

School-to-Work



A Guide for Bank Involvement

Acknowledgements

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to complete this guide.*

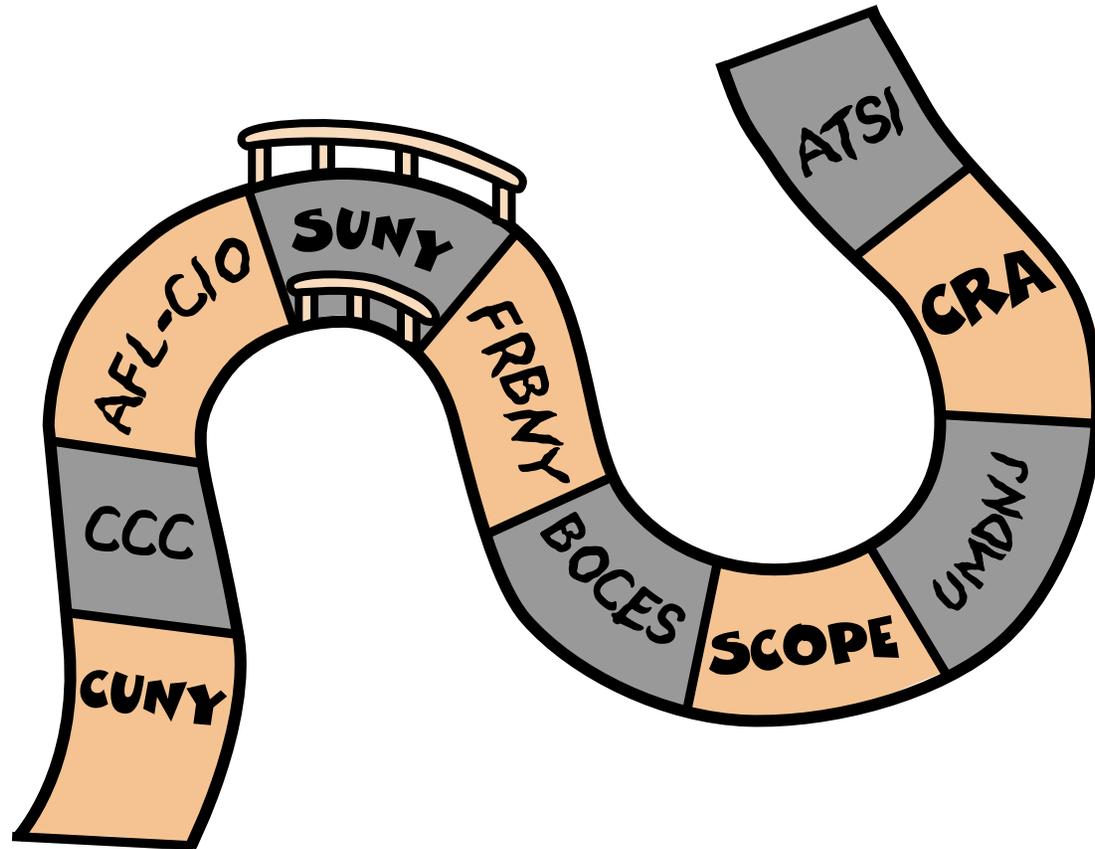
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I. Glossary of Acronyms



Glossary of Acronyms

AFL-CIO	American Federation of Labor-Congress of Industrial Organization	LILCO	Long Island Lighting Company
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	LU	Labor Union
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	M.S.	Middle School
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	NELC	National Employer Leadership Council
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	NYDED	New York Department of Economic Development
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	NYSUT	New York State Union of Teachers
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	ORT	Organization of Rehabilitation Technology
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	ORCA	Office of Regional and Community Affairs
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	PEB	Partners for Education and Business
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	PIC	Private Industry Council
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	P.S.	Public School
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	PIA	Parent-Teacher Association
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	SCANS	Secretary's Commission on Achieving Necessary Skills
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	SCOPE	Suffolk County Organization for the Promotion of Education
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	SDA	Service Delivery Area
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	SUNY	State University of New York
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	UAW	United Auto Workers
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	UFSD	Union Free School District
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	UFT	United Federation of Teachers
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	UMDNJ	University of Medicine and Dentistry of New Jersey
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	VESID	Vocational & Educational Services for Individuals with Disabilities
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	WECA	Work Experience Coordinators Association
AFL-CIO	American Federation of Labor-Congress of Industrial Organization	WIB	Workforce Investment Board

II. Introduction



Introduction to the Guide

This guide is intended to discuss the potential linkages between School-to-Work (“STW”) partnerships and the Community Reinvestment Act (“CRA”). The Federal Reserve Bank of New York has a long-standing involvement in education initiatives,¹ and is particularly interested in education’s link to local economic and community development. In remarks before the Association for a Better New York in April 1996, the Bank’s President, William J. McDonough, emphasized the need to address the “mismatch” between worker skills and business needs:

“Our focused attention on education and training is urgently needed and indispensable now. The business community must take an active role in the development of this City’s human capital or risk facing a serious, and permanent, mismatch between the skills we need to run our businesses and those possessed by the pool of available workers.”

The Office of Regional and Community Affairs (“ORCA”) of the Federal Reserve Bank of New York is committed to developing programs that emphasize community outreach within the Second Federal Reserve District,² with the objective of building strong relationships with key individuals and/or organizations involved in regional and community development. One key goal of ORCA is to promote partnerships that encourage the development of human capital, workforce training and economic growth in the region.

Purpose of The Guide

This *School-to-Work (STW) Guide* was compiled in response to ongoing bank requests for guidance on participation in STW activities, and their possible link to the CRA. ORCA has five goals in distributing this *Guide*: (1) to describe STW programs; (2) to explain how STW is an important part of successful community economic development; (3) to further the relationship between school-to-work partnerships and the CRA; (4) to describe an employer participation model that lays out a range of educational options for employers; and (5) to provide a

¹ *The Federal Reserve Bank of New York’s participation in economic education programs include: The Fed Challenge Competition; Speaker in the Classroom; School-to-Career; tours of the bank; publications; tutoring; internships; Classroom Inc.; and educator-oriented initiatives.*

² *The Second Federal Reserve District includes all of New York State, 12 northern New Jersey counties, Fairfield County, Connecticut, Puerto Rico and the Virgin Islands.*

representative sample of successful STW partnerships operating within New York and New Jersey that have received funding from Federal School-to-Work Opportunities Act grants³. (See Sections IV and V of this *Guide*).

The *Guide* is intended to encourage, not direct, local businesses, financial institutions, educators and others to consider the sample of profiled STW partnerships for generating ideas of how to get involved.

What is “School-to-Work?”

School-to-work programs are intended to help students acquire the knowledge, skills and abilities needed to make an effective transition from school to work or to further education. Since 1983, a number of task forces and commissions have called for changes in the structure of American schools and in the way children are taught. In 1991, then President George Bush announced a new education strategy, *Goals 2000*, which emphasized the need for all American high-school students to develop new competencies and foundation skills in order to enjoy a productive, full and satisfying life. Despite their efforts, most schools have not changed fast enough or moved far enough to keep up with the changes in the workplace. The Secretary of Labor appointed the Secretary’s Commission on Achieving Necessary Skills (SCANS)⁴ to examine changes in the world of work and the implications of those changes for learning. The SCANS report is the predecessor of the School-to-Work Opportunities Act and serves as a blueprint for STW partnerships.

The School-to-Work Opportunities Act, “encourages systematic educational reform by offering *all* students opportunities to participate in performance-based education that prepares them for jobs in high-skill, high-wage careers and increases their opportunities for further education.” Through this Act, local partnerships of schools, post-secondary institutions, organized labor, employers, teachers, counselors, parents, and students receive federal resources to link the spheres of school and work. This legislation was passed in May 1994 and is due to terminate in October 2001. Even though the federal legislation is sunsetting in the near future, in many cases the organizational structures and program philosophies established under the Act will be carried on by state government and local communities.

3 *In May 1994, Congress passed the School-to-Work Opportunities Act. The Act responds to the need for a comprehensive and coherent system to help students acquire the knowledge, skills and abilities needed to make an effective transition from school to work or further education. More information about the Act is available from the National School-to-Work Opportunities Office in Washington DC, at 1(800) 251-7236 or on the internet at <http://www.stw.ed.gov>.*

4 *SCANS was appointed to determine the skills young people need to succeed in the workforce. The Commission’s fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage labor. The five SCANS competencies are: identifying, organizing, planning and allocating resources; interpersonal skills (working with others); acquiring and using information; understanding systems (complex interrelationships); and working with technology.*

STW

programs promote integrated learning curricula that emphasize critical thinking, problem-solving, and collaboration in a multidisciplinary context rather than employing traditional textbook-based group lecture methods. These initiatives encourage school-based, work-based and connecting activities that integrate vocational and academic learning at school and in the workplace and develop pathways to jobs. School-based programs assist students in selecting “career majors” by designing program instruction and curricula that combine academic and vocational learning. The work-based component assists students in learning to apply academic knowledge in a practical setting in addition to learning appropriate skills. It allows them to see the value of work and the value of having adult relationships that help build social capital.⁵ Connecting activities such as school and work-site mentor programs help students understand the direct relationship between education and employment. Additional key components of STW are teacher involvement and training to understand the changing needs of students and the workforce and development of appropriate teaching methods.

Jobs for the Future⁶ has outlined features of high-quality work-based learning programs that are necessary for successful STW programs:

- *Experiences are structured around learning goals agreed to by students, teachers, and partners, which assist students in reaching school-based and district standards.*
- *Students carry out projects that are grounded in real-world problems, take effort and persistence over time, and result in the creation of something that matters to them and has an external audience.*
- *Students receive ongoing coaching and expert advice on projects and other work tasks from employers and community partners. By learning to use strategies and tools that mirror those used by experts in the field, students develop a sense of what is involved in accomplished adult performance and begin to internalize a set of real-world standards.*
- *Students develop a greater awareness of career opportunities in the field and deepen their understanding of the educational requirements of those careers.*
- *Students develop their ability to use disciplinary methods of inquiry and enhance their capacity to tackle complex questions and carry out independent investigations.*
- *Students are able to demonstrate their achievements through multiple assessment, including self-assessment, specific performance assessments and exhibitions.*

⁵ *The Committee for Economic Development defines social capital in its publication (1995), “Rebuilding Inner-City Communities: A New Approach to the Nation’s Urban Crisis,” as the resources embedded in social relations among persons and organizations that facilitate cooperation and collaboration in communities. For more information on the Committee for Economic Development call (212)688-2063.*

⁶ *Jobs for the Future, based in Boston, MA, is a national non-profit organization that works to enhance economic security and access to opportunity for all individuals by strengthening the transitions and linkages between learning and work. The agency conducts research, proposes policy innovation, designs systems and provides technical assistance to help people and regions adapt to change. For more information, contact Jobs for the Future at (617) 728-4446 or on the internet at <http://www.jff.org>.*

School-to-Work and Community Economic Development

In New York City and other areas in the Second Federal Reserve District, community development organizations are creating relationships among local and community-based institutions to enhance the scope of community economic development (“CED”) activity. Community economic development is a strategy for social and economic intervention in poor and historically neglected communities. It is different from traditional economic development in that it strives to address the systemic failures that create poverty. CED relies on community-based and controlled initiatives to address community issues and revitalize the economy. It seeks to build permanent institutions within a community to deliver ongoing economic benefits. A highly developed STW program may be seen as an integral component of community economic development. A comprehensive STW program can enable students to achieve self-sufficiency, develop social capital, and develop options and opportunities for the future. In doing so, STW also builds the capacity for future leadership in young people.

A CED-focused STW program begins with a strategic assessment of local assets and builds working relationships among schools, post-secondary institutions, businesses, training providers, community development corporations, and community residents. Such collaboration promotes more efficient and targeted funding streams than traditional education programs and connects isolated programs into a comprehensive community development strategy that can simultaneously address the many complex problems in low- and moderate-income (LMI) communities.

The development of a CED-focused STW program is a participatory process that requires stakeholders who can effect change from the grassroots level. In developing the skills to address multiple problems and engage in unstructured activities, youth are also developing the skills required to function as responsible citizens and that are key to successful CED efforts. A vibrant local community having well employed residents eases other community problems (inadequate access to employment exacerbates poverty, discourages investment in education, contributes to the hopelessness that foments early pregnancy, drug use, crime and gang involvement)⁷ and creates an environment which is conducive to business investment.

STW programs that incorporate elements of CED help to increase the stability and economic vitality of neighborhoods, thereby supporting business and housing development efforts. The collaborative nature of STW also allows and provides the vehicle to enhance the latent leadership and organizational capacity of partners. For these reasons, STW activities may help develop stable social infrastructure and contribute to a community’s efforts to strengthen and/or rebuild itself.

