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Youth Employment Education Unit
 Division of Special Services
 MN Department of Education
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IMPLEMENTATION OF CETA IN AREAS OF CONCERN TO BOTH
 PRIME SPONSORS AND THE EDUCATION SYSTEM

The purpose of providing the following information is to assist education representatives and prime sponsor representatives in working together to implement the 1978 Comprehensive Employment and Training Act (CETA). Issues which are addressed include those which are of concern to both CETA prime sponsor representatives and representatives of the education system.

Opportunities are identified for secondary, post-secondary and adult education in each CETA title. These opportunities can be funded from CETA, from education sources, or from a combination of CETA and education funds. The source(s) of funding for each program needs to be established by representatives of the school system and prime sponsor representatives working together. CETA places priority on economically disadvantaged youth and adults. Clients or students from a variety of income levels can be served in the same program when joint funding is arranged so that each funding agency can remain accountable for expenditure of its resources.

When a local education agency becomes involved in a CETA-education project, it is recommended that all provisions of the applicable CETA legislation be reviewed along with CETA regulations. It is important to work closely with the prime sponsor in planning since each prime sponsor is responsible for establishing priorities and procedures for its region. Priorities are set both because of local need and funding limitations. Funds for some sections of the law are administered by prime sponsors, and other parts are administered directly through the Department of Labor. Each section in this material is numbered separately for the benefit of those who request material relating to fewer than all eight titles.

For assistance in planning for co-sponsored CETA-school efforts, you may contact the following from the Division of Special Services:

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Excerpts, Summaries and Opportunities for Education from CETA of 1978

The purpose of the Comprehensive Employment and Training Act Amendments of 1978 (CETA) is identified as:

Sec. 2. "It is the purpose of this Act to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons which will result in an increase in their earned income, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible, coordinated, and decentralized system of Federal, State, and local programs. It is further the purpose of this Act to provide for the maximum feasible coordination of plans, programs, and activities under this Act with economic development, community development, and related activities, such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social services programs."

Definitions in CETA which relate to education include:

ACADEMIC CREDIT - Sec. 3. "As used in this Act "(1) The term 'academic credit' means credit for education, training, or work toward a secondary school diploma, a post-secondary degree, or an accredited certificate of completion, consistent with applicable State law, regulation, and policy and the requirements of an accredited educational agency or institution in a State."

INSTITUTIONS OF HIGHER EDUCATION and POST-SECONDARY INSTITUTIONS Sec. 3(20) "The terms 'institutions of higher education' and 'post-secondary institutions' mean those institutions defined as institutions of higher education in section 1201(a) of the Higher Education Act of 1965.

"(20) The term 'project applicants' includes States and agencies thereof, units of general local government and agencies thereof or combinations or associations of such governmental units when the primary purpose of such combinations or associations is to assist such governmental units to provide public services, special purpose political subdivisions having the power to levy taxes and spend funds or serving such special purpose within an area served by one or more units of general local government, local educational agencies, institutions of higher education, community-based organizations, community development corporations, nonprofit groups and organizations serving Native Americans, and other private nonprofit organizations or institutions engaged in public service."

LOCAL EDUCATION AGENCIES - "(15) (A) Except as provided in subparagraph (B), the term 'local educational agencies' means agencies as defined in section 195 (10) of the Vocational Education Act of 1963."

"(B) For purposes of subpart 3 of part A of title IV, such term means agencies as defined in section 1001 (f) of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978."

PROJECT APPLICANTS - Sec. 3(2) "The term 'project applicants' includes States and agencies thereof, units of general local government and agencies thereof or combinations or associations of such governmental units when the primary purpose of such combinations or associations is to assist such governmental units to provide public services, special purpose political subdivisions having the power to levy taxes and spend funds or serving such special purpose within an area served by one or more units of general local government, local educational agencies, institutions of higher education, community-based organizations, community development corporations, nonprofit organizations or institutions engaged in public service."

PUBLIC SERVICE - Sec. 3(22) The term 'public service' includes work, including part-time work, in such fields as... education, child care... and other fields of human betterment and community improvement.

MASTER PLAN (from Title I) includes: long term charter, economic conditions of area, long-term programmatic arrangements, long-term administrative arrangements, geographic characteristics, demographic characteristics, labor market analysis, availability of employment and training, methods to involve community-based organizations educational agencies, and methods to select deliverers of service.

ANNUAL PLAN (from Title I) - The annual plan, must contain specific components to meet requirements. The following parts are included: significant changes from master plan, eligible population, specific services, budget, relationship between job development and placement programs, efforts to involve private sector, wage rates, fringe benefits, procedures, priorities, contracts from previous year, evaluation of preceding program years and use of evaluation, and affirmative active.

CETA of 1978 and the Schools

Title I includes administrative provisions which relate to all programs provided through this act. One part of interest to educators relates to local school boards granting credit toward high school graduation or toward area vocational-technical institute (AVTI) graduation. Another opportunity is a provision which encourages CETA prime sponsors to work with local school representatives including secondary education, AVTIs, and adult education.

Title II includes provisions for training, upgrading, retraining, financial assistance, and transitional employment opportunities for economically disadvantaged persons ages 16 and over. Programs which carry out this part can be offered through schools. School-CETA programs can be jointly funded by Title II and various education funds appropriate for the secondary, post-secondary or adult levels of education which cooperate to offer the programs.

Title III includes provisions for training and related services for special populations including American Indians, migrants, veterans, handicapped, older workers, displaced homemakers, and offenders. School-CETA programs can be jointly funded by combining a variety of special purpose educational funds and foundation aid with CETA funds.

Title IV includes five types of programs for youth:

Youth Incentive Entitlement Pilot Projects (YIEPP) are aimed at economically disadvantaged youth who agree to remain in school and are guaranteed employment while in school.

Youth Community Conservation and Improvement Programs (YCCIP) are aimed at economically disadvantaged youth who learn through work experience and training related to that work experience.

Youth Employment Training Programs (YETP) can be either for in-school youth or for youth who have left school. Out of school youth can be served either outside the schools, or they can be brought back to a school-sponsored program.

YIEPP, YCCIP, and YETP programs can be jointly funded by combining a variety of secondary, post-secondary, and adult education funding with CETA Title IV.

Job Corps is another part of Title IV and provides for a residential or nonresidential school offering job training, basic skills and related support services.

Summer Youth Employment, the last section in Title IV, provides for employment and related training for youth during the summer. When the youth are in secondary school, summer school foundation aid and other education aids are available to provide a summer school experience which supplements CETA's summer work experience.

Title V continues the National Commission on Employment Policy.

Title VI provides funding for public service employment. The emphasis of this title is to provide the opportunity for an unemployed person to obtain initial employment so that a record of successful employment can be established.

Title VII includes private sector opportunities for economically disadvantaged persons. The greatest opportunity for educators in relation to this title is to establish joint efforts between CETA and secondary or AVTI vocational cooperative programs. Economically disadvantaged students are employed by private employers who receive up to half the students' salaries from Title VII. The school system provides the instructor-coordinator and conducts a regular vocational cooperative program which is eligible for vocational aid. The result of this cooperation is that economically disadvantaged students (who frequently have low skill levels) who are difficult to place on unsubsidized jobs can be served in this educational program.

Title VIII provides for the Young Adult Conservation Corps (YACC). YACC focuses on work experience in the conservation field which is combined with related training. This program is offered on federal or state-owned land.

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(SECTION 103 (a) INCLUDES REQUIREMENTS FOR A CETA PRIME SPONSOR'S "MASTER PLAN" WHICH SERVES AS A LONG RANGE CHARTER FOR PROGRAM OPERATION)

Section 103,(a)(3)(A)					
<p>Each Prime Sponsor's "master plan" must include a detailed description of "the methods and institutional arrangements which will be used to involve community-based organizations, educational agencies, and other deliverers of services in the development and implementation of the programs assisted under this Act."</p>	<p>Junior High Schools can be identified in a CETA Prime Sponsor's Comprehensive Employment Training Plan, along with methods that will be used to involve junior high schools in delivering CETA-sponsored services.</p>	<p>Senior High Schools can be identified in a CETA Prime Sponsor's Comprehensive Employment Training Plan, along with methods that will be used to involve senior high schools in delivering CETA-sponsored services.</p>	<p>AVTI's can be identified in a CETA-Prime Sponsor's Comprehensive Employment and Training Plan, along with methods that will be used to involve AVTI's in delivering CETA-Sponsored services.</p>	<p>Adult Education can be identified in a CETA Prime Sponsor's Comprehensive Employment and Training Plan, along with methods that will be used to involve Adult Education in delivering CETA-sponsored services.</p>	<p>The State Dept. of Education can provide technical assistance to both CETA Prime Sponsors and schools. The result can be to include language in each CETA Prime Sponsor Comprehensive Employment Training Plan so that the school system is frequently involved in delivering CETA-sponsored services.</p>
<p>Sec. 103,(a)(6)</p> <p>Each Prime Sponsor's "master plan" must provide a description of appropriate arrangements with educational agencies serving youth, community-based organizations serving the poverty community which are not represented on the Prime Sponsor planning council, & other special target groups, for their participation in the planning of programs included in the plan.</p>	<p>Same as above</p>	<p>Same as above.</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above.</p>

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Sec. 103, (a) (7)

Each Prime Sponsor's "master plan" must provide for giving consideration to existing services & facilities, including State Vocational Education, area skill centers, LEA's post-secondary training and private educational and vocational institutions.

Work with CETA to develop procedures and criteria for determining when and how Junior High Schools will be involved in delivering CETA-Sponsored Services. This procedure and criteria can be included in CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Work with CETA to develop procedures and criteria for determining when and how Senior High Schools will be involved in delivering CETA-Sponsored Services. This procedure and criteria can be included in CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Work with CETA to develop procedures and criteria for determining when and how AVTI's will be involved in delivering CETA-Sponsored Services. This procedure and criteria can be included in CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Work with CETA to develop procedures and criteria for determining when and how Adult Education will be involved in delivering CETA-Sponsored Services. This procedure and criteria can be included in CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Provide technical assistance to both CETA & schools in drafting provisions of CETA Comprehensive Employment & Training Plan so that all parts of the school system that can effectively & efficiently deliver CETA-Sponsored Services, will be in a position to do so.

Sec. 103 (a) (8)

Each Prime Sponsor's "master plan" must provide (A) a description of arrangements for (i) the use of skills centers & (ii) other public vocational education facilities.

Established Vocational & Cooperative Centers that serve junior high students can work with CETA to describe arrangements for use of center to deliver CETA-supported services. These arrangements can be included in CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Vocational & Cooperative Centers can work with CETA to describe arrangements for use of the center to deliver CETA-sponsored services. These arrangements can be included in CETA Prime Sponsor's Employment & Training Plan.

AVTI's can work with CETA to describe arrangements for use of the AVTI system to deliver CETA-sponsored services. These arrangements can be included in CETA Prime Sponsor's Employment & Training Plan.

Adult Vocational educators can work with CETA to describe arrangements for use of the adult vocational education system to deliver CETA-sponsored services. These arrangements can be included in CETA Prime Sponsor's Employment & Training Plan.

Provide technical assistance to both CETA & schools in preparing language which describes arrangements for use of public vocational education facilities for delivery of CETA-sponsored services. Such language can become part of Prime Sponsor's Comprehensive Employment & Training Plan.

Sec. 103 (a) (9)

Each Prime Sponsor's "master plan" must describe arrangements that ensure participation of & consultation with LEA's, vocational education agencies, & state agencies,

Junior Highs can participate in developing procedures which result in joint planning & delivery of CETA-sponsored services.

Senior Highs can participate in developing procedures which result in joint planning & delivery of CETA-sponsored services.

AVTI's can participate in developing procedures which result in joint planning & delivery of CETA-sponsored services.

Adult educators can participate in developing procedures which result in joint planning & delivery of CETA-sponsored services.

Provide technical assistance in preparing language for the CETA Prime Sponsor's Comprehensive Employment & Training Plan which results in joint planning & delivery of CETA-sponsored services.

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Sec. 103 (a)(13)

Each Prime Sponsor's "master plan" must include a description of the methods & arrangements which will be used to ensure the fullest possible utilization, consistent with the education & training needs identified in the plan, of public vocational education facilities & programs, & of other facilities of local education agencies in the provision of instruction in basic cognitive skills & in the development & implementation of programs assisted under this Act.

Junior Highs can work with CETA to set up methods & arrangements which will result in fullest utilization of Junior High Schools in providing instruction in basic cognitive skills & in programs sponsored by CETA.

Senior Highs can work with CETA to set up methods & arrangements which will result in fullest utilization of Senior High Schools in providing instruction in basic cognitive skills & in programs sponsored by CETA.

AVTI's can work with CETA to set up methods & arrangements which will result in fullest utilization of AVTI's in providing instruction in basic cognitive skills & in programs sponsored by CETA.

Adult educators can work with CETA to set up methods & arrangements which will result in fullest utilization of AVTI's in providing instruction in basic cognitive skills & in programs sponsored by CETA.

Provide technical assistance to CETA & schools in establishing methods & arrangements which will result in fullest utilization of the school system in providing instruction in basic cognitive skills & in programs sponsored by CETA. Such methods & arrangements can be included in the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Sec. 103 (a)(14)

Prime Sponsor's "master plan" must provide evidence that representatives of LEA's & post-secondary education agencies are involved in a continuing process of consultation leading to the development of such a plan.

Representatives of Junior High Schools can be involved in development of the Prime Sponsor's Comprehensive Employment & Training Plan.

Representatives of Senior High Schools must be involved in development of the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Representatives of AVTI's may be involved in the development of a CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Representatives of Adult Education may be involved in the development of a CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Provide technical assistance to both CETA and schools so that effective communication can take place between the two systems during the planning process.

Sec. 103 (a) (16)

Prime Sponsor's "master plan" must include a description of the procedures concerning academic credit developed in conjunction with the appropriate local educational agency or AVTI & approved by the appropriate State Educational Agency (including State Agencies responsible for post-secondary Education), or where a Prime Sponsor's area includes more than one local educational agency, developed in conjunction with, and approved by, the appropriate State Educational Agency.

Develop a policy & procedure for credit cooperatively with CETA representatives & State Education Agency Representatives. Such policy needs to provide for credit being granted for both school-sponsored learning & for joint school-CETA programs which contribute toward completion of a junior high experience.

Develop a policy & procedure for credit cooperatively with CETA representatives & State Education Agency Representatives. Such policy needs to provide for credit being granted for both school-sponsored learning & for joint school-CETA programs which contribute toward graduation from a senior high school.

Develop a policy & procedure for credit cooperatively with CETA representatives & State Education Agency Representatives. Such policy needs to provide for credit being granted for both school-sponsored learning & for joint school-CETA programs which contribute toward graduation from an AVTI.

Provide the opportunity to earn credit toward high school graduation or AVTI graduation when appropriate.

Provide technical assistance to schools & CETA in establishing credit policies & procedures. Approve local credit policies prior to their inclusion in CETA Prime Sponsor's Comprehensive Employment & Training Plans.

(Section 103(b) includes requirements for CETA Prime Sponsor's "Annual Plan".)

Sec. 103(b) (3)

Each Prime Sponsor's "annual plan" must include a description of specific services for individuals who are experiencing severe handicaps in obtaining employment. These individuals include those who lack credentials, require basic or remedial skill development, have limited English-speaking ability, are handicapped, are youth, or others determined by the Secretary to have particular disadvantages in the labor market.

Junior High Schools can be involved in planning & delivering services for youth who require basic skills or remedial skill development, have limited English-speaking ability, are handicapped or who have other disadvantages in obtaining & retaining employment.

Senior High Schools, Vocational Centers, Cooperative Centers and special education cooperatives can be involved in planning & delivering services for youth who require basic skills or remedial skill development, have limited English speaking ability, are handicapped or who have other disadvantages in obtaining & retaining employment.

AVTI's can be involved in planning & delivering services for individuals who require basic skills or remedial skill development, have limited English speaking ability, are handicapped or who have other disadvantages in obtaining & retaining employment.

Adult Education can be involved in planning & delivering services for individuals who require basic skills or remedial skill development, have limited English speaking ability, are handicapped or who have other disadvantages in obtaining & retaining employment.

Provide technical assistance to schools & CETA regarding the types of services schools can provide which will decrease the difficulty of groups or individuals in obtaining or retaining employment. Provide technical assistance on blending education funds & CETA funds to accomplish this purpose.

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Sec. 103(b)(4)

Each Prime Sponsor's "annual plan" must include his performance & placement goals, including goals set with reference to groups identified in (3).

Junior High Schools can assist CETA in identifying performance goals which are appropriate for junior high youth who are involved in CETA-education co-sponsored employability preparation programs.

Senior High Schools, Vocational Centers, Cooperative Centers, & Special Education Cooperatives can be involved in identifying performance & placement goals which are appropriate for senior high youth who are involved in CETA-education co-sponsored employability preparation programs.

AVTI's can be involved in identifying performance & placement goals which are appropriate for youth & adults who are involved in a CETA-education co-sponsored AVTI job training or related instruction program.

Adult Education can be involved in identifying performance & placement goals which are appropriate for adults who are involved in a CETA-education co-sponsored employability education program

Provide technical assistance to CETA & schools in identifying realistic goals relating to performance & placement for each level of education which will be included in a CETA Prime Sponsor's Comprehensive Employment & Training Plan.

(Section 104 relates to review of both the "master plan" & annual plan" portions of the CETA Prime Sponsor's Comprehensive Employment & Training Plan.)

Sec. 104 (a)(2)(C)

Each Prime Sponsor shall make his master or annual plan available to designated educational agencies & institutions for 30 days or review & comment.

Junior High School representatives may review & comment regarding the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Senior High School, Vocational Center, Cooperative Center & Special Education Cooperative representatives may review & comment regarding the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

AVTI representatives may review & comment regarding the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Adult Education representatives may review & comment regarding the CETA Prime Sponsor's Comprehensive Employment & Training Plan.

