Policy Focus Area 2: Systematically Connect Foster Youth to Education and Workforce Development Programs

Resource Materials

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Appendix D: The Workforce Investment Act – A Primer

Signed into law on August 7, 1998, the Workforce Investment Act (WIA) of 1998 dramatically reformed the nation’s workforce development system at the local, state, and national levels. The omnibus act – the first comprehensive rewrite of federal job training laws since the Job Training Partnership Act (JTPA) was passed in 1983 – codified new standards of collaboration, accountability, and flexibility for participants, community agencies, and government entities alike. While the legislation also covers adults and dislocated workers, this document will focus on the innovative provisions for youth. Most notably, WIA mandates the establishment of Youth Councils to advise and assist each local Workforce Investment Board in developing employment, educational, and social service programs for young people.

In this appendix we will provide a brief overview on all youth-related aspects of WIA. This primer is organized as follows:

- What’s changed?
- Approach to youth services
- Workforce Investment Boards
- Youth Councils
- Eligibility
- Ten required program service elements
- Performance measures
- Connection to One-Stop Centers

The Workforce Investment Act of 1998: What’s Changed?

For the most part WIA is not so much a reinvention as a reconfiguration of the nation’s workforce development system. Many of the act’s primary themes existed under JTPA, either from its inception or as the result of subsequent amendments. By September 1998, for instance, over 800 One-Stop Centers were already in operation throughout the country, and over 95 percent of the states were in the process of building more. The majority of representatives on local governing boards (Private Industry Councils under JTPA, Workforce Investment Boards under WIA) are required to come from the private sector, with the balance representing labor, state agencies, and community-based organizations. WIA further specifies the composition of local Youth Councils, calling for participation from representatives and former clients of youth programs as well as officials from Job Corps, juvenile justice, and public housing. In a sense, WIA simply represents a culmination of the priority shift in government social services over the last two decades to customer choice, private industry input, devolution of funding authority to states, and increased local control. What propels the legislation is a push toward streamlining and unifying workforce development programs. Workforce Investment Boards and Youth Councils together function as the engine behind this drive, seeking to eliminate duplication of services, enforce new standards of performance, and establish the system as a close-knit network rather than a collection of discrete, stand-alone programs.

At this writing, the Workforce Investment Act is up for re-authorization by the United States Congress. The administration’s proposal calls for major shifts in the youth title, including making Youth Councils (now mandatory in every local area) optional, and focusing WIA youth dollars primarily on highly targeted youth populations. It has not yet been determined which of these and other provisions will be included in the final re-authorization language, and it is difficult to predict their impact on local workforce systems.

The Approach to Youth Services under the Workforce Investment Act

The Workforce Investment Act has affinities with other recent legislation pertaining to
economic development and job readiness. The youth components of WIA were aligned with the framework set forth in the School-to-Work Opportunities Act of 1994 (STWOA), which called for improved career preparation activities for students both in schools and at workplaces, enhanced emphasis on the connections between school-based and work-based learning, and the formation of multiple-stakeholder advisory councils to make policy recommendations at the local level. Local collaborations around funding and service provision are similarly invoked in School-to-Work implementation language. School-to-Work has now expired as a federally funded initiative, but many of the local alliances developed to carry out its work have been important building blocks of WIA. It is important to note that WIA specifically prohibits the use of WIA dollars to support School-to-Work; however, the philosophy and key elements of STWOA at the local level are wholly consistent with the activities and approaches called for through the later measure. States and local areas can build on effective strategies and partnerships refined under School-to-Work and apply them to system-building and program development under WIA.

In its focus on increasing self-sufficiency for low-income youth, WIA also has much in common with the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which replaced the federal guarantee of support for families with dependent children with Temporary Assistance to Needy Families (TANF). Funded by federal block grants to states, TANF seeks to move welfare recipients into the labor market and places strict limits on the amount of time a family may spend on public assistance. In numerous communities, TANF funds have been directed toward WIA purposes and TANF services can be accessed through One-Stop Centers. TANF representatives sit on nearly all state Workforce Investment Boards and formal memoranda of understanding between TANF and WIA systems are in effect in many states.

WIA, School-to-Work, and TANF are concerned with workforce development, but it is the Workforce Investment Act’s framework of youth development principles and the broad role of Youth Councils that sets it apart from the other two. It is this set of aims that lays the groundwork for Youth Councils aspiring to create comprehensive local youth-serving systems that have influence and impact beyond the requisites of WIA.

The principles of youth development stress that the community as a whole contributes to each child’s passage to adulthood. Although populations with the greatest need should receive the most attention, the mobilization of stakeholders from all sectors of the local area can create strategies for the betterment of all youth. Certainly these are lofty goals, none more so than the final one. Achieving them will require dedication and effort on the part of all players. But concentrated resources are available, and some of the framework is already in place.

