of Education and Labor in the fact sheet, "Why School-to-Work?"

School-based learning, based on career majors, which is a program of instruction designed to meet high academic and occupational skill standards.

Work-based learning, which includes paid work experience, structured training, and mentoring at the worksite.

Connecting activities, which assist employers, schools, and students to connect the world of school and work. This is the "glue" that helps the local partners deliver quality programs.

School-Based Models. In-school models are dependent upon established curricular programs that integrate career awareness, exploration, and preparation within the school setting. Examples of school-based models to be described include Career Education, the instructional approach of integrated academic and vocational competency development, Tech Prep programs, and career academies.

1. Career Education

Career Education programs were developed during the 1970s to prepare all students for work through an infusion of K-12 curricula. Students were exposed to opportunities to develop an awareness of occupations in the primary years of schooling, to explore career clusters in middle school, and to prepare for specific occupations in high school. School systems developed curricula, instructional methods, materials, and activities to help individuals become aware of, select, prepare for, and enter a satisfying career (Ross-Gaylord, 1988).

2. Integrated Academic and Vocational Competency Development

With the passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and a plethora of commissions, committees, and reports on the need to connect academic and vocational learning, states are developing a variety of approaches to integrated programs. The key terms in the legislation include "coherent sequence of courses" and instruction in "all aspects of the industry." Exemplary programs link traditional academic and vocational content with employment-related activities and classroom experiences (Fraser, Hubbard, Weinbaum, and Charner, 1993).

Grubb, Davis, Lum, Pihl, and Morgaine (1991) presented eight models that incorporate academic disciplines and vocational content. They include: (1) incorporating academic content in vocational courses; (2) linking academic and vocational teachers to enhance academics in vocational courses; (3) making academic curricula vocationally relevant; (4) modifying both vocational and academic courses; (5) using a senior project as a form of integration; (6) establishing the academy model; (7) operating the occupational high school and magnet school; and (8) providing instruction through occupational clusters, career paths, and occupational majors.

3. Tech Prep Programs

Increasing numbers of students are served by Tech Prep programs statewide and nationally. Tech Prep programs are multi-level, coordinated, comprehensive school-based models that link secondary and postsecondary education, stimulate the development of expanded business/education partnerships, and provide for the integration of academic and vocational competency development. The Perkins Act provides funding for Tech Prep programs nationally and requires equal access to programs and services for all individuals, including special populations. Placement and/or linkage to four-year colleges or other continuing education institutions may be included in the program as well as secondary/ postsecondary dual enrollment in certain courses.

4. Career Academies

The first career academies were developed in the late 1960s to stem the rising dropout rate. They are organized as schools within schools that foster personal relationships and support as students pursue academic and vocational instruction. Academies provide a small, supportive learning environment and are structured around an occupational theme such as technology, health, or business. Students participate in a career preparation program blended with academic disciplines, counseling, and career exploration. In addition, local employers are involved as advisers, mentors, internship coordinators, and lecturers (Bailey and Merritt, 1993).

Work-Based Models. Work-based programs provide students with opportunities to acquire employment experience in the community. Work-based programs differ distinctly from school-based ones in that students develop occupational competencies in the actual job setting, experience the work environment and interactions among personnel, and learn first-hand of the connection between school learning and what is required in the workplace.

1. Cooperative Education

The cooperative education model is the most common work-based learning program for high school students; yet, only 8% of secondary students enroll in these programs nationally (Government Accounting Office, 1991). Cooperative education has been an important career-preparation program in Virginia for many years, however. During 1991-92, for example, 18,262 students were enrolled in cooperative education programs, and 10,444 employers participated in this partnership in the Commonwealth.

Cooperative education is administered by specific vocational program areas such as Agricultural, Business, Health Occupations, Marketing, Work and Family Studies (formerly Home Economics), and Trade and Industrial Education. The classroom coordinator arranges for job placements and blends classroom instruction with on-the-job training. A training plan is developed to facilitate this process, and competency records are maintained to record skills developed. The employer and the coordinator work together to evaluate the student's performance and to improve skills as needed. Cooperative education incorporates within its structure the critical elements of school-based learning, work-based learning, and connecting activities. Although this model has been effective to date, the benefits of the program need to be expanded in terms of scope, funding, impact, and service to increased numbers of students.

2. Youth Apprenticeship

Youth apprenticeship is a relatively new and evolving model for transition from school to work (Government Accounting Office, 1991). To date, apprenticeship programs based on the German model have been examined, but the educational and economic structure of the United States does not lend itself to full implementation of the model. Instead, researchers suggest an approach that seeks to broaden the typical adult apprenticeship program, including the introduction of non-traditional apprenticeable occupations; programs beginning in secondary schools; and improved coordination efforts among employers, schools, labor, and government.

In 1989, the Department of Labor, through its Apprenticeship 2000 initiative, conducted school-to-work demonstration projects designed to combine workplace and classroom learning strategies (Fraser, Hubbard, Weinbaum, and Charner, 1993). Kazis and Barton (1993) recommended guiding principles in developing youth apprenticeship programs that facilitate linkages between school and work. These principles include active participation of employers, integration of work-based and school-based learning, integration of academic and vocational learning, coordinated linkages between secondary and postsecondary programs, and certification of broadly recognized qualifications for specific occupations.

3. Job Training Partnership Act Programs

The Job Training Reform Amendments of 1992 greatly increased funding to support youth opportunities in pre-employment skills training, employment experience, and

support services for both in- and out-of-school youth identified as economically disadvantaged. Programs may be offered within or outside of school facilities. Current offerings include, for example, Summer Training and Education Program (STEP), Youth Incentive Entitlement Pilot Project (YIEPP), Job Placement Assistance (7001) Work Experience, Job Corps, and JOBSTART. In analyzing out-of-school programs funded by the Job Training Partnership Act (JTPA), Osterman and Iannozzi (1993) found that while these programs were generally successful in basic job-related knowledge, the long-term impact in terms of earnings and employment were not positive (Hahn 1987).

4. Job Corps

While designed for disadvantaged dropouts, the Job Corps in its 25-year history has provided intense support services, and remedial and skills training in residential environment. Although this is an expensive program, its benefits exceed the costs. Participants earn higher salaries (15% higher) than non-participants and they are more likely to complete high school, to enter the military, and to stay off welfare programs (Hahn, 1987).

Linkages and Support Services

To date, information concerning the effectiveness of linkage and support activities for school-to-work transition programs is not readily available in the literature except in the area of education of youth with special needs. If a student is a dropout, economically disadvantaged, or disabled, programs are available that offer assistance in developing employability skills, job placement opportunities, and job skill training. These services are provided by the Job Training Partnership Act--programs that target the populations specified. Overall, such programs serve less than 10% of those who could benefit from the services. Also, concentration on academic skills and the job training itself are time-limited (Government Accounting Office, 1990).

In addition, the Perkins Act of 1990 outlines assurances for special populations, stating that each eligible recipient will be provided counseling and instructional services designed to facilitate the transition from school to employment and career opportunities (Section 188(c)5). This section also provides that students with disabilities will be assisted in fulfilling the transitional requirements of the Individuals with Disabilities Act. These requirements include a coordinated set of activities for students within a results-oriented process that promotes movement from school to postsecondary activities.

A review of "best practices" in school-to-work transition programs reveals several common themes that emerge as linkages. These linkages support the implementation of school-to-work transition programs by schools, employers, and the community: range of options, employer and family involvement, career counseling, and learning in the context of work.

1. Range of Options

The "best" programs adapt to local resources and needs and maintain flexibility that allows for local ownership, creativity, and a broad range of options (Manpower Demonstration Research Corporation, 1993). Kazis and Barton (1993) recommend a diverse set of career pathways, with multiple entry and exit points, that responds to the needs of communities, employers, schools, and youth.

2. Employer and Family Involvement

Community linkages are essential to exemplary school-to-work transition programs. Employers must become more involved in the classroom, and teachers must become more involved in business and industry. Parents and other family members also need to be informed about the workforce, and their support can reinforce student experiences. Various partnerships and adopt-a-school programs have been implemented to facilitate collaboration between schools and industry.

3. Career Counseling

Guidance for career choices should begin as early as elementary school. Students must be provided opportunities to learn about the world of work earlier than the tenth grade. If students are able to explore career options, develop pre-employment skills, and set goals, they are able to make informed decisions when opportunities for cooperative education, apprenticeships, and Tech Prep programs become available. Parents and employers, many of whom are parents as well, also need to be informed of these options (Kazis and Butler, 1993).

