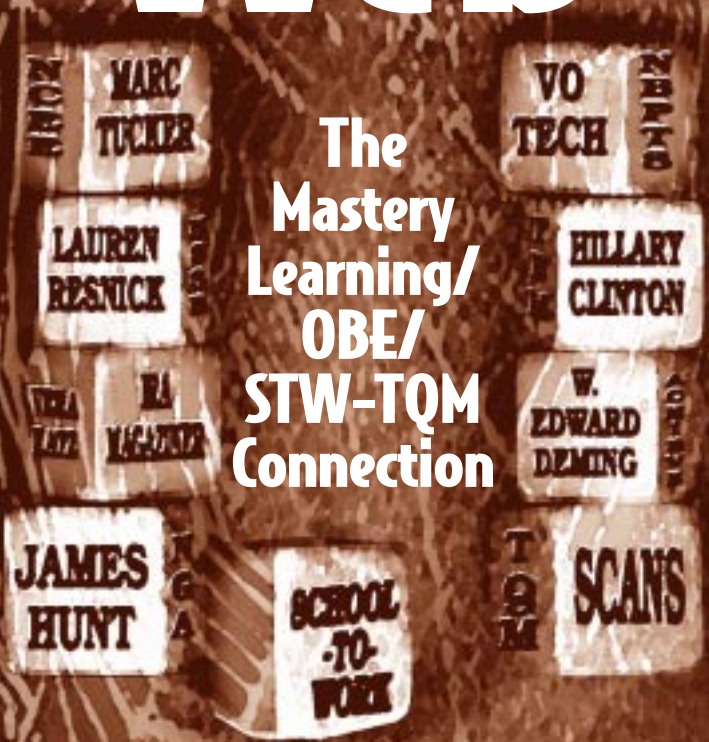


A culmination of laws passed by Congress
(with no public debate) is making radical changes in our lives...
especially in the lives of our children.

Tangled Web

The
Mastery
Learning/
OBE/
STW-TQM
Connection



Researched and Compiled by
Joe Esposito
- 2004 Edition -

Tangled Web

The Mastery Learning/OBE/ STW-TQM Connection

Researched and Compiled by

Joe Esposito

A cumulative report resulting from
original documents concerning “School-to-Work”

Also called Community Careers
or Partners for Quality Learning

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This 2004 reprint of *Tangled Web* includes several additions to the original body text (placed in an outlined “box”).

A foreword and index has been added and the Appendices expanded.

*The fear of the Lord is the beginning of knowledge:
but fools despise wisdom and instruction.*
—Proverbs 1:7

Graphic design: D. K. Niwa

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* New for the 2004 printing

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FOREWORD

Turmoil in education is not by chance. Ongoing problems rise out of reforms: academic decline, spiraling remediation, privacy and rights violations, forced community service, unpaid child labor, scheduling chaos, and assessment mania. There are also early severance plans creating high staff turnover and shortages, changes to teacher roles, mediocre *workplace standards* mixed with academics, dubious accountability measures, massive data collections, budget deficits, school takeovers, and more.

One theme streams through the turmoil: *federal intrusions into education* (APPENDIX XXI). *The Carl D. Perkins Vocational and Applied Technology Amendments, School-to-Work Opportunities Act, Goals 2000: Educate America Act, No Child Left Behind Act, Workforce Investment Act, and Education Sciences Reform Act* are among the key forces driving the systemic restructuring of U.S. education, economy and society.

Through federal reforms—initiated by private *unaccountable* entities—the content and purpose of education is changed to reflect a *new* paradigm that is “rooted in the [old] Marxist-Leninist ideology.” (p. 3)

Reforms use the *old* failed Mastery Learning/Outcome-Based Education methods, with outcomes focused on the U.S. Department of Labor’s **SCANS competencies** and **foundation skills** (APPENDIX III). These SCANS *workplace skills* align with Total Quality Management and humanist philosophy. SCANS certification rubrics cite performance objectives such as cultivating *group* culture, *group* loyalty and *group* mentality (a.k.a. team-work, consensus building)—at the forfeit of principle and integrity.

Many psychological, social and behavioral *theories* permeate reforms. As noted in Paolo Lionni’s *The Leipzig Connection* (1980, p. 7): “[German psychologist William] Wundt asserted that man is devoid of spirit and self-determinism. He set out to prove that man is the summation of his experiences, of the stimuli which intrude upon his consciousness and unconsciousness.” Wundt’s ideas launched efforts to show that man—like animals—can be trained (in public schools) to jump through hoops on demand, so to speak.

Still cited in teacher education curriculum is Benjamin Bloom’s *Taxonomy of Educational Objectives* (1956) that says: “By educational objectives, we mean explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings, and their actions. ...”

Author Charlotte T. Iserbyt, former Special Assistant in the U.S. Department of Education OERI, explains in *The Deliberate Dumbing Down of America* (Third printing, 2001, p. 29): “Bloom said in *Taxonomy* that ‘the philosopher, as well as the behavioral scientist must find ways of determining what changes (val-

ues) are desirable and perhaps what changes are necessary.' He stated that for the schools to attempt to change values is a virtual 'Pandora's Box,' but that

"[Our] 'box' must be opened if we are to face reality and take action, and that it is in this 'box' that the most influential controls are to be found. The affective domain contains the forces that determine the nature of an individual's life and ultimately the life of an entire people."

Also influential are the sentiments of John Dewey—progressive educator, philosopher, paid member of the Communist Party, and coauthor of the 1933 *Humanist Manifesto I*. John Gatto Taylor, author of *The Underground History of American Education* (2001), explains: "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."

These, among other theories, mix with the vision to create a "seamless web of human resource development" (NCEE's Marc Tucker, et. al). The culmination is federally supported systemic education reform—or "School-to-Work" (STW) workforce training from preschool through higher education, and beyond—in compliance with United Nation's *lifelong learning* plans. More accurately, this is *lifelong indoctrination* for servitude—an important part of "world-class standards."

Targeting all schooling—public and private—STW reforms link **all levels** of what was a vehicle for educating and learning. Fully implemented, **all schools** will be *vocational*, **all children** will have a *career path* no later than 7th grade, and **all children/adults** will be credentialed through a national/international *job certification system*.

When the *School-to-Work Opportunities Act* sunset October 1, 2001, the *seed money* vanished but the goals remained. STWOA law stated that federal 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]

Previously published in 1996 and 1997, Joe Esposito's *Tangled Web* documents School-to-Work and related activities. Esposito's cumulative report identifies forces behind the STW upheavals and exposes reform deceptions. For this 2004 printing, the appendices is expanded to show how changes have spread. *Tangled Web* is important reading for those seeking to restore excellence in U.S. education—excellence that is being removed by federal intrusions into the public school system.

INTRODUCTION

“O what a tangled web we weave,
When first we practise to deceive!”

—Sir Walter Scott (1771-1832) in *“Marmion, A Tale of Flodden Field”* 1808

In 1990 Congress passed Public Law 101-392, the Carl Perkins Vocational and Applied Technology Education Act Amendments of 1990. This law and others are being misrepresented to the public as primarily a means to facilitate the preparation of high school students for jobs. In reality they are being used to radically transform both education and “the workforce” in the United States — in other words, to overturn America’s existing social order which is based on individual freedom and familial responsibility. These laws have now culminated in what is commonly called “School-to-Work.”

Serving on Governor Frank Keating’s Oklahoma School-to-Work (STW) Executive Council (which was assigned to oversee the implementation of STW in Oklahoma) alerted me to the extent of activities related to STW. To obtain enough of the puzzle pieces to see what is happening with education restructuring and workforce development here in America, I have spent twelve months researching documents on STW. The result of my research is this collection of excerpts from documents, by which I intend to show:

1. The interlocking relationship between the National Center on Education and the Economy (NCEE), which produced *America’s Choice: High Skills or Low Wages*, the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS), the National Skill Standards Board (NSSB), Achieve, the New Standards Governing Board, The Center for Learning and Competitiveness, and National Board for Professional Teaching Standards;
2. The ideas, terminology, and goals which are common to the above organizations and education and business associations;
3. The deception and arrogance of the promoters of “School-to-Work”;
4. The planned national control of all facets and types of education and the “workforce.” The “workforce” is, let us not forget, composed of individuals, your children and mine, who should be free to plan their own careers and occupations. They should not be considered human chattel or raw material to be molded and controlled by, and for the benefit of, a partnership of governmental bureaucrats, educationists, and major industry and organized labor.

What is School-to-Work? How is it being implemented? What will be its effects?

STW is an essential party of a total restructuring of education and the “workforce” in America by Vocational-Technical Educators. Its intent is to bring the United States into conformity with the European system of government control. This transformation is being accomplished through the Secretary’s Commission on Achieving Necessary Skills (SCANS) produced by the U.S. Department of Labor. SCANS incorporates Total Quality Management (TQM), a concept defined and process designed by W. Edwards Deming, J.M. Juran, and Philip Crosby — all of whom are engaged in social engineering. In a new book, *The Witch Doctors: Making Sense of the Management Gurus*, the authors say, “...wherever one looks, management theorists are laying down the law, reshaping institutions, refashioning the language, and, above all, reorganizing people’s lives.” TQM is a program which intentionally changes personal values to conform to those of management or government. TQM is incorporated in *America’s Choice: High Skills or Low Wages* from the National Center on Education and the economy (NCEE) of which Mark Tucker, Hillary Rodham Clinton, Ira Magaziner, et al, are board members.

Will you or your children be tracked into a U.S. Department of Labor’s Task ID#: 8091631? Look at this example of a Task Skill from the U.S. Department of Labor...(The acronym for all this is **SCANS**, see [Appendix I](#))

Document: *SCANS – Skills and Tasks for Jobs — A SCANS Report for America 2000, the Secretary’s Commission on Achieving Necessary Skills*, U.S. Department of Labor (April 1992)

Job: Farmer — Handle manure (e.g., cleaning the barn and spreading manure on fields). To perform this task, one farmer sets the spreader in place (farmhand A). The other farmer, using a tractor with loader, fills the spreader (farmhand B). Then the first farmer spreads the manure on the field. Once the manure is spread, both farmers use hand scrapers and shovels to clean areas missed by the tractor. Task ID#: 8091631 (p. 3-197) [See [Appendix II](#)]

This task ID#: 8091631 is one of several that was used as an illustration in Tasks for Jobs. The above task, as all tasks, will be rated in descending order of importance, which indicates how minutely jobs will be analyzed, standardized and controlled.

Rating	Definition	
1	Not Critical	
2	Somewhat Critical	
3	Moderately Critical	
4	Highly Critical	(from <i>SCANS – Skills and Tasks for Jobs</i> , p. 1-6)
5	Extremely Critical	

The **preceeding** is an example of Total Quality Management (TQM). [See Appendix II]

According to SCANS, and comments from the chairman of SCANS, it appears that the Departments of Labor and Education plan to require **all Americans** in the future to go through only government schools to get only government-controlled jobs in a government controlled economy.

Deborah Whetzel reported that according to William E. Brock, the chair of SCANS, the end product “**must** include the publication of necessary functional and enabling skills which society **must** provide to every child in this country by the **age 16**. Our mission, once these are enumerated, must be to bring the progressive forces of this country to bear on those changes in public education which would allow us to meet the stated objective. **Every school would be affected, every child would be affected, every workplace would be affected.**”

[Emphasis added.] —Deborah Whetzel, *The Secretary of Labor’s Commission on Achieving Necessary Skills, ERIC Clearinghouse on Assessment and Evaluation* (Faxed from national STW office, February 13, 1996)

How did America come this far into government control of our schools and occupations? The following will not be “the rest of this story,” but PART of the documentation that traces the restructuring of American education and the American workforce. Goals 2000 and School-to-Work are here; they are being implemented all over America. Here in Oklahoma we are in the first year of the five-year implementation plan. As you read, notice how often you encounter these terms: connecting activities, outcomes, high performance, School-to-Work, partnerships, continuous improvement, rollout, strategies, stakeholders, benchmarking, performance measurement, gender equity coordinator, all students, Goals 2000, qualified workers, seamless education, SCANS, life long learning, career portfolios, blueprint for systemic change, plan of study, statewide articulation, total quality workplace, higher order thinking skills, one-stop career centers, career passports, and world class standards.

Are you thoroughly confused by all these terms? In this author’s opinion that is exactly what the so-called reformers want. They have decided to nationalize and standardize the whole educational and workforce system. The new terms, which change frequently, serve to camouflage their activities and confuse the general public. The methodological heart of the reform is Total Quality Management (TQM). The Trojan horse which delivers this restructuring is SCANS (the Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor). [See Appendix III through VI]

Do Americans agree with these social engineers that it takes a village (the government) to raise, educate, and provide jobs for our children?

SEQUENCE OF EVENTS

*A cumulative report incorporating excerpts
from original documents concerning School-to-Work
Also called Community Careers or Partners for Quality Learning*

We will begin our time line in 1987. Note the roles of Vocational Technical Education and Wisconsin's Governor Tommy Thompson, who participated in the conference described below, and remained involved through 1996, and David M. Zach, who also appeared at the 1992 National Vocational Convention.

1987

Document: *The Future of Working Wisconsin*, Proceedings from "The Future of Working Wisconsin" Conference, February 24-26, 1987, Milwaukee, Wisconsin, Gabrielle Banick Wacker (Editor, Robert P. Sorensen (Wisconsin Board of Vocational, Technical and Adult Education), Merle E. Strong (Vocational Studies Center, University of Wisconsin-Madison). This project was funded under Wisconsin Board of Vocational, Technical and Adult Education Activity #20-002-150-407.

Preface: In planning for the future workforce, and in celebration of the VTAE's system 75th anniversary, the Wisconsin Board of Vocational, Technical and Adult Education (VTAE) enlisted the Vocational Studies Center to implement "The Future of Working Wisconsin" project. (p. vii)

Preface: **Governor [Tommy] Thompson** should be recognized for not only supporting this activity very early in his term, but for his attendance and participation in the conference. More than 800 national, state, and local leaders from business, industry, agriculture, government, labor and education came together to consider the needs of the workforce in the 21st century. [Emphasis added] (p. vii) [The Table of Contents lists a speech by Governor Thompson titled "The Governor's Address on the Future of Working Wisconsin."]

Future Demographic and Social Trends, by **David M. Zach** [Biographical Note:] Zach was corporate information specialist with Northwestern Mutual Life Insurance Company and is currently doing futures research and public speaking with his company, Innovative Futures, Milwaukee, Wisconsin. [Emphasis added] (p. 28, 35)

The following document began the restructuring of Oklahoma's education.

Document: *Task Force 2000: Creating Twenty-First Century Schools; Oklahoma's Public Education: A Blueprint for Excellence* (Oklahoma City: n.p., November 1989).

Ex Officio: Dr. Hans Brisch (Chancellor, Oklahoma State Regents for Higher Education), Sandy Garrett (Secretary of Education), Gerald Hoeltzel (Superintendent of Public Instruction), Dr. Roy Peters (Director, Vocational & Technical Education)—*Title page*

Dr. Brisch, Sandy Garrett and Dr. Roy Peters served on Task Force 2000 in 1989 and also served on the STW Executive Council to implement STW in 1996.

Goals: In the year 2000 Oklahoma's public school system will be recognized as one of the most outstanding systems in the world. This recognition will come from the accomplishments of our students as reflected in graduation rates, test scores and the performance of our graduates as world class students and workers...develop graduates who: ... (2) can think critically and integrate ideas; (3) have the motivation for lifelong learning... Where Americans in general and Oklahomans specifically could, in past years, rely on hard work and dedication, a higher order of skills is now required... Consideration should be given to reducing the maximum age for compulsory attendance to 16. (p. 2-3, 39)

The Carl Perkins Act integrated academic and vocational education. It set in place the structure for STW and targeted "at risk" groups for vocational education. The May 1994 STW legislation extended to all students, not just vocational education students.

Document: *Public Law 101-392, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990*, 25 September 1990.

The next document examines the Soviet Union's system of applied academics and vocational education. It seems that this type of Polytechnical Education is being applied to all of America.

Document: *Polytechnical Education: A Step*, Robert H. Beck, University of Minnesota, National Center for Research in Vocational Education (NCRVE), University of California, Berkeley. Supported by the Office of Vocational and Adult Education, U.S. Department of Education, Septem-

ber 1990, MDS-021. Act under which Funds Administered: *Carl D. Perkins Vocational Education Act P.L. 98-5524*. Percent of Total Grant Financed by Federal Money: 100%. Dollar Amount of Federal Funds for Grant: \$4,000,000.

By contrast, the goal that motivates us in this and succeeding essays is to **achieve an interaction between the academic and the vocational**, the product of which is a general education persuasively stronger than what currently exists. This essay is a step toward that end. [Emphasis added] (p. 1)

The Soviet Union, and countries closely allied with the USSR have developed a curriculum known as polytechnical education. It is one of the leading efforts to establish a school in which there is what in English writing on education is termed “parity of esteem” of vocational and academic preparation. Soviet polytechnical education is **rooted in the Marxist-Leninist ideology**, which remains a powerful influence despite a move toward an economy responsive to the market...The question is, would an American adaptation of polytechnical education assist in seeing general education in a new light? We think it would...If the concept of production is extended to include the scientific and technical basis of so much of modern civilization, polytechnical education can be useful in restructuring general education as we know it. [Emphasis added] (p. 1, 12)

Beck then quotes from a draft of the *Russian Communist Party Program* for March-June 1919. (p. 116-117)

- (1) Implementation of free **and compulsory** general and polytechnical... education for all children of both genders to **sixteen years**. [Emphasis added]
- (2) Realization of a close connection between instruction and social production labor. (p. 12)

It appears as though leaders are also restructuring our government: Several reports from Vice President Al Gore were written to accompany the *Report of the National Performance Review*. They indicate the involvement of multiple departments of the government:

- (1) *Creating Government That Works Better & Costs Less: Transforming Organizational Structures,*
- (2) *Creating Government That Works Better & Costs Less: Department of Education,*
- (3) *Creating Government That Works Better & Costs Less: Department of Defense.*

Available from the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, D.C. 20402-9328, ISBN 0-16-042015-6.

The following document illustrates that our government will now begin using TQM and wants all Americans to do so, also. (Note: this process changes personal values.)

Document: *Government as a High Performance Employer — A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills, n.d. (U.S. Department of Labor, 200 Constitution Ave., N.W., Washington E.C. 20210).

In recent years, much attention has been given to efforts in the private sector to create high performance work organizations through the implementation of **Total Quality Management [TQM]**, **Total Quality Control**, **Continuous Improvement**, and other management and work process techniques. Books and articles about high performance success stories at companies such as Xerox, Motorola, IBM, and Federal Express are commonplace. Unfortunately similar attention has not been paid to high performance efforts in the public sector. When it comes to discussions about high performance organizations, the public sector is often ignored for several reasons...

Yet, as the single largest employer in the nation with **18.3 million employees in 1991**, it is vital that more attention be paid to efforts of Federal, state, local government organizations to develop and implement models of **high performance**.

It is clearly stated in this document that SCANS advocates TQM not only for our government but also for all American society. Remember: TQM changes personal values.

The Secretary's Commission on Achieving Necessary Skills (SCANS) represents an important step in the movement towards high performance. In its first report, *What Work Requires of Schools*, the Commission identified a generic set of skills that workers need to succeed in a **high performance** workplace... [Emphasis added] (p. 1) [See Appendix III]

The concept of high performance is not easy to define. A number of people — most notably **W. Edwards Deming**, **J.M. Juran**, and **Philip Crosby** — have spent most of their lives exploring this intricate concept...as it pertains to government [high performance] is defined as a comprehensive, customer-driven system that aligns all of the activities in an organization with the common focus of customer satisfaction through continuous improvement in the quality of goods and services. [Emphasis added] (p. 2)

In the following document, note the use of the same phrases found in other documents.