State Education Agency Representatives may review & comment regarding CETA Prime Sponsor's Comprehensive Employment & Training Plan.

Sec. 105(b)(1)

Governor's coordination & special services activities shall include the coordination of all employment & training, education, & related services provided by the State, Prime Sponsor's, SEA's & other appropriate institutions of vocational & higher Ed.

Be prepared to coordinate services with senior high school services in the same district with junior high services in the region, & with related services of other agencies in the community.

Be prepared to coordinate services with junior high, AVTI & adult education services in the same district, with senior high services in the region, & with related services of other agencies in the community.

Be prepared to coordinate services with the senior high schools & adult education programs in the region, with other AVTI's in the region, & with related services of other agencies in the community.

Be prepared to coordinate services with the other educational services in the area & with other agencies that provide related services.

Be involved in coordination & services relating to coordination of employment & training, education & related services.

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Sec. 105 (b) (5)

Governor's coordination & special services plan must assure the promotion of Prime Sponsor planning that takes into account prevailing conditions in vocational Ed.

Be prepared to coordinate between WH/CEP (Work Experience/Career Exploration Programs) with CETA-sponsored programs for youth aged 14 & 15.

Be prepared to coordinate secondary vocational education courses, vocational cooperative programs & placement specialist services with CETA-sponsored programs.

Be prepared to coordinate AVTI-sponsored vocational programs with CETA-sponsored job-training programs.

Be prepared to coordinate adult vocational education programs with CETA-sponsored programs.

Provide for coordination between CETA Prime Sponsor Comprehensive Employment & Training Plans & the State Plan for vocational-technical education. Provide technical assistance to schools in coordination with others.

Sec. 105 (b) (6)

Governor's coordination & special services activities will include exchanging information between states & Prime Sponsors with respect to education.

Opportunities will be made available to learn what junior high schools in other Prime Sponsors are doing in the area of CETA-education co-sponsored programs.

Opportunities will be made available to learn what senior high schools, vocational centers, cooperative centers, & special education co-ops. in other Prime Sponsors are doing in the area of CETA-education co-sponsored programs.

Opportunities will be made available to learn what AVTI's in other Prime Sponsors are doing in the area of CETA-education co-sponsored programs.

Opportunities will be made available to learn what adult education is doing in other Prime Sponsors in the area of CETA-education co-sponsored programs.

Provide opportunities for representatives of various types of schools to learn what opportunities are available to them regarding CETA-education coordination.

Sec. 105 (b) (11)

Governor's coordination & special services activities must include the provision of labor market & occupational information to Prime Sponsors & appropriate education agencies without reimbursement.

Junior High Schools can receive labor market & occupational information for use in planning employability education programs.

Senior High Schools, Vocational Centers, Cooperative Centers, and Special Education Coops. can receive labor market and occupational information for use in planning employability education programs.

AVTI's can receive labor market and occupational information for use in planning employability education programs.

Adult Education system can receive labor market and occupational information for use in planning employability education programs.

Provide technical assistance to agencies providing labor market and occupational information so that such information can be made available to schools in the most usable form for planning employability education.

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Sec. 105 (b) (12)

Governor's coordination & special services activities must facilitate & foster the activities of the State Occupational Information Co-ordinatin Committee, with special emphasis on assisting & encouraging the development & use of career outlook information for individuals who are receiving rehabilitation services, students in schools, etc.

Junior High Schools are eligible to receive occupational information from this system. MOIS (Minnesota Occupational Information System) is one example of service which is available for a user's fee. Information made available by MOICC may be used in junior high schools.

Senior High Schools, Vocational Centers, Cooperative Centers, & Special Education Coops are eligible to receive occupational information from this system. MOIS (Minnesota Occupational Information System) is one example of a service which is available for a user's fee. Information made available by MOICC may be used in senior high schools.

AVTI's are eligible to receive occupational information from this system. MOIS (Minnesota Occupational Information System) is one example of a service which is available for a user's fee. Information made available by MOICC may be used in AVTI's.

Adult Education is eligible to receive occupational information from this system. MOIS (Minnesota Occupational Information System) is one example of a service which is available for a user's fee. Information made available by MOICC may be used in adult education.

Provide technical assistance regarding the use of occupational information within the curriculum. Collect information on identified needs of schools and communicate them to MOICC.

Sec. 106 (h)

With the consent & consideration of State agencies charged with the administration of State laws, the Secretary shall be authorized, for the purpose of carrying out this section & section 133, to utilize the services of State and local agencies and their employees. Notwithstanding any other provision of law, the Secretary is authorized to reimburse in whole or in part, such State & local agencies and their employees for services rendered for such purposes.

CETA funds may be used to pay for certain administrative costs in a junior high school when these administrative services are necessary to carry out CETA.

CETA funds may be used to pay for certain administrative costs in a senior high school, vocational center, cooperative center or special education cooperative when these administrative services are necessary to carry out CETA.

CETA funds may be used to pay for certain administrative costs in an AVTI when these administrative services are necessary to carry out CETA.

CETA funds may be used to pay for certain administrative costs in an AVTI when these administrative services are necessary to carry out CETA.

CETA funds may be used to pay for certain administrative costs in the State Dept. of Education when these administrative services are necessary to carry out CETA.

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Sec. 109(b)

Prime Sponsor planning council shall include members who are representative of vocational education agencies and other education and training agencies and institutions.

Junior High School personnel have the opportunity to serve on the Prime Sponsor Planning Council either as a representative of educators or representing another interest.

Senior High School, Vocational Center, Cooperative Center, or Special Education Cooperative personnel have the opportunity to serve on the Prime Sponsor Planning Council either as a representative of educators or as a representative of another interest.

AVTI personnel have the opportunity to serve on the Prime Sponsor Planning Council either as a representative of educators or as a representative of another interest.

Adult Education personnel have the opportunity to serve on the Prime Sponsor Planning Council either as a representative of educators or as a representative of another interest.

Provide technical assistance to educators who serve on Planning Councils regarding the wide range of opportunities available for blending programs and finances of education and CETA

Sec. 110(a)(3)

The State Employment & Training Council shall be composed of (D) representatives of service deliverers who together shall comprise not more than one-quarter of the membership of the Council, including at least (i) one representative from the State Board of Vocational Education, (ii) one representative of the State Advisory Council on Vocational Education, & (iii) one representative each from other state agencies considered by the Governor to have a direct interest in overall employment & training & human resource utilization within the State.

Sec. 110(b)
The Council shall, among other things, (3)(A) identify, in coordination with the State Advisory

Be aware of education-related representatives who serve on the State Employment & Training Council so that a relationship can be established between local concerns state concerns.

Be aware of education-related representatives who serve on the State Employment & Training Council so that a relationship can be established between local concerns state concerns.

Be aware of education-related representatives who serve on the State Employment & Training Council so that a relationship can be established between local concerns and state concerns.

Be aware of education-related representatives who serve on the State Employment & Training Council so that a relationship can be established between local concerns and state concerns.

Provide information of local school-CETA programs and problems to education-related representatives on State Employment & Training Program.

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Council on Vocational Education, the employment, training, and vocational education needs of the state and the extent to which these needs are being met by programs assisted under, and related to this Act.

Sec. 110(b) (5)
The Employment & Training Council shall review plans of all state agencies providing employment, training, & related services, & provide comments & recommendations to the Governor, state agencies, & federal agencies on the relevancy & effectiveness of employment & training and related service delivery systems.

Sec. 111 (a)

The Secretary shall consult with the Secretary of Health, Education & Welfare, with respect to arrangements for services of a health, education or welfare character under this Act, & the Secretary of Health, Education & Welfare shall solicit the advice & comments of appropriate State agencies with respects to health, education & welfare services. Such services shall include basic or general education; educational programs conducted for offenders; institutional

(Continued next page)

Be aware of opportunities for relationships between local junior high CETA-education issues and federal level issues.

Be aware of opportunities for relationships between local senior high CETA-education issues and federal level issues.

Be aware of opportunities for relationships between local AVTI-CETA-education issues and federal level issues.

Be aware of opportunities for relationships between local adult education-CETA issues and federal level issues.

Consult with USOE regarding CETA-education issues including basic or general education, educational programs for offenders, institutional training child care, & new careers & job restructuring in health, education and welfare professions.

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Sec. 111 (a) Continued training; health care, child care, & other supportive services; and new careers and job restructuring in the health, education and welfare professions.					

Sec. 112 AUTHORIZATION OF APPROPRIATIONS

TITLE	EMPHASIS	FY 1979	FY 1980	FY 1981	FY 1982
I	Administrative Provisions	As Necessary	As Necessary	As Necessary	As Necessary
I A, B, C	Financial Assistance Services for Economically Disadvantaged Upgrading and Re-training.	\$2,000,000,000.00	As Necessary	As Necessary	As Necessary
II D	Transitional Employment Opportunities for Economically Disadvantaged.	\$3,000,000,000.00	As Necessary - No more than 60 percent of the total appropriation for Title II.		
III	Special populations including Native Americans, Migrants, Veterans, Handicapped, Older Workers, Displaced Homemakers and Offenders.	20 percent of total minus Title II-D and Title VI.			
IV A	Youth Incentive Entitlement Pilot Projects, Youth Community Conservation & Improvement Program, Youth Employment Training Program (YIBPP, YCCIP, YETP)	\$2,250,000,000.00	\$2,400,000,000.00	None	None
IV B, C	Job Corps & Summer Youth Employment	Included in above (IV A)	Included in above (IV A)	As Necessary	As Necessary

(Continued)

SEC. 112 AUTHORIZATION OF APPROPRIATIONS CONTINUED

TITLE	EMPHASIS	FY 1979	FY 1980	FY 1981	FY 1982
V	National Commission on Employment Policy	As Necessary	As Necessary	As Necessary	As Necessary
VI	Countercyclical Public Service Employment	An amount sufficient to fund jobs for 20 percent of unemployed over 4 percent, except when unemployment reaches 7 percent, then sufficient for 25 percent of the unemployed in excess of 4 percent, determined according to the procedures established in Sec. 602.			
VII	Private Sector Opportunities for Economically Disadvantaged	\$500,000,000.00	\$525,000,000.00	None	None
VIII	Young Adult Conservation Corps (YACC)	\$350,000,000.00	\$400,000,000.00	As Necessary	As Necessary
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<u>Title 1-B</u> <u>General Provisions</u> Sec. 121 (b)(1)(B)	Programs co-sponsored by CETA for junior high school students should be designed to lead to additional education & training at the senior high school level.	Programs co-sponsored by CETA offered for senior high students should be designed to lead to additional education & training at the AVTI level or in another post-secondary occupational education or training program.	Programs co-sponsored by CETA offered through the AVTI system should be designed to lead to employment & to advanced technical or management training for those who desire this option.	Adult Education programs co-sponsored by CETA should be provided in a manner that allows for career training ladders.	Provide technical assistance to schools & CETA in planning for articulated program structures.
		(OVER)			

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Sec. 121 (c)(1)	Applies primarily to youth & adults who have completed secondary school.	Applies primarily to youth & adults who have completed secondary school.	Payments to students in the AVTI system for sustinence and expenses will not continue after approximately two years.	Payments to students in the adult education system for sustinence & expenses will not continue after approximately two years.	Provide technical assistance on blending CETA & education funds designed to provide income to participants of post-secondary or adult education programs.
Sec. 121(d)(4)	Laws & State Board Rules relating to junior high schools apply to CETA programs for in-school junior high youth.	Laws & State Board Rules relating to senior high schools, vocational centers, & cooperative centers apply to CETA programs for in-school senior high youth.	Laws & State Board Rules relating to AVTI's apply to CETA programs for in-school AVTI youth.	Applies only to in-school youth.	Provide technical assistance to CETA in understanding the state education standards. Provide technical assistance to CETA & schools in meeting both school standards & CETA standards on joint school-CETA programs.
Sec. 121(f)(5)	Does not apply.	School-CETA co-sponsored job training programs in senior high schools, vocational centers or cooperative centers need to be for occupations where jobs are readily available.	School-CETA co-sponsored job training programs in AVTI's need to be for occupations where jobs are readily available.	School-CETA co-sponsored job training programs in adult education need to be for occupations where jobs are readily available.	Provide technical assistance in translation of occupational shortage data into job training programs which are offered through the school.
Sec. 122(c)(2)	Prime Sponsors are encouraged to utilize existing schools for educational services rather than establish a different school system.	Prime Sponsors are encouraged to utilize existing schools for educational services rather than establish a different school system.	Prime Sponsors are encouraged to utilize existing schools for educational services rather than establish a different school system.	Prime Sponsors are encouraged to utilize existing schools for educational services rather than establish a different school system.	Provide technical assistance regarding blending of funding in a legal manner that improves employability education.

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<p>Sec. 122 (m)</p> <p>To the extent feasible, public service jobs shall be provided in occupational fields which are most likely to expand within the public & private sectors, and to the extent compatible with such objectives, shall meet community needs including, but not limited to, community betterment activities... education...</p>	<p>Junior High Schools are eligible to apply for public service employees through CETA.</p>	<p>Senior High Schools, vocation center, cooperative centers, & special education cooperatives are eligible to apply for public service employees through CETA.</p>	<p>AVTI's are eligible to apply for public service employees through CETA.</p>	<p>Adult Education Programs are eligible to apply for public service employees through CETA.</p>	<p>Provide technical assistance to schools regarding translation of educational priorities into public service employees.</p>
<p>Sec. 127 (b)</p> <p>The Secretary & the Secretary of Health, Education, & Welfare shall report to the Congress on the extent to which social services, community colleges, area vocational & technical schools & other vocational education agencies & institutions & vocational rehabilitation agencies are being utilized to carry out training programs supported in whole or in part under this & related Acts; the extent to which administrative steps have been taken or are being taken to encourage the use of such facilities & institutions & agencies in the carrying out of the provisions of this Act; & any further legislation that may be required to assure effective coordination & utilization</p> <p>(Continued)</p>	<p>Does not apply.</p>	<p>Be prepared for reporting information relating to school-CETA cooperative efforts in vocational centers & cooperative centers.</p>	<p>Be prepared for reporting information relating to school-CETA cooperative efforts in AVTI's.</p>	<p>Be prepared for reporting information relating to school-CETA cooperative efforts in adult education programs which are offered through AVTI's, vocational centers & cooperative centers.</p>	<p>Collect & compile information as requested by USOE or cooperate with the Dept. of Labor in collecting this data.</p>

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of such facilities & agencies to the end that all federally supported employment & training, vocational education, & vocational rehabilitation programs can more effectively accomplish the objective of providing employment & training opportunities to all persons needing such employment & training.

Sec. 129 (b)

The Secretary of Labor shall carry out the responsibilities under this Act by using all resources for skill development available in industry, labor, public & private education & training institutions... & other State, Federal, & local agencies & other appropriate public & private organizations with their consent.

Jointly fund junior high school employability education with CETA resources & funds from educational sources when both types of funds are available.

Jointly fund senior high school, vocational center, cooperative center, & special education cooperative programs for employability education with CETA resources & educational sources when both types of funds are available.

Jointly fund AVTI programs with CETA resources & educational sources when both types of funds are available.

Jointly fund Adult Education programs leading to employability with CETA resources, & educational sources when both types of funds are available.

Provide technical assistance to both schools and Prime Sponsors about jointly funding various types of education programs from various combinations of funds.

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Title II-A

Purpose of a Program

Sec. 201. It is the purpose of this title to establish programs to provide comprehensive employment and training services throughout the Nation in order to ease barriers to labor force participation encountered by economically disadvantaged persons to enable such persons to secure and retain employment at their maximum capacity, and to enhance the potential for individuals to increase their earned income. Such programs shall include the development and creation of training, upgrading, retraining, education, and other services needed to enable individuals to secure and retain employment at their maximum capacities so as to increase their earned incomes.

Usually applies to age 16 and over.

Senior high schools, vocational centers, cooperative centers, and special education cooperatives can co-sponsor CETA programs which lead to employability of persons age 16 and over.

AVIT's and CETA can co-sponsor programs which lead to employability of persons who are 16 years and over.

Adult education and CETA can co-sponsor programs which lead to employability of persons who are 16 years and over.

Provide technical assistance to both schools and CETA regarding types of educational services that can lead to employability; regarding joint funding from CETA and education.

Sec. 202(b). Six percent of the funds available for parts A, B, and C of this title shall be available only for grants under Section 204 for supplemental vocational education assistance.

Usually applies to age 16 and over.

Senior high schools, vocational centers and cooperative centers can become involved with these funds for employability education programs.

AVIT's are eligible to apply for these funds for employability education programs.

Adult vocational education programs are eligible to apply for these funds for employability education programs.

Provide for administration of these funds under the State Board for Vocational Education; provide technical assistance regarding use of these funds.

Sec. 202(d). One percent of the amounts available to the governor of each state in the same proportion noted in subsection (a) for encouraging coordination and establishing linkages between Prime Sponsors and appropriate education agencies and institutions, and institutions providing training programs, and for services delivered jointly by employment and training agencies and appropriate education agencies and institutions.

Services relating to coordination and linkage between prime sponsors and junior high schools can be made available. Coordinate with senior high programs relating to employability.

Services relating to coordination and linkage between Prime Sponsors and senior high schools, vocational centers, cooperative centers, and special education cooperatives can be made available. Coordinate with junior high schools and AVIT's regarding employability education.

Services relating to coordination and linkage between Prime Sponsors and AVIT's can be made available. Coordinate with secondary and adult employability education programs.

Services relating to coordination and linkage between Prime Sponsors and adult education can be made available. Coordinate with secondary and AVIT employability education programs

Provide services relating to coordination and linkages between Prime Sponsors and each level of the local education system and coordination between state CETA and state education services.

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Sec. 203. "Conditions for Receipt of Financial Assistance" subs. (c)(1). In order to be provided financial assistance, the Prime Sponsor must make agreements with state or local educational agencies or post-secondary educational institutions for the conduct of employment and training programs, which programs may consist of:

- A. vocational training designed to prepare individuals for employment;
- B. instruction in basic cognitive skills necessary to obtain employment or pursue further education or training designed to prepare individuals for employment;
- C. employment of persons in schools controlled by such agencies or in post-secondary institutions; and
- D. such other employment and training activities as may be consistent with the purposes and provisions of this title.