4. Learning in the Context of Work

Active contextual learning should be emphasized within curricular and instructional strategies to make the connection between academic content and application in the workplace (Bailey and Merritt, 1993). This type of learning promotes higher order thinking that is rigorous and demanding for the worker of tomorrow. Contextual learning simulates real work in the classroom, increases collaboration and cooperation among learners, and helps

students achieve desired results (Fraser, Hubbard, Weinbaum, and Charner, 1993).

Summary

School-to-work transition programs have received increased interest as the nation recognizes that many youth do not leave the educational system well prepared for success in employment or further education. It is imperative that school-based and work-based learning models be examined as well as school linkages with the community, including employers and families. From a study of models and connecting activities, educators, employers, and communities need to work together to formulate and implement recommendations to improve the school-to-work transition process for all young people.

CHAPTER II. PROCEDURES AND PROGRAM REVIEWS

Team members representing a variety of state agencies involved in career preparation and employment determined what programs should be studied. Considering the vast number of school-to-work programs in the Commonwealth, it was necessary to select sample programs nominated by team members, who were very familiar with the programs associated with their agencies. This procedure was followed rather than reviewing all or most of the career preparation programs provided within any category of school-to-work transition curricula. Therefore, due to time constraints in ensuring representative sampling, the analysis of programs was necessarily limited.

1. Alternative Vocational Training Program (Job Partnership and Training Act)
2. State-Wide Tech Prep Initiatives (a category of Career Preparation, Virginia Community College System)
3. Education Initiative (Pittsylvania County)
4. Careers in Technology Education (Department of Education)
5. Tech Prep Linked with Apprenticeship (model developed by the Department of Labor and Industry, Virginia Community College System, and Department of Education)
6. Operation Rescue (Job Partnership and Training Act)
7. STAR: Students Taking Alternative Training Routes (Capital Area Training Consortium and Chesterfield Technical Center)
8. Rehabilitation Services (Department of Rehabilitative Services)
9. CPIC: Community-Based Instruction Program (Department of Rehabilitative Services and local school systems)
10. Planning District #9 Transition Advisory Committee (Department of Rehabilitative Services)
11. Learning Disabilities Project (Department of Rehabilitative Services and the Center for Learning Projects)
12. DRS/JTPA (Department of Rehabilitative Services, Local School Systems, Department of Mental Health, Social Services, Private Industrial Council)
13. CEWAT: Competitive Employment, Work and Transition (Work Source Enterprises)
14. VSOS: Vocational Student Organizations (Department of Education, Vocational Education)
15. Supervised Work Experience (Agricultural Education, Department of Education, local school divisions, agricultural industry)
16. Graduate Warranty Program (Hanover County Schools)
17. Food for America (Frederick and Winchester Counties, Third Grade, Agricultural Education)
18. Agriculture in the Classroom, Fourth Grade (Virginia Farm Bureau and Federal Government)

19. Business Education Council (Chamber of Commerce, Winchester and Frederick Counties)
20. 504 Program (504 Local Team, designed for disabled students)
21. YES: Youth Experiencing Success (County Adult Education Programs)
22. Agricultural Academy/Festival (Virginia State University, State Department of Agriculture, Virginia Farm Bureau)
23. BRIDGE: Dual Diagnosis--MR, ED (Grafton Public Schools)
24. JACS: Joint Act and Community Service, Inc. (Job Corps, Volunteer Retirees)
25. Department of Correctional Education Job Programs (Winn-Dixie, Pizza Hut, Wendy's)

Procedures Involved in the Study

Following selection of the programs to be reviewed, the team reached agreement concerning study procedures which were conducted as follows:

1. Assignments for study of specific programs were made to individual team members with emphasis on those with which each was most familiar.
2. Agreement was reached concerning the factors to be studied about each program.
3. The final version of the school-to-work transition programs review guide was developed by David Netherton of Old Dominion University.
4. Team members completed their assigned program studies, collaborating with other team members or their colleagues as the need was indicated.
5. Information about the programs was compiled into the matrix contained in Appendix C, which also includes the School-to-Work Transition Programs Review Guide blank form used for all reviews.
6. A sub-team was assigned to develop the key terms located in Appendix B.
7. A second sub-team was asked to develop a vision statement for the school-to-work transition concept in Virginia, including guiding principles or components.
8. A third sub-team was requested to discuss and formulate recommendations concerning the term "work learning center," as used in the document The Virginia Plan for Strengthening the Commonwealth's 21st Century Advisory

Committee (1991).

9. Reports on key terms, the vision statement, and youth work learning centers were presented to the entire team.
10. Team recommendations were established following the reports of sub-teams, and these are presented in Chapter III.
11. Reviews by the state agencies responsible for the study, as well as other stakeholders, were arranged and conducted.

Analysis of Programs in Virginia

Although the total number of programs studied in detail was 25, an additional 17 programs, or a total of 42, were added so that a larger number of programs could be examined for the key elements of school-based instruction, work-based learning, and linkages with employers and communities. Analysis of the results revealed that the majority of programs did not include all three elements. Sixteen programs were school-based, and 26 were work-based. School-based programs provided primarily classroom instruction and simulated work experiences. Work-based programs provided the additional activities of job shadowing and short-term job tryouts. Less than half of the programs (17 of 42) were directed primarily to special populations, including dropout, "at-risk," and economically disadvantaged trainees.

Profile of Promising Programs

The joint statement of the United States Departments of Education and Labor (1993) indicates the components of "promising school-to-work programs" that should be considered in designing such programs for the Commonwealth:

1. Integration of work-based learning, school-based learning, and academic and occupational learning.
2. Linkage of secondary and postsecondary education.
3. "Hands-on" learning.
4. Measures to connect school and work curricula to underscore the relationship between what students learn today and how well they will do in jobs tomorrow.
5. Diversity of approaches in meeting local needs.
6. A program design that highlights the essential elements

of school-based learning, work-based learning, and connecting activities to enable local employers as partners in the education process to deliver their part of the program.

Summary

Team members reached agreement on study procedures, programs to study, factors to be considered in program review, and recommendations, including a vision of a school-to-work transition system for Virginia. This occurred in spite of differences in agency orientation, career emphases of team members, and populations served by their respective agencies.

Many school-to-work transition programs in the Commonwealth could be improved or expanded through addition of vital components needed for comprehensive program design and integration of key elements.

CHAPTER III. RECOMMENDATIONS

Recommendations for school-to-work transition programming in Virginia are formulated on basic beliefs identified by team members and on their vision of a transition system to be developed.

Basic Beliefs

The team identified their basic beliefs concerning the process of school-to-work transition:

- All students can be prepared for work and further education. (Continuing to learn is essential for career success in the 21st century, and students will require specific career development instruction to be considered for employment in the present and future workforce.)
- School-to-work transition can be successful when systematic and coordinated planning takes place. (Coordination of local and state agencies and institutions involved in career development services is needed to develop a system of school-to-work transition.)
- There is a developmental process that all students follow; for many students, this process is complicated by personal and societal challenges. (The developmental process includes the journey toward vocational maturity, a difficult destination for most adolescents and adults. When this journey is complicated by being disadvantaged or having disabilities, the process may be so arduous that the individual may never "arrive" at the destination without assistance from the school and community.)
- School-to-work transition programs should be inclusive of all students, with provision of necessary supports and/or accommodations as needed. (A system of supports accessible to all could enable adolescents, young adults, and their families to reach transition goals.)
- School-to-work programs should serve a population that is diverse in terms of such factors as age, gender, disability, culture, religious background, and race.
- Systemic change must occur to position preparation for employment as a priority product of education and training for all students. (The emphasis on school-to-work transition must be equal to the attention given to high school-to-college transition so that the needs of the majority of students can be addressed. This will require changes in school procedures, curriculum and

instruction, and teamwork to reach career development goals for all students.)

- Virginia has the potential to develop for all young adults skills commensurate with the demands of a global workforce.
- A school-to-work transition system can be a preventive measure to avoid negative results as well as to promote positive post-school progress.
- Coordination and enhancement of existing transition services and programs are needed to develop a comprehensive school-to-work transition system.