Document: *FY92-F94 Oklahoma State Plan For the Expenditure of Funds Received Under the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990: Classrooms of the Future, Oklahoma Department of Vocational and Technical Education, Oklahoma State Board of Vocational and Technical Education.*

Goal: To increasingly incorporate basic and higher-order current and future workplace competencies Objectives: 1: During the scope of this State Plan, related academic and workplace skills will be addressed in all newly developed or revised instructional materials for which it is appropriate. Related academic and workplace skills components to be integrated into the instructional materials will include the following: Symbols (icons) will be used to identify related academic and workplace skills reinforced in the activity sheets, assignments sheets, and job sheets. Related academic and workplace categories will include reading, writing, mathematics, science, social studies, oral communication, **interpersonal or relating skills, creative thinking/problem-solving, and employability skills.** [Emphasis added] (p. 73)

The following is a brochure designed to help education teachers implement the new education restructuring.

Document: *Results in Class!* (September 1992) Vol. 22, No. 1, Oklahoma State Department of Education.

This publication is dedicated to the implementation of the Oklahoma Education Reform and Funding Act of 1990. [published by] Oklahoma State Department of Education, Sandy Garrett, State Superintendent of Public Instruction.

Learner vs. Exit Outcomes: Remember: OBE is about what students know, what they **can do** and **what they are like**. The Oklahoma Learner Outcomes list the “**know**” and “**do**” parts of the equation. Exit outcomes tell us what students **should be like**.

The same words used by Sandy Garrett in 1992 are used by Bret Lovejoy in 1996. See: “Let’s Make Some History,” Bret Lovejoy, AVA Executive Director, *Vocational Educational Journal* (May 1996, p. 8). “The redesign of education must focus on what students need to **know and — this is the key — be able to do** when they leave formal schooling.”

Earlier this year the U.S. Department of Labor issued its **SCANS’** (the Secretary’s Commission on Achieving Necessary Skills) report on the characteristics high school graduates of the coming years will need to exhibit if they are to do well in college or the workplace.

“SCANS” isolated the very same characteristics often cited as desirable exit outcomes for and OBE education model.

What were the traditional exit outcomes of education before OBE?

Students needed to pass specific classes in specific subject areas, which we assumed would show that they were broadly aware of math, science, language arts and social studies to accumulated a fixed number of units in those subjects.

SCANS’ and OBE say those traditional outcomes aren’t sufficient for a world where computers are as numerous as people and Japanese workers build better gadgets. [Emphasis added] (See Appendix II)

The *Vocational Education Journal* announced the importance of SCANS and the role vocational technical education will play in restructuring American education:

Document: *Vocational Education Journal* (September 1992). Vol. 67 No. 6. (Page 4 indicates the theme of the upcoming October edition will be Restructuring America’s Schools.) “President’s Perspective...A Window of Opportunity,” *Harvey Link, American Vocational Association President.*

The president of AVA, Harvey Link, tells us about SCANS and Vocational Education’s role in the restructuring education...

It has become clear to both employers and employees that education should be a life-long process...Current initiatives are encouraging increased integration of vocational and academic education in innovative ways...National Education Goal No. 5, which emphasizes the need for Americans to “possess the knowledge and skills necessary”...The most recent **SCANS** report, *Learning a Living: A Blueprint for High Performance.*

(For definition of “High Performance” see page 18, Exhibit D, of the above SCANS report, “Deming’s 14 points toward Quality” which states, “For many people, the 14 points proposed by Deming define high performance.” Notice: this is Total Quality Management (TQM).

In a later column I will expand on the **SCANS** foundation skills and workplace competencies, but for now I simply wish to draw your attention to the highly visible role that vocational education has in the **SCANS** “blueprint.”... Does this mean that we continue to do business as usual within our areas? Certainly not. It does mean, however, that there is an opportunity for members of the vocational community to provide leadership. At a recent state vocational conference I attended, a state director for vocational education said that the time has come for us to “lead,

follow or get out of the way.” Maintaining the status quo is not an option.

Vocational-technical education is at a critical junction. **As educational philosophies shift**, it behooves us to step forward at the local, state and national levels and share our expertise, which often goes unrecognized.

There are only occasional windows of opportunity when the entire educational system is open to major change. I believe we are at one of those rare windows now. And our actions today may well influence education for years to come. [Emphasis added.] (p. 8)

The next page begins an announcement of the American Vocational Association Annual Convention at St. Louis, December 4-8, 1992. (Note: David Zach (from 1987, Wisconsin) and Marc Tucker (from NCEE) are on the agenda. (*VocEd J*, Sept.)

Vocational Education Preparing A World-Class Workforce.

Celebrated speakers on fascinating topics: **U.S. Rep. Richard Gephardt, David Zach**, futurist, on owning the future. [*Remember Zach, 1987, Wisconsin — Ed.*]. **Marc Tucker, president of the National Center on Education and the Economy, on *America's Choice: High Skills or Low Wages*** [Emphasis added]

More than 800 programs on issues important to you: integrating vocational education and academics, creating business education partnerships, marketing vocational programs, attracting men and women to non-traditional fields.

Workshop 1 — The **1990 Perkins Act: Implementation of the Final Regulations and Avoiding Audit Exposure** [Emphasis added]

The October issue of *Vocational Education Journal* was the **Flagship** presenting Education and Workforce Restructuring in America. The illustration on the front cover is a miniature school building with a hammer, screwdriver, level and a can of tools, and some tacks, screws, and nails.

Document: *Vocational Education Journal* (October 1992), Vol. 67, No 7.

Restructuring Education, *Leaders Who Shape National Opinion Speak Out on voc Ed's Role, *A Guide to Major Reform Ideas.
FRONT COVER

TABLE OF CONTENTS:

Page 20—A vision for Education: Former U.S. Secretary of Labor William E. Brock calls for high-performance schools to prepare students for a global marketplace.

Page 23—The Voices of Change: Leaders in education, business and government share their views on education reform and the role of vocational education in bringing it about.

Page 28—Roots of Reform: Tracing the evolution of workforce education, from *A Nation at Risk* to SCANS, *Vocational Education Weekly* editor Dale Hudelson gives a history of three major proposals that urge schools to prepare kids for the workplace.

Page 30—Workforce Education Reform: An at-a-glance look at the five major national reform proposals: their backers, recommendations and action to date.

Page 32—Education in a Fix: For every major problem American schools face, there is a reformer with a proposal to fix it. Respected author and educator Herbert Kohl outlines the many private-sector initiatives that aim to change the way schools do business.

In a personal note from the president of AVA, Harvey Link gives a preview of the schedule for St. Louis...

PRESIDENTS PERSPECTIVE: Meet Us in St. Louis

AVA designed this year's convention to help prepare **world-class** educators to aid our nation in building a world-class workforce. Here is your opportunity to access the information, resources and special insights necessary to help you do your part... leadership development, tech prep, integrating vocational education and academics, Perkins issues and workforce readiness. In other sessions, **David Zach**, a futurist and president of Innovative Futures, and **Marc Tucker**, president of the National Center on Education and the Economy [NCEE], will offer their predictions for education in the coming years...you'll find numerous presentations relating to tech prep and its implementation, applied academics and workforce readiness...join me and 6,000 vocational-technical educators in St. Louis...Individually we have only limited power, but together we have the influence and ability to assist our nation in the goal of "preparing a world-class workforce." [Emphasis added] (*VocEd J*, Oct., p. 8)

An ad by Educational Technologies Inc. offers special services. (Notice: SCANS has no public legal mandates; no legislation has authorized it.)

Implementing mandates of **SCANS**, **PERKINS**, **AMERICA 2000**, **WORKFORCE 2000** [Emphasis added] (*VocEd J*, Oct., p. 12)

IN WASHINGTON: Final Perkins Act Regulations Released

The final regulations clear up a number of questions. They

represent a “major victory for vocational education,” according to Bret Lovejoy, AVA assistant executive director for government relations. For example, the final regs [sic] require only that “particular projects, services and activities receive federal funds” must be evaluated annually. The proposed regulations **had** required that all vocational education programs be evaluated every year. [Emphasis added] (*VocEd J.* Oct., p. 15)

RESTRUCTURING EDUCATION:

A Vision For Education

SCANS chairman William E. Brock sees the need for major education restructuring... “The **SCANS** competencies should be woven into every subject in every classroom so students will apply their knowledge and engage in problem solving... Once we move toward high-performance [*SCANS definition for “high performance” is TQM —Ed.*] schools, it will be crucial to make education, training and work experience more of a seamless process of lifetime learning.” [Emphasis added] (*VocEd J.* Oct., p. 20-22)

“Vocational Education in the Lead, Voices of Change: From American Opinion Molders: How to Turn Proposals into Change”

Bruce Gray, Superintendent, Francis Tuttle Vocational Technical Center, Oklahoma City, **Oklahoma**: “Vocational educators... should lead by example: risk making some major changes; build networks of collaboration... realize that the role of **change agent** and leader is sometimes painful.” [Emphasis added] (*VocEd J.* Oct., p. 23)

Joseph E. Lutjeharms, **Nebraska** Commissioner of Education: “Vocational education should take a leadership role in the identification and validation of **national standards**... [and] development of assessment programs.” [Emphasis added] (*VocEd J.* Oct., p. 24)

Pascal D. Forgione, State Superintendent, **Delaware** Department of Public Instruction: “Reform of workforce education must begin with the establishment of clear content and performance standards... These standards must be based on mastery... To establish a degree of quality that is comparable to the best student work in other nations means taking seriously the challenge of the Perkins Act to **integrate vocational and academic studies**.” [Emphasis added] (*VocEd J.* Oct., p. 24)

Peter McWalters, Commissioner, **Rhode Island** Department of Education: “School systems are being asked to restructure with a view toward providing career and technical education in which students would demonstrate specific competencies leading to a

“Certificate of Initial Mastery.” [Emphasis added] (*VocEd J*, Oct., p. 24)

Ray D. Ryan, Executive Director, Center on Education and Training for Employment, **Ohio** State University: “Centralizing employment information in career centers in local schools and enhancing career guidance programs would help...create a **full partnership** between employers and educators in preparing individuals for the workforce.” [Emphasis added] (*VocEd J*, Oct., p. 25)

William D. Ford, Chairman, Committee on Education and Labor, U.S. House of Representatives: **Tech prep** is the wave of the future...I am extremely proud to have been the sponsor of the tech prep provisions that were included in the Carl Perkins amendments of 1990. “Getting Behind Tech Prep,” [Emphasis added] (*VocEd J*, Oct., p. 26)

Gordon I. Swanson, Professor of Agriculture, University of **Minnesota**: “The Manpower Development and Training Act in 1961, Comprehensive Employment and Training Act in 1973 and Job Training and Partnership Act of 1983 were a series of annually amended trial-and-error Band-Aids applied by a seemingly frustrated Congress. Although reauthorized five times since the early 60s, federal allocations to vocational education have declined steadily (in constant 1980 dollars) and even more rapidly as proportion to total education expenditures. Worse, each of the five reauthorizations have demanded stringent federal regulations that stigmatized vocational students by separating them, often by forced tracking, from the mainstream. “Misguided Reform,” [Emphasis added] (*VocEd J*, Oct., p. 26)

Keith Geiger, President, **National** Education Association: “The necessary integration of academic and vocational curricula will come about only when teachers are granted the authority to take risks, shatter the status quo and scuttle entrenched orthodoxies.” [Emphasis added] “Integrating Vocational and Academic Instruction,” (*VocEd J*, Oct., p. 27)

Judith A. Billings, **Washington** Superintendent of Public Instruction: “Reform and Funding is recommending Certificates of Mastery to replace the high school diploma; that every student have an individual career plan; use of career paths; heavy emphasis on guidance and counseling; and moving to competency-based curriculum in place of Carnegie Units.” [Emphasis added] (*VocEd J*, Oct., p. 27)

William Kolberg, President, **National** Alliance of Business: “Specifically our nation’s economic success depends on the ability of

each state and local community to build, using available funds, a single, integrated human resource system out of the current maze of federal and state job training and education programs.

“For the time being, federal government efforts are directed toward those with the greatest education and training needs—the poor, the unemployed and those dependent on welfare. In the long run, however, the new system should seek to deliver education and training services to mainstream America, from early childhood through adulthood.” [Emphasis added] (*VocEd J*, Oct., p. 27)

Stephen Denby, Executive Director, **National Vocational Industrial Clubs of America**: “Solutions include: lengthening the school day, eliminating half-day bussing to area schools and moving academic subjects to vocational education setting, alternating technical and academic programs weekly, integrating academics and vocational education; promoting year-round schooling and developing an articulated program of studies that utilize both high schools and two-year colleges. The most efficient engine for sustained reform is at the state Capitol. **SCANS** completed its mission without specifying how to deliver the skills they want, but we know how and we are delivering those skills effectively **through the VSOs**. Education reform should recognize this fact and invest in support of these programs.” [Emphasis added] (*VocEd J*, Oct., p. 27, 68)

ROOTS OF REFORM: Tracing the Path of “Workforce Education,” *Dale Hudelson*

Beginning in 1986, under the chairmanship of **Bill Clinton** of Arkansas, the governors initiated a series of annual reports on education topics. By 1988, with **Clinton as lead governor on education issues**, the NGA began to focus on the concept of an annual, nation report card assessing the progress of education in a few key areas in which the states could be compared...The *America’s Choice* report outlined a detailed plan for reform of our system of workforce preparation. At about the same time, a number of studies were published about the advantages of the **European** system of school-to-work transition, including apprenticeship programs — in particular the **German dual system**.

In June 1991 the (Labor) Secretary’s Commission on Achieving Necessary Skills (**SCANS**) took a major step in implementing one of the *America’s Choice* recommendations. It defined what work-readiness skills schools should be required to teach and test before awarding a **certificate of initial mastery**, which would amount to a **job ticket** for graduates. [Emphasis added]

(For Certificate of Initial Mastery, see Appendix XVIII and Aldo Bernardo, *OCPA Policy Analysis* (p. 31) and Bruce Willingham, "Meet Two Parents From A School-To-Work 'Pilot' School," *Three Rivers Sentinel* (29 May 1996))

All businesses would have to recognize that such a certificate meant its holder possessed skills necessary to begin work. By 1992 the national focus had turned to development of voluntary, national industry skill standards for each occupation and trade. The National Advisory Commission on Work-Based Learning, working to carry out the other recommendations of the *America's Choice* report urged the Departments of Labor and Education to research and demonstrate how the development of such skill standards could be encouraged. Both departments consider **skill standards to be the keystone in a new national system of regulation and certification** of occupational education. Most recently, President Bush proposed to reorganize the entire vocational education/job training process. His Job Training initiative adopted another recommendation of the *America's Choice* report: Skill Centers — a central point and a one-stop source of help, counseling and referral.

A key element of the new system would be the Private Industry Councils, representing local business, which would certify all job training providers.

The role of vocational education in school-to-work reform seems clear, at least in the short run, although many of the workforce education groups have not defined it on paper. Infusion of academic course material into vocational curricula, as mandated by the new Perkins Act, is moving forward along with adoption of new "applied academic" curricula...What is needed now is a **great national debate** on the design of an ideal nation system of school-to-work transition. [Emphasis added] (*VocEd J*, Oct., p. 28, 29, 69)

There has been no "national debate" on STW; it is all being implemented without public knowledge, much less debate! See comments in "The Bottom Line," page 44.

WORKFORCE EDUCATION REFORM:

America's Choice: High Skills or Low Wages (1990) Report of the National Center on Education and the Economy's Commission on the Skills of the American Workforce. A bipartisan panel of leaders from business, labor, education and government.

Major Recommendations:

A **national** educational performance standard — established

nationally and benchmarked to the highest in the world — should be set for **all students age 16** and older. Students who demonstrate readiness for work or specialized skill training through a series of performance based assessments should be awarded the **Certificate of Mastery**, which would qualify students to choose among going to work, entering a college preparatory program or studying for a Technical and Professional Certificate. **Businesses nationwide would recognize the Certificate of Initial Mastery.**

States should take responsibility for assuring that **all students** achieve this **Certificate of Initial Mastery**. Through local Employment and Training Boards the states — with federal assistance — should create and fund alternative learning schools for those who cannot attain the Certificate of Initial Mastery in regular schools.

A comprehensive system of technical and professional certificates and associate's degrees demonstrating mastery of a craft, trade or career skill should be created for students and adult workers who do not pursue a bachelor's degree. A student could earn the entry-level occupation specific certificate after completing a two to four year program of combined work and study.

All employers should be given incentives and assistance to invest in the education and training of their workers and to pursue high productivity forms of work organization. **A tax equal to 1 percent of pay roll would support training and upgrading.** [Emphasis added] (*VocEd J.* Oct., p. 30)

ACTION TO DATE

SCANS

U.S. Department of Labor formed the Secretary's Commission on Achieving National Skills, which defined **three "foundation" skills and five "competencies"** needed by all students for today's high performance workplace [*"high-performance" = TQM by W.E. Deming, J.M. Juran, and Philip Crosby -Ed.*] Recommended that the teaching of these competencies be infused into the curriculum from **kindergarten through graduation**. Suggested that teaching these **"SCANS skills" would require totally different teaching methods and the necessity to reinvent schools.** [Emphasis added] (*VocEd J.* Oct., p. 30)

National Advisory Commission on Work-Based Learning

This permanent advisory panel is continuing to make

recommendations on how to develop skill standards and how to encourage adoption of high performance [TQM, Deming – Ed.] work organizations. Following those recommendations, the Departments of Labor and Education are preparing to award demonstration grants on how to develop national, voluntary skill standards for individual industries. [Emphasis added] (*VocEd J*, Oct., p. 30)

The Tulsa Chamber of Commerce, Tulsa, Oklahoma, would like to sell everyone on its program of Craftsmanship 2000 as being only what STW is all about. Their program seems to be only a small part of the restructuring, but let's look at where this program originates.

Job Training 2000

President Bush's Job Training 2000 initiative contains many concepts from the *America's Choice* report. (*VocEd J*, Oct., p. 30)

Legislation

In addition, legislation to implement the recommendations of the *America's Choice* report has been introduced by Senator Ted Kennedy (D-Mas) (S. 1790) and House Majority Leader Dick Gephardt (D-Mo) (H.R. 3470). (*VocEd J*, Oct., p. 30)

1993

The Mastery Learning/OBE/STW-TQM Connection: it's all the same! Mastery Learning preceded Outcomes-Based Education (OBE, (STW/TQM) Total Quality Management which is (SCANS) Secretary's Commission on Achieving Necessary Skills, from the U.S. Department of Labor, 1992.

We've been assured that "School-to-Work" is merely to help high school students make the transition from school to work. It should be obvious by now that this is actually the extension of a long process of social engineering. Following are excerpts from a published interview.

Document: *Outcomes* (Fall 1993) Vol. 12, No. 3, Contents: Responding to Religious Opposition to O.B.E., Ken Hazelip (p. 23) [Ken Hazelip is Managing Editor of *Outcomes*, and Director of the Nexus Group. Ken was interviewed by Jim Block, Executive Editor of *Outcomes*.]

Jim: As you know the Network, the National Center for Outcome-Based Education and the Center for Outcome-Based Education have joined together to form the Partners for Quality Learning [PQL]. Do you believe the Network and these other groups are bowing to the religious right in forming this partnership?

Ken: ...It is a politically astute move to make the name change, but, at the same time a name change should signal a change in purpose of product [children are products!, Ed.]. ...I have sensed, talking with some of the directors, that there has been a shift in focus from **defining outcomes**, to putting the system in place that **delivers outcomes**. All movements evolve.

Jim: To stay on this point about labels, this movement, this idea set, has made several choices of labels. At one time it was called Mastery Learning, another Outcome-Based Education, and now Partners for Quality Learning. Yet much of what has driven that movement under the OBE label has not changed from Mastery Learning [sic] and what has changed still comes from the research done under the Mastery Learning rubric. Will this new Quality Learning label stimulate a better idea base than the old label OBE?

