

U.S. Congressman  
**Nick Rahall**  
*WORKING FOR WEST VIRGINIANS*

FOR IMMEDIATE RELEASE  
October 26, 1993

CONTACT: KENT KEYSER  
Acting Press Secretary  
Phone: (202) 225-3452

**RAHALL ANNOUNCES \$210,000 FOR WV SCHOOL-TO-WORK PROGRAM**

WASHINGTON, DC -- U.S. Rep. Nick Rahall (D-WV) announced today that the U.S. Department of Labor and the U.S. Department of Education have awarded West Virginia a \$210,000 grant to develop a comprehensive statewide school-to-work program.

The school-to-work program will bring together business, education, labor, and community leaders to help noncollege-bound students prepare for high-skill, high-wage jobs. "This program will prepare West Virginia for the 21st century by building a high-skilled work force," stated Rahall.

During the last two years of high school, students will be able to work in the field of their choice while receiving related instruction. After successfully completing the program, students will receive a high school diploma and an industry-recognized certification of their specific job skills. "The graduates of the school-to-work program will be able to earn a good wage by providing the skilled labor that businesses need," said Rahall.

Upon submission of its statewide plan, West Virginia will be eligible for Federal funding to implement the plan.

--30--





*West Va to get \$210,000 in planning estimate for School to work State Dev. Grants*

The United States Department of Education  
The United States Department of Labor



93 OCT 26 AM 8:48

October 25, 1993

MEMORANDUM FOR MEMBERS OF CONGRESS

FROM: GERI PALAST *GP*  
Assistant Secretary for Congressional  
and Intergovernmental Affairs  
Department of Labor

KAY CASSTEVENS *Kay*  
Assistant Secretary for Legislation  
Department of Education

SUBJECT: Planning Estimates for School-to-Work State  
Development Grants

For your information, attached is a letter from Secretaries Reich and Riley advising the States, the District of Columbia, and Puerto Rico of the FY 1994 planning estimates for the School-to-Work State Development grants.

The FY 1994 Labor-HHS-Education Appropriations bill includes \$100 million to begin the School-to-Work development process. \$15 million of that amount is available for States to apply for Planning and Development grants, as reflected in the chart that accompanies this letter. The formula used by the Departments to arrive at the planning estimates is as follows: 50 percent of the \$15 million distributed equally among all States, the District of Columbia, and Puerto Rico; the remaining 50 percent distributed based on the youth population. Adjustments were made to ensure that no State received less than \$200,000 or more than \$750,000.

Last August, Governors were notified about the School-to-Work Opportunities initiative and given the guidelines for the State Development grants application process. This letter provides the additional information they need to continue the planning and developmental work that will ultimately lead to the establishment of Statewide school-to-work systems.

Attachment

*10/26/93*  
*Jm-PR*  
*Kew*





The United States Department of Education  
The United States Department of Labor



OCT 25 1993

The Honorable Walter J. Hickel  
Governor of Alaska  
Juneau, Alaska 99811

Dear Governor Hickel:

On August 10, 1993, we wrote you concerning the School-to-Work Opportunities initiative and invited your State to apply for a School-to-Work Opportunities Development Grant under this initiative. We are writing today to provide you with additional information on this promising initiative, to strongly encourage you to proceed with the developmental work that will ultimately result in students throughout the State having the opportunity to participate in School-to-Work Opportunities programs, and to provide planning estimates for the State Development Grants that will help to begin this process.)

As you know, our Departments requested new Fiscal Year 1994 funds under the current legislative authority of the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act to begin to build a comprehensive School-to-Work Opportunities system in all States. This will be accomplished through the award of Development Grants to all States and Implementation Grants for a relatively few States and localities that are ready to implement systemic reform. As a result of the recently enacted Fiscal Year 1994 Labor, Health and Human Services and Education Appropriations Act, a total of \$100 million is available for school-to-work activities beginning October 1, 1993.