⁷ *Committee for Economic Development. “Rebuilding Inner City Communities: A New Approach to the Nation Urban Crisis.”*

School-to-Work and the CRA

The revised CRA regulation of July 1995 defines community development and does not restrict community development to efforts that meet mainly economic needs. The revised CRA recognizes community development loans, community development services, and qualified investments. According to the revised regulation, community development is defined as: (1) affordable housing for LMI individuals; (2) community services targeted to LMI individuals; (3) activities that promote economic development by financing businesses (or farms) that meet size eligibility requirements; and (4) activities that revitalize or stabilize LMI geographies.⁸ STW programs could be considered in the context of CRA because they help to promote community economic development in LMI communities by complementing business and housing efforts. Depending on the nature of a bank's involvement with a partnership, STW can fall under one or more categories: (A) community services targeted to LMI individuals; (B) qualified investments; or possibly (C) activities that revitalize or stabilize LMI geographies.

(A) Community Services

Community development services (1) have community development as their primary purpose; (2) are related to the provision of financial services; and (3) have not been considered under the retail banking services evaluation. A community development service, in the case of employee involvement, must take advantage of the employees' financial expertise. Examples of STW activities in the community services category could include establishing school savings programs for LMI individuals, teaching a class on economics or financial management, assisting in the design of financial curricula, and participating in job shadowing. These and other examples of community development service activities are discussed below.

The Federal Financial Institutions Examination Council ("FFIEC"), which was created to prescribe uniform principles and standards among the bank regulators, responded to inquiries about how certain STW activities, including participation in financial education and career training initiatives, would be interpreted under the CRA. The following activities were reviewed by the FFIEC in a letter dated September 17, 1997:

Active participation by financial institution personnel on Program advisory boards and other involvement with the Program, such as appearing as guest classroom speakers, providing mentors..., assisting school districts with local staff development through teacher mentoring programs and by having bank staff teach financial principles to Program instructors, and assisting the Program with national staff development, such as by providing guest speakers to further the financial knowledge of Program teachers.

⁸ *Circular 10888*, The Community Reinvestment Interagency Questions and Answers (Q&A) of November 1997, states that "community-development includes community- or tribal-based child-care, educational, health or social services targeted to LMI persons..." For a copy of the Q&A, contact any bank regulatory agency.

The FFIEC's interpretive letter stated that these activities may be determined to have a community development purpose if they are related to financial services and are targeted to LMI individuals.

(B) Qualified Investments

Qualified investments are lawful investments or grants that have community development as their primary purpose. These may include equity investments, grants, charitable donations, or deposits and membership shares. The FFIEC responded to inquiries about funding STW activities as qualified investments in two letters, dated August 29, 1997 and September 17, 1997. The response to inquiries included:

- **funding for curriculum development and teacher training;**
- **financial contributions for student enrichment activities (e.g. field trips to stock exchanges, attendance at conferences, scholarships for exemplary graduates); and**
- **providing paid summer internships for students who had completed their junior year academic requirements and successfully prepared for internships.**⁹

These activities must be targeted to a school that primarily serves low- and moderate-income students. Funding for curriculum design and teacher training also could be considered qualified investments if the focus is on financial services education and targeted to a school that primarily serves low- and moderate-income students. However, a grant given to a school district to provide the curriculum to the entire district or to a variety of schools might preclude the investing bank from determining if the program serves primarily LMI individuals. A contribution to an STW program to provide financial training for instructors would be considered a qualified investment if the teachers were being trained to teach LMI students. The same letters stated that a financial institution contribution to an STW program to help finance summer internships, and thus provide financial services education to LMI students, could be evaluated as a qualified investment if the internship were a formal part of the curriculum.

⁹ *Internships are an extension of the curriculum of the STW program as educational activities that are monitored, structured, and evaluated as part of the student's academic record in the program. Participating institutions, therefore, provide students with meaningful and instructive internships, rather than only "summer jobs."*

(C) Revitalize and Stabilize

ORCA convened a group of professionals in March 1998 to talk about the nexus between STW and community economic development. These experts (see Appendix C for a listing of participants) suggested that private sector involvement in STW needs to occur in a more comprehensive and systemic fashion than generally has been the case. The traditional programmatic approach provides ad hoc enhancements to programs, but leaves the original school structure in place. A comprehensive approach requires all stakeholders to come together to identify a similar set of goals and to establish agreed upon standards and milestones for accomplishment. School activities are redesigned in an STW context that develops in students the skills listed in the SCANS report. In a truly systemic approach, involvement of the entire community would reinforce the learning being promoted in the school.

Given that the CRA states that one element of community development is revitalization and stabilization, ORCA is currently assessing the feasibility of evaluating STW programs under this category. Community development theory indicates that certain strategic and programmatic elements of STW are likely to promote revitalization and stabilization. If a program can demonstrate that those strategic and programmatic elements are included in a systemic approach to school-to-work, CRA credit could possibly be granted. This also might enable examiners to consider CRA credit for bank involvement in STW programs in non-LMI communities if the programs would benefit LMI students or geographies.

The following issues provide the underlying rationale for considering STW under revitalize and stabilize:

- Schools and STW provide an essential service to the community. STW prepares students to be productive citizens, helping them achieve self-sufficiency by improving knowledge and skills, cultivating social capital, and developing options and opportunities for the future. STW programs also foster collaboration among local institutions to address many needs.
- The Community Reinvestment Act Interagency Questions and Answers (“Q&A”) dated November 1997 states that activities that revitalize and stabilize LMI areas include creating, retaining, and improving jobs. Although STW programs do not directly create, retain, or improve jobs, they do provide students with critical thinking, problem solving, and teamwork skills, along with technical skills acquired through work-based learning. These skills help students gain, retain, and improve jobs and job security.

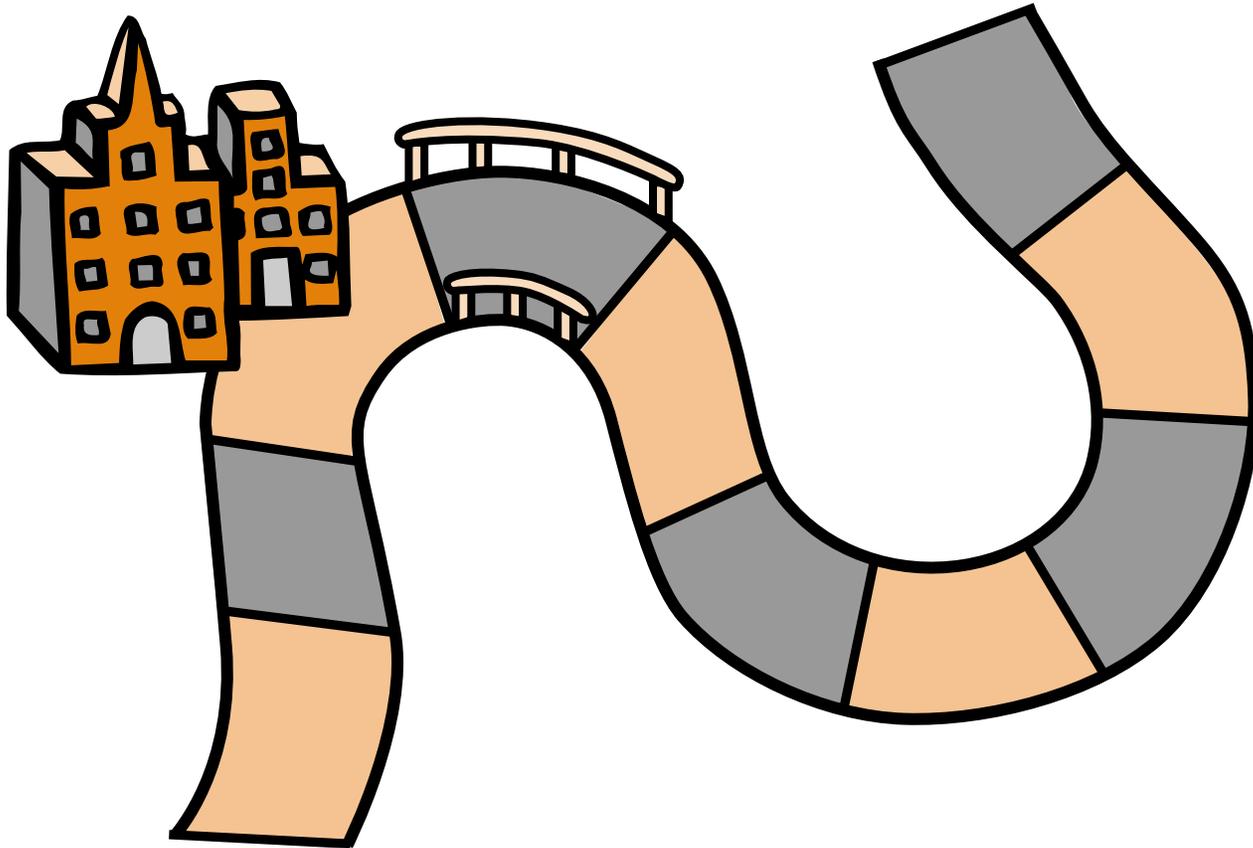
- People with the skills and contacts fostered by STW programs are more likely to hold steady jobs, invest in housing, spend money in their neighborhoods, and have a vested interest in addressing community problems. A stable and vibrant community, populated by well trained and educated citizens, supports and attracts businesses that value the purchasing power of the residents and the availability of an educated, skilled workforce. The positive long-term effects of comprehensive STW programs on individuals and local institutions should qualify these programs under the revitalize and stabilize category of the community development definition.

Employer Participation Model

A potential framework for use in identifying and assessing STW activities may be based on an Employer Participation Model, created by the National Employer Leadership Council (NELC)¹⁰ in conjunction with Jobs for the Future. The Employer Participation Model (shown in the next section in a slightly adapted form) provides guidance as to the various educational activities in which banks may become involved. The mix of activities eligible under the CRA will be determined by the bank and its primary regulator.

¹⁰ *The National Employer Leadership Council (NELC) is a coalition of CEOs from a diverse group of private sector companies with a shared vision for the nation's workforce. One of NELC's goals is to improve the productivity and competitiveness of American businesses through work-based learning opportunities for all students. To accomplish this, the NELC hopes to energize and mobilize the business community around the school-to-work initiative in collaboration with other stakeholders.*

III. Employer Participation Model



Employers Working Directly with Students

PURPOSE	EMPLOYER ACTIVITY (GRADE LEVEL)	LENGTH OF ACTIVITY	EMPLOYEE TO STUDENT RATIO
<i>CAREER AWARENESS</i>	1. Career Talks: Employers and employees visit students in the classroom and explain the work in their industry and/or company. Typical career talk bank topics include money management and credit analysis. (K-16)	<i>1-2 hours</i>	<i>1:25 or 30</i>
	2. Career Days/Career Fairs: Special events are typically held to allow students to meet with postsecondary educators, employers and employees, or human resource professionals to learn about work opportunities. Career day activities are designed to help students think about their interests and abilities in relation to potential careers. Examples of possible banking careers are lending, money management, customer service and bank tellers. (K-16)	<i>2 hours to half day</i>	<i>varies with type</i>
	3. Workplace and Industry Tours: Students visit the worksite, talk with employees and observe the workplace activities. (K-16)	<i>1-2 hours</i>	<i>1:10 or 25</i>
	4. Tutoring: Bank employees can tutor students with math, bank, finance, and economics-related classes. (K-16)	<i>2 hours per week</i>	<i>varies</i>
<i>CAREER EXPLORATION</i>	5. Job Shadowing: A student follows a bank employee at a company location to learn about the bank. Job shadowing can help students explore a range of career objectives and, if possible, select a career major for the latter part of high school. (6-16)	<i>varies, one day to 2 weeks</i>	<i>1:1-5</i>
	6. Job Rotations: At the bank, students transfer among a number of positions and tasks that require different skills and responsibilities in order to understand the steps that go into creating a bank product and/or service; how their own effort affects the quality and efficiency of the bank product or service; and how each part of the organization contributes to the bank's productivity. Examples of typical bank departments targeted in a job rotation include branches, customer service and trading. (9-16)	<i>varies by program</i>	<i>1:1 to 8</i>

Employers Working Directly with Students

PURPOSE	EMPLOYER ACTIVITY (GRADE LEVEL)	LENGTH OF ACTIVITY	EMPLOYEE TO STUDENT RATIO
<p><i>CAREER PREPARATION</i></p>	<p>7. Internships: Students work for a bank for a specific period of time to learn about tasks in particular departments. Students' workplace activities may include special summer projects, a sample of tasks from different jobs, or tasks from a single area. These may or may not include financial compensation. (10-16)</p>	<p>minimum of one semester, 5-10 hours a week or full time for 4-6 weeks</p>	<p>1:1 to 8</p>
	<p>8. Cooperative Education: Students alternate or coordinate their high school or post-secondary studies with a job in a field related to their academic or occupational objectives. Students and participating banks develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (10-16)</p>	<p>minimum of 3 hours a week for one semester</p>	<p>1:1 to 8</p>
	<p>9. Youth Apprenticeship: A multi-year program that combines school- and work-based learning in a specific occupational area and is designed to lead directly into either a related post-secondary program, entry-level job or registered apprenticeship program. Youth apprenticeships may or may not include financial compensation. Bank apprenticeships may occur in the teller, lending, customer service and trading departments among other areas (10-14).</p>	<p>minimum of one semester, 5-10 hours/week</p>	<p>1:1 to 8</p>
	<p>10. Mentoring: Employee(s) who possesses the skills and knowledge to advise a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with teachers or youth organizations and the employer of the student. (9-16)</p>	<p>minimum of 10 months, 3-6 hours per month</p>	<p>1:1 to 2</p>



Employers Working Directly with Teachers

TEACHER ACTIVITY	EMPLOYER ROLE
<i>PROJECT-BASED LEARNING</i>	Serve as mentors and collaborate with teachers and students on projects aimed at providing solutions to real problems and developing new programs within the company.
<i>SCHOOL-BASED ENTERPRISE/ ENTREPRENEURIAL PROJECTS</i>	Provide expertise as consultants to student-operated businesses. Serve as a guide to a group of students as they assess, design and implement a start-up business. Operating a bank within the school is one example of a student project.
<i>INTERNSHIP/EXTERNSHIP/ SABBATICAL IN BUSINESS</i>	Provide opportunities for educators to explore the banking industry to develop their knowledge of workplace skill requirements. Providing opportunities for teachers to participate in bank training classes and internships are examples.