Ken: I doubt it. The power of our movement still derives from the original Mastery Learning ideas. What we are doing today is shifting our orientation to the concepts and applying them more consistently.

Jim: When we were a Mastery Learning movement, we were concerned with schools and classrooms. When we were an outcomes movement, we were concerned with schools and school districts. As we move to quality, we start to see linkages between school and the workplace. Do you think that is a healthy linkage?

Ken: It could be depending on the workplace model.

Jim: So what we are in is the business of doing is [sic] just generating **little workers?**...

Jim: So what you're saying is that industry is reworking its workplace, and education will have to look to industry for models for changes it should make?

Ken: We should be leading them, but we are not.

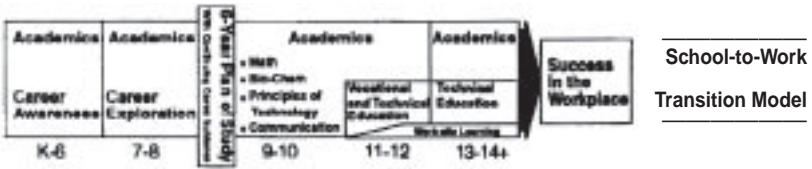
Jim: Is it that people within the Mastery or the Outcome movement can go so far, or do we need a swift kick from the outside?

Ken: ...I would rather we did not need so many detours, but if **Deming gets us closer to better schools, then we "do" Deming ... If Deming presents an idea without the research prejudice baggage attached, I will start with Deming and end up teaching the group about research.** [Emphasis added]

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994, Public Law 103-238, Passed May 4, 1994.

Document: *Expressions! Of Oklahoma Vocational and Technical Education* (May 1994) Vol. 25, No. 3.

Oklahoma’s Vocational and Technical Education four-page newsletter published a full-blown School-to-Work Transition Model on the front page. Question: How did Vo-Tech have a completed model of a law which has just been enacted?



Notice below the introduction of SCANS is in the funding for VoTech.

Document: *FY95-96 Oklahoma State Plan for the Expenditure of Funds Received Under The Carl D. Perkins, Vocational and Applied Technology Education Act, Amendments of 1990*, Oklahoma State Board of Vocational and Technical Education.

Sec. 116(a)(10) — Basic and higher order current and future **workplace competencies** which will reflect the hiring needs of employers.

An **external environmental analysis** was performed by the Research Division as a basis for Strategic Plan for the Vocational Education System in Oklahoma (See Appendix M)...The study indicated that the future workplace will be a “high performance” one...The results of this study indicate that employees in the future whould be able to productively use the following competencies: *[The following information was the 5 Competencies and 3 Foundation Skills from the SCANS documents. –Ed.]* [Emphasis added] (p. 66) [See Appendix III]

Bibliography: *What Work Requires of Schools: A SCANS Report for America 2000* (June, 1991), The Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. (p. 115)

Following are some findings from Appendix M mentioned above (from *FY95-96 Oklahoma State Plan*).

Document: Appendix M, *External Environmental Analysis*, Research Division, Oklahoma Dept. of Vocational and Technical Education, 12 March 1993.

Executive Summary: ...This report identifies five trends...(2) tomorrow's high performance workplace [TQM] (3) the education reform movement [TQM]...(5) reinventing government. [TQM]... Tomorrow's high performance workplace will be characterized by...organizations [which] will be committed to excellence, product quality, and customer service...The thesis of the reform movement is to prepare students for the world of work as well as college. Skills to meet the demands of the high performance workplace will be acquired through the educational system. (p. M-2)

The five major reform movements summarized are "*America's Choice: High Skills or Low Wages*," "*Connecting School and Employment*," "*America 2000 — Excellence in Education*," "*National Education Goals*," and "*Job Training 2000*." (p. M-3)

Trend Two: Tomorrow's High Performance Workplace. ...High performance workplace employees will be able to productively use the following competencies:

Resources — allocating time, money, materials, space, and staff;

Interpersonal Skills — working in teams, teaching others, serving customers, leading negotiating, and working well with people from culturally diverse background;

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; and Technology — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

High performance workplace employees will have the following foundation skills:

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, reasoning; and

Personal Qualities — individual responsibility, self-esteem, sociability, selfmanagement, and integrity. (p. M-6, M-7)

The above is taken directly from **SCANS!** (See Appendix III, SCANS Competencies & Foundation Skills)

Reinventing Government: ...Examples...are lauded in the popular *Reinventing Government* by Gaebler and Osborne and being echoed by Oklahoma Governor David Walters and the recently elected President Bill Clinton. (p. M-10, M-11)

Osborne was one of the presenters at the "21st Century Workforce Development Conference," Chicago, December 3-4, 1996. According to *Techniques* (Nov./Dec. 1996, p. 32) "The Chicago forum was a crucial step in the advancement of the framework" of voluntary national standards.

Appendix B: Workplace and Employment Trends... Characteristics of today's and tomorrow's workplace: Traditional Model (vs) High Performance Model...

The footnote on this page indicates their source for this information:

What Work Requires of Schools: A SCANS Report for America 2000 (1991). (p. M-16)

Appendix C: Education Trends...Only 15 percent of the jobs of the future will require a college diploma...**Centralized control of curriculum, teacher training, and achievement standards** will continue. (p. M-19, M-20)

The following is from a loose leaf notebook presented to teachers attending the Oklahoma Vocational and Technical Education Summer Conference, August 2-5, 1994, held at the Tulsa Civic Center, SCANS information was included in the notebook.

Document: *Discover the Magic in School-to-Work*

The following toolkit based on SCANS helps the states implement STW.

Document: *The School-to-Work Toolkit: Building a Statewide System Issues and Examples from Leading States Across America*, written by Jobs for the Future (November 1994), [Order *Building A Statewide System Toolkit* for \$150 or *Building a Local Program Toolkit* for \$191, 617-742-5995]

Jobs for the Future (JFF) is a national nonprofit organization that focuses on the changing nature of work in America and how current and future workers are prepared for it. JFF connects practical experience at the program level with **policymakers at the state and federal levels** to develop new strategies for integrating economic development, workforce development, and learning reform. **We began 11 years ago**, working with the states of **Connecticut and Arkansas** to analyze and better coordinate their policies for economic and human resource development. We then continued this work in **Colorado, Indiana, Mississippi, and Missouri**. [Emphasis added] (*Toolkit*, Preface, p. 3)

Skill Standards:

...assessments should be focused on industries/career areas that are broad enough to serve education goals and prevent narrow, premature specialization.

...At this point in time, states should be extremely careful not to devote too much independent energy and resources to skill standards development. (*Toolkit*, p. 15). A May 1994 conference sponsored by the National Governors' Association, the **National Center on Education and the Economy** [NCEE Marc Tucker —Ed.] and the National Center for Research in Vocational Education... One of the more difficult aspects of standards is their assessment ... (Germany, Denmark, and Australia are just three of many examples where standards already exist.) These standards are readily available, easily translated, and usually prove to be catalytic in helping an industry specific working committee see a clear example of what a comprehensive set of standards can look like. [Emphasis added] (*Toolkit*, p. 16, 17, and 20)

Document #96,

Skills: A Three-Part Foundation: Basic Skills, Thinking Skills, Personal Qualities

Five Competencies: Resources; Interpersonal; Information; Systems; Technology [Emphasis added]

From the SCANS 2000 Report [Emphasis added] (Doc. #96, *Toolkit*, p. 1-2)

Document #100,

Center for Law and Education

“Industry Skill Standards: Their Impact on Students and Workers”

Any process for developing standards must ensure that the standards do not just describe the skills needed to perform specific jobs, or even categories of jobs, as they currently exist. As they currently exist, most jobs do not use high-level skills. *America's Choice: High Skills or Low Wages* documented that. [Emphasis added] (Doc. #100, *Toolkit*, p. 1)

A fact that has received relatively little attention is that, through the 1990 **Carl D. Perkins Vocational and Technical Education Act** amendments, **vocational education has stepped into the forefront** of the move to define and focus on world-class skills. [Emphasis added] (Doc. #100, *Toolkit*, p. 3)

The following is from a glossy, multi-page promotional piece.

Document: *Making Right Choices Together: A Strategic Plan for the Vocational Education System in Oklahoma, 1994.* Oklahoma Department of Vocational

and Technical Education, 94-010602.

This is a program about people. It's about you, and it's about me. It's about people working together to accomplish important goals — goals that stem from a **common set of beliefs, a common vision, and common mission.**

Beliefs: **business and industry are our ultimate customers** and partners as we continuously improve the work force and create high-performance [TQM, Deming] organizations.

Vision: We are a system that develops a world-class workforce.

Goals: Create an environment for continuous quality improvement

...Process of Strategic Planning: Although technical skills are still vital, new "**foundation skills**" must also be taught to every Oklahoma worker. Oklahoma workers need skills in areas such as problem-solving, systems thinking, **total quality management**, listening, team management, customer satisfaction, process and product manufacturing...An external analysis was conducted...Trends were examined on global, national, and state levels...five trends were identified...(2) the high-performance workplace, (3) the educational reform movement, (5) reinventing government. [Emphasis added] (no page numbers)

In 1994, eight states received the initial school-to-work implementation grants: **Kentucky, Maine, Massachusettes, Michigan, New Jersey, New York, Oregon, and Wisconsin** (See Appendix XI). These states' experiences would be used to launch STW in other states, including influencing state boards of education that would serve as a conduit for STW implementation:

"...school-to-work personnel in the eight states who received the initial school-to-work federal implementation grants have already served as excellent resources, themselves, for state boards and other agencies seeking information and assistance. ... Their experiences and progress are being closely monitored by the National School-To-Work Office for the express purpose of guiding and assisting other states. ... Members of each state school-to-work planning committee/commission should be among those who assist in the educational briefings and informational sessions for state boards."

—*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. 19)

The following two documents came from hearings in Washington, D.C. Again we see that STW is not merely a plan for moving high school students into the workplace. It is a total restructuring. It includes a codification of SCANS. What constitutional or moral justification does the Federal government have for defining and planning careers for its citizens?

Document: *Hearings On Training Issues: Hearing Before the Subcommittee on Postsecondary Education, Training and Life Long Learning of the committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session, Hearings held in Washington, D.C., February 6 and 7, 1995 Serial No. 104-24, (Washington: U.S. Government Printing office, 1995), ISBN 0-16-047457-4.*

Testimony of Harry Featherston. Executive Summary: "We urge... the 104th Congress not just to **tinker** with the system, not just to **consolidate** programs, but to be bold, be expansive and yes, to **radically restructure our workforce system...** This will create the good jobs necessary for **everyone to have a career path for life...** Let's make the goal a **life-long learning** system of **continuous skill development** with measurable results." [Emphasis added] (p. 52)

Document: *Hearings On Training Issues: Hearing Before the Subcommittee on Postsecondary Education, Training and Life Long Learning of the committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session, Hearings held in Washington, D.C., March 1, 3, 7, 16, 21 and 23, 1995 Serial No. 104-12, (Washington: U.S. Government Printing office, 1995), ISBN 0-16-147292-X.*

Testimony by **Governor John R. McKernan, Jr.**, Before the Subcommittee On Postsecondary Education, Training and Life-Long Learning, Committee On Economic And Educational Opportunities, March 3, 1995...my role as **Governor of Maine...** chairing the Education Commission of the States...Current chair of Jobs for America's Graduates...immediate past chair of the National Education Goals Panel...We should look ahead to our changing workforce needs and **design a new, comprehensive, innovative** and flexible workforce development system accountable to all the key stakeholders.

Support only Training for High Standards: School, work, and work-related training are the primary settings for learning in society and the settings where standards are used to measure the attainment of competencies. The government should support only training related to either the educational achievement standards or skill and knowledge standards driven by industry and the workplace. Eligible training providers must meet rigorous standards for quality

in program content, job relevance, delivery and administration. Educational enterprises, **at a minimum must incorporate SCANS skills as a foundation.** Programs established without these criteria are rarely of sufficient duration or quality to be effective, if skills are not benchmarked to high standards. [Emphasis added] (p. 80-83)

Document: *Project Partners: Goal and Objectives and Possible Action Plans* (Document 2 — October 24, 1995, First Executive Meeting Action Plan, Ponca City, Oklahoma, Committee partners from: Blackwell, Newkirk, Tonkawa, Ponca City.)

Objective 11, Action Plan: the Student Worksite Experience Plan [should indicate]...what academic, general workplace, and **SCANS Skills** will be reinforced...The check sheet should also include the academic and **SCANS Skills** that are to be reinforced and the competency level the student was able to use those skills at the worksite. ...During the time the student is experiencing worksite training, there has to be communication between the mentor or employer and a designated educator or School-to-Work coordinator. These discussions will be centered around not only which educational academic and **SCANS skills** training help to make the student a competent employee and need to be kept in the curricula but also which ones the student lacked and need to be added to the curricula. [Emphasis added] (p. 19)

The appendix of Project Partners includes the FIVE COMPETENCIES and A THREE-PART FOUNDATION from *What Work Requires of Schools: A SCANS Report for America 2000*. (See Appendix III)

School-to-Work State Implementation

It seems as if the same standards for restructuring are being implemented nationwide whether they come from NCEE, or *America's Choice* and **SCANS**. Examples from several states are given below.

Alaska

Document: *Alaska School-to-Work Opportunities System Implementation Grant*, Submitted from: State of **Alaska**, Submitted to: U.S. Department of Education and U.S. Department of Labor, Washington, D.C., 14 June 1995.

Assessing Student Skills and Issuing Skills Certificates: ...This emphasis on foundation skills is in line with Alaska's emphasis on Content and performance standards...these standards, which have been adopted by the Alaska State Board of Education, emphasize the foundation skills found in the **SCANS** report. [Emphasis added] (p. 21)

Arkansas

Document: *Building a Comprehensive School-To-Work Opportunities System, Arkansas Application for an Implementation Grant Under the School-*

To-Work Opportunities Act of 1994, Submitted by Governor Jim Guy Tucker, June 1995.

Participation of **All Students**: Selection Criterion 3

It is anticipated that these standards will incorporate the **SCANS** (Secretary's Commission on Achieving Necessary Skills) skills, will lead to a **certificate of initial mastery**, and will prepare students for high skill, high wage careers and postsecondary education [Emphasis added] (p. 33)

California

Document: *The California School-to-Careers Plan*, Pete Wilson, Governor, 28 April 1995.

All students must have the opportunity to learn necessary academic skills and the "workplace" skills described in the Secretary's Commission on Acquiring Necessary Skills (SCANS) report... "**all students**" means every student... including... **students who are college bound**... These foundation skills should be acquired by most students by about **age 16**... New world-class education standards must be developed... Developing a strong School-to-Career system should be the first step in a seamless system of lifelong education and employment for Californians." [Emphasis added] (p. 3)

...the State's proposal to the federal government for funding to develop a new "school-to-career" system for all students... All Californians must have the opportunity to learn necessary academic skills and the **attitudes** that are the foundation for successful careers, as described in the Secretary's Commission on Achieving Necessary Skills (**SCANS**) report. [Emphasis added] (p. 14)

Bibliography: *What Work Requires of Schools: A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills. Washington, D.C.: U.S. Department of Labor, 1991. (p. 44)

Illinois

Document: *Illinois Education To Careers*, Application for Federal Assistance, 19 June 1995, Illinois State Board of Education.

Criterion I: Comprehensive Statewide System

This statewide assessment of student performance will be modified to include enhanced content standards, such as the achievement of **SCANS** workforce readiness skills... As part of this **redesign** effort, Illinois is collaborating with the **National Center for Education and the Economy** and the Council of Chief State School Officers in their national assessment initiatives. [Emphasis added] (p. 9)

Nevada

Document: State of Nevada, *School-to-Work Transition System: Federal Implementation Application*, submitted by: State of Nevada, 700 East Fifth Street, Carson City, Nevada 89710, 19 June, 1995.

Abstract: ...To serve its populace more efficiently and productively, the State of Nevada is developing a high quality, comprehensive school-to-work transition system that will be available to all students. The system will incorporate strategies for: enabling **all students** to achieve high academic and skill standards as established by Nevada 2000, the Secretary's Commission on Achieving the Necessary Skills (SCANS), and the State Board of Education. [Emphasis added] (p. 1)

Oklahoma

Document: State of **Oklahoma**, Office of the Governor, Executive Order, 95-22, *School-to-Work Opportunities State Implementation Grant Application*, State of Oklahoma. 6 June 1995.

Note: When this application was made, neither legislators, nor the public, not even the Governor, had SEEN this program — only VoTech!

Criterion 6: Management Plan. Fundamental to the national performance shortcomings identified in *America's Choice: High Skills or Low Wages* is a misalignment at the state and local levels between the demands of labor markets and the human resource development systems that serve them. [Emphasis added] (Part II, p.85)

South Dakota

Document: State of **South Dakota**, Office of the Governor, William J. Janklow, *School-to-Work Opportunities State Implementation Application*, and state plan. 9 June 1995.

Note: The following is quoted from the Governor's cover letter for the application for the School-to-Work grant for South Dakota:

The School-to-Work initiative provides the 'venture capital' needed to refocus education and training efforts, from kindergarten through adulthood...

Note: The following is quoted from the South Dakota School-to-Work implementation grant application:

Marc Tucker, in the *Carnegie Forum on Education and the Economy* in 1986 wrote:

We do not believe the educational system needs repairing; we believe it must be structurally changed, reflecting the structural changes taking place in our economy to prepare our children for productive lives in the 21st century.

The Secretary's Commission on Achieving Necessary Skills (SCANS) report *What Work Requires of Schools* in 1991 gave further cause for concerns regarding initial efforts to reform competencies that our students would need to compete in a global economy and the workplace of the 21st Century...

Resources: Interpersonal Skills; Information systems; and Technology. [Emphasis added] (p. 10)

School-Based Learning

Challenging content that includes the development of academic and workplace skills (**SCANS**) e.g. thinking skills, problem solving, etc.

Work-Based Learning

Experiences which continue to develop workplace skills (**SCANS**). [Emphasis added] (p. 13)

...redesign of curriculum and instruction to integrate **SCANS** skills; and continued development of integrated academic and occupational learning opportunities. [Emphasis added] (p. 14)

...Award of **Certificate of Initial Mastery** upon successful completion of 10th grade assessment. [Emphasis added] (p. 20)

Tennessee

Document: State of Tennessee, Office of the Governor, Don Sundquist, *School-to-Work Opportunities Implementation Grant Application*, 30 Aug. 1996.

...improving the quality of our workforce and to reform comprehensively ...school systems throughout the state which are unrivaled anywhere in the nation...to initiate this process of systemic change I realize that at some point the State must assume full responsibility to carry this vision forward. (Cover letter, Governor Don Sundquist).

...performance standards developed under Tennessee's School-to-Career system will require that all students engage in some form of work-based learning...Vocational student organizations promote the leadership development, transitional activities and curricula as a means of teaching the **SCANS** employability competencies. [Emphasis added] (p. 15)

...Develop learner outcomes, i.e. academic, work readiness, career/occupational, all aspects of the industry, *personal/social/SCANS*. [Emphasis added] (School-to-Career Implementation Timeline)

Texas

Document: State of Texas, Office of the Governor, *Texas' Application for a School-to-Work Implementation Grant*, 28 August 1996, Draft.

...**all students** be prepared for the modern workplace by requiring them — through a required curriculum — to: ...“demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas” (cover letter from Governor George W. Bush, Jr.)

...**Texas is infusing SCANS** (Secretary's Commission on Achieving Necessary Skills) competencies into the essential elements for all Career & Technology Education Programs including Tech Prep which plays a key role in providing integrated academic-technical instruction to students. [Emphasis added] (draft p. 4)

Note: The second citation was omitted on the final application.