Youth Development

A youth development approach views each young person globally, as an aggregate of needs to be addressed, assets to be preserved, and potentials to be nourished, rather than as problems to be solved. Moving beyond standards of employability (emphasized under JTPA), youth program planners must also account for young people’s needs for structure, belonging, self-esteem, autonomy, competence, and healthy relationships. Youth development highlights the promotion of positive behavior over the treatment of negative behavior or conditions and the fostering of resilience in the face of difficulties and setbacks; it envisions youth as partners in progress, rather than simply recipients of services. Projects and programs using a youth development approach enable youth to build skills, exercise leadership, meet high expectations, form relationships with concerned adults, and improve their communities.

According to Karen Pittman, leading youth development theorist and executive director of the Washington, DC-based Forum for Youth Investment, “Even for marginalized youth and families, the strategy is not fix then develop, it is fix through development.” Pittman enumerates five sets of competencies key to the attainment of adulthood that youth development must address: physical well being, personal and social, cognitive and creative, vocational, and citizenship.
Let’s take a closer look at the parameters of the law itself.

**Workforce Investment Boards**
Appointed by the chief elected official or officials in a local area, the membership of local Workforce Investment Boards must include representatives from business, education, labor, community-based organizations, economic development agencies, and One-Stop partner representatives. Boards develop and submit WIA service plans to the governor, select providers, and conduct oversight on WIA-funded activities. They also gather information pertinent to their decision-making, such as employment statistics and program effectiveness data, cultivate linkages with private sector employers, and may apply for and accept non-federal grants and donations.

**Youth Councils**
Recognizing the unique needs of youth, especially those of the low-income, at-risk population that the act targets most directly, WIA calls for the formation of Youth Councils to serve local Workforce Investment Boards in an advisory capacity in the development of youth policy and the selection of youth service providers. Youth Councils are a unique feature of WIA with the potential to be the convener for the development of local youth-serving systems. The Youth Council, appointed by the WIB, consists of board members with expertise in youth policy as well as representatives from youth service agencies (including juvenile justice and law enforcement), public housing officials, Job Corps, parents of eligible youth, and people with experience relating to youth activities (including organization personnel and former participants). The council creates the portion of the WIA local plan that pertains to youth, recommends eligible youth activity providers, conducts oversight on those providers, and coordinates WIA-authorized youth activities. In its planning, selection, and oversight capacities, the council functions as the youth-focused extension of the greater board, though its actual prerogatives will differ from locality to locality. In many areas, for example, the Youth Council’s responsibility is to develop the Request for Proposals for youth service providers; in others, they are empowered to also select the providers. In their role as coordinator and broker of youth activities covered by WIA, Youth Councils have an opportunity to make decisions that will affect all young people, not just those eligible for WIA programs, by expanding their focus to embrace a vision for the development of a comprehensive youth-serving system.

The institutional placement, composition, and authority granted to Youth Councils vary significantly from locality to locality. This flexibility is a positive and useful characteristic of the law, but it also means that Youth Councils are what local policy makers envision them to be.

Though Youth Councils have a strong role in the development of local youth-serving systems, they are initially charged and required to consider how to best meet the needs of youth eligible for WIA services.

**Eligibility**
Youth programs funded by the Workforce Investment Act are open to young people age 14 to 21 who must submit documentation to prove eligibility. Ninety-five percent of youth served must be low-income and face one or more barriers to employment. These may include

- basic literacy skills deficiency;
- school dropout;
- homeless, runaway, or foster child;
- pregnant or a parent;
- an offender;

21 The term “low-income” means any youth who receives or is a member of a family that receives public assistance in the form of cash payments; whose income or whose family’s income does not exceed either the poverty line or 70 percent of the lower living standard income level, whichever is higher; receives or is eligible to receive food stamps; is homeless; is a foster child; or is an individual with a disability who meets either of the first two requirements, even if he or she is a member of a family whose income is higher. [WIA, Title I, Section 101 (25)]
• an individual who requires additional assistance to complete an educational program, or to secure and hold employment (may be defined at the state or local level per WIA Final Regulations Section 664.210)\textsuperscript{23}.

Five percent of those enrolled may be non-low-income. At least 30 percent of youth funding must be invested in services for out-of-school youth. Youth are divided into two age-based categories: younger (14–18) and older (19–21). Older youth may enroll concurrently in WIA adult programs. All young people, regardless of economic background, may use core resources for job search and referral services at One-Stop Centers.

**Ten Required Program Service Elements**

Ten elements must be incorporated into every local design of year-round WIA programs and services for youth:

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout-prevention strategies
2. Alternative secondary school services
3. Summer employment linked to academic and occupational learning
4. Paid and unpaid work experience including internships and job shadowing
5. Occupational skills training
6. Leadership development, which may include community service and peer-centered activities encouraging responsibility
7. Supportive services
8. Adult mentoring during program participation and at least 12 months subsequently
9. At least a 12-month follow-up upon program completion
10. Guidance and counseling, including drug and alcohol abuse counseling and referral.

In addition to these ten program elements, each young person must be given an individual needs assessment, participate in the development of an individual service strategy, receive preparation for post-secondary education and/or employment, and have access to information and referrals.