Usually applies to age 16 and over.

Senior high schools, vocational centers, cooperative centers and special education cooperatives are eligible to offer CETA-sponsored or school-CETA co-sponsored programs of vocational education, basic cognitive skills, jobs for students who need income to stay in school, and related services.

AVTI's are eligible to offer CETA-sponsored or school-CETA co-sponsored programs of vocational education, basic cognitive skills, jobs for students who need income to stay in school, and related services.

Adult education is eligible to offer CETA-sponsored or school-CETA co-sponsored programs of vocational education, basic cognitive skills, jobs for students who need income to stay in school, and related services.

Provide technical assistance to schools and CETA regarding educational programs that lead to employability; funding sources from education which can be blended with CETA funding sources.

Sec. 203(c). Prime Sponsor agreements with the education establishment entered into under this subsection shall describe in detail the employment opportunities and education and training provided. Assurances must be given that funds used will not supplant state or local funds expended for the same purpose.

Usually applies to age 16 and over.

Senior high schools, vocational centers, cooperative centers and special education cooperatives can be actively involved in providing education and training which is co-sponsored by the schools and CETA through an agreement between the Prime Sponsor and school system.

AVTI's can be actively involved in providing education and training which is co-sponsored by the schools and CETA through an agreement between the Prime Sponsor and the school system.

Adult education can be actively involved in providing education and training which is co-sponsored by the schools and CETA through an agreement between the Prime Sponsor and the school system.

Provide technical assistance in preparing drafts of agreements between CETA Prime Sponsors and the education system and in understanding the breadth of opportunities available to each of the systems.

Sec. 203(c)(3). If Prime Sponsors and education agencies are unable to reach agreements, or if such agencies are dissatisfied with the use of their facilities proposed by the Prime Sponsor, a request may be made to the Secretary that he review such agreements. The Secretary may take appropriate action within 90 days

Be aware that an appeal system exists if needed by a junior high school.

Be aware that an appeal system exists if needed by a senior high school, vocational center, cooperative center or special education cooperative.

Be aware that an appeal system exists if needed by an AVTI.

Be aware that an appeal system exists if needed by an adult education system.

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Sec. 204(a)(1). From the funds available to him for this section, the Secretary shall make grants to governors to provide financial assistance, through state vocational education boards, to provide needed vocational education services in areas served by Prime Sponsors, in accordance with an agreement between the State Vocational Education Board and the Prime Sponsor.

(2). The State Vocational Education Board, prior to making any agreement with a Prime Sponsor as provided in paragraph (1), shall consult with and obtain the advice and comment of the designated representatives of the state agencies and councils which are required to be involved in the formulation of the five-year state plan for vocational education pursuant to Section 107(a)(1) of the Vocational Education Act of 1963.

(b) All of the sums available to carry out this section shall be allocated among the states in the manner provided for allocating funds under section 202(a).

(c)(1) Not less than 85 percent of the funds available under this section shall be used only for providing vocational education and services to participants in programs under this title.

(2) The remainder of the funds available under this section may be used--

(A) to coordinate programs under this Act with existing vocational education programs;

(B) to coordinate the utilization of funds under this Act and the Vocational Education Act of 1963 to enhance economic growth and development in the state;

(C) to develop linkages between vocational education, education, and training programs under this Act and

See 202(b) above.

Linkages and other services can relate to WII/CEP (Work Experience/Career Exploration Program).

See 202(b) above.

Services can relate to senior high vocational education in senior high schools, vocational centers, and cooperative centers.

See 202(b) above.

Services can include linkages, programs in AVTI's, and sustinence for AVTI students.

See 202(b) above.

Services can relate to adult vocational education.

Provide for administration of Section 204.

Provide technical assistance to schools and CEIA relating to utilization of funds from this section and coordination of this funding with funding from vocational education sources.

Resources available for administration and linkages.

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<p>(D) to provide technical assistance to vocational education institutions and local education agencies to aid them in making cooperative arrangements with appropriate Prime Sponsors;</p> <p>(E) to provide information, curriculum materials, and technical assistance in curriculum development and staff developments to Prime Sponsors.</p>					
<p>Part B - Services for the Economically Disadvantaged</p> <p>Sec. 211. Comprehensive employment and training services may include, but need not be limited to the following:</p> <p>(1) job search assistance, including orientation, counseling, and referral;</p> <p>(2) outreach to make persons aware of, and encourage them to use, employment and training services;</p> <p>(3) education and institutional skill training to prepare persons to enter the labor market, or to qualify for more productive job opportunities and increased earnings;</p> <p>(4) on-the-job training;</p> <p>(5) work experience programs which will increase employability through development of work habits, occupational skills, and linkages with other training programs or to provide temporary employment to individuals who are seeking placement in classroom training, on-the-job training...or other such employment and training.</p>	<p>Usually applies to age 16 and over.</p>	<p>Senior high schools, vocational centers, cooperative centers, and special education cooperatives can provide CETA-sponsored or school-CETA co-sponsored programs which include job orientation and counseling, vocational education, related basic skills, and school-coordinated on-the-job training.</p>	<p>AVTI's can provide CETA-sponsored or school-CETA co-sponsored programs which include job orientation and counseling, vocational education, related basic skills, and school-coordinated on-the-job training.</p>	<p>Adult education can provide CETA-sponsored or school-CETA co-sponsored programs which include job orientation and counseling, vocational education, related basic skills, and school-coordinated on-the-job training.</p>	<p>Provide technical assistance regarding programs which develop employability and on blending CETA and education funds to provide comprehensive training services.</p>

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<p>Sec. 213. A person shall be eligible to participate in a program under this part only if such person is economically disadvantaged and either unemployed, underemployed, or in school.</p>	<p>Usually applies to age 16 and over.</p>	<p>Senior high schools, vocational centers, cooperative centers and special education cooperatives can provide CETA-sponsored programs to economically disadvantaged persons, or CETA and schools can jointly sponsor programs for all students when education funds and CETA funds are blended in such a manner that both CETA and schools can be accountable for expenditures.</p>	<p>AVTI's can provide CETA-sponsored programs for economically disadvantaged persons, or CETA and schools can jointly sponsor programs for all students when education funds and CETA funds are blended in such a manner that CETA and schools can be accountable for expenditures.</p>	<p>Adult education can provide CETA-sponsored programs for economically disadvantaged persons, or CETA and schools can jointly sponsor programs for all students when education funds and CETA funds are blended in such a manner that CETA and schools can be accountable for expenditures.</p>	<p>Provide technical assistance in planning employability education programs; in blending funds from CETA and from the education system.</p>
<p>Services for Youth</p> <p>Sec. 214(a). Services for youth under this part shall be designed to assist eligible participants in overcoming the particular barriers to employment experienced by youth, including lack of basic educational or vocational skills, insufficient preparation for the personal adaptations necessary for labor force participation, inability to fund or successfully apply for employment, financial barriers to labor force participation, and lack of appropriate job opportunities.</p> <p>(b) The Secretary shall insure that each Prime Sponsor's plan for service eligible youth under this part includes--</p> <p>(1) provisions for coordinating activities under this part with activities under part A of title IV of this Act;</p> <p>(2) assurances that, to the maximum extent feasible, the activities enumerated in Section 432 of this Act, except for public service employment, will be utilized to serve youth under this part; and</p> <p>(3) procedures for review of such plans by the youth council established under Section 436(b) of this Act.</p>	<p>Junior high schools can provide CETA-sponsored or school-CETA co-sponsored programs with emphasis on basic skills, vocational competencies, appropriate counseling and related services.</p>	<p>Senior high schools, vocational centers, cooperative centers, and special education cooperatives can provide CETA-sponsored or school-CETA co-sponsored programs with emphasis on basic skills, vocational competencies, appropriate counseling and related services.</p>	<p>AVTI's can provide CETA-sponsored or school-CETA co-sponsored programs with emphasis on basic skills, vocational competencies, appropriate counseling and related services.</p>	<p>Adult education can provide CETA-sponsored or school-CETA co-sponsored programs with emphasis on basic skills, vocational competencies, appropriate counseling and related services (young adults who are frequently considered "adults" by the education system can be classified as "youth" by the CETA system.)</p>	<p>Provide technical assistance to schools and CETA regarding basic skills, reading, communication, computation, vocational development and counseling which the education system can focus onto the goal of employability; blending funds from education and CETA to provide these programs.</p>

TITLE III SPECIAL RESPONSIBILITIES

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<p>Sec. 301 (a)</p> <p>The Secretary shall use funds available under this title to provide services authorized under all titles of this Act and for employment and training programs that -</p> <p>(1) meet the employment-related needs of persons who face particular disadvantages in specific and general labor markets or occupations, including...persons of limited English language proficiency, handicapped, women, individuals, youth, individuals who lack education credentials, displaced homemakers and others.</p>	<p>The types of services to be funded by Title III include those permitted under other parts of CETA-1978, though with greater emphasis on federal administration.</p>	<p>The types of services to be funded by Title III include those permitted under other parts of CETA-1978, though with greater emphasis on federal administration.</p>	<p>The types of services to be funded by Title III include those permitted under other parts of CETA-1978, though with greater emphasis on federal administration.</p>	<p>The types of services to be funded by Title III include those permitted under other parts of CETA-1978, though with greater emphasis on federal administration.</p>	<p>Provide technical assistance so that schools are aware of these opportunities.</p>
<p>(a)(3) Part A programs will include those that foster new or improved linkages between Federal, State, and local employment and training agencies and components of the private sector.</p>	<p>Junior high schools are encouraged to collaborate with local employment and training agencies and the private sector.</p>	<p>Senior high schools, vocational centers, cooperative centers and special education cooperatives are encouraged to collaborate with local employment and training agencies and the private sector.</p>	<p>AVTI's are encouraged to cooperate with local employment and training agencies and the private sector.</p>	<p>Adult education is encouraged to cooperate with local employment and training agencies and the private sector.</p>	<p>Develop new and improved linkages among the various parts of the total federal youth employment and training effort.</p>
<p>(a)(4) Provide continued support for programs of demonstrated effectiveness.</p>	<p>Programs already utilizing these funds may be allowed to continue fund utilization.</p>	<p>Programs already utilizing these funds may be allowed to continue fund utilization.</p>	<p>Programs already utilizing these funds may be allowed to continue fund utilization.</p>	<p>Programs already utilizing these funds may be allowed to continue fund utilization.</p>	<p>Provide technical assistance in program evaluation.</p>
<p>(a)(5) eliminate or reduce critical skill shortages in the Nation's labor force.</p>	<p>Both basic skills of reading, communication and computation plus job skills can be improved through the schools.</p>	<p>Both basic skills of reading, communication and computation plus job skills can be improved through the schools.</p>	<p>Vocational training programs may be funded to provide training in critical vocational skill areas.</p>	<p>Vocational training programs may be funded to provide training in critical vocational skill areas.</p>	<p>Provide technical assistance in planning for education programs relating to decreasing skill shortages.</p>

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<p>Sec. 301 (b)(1)(A) The Secretary shall make available financial assistance to conduct programs to provide employment opportunities and appropriate training and supportive services (through multi-purpose projects or otherwise) to displaced homemakers. Such training and supportive services shall include, but not be limited to, job training, job readiness, job counseling, job search, and job placement services; outreach and information services, including information on available education opportunities...</p>	<p>Does Not Apply To Junior High</p>	<p>Does Not Apply To Senior High</p>	<p>AVTI's can provide job training, home management and support services for displaced homemakers. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Adult education can provide job training home management and support services for displaced homemakers. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Provide technical assistance meeting the special needs of displaced homemakers.</p>
<p>Sec. 301 (b)(2) Financial assistance shall be made available to conduct a program for offenders to provide employment, training, and related assistance and supportive services (including basic education, drug addiction or dependency rehabilitation and health care) which will enable them to secure and retain meaningful employment.</p>	<p>Youthful offenders can be provided with basic skills, employment skills, drug related rehabilitation and other support services through the junior high school. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Offenders can be provided with basic skills, employment skills, drug related rehabilitation and other support services through a senior high school, cooperative center, vocational center, or special education cooperative. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Offenders can be provided education and support services through AVTI. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Offenders can be provided with employability education and support services through an adult education program. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Provide technical assistance meeting the special needs of offenders.</p>

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<p>Sec. 301 (b)(3) <u>With respect to programs for persons of limited English-speaking ability</u> under this Act, the Secretary shall establish appropriate procedures to ensure that participants are provided with employment and training and related assistance and supportive services (where feasible, at times designed to meet the needs of individuals unable to attend during normal working hours) designed to increase the employment and training opportunities for unemployed and underemployed persons of limited English-speaking ability, including (A) the teaching of <u>occupational skills in the primary language of such persons for occupations which do not require a high proficiency in English, and (B) developing new employment opportunities for limited English-speaking persons and opportunities for promotion within existing employment situations for such persons, including</u></p>	<p>Education and related counseling and guidance services for Minnesotans of limited English-speaking ability (e.g., Indochinese and Spanish speaking residents) might be provided through CETA-III-A and coordinated with similar existing services, such as ESL programs now in operation for Indochinese refugees. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Education and related counseling and guidance services for Minnesotans of limited English-speaking ability (e.g., Indochinese and Spanish speaking residents) might be provided through CETA-III-A and coordinated with similar existing services, such as ESL programs now in operation for Indochinese refugees. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Education and related counseling and guidance services for Minnesotans of limited English-speaking ability (e.g., Indochinese and Spanish speaking residents) might be provided through CETA-III-A and coordinated with similar existing services, such as ESL programs now in operation for Indochinese refugees. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Education and related counseling and guidance services for Minnesotans of limited English-speaking ability (e.g., Indochinese and Spanish speaking residents) might be provided through CETA-III-A and coordinated with similar existing programs now in operation for Indochinese refugees. The funding mechanism for this part is set up through the Department of Labor.</p>	<p>Provide technical assistance in planning programs and in coordinating ESL and bilingual education with CETA Title III efforts.</p>

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<p>programs for the dissemination of appropriate information and job placement, and counseling assistance, and the conduct of training and employment programs, in the primary language of such persons as well as programs designed to increase the English-speaking ability of such persons.</p>					
<p>Sec. 301 (b)(4) Financial assistance will be available to conduct programs for handicapped individuals, youth, single parents, and others to provide employment, training and related services. Such programs will be designed to assist in eliminating artificial and other employment barriers.</p>	<p>Further assistance may be provided for existing services for handicapped and for an expansion of education and counseling services to handicapped persons as well as youth not presently served. Also, programs designed to eliminate sex role stereotyping in occupations may be funded, as well as programs for students who are single parents.</p>	<p>Further assistance may be provided for existing services for handicapped and for an expansion of education and counseling services to handicapped persons as well as youth not presently served. Also, programs designed to eliminate sex role stereotyping in occupations may be funded, as well as programs for students who are single parents.</p>	<p>Further assistance may be provided for existing services for handicapped and for an expansion of education and counseling services to handicapped persons as well as youth not presently served. Also, programs designed to eliminate sex role stereotyping in occupations may be funded, as well as programs for students who are single parents.</p>	<p>Further assistance may be provided for existing services for handicapped and for an expansion of education and counseling services to handicapped persons as well as youth not presently served. Also, programs designed to eliminate sex role stereotyping in occupations may be funded, as well as programs for students who are single parents.</p>	<p>Provide technical assistance in formulating programs for handicapped, single parents, and to help eliminate sex role stereotyping.</p>
<p>Sec. 301 (d) Funds allocated to recipients for purposes of this section shall be used to supplement funds which otherwise would be used for purposes of undertaking the same or similar programs and activities for such persons.</p>	<p>Funds derived from the "special programs and activities" portion of Part A may be used to supplement other similar programs affecting education agencies and institutions.</p>	<p>Funds derived from the "special programs and activities" portion of Part A may be used to supplement other similar programs affecting education agencies and institutions.</p>	<p>Funds derived from the "special programs and activities" portion of Part A may be used to supplement other similar programs affecting education agencies and institutions.</p>	<p>Funds derived from the "special programs and activities" portion of Part A may be used to supplement other similar programs affecting education agencies and institutions.</p>	<p>Provide technical assistance in blending of funds from various education and CETA sources.</p>

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<p>Sec. 301 (g)</p> <p>Special programs will be established for the funding of local workshops for youths and others who wish to pursue careers as self-employed owners and managers of small businesses. Such workshops should provide instruction in management techniques, business communication skills, motivational training, special problems in business operation, record-keeping, marketing techniques, etc.</p>	<p>Junior high schools can provide educational programs designed to familiarize youth with self employment and entrepreneurship. The funding mechanism for this part is set up by the Department of Labor.</p>	<p>Senior high schools, vocational centers, cooperative centers, and special education cooperatives can provide educational programs designed to familiarize youth with self employment and entrepreneurship. The funding mechanism for this part is set up by the Department of Labor.</p>	<p>AVTI's can provide educational programs designed to prepare AVTI students for self employment and entrepreneurship. The funding mechanism for this part is set up by the Department of Labor.</p>	<p>Adult education can provide educational programs designed to prepare youth and adults for self employment and entrepreneurship. The funding mechanism for this part is set up by the Department of Labor.</p>	<p>Provide technical assistance to schools regarding development of education programs relating to self employment and entrepreneurship.</p>

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Sec. 302(a)

The congress finds that, due to serious unemployment and economic disadvantage among Native American Indian, Alaskan Native, and Hawaiian native communities, there is a compelling need for the establishment of comprehensive training and employment programs for members of those communities.

Sec. 302(c)(1)(A) In carrying out responsibilities under this section, the Secretary shall, wherever possible, utilize American Indian tribes, bands...on federal or state reservations and such public agencies and private nonprofit organizations as the Secretary determines will best serve Native Americans, for the provision of employment and training services.