The Vision and Its Components

Based on the identified beliefs, the team envisions a Virginia which provides a coordinated and comprehensive school-to-work system for all students, embraces and accommodates diversity, offers a continuum of career preparation services with multiple entry and exit points, and allows students as citizens to take full advantage of the economic opportunities of the Commonwealth. Fulfillment of this vision requires the following components:

1. An understanding of career development and awareness that continuation of the present level of school-to-work planning is inadequate to prepare present and future workers to compete for jobs nationally and internationally within a rapidly decreasing job market;
2. Collaboration and cooperation of all agencies concerned with career preparation and adjustment;
3. A specific school-to-work curriculum with opportunities for organized career exploration;
4. A formal, systematic, individual transition plan for every student to facilitate the transition process;
5. Staff development and community participation;
6. The integration of school-based learning, and work-based learning, and connecting links between school and work; of academic and vocational competency development; and of secondary and postsecondary education; and
7. Effective, well-organized business/industry/government partnerships.

Recommendations for a Comprehensive
School-to-Work Transition System

To develop and implement a school-to-work system for the Commonwealth, the team proposes:

Recommendation # 1: The appointment of a team by the Workforce Leadership Council to plan the development of a statewide school-to-work transition system.

Recommendation # 2: The actual development of this statewide school-to-work transition system to include career preparation services for all students.

Recommendation # 3: The integration of state system development with the national School-to-Work Opportunities Act of 1993.

Recommendation # 1: The Planning Team

The planning team should include representation from all groups involved in the school-to-work transition process; for example, local school divisions and community organizations; business and industry; parents; and state agencies responsible for education, career preparation, and social services.

Recommendation # 2: Development of a Transition System for the Commonwealth

The second recommendation focuses on development of the school-to-work transition system and its accompanying strengths and strategies. The strength of the school-to-work transition system will be realized through the synthesis and coordination of certain components and strategies to be considered in constructing the system:

- Blending of the three crucial elements--work-based learning, school-based learning, and coordinated connecting linkages (Current programs frequently address one or two of these elements; few include all three.)
- Career development support services within a continuum of career preparation with a transition plan for every student and streamlined linkages to formal and informal continuing education (Note: Team members do not advocate the practice of early identification of non-college-bound students because exposure to a system of school-to-work transition is likely to upgrade the expectations and career goals of many students. Early labeling of

students could cause them to achieve less than their potential.)

- Adequate interpretation of possible pathways to employment
- A school-to-work curriculum framework to be developed by participating localities, including integration of academic and vocational instruction and organized exploratory experiences through meaningful partnerships with potential employers
- Continuing local staff development and community involvement
- Application of the term Career Opportunity Academies to replace the original concept of Youth Work-Learning Centers to include multiple "centers" at worksites rather than the idea of sending academically unsuccessful students to a remedial school-based center
- Adoption of a system for the classification of workforce competencies
- Consideration of ways to develop the critical competencies identified in House Document No. 18, Study of Preparing A Skilled Workforce for the 21st Century
- Inclusion of a public information campaign in development of the overall system
- Integration of academic and vocational competencies within the school-to-work transition curriculum framework to be developed by participating localities
- Creation of a framework for the system that will enable the Commonwealth to fit all school-to-work transition programs within the structure of the framework
- Identification of essential career development services (for example, assessment, exploration, counseling, training, and placement) to be provided for all students and to be incorporated within the system framework
- Provision for students who need special attention (such as social services and specialized counseling for individuals with disabilities) to be incorporated within the school-to-work system

Recommendation # 3: Integration of the State System with the National School-to-Work Opportunities Act of 1993

The following factors are emphasized in the national School-to-Work Opportunities Act guidelines:

1. Integration of work-based and school-based learning
2. Integration of occupational and academic learning
3. Linkage of secondary and postsecondary education
4. Certification in the form of a high school diploma, postsecondary certificate or diploma, and/or a skill certificate
5. Work-based learning, including a planned program of job training and experiences leading to the development of higher level skills, paid work experience, workplace mentoring, instruction in general workplace competencies, and instruction in all aspects of an industry
6. School-based learning, including career exploration and counseling, initial selection of a career major, a challenging academic program, and regularly scheduled evaluations
7. Connecting activities, including matching students with employers' work-based opportunities; ensuring liaison among the employer, school, teacher, parent, and student; providing technical assistance in designing work-based learning components and in providing school-to-work services such as counseling; assisting with job placement; developing and maintaining an evaluation system; and linking youth development activities under the School-to-Work Opportunities Act of 1993 with employer strategies for upgrading the skills of their workers.

Summary

Three recommendations are presented for consideration in planning, developing, and implementing a school-to-work transition system for the Commonwealth. The appointment of a team to design a school-to-work transition system in cooperation with constituents would encourage cooperation and acceptance of the final product. The development of a statewide system would stimulate maximum use of resources through coordination and enhancement of existing programs and creation of new linkages and employment opportunities. Integration of a statewide system with the national School-to-Work Opportunities Act of 1993 could provide supplemental resources to solve the problem faced by all states--employment of youth and adults in a 21st-century workforce that is decreasing in size and demanding of talent and high-level skills from those who obtain employment and career satisfaction.

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APPENDICES

- Appendix A. Senate Joint Resolution No. 183
School-to-Work Transition Programs
- Appendix B. Key Terms Associated With School-to-Work
Transition Programs
- Appendix C. School-to-Work Transition Programs
Review Guide Form and Matrix

APPENDIX A.

**SENATE JOINT RESOLUTION NO. 183
School-to-Work Transition Programs**

EDRS
1993 SESSION

LD9391717

1 SENATE JOINT RESOLUTION NO. 183
2 AMENDMENT IN THE NATURE OF A SUBSTITUTE
3 (Proposed by the House Committee on Rules
4 on February 15, 1993)

5 (Patron Prior to Substitute—Senator Miller, Y. B.)

6 *Requesting the Department of Education, in conjunction with the Virginia Community*
7 *College System and the Departments of Labor and Industry, and Rehabilitative*
8 *Services, to examine the development and establishment of school-to-work transition*
9 *programs in the Commonwealth.*

10 WHEREAS, because much of America's public education system is geared toward the
11 needs of college bound students, the educational and vocational training needs of the
12 majority of those pupils who do not ultimately attend college may be neglected, creating a
13 workforce without those skills critical to successful employment and self-sufficiency; and

14 WHEREAS, the Governor's Advisory Committee on Workforce Virginia 2000: A
15 Partnership for Excellence stated that the Commonwealth must "set higher educational and
16 productivity standards for its workforce or risk being unprepared to compete in the
17 international arena, losing ground to countries with less educated but less expensive
18 workforces as well as to those with better educated and more productive workforces"; and

19 WHEREAS, while secondary schools in the United States may offer little opportunity to
20 "bridge the gap" between school and the workplace, European students may acquire
21 necessary skills, values, and habits through mentoring and apprenticeship programs; and

22 WHEREAS, recognizing that the 21st century workplace will require employees with
23 advanced educational and technical skills, some school divisions, community colleges, and
24 business leaders have pursued partnerships and programs that will ease the transition of
25 students from the academic environment to the workplace; and

26 WHEREAS, the multi-faceted missions of Virginia's public schools and its two- and
27 four-year institutions of higher education may embrace not only traditional educational
28 pursuits but also vocational and workforce training, effectively addressing the educational
29 needs of students entering the workforce as well as those pursuing higher education; and

30 WHEREAS, specific programs enhancing the school-to-work-transition, linking the
31 resources of public education, community colleges, labor, rehabilitative agencies, and
32 business may create not only improved employment and guidance services and provide the
33 much needed recognition of the educational attainment of non-college bound students, but
34 may also be essential to the early identification of non-college bound students, and the
35 effective training of an adaptable, literate workforce in the Commonwealth; now, therefore,
36 be it

37 RESOLVED by the Senate, the House of Delegates concurring, That the Department of
38 Education, in conjunction with the Virginia Community College System and the Departments
39 of Labor and Industry, and Rehabilitative Services, be requested to examine the
40 development and establishment of school-to-work transition programs in the Commonwealth.
41 The study shall include, among other things, a determination of appropriate means for the
42 early identification and training of non-college bound students, consideration of current
43 initiatives in Virginia and other states, "tech-prep" and "two-plus-two" programs, community
44 college worker training programs, apprenticeships, and employment of persons with
45 disabilities programs.

46 The Department shall submit its findings and recommendations to the Governor and the
47 1994 Session of the General Assembly in accordance with the procedures of the Division of
48 Legislative Automated Systems for the processing of legislative documents.

APPENDIX B.