**Performance Measures**

Seven core performance indicators have been established as measures of individual progress. For younger youth, the measures are basic skills attainment; high school diploma/GED attainment; and retention in postsecondary education, advanced training, apprenticeship, the military or employment. For older youth, the measures are employment, employment retention, earnings change, and credential attainment. For both participants and employers, formal customer satisfaction ratings have been established.

WIA provides that states may earn monetary incentives or be assessed penalties based on performance levels.

\textsuperscript{22} The term "offender" means any youth who is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial, or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. [WIA, Title I, Section 101 (27) WIA Section 101(13)]

\textsuperscript{23} WIA Section 101(13)
Connection to One-Stop Centers

The One-Stop delivery system required under WIA is intended to maximize convenience and concentrate resources for the benefit of both job seekers and workplace partners. In a single location, WIA job seekers receive assessments, seek guidance and referrals, obtain help with paperwork, and carry out education, training, career, and employment research by phone or computer. Workplace partners receive referrals from pre-qualified job seekers, job fair opportunities, and access to a pool of ready applicants. Each local area has established at least one such center providing all core services, with satellite offices or networks supplementing offerings as necessary. Workforce Investment Boards select the operators of One-Stop sites.

Although the One-Stop system was not designed to provide a full range of services to individuals under the age of 18, some services and activities are available to them. Some localities have established One-Stops especially for youth, often situated near places where young people are likely to congregate; other areas are staffing existing One-Stops in part with youth program personnel. Not all services are located in the physical space of the One-Stop, but all are accessible through that site.

Services to Youth through One-Stop Centers around the Nation

- Gloucester County, New Jersey’s Youth Council has established a Youth One-Stop Center at the Gloucester County Institute of Technology, offering comprehensive services to out-of-school youth and others.
- Marion, Polk & Yamhill Youth Council in Oregon requires that all proposals include a One-Stop center among the partners.
- Kings County Youth Council in California operates five mini One-Stop centers at area high schools.
- The Youth Council of Northern Virginia operates a youth-designed employment resource center named the Job Hut. Located in Manassas Mall, a regional shopping center, the Job Hut operates during hours suggested by youth.
- The Philadelphia Youth Council now partners with the city’s Department of Human Services (DHS) to run three Youth Opportunity Centers. DHS established a strand of education, life skills, and work experience programming to meet the needs of returning young offenders, and the Centers have continued to provide services to out-of-school youth.

Summary

The Workforce Investment Act significantly altered the administration of workforce preparation services for youth at the national level in order to promote the establishment of comprehensive youth-serving systems at the local level. Combining JTPA year-round and summer youth allocations into a single formula-based funding stream, WIA targets services to low income youth ages 14 to 21 who face one or more barriers to employment. Emphasizing youth development principles, WIA prescribes ten service elements that address a broad range of young people’s needs, including mentoring, counseling, and a full year of follow-up tracking. Laying the foundation for greater local control and more informed planning, WIA charges local Workforce Investment Boards to appoint Youth Councils that will guide and oversee all board decisions pertaining to youth programs. Above all, the law encourages practitioners to look beyond their own narrow funding streams to consider developing service systems that respond to all youth in a community, not just the portion of low-income at-risk young people directly targeted by the act.
Appendix E: WIA Reauthorization Overview—Summer 2005

Changes and Opportunities in the Workforce System
This overview was prepared by New Ways to Work for the Youth Council Institute. Originally created as a Power Point presentation, it was used during forums offered during the summer of 2005 to help Youth Councils in California plan for changes to WIA and for adoption of common measures. The last section of this overview presents clarifying questions that were used during the portion of the forums designed to assist Youth Councils with their planning.

US Department of Labor’s (DOL) New Strategic Vision for Delivery of Youth Services under the Workforce Investment Act
The DOL Employment and Training Administration’s (ETA) overarching priority for the entire workforce investment system is to meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21st century. The New Strategic Vision is not legislated.

The vision statement reads as follows:
Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy.

WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

The new strategic vision for youth is focused in four areas, known as the four pillars:
♦ Focus on alternative education
♦ Meet the demands of business, especially in high growth industries and occupations
♦ Focus on the neediest youth
♦ Focus on improved performance

Workforce Investment Act Reauthorization
The Workforce Investment Act (WIA) formula-funded youth program serves eligible low-income youth, ages 14-21, who have barriers to employment. Service strategies prepare youth for employment and/or postsecondary education through strong linkages between academic and occupational learning.

Over the past several years, Congress has attempted to reauthorize WIA, but members have not yet reconciled differences in proposed changes to WIA. The following list identifies the areas of WIA where changes have been proposed:
♦ Age of eligibility
♦ Income eligibility (some form of none)
♦ Percentage of in-school vs. out-of-school youth served
♦ New program elements
♦ Replacement of Youth Opportunity Grants with Challenge Grants
♦ Matching grant requirements
♦ Youth Council status (mandatory or optional)

Common Measures
Whatever changes eventually emerge, the ETA is requiring all WIA-funded programs to use a set of common measures developed by the Office of Management and Budget (OMB) to evaluate the

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effectiveness of similar programs. Common measures are being used to formally integrate performance review with budget decisions, as called for in the President’s Management Agenda.