Sec. 302(c)(2) In carrying out responsibilities under this section, the Secretary shall make arrangements with Prime Sponsors and organizations serving nonreservation Native Americans for programs and projects designed to meet the needs of such Indians for employment and training related services.

Sec. 302(d) Whenever the Secretary determines not to utilize Native American Indian tribes, boards, or groups for the provision of employment and training services, the Secretary shall, to the maximum extent feasible, enter into arrangement for provision of such services with public agencies or private nonprofit organizations.

Junior high schools can provide education and training for American Indians. Programs can be jointly funded by Indian Education, Bureau of Indian Affairs, non-Indian education funds, and CETA.

Senior high schools, vocational centers, special and education cooperatives can provide education and training for American Indians. Programs can be jointly funded by Indian Education, Bureau of Indian Affairs, non-Indian education funds and CETA.

AVTI's can provide education and training for American Indians. Programs can be jointly funded by regular AVTI funding, vocational special needs funds, Bureau of Indian Affairs, and CETA.

Adult education can provide education and training for American Indians. Programs can be jointly funded by regular sources of adult education funds, Bureau of Indian Affairs, Indian Education and CETA.

Provide technical assistance to any school providing for the special needs of American Indian students. Provide technical assistance in blending funding to provide for an effective program leading to employability.

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Sec. 303(a)

The Congress finds & declares that -

(1) Chronic seasonal unemployment & underemployment in the agricultural industry constitutes a substantial portion of the Nation's rural employment problem...

(b)(1) The Secretary shall meet the employment & training needs of migrants & seasonal farmworkers through public agencies & private nonprofit organizations, including, but not limited to, programs & activities carried out by Prime Sponsors under other provisions of this Act.

Sec. 303(b)(2) Programs supported under this section shall include, but not be limited to, employment & training in traditional as well as newly developing agricultural occupations & related assistance.

Sec. 303(c)(2) In carrying out programs & activities under this section, the Secretary shall continue in operation any program which is in existence on the effective date of this paragraph and (A) which is (i) created through use of the

Junior high schools can provide employability education for migrants. Education can relate either to agricultural employment or other jobs. One of the educational goals is to design programs which will encourage young migrants to complete high school.

Senior high schools, vocational centers, cooperative centers & special education cooperatives can provide employability for migrants. Education can relate to either agricultural employment or to other jobs. One of the educational goals is to design programs which will encourage young migrants to complete high school.

AVTI's can provide employability for migrants. Education can relate to either agricultural employment or to other jobs.

Adult Education can provide employability education for migrants. Education can relate to either agricultural employment or to other jobs.

Technical assistance should be provided to programs which provide for the special needs of migrant & seasonal farmworkers & their children.

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facilities of any institution of higher education; and -
(ii) designed to assist migrant and seasonal farmworkers who are beyond the age of compulsory school attendance through tutoring, counseling, and other similar assistance in the completion of courses necessary to receive a high school diploma or its equivalent; or

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The Secretary shall continue programs (B) which serves migrant & seasonal farmworkers who are enrolled in a full-time basis in the first academic year of an under graduate college program, & the dependents of such workers if they are so enrolled, by (i) aiding such individuals in carrying out the transition from secondary school to post-secondary school programs. (ii) generating motivation necessary for success in education beyond secondary school; & (iii) providing counseling, tutorial & similar educational services designed to assist such individuals during their first academic year at such institution. Sec. 303(e) In administering programs under this section, the Secretary shall consult with appropriate state & local officials & may enter into agreement with such officials to assist in such programs. In implementing this section the Secretary

Junior High Schools can provide counseling & related services that help migrants make the transition from junior high school to senior high school.

Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can provide counseling & related services which help migrants make the transition from high school to post-secondary programs.

AVTI's can provide services which help migrants in the transition from the AVTI to their next step.

Provide technical assistance to schools in providing services which help the transition from level to level within the education system.

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<p>Sec. 303(e) Continued</p> <p>shall determine in consultation with appropriate State & local educational agencies, that no substantial duplication will exist.</p>					
<p>Sec. 305 (b)</p> <p>Programs will be established that train personnel to work with & assist handicapped individuals. These programs may be in the areas of training or education which provide assistance to handicapped persons-- e.g., interpreters for the deaf & aides in classrooms to assist in the education of the handicapped.</p>	<p>Junior High Schools & special education cooperatives can provide employability education for handicapped. CETA funds can be blended with special education funds.</p>	<p>Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can provide employability education for handicapped. CETA funds can be blended with special education funds.</p>	<p>AVTI's can provide employability education for handicapped.</p>	<p>Adult Education can provide employability education for handicapped.</p>	<p>Provide technical assistance in planning educational programs which meet the needs of handicapped including special education students.</p>
<p>Sec. 308(a)</p> <p>Programs will be developed that facilitate the transition of workers over 55 years of age from one occupation to another & to facilitate the transition of such workers from non-participation to participation in the labor force, including work experience, vocational education... job search, etc.</p> <p>Sec. 308(b)</p> <p>In carrying out the provisions of this subsection, (Continued)</p>			<p>AVTI's can provide training to older workers age 55 & over.</p>	<p>Adult Education can provide training to older workers age 55 and over.</p>	<p>Provide technical assistance to schools in meeting the special needs of older workers.</p>

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appropriate arrangements will be made with local education agencies, among others; such arrangements may include, but need not be limited to

(2) An assessment of each participant's skills & work experience for purposes of formulating realistic second career objectives.

(3) Second career & occupational upgrading counseling to middle-aged & older workers.

Sec. 308(c)

Training costs may be provided to individuals in second careers programs

(1) such costs may include reasonable tuition for those engaged in technical or other institutional training & payments to program sponsors providing on-the-job training.

Sec. 311(a)

The Secretary shall establish a comprehensive program of employment & training research utilizing the methods, techniques & knowledge of the behavioral & social sciences. The programs required by this section may include

Innovative programs or research may be conducted in the elimination of sex-role or racial stereotyping in occupations, new employment & training program & programs which ease the transition from school to work, the usefulness of

Innovative programs or research may be conducted in the elimination of sex-role or racial stereotyping in occupations, new employment & training program & programs which ease the transition from school to work, the usefulness of

Innovative programs or research may be conducted in the elimination of sex-role or racial stereotyping in occupations, new employment & training program & programs which ease the transition from school to work, the usefulness of

Innovative programs or research may be conducted in the elimination of sex-role or racial stereotyping in occupations, new employment & training program & programs which ease the transition from school to work, the usefulness of

Provide technical assistance in planning projects & utilizing the results of projects.

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but need not be limited to, studies, development or improvement of employment & training programs, increased knowledge about labor market processes including programs designed to eliminate artificial barriers to employment; skill training to qualify employees for positions of greater skill, responsibility or remuneration; easing of the transition from school to work; testing the usefulness of sheltered employment for the difficult to employ; & for improvement of opportunities for employment & advancement through the reduction of discrimination & disadvantage arising from poverty, ignorance or prejudice.

sheltered employment or programs which reduce discrimination.

sheltered employment programs which reduce discrimination.

sheltered employment or programs which reduce discrimination.

sheltered employment of programs which reduce discrimination.

Sec 311 (b)

The Secretary will establish a program of experimental, developmental, demonstration, & pilot projects through grant or contracts for the purpose of improving techniques & demonstrating the effectiveness of specialized methods in meeting employment & training

Junior High Schools may apply for experimental CETA projects.

Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can apply for funds for experimental projects.

AVTI's can apply for funds for experimental CETA projects.

Adult Education can apply for funds for experimental CETA projects.

Provide technical assistance in planning projects & utilizing the results of projects.

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Sec. 311 (c)

The Secretary is authorized to conduct supportive employment & training projects of an experimental & demonstration nature as part of or coordinated with experimental & demonstration programs conducted for unemployed persons with serious problems in the labor market such as juvenile delinquents, mentally & emotionally handicapped individuals, alcoholics, ex-addicts, & recipients of aid to families with dependent children, to enable them, through temporary highly structured & supervised work experience, to make the transition to employment or self-employment. Such programs shall provide for skill training as required to affect such transition.

Junior High Schools can provide for coordination among the many agencies who are involved with employability education and related services.

Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can provide for coordination among the many agencies who are involved with employability education and related services.

AVTI's can provide for coordination among the many agencies who are involved with employability education & related services.

Adult Education can provide for coordination among the many agencies who are involved with education and related services.

Provide for coordination of activities at the state level and provide technical assistance to facilitate coordination at the local level.

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Sec. 311(f)

The Secretary is authorized to conduct demonstration programs and projects, which provide expanded guidance & counseling services to participants under this Act through community vocational resource centers established in economically distressed communities or areas pursuant to section 132(a)(7) of the Vocational Education Amendments of 1976. Such programs shall provide State boards of vocational education, which establish such community vocational resource centers, with funding for up to 50 per centum of the cost of such projects. The Secretary may make such funds available to a State board of vocational education when such board reaches agreement with the prime sponsor to assist out-of-school individuals in reentering school at the secondary or post-secondary level to take advantage of vocational skill training opportunities including cooperative education & work-study programs,

Junior High Schools can be involved in the operation of community vocational resource centers with CETA being involved in partial funding. A major concern is to assist out-of-school youth to return to an appropriate education program.

Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can be involved in the operation of community vocational resource centers with CETA being involved in partial funding. A major concern is to assist out-of-school youth to return to an appropriate education program.

AVTI's can be involved in the operation of community vocational resource centers with CETA being involved in partial funding. A major concern is to assist out-of-school youth to return to an appropriate education program.

Adult Education can be involved in the operation of community vocational resource centers with CETA being involved in partial funding. A major concern is to assist out-of-school youth to return to an appropriate education program.

Funding for the vocational resource centers will flow through the State Board. Assessment Centers may be funded through these sources.

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<p>Sec. 311 (f) Continued</p> <p>and to be offered referral to other training programs, & on-the-job training for which <u>academic credit may be available</u>. Projects shall include provisions for outreach to inform the economically disadvantaged of the assistance available through the community resource centers & to provide assurances that programs will be coordinated with other guidance & counseling activities of the prime sponsor, including activities under section 445(c), other in-school guidance & counseling programs in the area, State employment service offices, & the activities of the private industry councils established pursuant to title VII of this Act.</p>					
<p>Sec. 314</p> <p>The Secretary, in consultation with HEW, or other officials shall provide directly or through grants, contracts, or other arrangements, pre-service & inservice training for specialized, supportive</p>			<p>AVTI's can be involved with training of personnel to operate programs under CETA of 1978.</p>	<p>Adult Education can be involved with training of personnel to operate programs under CETA of 1978.</p>	<p>Provide technical assistance to schools that provide training to CETA personnel and possibly become involved in statewide projects for training CETA person</p>

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supervisory, or other personnel, & appropriate technical assistance with respect to programs under this Act.

Sec. 315(a)

The National Occupational Information Coordinating Committee, in carrying out its responsibilities under this section, shall give special attention to the labor market information needs of youth, including activities such as -

- (1) assisting local areas to translate aggregate occupational outlook data into local terms
- (2) providing technical assistance for programs of computer online terminals & other facilities to use & implement career outlook information...
- (3) assist in the development of State occupational information systems, accessible to local schools, including pilot programs in the use of computers...
- (4) encourage programs of counseling & employment services for youth in correctional institutions.

Junior High Schools can become involved with career information made available through projects of the National Occupational Information Coordinating Committee. Schools can identify needs regarding occupational information and let NOICC know of these needs. Information that is produced by NOICC can be made available.

Senior High Schools, vocational centers, cooperative centers & special education cooperatives can become involved with career information made available through projects of the National Occupational Information Coordinating Committee. Schools can identify needs regarding occupational information and let NOICC know of these needs. Information that is produced by NOICC can be made available.

AVTI's can become involved with career information made available through projects of the National Occupational Information Coordinating Committee. Schools can identify needs regarding occupational information and let NOICC know of these needs. Information that is produced by NOICC can be made available.

Adult Education can become involved with career information made available through projects of the National Occupational Information Coordinating Committee. Schools can identify needs regarding occupational information and let NOICC know of these needs. Information that is produced by NOICC can be made available.

Provide technical assistance to schools in utilizing career information & recommend projects which would be useful to MN schools to the National Occupational Information Coordinating Committee.

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TITLE IV YOUTH PROGRAMS

<p>Sec. 401</p> <p>It is the purpose of this title to provide a broad range of coordinated employment & training programs for eligible youth in order to provide effectively for comprehensive employment & training services to improve their future employability & to explore & experiment with alternative methods for accomplishing such purposes.</p>	<p>Junior High Schools can offer CETA-sponsored or school-CETA co-sponsored educational programs and/or employment through a WE/CBP (Work experience career exploration program.)</p>	<p>Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can offer CETA-sponsored or school-CETA co-sponsored education programs and/or employment through a school-sponsored community-based experience.</p>	<p>AVTI's can provide training & employment programs in ways which provide exploration & alternative methods for improving employability skills.</p>	<p>Adult Education offerings can include training & employment programs in ways which provide exploration & alternative methods for improving employability skills.</p>	<p>Provide technical assistance to CETA & schools in establishing methods & arrangements which will result in the fullest utilization of the school system in delivering CETA-sponsored program.</p>
<p>Sec. 402 (a)</p> <p>For Job Corps & Summer Youth Program, 'eligible youth' means an economically disadvantaged youth who is (1) either unemployed, underemployed, or in school, & (2) either age 16 to 21 inclusive, or if authorized under regulations of the Secretary, age 14 to 15 inclusive. Nothing in this section shall be construed to prohibit the provision of day care for the children of eligible youths. "(b) For the purposes of subpart 1 of part A, the term 'eligible youth' means a youth between the ages of 16 & 19 inclusive, the income of whose family is at or below the poverty level determined in accordance with (Continued next page)</p>	<p>Junior High students can be served when CETA-sponsored or school-CETA co-sponsored programs are designed to serve them. When CETA funds 100% of the program, 100% economically disadvantaged to be served.</p>	<p>Senior High students & out-of school youth up to 21 years of age can be served when CETA-sponsored or school-CETA co-sponsored programs are designed to serve them. When CETA funds 100% of the program, 100% economically disadvantaged need to be served.</p>	<p>AVTI students under 21 & other youth who are not in high school who need education or employment assistance can be served when CETA-sponsored or school-CETA co-sponsored programs are designed to serve them. When CETA funds 100% of the program, 100% economically disadvantaged need to be served.</p>	<p>Persons who are ages 16 to 21 & not in high school who need education or employment assistance can be served when CETA-sponsored or school-CETA co-sponsored programs are designed to serve them. When CETA funds 100% of the program, 100% economically disadvantaged need to be served.</p>	<p>Provide technical assistance regarding program design which will increase employability; funding from multiple CETA & education sources.</p>

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criteria as estab-
lished by the
Director of the
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PART A - YOUTH EMPLOYMENT DEMONSTRATION PROGRAMS (YEDP)- SUBPART I - YOUTH INCENTIVE ENTITLEMENT PILOT PROJECTS (YIEPP)

Sec. 416 (a)

Prime Sponsors will develop arrangements for the purpose of demonstrating the efficacy of guaranteeing otherwise unavailable part-time work for disadvantaged youth (16-19 inclusive) who attend secondary school in order to acquire a high school diploma or in a program leading to a certificate of high school equivalency & full-time employment or part-time employment & training during the summer months.

Sec. 417

Employment opportunities guaranteed under subpart 1 can take many forms, including: (1) Part-time employment or training or combination thereof during the school year not to exceed an average of 20 hours per week for each youth, lasting from 6-9 months, on projects operated ...by local education agencies, ...education associations... (2) Part-time employment on an individual
(Continued on next page)

Junior High Schools may apply through Prime Sponsors to DOL for funds for programs to keep students in school when youth 16 or over have not completed junior high school.

Senior High Schools, vocational centers, cooperative centers & special education cooperatives may apply through Prime Sponsors to DOL for funds for a combination of employment & secondary school so that eligible youth will graduate from high school.

AVTI's may apply through Prime Sponsors to DOL for funding for students who have not completed high school graduation requirements but who are willing to be involved in employment & and an AVTI program which leads to occupational competence & a GED.

Adult Education may apply through Prime Sponsors to DOL for funding for a program which involves both employment & a program which leads to a GED.

Provide technical assistance to schools & Prime Sponsors in program & financial planning for a jointly sponsored program & in preparing a proposal to DOL.

Junior High Schools who serve youth age 16 & over can design programs which include a job & education. The job may be part of the educational program or simply a motivator to complete school.

Senior High Schools, vocational centers, cooperative centers, & special education cooperative can design programs which include a job & education. The job may be either part of the educational program or simply a motivator to complete school.

AVTI's can design programs which include a job & education. The job may be either part of the educational program or simply a source of income to enable a student to attend an AVTI & obtain a GED.

Adult Education can design programs which include a job & education. The job may be either an integral part of the education program or a source of income to enable the 16-19 year old adult to progress toward a GED.

Provide technical assistance regarding design of educational program which will meet the needs of eligible students & regarding the incorporation of the job into the school-sponsored learning process.

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basis in any of the institutions & under the same conditions provided for in clause (1). (3) Part-time employment as provided in clause (1) which included on-the-job or apprenticeship training. (4) Full-time employment during the summer months, not to exceed 40 hours per week, & not less than 8 weeks in any of the institutions described in clause (1).

Sec. 418(a)

In selecting Prime Sponsors to operate youth incentive entitlement projects, the Secretary shall, among other things, (4) (D) select only Prime Sponsors which submit proposals that include assurances that the Prime Sponsor has consulted with public & private non-profit education agencies, including vocational & post-secondary education institutions & other agencies which offer high school equivalency programs.

(k) select only those Prime Sponsors that have given assurances that arrangements have been made with the appropriate local education agency or with the institution offering a certified high school equivalency program that such youth is enrolled & meeting minimum
(Continued on next page)

Junior High Schools need to work with Prime Sponsors in planning a YIEPP proposal.

Junior High YIEPP programs are designed to provide a job only as long as the student stays in school.