Employers Supporting the Work of Teachers

TEACHER ACTIVITY	EMPLOYER ROLE
<i>CURRICULUM DEVELOPMENT</i>	Work with educators at the national and state level to integrate curriculum to link academic and workplace knowledge and skills; to logically connect work with educators at the regional and local levels to develop work-based learning curriculum.
<i>INSTRUCTIONAL MATERIALS</i>	Work with educators at the national and state levels, to develop compatible, inexpensive products, services and software to support the teaching of workplace and industry skills and knowledge.
<i>BUSINESS PRACTICE ADVISEMENT</i>	Provide information and support to counselors and teachers on current industry practices.
<i>INDUSTRY SKILL STANDARDS</i>	Give copies of bank skill standards to secondary and post-secondary educators for use in their program planning. Connect educators to industry skill standards implementation projects that integrate skill standards, academic standards and workplace assessment and credentials.
<i>TECHNOLOGY</i>	Provide educators with information and support to increase their awareness and skill development of current technologies. Provide access to technology.

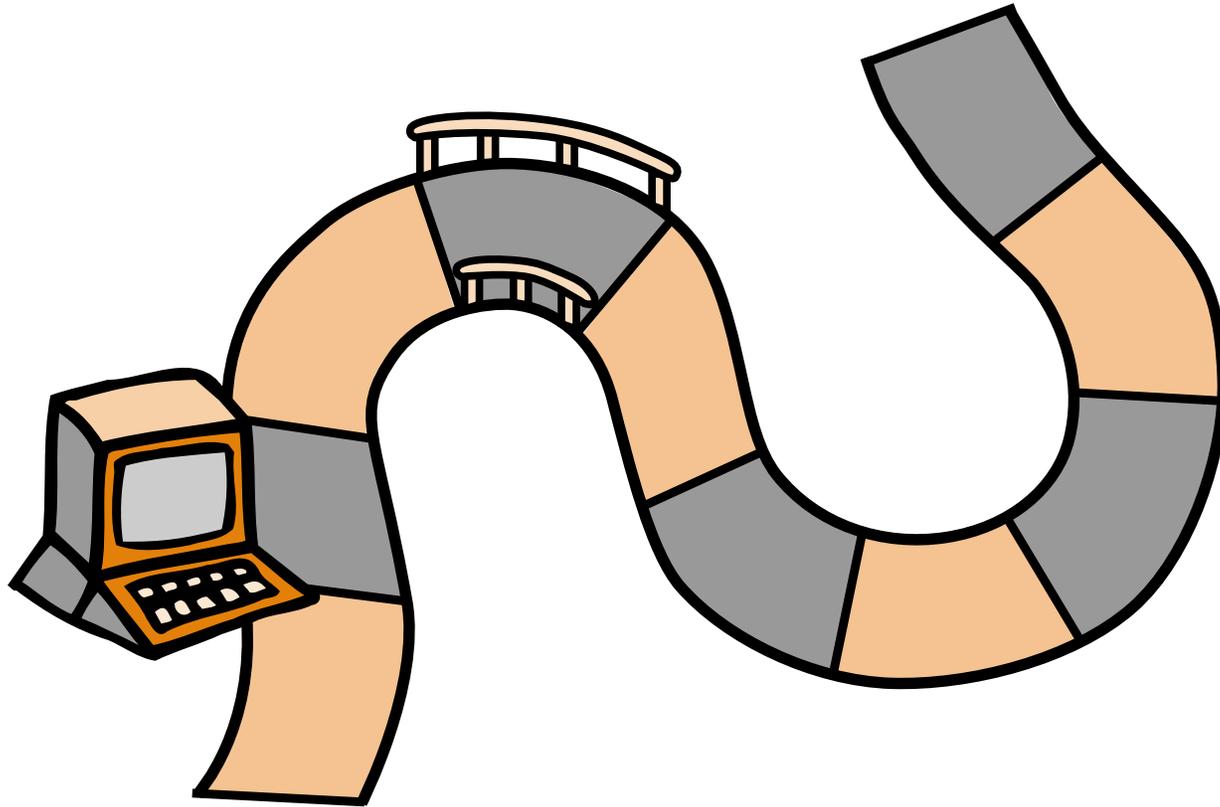


Employers Building a System

INVOLVEMENT	BUILDING A SYSTEM FOCUSED ON HIGH STANDARDS AND GLOBAL COMPETITIVENESS
<i>LOCAL</i>	<p>Provide leadership, through an intermediary organization, to develop work-based learning opportunities and continually provide skill standards information to all education institutions.</p> <p>Provide leadership to create or enhance the regional economic development plan so education, labor market needs and public and private resources are aligned to support quality workforce development programs.</p> <p>Play a leadership role in the development of work-based learning opportunities in local partnerships of employers, local education agencies, schools, educators, locally elected officials, employees, labor organizations, students, parents, community-based organizations, rehabilitation agencies, vocational education agencies, and other local entities.</p>
<i>STATE/REGION</i>	<p>Provide, through banking associations, leadership in state/regionwide workforce development and STW governance (e.g. Workforce Development Boards, PICs, Chambers of Commerce, Business Roundtables).</p> <p>Work with stakeholders to create a system of industry-recognized workplace assessments and credentials for use in schools and in the workplace.</p> <p>Provide marketing and employer recruitment support using the Employer Participation Model.</p>
<i>NATIONAL</i>	<p>Join NELC to work with other business organizations and employers to assure a consistent STW and workforce development focus in and across business organizations.</p> <p>Promote STW and workforce development efforts in national industry-specific associations and participate in the development of industry-driven skills standards.</p> <p>Participate in the development of skill standards driven curricula and instructional materials with special focus on high academic standards and work-based learning. Encourage the use of these materials in industry-related programs at the state and local level.</p> <p>Participate in a national benchmarking effort to identify best practices in an array of program components that continuously improve STW and workforce development programs. (e.g. how to recruit employers, selection and assessment of work-based learning activities by students and parents, and teacher internship/externship).</p>



IV. New York State School-to-Work Partnerships



Albany City School District School-to-Work Partnership

Area Served: Albany City School District

Target Population: K-12

Program Objectives: Implementation of activities in “School-to-Work” components

School- & Work-Based Learning Activities:

- Exposure to SCANS skills
- Introduction to career majors and employment options
- Community service
- Shadowing
- Internships
- Apprenticeships
- Summer employment
- Teacher conversations with employers
- Teacher internships

Connecting Activities:

- Curriculum revisions
- Restructuring of summer employment program
- Grants for teachers who develop creative ways to teach students about work

Contact Person/Address: Terry Swett
Abrookin Botec Center
99 Kent Street
Albany, NY 12206
(518) 438-2501 - phone
(518) 462-7174 - fax

Partners:

Albany International Corporation
Albany/Colonie Regional Chamber of Commerce
Cargill, Inc.
City of Albany Housing Authority
Adult Learning Center
Albany CSD
Greater Capital District Tech Prep Consortium
SUNY School of Education
AFSCME

Capital District Minority Contractors Association
NYS Department of Labor Community Service Center
Tri-City Building Trades Association
Albany City Council PTA
Capital Region PIC
City of Albany
Junior Achievement of the Capital District
Martin Luther King Comm. & Institute
Urban League of North Eastern New York, Inc.



Buffalo School-to-Work Partnership

Area Served: Buffalo Public Schools

Target Population: Pre-K-12

Program Objectives: Development of an applied curriculum linking school to work

School- & Work-Based Learning Activities:

- Career development information
- Structured work-based experiences
- Development of career focus
- Mentoring
- Technical and professional training
- Youth apprenticeships

Connecting Activities:

- Pre-K through 12th grade curriculum integrating academic and work skills
- Coordinated support network of parents, employers, mentors, youth advocates and social service agencies
- Development of an industry, broad occupational, or trade-focused technical training system
- Staff development to institutionalize school-to-work system

Contact Person/Address: Helen Taylor
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Partners:

Greater Buffalo Partnership
Buffalo CSD
Bryant and Stratton
Erie Community College
VESID
BCSA Union
Department of Labor
Sheetmetal Union
Buffalo CSD

Buffalo Alliance for Education
Printing Institute of America
Division for Youth
Buffalo Teacher Center
Buffalo Teachers Federation
Buffalo CSD Inter-High Student
Organization
United Parents
Division of Employment & Training

Buffalo ACCESS Center
City of Buffalo
Erie County Tech Prep Consortium
Junior Achievement
Cornell University
Youthbuild
Erie Private Industry Council
University of Buffalo SUNY
University of Buffalo SUCAB



Chautauqua County School-to-Work Partnership

Area Served: Chautauqua County (18 districts in the county and Randolph Central School in Cattaraugus County)

Target Population: K- age 24

Program Objectives: To assist in preparing all young people to become highly skilled, effective participants in the globally competitive workforce.

School- & Work-Based Activities:

- Job-shadowing
- Tours
- Student internships and summer employment
- Apprenticeships
- Co-op work experience
- Mentoring
- Job fairs
- Classroom speakers
- Curriculum development

Connecting Activities:

- Conduct professional staff development that includes opportunities for teachers to complete worksite visits
- Business Partner Clearinghouse Database

Contact Person/Address: Candace Huber
Executive Specialist
Erie 2 Chautauqua/Cattaraugus BOCES
Hewes Education Center
Rt. 394
Ashville, NY 14710
(716) 763-1801 - phone
(716) 763-7726 - fax

Partners:

The partnership is advised by a 30 member board made up of 50% business plus education, labor, parents, and youth. Partners include over 400 businesses and community-based organizations in the Business Partner Clearinghouse Database.



The Glow School-to-Work Opportunities System

Area Served: Counties of Genesee, Livingston, Orleans, and Wyoming

Target Population: K-16

Program Objectives: Creation of an integrated School-to-Work System that reaches all young people in the area. It will improve school-based learning and incorporate career development, workplace competencies and work-based learning.

School- & Work-Based Learning Activities:

- Revising and developing curricula to integrate workplace skills and competencies as defined by the NYS Standards and Assessments and the SCANS
- Job shadowing for teachers and students
- Internships for teachers and students
- Mentoring
- Business tours

Connecting Activities:

- Training for work-site mentors and supervisors
- Regional conference for all partners
- Ongoing meetings to promote dialogue and cooperation between business and education

Contact Person/Address: Betty Powers, Director
Glow School-to-Work Partnership
Park Lewis Hall
2A Richmond Avenue
Batavia, NY 14020
(716) 344-5721 - phone
(716) 345-1907 - fax

Partners:

Bank of Castile
Battaglia, Andrews, and Moag, PC
Genesee County Chamber of Commerce
Hodgins Printing Company, Inc.
Morton Salt
Oliver's Candies
Pavilion State Bank
Batavia City School PTA
Byron-Bergen PTA
Corrosion Control Systems
Avon CSD
Batavia CSD

Byron-Bergen CSD
Dansville CSD
Genesee Valley BOCES
Holley CSD
Keshequa CSD
LeRoy CSD
Genesee County Cooperative Extension
Genesee County Industrial
Development Agency
Genesee Community College
Letchworth CSD
Livonia CSD

Lyndonville CSD
Medina CSD
Mt. Morris CSD
Oakfield-Alabama H.S.
Pavilion CSD
Pembroke CSD
Perry CSD
Warsaw CSD
Wayland CSD
Wyoming CSD
York CSD

(Continued)

The Glow School-to-Work Opportunities System

Partners Continued:

Rochester Labor Union #435
Genesee-Orleans County Youth Bureau
GLOW Private Industry Council
Tri-County Teacher Resource Center
Genesee Region Teacher Center
GLOW SDA (JTPA)
Iroquois Trail Council 85A
Liberty Pumps
Livingston County Youth Bureau
Orleans County Dept. of Social Services

Orleans County Employment and Training
Orleans County Industrial Development Agency
Trek, Inc.
Wyoming County Board of Supervisors
Genesee CSD
Notre Dame H.S.
Pioneer CSD
Wayland-Cohocton CSD
Caledonia-Mumford CSD
VESID

High School of Economics and Finance Partnership

Area Served: All five boroughs of New York City

Target Population: Secondary school

Program Objectives: Integration of economics and workforce skills into academic disciplines

School- & Work-Based Learning Activities:

- Job readiness and effectiveness seminars
- Career and college exploration seminars
- Finance, banking, entrepreneurship, insurance and securities seminars
- Workshops and field trips
- Academic support and mentoring
- Technology for finance applications
- Investment simulations

Connecting Activities:

- Development of curriculum and instructional materials
- Training and orientation for teachers, parents and other providers
- Evaluation of system and student outcomes

Contact Person/Address: Dr. Patrick Burke
Principal
High School of Economics & Finance
100 Trinity Place
New York, NY 10006
(212) 346-0708 - phone
(212) 346-0712 - fax

Partners:

American International Group
Bloomberg Financial Markets, L.P.
Citibank
Coopers and Lybrand
KPMG Peat Marwick
Lehman Brothers
Micro Trek
Oppenheimer & Co., Inc.
Paine Webber, Inc.
Carnegie Hall
Community Works
Kaplan Educational Center

Republic National Bank
New York Police Department
Boy Scouts
Manhattan School-to-Career Consortium
NYC Temps
Merging Business & Academics
Solomon Smith Barney
Travelers Group
Bronx High School Superintendency
Manhattan High School Superintendency
NYC Board of Education
Baruch College

Borough of Manhattan Community College
College of Insurance
Local 1814 ILA
United Federation of Teachers (UFT)
Local Chapter of UFT
High School of Economics & Finance PTA
NYC Department of Employment
NYC Volunteer Program
National Academy Foundation
National Association of Securities Dealers
The Academy of Finance



Hudson Valley Area School-to-Work Alliance

Area Served: Orange County: Newburgh Enlarged School District, Cornwall Central School District, Monroe-Woodbury Central School District, Washingtonville Central School District, Valley Central School District; Ulster County: the Wallkill Central School District; Dutchess County: the Beacon City School District; and Putnam County: the Haldane Central School District

Target Population: K-12

Program Objectives: Implementation of activities in the school-to-work components

School- & Work-Based Learning Activities: • Integration of occupational and academic learning through workplace simulations

Connecting Activities:

- Provision of shadowing programs in business and industries for teachers
- Provision of shadowing programs for workplace mentors
- Development of student career portfolios
- Development of certificates of initial mastery
- Creation of a job bank
- Development of a K-12 applied academics curriculum

Contact Person/Address: Alanna Smith
Orange-Ulster BOCES
Gibson Road
Goshen, NY 10924
(914) 291-0318- phone
(914) 291-0308- fax

Partners:

American Airlines
Amroy, Inc.
Micrus Corporation
Council of Industries
Envirotest Laboratories
IBM Corporation (Engineering)
IBM Corporation (Technical Gifts)
International Paper, Inc.
Minolta Advanced Technology
New York State Department of
Transportation, Aviation Division
Newburgh Molded Products, Inc.
Orange County Chamber of Commerce, Inc.

Osram Sylvania Corporation
Semiconductor Devices & Electronic Beams
Stewart International Airport
Texaco Research and Development Corp.
Cornwell CSD
Monroe-Woodbury CSD
Newburgh Enlarged CSD
Orange-Ulster BOCES
Valley CSD
Wallkill CSD
Orange County Community College
SUNY New Paltz
U.S. Military Academy at West Point

Hudson Catskill Central Labor Council
Newburgh Teacher Association-American
Federation of Teachers
Newburgh Administration & Supervisors
Association
Summer Science Camp '95
Fostertown Education Through Creativity
Magnet School PTA
Orange County PIC
New York State Department of Labor
Community Service Center
National Science Foundation
Neighborhood-Based Initiative



LaGuardia Community College/Queens High School

Superintendency - Queens School-to-Work Opportunities Initiative Partnership

Area Served: Participating schools in Queens

Target Population: K-12 students in Queens schools, postsecondary students in LaGuardia and Queensborough Community Colleges, and out-of-school youth and adults in Queens High Schools and Auxiliary Schools

Program Objectives:

- Integrate existing workforce preparation programs into an educational model spanning grade levels K through postsecondary
- Serve all students in participating schools
- Disseminate the model to other schools in Queens and other boroughs of New York City

School- & Work-Based Learning Activities:

- Curriculum development and instruction that integrates academic and vocational learning and incorporates instruction in all aspects of an industry
- Staff development activities aimed at integrating the Career Development and Occupational Skills standards into all academic subjects
- Career readiness, exploration and counseling
- Evaluations to identify academic strengths and weaknesses, academic progress, workplace knowledge and the need for additional learning activities
- Procedures to facilitate the entry of students into additional training, postsecondary educational programs or employment
- Worksite visits
- Job shadowing
- Paid and unpaid internships
- Workplace mentoring
- Instruction in workplace competencies

Connecting Activities:

- Matching students with work-based learning opportunities of employers
- Providing each student with a school-site mentor to act as a liaison between the student and employer, school, teachers, school administrators, parents and community partners
- Assisting employers to develop school-based and work-based learning components
- Identifying employers who employ and work with youth to make stronger connections between youth, jobs and school-based learning
- Assisting participants in finding a job, enrolling in postsecondary education, or receiving additional training
- Linking participants with community services to ensure a successful transition from school to work
- Training teachers, workplace mentors, school-site mentors and counselors
- Assessing results of school-based and work-based learning



LaGuardia Community College/Queens High School

Contact Person/Address: Harry N. Heinemann
Dean, Cooperative Education
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-5200 - phone
(718) 482-5242 - fax

Partners:

Appellate Division Supreme Court
Black American Heritage Foundation
Brooklyn Union
Brown & Overton Financial Services
Brown Raysman & Millstein
Chase Manhattan Bank
Community Care Development
Project, Inc.
Con Edison
Council of the Environment of
New York City
Criminal Court of the City of
New York
FEGS
Federal Reserve Bank of New York
Jamaica Service Program for
Older Adults
Justice Resource Center
Langston Hughes Community Library

Mister Printer
NYC Police Department
NYC Department of Labor
New York Urban League
PSM Insurance Companies
Queens Publishing Corporation
Queens Symphony Orchestra
Supreme Court of the State of
New York
The Assembly of the State of
New York
The European African-American
Connection
The Human Resources Center of
St. Albans
Auxiliary Services High Schools
Business, Computer & Entrepreneur
Magnet High School
CSD #29

District 30 Board of Education
Humanities and the Arts Magnet H.S.
Law, Government & Community
Service Magnet High School
Mathematics, Science & Technology
Magnet High School
NYC Alternative High Schools
NYC Board of Education Cooperative
Education Programs
Queens High Schools Superintendent
LaGuardia Community College/CUNY
Queensborough Community College
St. John's University
United Federation of Teachers
PTA, Business, Computer &
Entrepreneur Magnet High School
Department of Employment

The Long Island School-to-Careers Partnership

Area Served: Long Island

Target Population: K-12

- Program Objectives:**
- Link school districts with regional K-12 curriculum development initiatives to infuse workplace skills into the academic curriculum
 - Develop a resource guide for students and a handbook for parents to identify key career clusters
 - Link secondary and postsecondary education through Tech Prep and other transition initiatives

- School- & Work-Based Learning Activities:**
- Build the capacity of schools to develop and offer a wide range of paid and unpaid internships
 - Develop work-based and school-based mentors
 - Restructure after-school and summer employment programs
 - Expand work experiences for out-of-school youth and youth with disabilities

- Connecting Activities:**
- Develop a Local School Business Network
 - Establish a partnership as point of contact to coordinate outreach to businesses
 - Offer the Long Island Tomorrow Career Exchange as a forum for bringing educators and business people together

Contact Person/Address: Pat Sommerstad
Program Coordinator
Eastern Suffolk BOCES
201 Sunrise Highway
Patchogue, NY 11772
(516) 286-6730 - phone
(516) 687-3058 - fax

Partners:

Advancement for Commerce and Industry
Chase Manhattan Bank
Computer Associates
East Hampton Business Alliance
Entenmann's/Freihofers Food Bakery, Inc.
Hazeltine/ADC Chairperson
LILCO
Leadership Development Systems
Newsday
SCOPE

UNISYS Corporation
Xerox Corporation
Amityville CSD
Baldwin CSD
Bay Shore CSD
Brentwood CSD
Carle Place CSD
Central Islip CSD
Commack CSD
Copiague CSD

East Hampton CSD
Eastern Suffolk BOCES
Eastport CSD
Elwood CSD
Farmingdale CSD
Half Hollow Hills CSD
Hauppauge CSD
Kings Park CSD
Long Beach CSD
Long Beach CSD/Adult ACCESS Center

(Continued)



The Long Island School-to-Careers Partnership

Partners Continued:

Long Island Regional Education Center
Massapequa CSD
Northport-East Northport CSD
Patchogue-Medford CSD
Plainedge CSD
Roslyn CSD
Eastern Suffolk BOCES
Sachem CSD
Smithtown CSD
South Country CSD
South Huntington
Tech-Prep Consortia
Valley Stream CSD
West Babylon CSD
Western Suffolk BOCES
William Floyd CSD
Wyandanch CSD
Long Island University
Nassau Community College
Suffolk Community College
Commack Teachers Association/NYSUT
Nassau/Suffolk Building Trades
Sachem CSD/NYSUT
Long Island Network of Teachers Centers
Western Suffolk School Guidance Association
Huntington High School
Parent Teachers Association
Oyster Bay SDA
Suffolk County PIC and WECA
Suffolk County SDA
Town of Hempstead
Eastern Suffolk BOCES Occupational
Education
Eastern Suffolk School Superintendents
GATEWAY
Long Island Association (“LIA”)
Long Island One-to-One Mentoring
Long Island Transition Coordination Site
Middle Country Library
NYDED
NYS Department of Labor
NYS Mentoring Program
Nassau County School Superintendents
Nassau/Suffolk School Boards Association
National Center for Disability Services
Suffolk County Department of Labor
Suffolk County Sheriff’s Department
Urban League of Long Island
Western Suffolk School Superintendents
Woman’s American ORT

Mohawk Valley Workforce Preparation System Consortium

Area Served: Mohawk Valley labor market area (Greater Utica-Rome area)

Target Population: K-age 24

Program Objectives: To create a workforce preparation system which enables all students to successfully transition from education to employment

- a) All students will reach higher standards that will allow them to succeed in post-secondary education and/or competitive employment.
- b) All students will develop career plans and become committed to directing their own career paths.

School- & Work-Based Learning Activities:

- Promote career development activities, plans and portfolios
- Help students see an immediate connection between their schooling and their future educational and occupational choices
- Help students master workplace skills and competencies
- Job shadowing
- Internships
- Summer employment

Connecting Activities:

- Encourage employers to check high school records

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Oneida-Madison-Herkimer BOCES
Middle Settlement Road
New Hartford, NY 13413
(315) 793-8684 - phone
(315) 793-8531 - fax

Partners:

Hamilton-Fulton-Montgomery BOCES
Herkimer County BOCES
Madison-Oneida BOCES
Oneida-Madison-Herkimer BOCES
Fulton-Montgomery Community College
Mohawk Valley Community College
Utica School of Commerce
Herkimer County Employment & Training

Madison County Employment & Training
Oneida County Employment & Training
NYS VESID
NYS Department of Labor
Teacher's Centers
PTA's
Businesses
52 School Districts



New York Citywide School-to-Work Alliance

Area Served: New York City

Target Population: Local partnerships throughout New York City which received planning and implementation grants and others interested in becoming involved in school-to-work efforts.

Program Objectives: The New York Citywide School-to-Work Alliance does not directly serve students. Rather, it works to promote partnerships between businesses and schools, and provide training and support to new and existing efforts.

School- & Work-Based Learning Activities:

- Conduct outreach for involving business, labor and other employers in school-to-work activities
- Conduct employer training in work-based education
- Hold staff development workshops and training sessions for partnership members on topics such as school- and work-based learning, creating local partnerships, curriculum frameworks, business/school connection, and the link between school-to-work and the city's economic future
- Offer a resource center of materials and information on school-to-work for NYC, including creation of a website

Contact Person/Address: Tom Pendelton
Executive Director
New York Citywide School-to-Work Alliance
84 Williams St., 14th Floor
New York, NY 10038
(212) 803-3317 - phone
(212) 952-1358 - fax

Partners:

New York City Partnership
NYC Board of Education
City University of New York (CUNY)
NYC Central Labor Council, AFL-CIO
United Federation of Teachers
NYC Technical College
Citywide Parent Leadership Group
NYC Department of Employment
Deputy Mayor's Office



Niagara Regional School-to-Work Consortium

Area Served: Niagara County and three districts in Orleans County

Target Population: All grade levels, out-of-school youth and disabled youth

Program Objectives: Integrating curriculum changes with the development of work-based experiences to promote a seamless transition from school to work

School- & Work-Based Learning Activities:

- Professional development training
- School-site mentors
- Infusion of SCANS competencies and work-related applications into the classroom
- Work-based field trips
- Career days
- Internships and co-ops (paid internships that also provide college credit)
- Portfolio assessment
- Workplace mentoring

Connecting Activities:

- Holding career fairs
- Conducting mobile advisement
- Sponsoring public information activities
- Holding symposiums and making connections to Tech Prep and Learn and Serve
- Training services on school-to-work for employers

Contact Person/Address: Sheila Smith
S-T-W Director
Niagara Falls Area Chamber of Commerce
Carborundum Center - Suite 500
345 Third Street
Niagara Falls, NY 14303-1117
(716) 285-9141 - phone
(716) 285-0941 - fax

Partners:

ATSI
Academia Food Service Inc.
American Biorganics
Briody Health Care Facility
Citibank
Community Vocational Rehabilitation Center
Eastern Niagara Chamber of Commerce
Gilbert Commonwealth

Nabisco Brands, Inc.
NYS Department of Labor
Niagara CCC-Small Business Development Center
Niagara CCC-Trott Access Center
Niagara County Department of Social Services
Niagara County Federal Credit Union
Niagara Falls Convention Center

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Niagara Regional School-to-Work Consortium

Partners Continued:

Niagara Gazette
Niagara Memorial Medical Center
Opportunities Unlimited
PAR-MED
Planned Parenthood
Pyramid Brokerage Company of Buffalo
Recra Environmental
SPUR-Carborundum Center
TAM Ceramics
Taber Industries
U.S. Air Force Base
United Cerebral Palsy Association
United Way
Voyager Emblem
Wendel
YMCA
Albion CSD
Barker CSD
Lewiston-Porter CSD
Lockport CSD
Lyndonville CSD
Medina CSD
Newfane CSD
Niagara Falls CSD
Niagara Wheatfield
North Tonawanda CSD
Orleans-Niagara CSD

Royalton-Hartland CSD
Starpoint CSD
Wilson CSD
Cornell Cooperative Extension
Niagara County Community College (NCCC)
Niagara University
IBEW
Niagara Orleans Labor Council
AFL-CIO
NCCC Faculty Association
Newfane Teachers Association
Niagara Falls Teachers Association
Niagara-Orleans Counselors Association
Niagara District Parent Teachers Association
Niagara County Employment and
Training Department
Boy Scouts of America
Native American Community Services
of Erie and Niagara
Niagara Frontier Center for
Independent Living
Niagara County Health Department
DuPont Specialty Chemicals
Delphi-Harrison Thermal
New York State Electric & Gas

Onondaga County School-to-Work Local Partnership

Area Served: Eleven school districts of Onondaga County

Target Population: K - post-secondary school students and out-of-school youth

Program Objectives: Integration and implementation of activities with school-to-work components (i.e. SCANS skills, workplace experience) into curriculum

School- & Work-Based Learning Activities:

- Job shadowing
- Job tours
- Internships and apprenticeships
- Mentorships
- Entrepreneurships

Connecting Activities:

- Hold workshops and institutes for teachers and counselors on career awareness and development
- Provide workplace tours for teachers and counselors
- Involve business partners in developing contextualized curriculum
- Link activities between the partnership and Onondaga County BOCES

Contact Person/Address: Marcia Drumm, Director
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215
(315) 469-2503 - phone
(315) 469-2589 - fax

Partners:

New Venture Gear
MNT Inc.
Cazenovia CSD
East Syracuse/Minoa
Fabius Pompey
Jamesville Dewitt CSD
LaFayette CSD
Chittenango CSD
Baldwinsville CSD
Liverpool CSD

North Syracuse CSD
Onondaga Nation School (Lafayette CSD)
Onondaga-Cortland-Madison BOCES
Phoenix CSD
Syracuse City CSD
Onondaga Community College (OCC)
Tech Prep - OCC
UAW Local 624
DECA

Career Advisory Council- East Syracuse-
Minoa CSD
JTPA of Syracuse/Onondaga County PIC
CNY Teaching Center
Department of Labor
Metropolitan Development Agency
PEB
Syracuse Teaching Center
Syracuse University School of Education



Rochester/Monroe School-to-Work Partnership

Area Served: Rochester and Western Monroe County

Target Population: K-age 24

Program Objectives: Implementation of activities required to meet a set of interrelated goals for curriculum development and augmentation, staff development, student learning opportunities and program coordination and evaluation

School- & Work-Based Learning Activities:

- Development of work-based curricula, “All Aspects of the Industry” curricula, applied academics, and career exploration initiatives
- Part-time job experiences and work-based learning

Connecting Activities:

- Staff development efforts to provide partners with knowledge to use newly developed school-to-work materials and strategies
- Strong evaluation to measure systemic impact of school-to-work curricula and staff development

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Director
Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623-5780
(716) 292-2135 - phone
(716) 424-5249 - fax

Partners:

Rochester Business Education Alliance
Association of Superintendents &
Administration of Rochester
Greece CSD
Monroe-Orleans BOCES II
Rochester CSD
Monroe Community College
Rochester Institute of Technology
SUNY College of Brockport
Rochester Labor Council/AFL-CIO

Rochester Teachers Association,
NYSUT Local 616
Monroe Tech Prep Consortium
Work Experience Coordinators Association
Junior Achievement of Rochester
VESID
Vocational Industrial Clubs of America
Genesee Valley District PTA
NYS Department of Labor



Walks of Life

Area Served: Bronx and Brooklyn

Target Population: Elementary, Middle and Secondary schools

Program Objectives: Development of a K-12 multi-industry career preparation system

School- & Work-Based Learning Activities:

- Career awareness activities
- Structured field trips to work sites
- Comprehensive curriculum which helps students acquire a broad range of work habits, skills, and competencies (e.g. listening and speaking, resolving conflict and making decisions)

Connecting Activities:

- Integrational program
- Internships
- Job shadowing
- Junior Achievement

Contact Person/Address: Barbara Green, Ph.D.
Project Director
Greater New York Hospital Foundation, Inc.
555 W. 57th Street, 15th Floor
New York, NY 10019
(212) 246-7100 - phone
(212) 262-6350 - fax

Partners:

Greater New York Hospital Foundation, Inc.
Ventures in Education
WAVE, Inc.
KAPOW
Junior Achievement of New York, Inc.
Career Paths
National Helpers Network, Inc.
Brooklyn School Cluster
(Tilden H.S., I.S. 285, I.S. 232, P.S. 268, P.S. 233)
Bronx School Cluster
(Walton H.S., P.S./M.S. 95, I.S. 117, P.S. 28)

Over 300 Walks of Life Industry Coalition members
which include:

- Retail Trade
- Services
- Transportation
- Public Utilities
- Construction
- Manufacturing
- Communications
- Public Service



Westchester/Putnam School-Careers Partnership

Area Served: Westchester and Putnam counties (Except Yonkers and Mount Vernon)

Target Population: K - Adult

Program Objectives: Preparing all students for college and careers

School- & Work-Based Learning Activities:

- Establishment of curriculum committees at each grade level to develop curricula through the integration of the SCANS skills
- Development of alternative assessment strategies to evaluate system and student outcomes
- Assessment of existing technology and planning for acquisition of appropriate technology to promote school-to-work activities

Connecting Activities:

- Facilitation of partnerships among schools, businesses and industries
- Participation by the Westchester County Association to facilitate active involvement of businesses and industries and play a role in developing an appropriate technology infrastructure

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Putnam/Northern Westchester
200 BOCES Drive
Yorktown Heights, NY 10596-4399
(914) 248-2452 - phone
(914) 962-4787 - fax
rrichard@ns.computer.net - e-mail

Noel Appel
Coordinator, Business Division
Southern Westchester BOCES
65 Grasslands Road
Valhalla, NY 10595
(914) 761-3400 x309 - phone
(914) 761-8099 - fax
nappel@careercetr.lhric.org - e-mail

Partners:

BETAC-S.W. BOCES
Citibank (Westchester/Rockland)
Con Edison
Diversified Investment Advisors
United Staff Association
Rye Town Hilton
Texaco, Inc.
Westchester County Association
Abbott UFSD of Greenburgh
Blind Brook-Rye UFSD
Brewster Central School District
Briarcliff Manor UFSD
Bronxville UFSD

BEPT (Bronxville, Eastchester, Pelham, Tuckahoe)
Teachers Center
Cornell University/NYS School of Industrial & Labor Relations
Crowne Plaza
First Union National Bank
Fuji Photo Film USA, Inc.
March of Dimes Birth Defects Foundation
Newport Consulting
New Rochelle Hospital Medical Center
New York State Education Department/VESID
New York State Electric and Gas Corporation
Putnam Alliance
Teamsters Local 456

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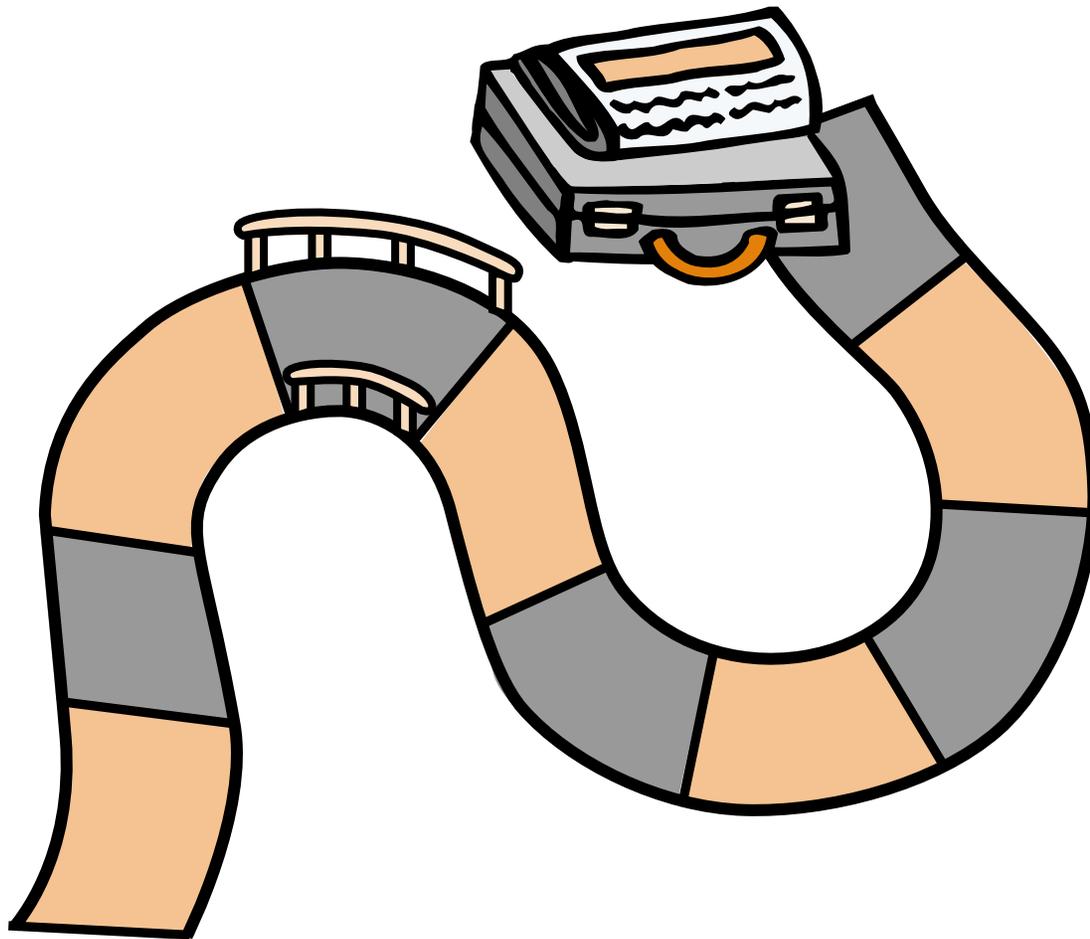
Westchester/Putnam School-Careers Partnership

Partners Continued:

Westchester County Youth Bureau
Westchester Mentoring Network
Westchester Teacher Center
Yonkers School-to-Work Partnership
Westchester Education Coalition
Bedford Central School District
Croton-Harmon UFSD
Harrison School District
Hendrick Hudson School District
Lakeland Central School District
Mahopac Public Schools
New Rochelle City School District
Ossining UFSD
Peekskill City School District
Port Chester/Rye UFSD
Byram Hills School District
Carmel Central School District
Dobbs Ferry Public Schools
Eastchester UFSD
Elmsford UFSD
Garrison School District
Tarrytown, Public School of
White Plains Public Schools
Mercy College
Pace University