We intend to use \$15 million of this amount to provide all States with Development Grants to begin developing their School-to-Work Opportunities systems and to produce comprehensive statewide School-to-Work Opportunities plans. Enclosed are the Development Grant planning estimates for States. Half of the



funds were equally distributed among the 50 States, the District of Columbia and Puerto Rico. The other half were distributed based on youth population. Adjustments were made to assure that no State receives less than \$200,000 or more than \$750,000.

We intend to use the remaining \$85 million available for school-to-work activities in Fiscal Year 1994 for the competitive Implementation Grants, mentioned above, for both States and localities; for grants to high poverty areas; for extension of development grants beyond the initial 9-month period mentioned below; and, for national activities to improve School-to-Work Opportunities systems across the country and accelerate their development. Such national activities are expected to include technical assistance, sharing learning across communities, and building evaluation systems.

Applications for these State Development Grants will be accepted through December 1, 1993. The grants will finance development activities for a 9-month period. Our August 10 letter included the application package for States to use in preparing their applications for a Development Grant. Another copy is enclosed for your convenience. Also enclosed is the "Budget Information" sheet and the "Application for Federal Assistance" which should be completed and sent in with the application.

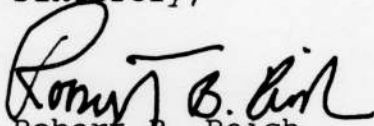
We strongly encourage you to submit your application as soon as possible so that your State can move expeditiously toward implementation of a comprehensive, statewide School-to-Work Opportunities plan. We plan to process applications quickly, as they are received, and to make awards promptly.

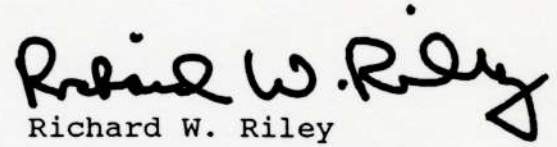
With the application package, and with the enclosed State planning estimates and application forms, your State should have what is needed to complete the application for a School-to-Work Opportunities Development Grant.

We are encouraged that there is bipartisan support for the proposed School-to-Work Opportunities Act, which would authorize both grants and waivers. Both the Senate Labor and Human Resources Committee and the House Education and Labor Committee held hearings on the Bill in late September; additional hearings are scheduled to occur later this month. We are extremely

pleased by the willingness of the Committee Chairmen and other key members to work closely with the Administration over the coming months to enact this important legislation. We remain optimistic that we will have legislation before the end of the year.

Sincerely,

  
Robert B. Reich  
Secretary of Labor

  
Richard W. Riley  
Secretary of Education

Enclosures

cc: Chief State School Officer  
State Agency responsible for  
job training and employment  
State Agency responsible for  
economic development  
State Agency responsible for  
postsecondary education  
State Agency responsible for  
vocational education



U.S. Department of Education  
U.S. Department of Labor  
School-to-Work Opportunities

Development Grant  
Planning Estimates

Total	\$15,000,000
Alabama	270,000
Alaska	200,000
Arizona	250,000
Arkansas	220,000
California	750,000
Colorado	240,000
Connecticut	240,000
Delaware	200,000
District of Columbia	200,000
Florida	450,000
Georgia	340,000
Hawaii	200,000
Idaho	200,000
Illinois	460,000
Indiana	310,000
Iowa	230,000
Kansas	220,000
Kentucky	260,000
Louisiana	280,000
Maine	200,000
Maryland	280,000
Massachusetts	320,000
Michigan	410,000
Minnesota	270,000
Mississippi	240,000
Missouri	290,000
Montana	200,000
Nebraska	200,000
Nevada	200,000
New Hampshire	200,000
New Jersey	340,000
New Mexico	200,000
New York	620,000
North Carolina	350,000
North Dakota	200,000
Ohio	450,000
Oklahoma	240,000
Oregon	230,000
Pennsylvania	470,000
Puerto Rico	270,000
Rhode Island	200,000
South Carolina	260,000
South Dakota	200,000
Tennessee	290,000
Texas	630,000
Utah	210,000
Vermont	200,000
Virginia	330,000
Washington	280,000
West Virginia	210,000
Wisconsin	290,000
Wyoming	200,000