Senior High Schools, vocational centers, cooperative centers, & special education cooperatives need to work with Prime Sponsors in planning a YIEPP proposal.

Senior High YIEPP programs in schools & those offered on a group basis are designed to provide a job only as long as the student stays in school.

AVTI's need to work with Prime Sponsors in planning a YIEPP proposal.

AVTI YIEPP programs are designed to provide a job only as long as the student stays in school.

Adult Education needs to work with Prime Sponsors in planning a YIEPP proposal.

Adult Education YIEPP programs are designed to provide a job only as long as the 16-19 year old adult remains in school.

Provide technical assistance regarding translation of CETA YIEPP language & educational language.

Provide technical assistance to facilitate proposals which integrate the employment experience into a total learning experience.

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<p>Sec. 418 (k) Continued</p> <p>requirements... and that employment guarantees are conditioned on such enrollment.</p>					
<p>Sec. 418 (b)</p> <p>Some youth incentive entitlement pilot projects may also test the efficacy of any such project involving (4) the inclusion of economically disadvantaged youths between the ages of 19 & 25 who have not received their high school diploma.</p>	<p>Not usually applicable to Junior High.</p>	<p>Senior High level YIEPP programs may be designed to serve non-high school graduates between 19 & 25 years.</p>	<p>AVTI YIEPP programs may be designed to serve non-high school graduates between 19 & 25 years.</p>	<p>Adult Education programs may be designed to serve non-high school graduates between 19 & 25 years.</p>	<p>Provide technical assistance regarding the blending of educational funds from various levels with CETA funds.</p>
<p>(5) YIEPP may also test the efficacy of any such project involving the inclusion of occupational & career counseling, outreach, career exploration, and on-the-job training & apprenticeship as part of the employment entitlement.</p>	<p>YIEPP projects can include counseling & school-coordinated vocational cooperative programs & efforts to locate drop-outs.</p>	<p>YIEPP projects can include counseling, school-coordinated vocational cooperative programs, & efforts to locate drop-outs.</p>	<p>YIEPP projects can include counseling, work experience which is an integral part of the AVTI program, & efforts to locate persons eligible for the program.</p>	<p>YIEPP projects can include counseling, work experience which is an integral part of the educational program & efforts to locate persons eligible for the program.</p>	<p>Provide technical assistance in blending CETA funding with vocational aid for placement specialists & vocational cooperative programs & federal special education aid.</p>
<p>Sec. 419(b)</p> <p>No funds for employment under this subpart shall be used to provide public services through a non-profit organization, association, or institution or a nonprofit private institution of higher education, or any other applicant, which were previously provided by a ...local education agency in the area served by the project or where the employment & training takes place.</p>	<p>Jobs for youth in junior high YIEPP project cannot replace similar jobs which were funded from a regular source in the past.</p>	<p>Jobs for participants in senior high YIEPP project cannot replace similar jobs which were funded from a regular source in the past.</p>	<p>Jobs for AVTI students in YIEPP project cannot replace similar jobs which were funded from a regular source in the past.</p>	<p>Jobs for 16-25 year old adults cannot replace similar jobs which were funded from a regular source in the past.</p>	<p>Provide technical assistance in creating jobs which are educationally meaningful and which can become an integral part of the school-coordinated educational program.</p>

SUBPART 2 - YOUTH COMMUNITY CONSERVATION AND IMPROVEMENT PROJECTS

Sec. 421	OPPORTUNITIES FOR JUNIOR HIGH SCHOOLS	OPPORTUNITIES FOR SENIOR HIGH SCHOOLS	OPPORTUNITIES FOR AREA VOCATIONAL TECH- NICAL INSTITUTES	OPPORTUNITIES FOR ADULT EDUCATION	IMPLICATIONS FOR STATE DEPARTMENT OF EDUCATION
<p>It is the purpose of this subpart to establish a program of community conservation & improvement projects to provide employment, work experience, skill training, & opportunities for community service to eligible youths for a period not to exceed 12 months, supplemental to but not replacing opportunities available under title II.</p>	<p>Applies only to age 16 to 19.</p>	<p>Many Senior High Schools, vocational center, cooperative centers & special education cooperatives have similar goals as YCCIP.</p>	<p>Many AVTI's have similar goals as YCCIP.</p>	<p>Some Adult Education programs have similar goals as YCCIP for 16-19 year old adults who are out of school.</p>	<p>Provide technical assistance in planning programs & incorporating educational opportunities into the YCCIP project.</p>
<p>Sec. 422</p> <p>As used in this subpart, the terms - "(1) 'eligible applicant' means any Prime Sponsor qualified under section 101 of this Act, sponsors of Native American programs qualified under this section 302(c)(1) of this Act, & sponsors of migrant & seasonal farm workers programs qualified under section 303 of this Act; "(2) 'project applicant' shall have the same meaning as in section 3(20) of this Act; "(3) 'eligible youths' means individuals who are unemployed &, at the time of entering employment under this subpart, are ages 16 to 19, inclusive; and</p> <p>(Continued on next page)</p>	<p>Applies only to age 16-19.</p>	<p>Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can co-sponsor YCCIP projects.</p>	<p>AVTI's can co-sponsor YCCIP projects.</p>	<p>Adult Education can co-sponsor YCCIP projects for young adults who are not yet 20 years old.</p>	<p>Provide technical assistance in planning programs & incorporating educational opportunities into the YCCIP project.</p>

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Continued

"(4)'community improvement projects' means projects providing work which would not otherwise be carried out, including, but not limited to, the rehabilitation or improvement of public facilities...removal of architectural barriers to access by handicapped persons...

Sec. 425 (b)(3)

Each project applicant shall set forth assurances that there will be an adequate number of supervisory personnel on the project & that the supervisory personnel are adequately trained in skills needed to carry out the project & can instruct participating eligible youths in skills needed to carry out the project.

Sec. 425(b)(6)

Each project applicant shall set forth assurances that, to the maximum extent feasible, projects carried out under this subpart shall be labor intensive.

Sec. 426 (b)

The proposed agreement submitted by an eligible applicant to the Secretary must describe the method of recruiting eligible youths, including how it is coordinated with plans under other provisions of this Act,
(Continued on next page)

Applies only to age 16-19.

Many licensed senior high teachers are qualified for the supervisory role.

Many licensed AVTI instructors are qualified for this role.

Adult Education programs can provide training for worksite supervisors.

Provide technical assistance in planning programs & incorporating educational opportunities into the YCCIP project.

Applies only to age 16-19.

If the school is the project applicant, the school can handle the recruitment process. If the school is not sponsoring the program, the Prime Sponsor may contact the school for involvement in recruitment of youth.

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and including a description of arrangements with school systems, the public employment service (including school cooperative programs) and other agencies.

Sec. 426(h)(2)

The proposed agreement submitted by an eligible applicant to the Secretary must provide a description of job training & skill development opportunities that will be made available to participating eligible youths, as well as a description of plans to coordinate the training & work experience with school-related programs, including the awarding of academic credit.

Applies only to age 16-19.

Senior High Schools, cooperative centers, vocational centers, & special education cooperatives that provide YCCIP are encouraged to incorporate learning into the program & to grant credit toward graduation from high school.

AVTI's that provide YCCIP are encouraged to incorporate learning into the program & to count the program toward graduation from the AVTI.

Adult Education programs that provide YCCIP are encouraged to incorporate learning into the program & to encourage earning a GED.

Provide technical assistance in planning education programs & in establishing credit policy & procedure

Sec. 427(b)(2)

The agreement between the eligible applicant & the Secretary shall include assurances that projects will be conducted in such manner as to permit youth employed in the project who are in school to coordinate their jobs with classroom instruction &, to the extent feasible, to permit such eligible youths to receive credit from the appropriate education agency, post-secondary institution, or particular school involved.

Applies only to age 16 to 19.

Schools are encouraged to incorporate classroom instruction into YCCIP & to grant credit toward graduation.

Schools are encouraged to incorporate classroom instruction into YCCIP & to grant credit toward graduation.

Classroom instruction is encouraged as a part of YCCIP along with encouragement to get a GED.

Provide technical assistance in planning education programs & in establishing credit policy & procedure

TITLE IV-A SUBPART 3

YOUTH EMPLOYMENT AND TRAINING PROGRAMS (YETP)

Sec. 431

It is the purpose of this subpart to establish programs designed to make a significant long-term impact on the structural unemployment problems of youth, supplementary to but not replacing programs & activities available under title II of this Act, to enhance the job prospects & career opportunities of young persons, including employment, community service opportunities & such training & supportive services as are necessary to enable participants to secure suitable & appropriate unsubsidized employment in the public & private sectors of the economy. To the maximum extent feasible, training & employment opportunities afforded under this subpart shall be interrelated & mutually reinforcing so as to achieve the goal of enhancing the job prospects & career opportunities of youths served under this subpart.

Junior High Schools can provide CETA-funded or school-CETA co-funded programs of employability education. Programs need to be designed to lead toward long-term employment when these youth become adults. If employment experience is blended with an in-school employment education experience for youth ages 14 & 15, WE/CEP is the most feasible arrangement for jobs. See eligibility section in this part.

Senior High Schools, vocational center, cooperative centers, & special education cooperatives can provide CETA-funded or school-CETA co-funded programs for employability education. Programs need to be designed to lead to long-term employment when these youth become adults. See eligibility section in this part.

AVTI's can provide CETA-funded or school-CETA co-funded programs for vocational education. Programs may be designed to include both in-school training & employment experience which is an integral part of the AVTI program. See eligibility section in this part.

Adult Education can provide CETA-funded or school-CETA co-funded programs for young adults. Programs need to be designed to lead to long-term employment following the program. See eligibility section in this part.

Provide technical assistance to schools & Prime Sponsors in program planning & in blending fiscal resources from the school system & CETA so that optimum programs can be provided to all youth who would benefit.

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Sec. 432 (a)	Junior High Schools	Senior High Schools	Area Vocational Technical Institutes	Adult Education	Implications for State Department of Education
<p>The Secretary will provide financial assistance to provide employment opportunities & appropriate training & supportive services for participants, including:</p> <p>(1) usefule work experience opportunities in a wide range of community betterment activities, including work in public facilities...</p> <p>(2) productive employment & work experience in fields such as education.</p>	<p>Junior High Schools can provide CETA-funded jobs for economically disadvantaged students in the school or other public employment. Employability education & related services can also be funded by CETA or co-funded by the school & CETA.</p>	<p>Senior High Schools, vocational centers, cooperative centers, & special education cooperatives can provide CETA-funded jobs for economically disadvantaged students in the school or in other public employment. Employability education & related services can also be funded by CETA or co-funded through education & CETA.</p>	<p>AVTI's can provide CETA-funded jobs for economically disadvantaged students in the school & in other public employment (similar to vocational work-study funds). Vocational education & related services can also be funded by CETA or co-funded by CETA & education.</p>	<p>Adult Education can provide CETA-funded jobs to economically disadvantaged young adults in the education system or other public employment. Employability education & related services can be funded or co-funded through education & CETA.</p>	<p>Provide technical assistance regarding incorporating employment experience opportunities into educational programs where appropriate, blending education funds with CETA funds.</p>
<p>Sec. 432 (a)</p> <p>Financial assistance will be provided to enable applicants to provide employment opportunities & training & support services for eligible participants, including (3) appropriate training & services to support the purpose of this subpart, including;</p>	<p>Junior High - YETP projects can involve a variety of educational opportunities & support services as identified below.</p>	<p>Senior High, vocational center, cooperative center & special education cooperative programs involving YETP can include a variety of educational opportunities & support services as identified below.</p>	<p>AVTI - YETP programs can include a variety of educational opportunities & support services as identified below.</p>	<p>Adult Education - YETP programs can include a variety of educational opportunities & support services as identified below.</p>	<p>Provide technical assistance in translating CETA training language into educational language & vice versa.</p>
<p>"(A) outreach, assessment, & orientation;</p>	<p>Analysis of needs of students & group "world of work" counseling.</p>	<p>Analysis of student needs, group "world of work" counseling, seeking dropouts who may return.</p>	<p>Activities to identify potential AVTI students in high schools & the community, analysis of student needs, & group "world of work" counseling.</p>	<p>Activities to identify potential Adult Education - YETP students, analysis of student needs, and "world of work" courses.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>
<p>"(B) counseling, including occupational information career counseling;</p>	<p>Guidance, counseling, MN Occupational Information System. WE/CEP (Work Experience Career Exploration Program) Seminar.</p>	<p>Guidance, counseling, MN Occupational Information System, Seminar connected with vocational cooperative program, placement specialist services.</p>	<p>Guidance, counseling, MN Occupational Information System, Placement services.</p>	<p>Programs designed to bridge the school to work transition.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>

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<p>Sec. 432 Continued</p> <p>"(C) activities promoting education to work transition;</p>	<p>WE/CEP during the school year & summer, vocational cooperative program during the school year & summer (age 16 and over).</p>	<p>Vocational cooperative programs during the school year and summer, placement specialist services.</p>	<p>Placement services, AVTI internship & cooperative programs that incorporate work experience into an AVTI program.</p>	<p>Programs designed to bridge the school to work transition.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>
<p>"(D) development of information concerning the labor market & provision of occupational, educational, & training information;</p>	<p>MN Occupational Information System & other counseling materials which provide occupational training information</p>	<p>MN Occupational Information System, other counseling materials which provide occupational & training information, collection of local information concerning jobs students or graduates may obtain.</p>	<p>Study of local, regional & state employment opportunities in preparation for designing new programs, MOIS, counseling & placement service information relative to the placement of graduates or of students on internships.</p>	<p>Programs designed to bridge the school to work transition.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>
<p>"(E) services to youth to help them obtain & retain employment;</p>	<p>WE/CEP "world of work" counseling.</p>	<p>Vocational cooperative programs, contracts with private vocational schools, & vocational in-school programs in high schools, vocational centers or cooperative centers; placement specialist services.</p>	<p>Placement services by instructional personnel, counseling personnel & specialized placement personnel.</p>	<p>Placement services made available through the adult education program.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>
<p>"(F) literacy training & bilingual training;</p>	<p>"Right to Read", SLBP (Special Learning & Behavior Problems) basic skills, ESL (English as a Second Language) bilingual education, & other programs that increase the ability to read & to apply what is read to practical things..</p>	<p>"Right to Read", SLBP basic skills, ESL, "Vocational Reading Power", bilingual education & other programs that increase the ability to read & to apply what is read to practical things.</p>	<p>Remedial reading, related reading instruction "Vocational Reading Power", ESL & other programs which increase the ability to read & apply what is read.</p>	<p>Reading in Basic Education programs, ESL, & other reading application programs.</p>	<p>Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.</p>

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<p>Sec. 432 Continued</p> <p>"(G) attainment of certificates of high school equivalency;</p>	<p>Does not apply.</p>	<p>Especially for senior high programs designed to bring premature leavers back to work toward high school graduation. GED is a reasonable alternative for those who learn critical basic skills & job competencies, but are not eligible for high school graduation when they leave school the second time.</p>	<p>Design programs in the AVTI so that high school dropouts can work toward GED simultaneously with AVTI enrollment.</p>	<p>Design programs for young adults which includes the opportunity to work toward GED.</p>	<p>Provide GED administration & technical assistance regarding joint programming & school - YBTP co-funding.</p>
<p>"(H) job sampling including vocational exploration in the public & private sector.</p>	<p>WE/CEP during the school year & summer, especially when WE/CEP students rotate among several jobs.</p>	<p>Vocational cooperative programs during the school year & summer, especially when students rotate among several jobs.</p>	<p>AVTI internship programs & other programs where jobs are included within an AVTI program.</p>	<p>Design programs to assist young adults in identifying which type of job to prepare for.</p>	<p>Provide technical assistance regarding joint programming & school-YETP co-funding.</p>
<p>"(I) institutional & on-the-job training, including development of basic skills & job skills;</p>	<p>WE/CEP job experience, WE/CEP seminar, practical math, & the same reading-related programs identified under (F) above.</p>	<p>Vocational cooperative programs, practical math, & the same reading related programs identified under (F) above.</p>	<p>All regular AVTI programs plus remedial math, related math, & the same reading related programs identified under (F) above.</p>	<p>Adult vocational education which leads to paid employment & related reading & math courses.</p>	<p>Provide technical assistance regarding joint programming & school-YETP co-funding.</p>
<p>"(J) transportation assistance;</p>	<p>Bus or handicapped transportation to school, to WE/CEP jobs, to courses offered in a location other than the school, & for field trips.</p>	<p>Bus or handicapped transportation to school, to jobs which are part of a school-sponsored program, to vocational centers, or cooperative centers or special education cooperatives, & for field trips.</p>	<p>AVTI-sponsored transportation for vocational student organization meetings & field trips.</p>	<p>Usually does not apply.</p>	<p>Provide technical assistance regarding joint programming & school-YETP co-funding.</p>

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"(K) child care and other necessary supportive services;	Usually does not apply.	Provide child care services to babies and young children of parents who are in senior high schools, vocational centers, cooperatives, special education cooperatives and other secondary education.	Provide child care services to babies and children of AVTI students. This can either be provided by the school or in cooperation with an appropriate agency.	Provide child care services to young adults who are involved in employability education.	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.
"(L) job restructuring to make jobs more responsive to the objectives of this subpart, including assistance to employers in developing job ladders or new job opportunities for youths, in order to improve work relationships between employers and youths;	WE/CEP instructor-coordinators can be involved with job restructuring.	Vocational cooperative program instructor-coordinators can be involved with job restructuring.	AVTI instructors, counseling and placement personnel can be involved in job restructuring.	Adult vocational personnel can be involved with job restructuring	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.
"(M) community-based central intake and information services for youth;	Does not usually apply.	Example: "Instant Information" (800-652-9021) provides info on specific opportunities for occupational education in AVTI system--available to counselors, students and others who are planning post-secondary schooling.	Example: "Instant Information" (800-652-9021) provides information on specific opportunities for occupational education in AVTI system--available to the public in planning post-secondary schooling.	Example: "Instant Information" (800-652-9021) provides specific info on AVTI vacancies for enrollment in AVTI program.	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.
"(N) job development, direct placement, and placement assistance to secure unsubsidized employment opportunities for youth to the maximum extent feasible, and referral to employability development programs;	WE/CEP	Vocational cooperative programs and other school-sponsored community-based employment-related programs, placement specialist services.	Placement services for graduates, whether performed by instructors, counselors or specialized placement personnel.	Placement services when this is a part of an adult vocational training program.	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.
"(O) programs to overcome sex-stereotyping in job development and placement; and	Sex equity and affirmative action programs coordinated with the WE/CEP student identification process and WE/CEP job placement process.	Sex equity and affirmative action programs coordinated with vocational cooperative programs and with placement specialist services.	Sex equity and affirmative action programs coordinated with enrollment procedures, and job placement procedures.	Sex equity and affirmative action programs coordinated with both enrollment and job placement in adult vocational education.	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.