Westchester Community College (WCC)
Ardsley UFSD
Westchester District Parent
Teachers Association (PTA)
Westchester Private Industry Council (PIC)
Greenburgh Central School District
Greenburgh Eleven UFSD
Greenburgh North Castle
Haldane Central School District
Hastings-on-Hudson UFSD
Hawthorne Cedar Knolls UFSD
Irvington UFSD
Katonah-Lewisboro UFSD #1
Mamaroneck Public Schools
Mt. Pleasant Central School District
Mt. Vernon School District
North Salem School District
Putnam Valley School District
Rye City School District
Rye Neck UFSD
Scarsdale Public Schools
Tuckahoe UFSD
Valhalla UFSD
Yonkers City School District
Yorktown Central Schools

V. New Jersey State School-to-Work Partnerships



Bergen's Telecommunication School-to-Work

Area Served: Bergen County

Target Population: Secondary School and Out-of-School Youth

Program Objectives: Development of a Telecommunications Specialty curriculum comprised of electronics technology infused with new telecommunications topics, computer networking, and career education

School- & Work-Based Learning Activities:

- Technological literacy exploratory
- Systems approaches to technology with enriched academics and career education
- Integration of classroom learning with workplace training
- Infusion of school-to-work curricula and career resources into existing GED and alternative high schools
- Development of curricula that exposes students to career paths in telecommunications
- Presentations by non-traditional role models from industry and post-secondary partners
- Implementation of project-based activities that integrate academic, occupational and work-based learning
- Creation of an electronic, on-line education library
- Implementation of career development plans
- Collaboration with industry partners to help facilitate career exploration through tours, job shadowing, worksite demonstrations and/or short-term internships

Connecting Activities:

- Recruitment strategies, teaching approaches, classroom practices and career counseling to encourage females and minorities into the telecommunications field
- Systematic program for in-service training of all stakeholders
- Support services supplemented by existing resources from the Bergen Board of Social Services and Teen Parent Center's Perkins' funds

Contact Person/Address: Nicholas Sodano
Project Director
Bergen County Technical Schools
200 Hackensack Avenue
Hackensack, NJ 07601
(201) 343-6000 x3398 - phone
(201) 996-0062 - fax

(Continued)

Bergen's Telecommunication School-to-Work

Partners:

IBEW

Indentured Apprentices Program -

IBEW Local 164

Bergen County Division of Family Guidance

Youth Services Commission, Bergen County

Justice Center

The Bergen County Office of Probation

Bergen County Division of Youth and

Family Services

Bergen Private Industry Council

Urban League

Bergen Tech's Teen Parent Center

Bergen Community College

DeVry Technical Institute

Plaza School of Technology

Union County College

New Milford Public Schools

Dumont Public Schools

Garfield Public Schools

Cliffside Park Public Schools

Bell Atlantic

Port Authority of New York and New Jersey

Public Service Electric and Gas

Telemetric

Board of Social Services



Essex County Education Consortium

Area Served: Bloomfield, Glen Ridge, Montclair school district and Essex County Vocational Schools

Target Population: K - 12 and beyond

Program Objectives: Development of allied health, business information service and sciences, and early childhood-related careers multi-skilled curricula to address major employment shortages in New Jersey

School- & Work-Based Learning Activities:

- Use of technology for career development and employment assessment
- Emphasis on school- and work-based occupational competencies for entry level employment
- Interdisciplinary instruction in applied academics and contextual learning
- Piloting multi-skilled curricula in the grades K-12 during first phase of the grant cycle
- Workplace mentors from allied health, business and childcare industries
- School-based mentors
- Evaluation of program's success through standardized testing

Connecting Activities:

- Provision of post-secondary educational scholarships through private industry and foundation partners
- Establishment of an employee driven consortium-based industry Board of Governors for health care, business and early childhood-related careers
- Employer representation in planning, implementation, and proposal evaluation

Contact Person/Address: Joseph B. Bizzarro
Project Director
Bloomfield Public Schools
155 Broad Street
Bloomfield, NJ 07003
(973) 680-8554 - phone
(973) 680-8568 - fax

Partners:

A partnership of more than 100 business, industry, school, social service and parent representatives.
These partners include:

Essex County Vocational Schools
Bloomfield College
Glen Ridge Public Schools
Bloomfield Health Careers Foundation

Bloomfield Public Schools
Bingham Communications
Montclair Public Schools
Essex County College

"Clara Maass" Hospital
UMDNJ

(Continued)



Essex County Education Consortium

Partners Continued:

American Savings Bank
League of Family Services
Essex County Vocational Schools
Columbus Hospital
New Jersey Hospital
Glen Ridge Public Schools
Montclair Child Development Center
Colgate-Palmolive Company
Essex County Division of Employment
Services
Hoechst Celanese
Glen Ridge Board of Education
University Hospital
HIP Health Plan of New Jersey
Bloomfield Youth Aid Bureau

Christ Church/Child Care
General Hospital of Passaic
New Jersey Dental Association
New Jersey Board of Public Utilities
Montclair Community Hospital
Delta Dental Plan of New Jersey
Essex County Workforce Readiness Board
New Jersey Association of Rehabilitation
Agencies
Mothers Morning Out
Hoffman-LaRoche, Inc.
The Tierney Group
New Jersey Business & Industry Council
New Jersey Health Services

Manufacturing Services School-to-Work

Area Served: Bergen County

Target Population: Disabled Secondary School Students

Program Objectives: Development of an educational system structured on technical preparation, cooperative education, and youth apprenticeship

School- & Work-Based Learning Activities:

- School-based and applied academics
- Student employment with local businesses to acquire job skills within manufacturing services
- Bergen County Police and Fire Academy safety training opportunities program
- On-site training for manufacturing majors
- Integration of technical/academic projects
- Outreach activities into middle schools and community organizations
- Implementation of team teaching through an integrated curriculum
- Collaboration with industry partners to help facilitate career exploration through tours, job shadowing, worksite demonstration and/or short-term internships

Connecting Activities:

- Provision of support for transition, e.g. counseling, mentors
- Job Training Partnership Act
- Speakers Bank
- Entrepreneurial Program

Contact Person/Address: Nicolas Sodano
Project Director
Bergen County Technical Schools
200 Hackensack Avenue
Hackensack, NJ 07601
(201) 343-6000 ext. 3398 - phone
(201) 996-0062 - fax

Partners:

Fairleigh-Dickinson University
Felician College
Kean College
UMDNJ
Hudson Community College
Bergen County Community College
Ramapo College

Berkeley Community College
County College of Morris
SUNY - Delhi College of Technology
Region III Council for Special Education
Bergen County Special Services Board of
Education

Spectrum for Living
Easter Seals, State of New Jersey
Division of Vocational Rehabilitation-NJDOL
Norman Bleshman School PTA
Bergen County Police and Fire Academy
First Occupational Center of New Jersey



Morris/Sussex/Warren School-to-Work Opportunities

Area Served: Morris, Sussex and Warren counties

Target Population: K - 14

Program Objectives: Development of a comprehensive K-14 school-to-work system that prepares students for employment in high-performance businesses and industries

School- & Work-Based Learning Activities:

- Career planning, self assessment, and career awareness activities
- Job shadowing
- Supervised work experiences, e.g. internships, youth and registered apprenticeships, and cooperative education
- Mentoring via an established employer network

Connecting Activities:

- Academic advisement, tutoring, and selection of coursework related to career major
- Completion of a curriculum leading to a diploma and certificate of competency, a two- or four-year degree, or a high-skill, high-wage career
- Development of a career portfolio highlighting competencies, proficiencies and SCANS skills necessary for high-wage career

Contact Person/Address: Dr. Timothy Brennan
Superintendent
Parsippany-Troy Hills
P.O. Box 52
Parsippany, NJ 07054
(973) 263-7250 - phone

Partners:

PIC Morris/Sussex/Warren
AT&T
M & M Mars
JCP & L
Sandoz
Selected Risks
Warner Lambert
Weiss Aug, Inc.
Sussex County Community College
Warren County Community College
Morris, Sussex, and Warren County
Vocational Schools

County Chambers of Commerce
National Alliance of Business
Business & Education Together Foundation
Regional Employment Services
Office for the Disabled
Occupational Training Center
Abilities Northwest
Highlands Workshop, Easter Seal Society
Regional Day School at Morris
NJ Division of Vocational Rehabilitation
(Continued)

Morris/Sussex/Warren School-to-Work Opportunities

Partners Continued:

Berufsakademie at Mosbach

Urban League

Organization for Hispanic Affairs

Morris Area Tech-Prep Consortium

County Parent Teacher Association

County Guidance Association

Morris County Education Services Commission

Pequannock Valley Mental Health Center

B & T Foundation

Boonton High School

Butler High School

Hopatcong High School

Kinnelon High School

Kittatinny Regional High School

Lenape Valley Regional High School

Livingston High School

Madison High School

Montville High School

Morris Hills High School

Morris Knolls High School

Parsippany Hills

Parsippany High School

Pequannock High School

Randolph High School

W. Morris Central

W. Morris Mendham

Painters' District Council #10

International Brotherhood of Painters and

Allied Trades, LU #1976

Oil, Chemical and Atomic Workers International

Union, LU #8-438

New Brunswick School-to-Work Initiative

Area Served: City of New Brunswick

Target Population: Elementary and Secondary School Students

Program Objectives: Strengthen the infrastructure of the school district to provide smooth transitions from school to work for all students.

School- & Work-Based Learning Activities:

- Offer career awareness courses
- Maintain comprehensive career center
- Implement career pathway in allied health
- Develop finance, retail, and hospitality career pathways
- Provide worksite learning slots

Connecting Activities:

- Communications strategy to ensure community understanding of the School-to-Work Initiative
- Training for educational personnel, employers, and partners
- Integration of gender and other equity principles throughout curricula
- Business-led strategy to recruit additional employers to work with schools to expand career majors

Contact Person/Address: Iris Quiñones
Project Director
New Brunswick Tomorrow, Inc.
390 George Street
New Brunswick, NJ 08901
(732) 246-0603 - phone
(732) 246-3667 - fax

Partners:

Middlesex County Vocational and Technical Schools
Johnson & Johnson's Bridge to Employment Program
Middlesex County College
Rutgers, The State University of New Jersey
Robert Wood Johnson University Hospital
Bell Atlantic
New Brunswick Public Schools
New Jersey Youth Corps of Middlesex County
Business News New Jersey

City of New Brunswick
New Brunswick High School
The Reng Group
Middlesex County Employment and Training
Greater Raritan Workforce Investment Board
City Market
Puerto Rican Action Board
Civic League of Greater New Brunswick
NBT Education Task Force

School-to-Career Opportunities Initiative

Area Served: Monmouth County

Target Population: K - 12th Grade

Program Objectives: Development of curricula to heighten awareness of the allied health, law enforcement & graphic arts professions

School- & Work-based Learning Experiences:

- Integrated academics
- Curriculum alignment with industry standards
- Training in applied academics
- Employability/workplace readiness
- Tech Prep articulation with Brookdale Community College
- Transfer of health classes to Brookdale Community College
- Shadowing, career awareness
- Work-based learning classroom in health
- Industry mentoring/externships
- Industry-based performance assessment
- Staff exchange
- Mentor training

Connecting Activities:

- System evaluations developed by the teachers
- School-to-Work Guidance Counselor
- Labor organization linkages
- Portfolio and student logo
- Brookdale transition program

Contact Person/Address: Christine Davis
School-to-Work Principal
Monmouth County Vocational School District
41 Highway 34 South
Colts Neck, NJ 07722
(732) 431-6291 - phone
(732) 409-6736 - fax

(Continued)

School-to-Career Opportunities Initiative

Partners:

Applewood Estates
Centra State Health Care System
Centra State Medical Center
Chelsea Rest Home
Epiphany House
Family and Children's Service
Geraldine L. Thompson Medical Home
International Flavors and Fragrances
Jersey Shore Medical Center
Marlboro Psychiatric Hospital
Medicenter-Neptune City
Monmouth County Division of Employment
and Training
Anthony and Marianne Sahar, MD, PA
Spring Lake Senior Residence
University of Medicine and Dentistry of NJ
Visiting Nurses Association of Central Jersey
Asbury Park Public Schools
Atlantic Highland Public Schools
Belmar Public Schools
Colts Neck Township School District
Howell Township School District
Long Branch Public Schools
Matawan-Aberdeen Regional Schools
Monmouth/Ocean Educational Services
Commission
Monmouth Regional School District
Ocean Township School District
Red Bank Borough School District
Shrewsbury Borough School District
Wall Township School District
Monmouth Beach Elementary School

Dr. Lewis Sandor
Ms. K. Colmer
West End Family Pharmacy
Health South/Advantage South
Dr. M. Brantley
West Park OB-GYN Associates
United Methodist Homes of NJ
Local 702 PESU
Middlesex/Monmouth Gastroenterology
Nelson Press
Asbury Park Press
One Hour Photo
Mac Learie Printing
Quick Print
Communications Workers Association
Local 1032
Glamour Shots
Wall Mart
All Point Print
Office Max
The Print Shoppe
Brookdale Community College
Belmar Police Department
Manalapan Police Department
Monmouth County Prosecutors
Howell Police Department
Monmouth County Police Academy
New Jersey State Police
Monmouth County Sheriffs Office
Middletown Police Department
Fair Haven Police Department
Dr. Herman Katz, D.D.S.