KEY TERMS ASSOCIATED WITH
SCHOOL-TO-WORK TRANSITION PROGRAMS

DEFINITIONS OF KEY TERMS

Applied Academics: The presentation of subject matter in a way that integrates a particular academic discipline (such as mathematics, science, or English) with the student's personal workforce applications. Applied academics serves as the foundation for Tech Prep programs and are not "watered-down" courses.

Apprenticeship: A highly structured postsecondary system for training employees in occupations that require a wide and diverse range of skills and knowledge. Apprenticeship includes on-the-job training, which ensures that the apprentice is fully trained in all areas of the occupation. On-the-job training (OJT) is integrated with related instruction that occurs in the classroom. Related instruction builds the theoretical and technical knowledge needed for the occupation. Successful participants are awarded a certificate of completion from the Commonwealth of Virginia.

- **Apprenticeship Training Program:** A program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.
- **Pre-Apprenticeship:** Any on-the-job training or curricular activities intended to prepare students or adults for apprenticeship training or youth apprenticeship; may include paid employment, part- or full-time; career counseling activities; skill training; and remedial or developmental course work.
- **Youth Apprenticeship:** A registered training program in which a high school student receives part-time on-the-job training integrated with related instruction.

Articulation: A process for linking two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit.

Business-Education Partnership: A cooperative association of people from the business/industry and education communities who have a common interest and who invest assets and receive benefits from the endeavor. Partnerships may range from an agreement by a single employee and a single teacher or student to a collaboration of a large corporation and an entire school system or consortium of systems.

Career Development: The unfolding and interaction of roles, settings, and events all through the life span.

- **Career Education:** The process of coordinating systematically all school, family, and community components together to facilitate each individual's potential for economic, social, and personal fulfillment.
- **Career Exploration:** A program that allows young students to visit workplaces, talk to people who work in them, and gain an increasingly broad and textured understanding of career options that may be available to them. Career exploration enables many young people to make preliminary career cluster choices by the end of compulsory education (Kazis, 1993).
- **Career Guidance and Counseling:**
 - (a) Programs pertaining to the body of subject matter and related techniques and methods organized for individual development of career awareness; career planning; career decision making; placement skills; and knowledge and understanding of local, state, and national occupations, education and labor market needs, trends, and opportunities; and
 - (b) programs which assist such individuals in making and implementing informed educational and occupational choices.

Community-Based Organization: A private nonprofit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides job training services.

Compact: Strategy that uses the promise of employment as an incentive for young people to stay in school and do well; eligibility for jobs and financial aid are tied to staying in school and getting good recommendations from teachers (Kazis, 1993). Youth apprenticeship is one example; others include the following:

- **Industry Certified Training:** Program based on a modified West German model in which secondary school students remain in school until certified by the employers. The employer pays for wages and work site cost. Agreement on standards is the central feature.
- **Subsidized Industry Certified Training:** Same as above, except the school shares the cost.
- **Work-Site Access for Structured Training:** Employer facilities and expertise are used as an alternative to the vocational education classroom. Students are not employees.
- **Purchased Work-Site Structured Training:** Same as above, except the public education system pays employers for structured work-site training.
- **School Instruction with Experience and Information OJT:** The school has full responsibility for formal instruction but combines it with carefully chosen part-time employment in which students receive informal on-the-job training.
- **Career/Occupation/Industry-Specific Magnet School:** School created with industry participation and involvement, assuring employer approval and increasing the odds that graduates will be hired in the industry.

Competency-Based Education: An organizational structure for teaching/learning that requires advance description of the competencies a student must possess upon exit from a program or course. Competency-based curriculum materials clearly identify expected results, organize instruction based upon performance standards, and provide evaluation of student performance based upon mastery of competencies.

Cooperative Education: A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in an occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half day, full days, weeks, or other periods of time in fulfilling the cooperative program.

Diverse Populations: Characterized by individual differences in terms of such factors as age, gender, disability, culture, religious background, and race.

Education for Employment (EFE): A pre-vocational course designed to help students prepare for successful employment or further academic or vocational training. Instruction includes developing goals, values, and knowledge important for entry level employment or occupational preparation. EFE does not require a work component; however, a related program, WECEP (Work Experience/Cooperative Education Program) is organized according to the cooperative plan.

Employment: An arrangement under which a person performs certain tasks for compensation.

- **Competitive Employment:** Paid employment in an environment in which workers are expected to possess specific knowledge, skills, and abilities and to demonstrate these at comparable levels without ongoing instructional or functional support.
- **Full-Time Employment:** An employee/employer relationship that is equivalent to 40 hours per work week or those contractual hours between employee and employer that constitute a full-time employee relationship with the accompanying benefits and responsibilities of such a relationship.
- **Part-Time Employment:** An employee/employer relationship that is less than 40 hours per work week. Such a work setting usually does not carry the accompanying benefits or responsibilities associated with full-time employment.
- **Sheltered Employment:** Non-competitive work program in a protected setting for employees working at less than the normal production rate. The hours of employment are typically less than 40 hours per work week. The rate of pay is less than minimum wage, and few benefits are offered.
- **Supported Employment:** Competitive work in integrated work settings: (a) for individuals with severe disabilities for whom competitive employment has not traditionally occurred, or (b) for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who, because of their handicap, need ongoing support services to perform such work. Employees are frequently accompanied initially by job coaches, who assist the employee in mastering the knowledge, skills, and abilities to perform the tasks associated with the work.

General Occupational Skills: Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning; management; financing; technical and production skills; underlying principles of technology; labor and community issues; and health, safety, and environmental issues.

High Technology: State-of-the-art computer, microelectric, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

Independent Living: Support services that enable an individual to live as independently as possible and include guidance toward resources within the community that would encourage and support the individual to adapt his or her environment to meet specific needs.

Individualized Education Program (IEP): The required annual plan developed by a committee of school personnel and the individual's family to address the specific education goals, objectives, and services needed to provide a free, appropriate education to children and youth with disabilities.

IEP Transition Plan: A formal plan involving youth, parents, and school personnel, and when appropriate, community agency representatives to assist special needs learners in developing knowledge, skills, and attitudes required to enter and succeed in postsecondary vocational education, employment, and community living. The transition component is required for the IEPs of all students receiving special education, age 16 and older. Needed transition services must be addressed in the development of employment and adult living objectives, instruction, and community experiences.

Individual Vocational Training Program: Participation in programs that are individually prescribed to meet the specific training needs of each learner in an attempt to develop appropriate prerequisite skills for a specific job.

Individualized Written Rehabilitation Plan (IWRP): A written plan developed for an individual eligible for services from the Department of Vocational Rehabilitation. The IWRP states vocational rehabilitation goals, specifies objectives and services, and outlines specific timelines for providing services.

Integration of Academic and Vocational Education: A variety of models combining learning of vocational or technical skills with requisite math, science, or language concepts and theories.

Internship: Planned, progressive, educational activities/programs that allow students to explore career opportunities. Academic studies may be integrated with actual work experience, which may be paid or unpaid. Internships operate for a specified period of time, and are generally one-time agreements.

Job Placement: Helping people obtain initial employment through direct gathering and providing of information about jobs, job leads, job openings, and instruction in job-seeking skills and techniques. In some cases, the job placement specialist provides direct assistance in placement on the job.

Job Shadowing: A program in which students learn about the workplace by observing one or more individuals at work for a period of time. This is a non-paid experience.

Job Training Partnership Act (JTPA): A federal act authorizing funds for programs designed to enhance the employability of individuals who traditionally have been hard to place, including those with economic disadvantages or disabilities.

Mentorship: An informal relationship between a student and a person from business or industry that enhances the student's life experiences by helping him or her learn about the workplace through participation in non-paid activities.

On-the-Job Training (OJT): Educational and training experiences provided at a job site; may be paid or unpaid.

Preparatory Services: Programs or activities designed to assist individuals in the selection of or preparation for an appropriate vocational educational education or training program.

Pre-vocational Education/Training: An orientation to practical aspects of occupational training and job placement.

Pre-vocational Evaluation Program: Activities that result in comprehensive pre-vocational assessment and subsequent placement in appropriate employment or training situations.

EDRS

Related Services: Support services required by an individual with disabilities to assist in attaining employment, including transportation, housing, and environmental accessibility:

- (a) services, programs, or activities related to outreach to or recruitment of potential vocational education students
- (b) career counseling and personal counseling
- (c) vocational assessment and testing
- (d) other appropriate services, programs, or activities

School-Based Enterprises (SBE): Activities sponsored or conducted by a school that engage a group of students in providing services or producing goods for sale to people other than the participating students themselves. Examples are school restaurants, building a house and other construction projects, print shops, farms, child-care centers, retail stores, hair styling, and auto repair shops (Kazis, 1993).

Special Populations: Individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

- **Disadvantaged:** Individuals who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school.
- **Displaced Homemaker:** An individual who
 - (a) is an adult; and
 - (b) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or

(iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or

(c) is described in subparagraph (a) or (b) and is a criminal offender

Individual with Disabilities: Anyone who has been identified as having a disability under the Individuals with Disabilities Education Act, including those with autism, blindness, visual impairments, deafness, hearing impairments, mental retardation, traumatic brain injury, multiple handicaps, orthopedic impairments, other health impairments, and speech or language impairments. Individuals may also be defined as disabled based on Section 504 of the Vocational Rehabilitation Act of 1973.

Training Agreement: A formal document, signed by the teacher-coordinator, employer, parent, and student, which states the policies affecting a student enrolled in cooperative education.

Training Plan: A formal document that identifies classroom and on-the-job instruction which contributes to the employability of a student enrolled in cooperative education.

Transition: Services and programs that promote the uninterrupted movement of students from secondary education to employment, postsecondary education, and community participation.

School-to-Work Transition: Services designed to guide students effectively in their movement from school to career by combining school-based learning with experience- or work based learning, providing coordinated connecting activities from the classroom to the work site, integrating academic and vocational competency instruction, and developing in students career coping skills for a lifetime.

Vocational Education: Organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupation-specific skills necessary for economic independence as a productive and contributing member of society.

- **Adapted Vocational Education Program:** Participation in a regular education program with specific adaptations in the program curriculum, teaching techniques, and/or instructional materials.
- **Vocational Evaluator:** A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activities and procedures.

Vocational Rehabilitation: Comprehensive services tailored to the needs, preferences, and interests of the individual; provided for eligible persons with physical, mental, or emotional disabilities so that they may become self-supporting and as independent as possible. These services may include the following: physical and mental restoration, vocational training, maintenance and/or transportation, assessment to determine supports and needed accommodations, supported employment, job placement, and job follow-up.

Work Adjustment: Behaviors related to work that must be learned in order to function effectively with fellow workers and job supervisors.

Young Adults: Individuals, typically 18-25 years old, who have exited secondary education and are initially entering into adult employment, educational settings, and independent living.

Youth: Individuals, typically adolescents between the ages of 12 and 22, who have left elementary school and are preparing to enter or have entered secondary education.

Youth Service and Service Learning: Program with a goal of getting young people out of the classroom and into situations in which they take responsibility, learn employability and work skills, and contribute to community development and well-being. The experiences are unpaid, generally in organizations and projects designed to improve the local community. The learning goes beyond the work experience to include incorporation of lessons from the work (or service) into the classroom curriculum. Thus, a class that engages in cleaning up a local stream bed may focus on the ecology of the community and on measuring pollution in their science and math classes or may explore the politics of environmental regulation in their social science course. (Kazis, 1993).

APPENDIX C.
SCHOOL-TO-WORK TRANSITION PROGRAMS REVIEW GUIDE
FORM AND MATRIX

Program Title:

Location (School, School Division):

Student Population Served:

Program Description (Purpose, Goals, Objectives):

Program Prerequisites:

Student Selection Process:

Service Provider(s):

Program Components:

Career/Vocational Assessment (By Whom): _____

Counseling (By Whom): _____

Formal Planning (What Kind, By Whom): _____

Work-Related Training or Experience (Mark all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Community-Based Instruction |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Classroom-Based Instruction |
| <input type="checkbox"/> Job Try-Outs | <input type="checkbox"/> Simulated Work Experience |
| <input type="checkbox"/> Work Experience (Paid) | <input type="checkbox"/> Project Demonstration |
| <input type="checkbox"/> Work Experience (Unpaid) | |

SCHOOL-TO-WORK TRANSITION PROGRAMS REVIEW GUIDE (Page 2)**Student Exit Assessment (Yes/No. Describe):****Indicators of Successful Outcome(s):****Post Program Options:**

- ☐ Job Placement
- ☐ Further Education:
- ☐ Other (Describe):

Linkages With Other Organizations (Indicate what responsibility they have within the program):

- ☐ Other Agencies or Organizations (List):
- ☐ Business/Industry
- ☐ Community:

Funding Support (Federal, State, Local, Other — Describe):**Unique Characteristics of the Program:****Noted Strengths or Weaknesses:**

Is there a system to assist students transition to the workplace? (Describe)

Comments or Clarifications:

Name and Telephone Number of Reviewer:

SCHOOL TO WORK TRANSITION PROGRAMS REVIEW GUIDE

| <u>PROGRAM TITLE</u> | <u>POPULATION</u> | <u>DESCRIPTION</u> | <u>PRE-REQUISITES</u> | <u>STUDENT SELECTION PROCESS</u> | <u>SERVICE PROVIDERS</u> |
|--|--|--|--|---|---|
| 1. Alternative vocational training program | 17-19 yr old at risk | 18-19 day vocational training program with pay | At risk: 17-19 yr old; recurrent behaviors and progress potential to GED | High school principal and alternative education principal | Giles Co. School, Highlands, Job Placement Services, JTPA |
| 2. State-wide TECH PREP initiatives | Grades 11-12 | 4-year program begins in 11th grade (apprenticeship, associate degree or certificate) to encourage students to stay in school | none | none | High schools and community colleges |
| 3. Education initiative | High school students working part time 11th-12th grade | while-based curriculum for vocational students, not just a particular skill | working in a part time position | none | Local business in Pennsylvania Co. |
| 4. Careers in technology | none | TECH PREP | applied academics and concepts in technology | none | none |
| 5. TECH PREP and apprenticeship | none | particular skill | basic classes in technology (10th and 11th grade and/or applied academic classes) | applications reviewed by committee of business, education and government leaders make recommendations to the director | all normal services available to a high school student |
| 6. Operation Rescue | 14-15 year old | prepares for vocational careers by providing pre-employment skills, life-management, and academic remediation to decrease dropouts | economically disadvantaged, at risk | JTPA at-risk criteria | school |
| 7. STAR (Students Taking An Instructive Route) | At risk youth not expected to complete high school | Extensive academic program for at-risk youth who are in danger of dropping out | youth must be at least 16 years old | identify by counselors and principals | the capital area training consortium, Chesterfield Tech |
| 8. Dept. of Rehabilitative Services/JTPA contract, Abington area | students with disabilities during terminal year of school | assist disabled youth preparing to exit school and develop understandings of employers needs | eligible for DRS services, terminal year of school and financially eligible, JTPA eligible | referred by DRS counselors to school personnel | coordinated and monitored by DRS |
| 9. CHP (Community-based instruction program) | 18-22 severely physically, cognitively and emotionally disabled students eligible for DRS services | serve students through combination job skills, assessment, training and activities | 18-22 severely, physically, cognitively and emotionally disabled | students unsuccessful in classroom | school system, DRS, work source enterprise |
| 10. Planning district #0 transition advisory committee | DRS clients with learning disabilities | vocational assessment, comprehensive transition planning, basic program is divided into four phases: evaluation, information dissemination for goal setting/transition planning, skill building and job search and maintenance | school provides special education students and referrals of non-special ed students must meet DRS eligibility criteria, client choice, must have a learning disability that limits functional capacities | 14-16 year old school referrals to DRS | DRS |
| 11. Learning Disabilities Project | DRS clients with learning disabilities | | | preferred referral is upon completion of 10th grade, a mutual process between the school, parent and DRS counselor | DRS contracts with the Center for Learning potential |