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"(P) programs and out-reach mechanisms to increase the labor force participation rate among minorities and women.	Sex equity programs, affirmative action programs, Indian education, and migrant education.	Sex equity programs, affirmative action programs, Indian education, and migrant education.	Sex equity programs, affirmative action programs, Indian education, and migrant education.	Sex equity programs, affirmative action programs, and displaced homemaker programs	Provide technical assistance regarding translation of CETA & school language, blending programs & funding for joint sponsorship.
<p>Sec. 433 (c)</p> <p>The amount of funds allocated to the governor of each state--an amount equal to 5% of YETP funds--shall be used in accordance with a special state-wide youth services plan, approved by the secretary, for such purposes as:</p>	Junior high schools may apply for exemplary projects in YETP--the type that has not usually been funded by regular YETP, YCCIP, or Title II. Programs can be proposed in any of following six categories.	Senior high schools, vocational centers, cooperative centers, and special education cooperatives are eligible to apply for YETP exemplary projects. These are projects that have not usually been funded through YETP, YCCIP, or Title II.	AVTIs are eligible to apply for YETP exemplary projects. These are projects of the type that would not usually be funded through YETP, YCCIP, or Title II.	Adult education can apply for YETP exemplary projects for young adults. These are projects not usually funded through YETP, YCCIP, or Title II.	Provide technical assistance in planning exemplary program and writing proposal.
(1) providing assistance for employment and training for youths who are supervised by the state.	Employability education program for junior high students who are involved with corrections or welfare (institutional and community-based).	AVTI program for youth who are involved with corrections or welfare (institutional or community-based).	AVTI program for youth who are involved with corrections or welfare (institutional or community-based).	Adult education program (for young adults) who are involved with welfare or corrections (institutional or community-based).	Provide technical assistance in planning exemplary program and writing proposal.
(2) providing labor market and occupational information to prime sponsors and local education agencies.	Collect and/or disseminate information relating to WIE/CEP or other junior high job opportunities.	Collect and/or disseminate information relating to vocational cooperative programs or other senior high-age or high school graduate job opportunities.	Collect and/or disseminate labor market information relating to AVTI program planning and/or placement of graduates.	Collect and/or disseminate labor market information relating to program planning and/or placement of graduates.	Provide technical assistance in planning exemplary program and writing proposal.
(3) providing for the establishment of cooperative efforts between state and local institutions, including (A) occupational and career guidance and counseling and placement services for in-school and out-of-school youth; and (B) coordination of activities carried out under the Career Education Incentive Act.	Establish state-local coordination involving guidance and/or Career Education Incentive Act.	Establish state-local coordination involving guidance and/or Career Education Incentive Act.	Establish state-local coordination involving guidance and/or post-secondary portion of Career Education Incentive Act.	Establish state-local coordination involving guidance and/or Career Education Incentive Act.	Provide technical assistance in planning exemplary program and in writing proposal and/or become involved in a proposal from the State Department of Education.

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(4) providing for the establishment of cooperative efforts between state and local institutions, including occupational and career guidance and counseling and placement services for in-school and out-of-school youth.	Establish state-local coordination involving guidance and placement in jobs for WE/CEP programs.	Establish state-local coordination involving guidance and placement in jobs for vocational cooperative programs or for high school graduates or premature leavers.	Establish local-state coordination involving guidance and placement.	Establish local-state coordination involving guidance and placement.	Provide technical assistance in planning exemplary program and in writing proposal and/or become involved in a proposal from the State Department of Education.
(5) providing financial assistance for expanded and experimental programs in apprenticeship trades, or development of new apprenticeship arrangements, in concert with appropriate business and labor unions or state apprenticeship councils.	Does not apply.	Establish education-apprenticeship programs which prepare youth for apprenticeship or involve them in apprenticeship as part of a senior high school program.	Establish AVTI-apprenticeship programs which prepare youth for apprenticeship or involve them in apprenticeship as part of an AVTI program.	Establish and adult education-apprenticeship program which prepares young adults for apprenticeship or involves them in apprenticeship as part of an adult education program.	Provide technical assistance in planning exemplary program and in writing proposal or in establishing cooperative relationships with the state apprenticeship council.
(6) carrying out special model employment and training programs and related services between state agencies and Prime Sponsors...with emphasis on training within the private sector.	Improve the WE/CEP program by offering related services that improve program quality or reach more needy students.	Improve the vocational cooperative program by offering related services that will improve program quality or reach more needy students or out-of-school youth.	Improve the internship program model by offering related services that will improve program quality or reach more needy students.	Develop a program which utilizes a job as an integral part of the adult education program.	Provide technical assistance in planning for program and blending funding from CETA and education, assistance in preparing language for Prime Sponsor-local education agency agreements.

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Sec. 433 (d) (1)

Not less than 22% of the amount allocated to each Prime Sponsor under paragraph (1) of subsection (a) of this section shall be used for programs under this subsection, "(2) The amount available to each Prime Sponsor under paragraph (1) shall be used for programs for in-school youth carried out pursuant to agreements between Prime Sponsors and local educational agencies. Each such agreement shall describe in detail the employment opportunities and appropriate training and supportive services which shall be provided to eligible participants who are enrolled or who agree to enroll in a full-time program leading to a secondary school diploma, a junior or community college degree or technical or trade school certificate of completion. Each such agreement shall contain provisions to assure that funds received pursuant to the agreement will not supplant state and local funds expended for the same purpose.

Junior high school students can be involved in a Prime Sponsor-local education agency agreement and receive employability education and/or employment. If employability education is provided, the most likely types of services are identified in A-P in section 432 above.

Senior high school students who are being served by a mainstream school, an alternate school, vocational center, cooperative center or special education cooperative can be involved in a Prime Sponsor-local education agency agreement and can receive employability education and/or employment. If employability education is provided, the most likely types of services are identified in A-P in section 432 above.

AVTI students can be involved in a Prime Sponsor-local education agency agreement and can receive vocational education and/or employment. The most likely services are identified in A-P in section 432 above.

Does not apply

Provide technical assistance in planning for program and blending funding from CETA and education, assistance in preparing language for Prime Sponsor-local education agency agreements.

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Sec. 435:

Eligible participants for programs authorized under this subpart shall be persons who--

"(1) (A) are unemployed or are underemployed or are in school and are ages 16 to 21, inclusive; or (B) if authorized under such regulations as the secretary may prescribe, are in school and are ages 14 to 15 inclusive; and

"(2) are not members of households which have current gross family income, adjusted to an annualized basis (exclusive of unemployment compensation and all Federal, state, and local income-tested or needs-tested public payments) at a rate exceeding 85 percent of the lower living standard income level, except that pursuant to regulations which the secretary shall prescribe, persons who do not meet the requirements of this subparagraph but who are otherwise eligible under this subpart may participate in appropriate activities in the type authorized under section 432 (a).

Notwithstanding the provisions of subsection (a), 10 percent of the funds available for this subpart may be used for programs which include youths of all economic backgrounds to test the desirability of including youths of all economic backgrounds.

Certain junior high students are eligible for CETA-YETP funding. Other junior high youth who are served in the same program or who are provided the same services need to be funded through education sources. Other junior high youth who are employed need to be paid by the employer as is most common in the WE/CEP program. If the Prime Sponsor chooses to test the same type of program on noneconomically disadvantaged youth, some YETP funds can be used for this purpose.

Certain senior high students are eligible for CETA-YETP funding. Other senior high youth who are served in the same program through a district-operated school, vocational center, cooperative center or special education cooperative need to be funded through education sources. Others who are employed may be served in the same vocational cooperative seminar and need to be paid by the employer as in most ongoing school-sponsored employment experience programs. If the Prime Sponsor chooses to test the same type of program on noneconomically disadvantaged youth, some YETP funds can be used for this purpose.

Certain AVTI students are eligible for CETA YETP funding. Others in the same program need to be funded through education sources or eligible students can be employed (similar to vocational work-study funds) with this funding. If the Prime Sponsor chooses to test the same type of program on noneconomically disadvantaged students, some YETP funds can be used for this purpose.

Does not apply.

Provide technical assistance in blending CETA funds and education funds (both foundation aid sources and categorical aid sources, especially those which have not yet been requested by a school that becomes eligible for them when offering a new service or serving youth who are returning to school from the community) so that additional students than economically disadvantaged can have the benefit of the program.

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<p>Sec.436 (a) Each application for financial assistance through YETP shall --- (1) describe programs & activities to be conducted & the relationship & coordination of services provided to participants for similar services offered by Local Education Agencies, post-secondary institutions... other youth programs.</p>	<p>The role & extent of junior high schools in YETP needs to be described in the Prime Sponsor application to DOL for YETP funds.</p>	<p>The role & extent of involvement of senior high schools, vocational centers, cooperative centers & special education cooperatives in YETP needs to be described in the Prime Sponsor application to DOL for YETP funds.</p>	<p>The role & extent of involvement of AVTI's in YETP needs to be described in the Prime Sponsor application to DOL for YETP funds.</p>	<p>The role & extent of involvement of Adult Education in providing YETP services for young adults needs to be described in the Prime Sponsor application to DOL for YETP funds.</p>	<p>Provide technical assistance in planning for an appropriate role for the schools in co-sponsoring YETP funded or school-CETA co-funded programs.</p>
<p>(2) include assurances of the coordination of YETP with plans submitted under Title II - but services to youth under that title shall not be reduced because of the availability of financial assistance under this subpart.</p>	<p>Applies only to youth age 16 and over.</p>	<p>Title II services to senior high youth cannot be reduced because of expenditure of YETP funds; Title II & YETP projects must be coordinated. This parameter relates to the total Prime Sponsor effort</p>	<p>Title II services to AVTI youth cannot be reduced because of expenditure of YETP funds; Title II & YETP projects must be coordinated. This parameter relates to the total Prime Sponsor effort.</p>	<p>Title II services to young adults cannot be reduced because of expenditures of YETP funds; Title II & YETP projects must be coordinated. This parameter relates to the total Prime Sponsor effort.</p>	<p>Provide technical assistance in designing coordinated services under Title II and YETP.</p>
<p>(3) provide assurances that there will be coordination with Local Education Agencies, post-secondary institutions... & other youth programs.</p>	<p>YETP projects need to be coordinated with existing junior high school services.</p>	<p>YETP projects need to be coordinated with existing senior high school, vocational center, cooperative center & special education cooperative services.</p>	<p>YETP projects need to be coordinated with existing AVTI services.</p>	<p>YETP projects need to be coordinated with existing educational programs for young adults.</p>	<p>Provide technical assistance in coordinating YETP projects with educational programs.</p>

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<p>Sec. 436 continued</p> <p>(4) provide assurances that there will be coordination with activities conducted under the Career Education Incentive Act.</p>	<p>YETP projects need to be coordinated with junior high school career education projects made possible through federal Career Education Incentive Act.</p>	<p>YETP projects need to be coordinated with senior high school & center career education projects made possible through federal Career Education Incentive Act.</p>	<p>YETP projects need to be coordinated with AVTI career education projects made possible through the post-secondary portion of the federal Career Education Incentive Act.</p>	<p>YETP projects need to be coordinated with adult education projects made possible through the post-secondary portions of the Career Education Incentive Act.</p>	<p>Provide technical assistance in coordination of YETP projects with Career Education Incentive Act projects.</p>
<p>(8) provide assurances that means will be provided through which youths participating in YETP may acquire appropriate job skills & be given necessary basic education & training & that suitable arrangements will be established to document the competencies, including skills, education, & training, derived by each participant from programs established under this subpart.</p>	<p>Junior High School youth served through YETP need to have a program to learn both job skills & basic skills. A system must exist to document competencies derived by each junior high student in the program.</p>	<p>Senior High School youth served in a YETP project either through a district program or a center program need to have a program to learn both basic skills & job skills. A system must exist to document competencies derived by each student in the program.</p>	<p>AVTI youth served in a YETP project need to have a program to learn both job skills & basic skills. A system must exist to document competencies derived by each student in the program.</p>	<p>Adult education students (young adults) served in a YETP project need to have a program to learn both job skills & basic skills. A system must exist to document competencies derived by each student in the program.</p>	<p>Provide technical assistance in planning for effective educational delivery system & efficient recordkeeping system.</p>
<p>(10) provide that funds available under section 433(d) shall be used for programs authorized under section 432 for in-school youth who are eligible participants through arrangements to be carried out by a local education agency or post-secondary edu-</p>	<p>Assure that YETP funds will be expended on students who are eligible. If other students are to be served in the program, assure that educational sources of funds rather than CETA funds will be utilized for that portion of the program.</p>	<p>Assure that YETP funds will be expended on students who are eligible. If other students are to be served in the program, assure that educational sources of funds rather than CETA funds will be utilized for that portion of the program.</p>	<p>Assure that YETP funds will be expended on students who are eligible. If other students are to be served in the program, assure that educational sources of funds rather than CETA funds will be utilized for that portion of the program.</p>	<p>Assure that YETP funds will be expended on students who are eligible. If other students are to be served in the program, assure that educational sources of funds rather than CETA funds will be utilized for that portion of the program.</p>	<p>Provide technical assistance on combining sources of education funds so that effective employability education programs can be provided to all students who can benefit while both Prime Sponsors & schools can be accountable for funds.</p>

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<p>Sec. 436 (c)</p> <p>No work experience program for in-school youth supported under this subpart shall be entered into unless an agreement has been made between the Prime Sponsor & a local education agency or agencies, after review by the youth council established under subsection (b). Each agreement between Prime Sponsors & local education agencies shall -</p> <p>(1) set forth assurances that youths will be provided meaningful work experience, which will improve their ability to make career decisions & which will provide them with basic work skills.</p>	<p>When WE/CEP job slots are funded by CETA, the jobs must be educationally meaningful both from the perspective of opportunity to develop basic work skills & to explore one or more careers.</p>	<p>When vocational cooperative program job slots or other employment are funded by CETA, the jobs must be educationally meaningful both from the perspective of opportunity to develop basic work skills & to explore one or more careers.</p>	<p>When "work-study" or vocational internship job slots are funded by CETA, the jobs must be educationally meaningful both from the perspective of opportunity to develop basic work skills & to explore one or more careers.</p>	<p>When employment is associated with an adult education program, the jobs which are funded by CETA must be educationally meaningful both from the perspective of opportunity to develop basic work skills & to explore one or more careers.</p>	<p>Provide technical assistance in planning for employment & education components to be an integral part of a total program for youth.</p>
<p>(2) be administered, under agreements with the Prime Sponsor, by a Local Education Agency or agencies or a post-secondary education institution or institutions within the area served by the Prime Sponsor.</p>	<p>A YETP program, a jointly sponsored school-YETP program or a portion of a YETP program can be administered by a junior high school if such an agreement is established between the district & the Prime Sponsor.</p>	<p>A YETP program, a jointly sponsored school-YETP program or a portion of a YETP program can be administered by a senior high school, vocational center, or special education cooperative if such an agreement is established between the school & the Prime Sponsor.</p>	<p>A YETP program, a jointly sponsored school-YETP program or a portion of a YETP program can be administered by an AVTI if such an agreement is established between the school & the Prime Sponsor.</p>	<p>A YETP program, a jointly sponsored school-YETP program or a portion of a YETP program can be administered by an adult education program if such an agreement is established between the adult education program & the Prime Sponsor.</p>	<p>Provide technical assistance in planning for delivery of YETP projects through the schools & in integrating these programs into the school system</p>

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"(3) set forth assurances that job information, counseling, guidance, & placement services will be made available to participating youths & that funds provided under this program will be available to, & utilized by, the local educational agency or agencies to the extent necessary to pay the cost of school-based counselors to carry out the provisions of this in-school program.

Career-related pupil personnel services need to be provided to junior high youth who are involved in YETP-sponsored employment.

Career-related pupil personnel services need to be provided to senior high youth who are involved in YETP-sponsored employment.

Career-related pupil personnel services need to be provided to AVTI youth who are involved in YETP employment.

Career-related pupil personnel services need to be provided to young adults who are involved in adult education & YETP sponsored employment.

Provide technical assistance in planning & providing effective pupil personnel services relating to career development.

(4) set forth assurances that jobs provided under this program will be certified by the participating education agency or institution as relevant to the educational & career goals of the participating youth.

Job slots in WE/CEP which are sponsored by YETP must be relevant to a student's career goals.

Job slots in vocational cooperative programs or other employment sponsored by YETP must be relevant to a student's career goals.

Job slots in "work study" or vocational internship programs which are sponsored by YETP need to be relevant to a student's career goals.

Job slots in adult education which are sponsored by YETP need to be relevant to a young adult's career goals.

Provide technical assistance in incorporating YETP sponsored employment opportunities into an education-coordinated program.

(6) set forth assurances that youth participants will be those who need work to remain in school, & shall be selected by the appropriate education agency or institution, based on the certification for each participating youth by the school-based guidance counselor that the

Junior high youth who are provided with YETP-sponsored employment need to be students who will be motivated to stay in school through the employment. The employment needs to be a part of a regular WE/CEP program.

Senior high youth who are provided with YETP-sponsored employment need to be students who will be motivated to stay in school through the employment. The employment needs to be a part of the educational program for the student.