School-to-Work Opportunities Grant

Area Served: Jersey City

Target Population: Pre-K through Secondary School Students

Program Objectives: Systematic reform where all students are prepared for careers, including students with remedial problems

School- & Work-Based Learning Activities:

- Career development
- Career orientation
- Magnet school programs in business & finance, health careers, legal services, transportation technology, culinary arts, communication/media & marketing, and information technology

Connecting Activities:

- Integration of academic and occupational learning
- Guidance in identifying employment goals
- Instruction in both academic and technical skills

Contact Person/Address: Marilyn Roman
Project Director
Jersey City Public School District
346 Claremont Avenue
Jersey City, NJ 07304
(201) 915-6225 - phone
(201) 915-6084 - fax

Partners:

St. Peter's College
Merrill Lynch
Hudson County Chamber of Commerce
Provident Bank
Pershing Corporation
Daily News
Jersey City Municipal Court
Jersey City Medical Center
Rosic Radigan's Restaurant
Dow Jones

Neptune Orient Lines
Colgate/Palmolive Co.
Dickinson High School
Lincoln High School
Jersey City Board of Education
Jersey City State College
Donohue, Gironda, etal, CPA's
Ferris High School
Snyder High School
McNair Academic High School
P.S. 31 & 32 (Spec. Ed.)

School-to-Work/Serving Out-of-School Youth

Area Served: Newark and Essex counties

Target Population: Out-of-School Youth, Ages 18-24

Program Objectives: Development of a school-to-work partnership which promotes opportunities for out-of-school youth by returning them to the classroom and preparing them for careers in allied health, computer technology, retail, public safety and environmental technology.

School- & Work-Based Learning Experiences:

- GED program that includes an Employability Skills and Career Exploration component
- Work-based (on-site) training in the allied health, computer technology, retail, public safety, environmental technology industries

Connecting Activities:

- Advertising to promote public awareness of the School-to-Work Initiative
- Creating plan to sustain resources that support partnership activities

Contact Person/Address: Deborah Williams
Program Manager
International Youth Organization
710 South 12th Street
Newark, NJ 07103
(973) 621-1124 - phone
(973) 624-7977 - fax

Partners:

Essex County College
Essex County Vocational Schools
Mayor's Office of Employment and Training
UMDNJ

Newark Private Industry Council
Career Works, Inc.
New Community Corporation
Regional Business Partnership

Union County School-to-Work Initiative

Area Served: Union County

Target Population: Elementary and Secondary School Students

Program Objectives: Establishment of a School-to-Work Opportunities Initiative that focuses on exposing students to broad career development opportunities in four areas: business/business management, restaurant management, engineering technologies and criminal justice (multimedia design and desktop publishing will be added in the future)

School- & Work-Based Learning Activities:

- Part-time internships
- Entrepreneurial program
- Worksite field trips
- High School and college occupational courses with applied mathematics and communication competencies
- Mentoring and shadowing program

Connecting Activities:

- Job Placement and Work-Based Learning Counselors
- Entrepreneurial Assessment & Retention Counselors
- Career Fairs
- School-to-Work Steering Committee of schools, industry and community members to implement systemic changes to present system

Contact Person/Address: Ivan Rubin
Project Director
Union County College
1033 Springfield Avenue
Cranford, NJ 07016
(908) 965-2999 - phone
(908) 965-3281 - fax

Partners:

PIC/WIB
Elizabeth High School
Plainfield High School
Abraham Clark High School
Linden High School
Rahway High School
Union High School
Union County Vocational-Technical School
Cranford High School

Roselle Park High School
Westfield High School
Lincoln Technical Institute
Port Authority of New York and New Jersey
American Aluminum, Inc.
Oakrite Products, Inc.
International Brotherhood of Electrical
Workers, Local 675
Elizabeth Development Company

Allied Signal
United Way of Union County
Bell Labs
Catholic Community Services
General Motors
Union County Economic Development Corp.
Continental
Shoprite

(Continued)

Union County School-to-Work Initiative

Partners Continued:

Bonel Optical

Honda

Survivor Technologies

Warren Jenkins Co.

Guzman Realty

Foot Locker

McDonalds

Johnsons, Skok, Loughlin & Lene

Linden Free Public Library

Belting Industries Co., Inc.

Frankie's Catering

Einstein Brothers Bagels

Topf's Pharmacy

Perfected Auto Detailing

Office Max

Kreilkamp Trucking

Union Public Library

Choice Care

Triangle Liquors

Fresh Fields

Walgreens

Dominick & Danny Emiliani

Party City

Harmons Cosmetics

Schwartz Pharmacy

Sears Telemarketing

YMCA

Armani Exchange

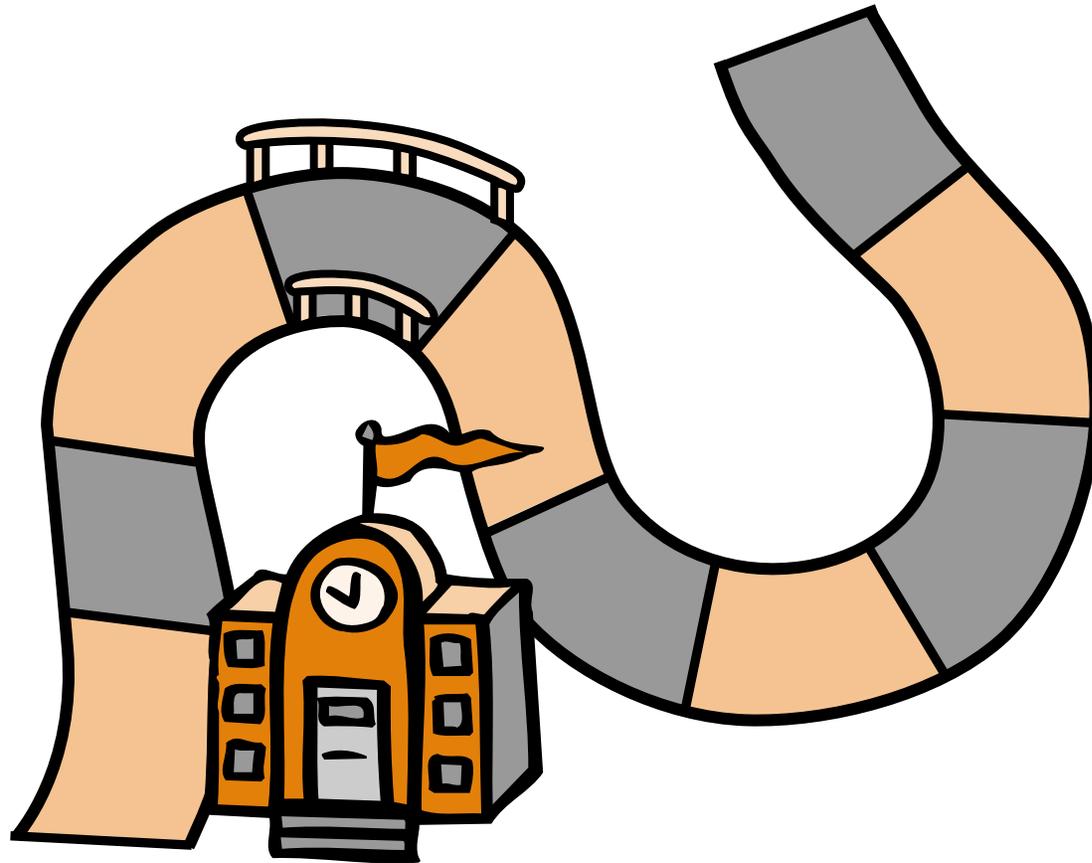
Gap Kids

True Sew Fashions, Inc.

Schering Plough

Dr. Rosenstein

Dr. Loewinger



Appendix A – NYS School-to-Work Implementation Grant Recipients

14th Street Union Square/ Gramercy Park School-to-Work

Glenda Canelle
Washington Irving High School
40 Irving Place
New York, NY 10003
(212) 674-5000 - phone
(212) 673-9569 - fax

Adirondack School-to-Work Consortium

James E. Calnon
Private Industry Council
185 Margaret Street
Plattsburgh, NY 12901
(518) 561-4295 - phone
(518) 561-8831 - fax

Arts-Related Industry Partnership

Tanya Forest
Young Adult Learning Academy
320 East 96th Street
New York, NY 10128
(212) 348-7006 - phone
(212) 348-2848 - fax

Capital Region School-to-Work Partnership

Pete Kopsha
Capital Region BOCES
1015 Watervliet-Shaker Road
Albany, NY 12205
(518) 456-9253 - phone
(518) 456-5552 - fax

Cayuga-Onondaga Regional Partnership for School-to-Work

Robert Bone
Cayuga-Onondaga BOCES
5980 South Street Road
Auburn, NY 13021
(315) 253-0361 - phone
(315) 252-6361 - fax

CSD 15 School-to-Work Local Partnership

Joseph Gallagher
Community School District #15
360 Smith Street
Brooklyn, NY 11231
(718) 330-9293 - phone

Central Brooklyn School-to-Career Opportunities Partnership

Edwina Hamby
Medgar Evers College
101 West 31st Street - 12th Floor
New York, NY 10001
(212) 290-5760 - phone
(212) 290-5799 - fax

Chemung-Schuyler-Steuben County School-to-Work Partnership

Nancy Blake
Schuyler-Chemung-Tioga BOCES
459 Philo Road
Elmira, NY 14903
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(607) 795-0511 - fax

Cortland School and Business Alliance

Bonnie Calzolaio
Cortland County Chamber of Commerce
34 Tompkins Street
Cortland, NY 13045
(607) 756-4592 - phone
(607) 756-4698 - fax

Delaware-Chenango-Otsego Local Partnership

Iraina Steers
Delaware-Chenango BOCES
6678 County Rd 32
Norwich, NY 13815
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(607) 334-9848 - fax

District 9 Community School/FEGS

Raquel Maysonet
Penni Morganstein
FEGS
141 Livingston St.- 5th Floor
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(718) 402-4517 - fax

Eastern Monroe County School/Business Partnership

Kathy Hefferon
Monroe #1 BOCES
41 O'Connor Road
Fairport, NY 14450
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Appendix A – NYS School-to-Work Implementation Grant Recipients

Finger Lakes School-to-Work Consortium

Sylvia D. Connolly
Wayne-Finger Lakes BOCES
131 Drumlin Court
Newark, NY 14513
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(315) 332-7319 - fax

Future Force 2000

Al Nilsen
NYC Vocational Training Center
100-00 Beach Channel Drive
Rockaway Park, NY 11694
(718) 318-3766 - phone
(718) 318-4442 - fax

Greater Salamanca School-to-Work Partnership

Sherry Dunkleman
Salamanca City School District
50 Iroquois Drive
Salamanca, NY 14779
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(716) 945-3964 - fax

Jefferson-Lewis School-to-Work Partnership

Jack J. Boak
Jefferson-Lewis BOCES
20104 NYS Route 3
Watertown, NY 13601
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(315) 785-8300 - fax

St. Lawrence-Lewis School-to-Work Partnership

Pat McKeown
Office of Educational Partnership
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Potsdam, NY 13676
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(315) 267-3334 - fax

Lower East Side School-to-Work Opportunities Partnership

Jerry Stoopack
Seward Park High School
350 Grand Street
New York, NY 10002
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(212) 982-8730 - fax

Manhattan School-to-Career Consortium

Terryl Donovan
Office of Manhattan Superintendent
122 Amsterdam Avenue - Room 330
New York, NY 10023
(212) 501-1113 - phone
(212) 501-1171 - fax

Metro Rochester School-to-Work Transition

Donald Ginsberg
Rochester City School District
131 West Broad Street
Rochester, NY 14614
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(716) 262-8330 - fax

Mount Vernon Workforce Preparation Initiative

Ralph A. Tedesco
Mount Vernon Public Schools
100 California Road
Mount Vernon, NY 10552
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(914) 665-5358 - fax

Nassau County School-to-Career Partnership

Bonnie Marmor
Nassau County BOCES
Valentines Road & The Plain Road
Westbury, NY 11590
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(516) 333-8135 - fax

National Academy Foundation

Robin Willig
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New York, NY 10003
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(212) 475-7375 - fax

New Learning Opportunities Partnership

Ted Hennessey
Questar III
1550 Schuurman Road
Castleton, NY 12033
(518) 732-7266 - phone
(518) 732-1041 - fax

Opportunity Plus

Wenonah Kemp
Cornell Cooperative Extension of Saratoga
50 W. High Street
Ballston Spa, NY 12020
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(518) 885-9078 - fax

Oswego County Workforce Preparation Partnership

Jill Bennett
Oswego County BOCES
P.O. Box 541
Fulton, NY 13069
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(315) 598-9372 - fax

Appendix A – NYS School-to-Work Implementation Grant Recipients

Queens High Schools/CSD 27/FEGS

Raquel Maysonet
Penni Morganstein
FEGS
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(718) 402-4517 - fax