State boards of education are encouraged to take a pivotal role with systemic reform. The following excerpts from an NASBE Report identifies key restructuring elements and objectives:

Document: *Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life*, Report of the National Association of State Boards of Education (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 that meets the demands of the workplace, community and family life in the 21st century.

- (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 La-

(Continued)

bor 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, with the assistance of both private and public sector employers, 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. The...Perkins Act "Tech-Prep "program supported partnerships between secondary and post-secondary institutions to transition high school students into advanced academic and training programs—most often in community colleges. (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, build upon what had been learned, 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,

(Continued)

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 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 ... (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. ...

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

- First and foremost, ...**school-to-work opportunities vision includes all students**. ...including 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)

(Continued next page)

- 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)
- New policies must also ensure that there is...communication and coordination between school-based classroom learning and teachers and administrators, and work-based learning and mentors in the workplace. School-to-work, therefore, **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.** These partnerships are particularly 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.

...The SCANS report took the first steps toward identifying what skills employers needed of employees. While those general skills categories may not change, the levels of proficiency most assuredly will. And it is employers and labor organizations that must keep educators informed of these changes. (p. 26)

Some proponents of restructuring insist there is no relationship between Goals 2000 and STW, but the *ERIC Review* tells the opposite story.

Document: Federal Initiatives supporting school-to-work transition, the *ERIC Review*, Vol., 4 Issue 2 (Spring 1996), pages 18-19.

STWOA and the Goals 2000: Educate America Act, which provides a framework for standards based systemic education reform, are companion pieces of legislation, to be implemented hand in hand. [Emphasis added] (p. 18)

The following documented the Governors' Conference and shows the vast amount of control the government will have on education and individual employees.

Document: The Constitutional Coalition, Policy Point #109, 4 April 1996.

[On March 26 and 27] Forty plus Governors met with leaders of business, educational reform proponents and representatives from such groups as the NEA, etc., to formulate a **national** plan of education reform. Prepared for the meeting by a 2" thick briefing document, the meeting issued an agreement calling for: [Emphasis added]

1. An urgent push to "develop and establish **internationally** competitive academic standards" (emphasis added by TCC) [This is Goals 2000 ratcheted up to the international level.]
2. "[H]iring practices within one year" (1996 National Education Summit Policy Statement, Palisades, NY March 27, 1996, p. 5) by businesses that will give a job to **only** those **students** and **retrained workers** who can show that they have mastered the "content, performance and skill standards." The student's "diploma, portfolios, **certificates of initial mastery**," (ibid.), certificates of advanced mastery, skill standards certificates and "other [records] as appropriate" (ibid.) will be entered on something like a "smart card"¹ [See *Stillwater News Press*, 27 June 1996 (*Tangled Web*, p. 25) –Ed.] or a "digital portfolio"² to "demonstrate" to the businesses that they have the correct work preparation. [Emphasis added] (p. 1)

¹ "Smart Card" was described by Governor Bob Miller at the press conference on Tuesday, March 26, 1996 of the Education Summit, as the product of an agreement between the business community and the educators in Las Vegas to **only hire students with the card**. The Card contained a great amount of personal, school and work related information on the student. [Emphasis added]

² The "Digital Portfolio" was demonstrated at the Education Summit as one of the technological options. Developed by The Coalition of Essential Schools, Providence, RI, it contains voice, videos, 3-dimensional works and vast amounts of personal data on each student.

The following are excerpts from a 25-page reprint showing the 10-year plan, 5-year OBE/5-year STW.

Document: *OCPA policy Analysis: Goals 2000 and School-to-Work: Education Reform as Social Planning*, Aldo S. Bernardo, (Oklahoma City: Oklahoma Council of Public Affairs, Inc., April 1996). [Order at 405-843-9212]

The visionaries who unsuccessfully attempted to nationalize the American health-care system are now succeeding in their all-encompassing attempt **to restructure the educational system and manage the labor market** by the year 2000. In Oklahoma, this total restructuring quietly proceeds space and is **practically a done deal**. [Emphasis added]

The plan is already functioning in some states. Here is an example of the results.

VI. First "Outcomes"

Cottage Grove High [Oregon] has now awarded its first such certificates. In June 1994 a young man by the name of **Jay Tennison received his CIM**, which listed on the left side what he had become, on the right what he could do.

He had allegedly learned to be the following: **Involved Citizen, Quality Producer, Self-Directed Learner, Constructive Thinker, Effective Communicator, and a Collaborative Contributor**. At the same time he had learned to do the following: Quantify, apply Math/Science, Understand Diversity, Deliberate on Public Issues, Understand Positive Health Habits. All this by the end of the tenth grade!

His mother, however, disagrees and posted the following commentary on an Internet loop. [Emphasis added]

[My son] has received his **CIM**, [see Appendix **XVIII**] for which he has met the following standards: [as listed above on the certificate]. Of course he cannot diagram a sentence, conjugate a verb, construct proper sentences or spell (English is NOT taught at Cottage Grove High School.) He has not been taught Algebra I or II, Geometry or Trigonometry. He can, however work story problems from his Alice in Wonderland storybooks and tell his teacher how he "feels" about his story problems. (This is College Prep, Interactive Math). He is in his 12th year of school and has not studied Biology, Geography, Civics, English, etc. **He spent an entire year in a World of Work class, based on the Dept. of Labor's SCANS report**. He has written a resume, can read a phone bill, speak publicly, has been taught how to receive merchandise on a

loading dock, work well in groups for group grades (no individual achievement is recognized) [See Appendix III], has studied Death, Dying and Suicide, gone to a mortuary to see how a dead body is processed, role played when to have sex and discussed what kind of protection to use ...

Folks, this program is NOT about academic reform. It is about getting these kids jobs, **changing their values** and teaching them NOT to rely on an outside authority to tell them right from wrong, and IT IS coming to your school soon. Remember, WE are your "pilot school." [Emphasis added.] (p. 19)

It appears the Chambers of Commerce are also very much involved in restructuring. According to the Carl D. Perkins (1990), Title III, Part D, (2)...**the State will give preference** to partnerships that coordinate with local chambers of commerce...local labor organizations, or local economic development plans...

Document: *Goals for Tomorrow, Education, Task Force, Committee Reports* (Draft), April 1996, Tulsa, Oklahoma, School-to-Work Subcommittee, **Sponsored by Tulsa Chamber of Commerce.**

Goal 2:

To initiate changes in school curricula and school structure to provide learners with opportunities to develop skills and competencies required in the work place.

Actions to be taken:

3. Develop and structure curricula to support the skills needed for 21st Century employment identified in the Secretary's Commission on Achieving Necessary Skills (**SCANS**) report (1991). [Emphasis added] (p. 9)

Vocational Education Journal has changed its name to *Techniques* to create a better image and reach more people.

Document: *Vocational Education Journal* (May 1996) Vol. 71, No. 5.

Ready For A Bold Step: Just as the education field has changed to reflect new needs, the Vocational Education Journal has gradually updated its look and substance over the last few years. Now it's time for a move that will position us for the next century. A new name for the Journal: **TECHNIQUES**. [Emphasis added] (p. 10)

President Tom Lopp outlined some of the strategic directions Voc-Ed is taking.

President's Perspective: "It's Been a Very Good Year," Tom Lopp, AVA President.

The tenets of continuous improvement dictate that our work to develop a system based on the needs of our **customers** never will be finished. [*Total Quality Management, TQM –Ed.*]...I am very proud of the strategic plan developed by the AVA Board of Directors.

Goal 1: Establish workforce education as an integral component of education for **all students**.

Goal 2: Be the leading **advocate for public policies** that benefit workforce education.

Goal 3: Lead in the development of a continuous quality system for preparing all learners for a world-class workforce.

Goal 5: Be a premiere organization for professional development of all individuals involved in preparing youth and **adults** for careers.

Goal 6: Develop leaders for workforce education and for the association.

Goal 7: Expand the professional association to be more broadly representative and supportive of workforce education.

...Establishing a school-to-work/career section within the New and Related Services Division...Over the last 15 months, the AVA *School-to-Work Reporter* and other publications, pre-convention and regional workshops and teleconferences on school-to-work issues have been well received. [Emphasis added] (*VocEd J*, May, p. 6)

"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. They have quite different perspectives on the world." [Emphasis added]

—Professor Beryl A. Radin, *Reinventing Government in the United States: What is Happening with the National Performance Review?* (Australian Senate, Papers on Parliament Series, Reinventing Political Institutions, May 1996) (p. 11)

Executive Director Bret Lovejoy gave his overview and what is to come next with education restructuring.

Executive Directions: "Let's Make Some History," Bret Lovejoy, AVA Executive Director.

The American education system is at a crossroads...Lack of progress on the national education goals and growing controversy over the Goals 2000 legislation led to a second education summit at IBM headquarters in March with governors and several prominent CEOs. It resulted in a call to action in every state to make education a priority...What we have done in education reform to date is insanity...The **redesign** of education must focus on what students need to **know and—this is the key—be able to do** when they leave formal schooling...

Vocational-technical education is at a crossroads, too. It can be the driving force behind this **redesign** of education, but it will take an enormous effort. **Public attitudes about vocational education must be changed to eradicate the perception that practical and applied learning is inferior to the theoretical...** The educational system **must change** to include applied and contextual teaching for **all subjects**. This will **require a complete overhaul of teacher preparation programs nationwide** as well as **curriculum, course requirements, college entrance criteria and all testing**. ...For vocational-technical education to lead the redesign of education it must have the **full participation of its providers**. There are some 200,000 educators in the nation who are directly linked to vocational-technical education. Yet only 38,000 of these teachers, counselors, administrators and teacher educators are members of AVA...With a unified effort, we can change the direction of education and the nation for the better and make some history in the process. Are you ready? [Emphasis added] (*VocEd J*, May, p. 8)

“Smart Cards” have alarmed even the ACLU!

Document: “High-Tech, ‘Smart’ License Raises Privacy Concerns,” *Stillwater News Press*, 27 June 1996.

[C]ivil libertarians warned the “**Smart Card**,” which carries a data-packed computer chip, may be too smart for it[s] own good. And they question how all that information will be protected from potential abuse. “I think **citizens should be extremely scared about loss of privacy**,” said David Rocah of the **American Civil Liberties Union**. “They could store tax data. They could store medical data. They could store driver’s records, insurance data, virtually any data in the government’s possession.” [Emphasis added]

Notice below: Governor Tommy Thompson’s participation and Laura Resnick from NCEE.

Document: “Education Teleconference Today at 2!” (Fax 1 July 1996)

Live teleconference to discuss state implementation of the standards

mandated to the National Education Summit in New York earlier this year. The teleconference is being organized by **Gov. Tommy Thompson** [see 1987, Wisconsin] and the National Forum of the Education Commission of the States (ECS). This is a pro-government standards group...The 1996 ECS National Forum is part of the Annual Meeting of the Education Commission of the States in San Antonio, Texas. In addition to the teleconference, the meeting will concentrate on prodding state leaders to move “from rhetoric to bold policies.” Panelists, including governors from three states, [and **Laura Resnick** from the *National Center on Education and the Economy Board of Trustees, the Commission on the Skills of the American Workforce, America’s Choice, and SCANS* (See Appendix XXIV) –Ed.] will answer questions about academic standards, assessment, and accountability. [Emphasis added]

The following appears to be a useful source of information for anyone studying the restructuring movement.

Document: *NCRVE PRODUCTS* [Catalog], National Center for Research in Vocational Education, Graduate School of Education, University of California at Berkeley, Supported by the Office of Vocational and Adult Education, U.S. Department of Education, 2150 Shattuck Ave, Suite 1250, Berkeley, CA 94704, 800-762-4093, e-mail: ccollins@uclink, berkeley.edu.

The following ad is inserted at the front of the catalog.

Change Agent gives subscribers, comprehensive reviews of some of the most recent and most important NCRVE publications—reviews the NCRVE catalog simply doesn’t have.

- Saves you time
- Includes key findings for front-line practitioners and policymakers—extracted, evaluated, and formatted for quick review.
- Keeps you current with best practices nationwide.
- Puts you in a network of professionals with similar concerns.
- Is available at the nominal, subsidized price of \$25, which gets you four informative issues per year.

Change Agent
Shaping the Future
of Vocational Education.

The following shows how SCANS is permeating our society.

Document: *Business Week* (28 October 1996)

Special Advertising Section: “The Changing Workplace is Changing Our View of Education.” Bruce O. Boston, is president of Wordsmith, Inc., a Northern Virginia writing and publications

consulting company...[*who worked on -Ed.*] "What Work Requires of Schools." (p. 16) [*What Work Requires of Schools is SCANS -Ed.*]

Document: *Techniques* (September 1996), Vol. 71, No. 6, "Interview with Lester Thurow," by Chuong-Dai Vo.

In his latest book, *The Future of Capitalism*, best-selling author Lester Thurow describes five major forces that will radically change the shape of capitalism and global competition...If you look at the bottom part of our workforce, it doesn't have the skills you find in Germany, Japan or most of Europe...[**Vocational education is**] [sic] **America's answer to the German apprenticeship program.** The question is whether they can do it in any kind of manageable, high-quality way. [Emphasis added] (p. 35, 36)

The name of *Vocational Education Journal* has been changed to *Techniques*.

Document: *Techniques* (November/December 1996) Vol. 71, No. 8. "Setting the Bar for What Students **Must Know**," by Ann Dykman, *Techniques* Editor. [Emphasis added]

The U.S. probably is closer now than ever to developing voluntary, national skill standards. But there's still a long way to go.

They came to Chicago from all over the country: more than 200 representatives of manufacturing and service companies, large and small; leaders of associations and industry organizations; labor officials, educators and human resource personnel—all to pass judgment on a proposed framework for developing national, voluntary, industry skill standards. The September forum was the first serious test of the federally funded National Skill Standards Board, the entity put in charge of the task to set measurable standards for what it takes to be successful in a particular career.

Marc Tucker also serves on the National Skill Standards Board (NSSB). The NSSB considers this meeting the first major step in establishing voluntary national goals.

...the first truly positive step in the long march toward true national skill standards development...Congress...included the NSSB in 1994's Goals 2000 legislation...Not only is NSSB moving forward, but hundreds of industry groups—including a handful sponsored by the U.S. Departments of Education and Labor—already have developed skill standards [SCANS?] "Other advanced industrial nations have stringent performance standards that virtually all students must meet at about **age 16** and that directly affect their employment prospects. We do not," noted the pivotal 1990 report *America's Choice: High Skills or Low Wages*. Three members of the commission that produced that report are now NSSB members,

including **Marc Tucker**, president of the **National Center on Education and the Economy**.

Then, in the early 1990's, came a variety of efforts to meet the national call. ...the national skill standards project was funded jointly by the U.S. Departments of Education and Labor in 1992. With money from the Perkins Act, the Education Department awarded grants to 16 non-profit groups to develop standards...(*Techniques*, Nov-Dec)

While those industry groups were going about their objectives, **Tucker, First Lady Hillary Clinton, presidential advisor Ira Magaziner** and others were clamoring for **federal legislation** that would give clear direction to the movement. Their efforts resulted in establishment of the National Skill Standards Board within the bipartisan Goals 2000: Educate America Act passed in 1994. The law required the board to be composed of 28 representatives of business and industry, labor, human resources, government, education and community-based organizations. [Emphasis added]

...their [NSSB] mission...is design and future implementation of a voluntary system of skill standards.

It appears the NSSB has experienced difficulty reaching consensus on voluntary national skill standards. As evidenced below, there are other difficulties as well.

...the board also faces a threat from **right-wing** groups, such as **Phyllis Schlafly's Eagle Forum**, that see socialistic motives in the skill standards effort and want Congress to repeal Goals 2000. Schools, they say, should not become human resource machines for business.

"The only possible excuse for this kind of unreasonable fear, a paranoia that we're going to try to do something to kids' minds," Warner says in a withering tone, although she acknowledges that the well-organized conservative groups can have a powerful influence on Congress. [Emphasis added] (p 30-32, 68) (*Techniques*, Nov.-Dec.)

Division Report: New and Related Services: "Getting All the Skills Employers Want," by Richard Hofstrand.

"Just teach 'em the basics We'll train em on the specifics." I wish I had a dollar for every time an employer told me that. You probably do too—we'd be rich. But what are the "basics"? What are the "specifics"? We're still trying to differentiate **what we mean by the basics** and the specifics, and the line separating the two keeps moving back and forth.

Recent national studies on the work skills that employers want and need have provided some definition. Two of these are the **SCANS** and **ASTD** reports. [Emphasis added] (p. 51)

“The creation of a corporate-wide ‘quality culture’ forms the cornerstone of the TQM [**SCANS**] 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.

...In TQM this **subjugation** or **reorientation of personal values to match group values** is truly what is meant to be a ‘**team-player**’.

...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]

—David M. Boje and Robert D. Winsor, “The resurrection of Taylorism: Total quality management’s hidden agenda,” from pre-publication draft of article published in the *Journal of Organizational Change Management*. Vol. 6 No. 4, p. 57-70. 1993.

Document: *SCANS and the New Vocationalism*, Eric Digest #165, by Bettina A. Lankard 1995, <gopher://ericir.syr.edu:70/00/Clearinghouse/16house/CACVE/CEDigests/Digests165>

In 1991, the Secretary’s Commission on Achieving Necessary Skills (**SCANS**), U.S. Department of Labor, issued its report on the competencies, skills, and personal qualities needed to succeed in

the high performance workplace. This Digest examines whether and how the **SCANS** report has influenced educational reform in the United States and provided guidance to other countries.

Descriptions of various SCANS-related projects and their outcomes are presented as evidence of progress toward educational reform. [Emphasis added.] (p. 1)

Document: Purpose of a Career Pathway
<<http://www.state.vt.us/edustw/cmpurp.htm>>

The primary purpose of a career pathway is to enable all students to acquire high level academic skills, **SCANS** skills, and career specific skills essential for entry to work and advanced education or training. [Emphasis added.] (p. 1)

Document: Asia Pacific Economic Cooperation (APEC) 2/10/97, 8:22 a.m.
<<http://www.ed.gov/offices/OUS/APEC/?#|>>

SCANS appears to be LOCAL, NATIONAL, and INTERNATIONAL. When we talk about Standards–Competencies–Career Skills–STW or TQM, it is all the same. **All the same—SCANS.**

Education Ministers from 14 member economies of the Asian Pacific Economic Cooperation (APEC) met in Washington in 1992 August at the invitation of the United States. They agreed to form an APEC Education Forum within APEC’s Human Resources Development Working Group and to coordinate joint activities in the field of education. APEC itself was formed in 1989 as a new mechanism for multilateral cooperation among the economies of the Asia-Pacific Region.

In a declaration released at the meeting, ministers identified seven priority areas for cooperative activities, including curriculum and assessment standards [SCANS?], preparation for work, education statistics, and teacher development. Seven formal Education Forum meetings have been held, and more than two dozen joint activities have been initiated. Beginning with the third Forum (Vancouver, January 1994), meetings include a “thematic dialogue” on a key education issue of mutual interest to members. The first theme was “Distance Learning and Technology.” Subsequent themes included education and training for the workforce, innovation and reform in basic education, the challenges of education in rural areas, and national monitoring of student achievement.

Its eighteen members are listed below:

Australia, Commonwealth of: Department of Employment, Education, Training and Youth Affairs <<http://www.deetya.gov.au/>>
Brunei Darussalam, State of

Canada: Council of Ministers of Education/Conseil des ministres de l'Éducation <<http://www.cmec.ca/>>

Chile, Republic of

China, People's Republic of

Hong Kong

Indonesia, Republic of

Japan

Korea, Republic of

Malaysia

New Zealand; Ministry of Education <<http://www.govt.nz/ps/min/edu/>>

Papau New Guinea

Philippines, Republic of the

Singapore, Republic of: Ministry of Education <<http://www.moe.ac.sg/>>

Chinese Taipei

Thailand, Kingdom of; Ministry of Education <<http://www.moe.go.th/>>

United States of America: Department of Education <<http://www.ed.gov>>

Additional Websites Researched

Australia, Commonwealth of: Department of Employment, Education, Training and Youth Affairs [<http://www.deetya.gov>]

Australian Vocational Training System <<http://www.edprog.tased.edu.au/avta/homepage.html>>

New Zealand <<http://www.govt.nz/edu/>>

Building a world-class education system in a life long learning society.