| PROGRAM TITLE | POPULATION | DESCRIPTION | PRE REQUISITES | STUDENT SELECTION PROCESS | SERVICE PROVIDERS |
|--|---|---|---|---|--|
| 12 DRS/MTPA | 16 and up | increase employability skills, vocational guidance and job-seeking skills | must be a DRS client and JTPA eligible | severely disabled | DRS, school system, mental health, health dept, social services, private industrial council work source enterprises |
| 13 CTWAT (Competitive Employment, Work and Transition) | students with disabilities and non at risk | develop positive behaviors and attitudes in a community-based work setting leadership training and practice what is taught in classrooms learn by doing | referred by guidance counselor | students in vocational classes and students who can maintain employment eligible in membership in VSO | teacher counselor and industry |
| 14 VSO (Vocational Student Organizations) | vocational students in middle and high school | | enrolled in appropriate vocational courses | students select | teachers, employers, counselors and administration |
| 15 Supervised work experience | 20 (middle school) | career skills necessary for success in workplace education to the origin of all food resources increase importance of agriculture | AG science (middle school) AG and mechanics I & 2 referred in the program by employers | none | Hanover Co Schools |
| 16 Graduate warrants program | all graduates | | none | 3rd grade | none |
| 17 Food for America | 3rd grade, Frederick and Winchester Counties | | none | none | VA Farm Bureau and Federal government |
| 18 Agriculture in classroom | 4th grade expanding to 6th | | school enrollment | total participation encouraged | Chamber of Commerce |
| 19 Business Education Council | R 12 Winchester and Frederick | | identified or known to be disabled | students self-refer | 504 team |
| 20 501 program | disabled LEP students | close gap between education and work for at risk youth accommodations of all students | no high school diploma | placed or signed by schools | county |
| 21 Adult Ed YES (Youth Empowering Success) | at-risk high school and adult students 535 | vocational training options and academic courses to become a model school of agricultural incorporating reading, math, science, social studies, etc. 2/1/91 | in | non-ell students involved | staff, faculty of VA State University and State Dept. of Agriculture and VA Farm Bureau |
| 22 Agricultural Academy/Jefferson | | Implementation stabilize behaviors that have required Level VI placement (i.e., severe enough that community school placement is no longer possible) to help job corps trainees transition into local productive employment | students must be able to follow directions and communicate effectively | student must be able to work along side a job coach or community faculty | Grafton school |
| 23 BRIDGE (Dual Diagnosis MR and ED) | MR with ED | | student must have recently left a job corps training center | job corps notifies the local JACS coordinator | volunteer retirees |
| 24 JACS (Joint Art and Community Service Inc.) | graduates and drop-outs | | age 16, recommended by treatment team, appropriate behavior and classroom performance students must be in special ed program and attend the school where WAT is offered student must be enrolled in special ed programs | students are selected based upon age, behavior and classroom performance students referred by teachers or counselors | Winn-Dixie, Pizza Hut and Wendy's WAT teacher, LIS, also DRS counselor and job development coordinator job placement, job coach, teachers and instructional assistants |
| 25 Dept of Correctional Ed | 1 of 21 | | | | |
| 26 Work Awareness & Transition (WAT) | middle high, special ed | enables students to participate in gainful employment prior to returning to the community introduce students to the needs and expectations of the world of work | | | |
| 27 Supported work experiences and employment | high school students with disabilities, secondary students in ungraded programs | provide work experience to students, both paid and nonpaid while they are in school | | job development coordinator; student and/or teacher referral | |

| <u>PROGRAM TITLE</u> | <u>POPULATION</u> | <u>DESCRIPTION</u> | <u>PRE-REQUISITES</u> | <u>STUDENT SELECTION PROCESS</u> | <u>SERVICE PROVIDERS</u> |
|---|---|--|--|--|--|
| 28 Hotel Motel Operations (LFE) | high school students usually 16 years old and older | marketing and program taught in a hotel location | must be 16 and obtain a work permit, good grades and consent of parent | selected by teacher-coordinators based on students who want and can benefit from the program | students receive assistance in finding appropriate jobs and training for the job |
| 29 Classroom on the Mill | high school students usually 16 | marketing and program taught in a mall location | must be 16 or obtain a work permit and have a definite marketing career objective | selected by teacher coordinators based on students who can benefit most from the program | students receive assistance in finding appropriate jobs |
| 30 Education for employment (LFE) | grades 7-12, disadvantaged and students with disabilities | designed to help disadvantaged students prepare for successful employment | students must be identified as disadvantaged or having a disability | students are selected on the basis of their need for the program | disadvantaged students receive assistance from vocational resource teachers |
| 31 Cooperative education (Comp) | 16 years old and may require a work permit | instruction that continues vocational classroom with paid employment - directly related to the classroom instruction | must be enrolled in or planning to enroll in an occupational preparation program | selected by teacher coordinators based on their needs of the program | students received assistance in finding appropriate jobs |
| 32 Work experience cooperative education program (WCEP) | disadvantaged, disabled and 16 years old | was designed to help the disadvantaged students prepare for successful employment | student must be identified as disadvantaged or disabled | students are selected based on their need for the program | disabled students received the full package of services they require, disadvantaged students receive assistance from Vocational Resource Teacher |
| 33 Industrial Cooperative Technical Program (CTP) | eligible seniors/2nd year T&I and students | provides opportunities for remedial skill training and strengthening technical instructional areas | students must be seniors or 2nd year T&I program | met with the necessary competencies for program completion | Vocational Resource Teacher local trade, technical and industrial firms |
| 34 Individual Practical Work Experience off the school site | students in 2nd year of T&I program | designed to allow advanced students enrolled in T&I to be released part of the period to gain job experience | student must be in second semester of senior year | students must receive recommendations from trade teacher and approval of school principal | local trade, technical and industrial firms |
| 35 Stonewall Jackson Technology Academy | N/A | to re-examine and re-formulate our view of who the learner is | | drop-outs within one calendar year of graduation and JTPA eligible | students receive assistance from teachers, counselors, student assistants counselors, and DOE technical assistance |
| 36 Youth risk prevention | K-12 | drug abuse prevention, early intervention, and education in elementary and secondary schools | alcohol and other drugs prevention education for at-risk students | services and programs are available for all students | all interested students |
| 37 Career Resource Centers | pre-and-early adolescents | provide up-to-date occupational, educational, and personal social information | personnel and materials for the centers | services and programs are available for all students | |
| 38 Student apprenticeship | 35 seniors involved in apprenticeship | apprenticeship programs in T&I and Business | three requirements - 90% attendance, 90% competency, and 90% efficiency in home school | teacher, counselor and administrator | machine shop, cosmetology, food service and business |
| 39 Student apprenticeship program | 27 | vocational courses | related instruction which deals with students occupation | must have a job | |

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| PROGRAM TITLE | POPULATION | DESCRIPTION | PRE-REQUISITES | STUDENT SELECTION PROCESS | SERVICE PROVIDER |
|--|--|---|---|---|--|
| 40 Dept. of Labor High School Linkage Apprenticeship Program | 6 | Cosmetology, welding, plumbing and automotive technology | student willingness to participate in program and accept responsibility | personal interview by apprenticeship coordinator, principal, teacher and/or counselor | coordinator conducts on-site visits, school and Dept. of Labor collaboration |
| 41 JTPA 9% state education grant program | youth 17-21 and adults | provide education and training services to eligible JTPA participants | economic disadvantaged and rural residence requirement | eligibility: interim testing, pre-test scores, and on-going assessment | service delivery areas, JPA's and private industry counseling |
| 42 Cash Mountain Career and Academic Skills Help | JTPA - eligible youth between ages 16-16 | to remove the word connotation and create a positive image through academic and vocational training | JTPA eligible 16+. If who are in need of basic skills | transferring to high schools, special emphasis given to target youth who have not passed the passport literacy test | JATC-part of area and Houston, in public schools |

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| ASSESSMENT | COUNSELING | PLANNING | JOB SHADOW | MENTOR | JOB TRYOUT | PAID WORK | UNPAID WORK | COMMUNITY BASED INSTRUCTION | CLASSROOM BASED INSTRUCTION | SIMULATED WORK EXPERIENCE | PROJECT DESIGN SITUATION |
|---|---|--|------------|--------|------------|-----------|-------------|-----------------------------|-----------------------------|---------------------------|--------------------------|
| 1. Giles county and JTPA 2. Part of Tech prep program N/A | Giles county and JTPA part of Tech prep program N/A | Giles county and JTPA part of Tech prep program Chamber of Commerce and county schools | X X | X | X X | X X | | X X | X X | X X | X X |
| Access and placement working group | HS guidance department and counseling group | Massachusetts Tech Center, Valley Tech Center and Blue Ridge CC school | X | | X | X | | X | X | X | X |
| School School and counselor | school school and counselor | individualized plan developed by school and counselors | | | X | X | | | X X | | |
| DRS\N/A | DRS | ITP meetings with school, DRS and other agencies | | | X | X | | | | | |
| School, Work force enterprise | RTCSR, School Psych | Annual IEP, annual transition meeting | | | X | X | | X | | X | |
| 0 DRS | DRS and schools | DRS and schools through transition planning | X | X | X | X | | X | X | | X |
| 1. Center for learning potential and DRS | Center for learning potential and DRS | planning schools, DRS, and Center for learning potential | | | | | | | X | | |
| 2. DRS\School system\PEKT\TPA | DRS\School system public school | Special Education Advisory Board school division, WSE and PIC | | | X | X | | | X | X | |
| 3 Vocational valuation | | | X | X | X | X | | X | | X | |