In many cases, the common measures are similar to the existing performance measures. However, no common measure is calculated exactly like any current performance measure. Beginning in 2005, WIA-funded programs were required to gather data for both the initial WIA performance indicators and for the new common measures. The common measure data were for reporting purposes only in 2005. Once WIA is reauthorized, the common measures will replace the original WIA performance indicators.

The measures for youth employment and education programs cover entry into employment and education, attainment of a degree or certificate, literacy and numeracy gains, and cost. Other changes entail eliminating the distinction between younger and older youth, switching from program registration to program participation, and clarifying the definition of program exit.

**Attainment of degree/certificate.** The following section presents some details about the common measure related to attainment of degree/certificate:

A *diploma* is defined as any credential that a state education agency accepts as equivalent to a high school diploma.

A *certificate* is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within and occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Recognition of generic pre-employment and/or work readiness skills are not considered certificates.

The common measures recognize the following *awarding institutions*.

- State educational agency
- Institution of higher education
- Professional, industry, or employer organization or a product manufacturer
- Registered apprenticeship program
- Public regulatory agency
- Program approved by the Department of Veteran Affairs
- Office of Job Corps
- Indian Tribe Higher Education Institution
California’s One-Stop Career Center System is a statewide network of conveniently located centers that each provide employment, education, and training services all in one place. Certain One-Stop Career Centers have all employment, training, and education partners and their programs on-site, while others have only selected partners and programs on-site. The centers include programs such as Job Services, Unemployment Insurance, Vocational Education, Vocational Rehabilitation, and Youth services. Some of the One-Stop Career Centers are referred to as "kiosks". These kiosk locations usually are self-service and have no staff available for assistance. Regardless of the type of One-Stop Career Center you visit, though, all related services and/or information are available through that location.

One-Stop Career Centers are established and maintained as parts of your local communities. They are conveniently located and provide a wealth of information and assistance for job seekers, education and training seekers, and employers. All members of your community, including persons with disabilities and persons with limited English-speaking ability, are welcome to use the One-Stop Career Centers.

http://www.edd.ca.gov/ONE-STOP/default.htm, retrieved 12/31/07
COMMUNITY CLASSROOM

Community Classroom is an instructional methodology that utilizes unpaid on-the-job training experiences at business, industry and public agency sites to assist students in acquiring the skills, knowledge, and attitudes necessary to acquire entry-level employment.

Scope
The intent of Community Classroom is to provide additional resources and support so that concurrent, formalized classroom instruction can be extended to the workplace and enhance the acquisition of marketable skills by students. Community Classroom work-based learning experiences are directly connected to classroom instruction.

Community Classroom includes a career technical education course which may utilize the facilities and equipment of a public agency or private business to provide students the opportunity to expand the competencies developed in class through unpaid on-the-job experiences. The curriculum for a Community Classroom course focuses on the knowledge and skills needed for employment and provides instruction both in the classroom and through the unpaid training station. A course outline or training plan that identifies the length of time spent in the classroom and at the training site is used to support a connected and integrated curriculum.

Students earn grades and credit when they receive satisfactory evaluations of their participation in:
- Related classroom instruction, which is the responsibility of the Community Classroom teacher; and
- The unpaid training station, which is the responsibility of the teacher with the assistance of the management of the Community Classroom worksite.

Regulatory Authority
Community Classrooms are supported by CA Education Code Section 52372.1 and are most commonly associated with Regional Occupational Centers and Programs (ROCPs).


For more information visit:
California Department of Education http://www.cde.ca.gov

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Cooperative Career Technical Education (formerly Cooperative Vocational Education) is an instructional methodology that combines classroom-based vocational study with paid, productive work experience in a field related to students’ majors or career technical goals.

Scope
Cooperative Career Technical Education includes cooperative agreements between schools and employers to provide students with enhanced educational experiences in specific occupational areas. Cooperative Career Technical Education correlates formal career technical classroom instruction with regularly scheduled, paid on-the-job training. It enables students to develop and refine the occupational competencies (attitudes, skills and knowledge) needed to acquire, adjust and advance in an occupation.

At the community college level, Cooperative Work Experience Education provides opportunities for students to combine work with learning through a plan adopted by the district and approved by the chancellor. The plan sets forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. All laws or rules applicable to minors in employment relationships are applicable to students enrolled in work experience courses.

There are two types of Cooperative Work Experience Education, General Work Experience Education and Occupational Work Experience Education.

General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

Occupational Work Experience Education is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.