1997

It appears that IBM plays an integral part in education restructuring. They are referenced in many of these documents.

Document: “Reinventing Education” is the lead story on the IBM Web Page: <http://www.ibm.com/3/2/97>

Document: *Full Subject Matter, Competencies for Licensure and Certification*, January 1997, Oklahoma State Department of Education.

As we noted on page 9, the same words used by Sandy Garrett in 1992 are used by Bret Lovejoy, AVA in 1996. “The redesign of education must focus on what students need to **know and—this is the key—be able to do** when they leave formal schooling.” In Oklahoma State Department’s *Full Subject Matter, Competencies for Licensure and Certification* we can read the same wording:

What the Superintendent Candidate **Will Know:**

What the Superintendent Candidate **Will Be Able to Do:** (p. 94)

One can see the similarities between terminology used in the SCANS Three-Part Foundation Skills (*Tangled Web*, p. 56) Reading, Writing, Listening, and Speaking to *Full Subject Matter, Competencies for Licensure and Certification*.

Listening (K-12), Speaking (K-12), Reading (K-12), Writing (K-12), (p. 14)

We now see SCANS being implemented in vocational and general education. Is higher education next?

Document: 1993 National Governors' Association Conference in Minneapolis, Minnesota, 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 "pep talk" during which he 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.

The above document indicates that the NEA is ready to adopt Total Quality Management. Teachers who are unwilling (not unable) to be used in the education reform movement will now themselves be reformed—or marked as "Waste."

Document: *Education Week*, Vol. XVI, No. 20, February 12, 1997. "Seeking 'Reinvention' of the NEA, Chase Calls for Shift in Priorities."

In a speech last week at the National Press Club, NEA President Bob Chase called for a "reinvention" of the union, urging less antagonism to change and more collaboration on **school reform**.

Barbara Smith, the president of the 27,000-member Oklahoma

Education Association, said that she applauded Mr. Chase's goals and that she did not think teachers would oppose his pledge to purge inept teachers from the nation's education system. "No real **quality** teacher really wants an inadequate teacher in their schools." Ms. Smith said, "but we need programs in place to help improve their teaching, and where it can't be improved, help in leaving the profession." (p. 1, 36, 37)

Document: New Release from Congressman Henry Hyde, U.S. House of Representatives, February 13, 1996, "Hyde Conference Cautions Against the Federalization of Education."

(WASHINGTON)—State and federal legislators from 12 states joined U.S. Rep. Henry Hyde (IL-6) on Wednesday at a conference on Capitol Hill outlining the crisis in America's elementary and high schools.

Their message—A federal takeover of elementary and high school education is looming and must be stopped before parents and local school boards lose control and responsibility for the education of their children.

So-called reform efforts—described by several speakers as a "national disgrace and scandal"—have the support of some elements of big business, federal "change agents," and multi-million dollar foundations.

One result of these changes has been elimination of time-honored techniques of teaching basic reading, writing and math skills, only to be replaced with techniques now proven to result in the deliberate "dumbing down" of education, Hyde warned.

"These profound changes in school curricula are happening under the guise of reform. The reason?—to turn our nation's elementary and high schools into a coerced training ground for the labor market. These changes are designed to guarantee an ample supply of low-wage earners for jobs employers now have trouble filling," Hyde said. In response, the federal government—through grants from the Departments of Education and Labor—is using its leverage to mandate that local school curricula require coerced vocational training for every student, regardless of whether students plan to attain a college degree.

Business groups have been appointed by governors to complete five-year plans that will predict, then determine which workforce skills students will be taught for future employment.

Other speakers warned that school based health clinics are another reason some foundations, funded by special interests, are support-

ing so-called school reform. "National health care is being introduced through the back door by health clinics financed by Medicaid," said one speaker, Kent Masterson Brown, a Kentucky attorney who has researched foundation grants.

Brown suggested Congress investigate the use of foundation funding to finance and establish national policy in education, labor and health care.

Oregon State Representative Ron Sunseri berated schools for replacing diplomas with Certificates of Initial Mastery (CIM) which focus on culture and attitude instead of achievement in academics.

Participants asked Congress to repeal Goals 2000 and School-to-Work laws which support out-come-based education and mandate workforce training. They urge Congress to eliminate all federal mandates that interfere with local and parental control of schools and prevent schools from returning to teaching traditional academic basics. Pennsylvania State Representative Sam Rohrer pleaded with Congress to "save the children."

Document: *A Report on the Work Toward National Standards, Assessments and Certificates*, Part I, Prepared for the Ohio State Board of Education, Researched and compiled by Diana M. Fessler, December 10, 1996, revised February 3, 1997. <<http://www.fessler.com>> for revisions.

Annual Conference

As a member of the Ohio State Board of Education, I attended the First Annual National Standards-Based Reform Conference, August 8-10, 1996, in San Antonio, Texas. The conference was sponsored by the National Center on Education and the Economy (NCEE), an organization dedicated to the development—in the United States | not *by* the United States—*Fessler*—of a unified system of education and employment. The stated purpose of the conference was to "take stock, gather strength, and share the energy needed to move the NCEE's agenda forward." (p. 8)

And what is the NCEE's agenda? Here it is, taken from Diana Fessler's Introduction on page 8:

...it is essential that we create a seamless web that literally extends from cradle to grave and is the same system for everyone—young and old, poor and rich, worker and full-time student.

...a seamless system of skill development that begins in the home with the very young and continues through school, post-secondary education and the workplace.

—*National Center on Education and the Economy*

The Bottom Line

Through the NCEE, Hillary Rodham Clinton, Marc Tucker, Ira Magaziner (see Appendix XXIV) and others of the NCEE (following the lead of others who laid the foundations) are developing a restructuring plan for all education and the entire workforce. *America's Choice: High Skills or Low Wages* has become the standard, calling for the total restructuring of education and the workforce. It is the NEW psycho-social engineering tool. **SCANS** [See Appendix I], the Secretary's Commission on Achieving Necessary Skills [applying **TQM**], apparently was created under the direction of NCEE and orchestrated by those advocating revolutionary change.

Documents show this restructuring is being implemented not only locally and nationally, but internationally as well. We have seen the evolution from Mastery Learning to Outcome-Based-Education to School-to-Work (Total Quality Management or Partners for Learning) being used as the guise for education and workforce reform.

At some point (1987?), the leaders of the U.S. vocational educational system assumed the need for total restructuring of all education and of all the workforce. The invitation of Marc Tucker to speak at the American Vocational Association Annual Conference in 1992 concreted the implementation of *America's Choice* and SCANS [**TQM**] (See Appendix II) which is modeled after the German, Russian dual, or European system of education and workforce development. This form of education is the product of a Marxist-Leninist theory of practice.

Incorporation of *America's Choice* and SCANS [**TQM**] has made Votech the main engine behind the TOTAL restructuring of our American society. It's not that it **might** or **could** happen, but it **is** happening right now! Here in Oklahoma we are in the first year of a five-year implementation program of STW. Legislation has so interwoven STW and Votech that Votech can no longer be funded without funding the TOTAL RESTRUCTURING OF OUR AMERICAN SOCIETY. Proponents of STW have fabricated a false consensus to set this structure in place and then sell it to the public as if everyone concerned agreed on their agenda.

This total restructuring of our American society is unconstitutional, un-American, and anti-Christian. It will destroy our present American system of free enterprise and individual freedom to choose one's life work. What a paradox: *America's Choice* will leave us no choice except the government's choice.

Words have meaning. I have shown you multitudes of excerpts from the STW documents. I have given you their own words, which reveal what all should know and act upon.

*For I have neither wit, nor words, nor worth,
nor action, nor utterance, nor power of speech
to stir men's blood; I only speak right on;
I tell you that which you yourselves (should) know.*
-Shakespeare

TO DO LIST

For Every American: Stop the money flow!

Here's how:

National level

Write letters to your Congressmen, and follow with a phone call, asking them to:

- Oppose any governmental village concept (especially Senator Trent Lott's)
- Eliminate the U.S. Department of Education
- Stop the funding for GOALS 2000 and School-to-Work (or Community Careers)
- End Vocational-Technical Education's role in restructuring or cut funds

State Level

Write and call the Governor, telling him we do not want federal- or state-sponsored School-to-Work (or Community Careers)

Write and call your State Senators and Representatives, telling them:

- We do not want Federal School-to-Work (or Community Careers)
- We must end Vocational-Technical Education's role in restructuring or cut funds

APPENDICES

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*New for the 2004 printing

**Updated

SCANS RESOURCE LIST (14 Documents)

SCANS Executive Summaries

Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000, Executive Summary, The Secretary's Commission on Achieving Necessary Skills, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210, 800-788-SKILL).

What Work Requires of Schools: A SCANS Report for America 2000, A Letter to Parents, Employers, and Educators, The Secretary's Commission on Achieving Necessary Skills, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210).

What Work Requires of Schools: A SCANS Report for America 2000, Executive Summary, The Secretary's Commission on Achieving Necessary Skills, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210).

SCANS Reports—1990

(The following two documents were discovered after the publication of *Tangled Web* (1996, reprinted 1997). While the U.S. Department of Labor cites the June 1991 *What Work Requires of Schools* as the initial SCANS report, the below two SCANS documents were published in 1990.)

Identifying and Describing The Skills Required by Work, The Secretary's Commission for Achieving Necessary Skills, September 14, 1990, Prepared for: The Secretary's Commission for Achieving Necessary Skills, Employment and Training Administration, U.S. Department of Labor, by Michael Kane, Sue Berryman, David Goslin, Ann Meltzer of Pelavin Associates, Inc., 2030 M Street, N.W., Suite 800, Washington, D.C. 20036.

Identifying Necessary Job Skills: A Review of Previous Approaches, The Secretary's Commission for Achieving Necessary Skills, September 19, 1990, Prepared for: The Secretary's Commission for Achieving Necessary Skills, Employment and Training Administration, U.S. Department of Labor, by Laress Wise, Wei Jing Chia, Lawrence M. Rudner, and American Institutes for Research. Pelavin Associates, Inc., 2030 M Street, N.W., Suite 800, Washington, D.C. 20036.

SCANS Reports—1991 to 1993

What Work Requires of Schools: A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210, 1-800-788-SKILL).

Government As a High Performance Employer: A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, n.d. (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210, 1-800-788-SKILL).

Skills and Tasks for Jobs: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, n.d.

SCANS in the Schools, The Secretary's Commission on Achieving Necessary Skills, June 1992, Prepared for: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, by Carol E. Copple, Michael Kane, Nancy S. Matheson, Ann S. Meltzer, Arnold Packer, and Thomas G. White of Pelavin Associates, Inc., 2030 M Street, N.W., Suite 800, Washington, D.C. 20036.

Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000, Part I, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210). ISBN 0-16-037907-5

SCANS, Blueprint for Action: Building Community Coalitions, Secretary's Commission on Achieving Necessary Skills (SCANS), n.d. (U.S. Department of Labor, Washington, D.C., 1-800-788-SKILL).

SCANS, Blueprint for Action: Building Community Coalitions, 1992. (U.S. Department of Labor, Washington, D.C., 800-788-SKILL).

The Secretary's Commission on Achieving Necessary Skills: SCANS in the Schools, June 1992, Carole E. Copple, Michael Kane, Nancy S. Matheson, Ann S. Meltzer, Arnold Packer, Thomas G. White, (Pelavin Associates, Inc.) Prepared for: The Secretary's Commission On Achieving Necessary Skills, U.S. Department of Labor, 202-342-5600 or 944-5300.

Teaching the SCANS Competencies, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1993. ISBN 0-16-0XXXX-X. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, D.C. 20402.

In 1988, prior to the SCANS reports, *The Bottom Line: Basic Skills in the Workplace* (Renée S. Lerche and Harmon) was released by the U.S. Department of Education and U.S. Department of Labor (Washington, D.C.: Government Printing Office). Several citations of this report are as follows:

Document: *Testing and Accountability in Adult Literacy Education, Focus on Workplace Literacy Resources for Program Design, Assessment, Testing, & Evaluation*, Thomas G. Sticht, November 1999. Applied Behavioral & Cognitive Sciences, Inc., 2062 Valley View Blvd. El Cajon, California 92019-2059, (619) 444-9595.

The Bottom Line: Basic Skills in the Workplace (U. S. Departments of Labor & Education, 1988). **This report marked the first official guidance of the U. S. government for how to do workplace literacy programs.** It discusses the need for basic skills training in the workplace, how to identify workplace literacy problems (including how to conduct a literacy audit), designing, delivering, and evaluating workplace literacy programs. It includes questions that can be asked by a business in choosing a literacy provider. It is employer-oriented in a "top-down" manner. [Emphasis added] (p. 14)

Document: *Workplace Essential Skills, Resources Related to the SCANS Competencies and Foundational Skills*, August 2000. Presented to: U.S. Department of Labor, Employment and Training Administration; U.S. Department of Education, National Center for Education Statistics, By: ACT, INC., 2201 N. Dodge St., P.O. Box 168, Iowa City, Iowa 52243. <<http://wdr.doleta.gov/opr/fulltext/00-wes.pdf>>

The Bottom Line: Basic Skills in the Workplace

This 1988 publication reported the results of a survey of 101 executives conducted by the U.S. Department of Education. Executives from small and medium-sized firms were asked what skills were needed in workplace. The skills identified were:

- | | |
|--------------------|-----------------------------|
| 1) Reading | 7) Reliability |
| 2) Writing | 8) Perseverance |
| 3) Computation | 9) Accepting Responsibility |
| 4) Communication | 10) Respecting the Rights |
| 5) Problem Solving | of Others (p. A-29) |
| 6) Self Discipline | |

The Thief of American Individualism: School-to-Work and Total Quality Management

Virtually unknown to parents across the entire U.S.A. is the Federal School-to-Work Opportunities Act (STWOA). For the first time in American history, government and business have joined together to educate our children. Why is this unusual? Government and business operate together in countries such as China, Germany, Russia, Japan, and in third-world countries, not the U.S.A.

Right now, corporations are working with your local school system to create partnerships linking them to the Federal School-to-Work Opportunities Act. School-to-Work, which is based on the foundation of Total Quality Management (TQM), also known as Continuous Quality Improvement (CQI), was first introduced and rejected by American companies in the post-WWI-II era. W. Edwards Deming, the father of Quality, presented his theories to Japan and found himself welcomed as a national hero. Japan claimed that its social and economic turn around came from Mr. Deming's TQM Theory. Since this turn around, TQM has been implemented almost entirely within corporate America in hopes of mimicking Japanese successes. Americans have been subjected to the thought that Japan and other countries, such as Germany, are ahead of the U.S.A. in technology and education.

Education and business theorists believe that Americans must "Benchmark" their schools and corporate management against the supposed successes of Japan and Germany. Their

speculation is dead wrong. For example, "the American workforce is still 30% more productive than the Japanese. 60% of American high school students are more likely to attend college than Japanese. There is no evidence that Japanese students learn more in school, or that Japanese adults are more literate than Americans. Japanese companies are not more technologically advanced than American companies. Japanese companies don't earn more patents than American companies."¹ Only 40% of Japanese homes have sewage systems.² American students and workers have all been intimidated by the misrepresented successes of the Japanese. We are told repeatedly that because of the greater dedication of Japanese students and workers: We are losing our status of world leader; jobs could be lost; America could go bankrupt.

Total Quality teaches students and workers that Americans will never adapt to the preferred Japanese methods unless we change our culture. Changing a culture requires a complete change in the way we think—a Paradigm change. Americans, always willing to search "within," are giving up their personal responsibilities and their pursuit of individual happiness in exchange for a "we can all work together, appreciate one another as a group" mentality.

Quality training experts admit that telling employees they must begin an entirely new way of thinking is fright-

ening upon inception. Therefore, much time and training is spent in self-esteem building. The employees begin to forget the discomfort they first sensed in exchange for comfort offered in group encounter sessions called "teambuilding." Slowly, along with fear of losing their futures, jobs, homes, food, and all precious vitals, they begin to melt into the safety of the workgroup they encounter daily. This is labeled as a team, a unit, or family group. Each newly trained employee exchanges a spirit of individuality for a safe haven where the mind is built up with positive motivational thoughts. They are told that this new way of thinking is called "higher order thinking skills," which implies that they have reached a new intellectual plane. By this type of indoctrination, we are volunteering the loss of our supposedly outmoded culture so that we may imitate the business management style and educational methods of the Japanese.

The STWOA states repeatedly that TQM and CQI shall be the structure of this program. At first glance, we associate the word "quality" with goodness; however, TQM does not describe "quality" in this manner. TQM defines "Quality" not as an end product but as a "Process." In order for this process to be implemented, the company must first require a total culture change, also described as "Paradigm" change. This paradigm change results in a system where all employees operate under a unified set of "values" or corporate beliefs. Workers go through hours upon hours of in-depth group training before they become a part of the TQM process.

[*Training 101: Scaling the Wall of Resis-*

tance, Kenneth E. Hultman, a counseling psychologist with the University Counselling Center at Shippensburg University, Training and Development (October 1995), page 15. "... employees who resist change can actually cripple an organization. ... Symptoms and Causes of Resistance: Symptoms are specific behaviors people use to resist change. ... To diagnose the causes, we must understand a person's state of mind. The most important factors that go into a person's state of mind are his or her facts, beliefs, feelings, and values." -Ed.]

This training teaches workers that individual values can hinder the performance of their team. Workers that question the training are labeled with names such as "snipers" or "renegades." The instructor is taught to use the rest of the employees to pressure the "sniper" to conform. The group then uses a process called "bringing out." Fellow employees make statements to the sniper that imply concern for the feelings of the sniper. For example: "Is there something we have said or done that makes you not want to join our group?" or "What would you be giving up if you decided to go along with the rest of us?" or "Is it fair to take us all down for your one concern?" The sniper begins to feel guilty, thinking his concerns are petty and a hindrance to the group. Before long, each employee in the group agrees everyone must put aside personal values in exchange for a common values system within the group.

Quality training and educational manuals state that once workers adapt to a new method of thinking, the workgroup can efficiently function as

a team. Individual performance is never rewarded or encouraged. All problems in the workplace can be settled by a predetermined "Problem-Solving Process." No problem can be solved by an individual; the praise that an individual receives from solving a problem could detract from the accomplishments of a workgroup and possibly cause hurt feelings. Therefore, all the workers of a group must meet and utilize the Problem-Solving Model before coming to a solution. This model systematically takes the group through a Serendipity or Encounter Group session which utilizes methods of free discussion called "freewheeling," "round robin," "slip-sheet," and "brainstorming." A sense of security and openness is established through a "facilitator." In a group which meets intensively, a facilitator can develop a psychological climate of safety in which freedom of expression and reduction of defensiveness gradually occur.³ The facilitator sets the ground rules of the session. Ground rules typically include the following directions: no criticizing, no shutting out, all ideas must be recorded, all ideas must be evaluated, no preconceived solutions are allowed to be brought to the meeting. A solution must have group consensus before it is implemented. All solutions are tracked and monitored for effectiveness.

By utilizing the Problem-Solving Process, TQM experts ensure that the employee and the team will be able to find ways to solve problems on an employee level, eliminating costly management input. TQM labels this employee level of problem solving as "empowerment." These employees are then to become a "world class" workgroup,

able to compete within a "global" economy. This global economy is described as a workplace where a state of continuous quality occurs. This state causes change at a very rapid pace and only companies with employees highly trained in problem solving and TQM processes can survive.