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EDRS

| ASSESSMENT | COUNSELING | PLANNING | JOB SHADOW | MENTOR | JOB TRYOUT | PAID WORK | UNPAID WORK | COMMUNITY BASED INSTRUCTION | CLASSROOM BASED INSTRUCTION | SIMULATED WORK EXPERIENCE | PROJECT DESIGN-STRATION |
|---|---|--|------------|--------|------------|-----------|-------------|-----------------------------|-----------------------------|---------------------------|-------------------------|
| 15 ASVA and SAMIS | teacher and guidance counselor | student, teacher, parent and employer | | | | X | X | | X | X | X |
| 16 | school counselor and vocational counselor | | | | | | | | X | | |
| 17 | no | principal and teachers | | | | | | | | | |
| 18 Agriculture awareness and promotion | no | no | | | | | | | X | | |
| 19 School counselor personal | school counselor and employer | | X | X | X | | | X | X | | |
| 20 Qualified Professionals | LEP counselor | IEP | X | X | | | | | X | | |
| 21 | | | | | | | | | X | | |
| 22 Career exposure to the agriculture field | | | | | | X | | | X | | X |
| 23 Crafton vocational specialist | Individual therapist/job coach | academic/vocational instructors | X | X | | | | X | X | | |
| 24 Volunteers and students | volunteers and students | volunteers and students | | X | | | | | | | |
| 25 Reception and diagnostic center | N/A | N/A | | | | X | | | | | |
| 26 Informal as part of curriculum, maybe referred for formal assessment | DRS counselor for HIS students | WAT teacher, DRS counseling job placement coordinator, school staff as appropriate | X | | X | | X | | | X | |
| 27 supported work experience situational assessment | vocational counselors and teachers, job coach | vocational coordinators and teachers, job coach | X | | X | X | X | X | X | | |
| 28 students are assessed on the job by the teacher coordinator & FLT training sponsor | coordinators students are counseled by school guidance, teacher coordinator & FLT | coordinators none identified | | | | X | | | X | | X |

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| ASSESSMENT | COUNSELING | PLANNING | JOBSHADOW | MENTOR | COURTYOUT | PAID WORK | UNPAID WORK | COMMUNITY BASED INSTRUCTION | CLASSROOM BASED INSTRUCTION | SIMULATED WORK EXPERIENCE | PROJECT DEMONSTRATION |
|--|---|--|-----------|--------|-----------|-----------|-------------|-----------------------------|-----------------------------|---------------------------|-----------------------|
| 29. students are assessed on the job by the teacher. | counseled by school guidance | none identified | | | | X | | | | | |
| 30. done within the program by the teacher or guidance counselor | guidance counselor and EPE teacher | guidance does normal planning for all students | | | | | | | X | | |
| 31. students are assessed on the job by the teacher-coordinator as 1 | school guidance, teacher coordinator and OJT | none identified | | | | | X | | | X | |
| 32. by the teacher or guidance counselor | guidance counselor and WECEP teacher | guidance | | | | X | | | X | | |
| 33. ICTP coordinator, teachers and guidance | ICTP coordinator and teacher | ICTP coordinator, lab teachers, advisory committee and employers | X | | X | X | | X | X | X | X |
| 34. teacher | teacher and guidance counselor | teacher, advisory committee and employers | X | | X | X | X | X | X | X | X |
| 35. Prince William County schools and JTPA | teachers and counselors | drug test contracts guidance department | | X | | X | | X | X | X | X |
| 36. teachers and counselors | school counselor, teacher and school psychologist | educators and business | X | X | X | X | X | X | X | X | X |
| 37. counselor and child study team | school counselor and vocational counselor | Dept. of Labor and School | X | X | X | X | | X | X | X | X |
| 38 | | | | | | | | | | | |
| 39 | | | | | | | | | | | |

EDRS

| | | | | | | | | | | | |
|---|--|--|-----------|--------|------------|----------|----------------|-----------------------------------|-----------------------------------|---------------------------------|--|
| 3 vocational assessor space manager | vocational counselor and apprenticeship coordinator | Vocational director in coop- eration with Dept of Labor | JOBSHADOW | MENTOR | JOINTRYOUT | PAIDWORK | UNPAID WORK | COMMUNITY BASED INSTRUCTION | CLASSROOM BASED INSTRUCTION | SIMULATED WORK EXPERIENCE | PROJECT DEMON- STRATION SITUATION |
| | | | X | | | X | | | X | X | X |
| Local vocational counselor | on-site by skill center staff vocational counselor | individual service plan for each participant individual service plan for each participant | | | | X | | | X | | |

| ENTRANCE | OUTCOMES | POST OPTIONS | OTHER | BUSINESS | COMMUNITY | FUNDING | UNIQUE | STRENGTHS | WEAKNESSES | SYSTEM |
|---|---|---|--|--|----------------------------------|---|--|---|---------------------------------|--|
| 1 TABE | GED work or post-secondary | employment, further ed and GED | JTPA | worksites | no | JTPA, Giles county | characteristics cooperation with JTPA | 1. an option for older youth. 2. work and GED preparation | 1 limited slou. 2 1 year length | asset to workplace; employability skills training and job placement in JTPA |
| 2 Encouraged | job placement | job placement | Dept of ED | Va Dept of Labor and Industry partnership with school and business industry advisory board business advisory board | VCCS | Title III, part E Carl D. Perkins Act 1990 Chamber of Commerce normal funding | business community in partnership | | | all kinds of help to move child from school to work or school-to-school |
| 3 | staying in school and maintaining grade level | job placement and further ed | | | | standard funding \$30,000 grant | 1st program of youth apprenticeship with Tech prep | | | preparation transition to voc tech system inability to schedule youth 16-17 for actual GED. Unclear rules on GED testing |
| 4 Being developed | | job placement and further ed | | | | JTPA and school board | early intervention | | | system not well defined could improve as part of JTP |
| 5 Being established by a consultant | | job placement and further ed | public school and Blue Ridge CC | | | JTPA local funds | advance at own pace, set realistic goals, small groups and individual instruction | opportunity to meet success in academics and one-on-one contact | | |
| 6 | competency attainment | fu ther ed | | | contact with parents | DRS 80% FED, 20% STATE, DRS-JTPA contract 100% FED | services directly impacting students while enrolled in school | results measured in real work | | |
| 7 Practice GED test must exit at score above 45, then forward to GED | completed and secured GED | job placement and further ed | none except those requiring assistance | | | JTPA, DRS 80% STATE, DRS-JTPA contract 100% FED | Dr. of Special Ed serves on the advisory committee, CSB, DRS, DSS, SS linkages/collaborations with schools | enrollment of school personnel | | yes through DRS, DSS, VEC and other organizations |
| 8 Follow along 60 days prior to DRS closure | students retained as employees after completion of services | job placement and further ed | JTPA, VES and CSB'S | local private industry council | | JTPA, DRS 80% STATE, DRS-JTPA contract 100% FED | | | | yes, via DRS |
| 9 | independence and successful on the job | job placement and further ed, counseling and guidance | CSB, SS, VEC, D SS and Health Dept | | service clubs and churches | JTPA, DRS 80% STATE, DRS-JTPA contract 100% FED | | | | |
| 10 Rehab counselor follows student to successful post-secondary outcome | | job placement and further ed | | job related accommodations | awareness training for community | JTPA, DRS 80% STATE, DRS-JTPA contract 100% FED | | | | |
| 11 Questionnaire annually | students successfully employed | job placement and further ed | work with local schools | | | JTPA, DRS 80% STATE, DRS-JTPA contract 100% FED | | | limited geographic scope | |