AVTI youth who are provided with YETP-sponsored employment need to be motivated to stay in school through the employment. The employment needs to be a part of the educational program for the student.

Young adults who are in an adult education program who are provided with YETP-sponsored employment need to be motivated to stay in school through the employment. The employment needs to be a part of the educational program for the student.

Provide technical assistance in incorporating YETP sponsored employment opportunities into an education-coordinated program.

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<p>Sec. 436(c) (6) Continued</p> <p>provided is an appropriate component of the overall education program for each youth.</p>					
<p>Sec. 438 (a)(1)</p> <p>The Secretary of Labor is authorized, either directly or by the way of contract or other arrangement, with Prime Sponsors, public agencies, & private organizations to carry out innovative & experimental programs to test new approaches for dealing with the unemployment problems of youth & to enhance their employability in occupations. Such programs shall include, where appropriate, cooperative arrangements with education agencies to provide special programs & services for eligible participants enrolled in secondary schools, post-secondary institutions, & technical & trade schools, including job experience, counseling, & guidance prior to the completion of secondary or post-secondary education & training available</p>	<p>Junior high schools can watch for "Request for Proposal" information for exemplary programs from DOL or their designee.</p>	<p>Senior high schools, vocational centers, cooperative centers, & special education cooperative can watch for "Request for Proposal" information for exemplary programs from DOL or their designee.</p>	<p>AVTI's can watch for "Request for Proposal" information for exemplary programs from DOL or their designee.</p>	<p>Adult Education programs can watch for "Request for Proposal" information for exemplary programs from DOL or their designee.</p>	<p>Provide technical assistance in planning programs and preparing project proposals.</p>

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Continued

occupational, edu-
cational, & train-
ing information
through statewide
career information
systems.

SUBPART IV GENERAL PROVISIONS

Sec. 441

Of sums available
for carrying out
the provisions
of this part -
(1) 15% shall be
available for
subpart 1.
(2) 15% shall be
available for
subpart 2; &
(3) 70% shall be
available for
subpart 3.

DOL needs to dis-
tribute 15% of
YEDP funds to
YIEPP, 15% to
YCCIP, & 70% to
YETP.

DOL needs to dis-
tribute 15% of
YEDP funds to
YIEPP, 15% to
YCCIP, & 70% to
YETP.

DOL needs to dis-
tribute 15% of
YEDP funds to
YIEPP, 15% to
YCCIP, & 70% to
YETP.

DOL needs to dis-
tribute 15% of
YEDP funds to
YIEPP, 15% to
YCCIP, & 70% to
YETP.

Provide technical
assistance for
blending available
YEDP funds with
available educa-
tion funds for
maximum employ-
ability educa-
tion.

"(f) Funds under
this part shall
not be used to
provide full-
time employment
opportunities (1)
for any person
who has not at-
tained the age
with respect
to which the
requirement of
compulsory edu-
cation ceases to
apply under the
laws of the State
in which such in-
dividual resides,
except (A) during
periods when
school is not in
session, & (B)
where employment
is undertaken in
cooperation with
school-related
programs awarding
academic credit
(Continued)

Any full-time em-
ployment provided
by YEDP at the
junior high level
needs to be dur-
ing school vaca-
tions.

Any full-time em-
ployment provided
by YEDP needs to be
part of a school-
coordinated voca-
tional cooper-
ative program or
other school spon-
sored community-
based credit bear-
ing program or dur-
ing school vaca-
tions.

Any full-time emplo-
yment provided by
YEDP needs to be
part of the school
program or during
school vacations.

Any full-time
employment pro-
vided by YEDP
needs to be part
of the adult
education program
or during school
vacations.

Provide technical
assistance in in-
tegrating the
employment ex-
perience into
the educational
program.

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for the work experience, or (2) for any person who has not attained a high school degree or its equivalent if it is determined, in accordance with procedures established by the Secretary, that there is substantial evidence that such person left school in order to participate in any program under this part.

Sec. 444(a)

Efforts shall be made to ensure that youths participating in programs under subpart 2 & 3 shall be youths who are experiencing severe handicaps in obtaining employment, including but not limited to those who lack credentials (such as a high school diploma), those who require substantial basic & remedial skill development, women & minorities... or those who otherwise have demonstrated special need, as determined by the Secretary.

YCCIP & YETP are intended for youth with "severe handicaps" in becoming employed. These youth can be served in WE/CEP with other students by blending CETA jobs with private sector & public sector unsubsidized jobs for a class.

YCCIP & YETP are intended for youth with "severe handicaps" in becoming employed. These youth can be served in vocational cooperative programs & other school-sponsored employment related community-based programs along with other students by blending CETA jobs with private sector & public sector unsubsidized jobs for a total class.

YCCIP & YETP are intended for youth with "severe handicaps" in becoming employed. Programs can be for all students when other funds are used for costs associated with non-eligible youth.

YCCIP & YETP are intended for youth with "severe handicaps" in becoming employed. Programs can be for all students when other funds are used for costs associated with non-eligible youth.

Provide technical assistance in planning programs which will effectively reach the target youth; in blending funds to reach other youth who can benefit.

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(a) In carrying out this part, appropriate efforts shall be made to encourage the granting by the educational agency or school involved of academic credit to eligible participants who are in school.

(b) The Secretary, in carrying out the purposes of this part, shall cooperate with the Secretary of Health, Education, & Welfare to make suitable arrangements with officials whereby academic credit may be awarded, consistent with applicable State law by educational institutions & agencies for competencies derived from work experience obtained through programs established under this part.

(c) All activities assisted under this part, pursuant to such regulations as the Secretary shall prescribe, shall provide appropriate counseling & placement services designed to facilitate the transition of youth from participation in the project to (1) permanent jobs in the public or private sector, or (2) ad-

It is important to grant "credit" toward the completion of junior high school for both employment & educational services which are provided in cooperation with YEDP.

It is important to grant credit toward graduation from high school for both employment & educational services which are provided in cooperation with YEDP.

It is important to count YEDP sponsored programs toward graduation from an AVTI & toward a GED when appropriate.

It is important to count YEDP-sponsored programs toward a GED when appropriate.

Provide technical assistance in developing policy & procedure which will provide for granting of credit toward graduation for YEDPA-sponsored programs.

YEDP programs need to be designed to lead to either a permanent job or to further education in a senior high school.

YEDP programs need to be designed to lead to either a permanent job or further education in a post-secondary institution.

YEDP programs need to be designed to lead either to a permanent job or to another post-secondary or adult program.

YEDP programs need to be designed to lead either to a permanent job or to another employment education program.

Provide technical assistance in articulating between program levels & providing services relating to student transition.

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TITLE IV B JOB CORPS

Sec. 450

This part establishes a Job Corps for economically disadvantaged young men & women, sets forth standards & procedures for selecting individuals as enrollees in the Job Corps, authorizes the establishment of residential & nonresidential centers in which enrollees will participate in intensive programs of education, vocational training, work experience, counseling & other activities, & prescribes various other powers, duties, & responsibilities incident to the operation & continuing development of the Job Corps. The purpose of this part is to assist young persons who need & can benefit from an unusually intensive program, operated in a group setting, to become more responsible, employable, & productive citizens; & to do so in a way that contributes, where feasible, to the development of national, State, & community resources, & to the development & dissemination of

Junior high schools are eligible to apply for job corps funds for eligible youth who have not completed junior high school. Job Corps projects are comprehensive programs. Schools are urged to recognize this and apply only if a large group of disadvantaged youth are to be served in a comprehensive manner.

Senior high schools, vocational centers, cooperative centers, & special education cooperatives are eligible to apply for job corps funds for eligible youth who have not completed secondary school. Job Corps projects are comprehensive programs. Schools are urged to recognize this and apply only if a large group of disadvantaged youth are to be served in a comprehensive manner.

AVTI's are eligible to apply for job corps funds for eligible youth who have completed high school or who have prematurely left high school. Job Corps projects are comprehensive programs. Schools are urged to recognize this and apply only if a large group of disadvantaged youth are to be served in a comprehensive manner.

Adult Education is eligible to apply for job corps funds for eligible young adults who have completed or left school. Job Corps projects are comprehensive programs. Schools are urged to recognize this and apply only if a large group of disadvantaged youth are to be served in a comprehensive manner.

The State Board for Vocational Education is eligible to apply for job corps.

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techniques for working with the disadvantaged that can be widely utilized by public & private institutions & agencies.

Sec. 452

To become an enrollee in the Job Corps, a person must be an eligible youth who -
(1) Has attained age 14 but not attained age 22 at the time of enrollment, except that such limitations may be waived in the case of a handicapped individual.

(2) Is economically disadvantaged or is a member of a family which is economically disadvantaged, & who requires additional education, training, or intensive counseling & related assistance in order to get a job, participate successfully in regular school work, or qualify for other training programs:

(3) Is currently living in an environment characterized by cultural deprivation, disruptive home-life, or other conditions that impair prospects for success in other training or education programs.

Certain junior high youth age 14 or over are eligible for job corps. This limitation may be waived for handicapped youth.

Certain senior high students & out-of-school youth who have not completed high school are eligible for job corps. Age 21 is the age limit in MN for nonhandicapped youth; age 25 is the limit for handicapped.

Certain AVTI youth are eligible for job corps. Age 16 to 22 is the age range for high school graduates or dropouts. Handicapped over 22 years can also be served in an AVTI sponsored job corps.

Certain adults who are 16 to 22 are eligible for job corps. Age 16 to 22 is the age range except for handicapped who can be any age.

Provide technical assistance in planning for appropriate funding sources for job corps so that education funds & job corps funds can be effectively blended.

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Sec. 453 (a)

The Secretary shall prescribe specific standards & procedures for the screening & selection of applicants for the Job Corps. To the extent practicable, these rules shall be implemented through arrangements with agencies & organizations such as community action agencies, public employment offices, professional groups, labor organizations, & agencies & individuals having contact with youths over substantial periods of time & able to offer reliable information as to their needs & problems. The rules shall provide for necessary consultation with other individuals & organizations, including court, probation, parole, law enforcement, education, welfare, & medical authorities & advisors..

Be prepared to consult with Job Corps regarding potential enrollment of individuals with whom you have had contact.

Be prepared to consult with Job Corps regarding potential enrollment of individuals with whom you have had contact.

Be prepared to consult with Job Corps regarding potential enrollment of individuals with whom you have had contact.

Be prepared to consult with Job Corps regarding potential enrollment of individuals with whom you have had contact.

Provide technical assistance regarding the development of a system which will provide appropriate information while protecting privacy rights of the potential participant.

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Sec. 456(a)

The Secretary may make agreements with Federal, State, or local agencies, including a State board or agency designated pursuant to section 104(a)(1) of the Vocational Education Act of 1963 which operates or wishes to develop area vocational education school facilities or residential vocational schools (or both) as authorized by such Act, or private organizations for the establishment & operation of Job Corps centers, Job Corps centers may be residential or non-residential in character, or both, & shall be designed & operated so as to provide enrollees, in a well supervised setting, with education, vocational training, work experience (either in direct program activities or through arrangements with employers), counseling, & other services appropriate to their needs.

Applies only to vocational center or cooperative center that offers junior high program.

Vocational centers & cooperative centers are eligible to establish Job Corps centers.

AVTI's are eligible to establish Job Corps centers for post-secondary youth and adults.

AVTI's offering adult education programs are eligible to establish an adult education Job Corps center.

Provide technical assistance in planning Job Corps proposals & in planning for joint funding between education & CETA.

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<p>Sec. 456(b)</p> <p>To the extent feasible, Job Corps centers shall offer education & vocational training opportunities, together with supportive services, on a nonresidential basis to participants in other programs under this Act.</p>	<p>Job Corps centers usually serve participants from a larger area than a school district.</p>	<p>Job Corps centers usually serve participants from a larger area than a district, vocational center, cooperative center or special education cooperative.</p>	<p>Job Corps centers usually serve participants from a large geographic area.</p>	<p>Job Corps centers usually serve participants from a large geographic area.</p>	<p>Provide technical assistance in coordinating available Job Corps slots with eligible potential participants.</p>
<p>Sec. 457(a)</p> <p>Each Job Corps center shall provide enrollees with an intensive...program of education, vocational training, & counseling.</p>	<p>Education is a major emphasis of a Job Corps center.</p>	<p>Education is a major emphasis of a Job Corps center.</p>	<p>Education is a major emphasis of a Job Corps center.</p>	<p>Education is a major emphasis of a Job Corps center.</p>	<p>Provide technical assistance in planning an effective education program for alienated youth and adults.</p>
<p>Sec. 457(b)</p> <p>The Secretary may arrange for enrollee education & vocational educational institutions, or technical institutions whenever such institutions provide training substantially equivalent in cost & quality to that which the Secretary could provide through other means.</p>	<p>School sponsored education programs can be a part of a total Job Corps experience.</p>	<p>School sponsored education programs can be a part of a total Job Corps experience.</p>	<p>School sponsored education programs can be a part of a total Job Corps experience.</p>	<p>School sponsored education programs can be a part of a total Job Corps experience.</p>	<p>Provide technical assistance regarding cooperation between schools regarding education & other agencies regarding other Job Corps services.</p>

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<p>Sec. 457 (c)</p> <p>To the extent feasible, arrangements for education, both at the center and at other locations, shall provide opportunities for qualified enrollees to obtain the equivalent of a certificate of graduation from high school.</p>	<p>Junior high job corps experience needs to count toward graduation from high school.</p>	<p>Senior high school job corps experience needs to be counted toward graduation from high school.</p>	<p>AVTI job corps experience needs to count toward AVTI graduation and/or a GED.</p>	<p>GED opportunities need to be a part of adult education sponsored job corps.</p>	<p>Provide technical assistance regarding credit policies and procedures.</p>
<p>Sec. 460</p> <p>The Secretary shall assure that each center is operated with a view to achieving, so far as possible, objectives which shall include -</p> <p>(8) promoting interchanges of information and techniques among, and cooperative projects involving, the center and community schools, educational institutions, agencies serving young people and recipients of funds under this Act.</p>	<p>Junior highs can be involved in consultation and cooperation with job corps centers.</p>	<p>Senior highs, vocational centers, special education cooperatives and cooperative centers can be involved in consultation and cooperation with job corps.</p>	<p>AVTI's can be involved in consultation and cooperation with job corps.</p>	<p>Adult education can be involved in consultation and cooperation with job corps.</p>	<p>Provide technical assistance regarding cooperation between job corps centers conducted by non-school agencies and nearby schools.</p>
<p>Sec. 461 (a)</p> <p>The Secretary shall counsel and test each enrollee at regular intervals to measure progress in educational and vocational programs.</p>	<p>Provide counseling and assessment of educational progress of participants.</p>	<p>Provide counseling and assessment of educational progress of participants.</p>	<p>Provide counseling and assessment of educational progress of participants.</p>	<p>Provide counseling and assessment of educational progress of participants.</p>	<p>Provide technical assistance in assessment and counseling of job corps participants.</p>
<p>Sec. 461 (b)</p> <p>The Secretary shall counsel and test enrollees prior to their scheduled termination to determine their capabilities and shall make every effort to place them in jobs or assist them in attaining further training or education.</p>	<p>Provide services which allow for articulation of job corps completers to additional education.</p>	<p>Provide services which allow for articulation of job corps completers to additional education.</p>	<p>Provide services which allow for articulation of job corps completers to additional education.</p>	<p>Provide services which allow for articulation of job corps completers to additional education.</p>	<p>Provide technical assistance regarding articulation services to job corps participants.</p>

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<p>Sec. 461 (c)</p> <p>The Secretary shall determine the status and progress of enrollees scheduled for termination and make every effort to assure that their needs for further education, training, and counseling are met.</p>	<p>Students scheduled for termination need to be tested and receive counseling to be sure that their educational and training needs have been met.</p>	<p>Students who are scheduled for termination need to be tested and receive counseling to be sure that their educational and training needs have been met.</p>	<p>Students who are scheduled for termination and receive counseling to be sure that their educational and training needs have been met.</p>	<p>Students who are scheduled for termination need to be tested and receive counseling to be sure that their educational and training needs have been met.</p>	<p>Provide technical assistance regarding assessment and evaluation.</p>
<p>Sec. 462 (a)(1)</p> <p>The Secretary is authorized to undertake experimental; research, or demonstration projects... These projects shall include one or more projects providing youths with education, training, and other supportive services on a combined residential and nonresidential basis.</p>	<p>Demonstration project funding is available for youth who need basic skill development, training, and counseling.</p>	<p>Demonstration project funding is available for youth who need basic skill development, training, and counseling.</p>	<p>Demonstration project funding is available for youth who need basic skill development, training, and counseling.</p>	<p>Demonstration project funding is available for youth who need basic skill development, training, and counseling.</p>	<p>Provide technical assistance in providing effective educational components in projects that are CETA funded.</p>
<p>Sec. 462 (b)</p> <p>In order to determine whether upgraded vocational education schools could eliminate or substantially reduce the school dropout problem, and to demonstrate how communities could make maximum use of existing educational and training facilities, the Secretary, in cooperation with the Secretary of Health, Education, and Welfare, is authorized to enter into one or more agreements with State educational agencies to pay the cost of establishing and operating model community vocational education schools and skill centers.</p>	<p>Junior high schools can be involved in determining whether upgraded vocational programs can eliminate or reduce school dropouts.</p>	<p>Senior high schools, vocational centers, cooperative centers, and special education cooperatives can be involved in determining whether upgraded vocational education programs can eliminate or reduce school dropouts.</p>	<p>AVTI's can be involved in determining whether upgraded vocational education programs can eliminate or reduce school dropouts.</p>		<p>The State Department of Education in cooperation with Labor and HEW could be involved in the establishment and operation of a model community vocational education school(s).</p>

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Sec. 464 (a)

The Secretary shall take action to facilitate the effective participation of States in the Job Corps program, including consultation with appropriate State agencies on matters pertaining to the enforcement of applicable State laws, standards of enrollee conduct and discipline, the development of meaningful work experience and other activities for enrollees, and coordination with State-operated programs.

Junior high schools can be involved with State Department of Education-DOL projects.

Senior high schools can be involved in State Department of Education-DOL projects.

AVTI's can be involved in State Department of Education-DOL projects.

Adult Education can be involved in State Department of Education-DOL projects.

The State Department of Education and other appropriate state agencies can be involved in consultation and coordination activities with the DOL in order to achieve Job Corps goals.

Sec. 464 (b)

The Secretary is authorized to enter into agreements with States to assist in the operation or administration of State-operated programs which carry out the purpose of this part. The Secretary is authorized; pursuant to regulations, to pay part or all of the costs of such programs.

Junior high schools can be involved with State Department of Education-DOL projects.

Senior high schools can be involved in State Department of Education-DOL projects.

AVTI's can be involved in State Department of Education-DOL projects.

Adult Education can be involved in State Department of Education-DOL projects.

Become involved with DOL in operating and administering intensive education, vocational training and work experience activities.

TITLE IV-C SUMMER YOUTH PROGRAM

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<p>Sec. 481 (a)</p> <p>The Secretary shall provide financial assistance to Prime Sponsors to conduct programs for eligible youth during the summer months.</p>	<p>Eligible junior high students can be involved in CETA-sponsored summer employment and related education.</p>	<p>Eligible senior high students can be involved in CETA-sponsored summer employment and related education.</p>	<p>Eligible AVTI students can be involved in CETA-sponsored summer employment and related education.</p>	<p>Eligible young adults can be involved in CETA-sponsored employment and related education.</p>	<p>Provide technical assistance in blending CETA-sponsored jobs, Governor's Youth Program jobs, DVR jobs and private sector jobs in a grouping so that a wide range of students can be served together in the educational component.</p>
<p>(b) Programs shall provide eligible youth with useful work and sufficient basic education and institutional or on-the-job training to assist these youths to develop their maximum occupational potential and to obtain employment not subsidized under this Act.</p>	<p>Provide summer school program which is designed to supplement the work experience for junior high youth.</p>	<p>Senior high schools, vocational centers, cooperative centers, and special education cooperatives can provide a summer school program designed to supplement the work experience.</p>	<p>AVTI's can provide an educational program during the summer which is designed to supplement the work experience.</p>	<p>Adult education can provide an educational program during the summer which is designed to supplement the work experience of youth adults.</p>	<p>Provide technical assistance in planning the educational component and in blending summer school foundation aid and other educational funds with CETA and Governor's Youth Program funds.</p>

TITLE V NATIONAL COMMISSION FOR EMPLOYMENT POLICY

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<p>"Sec. 501. The purpose of this title is to establish a National Commission for Employment Policy which will have the responsibility for examining broad issues of development, coordination, and administration and for advising the President and the Congress on national employment and training issues.</p>	<p>Be aware that vocational education and other education sectors will be some of the representatives on this Commission.</p>	<p>Be aware that vocational education and other education sectors will be some of the representatives on this Commission.</p>	<p>Be aware that vocational education and other education sectors will be some of the representatives on this Commission.</p>	<p>Be aware that vocational education and other education sectors will be some of the representatives on this Commission.</p>	<p>Provide information on state and local needs to the national Commission.</p>
<p>Sec. 503. The Commission shall-- (1) identify the employment goals and needs of the Nation, and assess the extent to which employment and training, vocational education, institutional training, vocational rehabilitation, and other programs and policies under this Act and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs and achieving such goals</p>	<p>Be aware that the Commission will be involved in assessing employment, training, and education programs in terms of integration and coordination.</p>	<p>Be aware that the Commission will be involved in assessing employment, training, and education programs in terms of integration and coordination.</p>	<p>Be aware that the Commission will be involved in assessing employment, training and education programs in terms of integration and coordination.</p>	<p>Be aware that the Commission will be involved in assessing employment, training, and education programs in terms of integration and coordination.</p>	<p>Provide information on state and local needs to the national Commission.</p>

TITLE VI COUNTERCYCLICAL PUBLIC SERVICE EMPLOYMENT PROGRAM

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<p>"Sec. 601.</p> <p>It is the purpose of this title to provide for temporary employment. It is the intent of Congress that such employment be provided during periods when the national rate of unemployment is in excess of 4 percent, and that the number of jobs funded shall be sufficient to provide jobs for 20 percent of the number of unemployed in excess of 4 percent, or 25 percent of the number of unemployed in excess of 4 percent in periods during which the national rate of unemployment is in excess of 7 percent.</p>	<p>Allocation of funds will occur whenever the national unemployment rate is in excess of only 4%. MN Prime Sponsors fund Title VI projects from these funds.</p>	<p>Allocation of funds will occur whenever the national unemployment rate is in excess of only 4%. MN Prime Sponsors fund Title VI projects from these funds.</p>	<p>Allocation of funds will occur whenever the national unemployment rate is in excess of only 4%. MN Prime Sponsors fund Title VI projects from these funds.</p>	<p>Allocation of funds will occur whenever the national unemployment rate is in excess of only 4%. MN Prime Sponsors fund Title VI projects from these funds.</p>	

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<p>"Sec. 603. (a) Not less than 80 percent of the funds allocated in accordance with the provisions of this title which are used by a Prime Sponsor for public service employment programs under this title shall be expended only for wages and employment benefits to persons employed in public service jobs pursuant to this title. Not less than 10 percent of the funds allocated in accordance with the provisions of this title for fiscal year 1979, and not less than 5 percent of such funds for any fiscal year thereafter, shall be expended for providing training and employability counseling and services to persons employed under this title. The remaining funds may be used for administrative and other allowable costs (such as supplies, materials, and equipment) incurred by the Prime Sponsor, program agents, project applicants or subgrantees or contractors, in accordance with such regulations as the Secretary may prescribe.</p>	<p>Junior high staff who have been unemployed can be employed by the school and provided with in-service training and counseling (this title applies to elementary schools, too).</p>	<p>Senior high vocational center, cooperative center, and special education cooperatives can employ staff who have been unemployed and provide them with in-service training and counseling.</p>	<p>AVTI's can employ staff who have been unemployed and provide them with in-service training and counseling.</p>	<p>Adult education programs can employ staff who have been unemployed and provide them with in-service training and counseling.</p>	<p>Provide technical assistance in planning for effective in-service and counseling for title VI staff.</p>

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Sec. 605. (b) In filling teaching positions in elementary and secondary schools with financial assistance under this title, each Prime Sponsor shall give special consideration to unemployed persons with previous teaching experience who are certified by the State... and who are otherwise eligible under this title and such positions with IEA's shall be filled through subcontracting with the appropriate IEA.	Some funds will be used to hire unemployed teachers for schools, particularly those who have had previous teaching experience and are licensed to teach in Minnesota. Salary levels can cause limits to be set by prime sponsors.	Some funds could be used to hire unemployed teachers for schools, particularly those who have had previous teaching experience and are licensed to teach in Minnesota. Salary levels can cause limits to be set by prime sponsors.	Some funds will be used to hire unemployed teachers for schools, particularly those who have had previous teaching experience and are licensed to teach in Minnesota. Salary levels can cause limits to be set by prime sponsors.	Some funds will be used to hire unemployed teachers for schools, particularly those who have had previous teaching experience and are licensed to teach in Minnesota. Salary levels can cause limits to be set by prime sponsors.	

TITLE VII PRIVATE SECTOR OPPORTUNITIES FOR THE ECONOMICALLY DISADVANTAGED

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<p>Sec. 701</p> <p>It is the purpose of this title to demonstrate the effectiveness of a variety of approaches to increase the involvement of the small business community, in employment & training activities under this Act, & to increase private sector employment opportunities for unemployed or underemployed persons who are economically disadvantaged...</p>	<p>Junior High Schools with WE/CEP can coordinate with Title VII to involve more private sector in school-sponsored community-based programs.</p>	<p>Senior High Schools, cooperative centers, vocational centers & special education cooperatives that offer vocational cooperative programs can coordinate with Title VII to involve more private sector in school-sponsored community-based programs.</p>	<p>AVTI's that offer vocational internship programs and/or "work-study" employment can coordinate with Title VII to make additional private sector opportunities available or to reach additional hard-to-place students.</p>	<p>Adult Education programs that involve apprenticeship internship or other work experience as a part of an educational program can cooperate with Title VII to make private sector opportunities available or to reach harder-to-place individuals.</p>	<p>Provide technical assistance in blending school-sponsored employment-related community-based programs with Title VII opportunities.</p>
<p>Sec. 703(a)</p> <p>Each Prime Sponsor, & each entity described in sections 302(c) (1) (A) & (B), desiring to receive financial assistance under this title, as part of its plan for Title II activities, shall describe its proposed private sector initiatives under this title & the integration of such initiatives with other training & placement activities under this Act.</p>	<p>Include in Prime Sponsor's plan the process for integration & coordination between WE/CEP & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational cooperative programs & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational internship & "work-study" programs & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational adult programs involved with apprenticeships & internships & Title VII.</p>	<p>Provide technical assistance in planning for a process for coordinating school & CETA-sponsored private sector employment education programs & assist in preparing language for the Prime Sponsor plans.</p>

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<p>Sec. 703(b)</p> <p>The Secretary shall provide financial assistance under this Title only if -</p> <p>(5) The proposed plan for activities has been made available to appropriate labor organizations, community-based organizations & educational agencies for their comments prior to submission to the Secretary.</p>	<p>Be prepared to be involved while Prime Sponsor is preparing plan for Title VII.</p>	<p>Be prepared to be involved while Prime Sponsor is preparing plan for Title VII.</p>	<p>Be prepared to be involved while Prime Sponsor is preparing plan for Title VII.</p>	<p>Be prepared to be involved while Prime Sponsor is preparing plan for Title VII.</p>	<p>Provide technical assistance in interpreting CETA language for educators & education language for CETA representatives.</p>
<p>Sec. 704(a)(1)</p> <p>Any Prime Sponsor receiving financial assistance under this title shall establish a private industry council. The Prime Sponsor shall appoint members from... educational agencies & institutions to serve on such council.</p>	<p>Educators serve on the private industry council. Familiarize private industry council with WE/CEP & opportunities for coordination with Title VII.</p>	<p>Educators serve on the private industry council. Familiarize private industry council with vocational cooperative programs & opportunities for coordination with Title VII.</p>	<p>Educators serve on the private industry council. Familiarize private industry council with vocational internship programs & "work-study" along with opportunities for coordination with Title VII.</p>	<p>Educators serve on the private industry council. Familiarize council with adult programs involved with internship & apprenticeship along with opportunities for coordination with Title VII.</p>	<p>Provide technical assistance in interpreting CETA language for educators & education language for CETA representatives.</p>
<p>Sec. 705(a)</p> <p>Prime Sponsor's receiving financial assistance under this title shall carry out activities that augment private sector related activities under Title II, including arrangements for on-the-job training with private employers, & may include: (1) Coordinating programs of jobs & training & education enabling individuals to work for a private employer while attending an education</p>	<p>Coordinate WE/CEP with Title VII.</p>	<p>Coordinate vocational cooperative programs in senior high schools, vocational centers, cooperative centers, & special education cooperatives with Title VII.</p>	<p>Coordinate vocational internship & "work-study" in AVTI's with Title VII.</p>	<p>Coordinate adult education apprenticeship & internship programs with Title VII.</p>	<p>Provide technical assistance in coordinating education-sponsored work experience with Title VII.</p>

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<p>Sec. 705(a)(3)</p> <p>Title VII program activities may include developing relationships between employment & training programs, educational institutions, & the private sector.</p>	<p>Include in Prime Sponsor' plan the process for integration & coordination between WE/CEP & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational cooperative programs & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational internship & "work-study" programs & Title VII.</p>	<p>Include in the Prime Sponsor's plan the process for integration & coordination between vocational adult programs involved with apprenticeships & internships & Title VII.</p>	<p>Provide technical assistance in planning for a process for coordinating school & CETA-sponsored private sector employment education programs & assist in preparing language for the Prime Sponsor plan.</p>
<p>Sec. 705(a)(5)</p> <p>Title VII program activities may include conducting innovative cooperative education programs for youths in secondary & post-secondary schools designed to coordinate educational programs with work in the private sector.</p>	<p>Title VII services can supplement WE/CEP to create an innovative program at the junior high level.</p>	<p>Title VII services can supplement vocational cooperative programs to create an innovative program at the senior high level.</p>	<p>Title VII services can supplement vocational internship & "work-study" programs to create innovative AVTI programs.</p>	<p>Title VII services can supplement vocational internship & apprenticeship programs to create innovative adult education programs.</p>	<p>Provide technical assistance in planning for innovative CETA-vocational community-based programs.</p>
<p>Sec. 705(a)(7)</p> <p>Title VII program activities may include coordinating programs under this title with other job development, placement, & employment & training activities carried out by public & private agencies.</p>	<p>Title VII funds can be used for coordination between CETA Title VII & WE/CEP.</p>	<p>Title VII funds can be used for coordination between CETA Title VII & senior high vocational cooperative programs.</p>	<p>Title VII funds can be used for coordination between CETA Title VII & AVTI vocational internship & "work-study" programs.</p>	<p>Title VII funds can be used for coordination between CETA Title VII & vocational internship & apprenticeship programs.</p>	<p>Provide technical assistance in local level coordination & provide for state-level coordination between vocational education & CETA.</p>
<p>Sec. 705(a)(13)</p> <p>Title VII program activities may include increasing opportunities for upgrading from entry level jobs by providing counseling & other services to employee & employers beyond initial training periods.</p>	<p>Educational services can be provided along with WE/CEP when the purpose is to upgrade participants' employability.</p>	<p>Educational services can be provided along with senior high vocational programs when the purpose is to upgrade participants' employability.</p>	<p>Educational services can be provided along with AVTI internships & "work-study" when the purpose is to upgrade the participants' employability.</p>	<p>Educational services can be provided along with adult education sponsored internships & apprenticeships when the purpose is to upgrade the participants' employability.</p>	<p>Provide technical assistance regarding provision of comprehensive services which result in upgrading employability of participants'.</p>

TITLE VIII YOUNG ADULT CONSERVATION CORPS (YACC)

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<p>"Sec. 801.</p> <p>It is the purpose of this title to establish a Young Adult Conservation Corps to provide employment and other benefits to youths who would not otherwise be currently productively employed, through a period of service during which they engage in useful conservation work and assist in completing other projects of public nature on federal and non-federal public lands and waters.</p>	<p>Applies to youth 16 and over.</p>	<p>Senior high schools, vocational centers, cooperative centers and special education cooperatives that are near public lands can get involved with YACC projects.</p>	<p>AVTI's that are near public lands can get involved with YACC projects.</p>	<p>Adult education programs that are near public lands can get involved with YACC projects for young adults.</p>	<p>Inform school representatives when YACC projects are ongoing within their geographic boundaries.</p>
<p>"Sec. 802.</p> <p>To carry out the purposes of this title, there is hereby established a Young Adult Conservation Corps to carry out projects on federal or nonfederal public lands or waters. The Secretary shall administer this title through inter-agency agreements with the Secretaries of the Interior and Agriculture. Pursuant to such inter-agency agreements, with the Secretaries of the Interior and Agriculture shall have responsibility for the management of each Corps center, including determination of Corps members' work assignments, selection, training, discipline, and termination, and shall be responsible for an effective program at each center.</p>	<p>Applies to youth 16 and over.</p>	<p>Senior high schools, cooperative centers, vocational centers and special education cooperatives can provide education and training for YACC project youth who have not yet completed high school.</p>	<p>AVTI's can provide education and training for YACC project participants.</p>	<p>Adult education programs can provide education and training for YACC project participants.</p>	<p>Provide technical assistance in planning for educational program that will meet the needs of the alienated individuals who are involved in YACC.</p>

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<p>Sec. 803 (b)(1) Membership in the Corps shall be limited to individuals who at the time of enrollment-- (A) are unemployed (B) are between the ages of 16 to 23 inclusive. (2) Individuals who are 16 but not yet 19 years old and who have left school shall not be admitted in the Corps unless they can give assurance that they did not leave school for the purpose of enrolling in the Corps and obtaining employment under this title.</p>	<p>Applies to youth 16 and over.</p>	<p>Some YACC participants are likely to be high school dropouts who could benefit by being provided with an "alternate" or "hands on" secondary education program</p>	<p>Some YACC participants are likely to be interested in participating in an AVTI, either as part of the YACC experience or following the YACC experience.</p>	<p>Some YACC participants are likely to be interested in preparing for a GED and in other programs offered through adult education.</p>	<p>Provide technical assistance regarding the educational program and in blending funds from various education and CETA sources for an effective program.</p>
<p>Sec. 803 (e)(2) No individual shall be enrolled in the Corps if solely for purposes of membership for the normal period between school terms.</p>	<p>Applies to youth 16 and over.</p>	<p>Senior high school students cannot enroll in YACC as a summertime (only) program.</p>	<p>AVTI students cannot enroll in YACC as a summertime (only) program.</p>	<p>Adult education students cannot enroll in YACC as a summertime (only) program.</p>	
<p>Sec. 804 (e) The Secretary in carrying out the purpose of this title shall cooperate with the Secretary of Health, Education, and Welfare to make suitable arrangements whereby academic credit may be awarded by educational institutions and agencies for competencies derived from work experience obtained through programs established under this title.</p>	<p>Applies to youth 16 and over.</p>	<p>USOE and DOL need to cooperate to arrange for credit toward high school graduation. Schools can provide education along with YACC experience to maximize learning.</p>	<p>USOE and DOL need to cooperate to arrange for credit toward graduation from a post secondary institution when appropriate. AVTI's can provide education along with YACC experience to maximize learning.</p>	<p>USOE and DOL need to cooperate to arrange for GED eligibility whenever appropriate. Adult education can provide education along with YACC experience to maximize learning.</p>	<p>Provide technical assistance in establishing credit policy and procedure. Provide technical assistance in planning for effective education and training programs which utilize the work experience as an integral part of the training.</p>