This state is called "Kaizen," the Japanese word used for describing a state of continual changing where one can always adapt without hesitation or question. Reaching this level takes hours of employee group training sessions. Therefore, TQM has been described as an "evolutionary method to bring about revolutionary change, conditioning people to change, winning converts as we went."⁴

[Implementing a Local School-to-Work Partnership: A Series of How-To Modules, Success in the Workplace, Number 11 (Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1996), page 33. "Realize there is no closure to the process. The need will be ongoing and forever changing and dynamic in its nature, direction, and vitality." (Does not this reflect dialectic materialism?)]

Quality experts state that it takes up to ten years for a company and its employees to reach "Kaizen." Therefore, TQM-based companies are looking for employees that are already "globally trained." If a TQM company could hire this "Kaizen" level of employees, millions of dollars could be saved in training and more management positions could be eliminated; thus increasing profits greatly. One can see how a recent graduate of School-to-Work, who has been prepared in this

"process," would be met with open arms within the corporate world.

The STWOA states that all students will be adept in TQM techniques of problem solving and associated behaviors. All students will be tested to determine Affective Skills which include (in addition to reading, math, and writing) self esteem, ability to relate to others, diversity, and appreciation for other cultures. The STWOA states that student skills will be assessed and described according to the Jobs Program Training Act (JPTA). JPTA standards are found in the federal skills catalog called SCANS (Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor).

As in Total Quality Management, all jobs are reduced to a "Task Level." For instance, the SCANS lists the various tasks of a farmer: plowing, planting, harvesting, feeding, even menial tasks such as shoveling manure. These various tasks are given a rating showing the level of skill needed to accomplish each task. This skill rating is then matched with a School-to-Work student and a vocational career training path that may be difficult to change through the remaining years of the student's education. The STW student is then placed in a vocational apprenticeship at the local VoTech to perfect the skills needed for the future. The STW student must have school and work related experience within the apprenticeship program. Between the ages of 16 and 17, students must work in a field of their training to gain on-the-job (OTJ) experience.

When the student has completed both school and OTJ requirements, he is

given a certificate that enables him to be placed in the workforce. Prior and after STW training, the student may allow the state to make available personal scores and records to potential employers. Potential employers will then search the STW Computer Database for students meeting job requirements and test scores necessary for employment.

The dangers of the Federal STWOA are frightening. Just think, the life-long vocational destiny of a student is determined by a test—which is given at the most awkward stage of one's life: adolescence.

Time and perseverance are always on the side of the American Dream. We are in a country where all citizens have the same opportunity to pursue a vocation or goal of their choice at any stage of life if they so desire. STWOA removes these entrepreneurial elements and replaces them with social engineering and captivity.

Footnotes

- ¹ Ray and Cindelyn Eberts, *The Myths of Japanese Quality* (Prentice Hall, 1995).
- ² "Prosperity's Base: ODA," *Japan Times* (16 October 1990) p. 2.
- ³ Carl Rogers, *Carl Rogers on Encounter Groups*
- ⁴ Bill Creech, *The Five Pillars of TQM*

About the Author: *Tim Clem is a former Xerox executive of ten years. He held various assignments within XEROX including Certified Trainer for TQM, Branch Office Sales Manager. Tim now owns a Xerox dealership and agency in Oklahoma City, Oklahoma, and actively speaks out against TQM throughout the United States.*

Tim Clem,

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FIVE COMPETENCIES²

Resources: Identifies, organizes, plans, and allocates resources

- A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. *Participates as a Member of a Team*—contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers*—works to satisfy customers' expectations
- D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity*—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task*—Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies.

² More complete definitions can be found in Appendix B.

Source: *What Work Requires of Schools: A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991. (p. x)

A THREE-PART FOUNDATION³

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading* — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing* — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics* — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening* — receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking* — organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking* — generates new ideas
- B. *Decision Making* — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving* — recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye* — organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn* — uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning* — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility* — exerts a high level of effort and perseveres towards goal attainment
- B. *Self-Esteem* — believes in own self-worth and maintains a positive view of self
- C. *Sociability* — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management* — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty* — chooses ethical courses of action

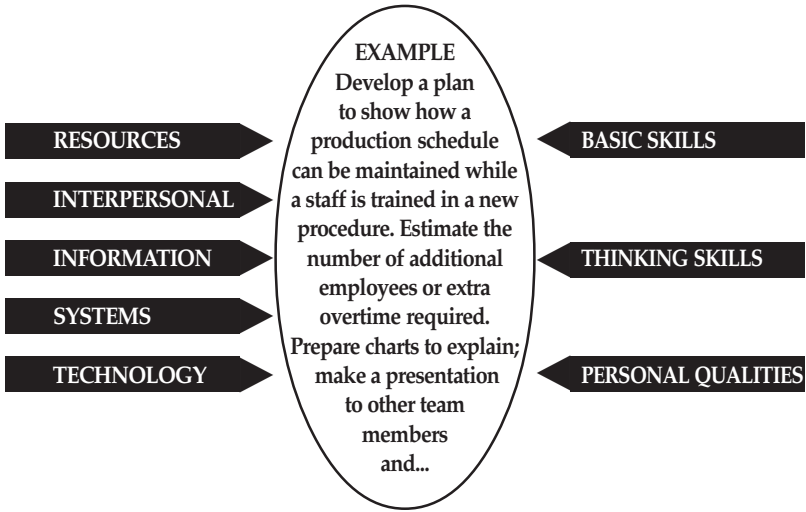
³ More complete definitions can be found in Appendix C.

WORKPLACE KNOW-HOW:
WHAT WORK REQUIRES OF SCHOOLS

COMPETENCIES

FOUNDATIONS

TEACHING, ASSESSING, AND
LEARNING IN CONTEXT



Source: *What Work Requires of Schools: A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991. (p. 18)

THE CONVENTIONAL CLASSROOM
 COMPARED WITH THE SCANS CLASSROOM

From the CONVENTIONAL classroom	To the SCANS classroom
Teacher knows answer.	More than one solution may be viable and teacher may not have it in advance.
Students routinely work alone.	Students routinely work with teachers, peers, and community members.
Teacher plans all activities.	Students and teachers plan and negotiate activities.
Teacher makes all assessments Information organized, evaluated, interpreted and communicated to students by teacher.	Students routinely assess themselves. Information is acquired, evaluated, organized interpreted, and communicated by students to appropriate audiences.
Organizing systems of the classroom is simple: one teacher teaches 30 students.	Organizing systems are complex: teacher and students both reach out beyond school for additional information.
Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from curriculum.	Disciplines needed for problem solving are integrated; listening and speaking are fundamental parts of learning.
Thinking is usually theoretical and "academic."	Thinking involves problem solving, reasoning, and decision making.
Students are expected to conform to teacher's bahavorial expectations; integrity and honesty are monitored by teacher; student's self-esteem is often poor.	Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty are monitored within the social context of the classroom; students' self-esteem is high because they are in charge of own learning.

Source: Ft. Worth Public Schools.

Source: (See *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. (p. 42))

APPENDIX VI

FIGURE F

ASSIGNMENTS THAT INTEGRATE SCANS COMPETENCIES

Sample Lessons	English/ Writing	Mathematics	Science	Social Studies/ Geography	History
Resource Competency	Write a proposal for an after-school career lecture series that schedules speakers, coordinates audio-visual aids, and estimates costs.	Develop a monthly family budget, taking into account family expenses and revenues and using information from the budget plan. Schedule a vacation trip that stays within the resources available.	Plan the material and time requirements for a chemistry experiment, to be performed over a two-day period, that demonstrates a natural growth process in terms of resource needs.	Design a chart of resource needs for a community of African Zulus. Analyze the reasons why three major cities grew to their current size.	Study the Vietnam War, researching and orally presenting findings on the timing and logistics of transporting materials and troops to Vietnam and on the impact of the war on the Federal budget.
Interpersonal Competency	Discuss the pros and cons of the argument that Shakespeare's <i>Merchant of Venice</i> is a "racist" play and should be banned from the school curriculum.	Present the results of a survey to the class, and justify the use of specific statistics to analyze and represent the data.	Work in a group to design an experiment to analyze the lead content in the school's water. Teach the results to an elementary school class.	Debate the issue of withdrawing U.S. military support from Japan in front of a peer panel. Engage in a mock urban planning exercise for Paris.	Study the American Constitution and role-play the negotiation of the wording of the free states / slave states clause by different signers.
Information Competency	Identify and abstract passages from a novel to support an assertion about the values of a key character.	Design and carry out a survey and analyze the data in a spreadsheet program using algebraic formulas. Develop a table and a graphic display to communicate the results.	In an entrepreneurship project, present statistical data pertaining to a high-tech company's production and sales. Use a computer to develop the statistical charts.	Using numerical data and charts, develop and present conclusions about the effects of economic conditions on the quality of life in several countries.	Research and present papers on the effect of the Industrial Revolution on the class structure in Britain, citing data sources used to arrive at conclusions.
Systems Competency	Develop a computer model that analyzes the motivation of Shakespeare's Hamlet. Plot the events that increase or decrease Hamlet's motivation to avenge the death of his father.	Develop a system to monitor and correct the heating/cooling process in a computer laboratory, using principles of statistical process control.	Build a model of human population growth that includes the impact of the amount of food available, on birth and death rates, etc. Do the same for a growth model for insects.	Analyze the accumulation of capital in industrialized nations in systems terms (as a reinforcing process with stocks and flows).	Develop a model of the social forces that led to the American Revolution. Then explore the fit between that model and other revolutions.
Technology Competency	Write an article showing the relationship between technology and the environment. Use word processing to write and edit papers after receiving teacher feedback.	Read manuals for several data-processing programs and write a memo recommending the best programs to handle a series of mathematical situations.	Calibrate a scale to weigh accurate portions of chemicals for an experiment. Trace the development of this technology from earliest uses to today.	Research and report on the development and functions of the seismograph and its role in earthquake prediction and detection.	Analyze the effects of wars on technological development. Use computer graphics to plot the relationship of the country's economic growth to periods of peace and war.

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. (p. 35-36)

APPENDIX VII

EXHIBIT K

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

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. (p. 65-66)

APPENDIX VIII

EXHIBIT M & N

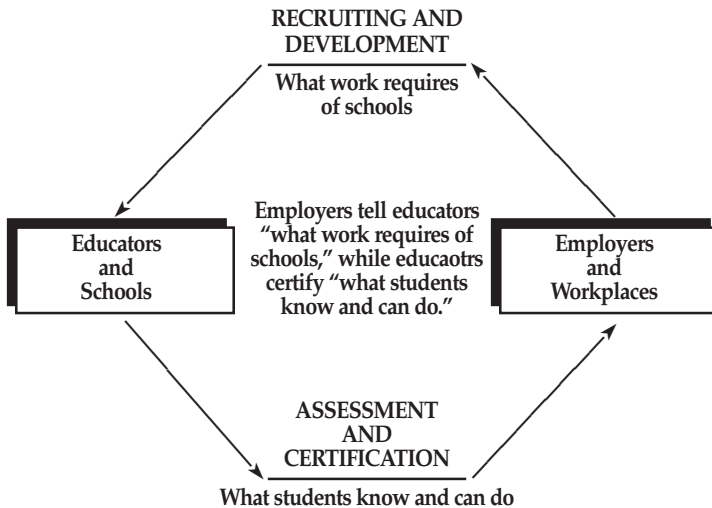
EXHIBIT M PARTICIPANTS IN THE "LEARNING-A-LIVING" SYSTEM



Source: National Urban League

Document: *Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000, Part I*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210). ISBN 0-16-037907-5 (p. 72)

EXHIBIT N INFORMATION FLOW IN THE "LEARNING-A-LIVING" SYSTEM



Source: *Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000, Part I*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992 (U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills, 200 Constitution Ave, N.W., Washington D.C. 20210). ISBN 0-16-037907-5 (p. 73)

**RECOMMENDATIONS FOR THE
“LEARNING A LIVING” SYSTEM****THE COMMISSION RECOMMENDS FULL IMPLEMENTATION
OF THE FOLLOWING ACTIONS BY THE YEAR 2000:****Reinventing Schools**

- Workplace know-how (the SCANS foundation and workplace competencies) should be taught along the entire continuum of education, from kindergarten through college.
- Every student should complete middle school (about age 14) with an introduction to workplace know-how.
- Every student by about age 16 should attain initial mastery of the SCANS know-how.
- Every student should complete high school sufficiently proficient in the SCANS know-how to earn a decent living.
- All federally funded programs for youth and adults, including vocational education programs, should teach the SCANS know-how.

Fostering Work-Based Learning

- Federal, state, and local agencies should incorporate SCANS workplace competencies into their own employee programs.
- Private-sector work-based training programs should incorporate training in the SCANS workplace competencies.
- Coalitions of businesses, associations, government employers, and labor organizations should teach the SCANS competencies to the current workforce, including employees of small businesses.

Reorganizing the Workplace

- The vast majority of employers should adopt the standards of quality and high performance that now characterize our most competitive companies.
- Firms should develop internal training programs to bring employees to the proficiency in the SCANS competencies needed for high-performance work organizations.

Restructuring Assessment

- A national education-based assessment system should be implemented that will permit educational institutions to certify the levels of the SCANS competencies that their students have achieved.
- Public and private employers should define requirements for higher-level competencies.
- Employment-based assessments should permit diagnoses of individual learning needs.

Source: *Learning a Living: A Blueprint for High Performance: A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992. (p. 18)

APPENDIX X

TABLE 1

OBE STATUS AND SOURCE OF MANDATE IN 42 U.S. STATES

STATE	MANDATED BY	STATUS
Alabama	Legislature	Each subject and level has outcomes; performance tests at grades 3, 6, & 9.
Arizona	Legislature	Have developed Essential Skills for Grades 3, 8, & 12; have Student Assessment Program.
Arkansas	Legislature	Have Exit Learner Outcomes; developing frameworks and assessment.
California	State Board	Locally developed outcomes only; California Assessment Program and Golden State Exams.
Colorado	Legislature	District outcomes, curriculum assessment; state is in "New Standards Project" — certified diploma by 1995 through a system of authentic assessments, no single test.
Connecticut	State Board	Grade 10 outcomes developed; assessment in Spring, 1993.
Florida	Legislature	Have exit outcomes; developing benchmarks for Grades 4 and 7; no assessments in place yet.
Georgia	Legislated	Testing/State Board mandated OBE Exit outcomes in core areas; no benchmarks or assessments yet.
Idaho	Legislature	Outcomes developed in Language Arts and Math; developing Science and Social Studies.
Illinois	Legislature	Exit outcomes based on 34 state goals; no single test, multiple assessments.
Indiana	Law on application oriented exit exams.	Developed essential skills; developing format and content of test for Grades 4, 8 & 10.
Iowa	State Board	Developing exit outcomes; "New Standards Project" (authentic assessment).
Kansas	State Board	Law/OBE in School review - must have exit outcomes; benchmarks. benchmarks in draft form for Grades 4, 8 & 10.
Kentucky	Law/will have performance tests.	State has 75 Valued Outcomes (not subject specific); assessment at Grades 4, 8 & 12; if exceed state expectation, get financial reward, if not state takes over the school.
Louisiana	Legislature	Have state outcomes and exit exams; benchmarks Grades 3, 5, 7; piloting in 11 schools.
Maine	State Department	Have a collection of 151 outcomes; Using Coalition of Essential School goals.
Maryland	State Board	Outcomes identified; second assessment by May 1993.
Massachusetts	Education Reform package pending in legislature.	Performance-oriented assessment; developing curriculum frameworks.
Michigan	Legislature	Developing outcomes and assessment.
Minnesota	Legislature	Graduation competencies developed but not approved; brochure: "Success for Every Learner"; OBE hotline.
Missouri	State Board	OBE major priority; exit outcomes in revision; more authentic assessment to be included; state assessment to be supplemented by local performance assessment.

Nebraska	State Board	Developing exit outcomes and framework; hired coordinator; local control on benchmarks.
Nevada	Legislature mandate to State Board.	Minimum Proficiency Test, Grade 12, must be passed to graduate; competencies at Grades K, 3, 6, 8 and by high school courses.
New Hampshire	State Board	Developing Grade 3 outcomes and assessments in English, Language Arts, Math; working up to Grade 12.
New Jersey	State Board	Have problem solving and critical thinking outcomes; reading, math & writing required for 1993 graduates; benchmarks for Grades 4 & 8 in 1995.
New Mexico	State Board	Pilot stage for frameworks and standards.
New York	State Board	New Board of Regents performance diploma; portfolio assessment - proficient, highly proficient, and distinguished.
North Carolina	Legislature	Developing exit outcomes; proficient at every grade level; students must prove competence before movement to next level.
North Dakota	Legislature	Developing outcomes for Grades 4, 8 & 12 in all subjects.
Ohio	State Board	Rescinded school evaluations for rest of 1993 and all of 1993-94; Curriculum, Instruction and Professional Development to work on outcomes and assessments for school evaluations.
Oklahoma	Legislature	Department developed standards; subject specific; changed standardized test to match standards; benchmark Grades 4, 8 & 10.
Oregon	Legislature	General outcomes approved by board; developing outcomes for Grades 4, 8 & 10.
Pennsylvania	State Board	Outcomes completed; curriculum is local responsibility; districts are to develop alternate assessments.
Rhode Island	Governor Initiative	Outcomes and assessments teams just beginning.
South Dakota	Department of Education	Outcomes and assessment developed locally.
Tennessee	Legislature - to be performance/competence based.	Working on developing key exam.
Texas	State Board	Committee working on exit outcomes; will modify state assessment to meet outcomes for Grades 4, 8 & 10.
Utah	Legislature	Core curriculum/state assessment being developed; several districts already OBE.
Virginia	State Board	Developed common core; pass by age 16; school reform to be around OBE.
Washington	Legislature	Developing exit outcomes; OBE in K - 12 by 1996 with performance-based tests.
Wisconsin	State Board	Developing goals and learner outcomes with curriculum guides for Grade 10; milestone assessment Grades 4 and 6; assessment left to local schools.
Wyoming	State Board	1992 exit outcomes in Math and Science; new assessment ready by mid 1993; all exit outcomes in place by 1997.