| ISSUES | OUTCOMES | POST-OPTIONS | OTHER | BUSINESS | COMMUNITY | FUNDING | UNIQUE | STRENGTHS | WEAKNESSES | SYSTEM |
|--|---|--|--|--|--|--|---|---|--|-------------------------------|
| 12. No | employers evaluation request, 26 closures remain in school to earn regular diplomas | job placement and further ed, supported employment depends on educational need of each student | JTVA | local business and industry provide employment | social services, mental health agencies and Mt. Rogers multiple agencies provide support | IRS, State of VA, JTVA, PIC | only students with disabilities | team with school system Model program in Smyth Co. career training while working, opportunity to develop | at 10 transition team unique to each student | |
| 13. Yes, PIC requires | | | IRS | provide employment | agencies provide support | JTVA (PIC), local school funding and YES funds | competitive wage job support to meet community employment standards | career training while working, opportunity to develop | sacrifice quality for quantity | school system and DRS support |
| 14. No | local state and national activities increase competency local and successful employment employer satisfaction | job placement and further ed | provide judges for competitive work | yes | | federal, state and local | hands-on experience | bring real meaning to students | workshops to prepare resume | |
| 15. Yes, TAP test | | job placement and further ed | VA Dept of Forestry, VA State Univ and Co op extension | Farm Bureau and Southern states | | local | learn by doing and transition skills | team concept and partnership | yes, teachers, parents and employers | |
| 16. Yes, by former students and employers | | | | refer students to program | | local | collaboration with business and school | | no. Students return to this program from the workplace. good public skills for students in communication not really appropriate for 4th graders micro-management of student transition still under development | |
| 17. No | letters from students and teachers | | | | support | supplies and materials paid by flort. dept | 13 years of success, 800-1000 students per year | appreciation for AG and line a PT coordinator community support, dir. recent school superintendent on campus learning assistance center | | yes |
| 18. None | no formal instrument | further ed | Dept of Ed and Dept of Ag | | | non-profit organization | major AG curriculum for 8th graders paid director | | | |
| 19. Grateful employment and academic success | non-specific, general in scope | job placement and further ed | VEC and Land Fairfax Co | | Chamber members | initial fed and continuing local | | | | |
| 20. Team student conference | goals and objective success | Dept. Rehab | | | | none | multidisciplinary team | | no administrative commitment, inadequate co-op | |
| 21 | complete tests in different areas | job placement and further ed, students co-op | links with community | | | normal | flexibility | not special ed program | | |

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C-10

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| EXTENSIVENESS | OUTCOMES | POST OPTIONS | OTHER | BUSINESS | COMMUNITY | FUNDING | UNIQUE | STRENGTHS | WEAKNESSES | SYSTEM |
|---|--|---|---|---|--|---|---|--|---|--|
| 22 N/A | N/A | further ed | Form Bureau and VA Dept of AG | maybe | VA State Univ. | local | inner children exposed to AG and opportunities to interact with AG community able to help Taylor job in the community no training or volunteers | | | |
| 23 Student job coach and work-site supervisor | recommendation of student by placement site no feedback | job placement and further ed | none | Crafton vocational | Crafton vocational | home school of student | | | difficult to locate entry level positions | job coach always with student |
| 24 Student option to use JACS | all possible agencies open to citizenry | guide students to find jobs | | no funds, all volunteers | follow-up with personal contact | cognitive and effective support, student make choice of lengths of contract state | only as mentor or counselor | | | |
| 25 Yes, counsel. or via question.naire | students keeping their jobs for the time on work release, students being placed in | job placement | Dept. of Youth and Family Services | local businesses provide employment | N/A | state | provides paid work experience for incarcerated youth | work experience and self esteem | jobs are limited to mainly fast-food jobs | |
| 26 Final progress report and final end of the year report | annual survey of special ed students at grade, tentative career goals | job placement if appropriate and further ed based on next steps | DIRS for older HS students, into complicated, students become clients | non paid work experiences for HS students supervised on-site business employees | travel training on public transportation, visits to community services in some cases | local LEA funded | students participate in in-depth career exploration, personal assessments and on-the-job behaviors | hands-on production and sales of projects support not only student achievement, but also staff perceptions of students | instructional assistants would allow for more community participation of students; community-based classroom would be even better | when students exit V.A.T. WAT teacher writes new TPI to share with school staff and parents |
| 27 Job placement, employer evaluation and job coach | annual survey of special ed graduates | job placement, further ed and additional supported work experiences | supported work experiences, DIRS & CSH, All link with students | employer and employees involved with many students | | local LEA funded | a continuum of support is provided to students so they will have the opportunity for meaningful work experience | support is available to all students | job development coordinators follow-up on students after job coach leaves and students transition to paid employment | job development coordinators follow-up on students after job coach leaves and students transition to paid employment |
| 28 none usually | students receive evaluations from teacher & staff | job placement & further ed | | closely linked to the local hospitality business | | may be supported with Carl Perkins funding | classroom instruction is located in a hotel | recruiting and selection of students is difficult | | in the Va. Bench program students are required to be employed with a hotel |

7/1

C-11

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|----|---|--|--|--|---|--|--|--|
| 20 | none usually | evaluations from training sponsors | job placement & further ed | closely linked to small merchants | may be supported with Carl Perkins funding | classroom instruction located in the mall | marketing ed teachers are suspicious of stealing their students | students often remain employed after graduation |
| 30 | none other than required of all students in a school | | some programs give students an option to the WECEP program | curriculum adopted to meet requirements of the JTPA | often funded by JTPA | alternative methods of instruction to meet the needs and interests of the students | the only weakness is in those programs that are funded through JTPA | the only assistance the student receives is from the teacher |
| 31 | none usually, some programs standardized tests | evaluations from training sponsors | job placement and post secondary ed | they provide the working, training and evaluation | Carl Perkins funds can be used to support coop programs | this program is a real school-business partnership | administrators fail to see the amount of time required to coordinate a coop program | none is required |
| 32 | none | | job placement | businesses participate in training and evaluating | Carl Perkins | alternative methods of instruction most built around work situations | employers willing to work with WECEP students | WECEP teacher seeks to place student on job that are related to occupational interests |
| 33 | employer, job teachers and if pp assessment | on course grades, job placement and enrollment in further training | job placement, further ed and military service | advisory council assists with program planning | federal, state and local | not enough qualified student for job openings | not enough qualified students for job openings | yes the program is for that purpose |
| 34 | yes! job teacher and workplace supervisor | course grades and enrollment in further training | job placement, further ed and military service | advisory committee assists with program operation and evaluation | federal, state and local | students find employment commensurate with their training | close working relationship and this is the only program of its kind in Va. low cost to the school and employer | yes the program is for that purpose |
| 35 | | | job placement and further ed | | | | | |
| 36 | pre-post evaluation instruments | treatment referral program | CRS's health department and Mental Health agencies | sponsorship of drug free events and Church | federal and local | prevention focus for targeted population | paid work experience plus classroom credits federal support | support groups which serve as a system that helps students in transition |
| 37 | collect data and feedback from students and their parents | student, parent | career information and exploration | provide materials and other resources | local, state and federal | centralized place where students can secure relevant career information | accessibility | vocational assessment |

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|---|---|--|---|--|------------------|--|---|---|---|--|
| 38 not enough personnel | | job placement, further ed and military | employers | 100% partnership | local government | all | several programs are being replicated by other LEA's | business collaboration with community | BRCC unwillingness to develop tech-prop | instructors, counselor and administrator assist with job placement college classes are set up for the students |
| 39 info is N/A | job placement and further ed | job placement, further ed and military | Dep of Labor and Industry | 20 different employers | | federal and local | linkage between secondary and postsecondary learning | students are ready to attend classes at the community college | | |
| 40 school officials determine whether or not student has skills to go on to further education | on-the-job success by students, school and employer collaboration | job placement, further ed and military | strong role by Dept of Labor | if economy is good employers are willing to employ apprentices | | program is not expensive for the school because employers pay students | one of a few school systems within the region | build student's self-esteem and instrumental in drop-out prevention | | coordinator assists students in placement |
| 41 yes, post test in ed programs | enter unsubsidized employment and complete major level of education | job placement and further ed | GED, JTPA | local private industry councils | | JTPA 2% set aside, and JTPA 78% II-A funds | most programs utilize C&I programs for basic skills | can upgrade basic skills and work on vocational training at same location | training limited to what is available locally | each skill center provides placement services to clients |
| 42 yes, post test (TAAIE) | return to school and complete basic skills competency | further ed and proficient in job specific competencies | CATC local JTPA oversight and US Dept of Ag | Signet Bank | | JTPA II-B funds summer youth | three companies make up cash mountain and students also earn money through profit sharing | innovative programs teaches basic skills and vocational skills | | |