Regulatory Authority
Cooperative Career Technical Education is supported by CA Education Code Section 52372.1.
Cooperative Work Experience Education is supported by CA Code of Regulations Sections 55250 – 55257


For more information visit:
California Department of Education http://www.cde.ca.gov
California Code of Regulations, Title 5 http://ccr.oal.ca.gov

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The Supervised Occupational Experience Program is an instructional methodology in which instruction is extended beyond the classroom. The program utilizes an individually designed sequence of practical agricultural activities that occurs outside class, meets established minimum criteria and is supervised by a qualified agricultural education teacher.

**Scope**

The Supervised Occupational Experience Program develops competencies related to the agricultural careers selected by participating high school students. Program activities along with classroom instruction and leadership development are the three required core elements of a certified Vocational Education Program in California.

Although participation in a Supervised Occupational Experience Program can lead to a career in farming, that is not the program goal. The opportunities for students to become fully established in an agricultural enterprise are remote and most students should not be encouraged to think of the program as direct preparation for such a career. Skills, knowledge and attitudes developed through the program are relevant to most occupations and can be beneficial in preparing students for any career.

There are several types of Supervised Occupational Experience Programs.

**Ownership/Entrepreneurial/Productive-Agricultural Production or Agribusiness Mini-enterprises:** This program is conducted on or off school property and involves students directly in individually owned businesses or partnerships, cooperatives or other forms of group ownership. A key feature is that students engaged in this program have financial investments in the experience.

**Paid Placement:** In this program students are employed as paid workers in agricultural production or agribusiness jobs. The amount of compensation must be a matter of record, and applicable labor, safety and health laws and regulations must be observed.

**Unpaid Placement:** In this program students are job shadowing in agricultural businesses, are not compensated and are covered by school district workers compensation insurance.

**Directed Laboratory:** In this program students are in unpaid, practical agricultural group activities planned by the teacher. These are usually conducted on school property and funded through some source other than by the students themselves. The program is conducted partially during class time but must involve out-of-class hours as well. Students may share in any resulting profits.

**Regulatory Authority**

Supervised Occupational Experience Programs are supported by the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105–332, Title II) and the Agricultural Education Vocational Incentive Grant Program (California State Legislature, 1983). Supervised Occupational Experience Programs are defined as a part of the State’s Agriculture Career Technical Education in the CA Education Code Sections 52450 – 52454 and are overseen by the local education authority in conjunction with the California Department of Education’s Agriculture Education Unit.


For more information visit:

- Agricultural Education Unit of the California Department of Education [http://www.calaged.org](http://www.calaged.org)
Tech Prep education is a planned sequence of courses designed as career pathways in vocational and technical fields. It begins no earlier than the ninth grade and continues through two to four years of postsecondary education. The postsecondary experience may include participation in a formal apprenticeship program or earning an associate or baccalaureate degree.

Scope
Tech Prep programs:
- Combine at a minimum two years of secondary education with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study;
- Integrate academic, vocational and technical instruction;
- Utilize work-based and worksite learning where appropriate and available;
- Provide technical preparation in a career field such as engineering technology; applied science; mechanical, industrial, or practical arts or trade; agriculture; health occupations; business or applied economics;
- Build student competencies in mathematics, science, reading, writing, communications and economics as well as workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses;
- Lead to an associate or baccalaureate degree in a specific career field; and
- Lead to placement in appropriate employment or to further education.

Tech Prep programs require a formal and program-specific articulation agreement between secondary and postsecondary institutions. Tech Prep is made available to all secondary students and prepares them either for direct entry into the workplace as technically skilled employees or into institutions of higher education.

Regulatory Authority
Tech Prep is a federally funded program intended to develop Tech Prep consortiums nationwide. It is supported by the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105–332, Title II). The funds for Tech Prep are jointly administered by the California Department of Education and the Chancellor’s Office of the California Community Colleges. Tech Prep programming is supported by the 2000–2004 California State Plan for Vocational and Technical Education (approved in March 2000).


For more information visit:
California Department of Education http://www.cde.ca.gov/perkins/
Career Development and Curriculum Leadership Unit http://www.cde.ca.gov/shsd/aci/tp/
TRANSITION PARTNERSHIP PROGRAM

The Transition Partnership Program is a community-based program that provides employment training, life skills training and job placement services to students with special needs who are transitioning between school and work.

Scope

Education for disabled students has been viewed as a right since the 1975 passage of the Education for All Handicapped Children Act (Public Law 94–142). This federal legislation established the delivery of educational services based on a thorough assessment of student needs and provides for the services to be delivered in the least restrictive environment.

The Individuals with Disabilities Education Act as amended in 1997 (Public Law 101–476) responded to concerns about segregated approaches to delivering special education by placing emphasis on inclusive schools. The act addresses the need for transition planning and preparation for the time when students with disabilities will no longer be in school by requiring that their transition planning begin well before graduation. The preferred age for planning is 14, but it should begin no later than 16.

The California Education Code (Sections 56460–56463) defines the goal of transition services as the “planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs.”

Students participating in Transition Partnership Programs receive instruction in decision-making, interpersonal communications, community responsibility, employment preparation and independent living skills. The students are supported by program staff, receive career guidance, participate in on-the-job training and receive additional job development services as needed.

Regulatory Authority

Transition Partnership Programs are funded and administered by the California Department of Rehabilitation in partnership with the California Department of Education.


For more information visit:

California Department of Education http://www.cde.ca.gov
**FACTSHEET**

**WORKABILITY**

WorkAbility is a state-funded program that provides worksite training and follow-up for students with special needs who are making the transition from school to work.  

**Scope**

In 1981, the California Department of Education completed a two-year study concerning the status of vocational programs for students with disabilities. The study showed that:

- Special education students were not being adequately prepared for the labor market;
- Few students with disabilities were successful in vocational education unless extra assistance was made available to them;
- Special needs students often failed to succeed in required academic courses because of their lack of academic readiness;
- Vocational courses did not always specifically target the reading or math levels that some special education students required;
- A state interagency approach was needed to bring together the teaching skills of California Department of Education educators, the job-seeking support of Employment Development specialists and the counseling skills of Department of Rehabilitation counselors.

California Department of Education implemented WorkAbility I in 1981 to increase the employability of special education students and provide career and/or vocational education training as well as specialized education work experiences. WorkAbility II was implemented in 1985 to provide specialized vocational assistance to out-of-school youth and adults with disabilities. In 1986, WorkAbility III was implemented to serve people with disabilities who are both community college students and Department of Rehabilitation clients who desire and need employment. WorkAbility III offers direct job placement, transition assistance into jobs and supportive services. WorkAbility IV, which was implemented in 1992, assists persons with disabilities who are both university students and DR clients in transition from school to work.

Students are provided with job training at no cost to the employer and the wages are paid through WorkAbility. Students receive up to 100 hours of training to learn job-related skills in real work environments. Students also have a chance to relate schoolwork to their experiences in the workplace while developing self-esteem, independence and employability and communication skills. A WorkAbility job placement specialist assists in placement, training and monitoring student progress.

**Regulatory Authority**

WorkAbility is funded and administered by the California Department of Education, Special Education Division and is supported by **CA Education Code Section 56470–4**.


For more information visit:

California Department of Education
Special Education Division [http://www.cde.ca.gov/spbranch/sed/worka_i/wkaindex.htm](http://www.cde.ca.gov/spbranch/sed/worka_i/wkaindex.htm)


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WORK EXPERIENCE EDUCATION

Work Experience Education is a course of study which combines an on-the-job training with related classroom instruction.

Scope

Work Experience Education programs are one means of promoting the connection between the educational curriculum and the workplace. These programs extend learning experiences outside the classroom and into the community. The value of this extension lies in the fact that worksites become career training laboratories in which students can develop a positive work ethic and learn or polish their skills in actual work settings.

Work Experience Education programs involve teachers, counselors, students, parents and employers to:

- Link the academic core curriculum with the world of work and promote students' school-to-career transitions;
- Help students develop the skills, habits and attitudes that support job success and personal growth;
- Assist students in selecting careers and preparing realistically and wisely for the world of work;
- Use a community's businesses as career training laboratories to help students develop a positive work ethic; and
- Acquire or refine work-related skills and job performance in actual work settings.

Work Experience Education includes both paid and non-paid experiences. In all unpaid experiences the school district must provide workers’ compensation insurance for the student. In no cases shall the student replace a paid employee.

Work Experience Education consists of three program areas: General Work Experience Education, Vocational Work Experience Education and Exploratory Work Experience Education.

General Work Experience Education is an instructional course which focuses on the application of the basic skills of reading, writing and computation. Students acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction.

Vocational Work Experience Education reinforces and extends vocational learning opportunities for students to the workplace through a combination of related classroom instruction in work experience education and supervised paid employment in the occupation for which their vocational study prepares them.
**Exploratory Work Experience Education** assists students in defining their interests and determining their suitability to various occupations. Students are offered the opportunity to observe and learn about a variety of occupations and businesses including a combination of job shadows, workplace tours and related classroom instruction.

Through Exploratory Work Experience Education:

- There is no paid employment;
- Students job shadow in different professions during the course of the semester;
- Enrollment is open to students from 12 years of age;
- The district must specify the number of hours and the rotation to different job sites;
- Training agreements should stipulate the career areas in which students will gain firsthand knowledge by observing employees at work; and
- The length of the assignments varies according to students’ aptitudes, the occupation being explored, the facilities of the observation station and the job classification.

**Regulatory Authority**

Work Experience Education is a course of study that may be established by the governing board of any school district or other specified local education agency in accordance with the provisions of the *CA Education Code Sections 51760–51769.5 and 51775–51778* and the *CA Code of Regulations Title 5*. Each local education agency that elects to conduct a Work Experience Education program must submit a plan to the California Department of Education for approval. Eligible local education agencies include school districts, county offices of education, consolidated cooperatives and migrant education regions.


**For more information visit:**

- California Department of Education
  - High School Leadership Division [http://www.cde.ca.gov/shsd/wee](http://www.cde.ca.gov/shsd/wee)
The Partnership Academy Model

The Partnership Academy Model is a three-year program, grades 10-12, structured as a school-within-a-school. There are currently 290 funded programs throughout California. The model, originating with the Philadelphia Academies in the late 1960s, spread to California in the early 1980s. Academies incorporate many features of the high school reform movement that includes creating a close family-like atmosphere, integrating academic and career technical education, and establishing viable business partnerships. Emphasis is also placed on student achievement and positive postsecondary outcomes. Academies have been carefully evaluated and shown to have positive impacts on school performance. Key components of the Academy model are:

- **Curriculum** focused on a career theme and coordinated with related academic classes;
- **A voluntary student** selection process that identifies interested ninth graders;
- **A team of teachers** who work together to plan and implement the program;
- A variety of **motivational activities** with private sector involvement to encourage academic and occupational preparation, such as a mentor and internship program, enhanced curriculum, classroom speakers, field trips, and postsecondary options.

Curriculum and Career Focus

The career technical focus for an Academy is determined by an analysis of the local labor market, with an eye toward fields that are growing and healthy, that offer jobs with career “ladders,” and that have companies willing to support the program. Career technical education is kept broad, focusing on industries rather than specific jobs in areas such as business technology, health, electronics, media, agribusiness, building trades, natural resources, finance, and retail trade. The integration of a standards-based academic and career-technical curriculum is a key ingredient.

Staffing

Teachers request to participate in the program and must be willing to work with “at-risk” students. Teachers are required to have a common planning period to meet regularly to: a) plan the program activities and curriculum; b) coordinate with business representatives; c) meet with parents; and d) discuss student progress.

Student Selection

At least half of each new class must meet three out of four criteria used to determine student eligibility. The criteria used include: irregular attendance, past record of underachievement, low motivation or disinterest in the regular academic program, and economically disadvantaged. The remaining one third has no restrictions. The program is voluntary; students must apply, be interviewed, and be selected on the basis of need and interest. About 50-60 students are typically selected for entry each year, enough to comprise two sections of a sophomore class.

Business Involvement

Each Academy has a partnership with employers. Employer representatives: a) serve on an Academy steering committee that oversees the program; b) help to develop the career technical curriculum; c) provide speakers for Academy classes; d) host field trips to give students a perspective of the workplace; e) provide mentors who serve as career-related role models and personal points of contact in the field of training; and f) provide summer jobs and part-time school-year jobs.

The Mentor Program

In the eleventh grade, Academy students are matched with mentors. Mentors are usually employees of participating businesses who volunteer to be a "career-related and/or caring adult" in the student's life.

**Internship Program**

After their junior year, students performing well enough to be on track for graduation are placed in jobs. Students apply for these jobs as they would in the open market; i.e., they prepare resumes, complete job applications, and have interviews. Companies make the hiring decisions.

**Funding and Evaluation**

Funding is performance based; only those students meeting the 80 percent attendance and 90 percent credit requirements qualify for funding. State grants must be matched 100 percent by both the receiving district and business partners. Annual evaluations consistently reflect improved student performance on attendance, credits, grade point averages, and graduation rates.

**Funding Requirements**

Following are the funding requirements for California Partnership Academy grants:

1. The district provides 100 percent match of state funds received in the form of direct and in-kind supports.
2. Participating companies or other private-sector organizations provide 100 percent match of state funds received in the form of direct and in-kind support.
3. State funds provided by the Partnership Academy program are only used for the development, operation, and support of Partnership Academies.
4. The Academy is established as a "school-within-a-school" with classes restricted to Academy students.
5. Academy teachers work as a team in planning, teaching, and troubleshooting program activities.
6. An advisory committee is formed that consists of individuals involved in Academy operations, including school district and school administrators, lead teachers, and representatives of the private sector. The advisory committee meets regularly.
7. During grades ten and eleven Academy students are provided instruction in at least three academic subjects that contribute to an understanding of the occupational field of the Academy and one career-technical class related to the Academy's occupational field.
8. Academy classes during twelfth grade are available but may vary.
9. The school site class schedule limits Academy classes to Academy students with classes block scheduled whenever possible.
10. Students are provided with a mentor from the business community during the student's eleventh grade year.
11. Students are provided with an internship or paid job related to the Academy's occupational field or work experience to improve employment skills during the summer following eleventh grade.
12. Students are provided opportunities to engage in additional motivational activities with private sector involvement to encourage academic and occupational preparation.
13. Academy teachers have a common planning period to interchange student and educational information.

Welcome! Let us help you learn how to create a great career and become an effective career self-manager! You've heard it before. We live in a time of constant change. No where is this more evident than in jobs and work settings. The only way to be sure of finding and keeping work you like is to keep learning. These days, you have to invest in lifelong learning to stay competitive and in demand.