Source: *Vernon & King (1993, p.16-19) as cited in Implementation of Mastery Learning and Outcome-Based Education: A Review and Analysis of Lessons Learned. R-96-4E. By Doris W. Ryan, June 1995. First Internet Edition, 1998. Applied Research Branch, Strategic Policy, Human Resources Development, Canada. (p. 44-47)*
<http://www.hrdc-drhc.gc.ca/sp-ps/arb-dgra/publications/research/r-96-4e.pdf>

**STATES RECEIVING SCHOOL-TO-WORK
IMPLEMENTATION GRANTS (1994)****Kentucky**

Beth Brinly, Executive Director, Office of School-To-Work
Berry Hill Annex, 700 Louisville Road, Frankfort, KY 40601
(502) 564-5901, FAX (502) 564-5904

Maine

Chris Lyons, Director, Division of Applied Technology
Department of Education
25 State House Station, Augusta, ME 04333-0023
(207) 287-5861, FAX (207) 287-5894

Massachusetts

John Niles, Executive Director, Office for School-To-Work Transition
101 Summer Street, Boston, MA 02110
(617) 451-5130, FAX (617) 451-1291, jniles@stw.bssc.org

Michigan

Diane Kosht, Program Coordinator
201 North Washington Square, Victor Office Center, First Floor, Lansing,
MI 48906, (517) 335-3878, FAX (517) 373-8179

New Jersey

Thomas Henry, Director, Office of School-To-Work Initiatives
240 West State Street, CN 500, 11th Floor, Trenton, NJ 08625-0500
(609) 633-0665, FAX (609) 633-0658

New York

Johanna Duncan-Pointier, Assistant Commissioner, Workforce
Preparation and Continuing Education, State Education Department
89 Washington Avenue, Rm 319EB, Albany, NY 12234
(518) 474-8892, FAX (518) 474-0319

Oregon

Bill Braly, Coordinator, School-To-work, Public Service Building
255 Capitol Street, NE, Salem, OR 97310
(503) 378-3584, FAX (503) 378-5156, bill.braly@state.or.us

Wisconsin

Vicki Poole, Director, Office for Workforce Excellence
Dept. of Industrial, Labor and Human Relations
201 East Washington Avenue Room 23I, Madison, WI 53702
(608) 266-0223, FAX (608) 261-6698


Source: *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. 29)

BASIC PROGRAMMATIC REQUIREMENTS FOR A SCHOOL-TO-WORK SYSTEM



**Work-Based
Learning
Component**

- 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
Component**

- 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



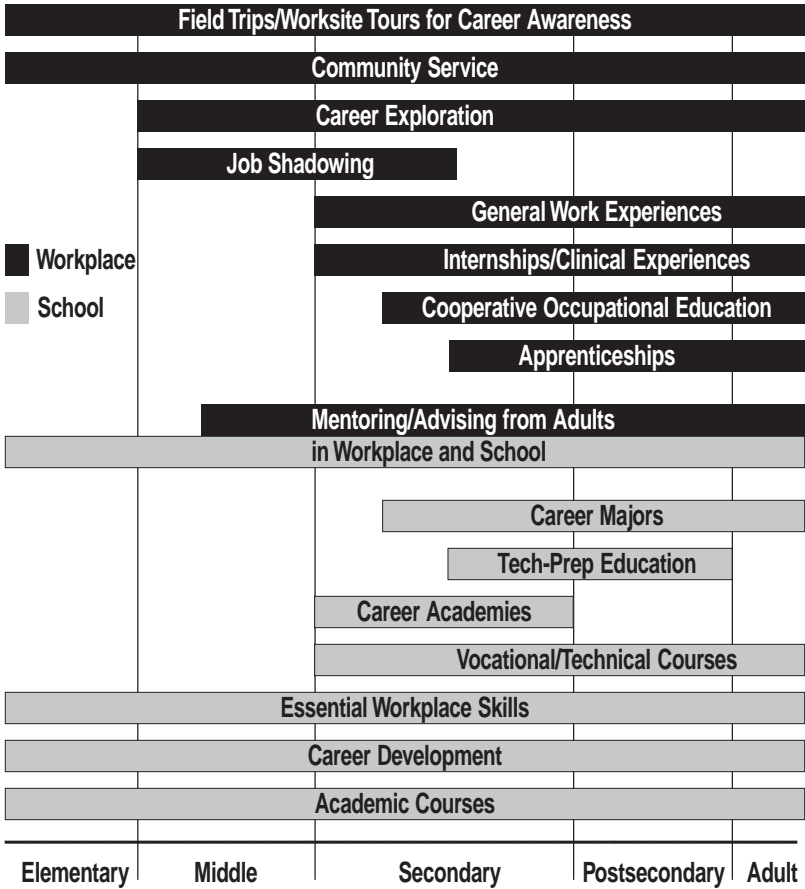
**Connecting
Activities
Component**

- 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: New York Department of Education

Source: *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. 15)

MODEL FOR STUDENT SCHOOL-TO-WORK OPPORTUNITIES ACTIVITIES



Source: New York Department of Education

Source: *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)

APPENDIX XIV

TABLE 1

LOCAL PARTNERSHIPS FISCAL AGENTS IN 20 STATES (excluding Arizona)

State	State Fiscal Agent	# of STW	Yr of data	Type of Fiscal Agent					
				Educational Institutions	Training	Business Institutions	Other & Labor		
AZ	GO	13	'97	4 (30%)	8 (62%)	12 (92%)	—	—	1 (8%)
CA	DOL	55*	'97	—	—	—	One	Few	Most
CO	GO	65*	'97	Most	Few	All	—	—	—
FL	SEA	28	'96	13 (46%)	14 (50%)	27 (96%)	—	—	1 (4%)
IA	DOL	150*	'97	Most	Some	Most	—	Few	—
ID	SEA	21	'96	16 (76%)	5 (24%)	21 (100%)	—	—	—
KY	SEA	22	'97	8 (36%)	6 (28%)	14 (64%)	—	—	8 (36%)
MA	SEA	33	'96	26 (79%)	2 (6%)	28 (85%)	—	—	5 (15%)
ME	SEA	24*	'97	NA	NA	NA	NA	NA	NA
MI	DOL	26	'97	—	—	—	—	—	26 (100%)
NC	SEA	66*	'97	Most	Few	Most	—	Few	—
NE	DOL	12	'96	6 (30%)	2 (17%)	8 (67%)	—	2 (17%)	2 (17%)
NH	SEA	58	'96	58 (100%)	—	58 (100%)	—	—	—
NY	SEA	55*	'97	Most	Few	Most	—	—	—
NV	SEA	4	'97	3 (75%)	1 (25%)	4 (100%)	—	—	—
OH	SEA	53**	'97	38 (72%)	11 (20%)	49 (92%)	3 (6%)	— (2%)	1
OK	SEA	41	'97	40 (98%)	1 (2%)	41 (100%)	—	—	—
OR	SEA	15	'96	13 (87%)	—	13 (87%)	—	1 (7%)	1 (7%)
UT	SEA	9	'96	8 (89%)	1 (11%)	9 (100%)	—	—	—
WA	GO	NA*	'97	NA	NA	NA	NA	NA	NA
WI	DOL	31	'96	18 (58%)	8 (26%)	26 (84%)	—	5 (16%)	—
Total***		768 353		247 (70%)	51 (14%)	298 (84%)	3 (1%)	8 (2%)	44 (13%)

Notes: Figures may not total 100% due to rounding

DOL = Department of Labor (e.g., Commerce, Economic Development, Jobs Commission)

GO = Governor's Office

SEA = State Education Agency

of STW = Number of local/regional partnerships reported

* Specific breakdowns of types of fiscal agents for these states are unavailable or do not apply.

** Ohio has funded a total of 93 partnerships since implementation began in 1996. Fiscal agents for 40 "prototype grants" were unable to be determined; numbers are based only on the 53 partnerships with known fiscal agency.

*** 768 is the total number of partnerships in the states studied. 353 is the number of partnerships in which type of fiscal agency is known. Percentages are based upon known fiscal agent types.

Source: *School To Work Fiscal Agents: Profiles of 20 States*, Jill Engmark, Consultant and Judith A. Vandegrift, Research Analyst, Arizona School To Work Briefing Paper #3, Jan. 1997. Morrison Institute for Public Policy, School of Public Affairs, Arizona State University. (p. 4)

CURRICULUM FRAMEWORK VIEW 2

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Curriculum Framework	←————— Reading —————→															
	←————— Math —————→															
	←————— Science —————→															
	←————— Social Studies —————→															
	←————— Employability Skills —————→															
								←————— Leadership Planning —————→								
								←————— Management —————→								
								←————— Health, Safety & Environment —————→								
								←————— Community Issues —————→								
								←————— Principles of Technology —————→								
								←————— Work Processes —————→								
								←————— Human Resources/Labor —————→								
								←————— Finance —————→								
												Career Pathways				
												Business Information Mgmt./Marketing				
											Health Services					
											Agriculture/Natural Resources					
											Arts & Communication					
											Engineering/Industrial Technology					
											Family, Consumer & Human Science					

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

CROSSWALK TO CHAPTER 12

CROSSWALK of Career Education in Iowa Code to SCANS, Iowa Employability Standards, Iowa Exploring Careers Standards, and National Career Development Guidelines

Chapter 12 General Accreditation Standards	SCANS	Iowa Employability Standards	Iowa Exploring Careers Standards (AAI)	National Career Development Standards
<p>Career Education 12.5(7) Awareness of Self:</p> <ul style="list-style-type: none"> • In relation to others • In relation to needs of society 	<p>Systems: Understands complex interrelationships.</p>	<p>Interpersonal: Understands the importance of relationships that an individual has with other people.</p>	<p>Community Issues: Understands the multiple aspects of the relationship of the industry and the community.</p> <p>Human Resources – Labor: Understands the nature of organizations as systems and the responsibilities and rights of employment.</p>	<p>Self-Knowledge: Understanding the influence of positive self-concept.</p> <p>Self-Knowledge: Understanding the impact of growth and development.</p> <p>Educational and Occupational Exploration: Understanding how societal needs and functions influence the nature and structure of work.</p>
<p>Exploration of employment opportunities (at a minimum in Iowa).</p>		<p>Planning: Understands what it takes to plan for the future both personally and professionally.</p>	<p>Health, Safety and Environment: Recognizes the health and safety risks involved in working in the industry.</p> <p>Introduction to Career Pathways: Demonstrates knowledge of the common career pathways and the transferability of skills across career pathways.</p>	<p>Educational and Occupational Exploration: Understanding the relationship between educational achievement and career planning.</p> <p>Educational and Occupational Exploration: Skills to locate, evaluate, and interpret career information.</p> <p>Career Planning: Skills in Career Planning.</p>
<p>Experiences in personal decision making.</p>	<p>Resources: Identifies, organizes, plans and allocates resources.</p>	<p>Problem Solving: Practices effective problem solving.</p>	<p>Work Processes: Uses skills and procedures that promote an efficient and effective workplace.</p>	<p>Career Planning: Skills to make decisions.</p>
<p>Experiences that help students connect work values into all aspects of their lives.</p>	<p>Interpersonal: Work with others</p>	<p>Business Fundamentals: Describes how one's role as a student is like that of an adult worker.</p>	<p>Management: Understands the general process of management.</p>	<p>Self-Knowledge: Skills to interact positively with others.</p> <p>Educational and Occupational Exploration: Understanding the need for positive attitudes toward work and learning.</p> <p>Career Planning: Understanding the interrelationships of life roles.</p> <p>Career Planning: Understanding the continuous changes in male/female roles.</p>
<p>Development of Employability Skills</p>	<p>Technology: Works with a variety of technologies.</p> <p>Information: Acquires and uses information.</p>	<p>Technology: Applies a broad range of technology tools and devices.</p> <p>Basic Skills: Uses the traditional 3R's and a variety of other basic skills, including communication.</p>	<p>Leadership/Planning: Uses organizational skills to promote goals and objectives of the organization or team.</p> <p>Principles of Technology: Understands the principles underlying the technologies utilized by the industry.</p> <p>Finance: Understands the financial basis of an organization.</p>	<p>Educational and Occupational Exploration: Skills to prepare, seek, obtain, maintain and change jobs.</p>

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

TABLE 1

DIPLOMAS OR COMPETITIONS OPTIONS BY STATE

	Standard diploma	Certificate	Honors diploma	IEP, Specialdiploma	Technical, Vocational diploma	Other options		Standard diploma	Certificate	Honors diploma	IEP, Specialdiploma	Technical, Vocational diploma	Other options
Alabama	√*	√+	√*		√+	√	Nebraska	√	√+		√+		LEA
Alaska	√*	√		√+			Nevada	√*	√	√*			√
Arizona	√*						New Hampshire	√					
Arkansas	√				√		New Jersey	√*					
California	√	√	√*			√	New Mexico	√*	√+			√+	√+
Colorado	LEA						New York	√*		√*	√+		
Connecticut	LEA						North Carolina	√*	√	√*		√*	√+
Delaware	√	√					North Dakota	LEA					
Florida	√*	√+	√*	√+	√		Ohio	√*		√*			
Georgia	√*	√	√*	√+	√*		Oklahoma	√		√			
Hawaii	√*	√+	√*				Oregon	√	√+	√	LEA		
Idaho	LEA			√+			Pennsylvania	√		√			
Illinois	√	√+					Rhoda Island	LEA					
Indiana	√*		√*				South Carolina	√*	√	√*			
Iowa	√	√+		√+			South Dakota	√					
Kansas	√						Tennessee	√*	√		√+		
Kentucky	√*	√	√*			√	Texas	√*	√				
Louisiana	√*	√	√*				Utah	√*	√				√
Maine	√	√				√	Vermont	√		√			√+
Maryland	√*	√+	√*		√*		Virginia	√*	√	√*	√+		√+*
Massachusetts	√*	√					Washington	√		√*			LEA
Michigan	√*		√*			√	West Virginia	√		√	√+		
Minnesota	√						Wisconsin	√	√+				
Mississippi	√*	√		√		√+	Wyoming	√*					
Missouri	LEA	√+	√				Total	50	27	23	12	7	14
Montana	√												

√ Option available to all students meeting requirements

√+ Option only available to students receiving special education services

* State Assessment required for diploma option

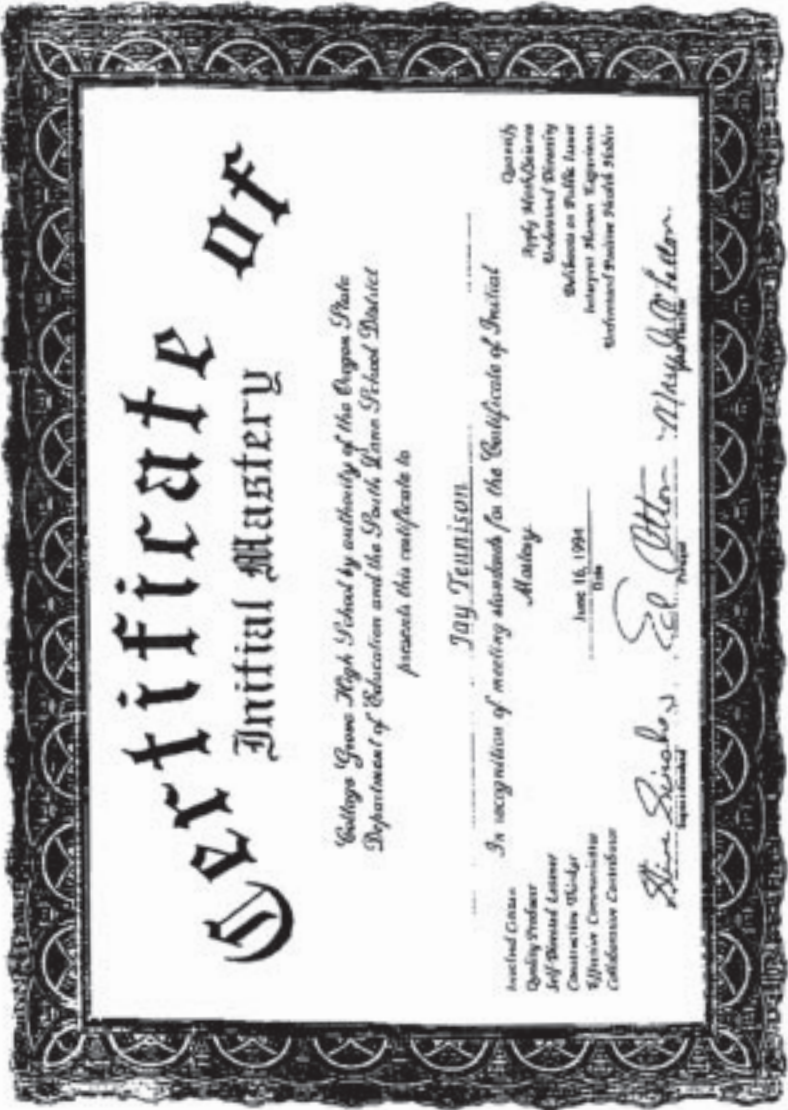
LEA Requirements determined at the local level (Local Education Agency)

Source: *The Reality of Increased Graduation Requirements: A Nationwide View of Diploma Options*, Lisa Jo Vernon, et al, *National Association of Secondary School Principals Bulletin*, Vol. 87 No. 635, June 2003. (p. 6-7)

Source: *The Applied Curriculum Pilot Program, Initial Review*, by the South Carolina Education Oversight Committee, September 2003

CERTIFICATE OF INITIAL MASTERY

Certificate reads: "Cottage Grove High School by authority of the Oregon Department of Education and the South Lane School District presents this certificate to *Jay Tennison* In recognition of meeting the standards for the Certificate of Initial Mastery. [The standards:] *Involved Citizen, Quality Producer, Self-Directed Learner, Constructive Thinker, Effective Communicator, Collaborative Contributor*, [Able to:] *Quantify, Apply Math/Science, Understand Diversity, Deliberate on Public Issues, Interpret Human Experience, Understand Positive Health Habits.*"



BACKGROUND OF SCHOOL TO WORK CONCEPT

(By D.L. Cuddy, Ph.D.) (Extension of Remarks-May 16, 1997) [Page: E945-E946]

HON. HENRY HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 15, 1997

Mr. HYDE. Mr. Speaker, no one doubts that education is a vital importance to our country. The question that must be answered is what role should the Federal Government play in supporting education? We have seen more and more legislative efforts to increase the Federal, as opposed to the local role, and this trend concerns many Americans, including myself.

As we engage in debate, it is useful to understand the context, the historical background, of some efforts to increase the central government's intrusion into what has been a largely local responsibility. Dr. D.L. Cuddy, a former senior associate with the U.S. Department of Education, has written an interesting historical commentary on the school to work concept which I believe warrants the attention of Members.

BACKGROUND OF 'SCHOOL-TO-WORK' CONCEPT

(By Dr. D. L. Cuddy)

With 'School-to-Work' (STW) legislation (H.R. 1617/S. 143) soon going to conference committee in Congress, it's important to look at the background of this concept. Plank 10 of Marx's Communist Manifesto provides for a 'combination of education with industrial production,' and in 1913 when Stalin was having difficulty getting his Marxist cadres into key positions for the 'class struggle,' he described a 'regionalism' strategy (e.g., NAFTA, later) against nationalism and used the slogan 'workers of the world unite.'

Self-described American communist Scott Nearing in *The Next Step* (1922) described how a world economic organization (e.g., GATT and World Trade

Organization, later) would be the first step toward world government, but first in *The New Education* (1915) he applauded 'breaking away from the 3 Rs' and Cincinnati's 'half time in shop, half time in school' system.

In the Oct. 12, 1917 *New York Times*, Judge John Hylan wrote about a letter by Dr. Abraham Flexner (Secretary of the Rockefeller General Education Board and formerly of the Carnegie Foundation) describing a 'secret conference' of New York City Board of Education members to elect a Board president who would institute a type of STW/OBE (Outcome-Based Education) program. Hylan became Mayor of New York and 'pitched out the

Rockefeller agents, ...the kind of education the coolies receive in China . . . for the mill and factory,' William McAndrew, who had been in charge of the 'new-program schools,' admiringly referred to the 'polytechnic institute' (which the Soviets would adopt). And in Raymond Fosdick's memorial history of the General Education Board (GEB), he described the Board as part of Rockefeller's effort toward 'this goal of social control.'

After Hylan's expose of this STW/OBE plan, it wasn't until the 'Eight-Year Study' (1933-41) funded by the Carnegie Corporation and the GEB that another major attempt was evident. Research Director for the study's Evaluation Staff was Ralph Tyler, who would later conduct a project for the Carnegie Corporation that would in 1969 become the National Assessment of Educational Progress (NAEP). One of Tyler's associates in the 'Eight-Year Study' was 'values clarification' originator Louis Rath, and another associate was Estonian 'change agent' Hilda Taba.

In the early 1950s, Ford Foundation president H. Rowan Gaither told Congressional committee Research Director Norman Dodd that they were operating under directives from the White House 'to make every effort to so alter life in the U.S. as to make possible a comfortable merger with the Soviet Union.' And in 1960, HEW published *Soviet Education Programs*, stating 'wherever we went, we felt the pulse of the Soviet government's drive to educate and train a new generation of technically skilled citizens. ...USSR plans to bring all secondary school children into la-

bor education and training experiences through the regular school program.'

By 1970, Americans were coming to be thought of as 'human capital' (note Lester Thurow's 1970 book, *Investment in Human Capital*), and in 1971 UNESCO'S Secretariat asked George Parkyn to 'outline a possible model' for an education system that resulted in *Towards a Conceptual Model of Life-Long Education* describing how students would choose a vocational field and work part time, and receive 'certificates' of educational attainment.