Riverfront School-to-Work Partnership

Joan Kruegler
Hudson Valley Community College
80 Vandenberg Avenue - HRC 501
Troy, NY 12180
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(518) 270-4870 - fax

Rockland County School-to-Work Partnership

James Ryan
Educational Services
Rockland County BOCES
65 Parrott Rd.
W. Nyack, NY 10994
(914) 627-4703 - phone
(914) 624-1764 - fax

Schenectady County Business Foundation

Melissa Minnick
Schenectady County Business Foundation
240 Canal Square
Schenectady, NY 12305
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(518) 370-3217 - fax

STW Partnership of Broome & Tioga County

Ruth A. Henneman, SABA
Broome-Tioga BOCES
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Binghamton, NY 13905
(607) 763-3315 - phone
(607) 763-3654 - fax

South Bronx Partnership for Career Exploration

Gerard Weinbrecht
SOBRO
370 East 149th Street
Bronx, NY 10455
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(718) 292-4625 - fax

Southeast Nassau Partnership for Change

Mark Wenzel
30 Broadway, Suite #2
Massapequa, NY 11758
(516) 799-3578 - phone
(516) 799-2375 - fax

Sullivan County School-to-Work Partnership

Kathleen Meckle
Sullivan County BOCES
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Liberty, NY 12754
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(914) 292-0513 - fax

Tompkins-Seneca-Tioga STW Partnership

Peggy McKiernan
Tompkins-Cortland Community College
170 North Street, P.O. Box 139
Dryden, NY 13053
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(607) 844-6535 - fax

Ulster County School-to-Work Partnership

Nancy Lynch
Business Research Center
301 Development Court
Kingston, NY 12401
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Western New York Regional STW Partnership

Jim Blizzard
Steuben-Allegany BOCES
1126 Bald Hill Road
Hornell, NY 14843
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(607) 324-3842 - fax

Workward Bound

Richard Stopol
The NYC Outward Bound Center
140 West Street - Suite 2626
New York, NY 10007
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(212) 608-9250 - fax

Yonkers School-to-Work Partnership

Sal Mancini
Center for Continuing Education
1061 North Broadway
Yonkers, NY 10701
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(914) 376-8618 - fax

Appendix B – NJS School-to-Work Implementation Grant Recipients

Atlantic County Special Services School District

Russell Grecco
1450 19th Street
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(609) 625-6453 - fax

Camden County School-to-Work Partnership

Robert Keller
343 Berlin Cross Keys Road
Sicklerville, NJ 08081
(609) 767-7000 ext. 5420 - phone
(609) 767-3638 - fax

The Children's Home Society of New Jersey School-to-Careers

Edward Hines
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Trenton, NJ 08618
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(609) 394-5769 - fax

Gloucester Co. Vocational Technical School District

Robert T. Riccio
1360 Tanyard Road
Gloucester County Institute of Technology
Sewell, NJ 08080
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(609) 468-1035 - fax

Hudson County Community College

Abigail Johnson
Hudson County Community College
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Jersey City, NJ 07306
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(201) 714-7133 - fax

Joseph Mantineo
Hudson County School of Technology
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North Bergen, NJ 07047
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(201) 854-3785 - fax

Newark Public Schools

Anntoinette Ryals
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223 Broadway
Newark, NJ 07104
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(973) 483-5162 - fax

Ocean County Vocational-Technical School

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Toms River, NJ 08753
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(732) 349-9788 - fax

Paterson Public Schools

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(973) 225-5053 - fax

Pleasantville Schools

Linda Collins
115 West Decatur Avenue
Pleasantville, NJ 08232
(609) 383-6835 - phone
(609) 383-0929 - fax

Salem County STW Initiative/Pennsville

Glendon H. Donelson
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Pennsville, NJ 08070-2199
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(609) 678-7565 - fax

Salem County Vocation Technical Schools

Mary Coombs
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Woodstown, NJ 08098-0350
(609) 769-0101 ext. 374 - phone
(609) 769-4911 - fax



Appendix C – School-to-Work Participants Meeting

STW PARTICIPANTS MEETING– March 5, 1998

Ms. Robyn Brady
Assistant Vice President
Community Development Group/
BT Foundation
Bankers Trust Company
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Dr. Malcolm Bush
President
Woodstock Institute
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(312) 427-4007 - fax

Ms. Bedelia Calhoun
Community Affairs Specialist
Division of Consumer & Community Affairs
Board of Governors of the Federal Reserve System
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(202) 785-6032 - fax

Dr. John Dow
President
National Academy Foundation
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New York, NY 10003
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(212) 475-7375 - fax

Ms. Elizabeth Dunleavey
Community Affairs Specialist
Office of Regional & Community Affairs
Federal Reserve Bank of New York
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New York, NY 10045
(212) 720-8137 - phone
(212) 720-7841 - fax

Dr. Joan Fitzgerald
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Appendix C – School-to-Work Participants Meeting

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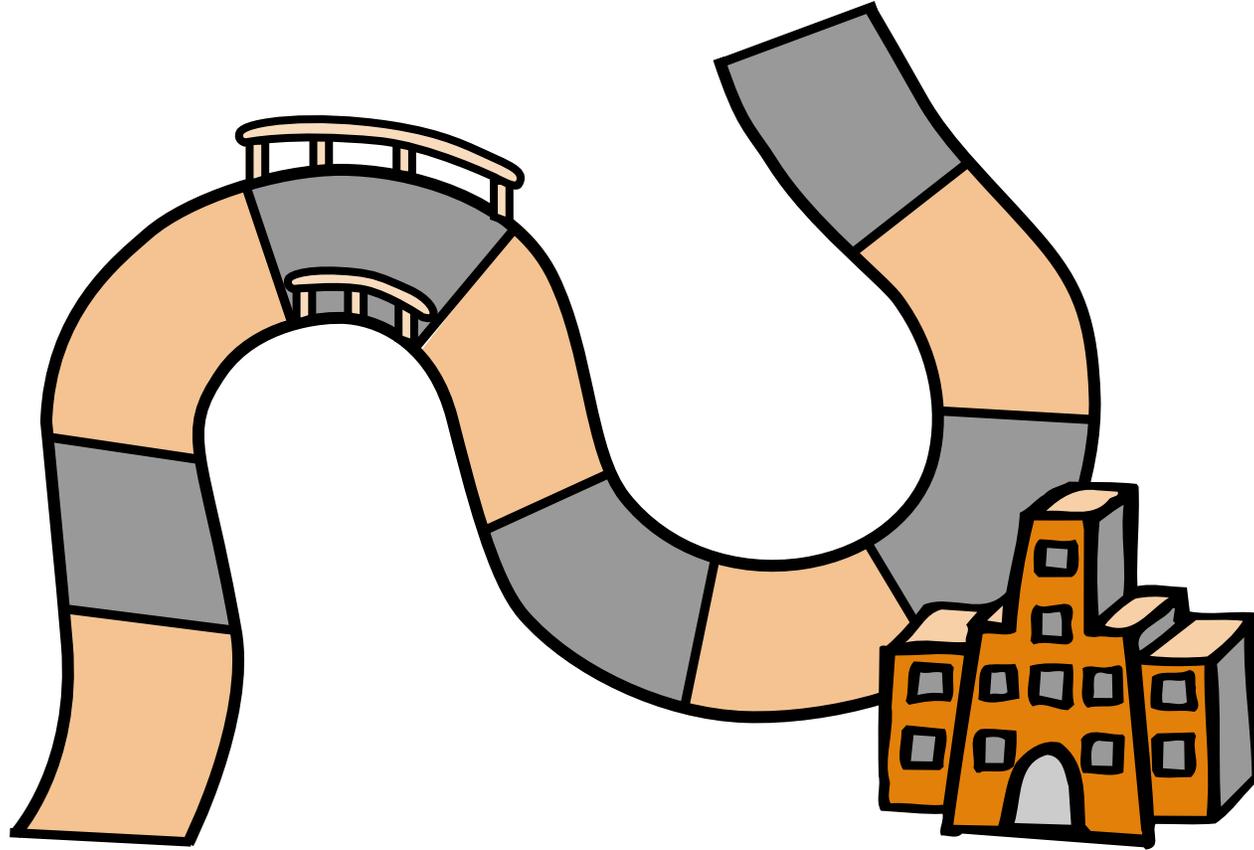
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VII. Bank Regulators - Community Affairs Contacts



Bank Regulators - Community Affairs Contacts

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Ms. Elizabeth Dunleavy, Community Affairs Specialist
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Office of the Comptroller of the Currency

Ms. Pamela Mount, Consumer Compliance Manager
(212) 790-4050

Office of Thrift Supervision

Mr. Thomas Barnes, Assistant Director, Compliance Examinations,
Consumer Affairs
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Mr. Francis Baffour, Community Affairs Liaison
(201) 413-7343

Federal Deposit Insurance Corporation

Ms. Valerie Williams, Community Affairs Officer
(212) 704-1245

Mr. Robert Francis, Fair Lending Specialist
(212) 704-1401

New York State Banking Department

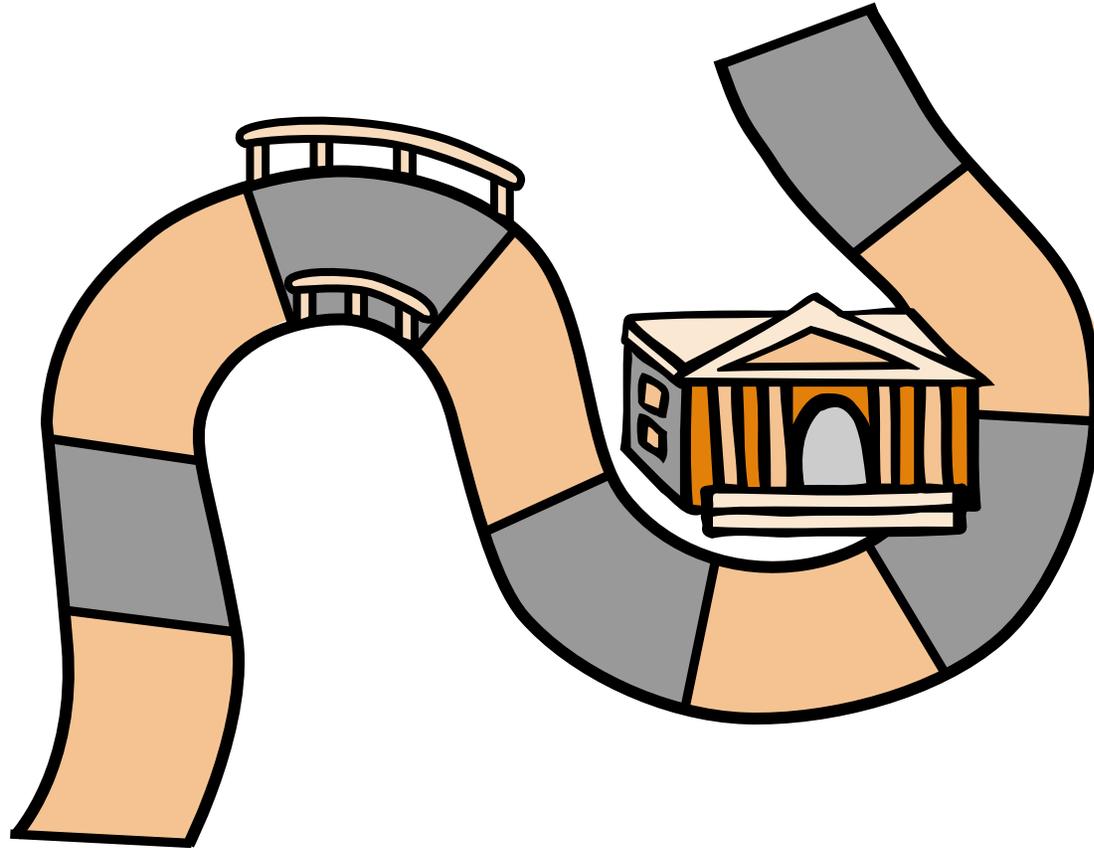
Ms. Gail Bernstein Gold, Director of Community Affairs Unit
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New Jersey State Banking Department

Mr. William Waits, Fair Lending and CRA Officer
(609) 984-2757

Mr. William Horahan, Managing Examiner
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VIII. Who to Contact at FRBNY



Who to Contact at ERBNY

Who to Contact

Financial institutions and others interested in “School-to-Work” initiatives should use the information contained in the profiles to contact the partnership staff directly. You may also contact any of the members of the ORCA staff for additional information on the work of the office and the CRA. Elizabeth Rodriguez Jackson serves as Community Affairs Officer (“CAO”) for the office. The Community Affairs staff is comprised of Elizabeth Dunleavey, Community Affairs Specialist; Leslie Meek, Senior Community Affairs Representative; Dion Burow, Community Affairs Representative; Keisha Lewis, Community Affairs Representative; and Robert Riggs, Community Affairs Representative.



**Office of Regional and Community Affairs
Federal Reserve Bank of New York
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