WILLIAM D. FORD, MICHIGAN  
 CHAIRMAN  
 WILLIAM (BUCK) CLAY, MISSOURI  
 GORDON HILLIS, CALIFORNIA  
 AUSTIN I. MURPHY, PENNSYLVANIA  
 DALE B. KILDEE, MICHIGAN  
 PAT WILLIAMS, MONTANA  
 MATTHEW O. MARTINEZ, CALIFORNIA  
 MAJOR E. OWENS, NEW YORK  
 THOMAS C. SAWYER, OHIO  
 DONALD M. PAYNE, NEW JERSEY  
 JOLENE UNRUED, WASHINGTON  
 PATEY T. MINE, HAWAII  
 ROBERT E. ANDREWS, NEW JERSEY  
 JACK REED, RHODE ISLAND  
 TIM BODMER, INDIANA  
 ELIJAH L. EMMEL, NEW YORK  
 XAVIER BORTERA, CALIFORNIA  
 ROBERT C. "BOBBY" SCOTT, VIRGINIA  
 GENE GREEN, TEXAS  
 LYNN C. WOOLSEY, CALIFORNIA  
 CARLOS A. ROMERO BARCELO, PUERTO RICO  
 RON KLING, PENNSYLVANIA  
 KARAN ENGLISH, ARIZONA  
 TED STRICKLAND, OHIO  
 RON DE LUDD, VIRGIN ISLANDS  
 EUGENE P. H. FAJONAVABOJA, AMERICAN SAMOA  
 SCOTTY BAERLEER, KENTUCKY



COMMITTEE ON EDUCATION AND LABOR  
 U.S. HOUSE OF REPRESENTATIVES  
 2181 RAYBURN HOUSE OFFICE BUILDING  
 WASHINGTON, DC 20515-6100

WILLIAM F. GOODLING, PENNSYLVANIA  
 THOMAS E. PETRI, WISCONSIN  
 MARIE KOENIG, NEW JERSEY  
 STEVE GUTENBERG, WISCONSIN  
 RICHARD E. ARMSTRONG, TEXAS  
 HAROLD W. PATRICK, ILLINOIS  
 PAUL B. HENRY, MICHIGAN  
 GARY BALLINGER, NORTH CAROLINA  
 ELEANOR HOLMES NICHOLS, NEW YORK  
 BILL BARRETT, NEBRASKA  
 JOHN A. BOEHNER, OHIO  
 RANDY "DICK" CUNNINGHAM, CALIFORNIA  
 PETER HOFSTETTER, MICHIGAN  
 HOWARD "BUCK" WOLFE, CALIFORNIA  
 DAN MILLER, FLORIDA

MAJORITY (202) 225-4327  
 (TTY) (202) 226-3372  
 MINORITY (202) 225-3725  
 (TTY) (202) 226-3117

September 28, 1993

## School-to-Work

Dear Colleague:

On August 5, 1993, we introduced H.R. 2884, the School-to-Work Opportunities Act of 1993. It now has the bipartisan support of 43 cosponsors. This Act will bring together partnerships of business, education, labor, and community leaders to build a high quality, comprehensive school-to-work system that prepares young people for careers in high-skill, high-wage jobs.

In the 1980's, the gap in earnings between high school graduates and college graduates doubled; for those without a high school degree, the gap grew even wider. Not only has the lack of school-to-work assistance adversely affected the earnings potential of our young people, it also has had a tremendous cost to business and our economy as a whole. Our challenge is to prepare the three out of four high school students who do not complete college for high-wage work situations that will require a mix of technical, analytical and academic skills.