Whatever stage you are at in your career, there are plenty of career decisions ahead of you. The decisions you make about your career will directly affect your family, your finances, your health, your social life and leisure time and your overall lifestyle. No one else can make your career decisions for you. If you want it to work out well, you have to take charge and manage your own career. The skills to do this can be learned through career development programs. Some of the best career development programs in the world are available to you through this site.

What is career development?
Career development is a lifelong process of exploring, choosing, and implementing decisions about educational, work and life roles. It includes an individual's values about work, their beliefs about their own interests and abilities, their decisions about education, the ways they negotiate transitions into and out of work experiences and their unique interactions between work and other life roles. (Herr, 2004)

Developing Your Career Self-Management Skills
Using the resources found in this web site will help you develop the personal, social, educational, and career self-management skills to develop and maintain a fulfilling life/career. We hope you enjoy the journey.

CalCRN Resources

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<td>Which personality fits you best?</td>
<td>Includes detailed information on many career resources</td>
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Federal Youth Coordination Act (H.R. 4703)

**Background:**
The White House Task Force for Disadvantaged Youth was directed by President Bush to assess federal youth policy and develop recommendations to strengthen the federal response to the needs of children and youth, with a focus on coordination and accountability. The Task Force developed two reports and was dissolved after the completion of its work. Its primary finding is that federal youth policy, administered across 12 departments, lacks coordination and focus.

H.R. 4703, introduced by Representatives Tom Osborne (R-NE), Pete Hoekstra (R-MI) and Harold Ford (D-TN) responds to the White House Task Force for Disadvantaged Youth by implementing several of its key recommendations, including:

- Create a federal coordinating body to facilitate interagency coordination and collaboration, coordinate federal research, and identify and replicate model programs
- Support State-level coordination efforts

**Legislation:**
H.R. 4703 establishes a Federal Youth Development Council

- **Duties:**
  - Ensure communication among federal agencies serving youth
  - Assess youth needs and the quantity and quality of federal supports to help meet these needs
  - Set quantifiable goals/objectives for federal youth programs and develop a plan to reach these goals
  - Develop demonstration projects to focus on special populations of youth
  - Conduct research and identify and replicate model programs

- **Membership:**
  - 16 federal agency Secretaries
  - Representatives from youth serving nonprofits and faith based organizations
  - Youth

- **Annual report to the President and Congress, including:**
  - An assessment of the needs and well-being of youth
  - Recommendations for better integration and coordination of federal, State, and local policies affecting youth
  - A report on the Council’s work to facilitate interagency collaboration and the results of the collaboration

- **Support to States:**
  - Provide technical assistance and, subject to the availability of appropriations, make grants to States to support State-level coordination efforts
  - Priority will be given to States that have already initiated an interagency coordination effort focused on youth and demonstrate the inclusion of faith-based and community organizations in their coordination efforts
Analysis of the 2007-08 Budget Bill: Education

Career Technical Education

The Governor’s budget proposes $52 million for grants to strengthen secondary and post-secondary vocational education programs.

The 2007-08 proposed community college budget includes $52 million for the career technical education (CTE) improvement grant program created by Chapter 352, Statutes of 2005 (SB 70, Scott). The program was funded at a $20 million annual level during the first two years of operation (2005-06 and 2006-07). Chapter 751, Statutes of 2006 (SB 1133, Torlakson), includes additional funding for the SB 70 program as part of the recent CTA v Schwarzenegger lawsuit. Specifically, Chapter 751 appropriates $32 million in 2007-08 and $38 million annually from 2008-09 through 2013-14 for the CTE improvement program. Thus, Chapter 751 funds increase the amount available for the program to $52 million in 2007-08 and $58 million annually for the next six years.

Senate Bill 70 establishes a program to “improve linkages and career-technical education pathways between high schools and community colleges.” These “pathways” are designed to help high school students develop vocational skills needed by employers in the area while also preparing students for more-advanced academic or vocational coursework in a community college or university.

Partnership academies represent one type of pathway in which academic and vocational subjects are integrated into a unified curriculum that focuses on an industry or occupational area. Academies usually operate as a “school-within-a-school,” and students in grades 10 through 12 take all or most of their core courses in the academy. “Tech-prep” sequences are a second type of pathway that help high school students reach advanced community college courses. The distinctive characteristic of tech-prep is that the pathways span the K-12/community college divide by coordinating regular academic and vocational classes beginning in high school and continuing on to community college.

To improve CTE, SB 70 authorizes several types of activities:

- Creating new or aligning existing high school and community college technical preparation programs and curriculum.
- Expanding or promoting community college training programs.
- Testing new program models.
- Improving career-related middle school or high school programs, such as career exploration programs.

The Chancellor’s Office of the California Community Colleges and the California Department of Education (CDE) jointly administer the act. Funds are allocated through a competitive grant process in which all community colleges are invited to apply. Local projects are jointly developed by community colleges and K-12 entities (high schools and Regional Occupational Centers or Programs [ROC/Ps]). Most local projects also are required to involve local business. Grants typically provide short-term improvement funding to develop or strengthen CTE programs, rather than ongoing operational support.