

Archived Information

SCHOOL-TO-WORK OPPORTUNITIES

Goal: To build School-To-Work (STW) systems that increase student academic achievement, improve technical skills, and broaden career opportunities for all. Legislation: School-to-Work Opportunities Act, P. L. 103-239, 108 Stat 568, May 4, 1994 (20 U.S.C.6 101-6235).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$55
	1990	\$6	2001	\$0
	1995	\$123	2002 (Requested)	\$0

Program Description

The School-To-Work (STW) program—or school-to-careers program—was conceived as “venture capital” to help communities give students a combination of school and work-based learning to improve their educational preparation for careers and thus strengthen the U.S. labor force and its competitiveness in the global economy.

The STW program operates through a partnership between the Department of Education and the Department of Labor. Every state had access to seed money to design a comprehensive school-to-work transition system and as of 2000, all 50 states plus Puerto Rico and the District of Columbia had successfully competed to receive one-time five-year grants to implement their systems.

Each system is expected to promote the following core components:

- **School-based learning**, including a coherent multiyear sequence of integrated academic and vocational instruction tied to occupational skill standards and challenging academic standards and involving at least two years of secondary education and one or two years of postsecondary education;
- **Work-based learning**, providing students with workplace mentoring and a planned program of work experience linked to schooling; and
- **Connecting activities**, ensuring coordination of work and school-based learning components by involving employers, improving secondary-postsecondary linkages, and providing technical assistance.

To support the development of these activities, states have formulated policies, provided assistance, and distributed grants to local partnerships of districts, schools, colleges and universities, employers, labor groups, and community-based organizations. More than 1,600 local partnerships have been established, including more than 9,000 high schools. However, by summer 1999 at least ten percent of these were no longer functioning, probably due to lack of funding as the federal STW seed money ran out. Partnerships vary in size, but if partnership grants through the 1997-1998 school year were evenly distributed, they would have amounted to approximately \$25,000 per district per year, or \$4.32 per elementary and secondary student per year.

For more information, please visit the program Web site at: <http://www.stw.ed.gov/>

Program Performance

OBJECTIVE 1: ALL YOUTH—INCLUDING THOSE WHO ARE DISADVANTAGED, HAVE LIMITED ENGLISH PROFICIENCY, ARE ACADEMICALLY GIFTED, ARE OUT OF SCHOOL, OR ARE DISABLED—HAVE THE OPPORTUNITY TO ENGAGE ACTIVELY IN SCHOOL-TO-WORK SYSTEMS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of students that participated in School-to-Work systems</i>			<p>Status: No 2000 data, but progress toward target is likely.</p> <p>Explanation: Performance targets are likely to be met given a significant investment by the National School-to-Work Office in providing technical assistance to help states develop workplace learning experiences that connect to student's academic and technical coursework in school. Performance targets also are likely to be met given the steady increase in the number of students participating in School-to-Work and the change to more reasonable and appropriate performance targets.</p>	<p>Source: Progress Measures Survey. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 (for 2000 data). <i>Date to be reported:</i> 6/01.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, data from other sources, including the national School-to-Work evaluation, corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This survey is voluntary and collects data from substate-funded, local partnerships. By 1999, only 78 percent of local partnerships in 40 states, Puerto Rico, and the District of Columbia had submitted data.</p>
Year	Actual Performance	Performance Targets		
1996:	280,000			
1997:	471,000			
1998:	515,617			
1999:	751,438	750,000		
2000:	Data Available 6/01	1,000,000		
2001:		See note*		
2002:		N/A		
<p>*Note: Performance targets were set only through the year 2000. This is due to the scheduled sunset of the School-to-Work legislation in 2001, with final data collection at that time reflecting previous year's performance.</p>				

OBJECTIVE 2: ALL YOUTH EARN A HIGH SCHOOL DIPLOMA OR EQUIVALENCY, MEET CHALLENGING ACADEMIC STANDARDS, HAVE THE OPPORTUNITY TO RECEIVE A SKILL CERTIFICATE, AND ARE PREPARED FOR POSTSECONDARY EDUCATION AND CAREERS.

Indicator 2.1 Academic achievement: By fall 2000, an increasing percentage of high school graduates (including vocational concentrators) in School-to-Work systems will complete at least 3 years each of math and science.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percent of students who took at least 3 years each of mathematics and science</i>				<p>Status: No 2000 data, but progress toward target is likely.</p> <p>Explanation: Performance targets are likely to be met given the growing number of states requiring that <u>all</u> students—including those participating in School-to-Work activities—take more rigorous academic courses to meet graduation requirements.</p>	<p>Source: National School-to-Work Evaluation, Student Transcripts of High School Seniors in Eight States. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2000 (for 2000 data). <i>Date to be reported:</i> 2001.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This study examines outcomes for students in eight early implementing School-to-Work states. Therefore, data do not represent the achievement of all students in School-to-Work systems nationally.</p>	
Year	Actual Performance					Performance Targets
	Math	Science	Both			
1996:	83%	73%	69%			
1998:	85%	78%	74%			
1999:	Data collected in alternate years					N/A
2000:	Data available by 2001					80%
2001:						N/A
2002:				N/A		

Indicator 2.2 Transition from high school: By fall 2000, an increasing percentage of high school graduates in School-to-Work systems will successfully transition into either further education, employment, or the military.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality	
<i>Percent of high school graduates in School-to-Work systems that successfully transitioned into either college, employment, or the military or other postsecondary training program eighteen months following graduation</i>					<p>Status: No 2000 data, but progress toward target is likely.</p> <p>Explanation: Performance targets for 2000 are likely to be met given the steady increase in number of students taking more rigorous courses (see Indicator 2.1) in preparation for college and careers.</p>	<p>Source: National School-to-Work Evaluation, follow-up Survey of High School Seniors in Eight States. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2002 (for 2000). <i>Date to be reported:</i> 2002.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This study examines outcomes for students in eight early implementing School-to-Work states. Therefore, data do not represent the transition experiences of all students in School-to-Work systems nationally.</p>	
Year	Actual Performance						Performance Targets
	College	Employment	Military	Total			
1996:	61%	21%	7%	89%			
1998:	61%	22%	6%	90%			90%
1999:	Data collected biennially						N/A
2000:	Data available in 2002						92%
2001:							N/A
2002:					N/A		

Indicator 2.3 Skill Certificates: By fall 2000, an increasing percentage of students in School-to-Work systems will earn skill certificates.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percent of seniors who received skill certificates</i>		<p>Status: Negative trend away from target.</p> <p>Explanation: Performance targets for 1999 were not met and further data to assess progress will not be gathered. It is likely that performance on this indicator was affected by state efforts to implement higher academic standards and testing systems -- efforts viewed as higher priorities than developing and implementing skill certificates. Progress in developing skill certificates was also hindered by the lack of pre-existing prototypes or templates which could have served as the basis for further development and implementation.</p>	<p>Source: National School-to-Work Evaluation, Local Partnership Survey. <i>Frequency:</i> Annually. <i>Next collection update:</i> None scheduled. <i>Date to be reported:</i> N/A.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This survey is voluntary and collects data from substate-funded, local partnerships. By 1999, only 82 percent of local partnerships in 49 states, Puerto Rico, and the District of Columbia had submitted data.</p>	
Year	Actual Performance			Performance Targets
1996:	2.4%			
1997:	3.6%			
1998:	4.2%			
1999:	2.3%			7%
2000:	No data collected*			10%
2001:				N/A
2002:		N/A		
<p>*Note: Due to the impending sunset of the School-to-Work legislation and the lack of staff available in many states to report data, this survey was not administered in 2000.</p>				

OBJECTIVE 3: BUILD COMPREHENSIVE SCHOOL-TO-WORK SYSTEMS IN EVERY STATE.

Indicator 3.1 High Schools: By fall 2000, an increasing percentage of high schools in School-to-Work systems will have implemented key School-to-Work components. Implementation of key School-to-Work components are defined as offering career major programs that require an extended workplace activity.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percent of high schools that implemented key School-to-Work components</i>		<p>Status: Progress toward target is likely.</p> <p>Explanation: Progress toward target is expected as a result of a significant investment by the National School-to-Work Office in providing technical assistance and resources to help states develop and implement career majors programs.</p>	<p>Source: Progress Measures Survey (Note: This item was formerly gathered through the National School-to-Work Evaluation, Local Partnership Survey) <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 (for 2000 data). <i>Date to be reported:</i> 6/01.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This survey is voluntary and collects data from substate-funded, local partnerships. By 1999, only 78 percent of local partnerships in 40 states, Puerto Rico, and the District of Columbia had submitted data.</p>	
Year	Actual Performance			Performance Targets
1996:	25%			
1998:	25%			
1999:	27%			35%
2000:	Data available by 6/01			40%
2001:				N/A
2002:				N/A

Indicator 3.2 Community and Technical Colleges: By Fall 2000, an increasing percentage of community and technical colleges in School-to-Work systems will have articulation agreements with high schools to grant academic credit for work-based learning.

Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percent of colleges developing articulation agreements with high schools</i>		<p>Status: Negative trend away from target.</p> <p>Explanation: Performance targets for this indicator have not been met and further data to assess progress will not be gathered. It is likely that performance on this indicator was affected by the lack of an early investment and sustained effort by the National School-to-Work Office to broker secondary-postsecondary relationships. Recently-enacted national investments are likely to impact progress on this indicator, although further data will not be collected to verify such progress.</p>	<p>Source: National School-to-Work Evaluation, Local Partnership Survey. <i>Frequency:</i> Annually <i>Next collection update:</i> None scheduled. <i>Date to be reported:</i> N/A</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This survey is voluntary and collects data from substate-funded, local partnerships. By 1999, only 82 percent of local partnerships in 49 states, Puerto Rico, and the District of Columbia had submitted data.</p>	
Year	Actual Performance			Performance Targets
1996:	21%			
1997:	18%			
1998:	20%			
1999:	19%			33%
2000:	No data collected*			40%
2001:				N/A
2002:		N/A		
<p>*Note: Due to the impending sunset of the School-to-Work legislation and the lack of staff available in many states to report data, this survey was not administered in 2000.</p>				

Indicator 3.3 Employers providing work-based learning opportunities: By fall 2000, an increasing number of employers in School-to-Work systems will be providing work-based learning experiences for students.

Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Number of employers providing students with work-based learning experiences</i>		<p>Status: Positive trend toward target.</p> <p>Explanation: More rapid progress is expected, for several reasons. First, the National School-to-Work Office has made significant investments in technical assistance and resources—through employer and labor intermediary organizations—to substantially increase the number of employers providing work-based learning experiences for students. Moreover, data in 2000 will include recently-funded states and their partnerships, which will expand the number of participating employers substantially.</p>	<p>Source: Progress Measures Survey. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001 (for 2000 data). <i>Date to be reported:</i> 6/01.</p> <p>Validation Procedure: Data were collected before ED standards for evaluating the quality of program performance data were developed. However, other sources of data corroborate these findings.</p> <p>Limitations of Data and Planned Improvements: This survey is voluntary and collects data from substate-funded, local partnerships. By 1999, only 78 percent of local partnerships in 40 states, Puerto Rico, and the District of Columbia had submitted data.</p>	
Year	Actual Performance			Performance Targets
1996:	59,000			
1997:	136,000			
1998:	109,251			
1999:	154,543			270,000
2000:	Data Available 6/01			350,000
2001:				N/A
2002:		N/A		

INDICATOR CHANGES

From Annual Plan (FY 2001)

Adjusted

❖ Indicator 3.3- Target changed from 350,000 employees to an increasing number of employees

Dropped—None.

New—None.