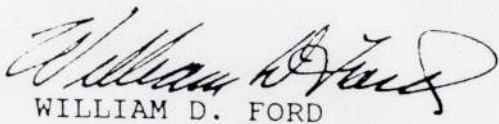
Unless youth -- whether or not they continue their education in college -- have the skills to produce quality goods and services in a technologically oriented and fast changing consumer marketplace, the United States will not prosper in the global economy. The School-to-Work Opportunities Act addresses this problem by creating a national framework within which States and localities can develop effective systems for improving the transition from school to employment.

The bill provides development grants to all states to plan and create statewide School-to-Work systems, and it authorizes implementation grants to states that are ready to begin operation of School-to-Work systems. It also offers grants to localities that are ready to start up systems but are in states that have not yet received implementation grants.

If you would like to co-sponsor the School-to-Work Opportunities Act of 1993, please contact Gloria Wilson at 226-3681. This bill is an important step toward developing a high-skilled workforce for the 21st Century. We urge your support.

With kind regards,

Sincerely,

  
 WILLIAM D. FORD

  
 WILLIAM F. GOODLING



Finally, Ellis Marsalis' important personal accomplishment in the world of music as a pianist, bandleader, and composer have been enhanced by the support he has provided for the talents of his sons, Wynton, Branford, Delfeayo, and Jason Marsalis, each of whom, in their own right, has become an inspiration to an emerging generation of aspirants, practitioners, and listeners.

Almost without exception, the sons and former students of Ellis Marsalis are leaders, both on their specific instruments and in the field of music in general. Branford has distinguished himself as one of the most versatile and innovative of today's young saxophonists. In addition to the nine jazz and classical albums that he has recorded, he has also performed with such musical greats such as Milt Hinton, Art Blakey, Clark Terry, Herbie Hancock, and Ron Carter, among others. He currently is featured as the band leader of the NBC "Tonight Show" Band, watched by millions of viewers each night around the nation.

Wynton, whose jazz and classical albums have amassed eight Grammy awards and countless chart-topping and poll-topping successes, is best known as one of the most brilliant trumpet of his generation. He is virtually without peer among his contemporaries in his endeavors as composer, band leader, and jazz educator. Moreover, he has demonstrated extraordinary vision as the Artistic Director of the Jazz Programs at Lincoln Center in New York City, the Nation's premier performing arts center.

Delfeayo has built a reputation as one of the best record producers of his generation as well as an outstanding trombonist and band leader. Last, but not least, Jason at just 16 years of age has blossomed into an outstanding multipercussionist and composer.

Mr. Speaker, in the 1st session of the 100th Congress, I introduced House Concurrent Resolution 57 which declared jazz "a rare and national American treasure." On the occasion of the CBC 23d Annual Legislative Weekend, September 16-18, 1993, I am honored to present to the 103d Congress, a living testament of this national treasure known simply as JAZZ: Ellis Marsalis and the Marsalis family.

#### PRIVACY FOR CONSUMERS AND WORKERS ACT

HON. PAT WILLIAMS

OF MONTANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 8, 1993

Mr. WILLIAMS: Mr. Speaker, I rise to call attention to disturbing new evidence that highlights the need for a bill that I have sponsored along with more than 100 bipartisan Members of this body. The bill is the "Privacy for Consumers and Workers Act," H.R. 1900.

This bill attempts to draw reasonable boundaries around the explosion of electronic monitoring devices so as to protect basic privacy rights.

What is this disturbing new evidence? Here is an itemization.

Last month, 500 warehouse workers in Manteno, IL voted to organize into a union.

Throughout the several months long organizing campaign, employees were monitored with video cameras during work time and on breaks. An employee recounts the reactions

when the company installed the video cameras, "When they put the video cameras in, we thought it was big joke. Then one of the supervisors started threatening us, saying, 'I'm watching you through the cameras.' Then these cameras started to feel kind of scary—the monitors are in glass bubbles. You can't tell if they're looking at you. You feel watched all the time."