Two years later, Michael Lerner (who would become an important advisor to Hillary Clinton) wrote *The New Socialist Revolution*, proclaiming: 'Education will be radically transformed in our socialist community . . . the main emphasis will be on learning how to . . . live and work collectively . . . The next level is learning some series of skills, for one's first set of jobs.' And in Vladimir Turchenko's *The Scientific and Technological Revolution and the Revolution in Education* (1976) imported into the U.S. is described 'linking instruction with productive labor.'

In the early 1980s, neither the Soviet nor German socialist education systems had been adopted nationwide in the U.S., as Prof. Eugene Boyce in *The Coming Revolution in Education* (1983) wrote that 'in the communist ideology ... education is tied directly to jobs ... No such direct, controlled, relationship between education and jobs exists in democratic countries.' However, in 1985 two things happened. At the beginning of the year, the Carnegie Corporation gave \$600,000 to establish the Carnegie Forum on Education and the Economy;

and later that year the Carnegie Corporation negotiated the Soviet-American Exchange Agreement for the U.S. government, whereby Soviet educators became involved in planning curricula for some U.S. schools. In the Winter 1987/1988 edition of *Action in Teacher Education*, Professors Martin Haberman and James Collins wrote in 'The Future of the Teaching Profession' that 'schooling is now seen primarily as job training and, for this reason, quite comparable to schooling in non-democratic societies. Once education is redefined as a personal good and as emphasizing preparation for the world of work as its first purpose, our schools can appropriately be compared with those of the USSR.'

The next year, the National Center on Education and the Economy (formerly the Carnegie Forum) with Marc Tucker as president was asked to help in developing the National Education Goals upon which 'America 2000' and 'Goals 2000' would be based. Then in June 1990, NCEE (with Board members Hillary Clinton and David Rockefeller, Jr.) produced *America's Choice: High Skills or Low Wages?* (proposing a 'Certificate of Initial Mastery'), which greatly influenced the establishment of the Secretary's Commission on Achieving Necessary Skills (SCANS) by the Department of Labor. In September, *Polytechnical Education: A Step* (funded by the U.S. Department of Education) by Robert Beck was published, stating: 'The Soviet Union . . . (has) developed a curriculum known as polytechnical education. . . . rooted in Marxist-Lennist ideology. . . . The German Democratic Republic has accomplished a good deal with its polytechnical edu-

cation. . . The ideology of Soviet education has blessed the melding of restructured academic studies . . . and the preparation of students for skilled labor. . . . That this should be carefully monitored for possible adaptation in American public education is not a far-fetched idea.' (*Polytechnical Education: A Step* was published by the National Center for Research in Vocational Education at the University of California at Berkeley just 3 months after *America's Choice: High Skills or Low Wages?*, a report by the NCEE's Commission on the Skills of the American Workforce which included Laura D'Andrea Tyson, the Director of Research for the Berkely Roundtable on the International Economy at the University of California at Berkeley, who has been a member of the Council on Foreign Relations and would become Chairman of President Clinton's Council of Economic Advisers.)

In June of the next year (1991), the SCANS report recommended establishing a national system for certifying competency, similar to Germany's 'certificate of mastery.' Also in 1991, Carnegie Foundation chairman David Hornbeck's so-called *Human Capital and America's Future* was published describing an approach he admitted might be subject to the charge of 'big brotherism.'

On Aug. 2, 1992, Assistant Labor Secretary Roberts Jones announced that the federal government was preparing to deny aid and student loans to schools that fail to prepare their graduates with the skills needed to compete for jobs in the modern workplace, saying 'this is a touchy subject.' Shortly

thereafter, Marc Tucker wrote a letter to Hillary Clinton saying he had just come from David Rockefeller's office where they were 'celebrating' Bill Clinton's election as president, as that will allow putting into place their agenda to integrate education into a national system of 'human resources development . . . from cradle to grave . . . (for) everyone. . . . We propose that Bill (Clinton) take a leaf out of the German book' (regarding required) 'apprenticeship slots.' Relevant to this, however, was a paper commissioned by the School-to-Work Transition Team in the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education (one of a set of commissioned papers published by OERI in June 1994). In this paper, 'Determinants and Consequences of Fit Between Vocational Education and Employment in Germany,' Professors James Witte and Ame Kalleberg stated that 'the German apprenticeship's system is so expensive. . . . Germany's contemporary vocational education system is closely linked to its secondary educational system. At age 10, students are tracked in a rigid educational system. . . . After initial assignment, movement between tracks is rare'

NCEE Board member Hillary Clinton had been promoting the Certificate of Initial Mastery concept, and in April 1994 NCEE's Tucker had published *The Certificate of Initial Mastery: A Primer*. The same year, Senator Ted Kennedy's School-to-Work Opportunities Act was passed, and a national campaign is underway to promote the concept. Recently, Miss America 1996, Shawntel Smith in Michigan spoke about 'our in-

vestment in human capital. That's what School-to-Work is all about.'

Currently, students have the most to say about what career paths they take. But as 'human capital,' their paths increasingly will be directed by society via STW/OBE educational programs so that they 'demonstrate certain skills.' A leading OBE consultant today, Harvard University Professor Howard Gardner, (who was involved in the infamous MACOS project), wrote *Frames of Mind: The Theory of Multiple Intelligences*, in which he proposed that 'ultimately, the educational plans that are pursued need to be orchestrated across various interest groups of the society so that they can, taken together, help the society to achieve its larger goals. Individual profiles must be considered in the light of goals pursued by the wider society; and sometimes, in fact, individuals with gifts in certain directions must nonetheless be guided along other less favored paths, simply because the needs of the culture are particularly urgent in that realm at that time.' Student 'profiles' are an important part of certain STW initiatives, with employers having continual access to these as part of a permanent file on all individuals who are now considered to be 'lifelong learners.' In Communist China, the file is called a 'Dangan' and describes the value of the individual ('human capital') to the State. Gardner has also written *To Open Minds: Chinese Clues to the Dilemma of Contemporary Educations*. If Americans aren't careful, STW/OBE educational programs will pave the way toward an ominous techno-feudal world of the future.

**INTERNATIONAL IMPLICATIONS
OF SCHOOL-TO-WORK PROGRAMS**(By D.L. Cuddy, Ph.D.) (Extension of Remarks-June 26, 1998)[Pages E1274-E1275]

HON. HENRY HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 25, 1998

Mr. HYDE. Mr. Speaker, one of the nation's experts on education, D.L. Cuddy has written an important article I would like to bring to my colleagues' attention.

THE NEW TRANSATLANTIC AGENDA

(By Dr. D. L. Cuddy)

In the U.S. Congress, Rep. Henry Hyde has been warning people about school-to-work (STW) education initiatives, and Senator John Ashcroft has amended the Workforce Investment Partnership Act now being discussed to prohibit its funding of STW. At the state level, N.C. Rep. Don Davis is chairing a House Select Committee for Federal Education Grants, which has been investigating STW grants among others, and invited *Richmond Times-Dispatch* op-ed editor Robert Holland to address the Select Committee on this subject.

While the implications of STW at the state and national levels have been widely debated, not much has been written about the international connections. On May 18, the White House released a statement at the conclusion of the U.S.-European Summit in London, indicating that 'through the New Transatlantic Agenda (NTA), created in 1995, the United States and the European Union have focused on addressing the challenges and opportunities of global integration.'

One part of this 'global integration' in 1995 was the agreement between the U.S. and the European Community establishing a cooperation program in higher education and vocational education and training. The agreement, signed December 21 of that year, called for 'improving the quality of human resource development . . . Transatlantic student mobility, . . . and thus portability of academic credits.' In this regard, a Joint Committee would reach decisions by consensus.

As part of the NTA, the U.S. and European Union then convened a major conference, 'Bridging the Atlantic: People-to-People Links,' on May 5-6, 1997 calling for 'thematic networks for curriculum development,' and further stating that in an information-based global economy, 'governments too are obliged to adapt their economic, training and social welfare programs.' The conference final report noted that in the U.S., ACHIEVE has been one of the organizations at the forefront of defining key issues in this regard and developing

strategies to address them. ACHIEVE has been measuring and reporting each state's annual progress in establishing Internationally competitive standards, and business leaders involved have indicated their commitment to consider the quality of each state's standards when making business location or expansion decisions.

The 'Partners in a Global Economy Working Group' of the conference discussed 'what redesigning of curricula is required...(i.e. what career skills are needed),...portability of skill certificates, ...and institutionalizing cross-national learning/training activities.'

Most people debating STW in the U.S. are familiar with the role of Marc Tucker, president of the National Center on Education and the Economy. He's also on the National Skill Standards Board (NSSB), and on its website under international links, one finds 'Smartcards Project Forum,' under which one reads: 'The Tavistock Institute and the European Commission are working on a feasibility study to research the affect of using Smart Cards in competence accreditation. The study will be carried out in the USA and parts of Europe.' The project involves assessing and validating students' skills, with information placed on personal skills Smartcards, which 'become real passports to employment.'

If without a passport one cannot enter a country, does this mean that without a skills passport one may not be able to get a job in the future?

In October 1997, the Tavistock Institute (and Manchester University) completed the final report for the European Commission, and described in a report

summary were the relevancy of Goals 2000, SCANS (U.S. Department of Labor 'Secretary's Commission on Achieving Necessary Skills') typology with its 'profound implications for the curriculum and training changes that this will require,' valid skills standards and portable credentials 'benchmarked to international standards such as those promulgated by the International Standards Organization (ISO).'

The report summary went on to say that 'there is increasing attention being focused on developing global skill standards and accreditation agreements,' and there will be 'partnerships between government, industry, and representatives of worker organizations . . . (and) a high degree of integration . . . embedding skills within the broader context of economic and social activity, and specifically within the areas of secondary education, work-based learning and local and regional economic development. . . . The NSSB, Goals 2000, STW Program are all combining to act as a catalyst to promote the formation of partnerships to develop skills standards. In this regard, a system like O*Net can be seen as the 'glue' that holds everything together.'

O*Net is a new occupational database system sponsored by the U.S. Department of Labor's Employment and Training Administration, and is being piloted in Texas, South Carolina, California, New York and Minnesota. It includes information such as 'Worker Characteristics' (abilities, interests and work styles) and 'Worker Requirements' (e.g., basic skills, knowledge and education).

U.S. FEDERAL LAWS RELATED TO EDUCATION AND THE WORKFORCE

Please note that this list is not comprehensive.

For more information, 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.]

<p>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.)</p>	<p>N/A (introduced 11/26/91; last major action 10/15/92)</p>	<p>N/A (George H.W. Bush) (Republican)</p>	<p>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.</p>
<p>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.</p>	<p>102-103 Became law: 8/17/1991</p>	<p>George H.W. Bush (Republican)</p>	<p>Rep. Dale E. Kildee [Michigan-7; Democrat] Committees: House Education and Labor</p>
<p>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."</p>	<p>101-392 Became law: 9/25/1990</p>	<p>George H.W. Bush (Republican)</p>	<p>Rep. Augustus F. Hawkins [California-29; Democrat] Committee: <ul style="list-style-type: none"> • House Education and Labor • Senate Labor & Human Resources </p>
<p>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. "</p>	<p>98-524 Became law: 10/19/1984</p>	<p>Ronald W. Regan (Republican)</p>	<p>Rep. Carl D. Perkins [Kentucky-7; Democrat] Committee(s) of Referral: <ul style="list-style-type: none"> • House Education and Labor • Senate Labor & Human Resources Committee(s) Reporting: <ul style="list-style-type: none"> • House Education & Labor Subcommittee(s): • Hsc Elementary, Secondary and Vocational Education </p>
<p>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</p>	<p>94-142 Became law: 11/29/1975</p>	<p>Gerald R. Ford (Republican)</p>	<p>Sen. Harrison A. Williams, Jr. [New Jersey; Democrat] <ul style="list-style-type: none"> • Senate Labor & Public Welfare </p>
<p>Elementary and Secondary Education Act of 1965 (ESEA) H.R. 2362: close "the achievement gap between privileged and underprivileged children." 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].</p>	<p>89-10 Became law: 4/11/65</p>	<p>Lyndon B. Johnson (Democrat)</p>	

NON-EXHAUSTIVE LIST OF SCANS RESOURCES

U.S. Department of Education <<http://www.ed.gov>>

Academic Innovations — (SCANS) <<http://www.academicinnovations.com/>>
<<http://www.academicinnovations.com/report.html>—>

SCANS Competencies <<http://www.academicinnovations.com/scans.html>>

A new effective and integrated approach to career and life planning, Career Choices and the anthology Possibilities give schools a head start on...

SCANS Report <<http://pueblo.pc.maricopa.edu/MariMUSE/SCANS.html>>

SCANS Secretary's Commission on Achieving Necessary Skills. The SCANS Agenda. In 1991 and 1992, the Secretary's Commission on Achieving Necessary Skills

CASAS Quality Assessment Systems <<http://www.otan.dni.us/casas/casas.html>>

The Comprehensive Adult Student Assessment Systems (CASAS) is a non-profit organization that provides competency-based curriculum management, assessment and evaluation system to education and training programs. These systems are learner-centered and are designed to meet the needs of adults and youth in today's multi-cultural society. CASAS has developed systems for ABE, ESL, employment preparation (ECS, workforce learning (WLS), special education including developmental and learning disabilities, and secondary education (SDP). **CASAS is validated by the U.S. Department of Education, National Diffusion Network and is being used through the United States and is being adapted for use in Australia.**

SCANS Correlations of CASAS Competencies to SCANS Competencies.

SCANS and the New Vocationalism, Eric Digest #165 by Bettina A. Lankard 1995.

<<gopher://ericir.syr.edu:70/00/Clearinghouse/16house/CACVE/CEDigest/Didests165>>

SCANS Resource List

<<http://www.lausd.k12ca.us:80/lausd/offices/dace/subjects/scans.html>>

<[Indexof/lauds/offices/dace/subjects/](#)>

<<http://www.lausd.k12ca.us:80/lausd/offices/dace/subjects/>>

Division of Adult and Career Education

<<http://www.lausd.k12ca.us:80/lausd/offices/dace/>> <[Indexof/lauds/offices/](#)>

<<http://.www.lausd.k12ca.us:80/lausd/offices/>>

Los Angeles Unified School District <<http://.www.lausd.k12ca.us:80/1>>

Key Vocational competencies***

<<http://www.edprog.tased.edu.au/avts/Keycomp/keycomp.html>>

The SCANS Classroom <<http://166.122.32.61/T3/services/g14webatt6.html>>

SCANS Report Summary <<http://www.hmco.com/hmco/school/rdg/res/graphics/comp.html>>

The SCANS Agenda <<http://pueblo.pc.maricopa.edu/MariMUSE/SCANS?SCANS.html>>

Infusing SCANS skills <<http://www.dcccd.edu/nlc/misc/scans/nlc.htm>>

SCANS at Richmond College <<http://www.dcccd.edu/nlc/misc/scans/rlc.htm>>

The National SCANS Skills Concern <<http://www.dccd.edu/nnlc/misc/scans/facts.htm>>

SCANS Principles and Recommendations <<http://www.jhu.edu/~ips/scans/principles.htm>>

The Johns Hopkins Institute for Policy Studies—SCANS/2000 <<http://www.jhu.edu/~ips/scans/>>

Excerpts from preconference <<http://www.geeks.org/~maae/scans.html>>

Definition of SCANS Competencies and Foundations (CASAS)

<<http://www.otan.dni.us/sasaso1AboutCasas/01SCANS.html>>

Correlation of SCANS To CASAS Competencies

<<http://www.otan.dni.us/casaso1AboutCasas/01SCANS.html>>

The SCANS Competencies <<http://www.spectra.net/~schools/scans.htm>>

Machine Tool Technology SCANS Competencies

<<http://www.machinetool.tstc.edu/mast/methodol/scans/>>

Machine Tool Technology <<http://www.machinetool.tstc.edu/mast/methodol/>>

SCANS IN 1994 <<http://www.vocserv.berkeley.edu/ST1.1/SCANS.html>>

SCANS Definitions <<http://www.stc.cahwnet.gov/STWGLOSS/DEF38.HTM>>

Career Pathway (definition) <<http://www.state.vt.us/educ/stw/cmpurp.htm>>

SCANS and the New Vocationalism

<[Gopher://ericir.syr.edu:70/00/Clearinghouse/16house/CACVE?CEDigests/Digest165](http://ericir.syr.edu:70/00/Clearinghouse/16house/CACVE?CEDigests/Digest165)>

Vermont Department of Education <<http://www.state.vt.us/educ/>>

Colorado Department of Education <<http://www.state.vt.us/educ/sepage.htm>>

Kentucky <<http://www.state.vt.us/educ/sepage.htm>>

Developing Educational Standards—Putnam Valley <<http://putwest.boces.org/standards.html>>

Ohio Department of Education <<http://www.ode.ohio.gov>>

ScansLink—The National Scan Skills Concern <<http://www.dcccd.edu.edu/nlc/misc/scans/facts.htm>>

SCANS Secretary's Commission on Achieving Necessary Skills

<<http://www.pueblo.pc.maricopa.edu/ManMUSE/SCANS/SCANS.html>>

Wyoming <<http://www.ed.gov/pubs/VocEdAcct/wy.html>>

SCANS / 2000 Project Sites

Baltimore Learning Communities <<http://www.learn.umd.edu/>>

Baltimore Learning Communities—John Hopkins Component

<<http://www.jhu.edu:80/~ips/scans/blc/jhuble.htm>>

New Hampshire Community—Technical College Systems <<http://www.berl.tec.nh.us/scans15a/>>

SCANS-Related Sites

Minnesota Alliance for Arts in Education <<http://www.winternet.com/~maae/public.html>>

School-to-Work Internet Gateway <<http://www.stw.ed.gov/>>

Skills Net <<http://www.skillsnet.org>>

O*NET—The Occupational Information Network <<http://www.doleta.gov/programs/onet>>

Department of Education School-to-Work Gopher <[gopher://gopher.ed.gov:10001/11/OVAE/school2work](http://gopher.ed.gov:10001/11/OVAE/school2work)>

Northwest Regional Educational Laboratory <<http://www.nwrel.org/edwork>>

American Association of Community Colleges <<http://www.aacc.nche.edu/>>

ScansLink <<http://www.dcccd.edu/nic/misc/scans/slink.htm>>

Academic Innovations <<http://www.academicinnovations.com/>>

ADVANCE Educational Spectrums <<http://www.advedspec.com/aesindex.htm>>

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Hoge, Anita B. — "Socialized Healthcare...Through the Backdoor of Your Neighborhood School." *Welcome to Hillary's Village* — Video. **To order: Call 412-484-7373, or write to SOS, 80 Highland Ave., West Alexander, Pennsylvania 15376. Cost \$22 plus \$3 s/h.**
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Tangled Web



The Mastery Learning/OBE/ STW-TQM Connection

Researched and Compiled by
Joe Esposito

Tangled Web documents the early voices and activities of those propelling reform under School-to-Work (STW) and other federal initiatives. Fully implemented, **all schools** will be *vocational*, **all children** will have a *career path* no later than 7th grade, and **all children/adults** will be credentialed through a national/international *certification* system. In short, STW guts education and opportunity in lieu of workforce training. . . .

Esposito's cumulative report will help readers identify and understand key forces behind the upheavals in the U.S. school system and society. Filled with foundational information—*Tangled Web* exposes many reform deceptions. For this 2004 printing, the appendices has expanded to include documentation of how changes have spread.

Dr. Martin Luther King, Jr. said, "*Our lives begin to end the day we become silent about things that matter.*" Become educated about the issues and **do not be silent**. We can insure upcoming generations inherit a promising future if we become informed and take action to restore and preserve our freedom, rights, and opportunities.



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