All Children Left Behind?

How federal education reform dramatically alters the purpose and content of preschool to higher education and beyond...

The following is to increase public awareness about federal systemic school reform and the impact on all our lives and future generations.

Information researched and compiled by Debbie Niwa (March 28, 2004)

(This is a work in progress. Comments welcome. An expanded published version will be forthcoming in later 2004.)

All Children Left Behind?

"In a slave state, vocational training may be education enough. For the education of free men, much more is required."
—*William Pearson Tolley, Chancelor of Syracuse University*; 1943

U.S. education is being transformed in purpose and content—propelled by federal laws such as the **No Child Left Behind Act of 2001** (a reauthorization of the **Elementary and Secondary Education Act**), **Goals 2000: Educate America Act of 1994,** and **Carl D. Perkins Vocational and Applied Technology Act Amendments**. This massive undertaking is commonly called School-to-Work (STW) or School-to-Careers (aka workforce training or human resource development).

While the **School-to-Work Opportunities Act** (STWOA) sunset on October 1, 2001 and the "seed money" vanished, the goals remain. As stated in the law, STWOA funds would serve "as venture capital, to underwrite the **initial costs of planning and establishing statewide School-to-Work Opportunities systems that will be maintained with other Federal, State, and local resources**." [Emphasis added].

Contents

WHAT IS SYSTEMIC FEDERAL EDUCATION REFORM?

The following excerpts from a National Association of State Boards of Education [NASBE] report identify school restructuring components and indicate the intense focus on creating a workforce training system versus education. (Note: There has been no meaningful public debate and approval for the following demands to dramatically change all levels of education.)

■ "*Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life*," Report of the NASBE School-to-Work Study Group, 1995.

> …This report not only calls for a significant change in how and what we teach students...it underscores the pivotal role that state boards of education must play in promoting, designing, and implementing state school-to-work systems. This role requires state boards to 1) exercise strong leadership... and 2) examine the implications of a strong school-to-work system across a wide range of policy issues. School-to-work is a system, not a program. It cannot be viewed in isolation from the broad blueprint of the state education policy framework. [Emphasis added] (p. 3)
>
> …The development and implementation of the school-to-work framework will result in the first major shift in the framework of our public education system since its inception ... (p. 4)
>
> …It will require dramatic changes in curriculum design and instructional strategies and in the professional development of teachers and counselors. ...[including] new approaches to teaching and learning that impact all areas of K-12 and post-secondary education. (p. 5)
>
> **II. State boards of education must ensure that school-to-work systems are integrated into state education reforms to create a new education framework…**
>
> (1) State boards must ensure that the elements of school-to-work are integrated into state education reform plans, including those for Goals 2000 and the new Title I.
>
> (2) State boards must ensure that SCANS and other work-related skills areas are incorporated into state performance standards, curricular frameworks and assessments, as well as the state accountability system. (p. 5)
>
> Redefining Basic Skills—In 1990-91 the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS)... identified what it termed the "workplace know-how" of "competencies" and "foundation skills" that workers in the high-performance workplace need ....
>
> SCANS commissioners intended that states and school districts, ... could use this information to ensure that these skills were imbedded in curricula and integrated into performance standards and assessments. ...[involving all] American education, including colleges. (p. 10)

Redefining Vocational Education — ... The Carl D.Perkins Vocational and Applied Technology Act (Perkins) amendments of 1990 called for the integration of academic and vocational instruction and emphasized ... applied learning. ... (p. 10-11)

1994: A New Education Framework: For All Students

In 1994, three federal initiatives were passed that sought to consolidate these discreet efforts, …and address the issues in a comprehensive way. The Goals 2000: Educate America Act, Improving America's Schools Act (reauthorization of the Elementary and Secondary Education Act), and the School-To-Work Opportunities Act, taken together, offered a blueprint for the creation of a new education paradigm. ...the creation of a system of standards-based academic education and skills-based preparation for all students. (p. 11-12)

...School-to-work should eventually involve every student at every level of education from elementary classrooms to university lecture halls. ... In addition, the Act identifies the basic program elements of the system and new types of partnerships—at the state and local levels. ...

...the School-To-Work Opportunities Act involves the commitment of federal venture capital to "jump start" the process of change and serve as an incentive to states. This occurs through 1) development grants, distributed to all states on a formula basis through the Perkins and JTPA federal appropriations, and 2) implementation grants, which are awarded on a competitive basis to those states where plans are well-developed and ready for implementation. To date, 27 states have received such grants that are renewable annually for five years or for as long as the School-To-Work Opportunities Act is funded. (p. 12)

…While federal legislation and initiatives have provided a vision and venture capital for local school-to-work systems, it is up to states to design and implement a system .... While the individual systems are likely to look somewhat different, their success will

Basic Programmatic Requirements for a School-to-Work System

Work-Based Learning
- Job Training
- Work Experience (Paid or Non-Paid)
- Workplace Mentoring
- Instruction in Workplace Competencies
- Instruction in All Aspects of an Industry or Business

School-Based Learning
- Career Counseling (not later than 7th grade)
- Selection of a Career Major
- Program of Study (based on high standards)
- Integration of Academics & Vocational Education
- Evaluation
- Secondary/Postsecondary Articulation

Connecting Activities
- Matching Students with Employers
- Establishing Liaisons between Education & Work
- Technical Assistance to Schools, Students & Employers
- Assistance to Integrate School-based & Work-based Learning
- Encourage Participation of Employers
- Job Placement, Continuing Ed. or Further Training Assistance
- Collection & Analysis of Post-program Outcomes of Participants
- Linkages with Youth Develop Activities & Industry

Source: ***Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life***, 1995.

depend upon the commitment of each state to move from funding the administration of discreet educational, vocational and job training programs for different "categories" of students, to supporting school-based and work-based learning for all students ... [Emphasis added] (p. 13)

...[T]he school-to-work vision for teaching and learning and its elements —school-based learning, work-based learning, and connecting activities—will require dramatic changes in curriculum design and instructional strategies and in the professional development of teachers in schools and faculty at postsecondary institutions. ...[Emphasis added]

Implications of school-to-work for state and local education policy

- First and foremost, ...school-to-work opportunities vision includes all students. ...college-bound, noncollege-bound, and students with special needs—*all* means all. This must be understood as the underlying premise as school-to-work is integrated into state education reforms.
- Another significant issue is how to make learning relevant and authentic. Integrating academic and occupational learning in a classroom will require new types of skills, knowledge and, even dispositions among teachers. ...
- School-to-work will impact staffing policies and both school and district schedules... to give all students access to work-based learning experiences. It suggests a restructuring of the school day and the school year. Personnel policies for teachers and administrators must be addressed at the state as well as the local levels with teacher, administrator and school board organizations. (p. 25)
- School-to-work also has implications for who is suitable to teach children — for example, the chemist on the job working with a student intern; the welder in a factory mentoring a high school student... (p. 25-26)
- … School-to-work…requires a new cadre of professionals who are trained in connecting schools and students with workplaces in their communities. ...[T]hese professionals will be responsible not only for assisting students in selecting a broad career pathway in school. ...[but they must also] have an awareness of labor market information and local job and career opportunities. ...engage the private and public employers in the community in a continual dialogue concerning skills requirements. ...reach out to business and labor organizations to assist schools in developing a...work-based program.
- School-to-work demands new types of linkages between secondary schools and postsecondary institutions. ... critical in two areas: (1) Student secondary graduation and college admissions standards, especially for community colleges, and (2) School and postsecondary partnerships for teacher education and preparation programs....

- The responsibility for accreditation of teacher education and preparation programs by state boards of education offers a very real opportunity for embedding school-to-work elements into the training of future teachers.

It is the responsibility of state boards of education to ensure that school-to-work elements becomes integrated into current education reforms. They fall clearly within their jurisdiction for setting standards for the preparation, licensure and professional development of educators in the schools and setting requirements for graduation. [Emphasis added] (p. 26)

DANGLING "CARROTS" TO JUMP START CHANGE

■ "*School-to-Work Transitions in the United States*," Curtis R. Finch, Virginia Polytechnic Institute and State University and National Center for Research in Vocational Education, 1996. Paper presented at the *Vocational Education and Training Network Symposium on "School-to-Work in an International Perspective"* as part of the European Congress on Educational Research, Seville, Spain, Sept. 1996.

The educational "system" in the United States serves as the basic context for school-to-work transition. In actuality this educational system consists of 50 systems or one for each state. However, many of the administrators and governing boards for thousands of school districts across the United States appear to hold a different view. Since these school districts have by most other countries' standards a tremendous amount of local autonomy, residents of these localities do not necessarily attend to what state and national officials say should be taught and how it is to be taught. Depending on their particular governance structure (local versus state level), postsecondary community and technical colleges likewise may or may not be sensitive to directives emanating from state and national levels. ...educational change in the United States relies mostly on federal and state money and mandates as incentives to affect change at the local level. Money is typically available for short time periods (e.g., one to five years) and requires states and localities to make significant financial contributions to the change. This "carrot" approach to implementing change can actually work very well but may cause change to occur more slowly, thus resulting in some poorer school districts and community and technical colleges beginning to implement a particular change many years after the more wealthy ones have fully implemented change. [Emphasis added] (p. 1-2)

■ "*School To Work Fiscal Agents: Profiles of 20 States*," Jill Engmark and Judith A. Vandegrift, *Arizona School To Work Briefing Paper #3*, Jan. 1997. Morrison Institute for Public Policy, School of Public Affairs, Arizona State University.

The School-to-Work (STW) Opportunities Act of 1994 provides a national impetus for creating statewide systems that combine workforce and economic development with changes in the ways that students are educated. In FY 1996 alone, $350 million was channeled through states or directly from the U.S. Departments of Labor and Education to 818 STW local partnerships to begin or continue the process of building statewide STW systems. Given a perception that "whomever controls the purse strings has power," designated fiscal agents have the potential to greatly impact STW system implementation. [Emphasis added] (p. 1)

ACCOUNTABLE TO WHOM AND FOR WHAT?

■ "*State School-to-Work System Development*," 1996. *StateLine*, Nov. 27, 1996.

The development of an accountability system, which includes both setting goals and developing performance standards to measure progress toward achievement of those goals, is an important component of systemic reform. The development of an accountability system for interagency initiatives such as school-to-work shifts the focus from programs to the system. [Emphasis added] (p. 7)

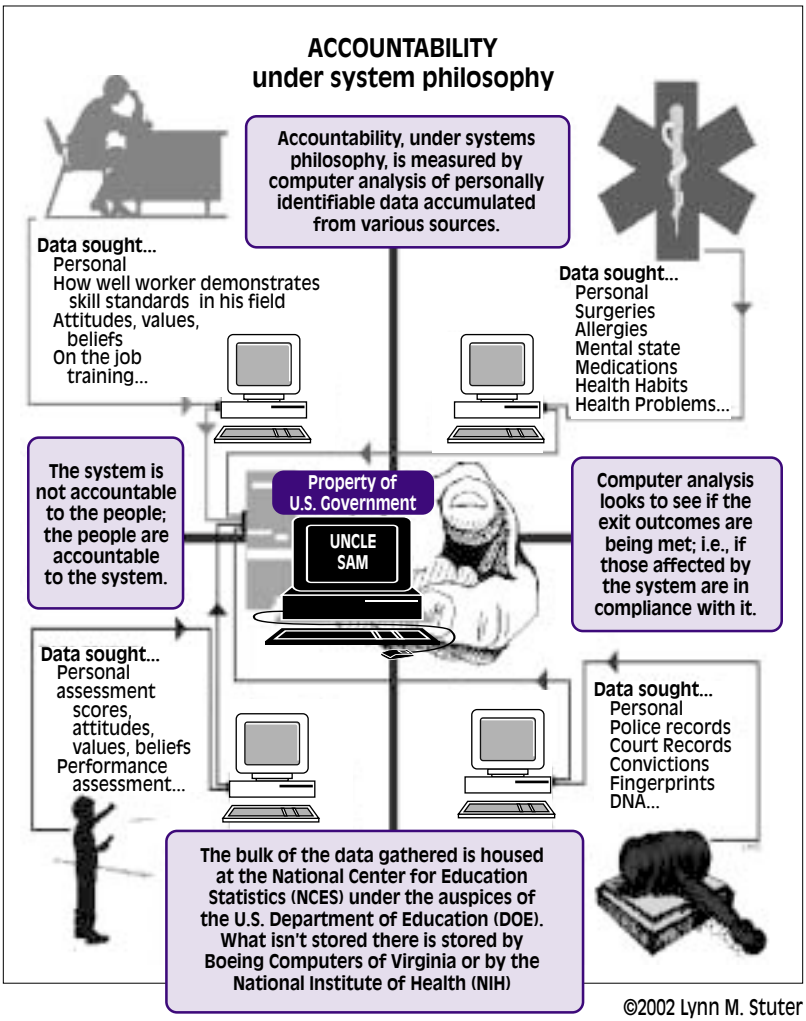
■ "*Supporting Reform: The Role of the School District Board*," 1995, Allan R. Odden, codirector, Finance Center, Consortium for Policy Research in Education, and professor, University of Wisconsin-Madison.

...advocates for "total quality management" (TQM) have argued that stringent MBO systems, usually implemented in a top-down manner, fall short of their promise for school accountability. W. Edwards Deming often stated that national goals and standards were absolutely the wrong way to generate school improvement. Hammer and Champy (1993) write that "none of the management fads of the last twenty years...has reversed the deterioration of America's corporate competitive performance. They have only distracted managers from the real task at hand." The focus on product or outcome that is embedded in most MBO accountability models virtually precludes close attention to organizational processes. This argument suggests that efforts to improve schools through assessment-driven systems will not result in higher levels of student learning. Such efforts will merely assure high levels of frustration among educators who want nothing more than to help students learn. [Emphasis added]

■ "*What Do You Want to Be?*," Lawrence Hardy, *American School Board Journal*, Nov. 1998.

The Tennessee report also raises a question that has been emphasized repeatedly by school-to-work opponents: To whom are the school-to-

work partnerships accountable? ... "Simply put, if members of local school boards fail to perform, the voters can choose to elect others," the report says. "If nonelected, private-sector members of a local or regional partnership fail to perform as the public expects, the public apparently has no recourse." [Emphasis added]



NCLB accountability mandates, combined with the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Workplace Know-How, hold schools responsible for what amounts to indoctrinating students with particular values and conducting ongoing invasive assessments to track progress in changing a child's attitudes/beliefs.

■ "SCANS B*lueprint for Action*: B*uilding Community Coalitions*." Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor, Washington, D.C., 1-800-788-SKILL

The SCANS process is a…task: asking employers directly what their workforce requirements are and **asking schools directly if these requirements have been effectively incorporated into the curriculum.** [Emphasis added.] Central to the task is SCANS definitions of the know-how American students and workers need ... This workplace know-how, as detailed in the SCANS report *What Work Requires of Schools*, is made up of two key parts...as illustrated below:

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. These include:

COMPETENCIES. Effective workers can productively use:

- Resources: allocating time, money, materials, space, staff;
- Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

■ *"Skills and Tasks for Jobs*—A SCANS *report for America* 2000," The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1992.

A NOTE OF CAUTION TO EMPLOYERS

Employers should be careful to conduct their own in-house research to verify the applicability of SCANS competencies and foundations to their jobs. Although the job analyses reported here were carefully conducted and produced reliable results, they cannot automatically be applied to particular jobs in specific organizations. (p. I-11)

THE FOUNDATION. Competence requires:

- Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening;
- Thinking Skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- Personal Qualities: individual responsibility, self-esteem, sociability, self-management and integrity. (p. 5 of pdf)

ACCOUNTABILITY: STANDARDS+ASSESSMENT+PERSONAL DATA+CERTIFICATION

The following is an example of certification levels for a value-based education standard (listed under Workplace Skills—Personal Qualities). Question: WHO gets to DEFINE "social ideals," "greater social good," or "ethical"?

■ "*Workplace Essential Skills: Resources Related to the* SCANS *Competencies and Foundation Skills*," August 2000. Presented to: U.S. Dept. of Labor, Employment and Training Administration, [and] U.S. Dept. of Education, National Center for Education Statistics, by ACT, Inc., 2201 N.Dodge St., P.O. Box 168, Iowa City, Iowa 52243.

Integrity/Honesty

SCANS Definition: Can be trusted, recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values, understands the impact of violating these beliefs and codes on an organization, self, and others, and chooses the ethical course of action. (p. 247)

SCANS Scales:

Level 4 Exhibits behaviors of honesty and integrity out of commitment to social ideals. Mentors others in issues of ethics and ethical behaviors. Operates in the spirit of the greater social good when fulfilling work and organizational responsibilities. [Emphasis added]

Level 3 Acts in accordance with the principles of civil law. Promotes ethical behaviors in others. Accepts and completes work responsibilities out of duty to the organization and its goals. Understands the consequences of social and personal issues (i.e., confidentiality) and chooses a course of action to the benefit and welfare of others. [Emphasis added]

Level 2 Abides by the rules of the workplace without being asked or directly supervised. Exhibits behaviors of honesty and integrity from personal sense of right and wrong. Completes personal work responsibilities out of personal sense of duty and pride in one's work. [Emphasis added]

Level 1 Conforms work behaviors to supervisory and peer culture expectations. Simulates behaviors of honesty and integrity in employment practices from observing the attitudes and behaviors of people with whom they have direct contact. Completes work responsibilities out of personal sense of duty to immediate co-workers or supervisor. [Emphasis added] (p. 249)

Student data collections for the new U.S. education system

In communist China, a citizen's all inclusive personal file is called a *dangan*. In communist Cuba, the dossier (with religious and political activity), is called an *expediente acumulativo escolar*. In the U.S.A. the federal plan is for a *resumé* (or portfolio) on each person—with personal data—collected through the school system and workforce training and job certification programs.

■ Source: "*Learning a Living: A Blueprint for High Performance*, A SCANS *Report for America 2000*," The Secretary's Commission for Achieving Necessary Skills, U.S. Department of Labor, April 1992. (Exhibit K, p. 65-66):

HYPOTHETICAL RESUME

Jane Smith
19 Main Street
Anytown
Home Phone: (817) 777-3333

Date of Report: 5/1/92
Soc. Sec.: 599-46-1234
Date of Birth: 3/7/73
Age: 19

SCANS Workplace Competencies	**Date**	**Proficiency Level**
Resources	10/91	1
Resources	10/91	1
Interpersonal Skills	12/91	2
Information	11/91	3
Technology	1/92	2
Systems	4/92	3

Core Academic and Elective Courses	**Date**	**Proficiency Level**
English	11/91	3
Mathematics	12/91	3
Science	2/91	3
History	4/91	2
Geography	8/91	1
Fine Arts	11/91	4
Vocational/Industrial Education	4/92	2

SCANS Personal Qualities	**Average Rating**	**No. of Ratings**
Responsibility	Excellent	10
Self-Esteem	Excellent	10
Sociability	Excellent	8
Self-Management	Excellent	7
Integrity/Honesty	Good	6

Portfolios and other Materials Available	**Reference**
1. Report on Grounds Keeping (Chemistry)	Mr. Kent
2. Video on Architectural Styles	Mrs. Jones
3. Newspaper Article Written	Mrs. French

Extracurricular Activities	**Role**	**Date**	**Reference**
Newspaper	Reporter	9/89-1/90	Frank Jones (Advisor)
Basketball Varsity	Center	9/90-6-91	Dean Smith (Coach)

Awards and Honors	**Date**	**Source**	**Reference**
Newspaper	Reporter	9/89-1/90	Frank Jones (Advisor)
Basketball Varsity	Center	9/90-6-91	Dean Smith (Coach)

		Earned	**Required**
Points Toward Certificate of Initial Mastery		300	500
(Supplied by Student)			
Work Experience	Date	Place	Reference
Volunteer Work	6/88-6/89	St. Joseph Homeless Shelter	Father John O'Connell (508) 296-3304
Summer Camp Counselor	6/91-8/87	Camp Kiowa	Susan Miller (508) 628-5128
Office (Word Processor)	1/90-5/92	PDQ Secretarial Help	Myrna Copper (508) 389-0202

■ *The* SCANS *Process, SCANS Assessment and Certification System*, n.d., SCANS 2000 Center, Institute for Policy Studies, Johns Hopkins University, Wyman Park Bldg., 3400 N. Charles St., Baltimore, MD 21218-2696. Dr. Arnold Packer, Principal Investigator, Tamara Swanson, Project Manager.

> The SCANS Center at Johns Hopkins University is dedicated to education reform and workplace development. ... Over the last ten years, we have been developing and testing instructional and assessment tools to use in the SCANS Process (SP). Now, in 2003, the SCANS team is pleased to introduce its SCANS Assessment Certification System (SACS) to you. With this addition, the SCANS Process now offers a comprehensive solution.
>
> > This complete Process offers your school or college a means of assuring that your students will acquire the skills ... and a SCANS Career Transcript, a certified resume that documents these skills. ... The SCANS Process is currently used by high school and community college students.
> >
> > ... The SACS identifies the skills your employees have and documents their growth in their Career Transcript, an ever evolving record of continuous life-long improvement. ...(p. 1)

■ "*Skill Standards: Job Analysis Profiles Are Just the Beginning*," by Bettina Lankard Brown, *Trends and Issues Alert*, 1997. (This project has been funded at least in part with Federal funds from the U.S. Department of Education under Contract No. ED-99-CO-0013.)

> A major concern about the feasibility of a national skills standards system that integrates skill standards into critical workplace functions is the extent to which local school personnel are able to adopt the numerous academic and industry skills standards being developed at the national, state, and local levels (Ananda et al. 1995). Questions regarding the need for teacher retraining, the appropriateness of various assessment procedures (e.g., tests, portfolios, job profiles, etc.), and effective student evaluations (e.g., those that consider varied student learning and performance styles) must be addressed. [Emphasis added]
>
> From the viewpoint of industry, several obstacles threaten progress toward a certified skill standards system. According to Geber (1995), skills standards will never succeed unless companies are convinced that they have something to gain. It will be expensive for companies to implement and maintain a system of competency-based evaluation that requires the continual review and revision of standards to ensure that they reflect the current workplace. Getting people to work together across industries to establish standards for occupations that overlap and making sure the system is fair and nondiscriminatory are additional concerns

(ibid.). ...achieving the long-term goal of reforming schools and the workplace will not be easily accomplished. [Emphasis added]

■ "*Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration*, 1997." Research and Evaluation Report Series 97-E, U.S. Department of Labor, Robert B. Reich, Secretary, Employment and Training Administration, Timothy Barnicle, Assistant Secretary, Office of Policy and Research, Gerard F. Fiala, Administrator.

> National efforts to develop skill standards in select occupations are under way but are taking time to come to fruition. Meanwhile, the STWOA encourages states and localities to begin efforts to develop their own versions of skill standards so that certificates of mastery can be awarded to students who complete school-to-work initiatives. These local efforts may not be cost-effective...for several reasons. ...state and local initiatives are unlikely to have the resources and expertise to develop industry-validated standards and certificates. ...some communities will engage students in such a widely diverse set of school- and/or work-based activities that well-defined skill standards for specific occupations—developed with industry input—would not be possible to prepare or perhaps even to implement. ...some sites may be reluctant to focus program school- or work-based activities on specific job skills, preferring to emphasize broader and more transferable competencies. Thus, in some communities, skill standards for specific occupations will be less relevant. For these reasons, emphasis on developing skills standards should be at the national level, allowing local (and perhaps even state) resources to be better spent on other school-to-work activities. ....[Emphasis added] (p. 11)

More attitude/value/behavior standards?

■ "*The* SCANS *Report Revisited*," William G. Huitt, Ph.D, 1997 (Last revised: October 1999). Paper delivered at the Fifth Annual Gulf South Business and Vocational Education Conference, Valdosta State University, Valdosta, GA, April 18.

> ...This paper reviews some of the major trends affecting workforce skills as the result of movement from an agricultural/industrial- to an information/service-based economy and suggests that several competencies, mainly in the affective and conative/volitional domains, have been overlooked. It is proposed that the psychological literature indicates optimism, goal-setting, goal-orientation, self-efficacy, and self-regulation are important factors for success in the changed environment. A review of futurists' writings suggests six additional competencies in etc the cognitive domain: 1) abstract thinking, 2) critical thinking, 3) intelligence, 4) wisdom, 5) awareness of competitive pressures and

cultural shifts, and 6) implicit cultural understandings about time, dress, courtesy, money, causality. In the affective domain additional competencies include becoming: 1) autonomous, 2) benevolent, 3) compassionate, 4) courageous, and 5) courteous. The largest list of additional competencies is in the conative/volitional domain: 1) be ambitious, 2) be a go-getter, 3) engage in self-determination, 4) carry out strategic planning, 5) be willing to constantly upgrade skills and adapt to change, 6) be alert to new ideas and fashions, customer preferences, economic and political changes, and 7) be worldly. It is suggested that portfolio and authentic assessment techniques might be the most appropriate way to assess these competencies, although it is likely that traditional assessments will also be necessary. [Emphasis added]

The work environment children are being trained for via the U.S. Department of Labor SCANS workplace competencies and skills

■ "*The resurrection of Taylorism: Total quality management's hidden agenda*," David M. Boje and Robert D. Winsor. Pre-publication draft of article published in the *Journal of Organizational Change Management*. Vol. 6 No. 4 (p. 57-70). 1993.

The creation of a corporate-wide "quality culture" forms the cornerstone of the TQM approach, and reinforces the notion that total quality management is primarily an implementation of human control... . As Frobel et al. (1980) note: ...It is not sufficient to transform the workers into degraded appendages of machinery. In order to become really useful limbs of the machine system, the workers have to voluntarily accept their subjection, and internalize its dictates. In other words, the moral machinery must also be put in order. [Emphasis added]

...In TQM this subjugation or reorientation of personal values to match group values is truly what is meant to be a "team-player". [Emphasis added]

...Whereas total quality management programmes are ostensibly methods of improving product quality, they typically accomplish this goal through the creation of a corporate culture which facilitates the use of psychological and social control and coercion. ...[P]articipation in TQM programmes ... have been imposed upon the workers as compulsory conditions for retention, and those who do not enthusiastically involve themselves are deemed to have inappropriate "attitudes". ...In constructing... [the] illusion of employee empowerment through the creation of a quality "culture", TQM methods have replaced the spectre of coercion with the medium of seduction, giving the employees a false sense of pride in their ability to contribute to the "quality" effort." [Emphasis added]

Forcing higher education tuition increases?

■ "*Outcomes of School-to-Work*: 1994-1999, A *Review of the Literature*." Primary Contact and Co-Author: Dr. Joanne Erickson, Montana State University, 112 Reid Hall, Montana State University, n.d.

> The final barrier to school-to-work initiatives is the lack of money … In lieu of huge funding, school-to-work relies on partnerships, with businesses, industries, and **postsecondary institutions expected to pony-up their share. That postsecondary institutions may not wish to incur financial costs of school-to-work collaboration has been previously cited** by Brown. She also reports that some employers lack confidence that their involvement in school-to-work will be cost effective, reaping them rewards in reduced hiring costs and greater productivity. They are discouraged by the costs of bringing students into the organization and allocating time of skilled workers to work with them, by laws regarding child labor and safety, and by insurance costs for general liability and workers' compensation. [Emphasis added] (p. 28-29)

What does reform cost...and who pays?

■ "*State School-to-Work System Development*," 1996. *StateLine*, Nov. 27, 1996.

> Federal school-to-work implementation grants terminate after five years, and **states are expected to sustain their school-to-work system with state, local, or other federal resources**. About one third of the development grant states and one fifth of the implementation grant states responding to the survey report that some form of state-generated funding has been allocated to support school-to-work system building. ... [Emphasis added] (p. 7)

■ "*Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration*," 1997. Research and Evaluation Report Series 97-E, U.S. Department of Labor, Robert B. Reich, Secretary, Employment and Training Administration, Timothy Barnicle, Assistant Secretary, Office of Policy and Research, Gerard F. Fiala, Administrator.

> … The demonstration experience suggests that the costs of some types of school-to-work programs... are up to **50 percent higher than the average per-pupil costs in the high schools** of participating communities. These estimates include many start-up expenditures (such as **curriculum development and staff training) and ongoing coordination costs**. However, per-student costs for school-to-work participants remained high in some sites even after several years of operation. [Emphasis added] (p. 10)

■ "*Measuring Resources in Education: From Accounting to the Resource Cost Model Approach*," Working Paper No. 1999-16, National Center for Education Statistics, June 1999.

> …per pupil expenditures are greater for schools with specialized missions…For example …**vocational schools spend 4.1 times as much as elementary schools** ($13,549 versus $3,308) and **about 3.2 times as much as high schools** ($13,549 versus $4,256). [Emphasis added] (p. 35)
>
> …Instructional expenditures for vocational schools are more than 3.1 times those of regular high schools, and non-instructional expenditures amount to a little over 3.2 times those of regular high schools. (p. 35-36)
>
> …Vocational schools spend over $1,000 per pupil for administrative services (7.5 percent of the budget) relative to $297 per pupil (or 7.0 percent of the budget) in high schools. Support services also tend to be associated with substantially higher expenditures. …Vocational schools spend $2,081 (15.4 percent of total expenditures) versus $325 (7.6 percent of total spending) in high schools. Operations in…vocational schools tend to be absolutely more…. (p. 36)

■ "*What Do You Want to Be?*," Lawrence Hardy, *American School Board Journal*, Nov. 1998.

> …The national School-to-Work office, which has distributed more than $750 million in implementation grants to 37 states, as well as millions more to individual districts, is scheduled to be dismantled in three years, as the act requires. **Then it will be up to the states—and local partnerships made up of business representatives, educators, and other community members—**to see whether the program expands or becomes yet another failed attempt at education reform. [Emphasis added]

■ "*State of New Mexico, Sustainability of the School-To-Work Opportunities Program, Final Audit Report*," Audit Control Number 07-70004, May 1998. U.S. Department of Education, Office of Inspector General, Kansas City, Missouri.

> Recent studies indicate that **STW-based education systems cost more than traditional systems**. The U.S. Department of Labor's report entitled "Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration," dated 1997, concluded that **the cost of STW activities can be substantial**. Evidence of the high cost of STW reform is also found in a study published in September 1997… — "Home-Grown Progress: The Evolution of Innovative School-to-Work Programs,"... This study of 16 STW projects that had been in existence for an average of seven years found that **every one of the projects was staff-intensive** and that a full-time or nearly full-time coordinator was critical for program growth. The responsibilities of these **non-teaching STW staff were to develop and maintain employer relationships,**

create work-based learning positions, make efforts to connect school with work, schedule school-based and work-based learning, and monitor student progress at work sites. [Emphasis added] (p. 7)

A report entitled "*Skills Standards in New Mexico's Secondary and Post-Secondary Schools*," …noted, "standards-led reform accompanied by an academic/vocational integration project requires a substantial budget." This report also noted that schools in New Mexico cannot carry out these reforms on their current budgets...

New Mexico may have more of a challenge than other States in finding the resources needed to maintain an STW system. … it appears that New Mexico may not be able to rely on funding from the business community for continuance of a new, statewide education system and that the financial burden for the new system could fall mainly on public funding." [Emphasis added] (p. 7)

■ "*Performance Audit, Arizona State Board for Vocational and Technological Education*," Report to the Arizona Legislature, By Douglas R. Norton, Auditor General, June 1998, Report No. 98-10.

The [Arizona] State Board of Education, also acting as the State Board for Vocational and Technological Education, … [is] the body charged with coordinating vocational education at the state level, and therefore with allocating state and federal aid, the Board controls nearly 40 percent of vocational education monies. Arizona's vocational education funding comes from the following sources:

State-designated vocational education monies (14 percent of total)—In fiscal year 1997-98, the Legislature appropriated over $11 million to the Vocational Education Block Grant. School districts receive state Block Grant monies based on the number of students enrolled in approved vocational education programs and graduates placed in related employment, education, or the military.

Federal monies (25 percent of total)—Arizona received $18.8 million in federal Carl D. Perkins monies in fiscal year 1997-98. According to A.R.S. §15-784(E), 15 percent (approximately $2.8 million for fiscal year 1997-98) of federal monies must be passed through to the community college system. School districts receive the remaining monies based on a formula that considers school districts' academically at-risk student populations.

Locally designated monies for vocational education (61 percent of total)—School districts also devote substantial additional monies from their general operating budgets to vocational education. In fiscal year 1996-97 (the most recent figures available), school districts expended $47.1 million for vocational education out of their general operating budgets. [Emphasis added] (p. 2-3)

■ *"School To Work in Wisconsin: Inflated Claims, Meager Results,"* Mark C. Schug and Richard D. Western, *Wisconsin Policy Research Institute Report*, Jan. 1999, Vol. 12, No. 1.

> Between 1991-1998, federal and state spending on School to Work in Wisconsin totaled $195.4 million.... While only 1,150 students participated in the apprenticeship programs, just 347 completed their program. While many Wisconsin school children did participate in classroom-based job and career awareness programs, there is little evidence that School to Work has had any impact at all on Wisconsin's future work force. The state has not tried to evaluate any of the outcomes from this money, nor does it give any indication that it will have any future impact on Wisconsin's changing economy.

■ *"Idaho Legislature to Ignore the Represented—Enter Goals 2000,"* Kathy Thomsen, Editor, The OBE Predictor, *Idaho Observer*, Feb. 1997.

> …"The cost of the guidance program including curriculum, assessment, individual counseling with each student and their parents, response services and system support is a financially staggering mandate."
>
> … the rules and regs outlines Workforce Skills: "All students will be provided the opportunity to develop … self-management skills, individual and teamwork skills, thinking/information skills and vocational-technical skills based on industry standards."
>
> Section 500...lists Basic Values: "Honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized." Question: How is the state going to determine if these values and skills are adequately being taught, by whose criteria, and who pays for this evaluation?

After all the excess money that states and communities dump into education reform, what lies ahead for our graduates?

■ *"Arizona's Workforce Development System—Comprehensive Plan—Jan. 1, 1998-Dec. 31, 2000,"* May 1999; Arizona Dept. of Commerce, Jackie Vieh, Director; Office of Workforce Development Policy, C. Diane Bishop, Director.

> Arizonans would probably agree that spending public training dollars to prepare people for high-wage occupations provides a better return on their investment. **The problem lies in the fact that there are typically more opportunities for employment in low-wage than in high-wage jobs.** [Emphasis added] (p. 15)

(Remember: industry-government partnerships control job type and availability in the new education/workforce system.)

WHAT ABOUT OUR KIDS?!

■ "A *School-to-Work System for Arizona*: *Final Evaluation of the State and Federal Initiative*," Rebecca L. Gau, Morrison Institute. Prepared for: Arizona Dept. of Commerce School-to-Work Division, June 2001.

> For all grades: There is no reliable evidence that STW programs increased student achievement or reduced the dropout rate. [Emphasis added] (p. 12)

■ "*School-to-Work*: *Making a Difference in Education*, A *Research Report to America*," Katherine L. Hughes, Thomas R. Bailey and Melinda J. Mechur, Institute on Education and the Economy, Teachers College, Columbia University, 2001.

> …existing studies [*on school-to-work students' achievement*—Ed.] indicate that there is little, if any, effect on test scores ...[Emphasis added] (p. 17)

■ "*Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration*," 1997. Research and Evaluation Report Series 97-E, U.S. Dept. of Labor, Robert B. Reich, Secretary, Employment and Training Administration, Timothy Barnicle, Asst. Secretary, Office of Policy and Research, Gerard F. Fiala, Administrator.

> …Despite the creativity of curriculum developers and site teachers, students can be turned off (or even bored) by constant emphasis on a particular career area for classroom examples and projects. [Emphasis added] (p. 5)

■ "*What Do You Want to Be?*," Lawrence Hardy, *American School Board Journal*, Nov. 1998.

> … Ben and his classmates are at the "exploratory" phase of a process which extends from kindergarten through adulthood and which begins by exposing children to a variety of jobs through guest lectures and the integration of work-related skills into the classroom. In eighth grade, students take the ACT Explore test to gauge their skills and vocational interests; at the end of that year, they choose one of six broad vocational "clusters." In 10th grade, they pick a "career major." [Emphasis added]
>
> This past summer, West Virginia became one of the first states to require all students to choose clusters and majors, a plan that will take effect for those entering ninth grade next fall. ...
>
> As part of its school-to-work plan, the state has also eliminated the general track and increased graduation requirements from 21 units to 24. To graduate, all students entering ninth grade in 1999 will have to take four English classes, three social studies classes, three math classes, three science classes, one physical education class, and one arts class."

"Questions about the implementation of school-to-work were also raised in a December 1997 study of Tennessee's program by that state's Office of Education Accountability. The report says businesses were not participating to the extent needed. It also says "all clusters may not be available to students in every school system. This leads to the question of whether educational opportunities will be equally available to all students in the state." Moreover, it continues, "the decision as to which clusters to offer in each school system will be determined to some extent by industry prevalent in the region." ... [Emphasis added]

[A*re increased graduation requirements and added school days somehow related to severely diluting academics with workplace skills or the excessive amount of assessments given to monitor a child's progress with non-academic standards —both of which disrupt and consume instruction time*? O*r, are they a way to garner public acceptance for restructuring the school day for controversial block scheduling—necessary for taking students off campus to job sites for work-based learning during school hours*? (*see p*. 34)—E*d*.]

■ *"Career academies: Impacts on students' engagement and performance in high school,"* James J. Kemple & Jason C. Snipes, February 2000. New York: Manpower Demonstration Research Corp.

- The Career Academies did not improve standardized math and reading achievement test scores.
- When the findings are averaged across the diverse groups of students in the full study sample, it appears that the Career Academies produced only slight reductions in dropout rates and modest increases in other measures of school engagement. ...

■ *"The Effects of Career Magnet Schools,"* Robert L. Crain, Anna Allen, Judith Warren Little, Debora Sullivan, Robert Thaler, Denise Quigley, and Gail Zellman. Institute on Education and the Economy. IEE Brief, No. 22 / December 1998, ISSN 1059 2776.

This Brief is a distillation of a report on a major research study comparing graduates of career magnet programs to graduates of comprehensive high schools in a large metropolitan area. ... Many of our conclusions are based on comparisons of a large number of students who had been randomly assigned—through a lottery admission process—either to magnet programs or to comprehensive high schools.

… we studied only those students who were admitted by lottery to career magnet high schools and graduated from them, comparing them to lottery-losing applicants to the same schools who had graduated from comprehensive high schools. The students had chosen the same program, were in the same reading ability groups, and were matched in

terms of income. ...This is the largest study ever done of an educational program using random assignment.

Graduation and Dropout Rates

Many of the career magnet programs that we studied had lower graduation rates than the comprehensive schools. Only 26 percent of the lottery winners graduated high school at the end of the fourth year; 31 percent of the lottery losers graduated after four years. The comparisons are the same when we look at dropouts. At the end of the third year of high school, 7 percent of the lottery winners had dropped out of school, compared to 6 percent of the lottery losers. After the fourth year of high school, 14 percent of the lottery winners had dropped out; 11 percent of the lottery losers had dropped out. [Emphasis added]

Based on our research, comprehensive schools are graduating four students for every three that career magnates graduate. The career magnets' lower graduation rate and higher dropout rate are both of considerable policy importance and are statistically significant. Our research reveals that the lottery winners were not academically inferior to the lottery losers, so the lower graduation rate cannot be explained by a difference in academic ability. ...[Emphasis added] (p. 1)

The Academic Effects of Career Magnets

The career magnet graduates that we studied did not have higher or lower reading scores than the comprehensive high school graduates. Nor did they have higher or lower absenteeism. However, they did have slightly lower math scores. Proponents of school-to-work will be disappointed by these results, since they have argued that adding a career focus should enhance academics by increasing student motivation. [Emphasis added]

Advocates of choice will also be disappointed since they expected the schools to perform better simply because the free market should have weeded out the weaker programs. [Emphasis added] (p. 2)

■ *Reinventing Government in the United States: What is Happening with the National Performance Review?*, Beryl A. Radin. Australian Senate, Papers on Parliament Series, Reinventing Political Institutions, May 1996.

> The TQM concept of customers in the United States has been extremely problematic. The customers in many of the social programs have been defined as the people who are the providers of the service, not the people who are the recipients of the service. [Emphasis added] (p. 11)

IT'S A NO-BRAINER:
POOR STANDARDS / CURRICULUM / INSTUCTIONAL METHODS = POOR ACADEMIC ACHIEVEMENT

"Highly respected university mathematicians and scholars" disapprove of math programs endorsed by U.S. Department of Education

■ "2+2=5: *Fuzzy Math Invades Wisconsin Schools*," by Leah Vukmir, WI: *Wisconsin Interest*, Vol. 10 No. 1, Winter 2001.

> In October 1999, a United States Education Department "panel" released a controversial list of 10 "exemplary" or "promising" mathematics programs to a captive audience of educators attending a national conference. The programs reflected the pedagogical approaches to math outlined in the NCTM standards.With one swift wave of a wand, the federal education "experts" gave educators their blessing to proceed down the road to "Fuzzy Mathdom." (See Figure 3)
>
> Fearing the effects of such an endorsement, a group of 200 highly respected university mathematicians and scholars, including several Nobel Laureates, sent an open letter to Education Secretary Richard Riley urging him to withdraw the recommendation.[5] Warning that the programs had 'serious shortcomings,' they urged local districts to 'exercise caution in choosing mathematics programs.' The education establishment has largely ignored these warnings. ..." (p. 13)
>
> [5]. Mathematically Correct web site. <www.mathematicallycorrect.com>

Figure 3
Math Programs Endorsed by the United States Department of Education
October 1999

1. Cognitive Tutor Algebra
2. College Preparatory Mathematics (CPM)
3. Connected Mathematics Program (CMP)
4. Core-Plus Mathematics Project
5. Interactive Mathematics Program (IMP)
6. Everyday Mathematics
7. MathLand
8. Middle-school Mathematics through Applications Project (MMAP)
9. Number Power
10. The University of Chicago School Mathematics Project (UCSMP)

Two hundred mathematicians wrote to Education Secretary Richard Riley asking to withdraw his recommendation of these programs that they found to have "serious shortcomings." (p. 13)

Figure 1
Examples From Investigations in Numbers, Data and Space

...From 3rd Grade Manual (Addition)

Birthday: Pantomime holding a newborn baby in your arms. Tell students that the baby was just born, and write today's date on the board. Explain that this is the baby's birthday. Sing "Happy Birthday," and encourage students to sing with you. Ask for volunteers to sing the song in their native languages. Students might also make a poster with the words "Happy Birthday" in all the languages spoken in the class. Have each student point to his or her birthday on the calendar. This is a good opportunity to make a graph of the months of students' birthdays. (p. 11)

Mastery Learning/Outcome-based Education used nationwide despite known failure to improve academic achievement

■ "*Experimentation with Minorities and Deliberate Dumbing Down for the Planned Economy*," July 29, 2003. Charlotte T. Iserbyt.

(Note: The following citations (and page numbers) are in references to excerpts in the 700 page book ***the deliberate dumbing down of america...A Chronological Paper Trail,*** 2001, Charlotte T. Iserbyt, 1062 Washington St., Bath, ME 04530, 207-442-7899; dumbdown@blazenetme.net)

PAGE 72, ELEMENTARY AND SECONDAY EDUCATION ACT (ESEA) OF 1965 WAS PASSED BY CONGRESS, marking the end of local control and the beginning of the nationalization and internationalization of education in the United States. Use of goal setting, and systems management, PBS and MBO for accountability purposes would be totally funded by and directed from the federal level. ESEA targeted low income/minority students for experimentation with Skinnerian "basic skills' programs; i.e., Follow Through (mastery learning/direct instruction), Right-to-Read, Exemplary Center for Reading Instruction, etc. The Behavior Science Teacher Education Program was also funded which initiated the change of teacher from instructor of content to facilitator/behavior modifier (performance-based education). Professor Bloom defines good teaching as "challenging the students' fixed beliefs." [Emphasis added]

PAGE 78-80, "LEARNING AND INSTRUCTION, A CHICAGO INNER CITY SCHOOLS POSITION PAPER", JUNE, 1968, deals with one of first mastery learning experiments. See especially quote on page 79 starting with "The following is an excerpt from an article published in E*ducation Week*, March 6, 1985 entitled'Half of Chicago Students Drop Out, Study Finds: Problem Called Enormous Human Tragedy'."

PAGE 82-83, "THE FOUNDATION MACHINE" BY EDITH KERMIT ROOSEVELT, December 26, 1968 issue of The Wanderer. An excerpt from this entry says:

> Even now the Carnegie Corporation is facing protests from parents whose children are exposed to the textbooks financed by the foundation under its "Project Read." This project provides programmed textbooks for schools, particularly in 'culturally deprived areas.' An estimated five million children throughout the nation are using the material in the programmed textbooks produced by the Behavioral Research Laboratories, Palo Alto, California. These foundation-funded books reveal a fire pattern that amounts to an incitement to the sort of arson and guerilla warfare that took place in Watts, Washington, D.C. and elsewhere.
>
> On one page in the series we find a torch next to a white porch. The caption reads invitingly, "a torch, a porch". Further along there is a picture of a man smiling while he holds a torch aloft. The caption beneath it

reads: "This man has a t_rch in his hand." The children are required as an exercise to insert the missing letter to fill in the word torch.

The next picture shows the burning torch touching the porch, with a caption, "a torch on a porch." Thus, the children are led in stages to the final act that suggests itself quite naturally ... Tragically these young chidlren are being indoctrinated with a pattern of anti-social ideas that will completely and violently alienate them from the mainstream of American middle-class values."

■ ***Back To Basics Reform, Or…OBE International Curriculum?,*** ©1985, 1993, 2004, Charlotte T. Iserbyt, 1062 Washington St., Bath, ME 04530, 207-442-7899; dumbdown@blazenetme.net

Excerpt from handout intro: What does the No Child Left Behind Act hold schools accountable for?...

...Proof of such rat lab experimentation [*Mastery Learning*/OBE/*Direct Instruction*—Ed.] responsible for declining test scores follows:

University of California Professor James Block, one of the fathers of mastery learning/direct instruction said in 1985: "I don't know of any major urban school system in the United States that has not adopted some kind of mastery learning program."

Bruce Joyce in his *Models of Teaching*, 1985, reveals that Direct Instruction, the scientific research-based method to teach reading called for in the No Child Left Behind Act, is the same as Skinnerian Mastery Learning when he associates Direct Instruction with the work of James Block, Benjamin Bloom, the late Madeline Hunter, and Ethna Reid.

And, most shocking of all, is an admission made by Brian Rowan who was involved with William Spady in the infamous 1984 Utah Outcomes-based Education grant which called for "putting Outcomes-based Education (OBE) in all school of the nation." Rowan, in a federally-funded paper titled "*Shamanistic Rituals in Effective Schools*", 1984, said in regard to Effective Schools (which calls for ML/DI):

"The ritual is particularly suited to application in urban or low performing school systems where successful instructional outcomes among disadvantaged students are highly uncertain but where mobilized publics demand immediate demonstrations of success. The uncertainties faced by practitioners in this situation can easily be alleviated by what scholars have begun to call 'curriculum alignment.' [*teach to the test*—Ed.] "Student variability in performance can be reduced, and relative performance increased, not by changing instructional objectives or practices, but simply by changing tests and testing procedures." [Emphasis added]

Critical thinking or values clarification?

■ *Back To Basics Reform, Or…OBE International Curriculum?,* (1985, 1994, 2004) Charlotte T. Iserbyt, 1062 Washington St., Bath, ME 04530, 207-442-7899; dumbdown@blazenetme.net

Same social engineers called on to help develop thinking skills curriculum

An article entitled "*Improving Think Skills—Defining the Problem*," in the March 1984 issue of *Phi Delta Kappan*, also strips this "new" area of the curriculum of the "innocent" [26] definition given interested citizens who attend school board meetings. It says "The work of such scholars as Hilda Taba, Louis Raths, and Benjamin Bloom could serve as a starting point for this task." (specifying the cognitive components of many thinking skills.) [26]

Taba, who came to the U.S. from Estonia, is well-known for her controversial 25-year-old federally-funded critical thinking program which includes privacy-invading, values-changing journals (personal diaries), wishing wells, open-ended sentences, role playing (psycho-drama), etc., ALL "psychological treatments" used for political and social indoctrination, the use of which requires prior informed parental consent under the 1978 federal *Protection of Pupil Rights Amendment*. Raths, in his important book VALUES AND TEACHING, says that in some situations students "may have more freedom to be dishonest."[27]

(In 1957 a California State Senate Investigative Committee exposed the work of Taba, Jacob Moreno, etc.,. In spite of this exposure, these people continued to receive tax dollars and access to schools nationwide.) (p. 13)

Bypassing thought...

■ "*Challenge of the Internet for school education: the problematic aspects of* INET'96," Ippei Wakabayashi. *Journal of the Faculty of International Studies Bunkyo University*, Vol. 7, 1997

The interactive function of the new medium [internet] is a sword that has two sides. Passively trained consumers are apt to accept the output of the interactive medium under some powerful authority. When an interactive medium plays such an aggressive role on the Net, it will become a formidable brainwashing machine. [Emphasis added]

Humanism in the classroom?

humanism: "**n. 1.** any system or mode of thought or action in which human intersts, values, and diginity predominate. **2.** devotion to or study of the humanities. **3.** (*sometimes cap.*) the studies, principles, or culture of the humanists. **4.** *Philos.* a variety of ethical theory and practice that emphasizes reason, scientific inquiry, and human fulfillment in the natural world and often rejects the importance of belief in God. [1805-15; HUMAN+ISM]" — *Webster's Encyclopedic Unabridged Dictionary of the English Language*, 1996, Random House.

■ "*Humanism and Open Education*," W. Huitt. Last modified: June 2001

From the perspective of Huitt's (1995) systems model of human behavior, the primary emphasis of humanistic education is on the regulatory system and the affective/emotional system. ... The regulatory system acts as a filter for connecting the environment and internal thoughts to other thoughts or feelings as well as connecting knowledge and feelings to action. The affective/emotional system colors, embellishes, diminishes or otherwise modifies information acquired through the regulatory system or sent from the cognitive system to action. .... [Emphasis added]

As described by Gage and Berliner (1991) there are five basic objectives of the humanistic view of education:

1. promote positive self-direction and independence (development of the regulatory system);
2. develop the ability to take responsibility for what is learned (regulatory and affective systems);
3. develop creativity (divergent thinking aspect of cognition);
4. curiosity (exploratory behavior, a function of imbalance or dissonance in any of the systems); and
5. an interest in the arts (primarily to develop the affective/emotional system).

The SCANS report (Whetzel, 1992) as well as Naisbitt (1982), Toffler (1970, 1981, 1990) and other authors (see Huitt, 1997) point to the importance of these objectives for success in the information age. It is important to realize that no other model or view of education places as much emphasis on these desired outcomes as does the humanistic approach. [Emphasis added]

According to Gage and Berliner (1991) some basic principles of the humanistic approach that were used to develop the objectives are:

1. Students will learn best what they want and need to know. ...
2. Knowing how to learn is more important than acquiring a lot of knowledge. ...
3. Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. ...
4. Feelings are as important as facts. ...
5. Students learn best in a non-threatening environment. ... the environment should by psychologically and emotionally, as well as physically, non-threatening. ...

...There are a variety of ways teachers can implement the humanist view towards education. Some of these include:

1. Allow the student to have a choice in the selection of tasks and activities whenever possible.
2. Help students learn to set realistic goals.
3. Have students participate in group work, especially cooperative learning, in order to develop social and affective skills.
4. Act as a facilitator for group discussions when appropriate.
5. Be a role model for the attitudes, beliefs and habits you wish to foster. Constantly work on becoming a better person and then share yourself with your students.

■ "*The Persistence of Marx*," Jon Sanders, *Clarion*, Vol. 2, No. 9, August 1998

...Fernandez-Morera discusses how Marxists seek to discard other objective standards—liberty, oppression, superiority—along with truth. One in particular, the notion of individual excellence, materialists immediately and vigorously seek to quell. An American example that unfortunately is still relevant is the issue of what method to use in teaching children to read. It involves the teachings of John Dewey, the famous educator, who, according to 1991 New York State Teacher of the Year John Taylor Gatto, promoted the use of whole-word instruction over phonics because the latter leads to individual learning. According to Gatto:

> In 1896 John Dewey said that independent, self-reliant people would be a counterproductive anachronism in the collective society of the future. He advocated that the phonics method of teaching reading be abandoned and replaced by the whole-word method, not because the latter was more efficient (he admitted it was less efficient), but because reading hard books produces independent thinkers, thinkers who cannot be socialized very easily. By socialized Dewey meant conditioned to a program of social objectives administered by the best social thinkers in government.

EDUCATOR "RETRAINING" FOR THE NEW SYSTEM

■ *Tangled Web*—*The Mastery Learning*/OBE/STW-TQM *Connection*, Joe Esposito, 1996, 1997, Oklahoma, 918-274-8111.

Document: 1993 *National Governors' Association Conference* in Minneapolis, Minn., faxed from Cynthia Weatherly, 3/3/97.

> In April of 1993, I attended the National Governor's Association conference in Minneapolis, Minnesota. The theme for the conference was "Total Quality Management in Education."
>
> At the first day's session, designed for administrators and elected officials, a representative of IBM was the facilitator. During her explanation of how to restructure your schools with TQM principles, a school superintendent asked what could be done about teachers who were not willing to make the adjustment to the restructuring process? ***First, she explained how expensive it is to "retrain" teachers through staff development who had been on the job for years rather than hire new graduates who are already "trained." Then, using a*** TQM ***flowchart, she pointed to the box on the chart marked*** "Waste Management," ***she said, "You watch them closely, document their mistakes, and get rid of them."*** [Emphasis added]
>
> At this same conference, then Undersecretary of the Office of Technology assessment, Michael Cohen...gave a timeline for

implementing Vice President Al Gore's "reinventing government" campaign. The Department of Education was to "come on line" in 1996. He also explained that Gore's "reinventing government was actually the application of Total Quality Management principles to all areas of government. [Emphasis added]

■ "*Lessons Learned—Five Years in the Urban Schools Network*," Erika Nielsen Andrew, Carolyn Dornsfe, Maggie Flack, Mayo Tsuzuki Halunan, Lola Jackson, Marilyn Raby, Mimi Harris Steadman, December 1997. MDS-1110. National Center for Research in Vocational Education (NCRVE), Graduate School of Education, Univ. of California at Berkeley, 2030 Addison St., Ste. 500, Berkeley, CA 94720-1674. Supported by The Office of Vocational and Adult Education, U.S. Dept. of Education.

Chapter 2 Integrating Academic and Vocational Education
Marilyn Raby

…Conflict is inevitable between teachers who are trying to develop an integrated curriculum, and those who fear the results may compromise the integrity of their discipline. Concern that existing curriculum could be watered down is genuine and must be considered, just as differences in readiness for integration among the staff must be respected. Every site has teachers who see the potential of interdisciplinary teaching, but the entire faculty must be open enough to accept the formation of teams who are willing to teach collaboratively. …[Emphasis added]

Team instability is a demoralizing problem. A critical mass of experienced, highly respected teachers who are open to change must be developed and maintained. Their credibility can be used to influence those who see integration as threatening or who are reluctant to participate because of apathy or an unwillingness to relinquish their privacy. …[Emphasis added]

■ "*Implementation of Mastery Learning and Outcome-Based Education: A Review and Analysis of Lessons Learned*," Doris W. Ryan, June 1995. First Internet Edition 1998. Applied Research Branch, Strategic Policy, Human Resources Development, Canada. R-96-4E.

Student assessments, the fourth component of ML, allow teachers to diagnose learning difficulties and prescribe corrective activities as well as document student learning or mastery. Assessment does not have to be limited to paper and pencil tests. Standards are public statements of what teachers expect from students on each unit. Mastery learning does require that teachers teach to the test, … since in ML the curriculum, instruction, and tests are aligned…. [Emphasis added] (p. 14)

WHAT'S IN THOSE STANDARDS?

Standards—Arizona:

■ "*Performance Audit, Arizona State Board for Vocational and Technological Education, Report to the Arizona Legislature,*" By Douglas R. Norton, Auditor General, June 1998, Report No. 98-10.

> In March 1997, the Board passed Workplace and Technology skill standards as two of eight sets of standards **to be met by all public school students.** These standards encompass skills such as oral and written communication, data analysis, teamwork, and the use of technology. For instance, **prior to graduation a student should demonstrate the ability to work with others from diverse backgrounds** and select and use appropriate technology to organize and send information. …the Phoenix Chamber of Commerce took the initiative and began working with Phoenix school districts to incorporate the Workplace skill standards into their curricula. [Emphasis added] (p. 9-10)

Following is a sampling of Arizona's non-academic standards and objectives that are remarkably similar to those of other states (even though each state supposedly created their own school standards). Also notice how these align with the U.S. DOL's SCANS competencies and skills. (See p. 7)

According to Arizona's Workplace Skills Standards Rationale, these are "**designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community.**" Question: HOW can academic achievement improve when educators must address so many non-academic objectives? And, exactly HOW are these non-academic attitude/value/behavior issues being assessed?

■ Source: *Arizona Department of Education – Workplace Skills Standards*
< http://www.ade.state.az.us/standards/workplace/default.asp >

[Note: Underline emphasis added. See p. 23 about what critical thinking is]

Standard 3: Students apply critical and creative thinking skills to make decisions and solve workplace problems.

Readiness (Kindergarten)

Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take

- Participate in the classroom activities • Select goals • Apply creative thinking skills to determine alternatives • Use critical and creative thinking skills to choose best course of action

Identify changing aspects of the school and community and describe the effects they have on personal decisions

- Describe what change is • … • Compare various communities for change • Describe how changes in your communities affect you

Foundations (Grades 1-3)

Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action

- Apply problem solving techniques to determine a solution • Identify methods of initiating change • Define a variety of creative thinking skills • Practice a variety of creative thinking skills to identify potential solutions to workplace issues • … • Describe possible solutions to a variety of problems

Identify methods for initiating change

- Give examples of methods to initiate change

Define a variety of creative thinking skills

- Use creative thinking skills in a variety of situations

Practice a variety of creative thinking skills to identify potential solutions to workplace issues

- Identify ways of using creative thinking skills • Apply creative thinking skills to solve workplace issues

Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research…

Describe possible solutions to a variety of problems

- Identify possible solutions to a variety of problems • Apply problem solving techniques to determine a solution

Essentials (Grades 4-8)

Utilize information acquired from several sources and transfer information learned in one situation to another

- Research a designated topic using a wide array of information sources • Analyze the information obtained from the research • Classify the information obtained from the research • Compare the information to a new situation

Devise and implement a plan of action by specifying goals and constraints

- Define goals and objectives

STANDARD 4—Students work individually and collaboratively within team settings to accomplish objectives.

Readiness (Kindergarten)

Interact positively with other students and work cooperatively as a team member on class projects

- Demonstrate characteristics of positive behavior • Identify roles of team members • Interact collaboratively to obtain team results

Demonstrate politeness and adaptability in their relations with other people

- Practice positive manners • Practice adaptability

Foundations (Grades 1-3)

Understand and demonstrate the importance of dependability, trust-worthiness, productivity and initiative in all areas of life and when interacting with others

- Demonstrate characteristics of positive behavior • Identify roles of team members • Interact collaboratively to obtain team results

Identify the difference between decisions and accomplishments made by individuals and groups

- Compare individual versus group decisions • Compare individual versus group accomplishments

Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure

- Demonstrate skills necessary for positive group dynamics

Recognize and participate in leadership roles

- Describe leadership • Give examples of leadership roles • Practice leadership roles

Essentials (Grades 4-8)

Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

- Identify characteristics of mutual trust • Identify characteristics of mutual respect • Describe ways to build mutual trust and respect • Design action plan for negotiating concerns

Analyze the difference between individual and group decisions and accomplishments

- Identify the characteristics of individual decisions and accomplishments • Identify the characteristics of group decisions and accomplishments • Compare the characteristics of individual and group decisions and accomplishments

Exert a high level of effort and perseverance toward goal attainment, as a team member

- Identify the team goal • Identify the team member roles and responsibilities • Develop tool to measure effort and perseverance of individual team members

Assume leadership roles in team settings

- Define leadership skills • Examine self roles/skills in a group setting • Demonstrate leadership roles/skills in a group • Develop a tool to evaluate the roles/skills of self and group

Proficiency (Grades 9-12)

Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills

Understand group dynamics

- Identify personal qualities • Demonstrate an understanding of group dynamics • Work well with others • Teach others new skills

Work toward consensus by exchanging resources and resolving divergent interests

- Demonstrate the ability to reach consensus by resolving divergent interests

Monitor individual performance and team effectiveness

- Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals

Provide constructive feedback

- Define feedback criteria • Give constructive feedback to team participants that strengthens individual and group performance

Assume leadership roles in team settings to accomplish tasks

- Communicate thoughts and ideas to clarify roles and responsibilities • Delegate tasks and responsibilities effectively • Motivate team to accomplish tasks • Evaluate team effectiveness

Demonstrate punctuality, trustworthiness, civility and initiative on school projects

- Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class

Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria

- Apply negotiation skills to solve conflicts

Work and communicate with diverse clients, customers and community to satisfy their expectations

- Identify/define expectations of clients, customers and community • Develop a plan to meet those expectations • Implement plan • Evaluate plan

Distinction - Honors

Students know and are able to do all of the above [for grade 9-12] and the following:

Demonstrate teamwork and negotiation skills in innovative and effective ways to accomplish tasks.

Pursue difficult and challenging leadership roles.

STANDARD 6—Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

Readiness (Kindergarten)

Understand the components of family and school systems in their daily life

- Identify systems in your community (e.g., family, school, social, technological)

Foundations (Grades 1-3)

Identify the components and how they fit together in community and social systems

- Discuss the relationship between systems in your community (e.g., family, school, social, technological).

Essentials (Grades 4-8)

Identify the factors impacting the level of effectiveness of systems

- Define a system • Identify numerous systems that impact students' daily lives • Compare how systems vary in effectiveness • Identify how factors influence the effectiveness of a system

Proficiency (Grades 9-12)

Draft and interpret an organizational chart…

Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services

- Describe alternate workplace systems • Evaluate the quality and performance of workplace systems • Distinguish trends in workplace systems • Generate recommendations for improvements/modifications to existing workplace systems

Understand how changing a component of a system… impacts the whole system

- Analyze the cause and effect relationships within a real world setting

Distinction - Honors

Students know and are able to do all of the above [for grade 9-12] and the following:

Predict the impact of actions on system operations, diagnose deviations in the function of systems/organizations, and take necessary action to correct performance • Anticipate and project potential modification of systems to meet the needs of a changing society

Standards—National

The federally-funded McREL has a compendium of education standards for Behavioral Studies and Life Work (aligned with SCANS). Worth noting is the dubious: **"Demonstrates loyalty to the organization"** — a 9th-12th grade ***Life Work*** benchmark for **Standard 7: Displays reliability and a basic work ethic.**

Consider the transferrable group mentality needed to demonstrate loyalty. Kids in gangs demonstrate loyalty. Hitler Youth members demonstrated loyalty. In countries where citizens are indoctrinated to believe that government (or he who controls government) is Supreme Authority, demonstrating loyalty is a must. Is this the kind of "education" we want for our kids? Do we want to hold educators accountable for this? Like it or not, this is in our schools through state standards, curriculum, and assessment.

■ ***Mid-continent Research for Education and Learning*** **(McREL)**
[Note: these were formerly lised under the federally funded ***Mid-continent Research and Educational Laboratories*** — same acronym.)

Behavioral Studies Standards
< http://www.mcrel.org/compendium/Standard.asp?SubjectID=20 >

Note: Behavorial Studies Standards and performance objectives originate from one or more of the below:
- **U.S. *Department of Labor*: SCANS: *Report for America* 2000**
- **AAAS [*American Association for the Advancement of Science*]**: Project 2061: Benchmarks for Science Literacy
- International Baccalaureate: Psychology
- International Baccalaureate: Social Anthropology

Life Work Standards
< http://www.mcrel.org/compendium/Standard.asp?SubjectID=24 >

Note: Life Skills Standards and performance objectives originate from one or more of the below:
- **AAAS [*American Assn. for the Advancement of Science*]**: Project 2061: Benchmarks for Science Literacy
- **CNAEA [*Consortium of National Arts Education Assns.*]**: Nat'l Standards for Arts Education
- **CCE [*Center for Civics Education*]**: Nat'l Standards for Civics and Government
- **ACTFL [*American Council on the Teaching of Foreign Languages, Inc.*]**: Standards for Foreign Language Learning
- **NCTM [*National Council of Teachers of Mathematics*]**: Curriculum & Evaluation Standards for Mathematics
- **NCHS [*National Center for History in the Schools*]**: Nat'l Standards for History: Basic Edition
- **U.S. *Department of Labor*: SCANS: *Report for America* 2000**
- **NCSS [*National Council for the Social Studies*]**: Curriculum Standards for Social Studies
- Anthonly P. Carnevale: ***Workplace Basics: The Essential Skills Employers Want***

ARE YOUR SCHOOLS BEING HIJACKED?

■ "*Characteristics of a Comprehensive School-to-Work System.*" Prepared by Cal Crow, Ph.D., Center for Career and Work-Related Education, Highline Community College 25-5A, P.O. Box 98000, Des Moines, WA 98198-9800. June 26, 1996. Posted on the Oregon Dept. of Education website. < http://www.ode.state.or.us/opte/STW/Respond.htm >

1. Have moved to a new schedule, utilizing a three or four period day. Ensured that interdisciplinary groups of teachers have the same preparation period, so they can work on joint projects with students.
2. Have established articulation agreements with community colleges leading to the development of Tech Prep programs.
3. Have instituted a senior project program, which requires students to demonstrate a variety of knowledge and skills through a major project of their choosing.
4. Have instituted a service learning program, which requires students to provide service to the community.
5. Have worked through local community/technical colleges and businesses to set up youth apprenticeship programs for high school students.
6. Have worked with the business community to establish academies, which focus on a broad career area, e.g., health services, finance.
7. Have made a conscious effort to provide an array of applied academics courses, e.g., principles of technology, applied mathematics, applied communications.
8. Have instituted school-based-enterprises, in which students found and manage businesses for profit.
9. Have established mentorships, in which members of the business community agree to meet with and mentor students, on a regular basis.
10. Have strengthened their cooperative education programs to ensure that worksite learning experiences are truly learning experiences.
11. Have established a combination career planning and "best work" portfolio program for all students. The career plan includes at least one year beyond high school
12. Have established a comprehensive guidance program, which includes an extensive career planning and assessment component. In many cases, the National Career Development Guidelines are used as the framework.
13. Have established a comprehensive career pathways structure.
14. Have set up business/industry shadowing experiences for faculty and staff.
15. Have set up student-directed shadowing programs.
16. Have incorporated the SCANS skills into their curriculum.
17. Have organized classrooms into learning communities, where self-directed work teams assist each other, and the teacher becomes a learning facilitator.
18. Have developed databases of businesses and other community members who have agreed to participate in work-based learning programs.
19. Have worked to integrate the curriculum, so students see connections more clearly.
20. Have moved toward performance-based instruction and assessment.

■ *Career Pathways; Strategies and Resources*, 1999. Project developed by Arizona State University, Under contact to the Arizona Department of Education, MARY LEWKOWITZ, Deputy Associate Superintendent and State Director, School to Work/Vocational Technological Education

Section VII. Implementation Strategies

Implementing career pathways as a system is a schoolwide effort, one that extends across all disciplines and requires the support of everyone: school board members, administrators, counselors, teachers, students, parents, and business and community partners. The expected outcome is a sequence of career-focused educational experiences that prepare students for work and lifelong learning.

The following 14 examples are only some of the strategies which can be used to implement the career pathways system. These strategies are organized under four headings .... They may be implemented as described here and/or used to generate additional ideas.

1. Structuring the Learning Facility
- Career-Focused Academies
- School as the Workplace

2. Organizational Scheduling
- Flex Schedule
- Block Schedule
- Year-round Schedule

3. Curriculum and Instructional Delivery
- Interdisciplinary Team Teaching
- Thematic Units
- Contextual Learning
- All Aspects of the Industry
- Authentic Learning Activities
- Tech Prep Programs
- Youth Apprenticeships

4. Promotional Tactics
- Messages for Different Audiences
- Special Events and Activities

(p. 86 of pdf)

Block Schedule. Schools all over Arizona are experimenting with a variety of block schedules. The schedule described here is one where students meet for 2-hour blocks each day, 5 days a week. Students take a maximum of 3 classes at any given time, but complete a year-long course in a semester. …under a 2-hour block schedule, teachers who lecture would have to alter their teaching style to limit lecture to no more than 20 minutes and incorporate classroom discussions, activities, cooperative learning aspects, and simulations. [Emphasis added]

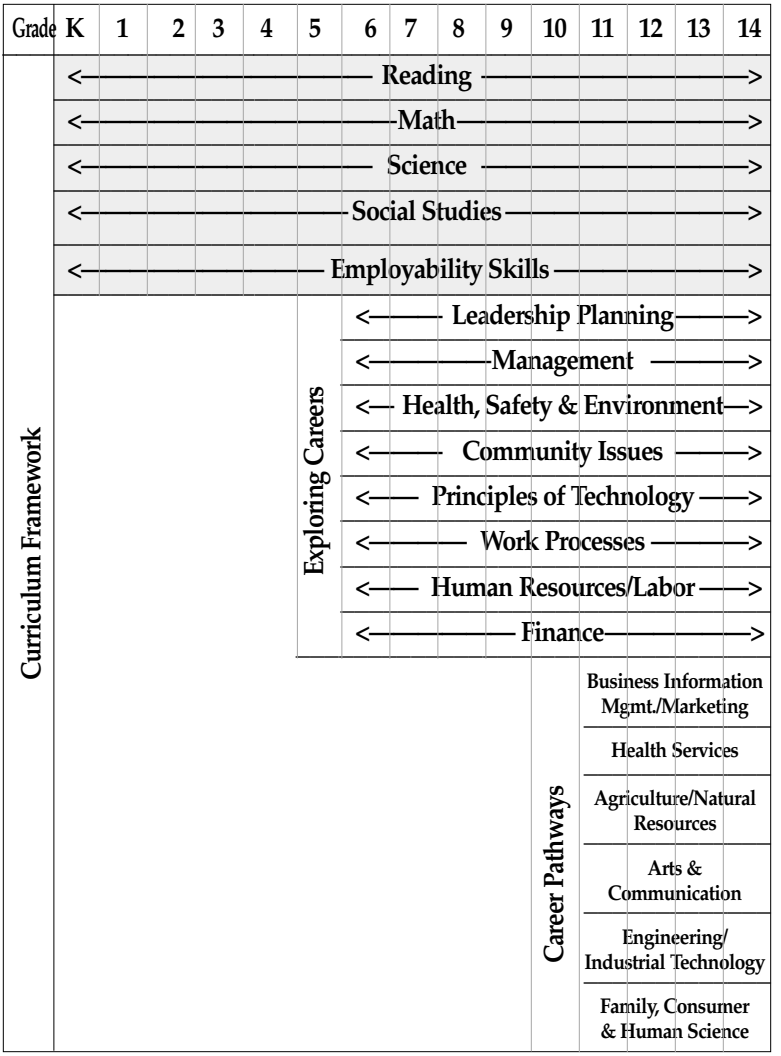
This schedule does have some challenges. It is possible that the teacher would "lose" students between their junior and senior years. Recruiting students for advanced courses and programs will need to occur twice a year instead of only once. Timing for progress reports and

grades will also have to be adjusted. ...The grade at the end of the semester would equate to a year-end grade under the traditional structure. [Emphasis added] (p. 88-89 of pdf)

■ *Model Career Education Standards and Benchmarks Including Employablility Skills* 2002, Iowa School-to-Work Office and the Association of Business and Industry Foundation, n.d. (p. 34-35)

APPENDIX B

CURRICULUM FRAMEWORK VIEW 2



■ *"School-to-Work in Texas: Showcase for National Educational Reform,"* presentation by Chris Patterson, Independent Public Policy Analyst. Presented at the East Coast STW Conference, Richmond, Virginia, August 28, 1998.

> The pace and approach to STW reform in Texas has occurred differently at different schools, and in different school districts. State and local workforce plans, however, document the intention that **all schools will eventually establish a uniform School-to-Work system throughout the state for all students**.[28] [Emphasis added]
>
> ...there are many school districts in Texas and whole regions of the state... have fully implemented STW. ... [and] eliminated the traditional, college preparatory liberal arts education and replaced it with an academically-enriched vocational program for **all students**. In these schools, **students are required to select a career major by the end of 8th grade, structure academic learning around the career major (contextual learning), and work in a paid or unpaid job to qualify for graduation**. [Emphasis added]
>
> Some school districts have introduced STW as immediate and full-scale, systemic change. San Antonio Independent School District offers an illustrative example of this rapid change. In early 1998, the District Superintendent announced to the community that **the academically-leading high school in the district would be restructured for the next school year into 4 career academies and the remaining high schools in the district would subsequently follow suit**.[29] **This decision was not reviewed or adopted by the District School Board, nor were parents consulted**.[30] Students at Jefferson High School were not given an opportunity to opt out of a career academy (to, instead, continue in an academic, college-preparatory high school program), nor were they given absolute freedom to select their career major. Students were directed to rank their preferences for career majors and **the school made the final determination of student assignment for career majors**.[31] Academic courses for each career major are structured around the specific occupational focus ("**contextual learning**").[32] [Emphasis added]
>
> The specific nature (and restrictiveness) of contextual studies was articulated to me by a parent of a Jefferson student this past summer. **The school refused to allow her daughter to take an Advanced Placement Science Course** (credit she required for the State's Distinguished Achievement Diploma and for college admission) **because the Fine Arts Academy in which the daughter is enrolled does not identify AP Science as an occupationally-related course for her career major**. [Emphasis added]
>
> Many school districts in Texas, however, have not yet totally phased out the traditional high school and still offer students the choice of either engaging in academic college preparatory education or of obtaining **vocational training at a magnet school (or academy)**. ...

Most schools in Texas have incorporated many components of STW, although the label has not been applied to the practices, and most parents are ignorant of the changes introduced through STW. **Many schools require paid or unpaid employment** ("volunteer" service) **to qualify for graduation. Most schools assign mentors to students. Most schools give students aptitude and occupational assessments in 7th or 8th grade** (often without parental consent, as conducted with my children). **Most middle and high schools employ block scheduling to facilitate off-campus activities. Most schools provide credit toward high school graduation for employment related to vocational courses.** [Emphasis added]

All elementary schools take time from academic learning for career awareness activities, all middle schools provide students with occupational experiences and all high schools require students to take elective courses from the Career and Technology Program. All schools conduct individual and group counseling to teach personal-social skills from kindergarten through 12th grade. [Emphasis added]

Endnotes:

[28] School-to-Work, Texas Application for an Implementation Grant, p. 1 and Texas School-to-Careers Substate Application for Year-Two Implementation, p. 8

[29] San Antonio School Revamped. News in Brief, National Roundup, *Education Week*, February 18, 1998.

[30] Anastasia Cisneros-Lunsford, Lam plan's backers, foes swarm to board. *San Antonio Express News*, May 19, 1998.

[31] Jefferson High School Academy Choices. San Antonio School District Form distributed to students, Spring 1998.

[32] Diana Lam, No time to waste for excellence. *San Antonio Express News*, Letter to the Editor, February 1, 1998.

■ *Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration*, 1997. Research and Evaluation Report Series 97-E, U.S. Dept. of Labor, Robert B. Reich, Secretary, Employment and Training Administration, Timothy Barnicle, Asst. Secretary, Office of Policy and Research, Gerard F. Fiala, Administrator.

Training mentors is vital, especially in programs using a youth apprenticeship model. Work-site supervisors emphasize the value of gaining familiarity with adolescent behavior and issues. This exposure helps them more effectively encourage and guide students and **monitor their workplace progress**. [Emphasis added] (p. 7)

Using technology in resourceful ways can make integration of school- and work-based learning easier. Technology can facilitate communication between teachers and employer staff members and reduce staff resource use. **Telephones in classrooms help employers contact teachers**. Fax machines can be used to compensate for lack of classroom phones and time to meet with workplace personnel; they allow employer and school staff to leave detailed messages for each other (not easily accomplished through a school office receptionist) **and to provide and review documents, such as lesson plans or work-site training schedules**, quickly. **Computer E-mail can transmit information as well, allowing teachers, employer staff, and even students to use computer bulletin boards and direct links to exchange ideas about work- or career-related classroom lessons, workplace activities, or postsecondary options**. [Emphasis added] (p. 7-8)

■ "*School-to-Work Transition: Genuine Reform or Latest Fad*," Ray D. Ryan and Susan Imel, *The Eric Review*, Vol. 4, Issue 2, Spring 1996. (Posted at < www.leg.state.nv.us/lcb/research/Bkground/97-08.htm > via "*Background Paper* 97-8 *School-to-Careers*," Kelan J. Kelly, Senior Research Analyst, Research Division, Nevada Legislative, Counsel Bureau, April 1997.)

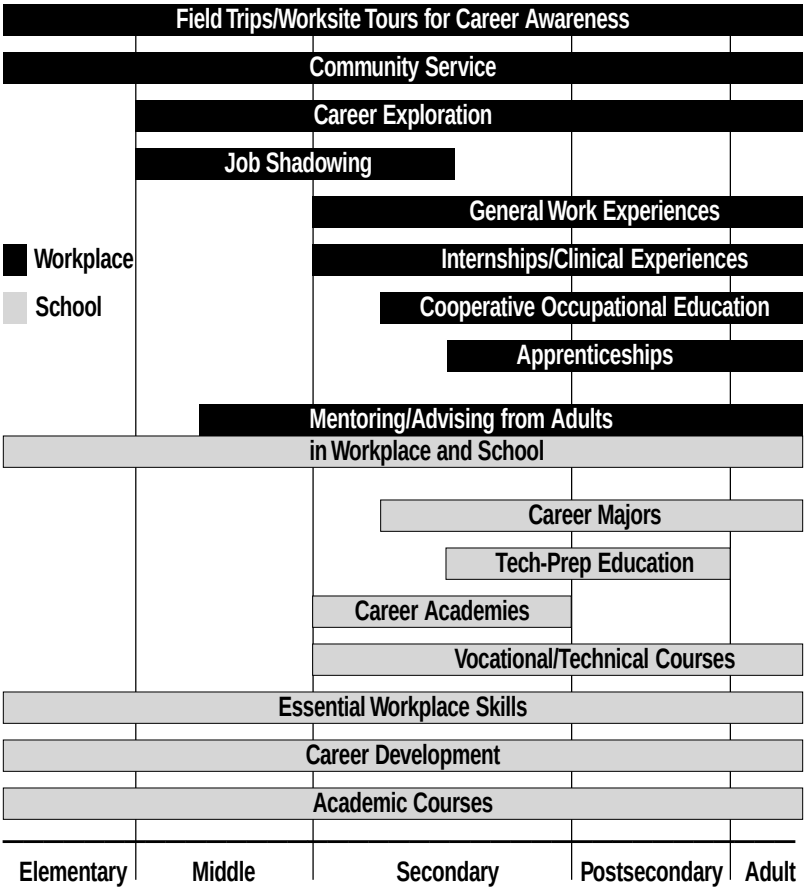
The following table describes some of the programs and services offered through school-to-careers systems.

School-To-Careers Programs and Services

Program/Service	Description
Career Academies	School-within-a-school programs featuring curricula and activities built around a particular industry cluster such as health care or graphic arts.
Career Exploration	Counselors and teachers help students assess their skills and areas of interest, understand occupations and careers, and explore the education and training requirements, job tasks and duties, and the local and national labor market characteristics related to the careers in which they are interested.
Compacts	Agreements involving an area's schools, businesses, institutions of higher education, labor unions, and other entities in which schools promise improved academic achievement and work preparation in exchange for job or postsecondary education guarantees for students who perform well.
Cooperative Education	A program administered by a school coordinator that provides students with part-time jobs during the school year in their chosen vocational field.
Credentialing System	A system that enables students to show employers or postsecondary institutions that they have achieved certain skills, competencies, or levels of knowledge. It is based on industry standards and tied to measurable, performance-based outcomes.
Job Search and Interviewing	Real and simulated job interviews, résumé writing assignments, job search exercises, and presentation skill instruction that prepare students to enter the job market.
Linking Teachers	Arrangements in which academic and vocational teachers team teach courses or work together to deliver project-based instruction.
Naturally Occurring Jobs	Paid work experience that students find on their own to learn skills.
School-Based Enterprises	Student-run businesses such as child care centers and stores that enable students to learn occupational and business management skills while offering goods and services to the community.
Service Learning	Programs in which students learn skills through community service such as tutoring, working with the elderly, or volunteering at hospitals. Structured classroom activities accompany the service work.
Tech Prep	The last two years of high school are linked with the first two years of college or technical school in specific occupational areas.
Vocational Education	Educational programs in high schools, vocational and technical schools, or regional vocational technical centers that prepare students for various clerical, technical, and other career opportunities through work experience in classrooms, shops, labs, and at employer facilities.
Youth Apprenticeships	Employers provide paid work experience and structured work site learning while schools integrate academic and vocational learning into the student's course of study. Programs usually last two years and are based on the European training systems that coordinate work-based and school-based learning.

■ "*Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life*," Report of the NASBE (National Association of State Boards of Education) School-to-Work Study Group, 1995. (p. 16)

MODEL FOR STUDENT SCHOOL-TO-WORK OPPORTUNITIES ACTIVITES



Source: New York Department of Education

U.S. Federal Laws
related to Education and the Workforce

Please note that this list is not comprehensive.
For more details about each law, go to:
THOMAS Legislative Information on the Internet
< http://thomas.loc.gov/ >

Short title of legislation as enacted / H.R. number / Description	Public Law no.	Signed by President	Bill sponsor [state-district; party] and Committees involved
Education Sciences Reform Act of 2002 **H.R. 3801:** "To provide for improvement of Federal education research, statistics, evaluation, information, and dissemination, and for other purposes."	**107-279** Became law: **11/5/2002**	**George W. Bush, Jr.** (Republican)	**Rep. Michael N. Castle [Delaware; Republican]** • House Education & the Workforce • Senate Health, Education, Labor, & Pensions
No Child Left Behind Act of 2001 (NCLB) [Elementary & Secondary Education Act reauthorization] **H.R. 1, S. 1:** "To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind."	**107–110** Became law: **1/8/2002**	**George W. Bush, Jr.** (Republican)	**Rep. John A. Boehner [Ohio-8; Republican]** • House Education & the Workforce • House Judiciary
Workforce Investment Act of 1998 (WIA) **H.R. 1385:** "To consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States, and for other purposes." [The Adult Education Act was repealed and replaced by the WIA]	**105–220** Became law: **8/7/1998**	**William J. Clinton** (Democrat)	**Rep. Howard P. (Buck) McKeon [California-25; Republican]** • House Education & the Workforce • Senate Labor & Human Resources
Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Perkins III) **H.R. 1853:** "To amend the Carl D. Perkins Vocational and Applied Technology Education Act."	**105-332** Became law: **10/31/1998**	**William J. Clinton** (Democrat)	**Rep. Frank Riggs [California-1; Republican]** Committees: • House Education & the Workforce • Senate Labor & Human Resources
Improving America's Schools Act of 1994 (IASA) [Elementary & Secondary Education Act reauthorization] **H.R. 6:** "To extend for six years the authorizations of appropriations for the programs under the Elementary and Secondary Education Act of 1965 and for other purposes."	**103-382** Became law: **10/20/1994**	**William J. Clinton** (Democrat)	**Rep. Dale E. Kildee [Michigan-9; Democrat]** Committees: • House Education & the Workforce • Senate Labor & Human Resources
School-to-Work Opportunities Act of 1994 (STW or STWOA) **H.R. 2884, S1361:** "To establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes." [The authority provided by this act **sunset Oct. 1, 2001—** see "**ESEA/No Child Left Behind Act,**" "**Workforce Investment Act,**" "**Carl D. Perkins...**" for continued STW].	**103-239** Became law: **5/4/1994**	**William J. Clinton** (Democrat)	**Rep. William D. Ford [Michigan-13; Democrat]** Committee: • House Education & the Workforce
Goals 2000: Educate America Act of 1994 (Goals 2000) **H.R. 1804:** "To improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all American students; to provide a framework for reauthorization of all Federal education programs; to promote the development and adoption of a voluntary national system of skill standards and certifications, and for other purposes."	**103-227** Became law: **3/31/1994**	**William J. Clinton** (Democrat)	**Rep. Dale E. Kildee [Michigan-9; Democrat]** Committee: • House Education & the Workforce [*Goals 2000 was due to sunset September 30, 1999, but Congress approved an extension to the September 30, 2000 deadline--upon which time Titles III and IV were repealed, but Titles I, II, and V continued.*]

Educational Research, Development, and Dissemination Excellence Act
H.R. 4014: "To improve education in the United States by promoting excellence in research, development, and the dissemination of information." (Also known as the "**America 2000 Plan**" -- the bill was rejected by the 102nd Congress, but later became the foundation of **Goals 2000** legislation that passed in 1994 during the 103rd Congress during the Clinton administration.)

N/A (introduced 11/26/91; last major action 10/15/92)

N/A (**George H.W. Bush**) (Republican)

Rep. Major R. Owens [New York-12; Democrat]
Last major action: 10/5/1992 referred to Senate subcommittee.
Status: Referred to Subcommittee on Education, Arts, Humanities.

National Dropout Prevention Act of 1991
H.R.2313: To amend the School Dropout Demonstration Assistance Act of 1988 to extend authorization of appropriations through fiscal year 1993 and for other purposes.

102-103
Became law: **8/17/1991**

George H.W. Bush (Republican)

Rep. Dale E. Kildee [Michigan-7; Democrat]
Committees:
House Education and Labor

Carl Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins II)
H.R.7: "To amend the Carl D. Perkins Vocational Education Act to extend the authorities contained in such Act through the fiscal year 1995."

101-392
Became law: **9/25/1990**

George H.W. Bush (Republican)

Rep. Augustus F. Hawkins [California-29; Democrat]
Committee:
- House Education and Labor
- Senate Labor & Human Resources

Carl D. Perkins Vocational Education Act
"Amends the Vocational Education Act of 1963 (VEA) to extend and revise VEA programs and to establish programs emphasizing the acquisition of job skills through technical, as well as vocational, education."
H.R. 4164: "A bill to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes. "

98-524
Became law: **10/19/1984**

Ronald W. Regan (Republican)

Rep. Carl D. Perkins [Kentucky-7; Democrat]
Committee(s) of Referral:
- House Education and Labor
- Senate Labor & Human Resources

Committee(s) Reporting:
- House Education & Labor

Subcommittee(s):
- Hsc Elementary, Secondary and Vocational Education

Education for All Handicapped Children Act of 1975
(later renamed **Individuals with Disabilities Education Act**)
S.6: "A bill to provide financial assistance to the States for improved educational services for handicapped children."
History: **PL 94-142** 1975 EAHCA, **98-199** 1983 EHA, **99-457** 1986 EHA, **101-476** 1990–new name: IDEA!, **102-119** 1992 IDEA, **105-17** 1997 IDEA 97

94–142
Became law: **11/29/1975**

Gerald R. Ford (Republican)

Sen. Harrison A. Williams, Jr. [New Jersey; Democrat]
- Senate Labor & Public Welfare

Elementary and Secondary Education Act of 1965 (ESEA)
H.R. 2362: close "the achievement gap between privileged and underprivileged children."

89-10
Became law: **4/11/65**

Lyndon B. Johnson (Democrat)

ESEA amendment and reauthorizations:

P.L. 89-313: ESEA Amendments of 1965; became law 11/1/1965.
P.L. 89-750: ESEA Amendments of 1966; became law 11/3/1966; signed by President Lyndon B. Johnson [D].
P.L. 90-247: ESEA Amendments of 1967 (H.R. 7819); became law 1/2/1968; signed by President Lyndon B. Johnson [D].
P.L. 91-230: ESEA Amendments of 1970; became law 4/13//1970; signed by President Richard M. Nixon [R].
P.L. 92-318: Education Amendments of 1972; became law 6/23/72; signed by President Richard M. Nixon [R].
P.L. 93-380: Education Amendments of 1974 (H.R. 69); became law 8/21/74; signed by President Gerald R. Ford, Jr. [R].
P.L. 95-561: Education Amendments of 1978 (H.R. 15); became law 11/1/1978; signed by President James E. Carter, Jr. [D].
P.L. 103-382: Improving America's Schools Act of 1994 (H.R. 6); became law 10/20/1994; signed by President William J. Clinton [D].
P.L. 107-110: No Child Left Behind Act of 2001 (H.R. 1); became law 1/8/2002; signed by President George W. Bush [R].

DON'T LIKE WHAT'S HAPPENING?

If you are a parent and/or citizen who dislikes the loss of input into education and the "dumbing down" of academics; if you are tired paying more and more ... and getting less ...

If you are an educator who doesn't like the ugly management games plaguing your field that require you to compromise integrity and principles; if you are weary of being a public scapegoat for intrusive federal reform activities...

If you are a business person who is fed up with operating tax increases (to pay for ineffective federal reforms); if you do not want to be harassed to baby-sit children for work-based learning at your business...

If you are a school board member, superintendent, or administrator who is sick of doing spin (deceiving and misleading) to calm angry citizens who don't understand that you have little control over your district other than HOW you implement federal dictates...

If you are an elected state official and are tired of the state budgets being bled by education-degrading restructuring, and if you are fed up with the unconstitutional federal intrusions in state policies...

... EXCERCISE YOUR VOTING POWER!

The U.S. Congress passed the federal laws and they can remove them. Make sure your Congressmen whose job is to REPRESENT YOU know that you want federal education meddling to stop (remove federal education laws and the U.S. Department of Education who channels massive amounts of public money for research and experimentation with our children.[1])

In the meantime, voters need to support state legislators who endorse rejecting federal mandates from state public schools and to remove state laws that support federal reform legislation.

CONTACT YOUR ELECTED OFFICIALS:

ALL 50 STATES: Project Vote Smart at: www.vote-smart.org

Arizona State Legislature: http://www.azleg.state.az.us
AZ Senate and House Roster: www.azleg.state.az.us/MemberRoster.asp

[1]An important documentation of these issues are in "*Back to Basics Reform...Or* OBE *Skinnerian International Curriculum*?" by Charlotte Iserbyt, a former school board member and former U.S. Dept. of Education official. Available online:
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Want to learn more?

Read about the federal restructuring of our school system – written by current or former educators, school board members, U.S. Department of Education officials, state legislators, and other education researchers:

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