Employees recently obtained internal company reports prepared by a private investigator who posed as an employee in order to identify union supporters among the 500 warehouse workers. The investigator is referred to as "Inv" in the reports. We have deleted names of employees. Following is a typical section: Inv talked with—again. — is eagerly waiting for the union to come in. Inv hasn't heard from any of the so-called hard core union people. — said he can't wait for the beers tomorrow at John's Pub—Two Ft. Wayne people from receiving were talking to — from repack and — said that he told — or —, supervisors, that if there was any doubt about him sending in his card, there isn't any now—

The spying seems to repeat workers' experience in the 1930's when the pervasive use of employee surveillance and intimidation prompted congressional hearings on the subject before the LaFollette Committee and resulted in language in the National Labor Relations Act prohibiting such surveillance.

Days before the union election on Friday, an employee was taken out to take measurements for chains to lock up the warehouse's main gates. "The foreman insinuated that 'if things don't go right Friday \* \* \* the chains would be used for a lock-out.'" Temporary employees wearing union buttons were threatened with firing.

Mr. Speaker, I believe this graphic evidence of the use of electronic monitoring during an organizing campaign reaffirms the importance of H.R. 1900. Existing law, including common law, already covers some of the alleged spying abuses at Kmart. But more is needed.

Let me emphasize that H.R. 1900 is a modest bill. It would not bar employers from using electronic or other monitoring devices. It would simply grant workers the basic right of being informed in a reasonable manner when those devices are being used.

#### THE SCHOOL-TO-WORK TRANSITION ACT OF 1993

HON. WILLIAM D. FORD

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 8, 1993

Mr. FORD. Mr. Speaker, just before the August recess, I introduced the School-to-Work Transition Act of 1993, President Clinton's legislation to help noncollege-bound students prepare for careers in high-skill, high-wage jobs.

Our challenge is to connect the three-out-of-four high school students who do not complete college to a skill that will get them a good-paying job. We must establish close ties between schools, businesses, and labor to assure that graduating students get their fair shot at the American dream—a good wage in return for skilled work that employers need.

The bill would help States develop work-based learning, allowing students to work in

chosen fields while receiving related instruction in the last 2 years of high school. Upon completion, students would receive a high school diploma; a certificate from a post-secondary institution, if appropriate; and a portable, industry-recognized, credential certifying mastery of specific occupational skills.

Under the bill, which the Committee on Education and Labor developed with Secretary Reich's Department of Labor and Secretary Riley's Department of Education, the Federal Government would provide grants to States to establish school-to-work programs and coordinate funding with other Federal programs. The bill would promote collaboration among local business, union, education and community leaders to establish and sustain successful school-to-work systems.

The basic components, developed by States, include work-based and school-based learning, and coordination of the two.

Under work-based learning, students would receive job training, paid work experience, workplace mentoring and instruction in skills and in a variety of elements of an industry. At school, students would explore career opportunities with counselors. They would receive instruction in a career major, selected no later than 11th grade. The study program's academic and skill standards would be those contained in the administration's school reform bill, H.R. 1804, the Goals 2000: Educate America Act. Typically, their coursework would include at least one year of postsecondary education and periodic evaluations to identify strengths and weaknesses.

To bring the two together, the bill would provide for coordinating activities, that is, involving employers, schools, and students, and matching students and work opportunities. It also would involve training teachers, mentors, and counselors for the school-to-work program.

States' school-to-work plans, submitted for Federal implementation grants, would have to detail how the State would meet program requirements. They also would explain how the plans would extend the opportunity to participate to poor, low-achieving and disabled students and dropouts.

This bill is an important blueprint to help us build a high-skilled workforce for the 21st century. In line with other proposals developed by the Clinton administration, it does not establish new Federal bureaucracies but makes States and localities partners with the Federal Government in achieving goals crucial to improving the lives of our citizens.

This program, which is scheduled to be funded beginning in fiscal 1994, will help States and localities deliver on their obligations to young people: To train them for good jobs in tomorrow's labor market. My committee looks forward to hearings and ultimately to enactment of this landmark legislation.

#### CONGRESSIONAL STAFF

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 8, 1993

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington report for Wednesday, September 1, 1993, into the CONGRESSIONAL RECORD: