

- School-to-Work Opportunities Act of 1994
- Kansas School-to-Work application for federal money
- Selected development grants
- Career plans
- WorkKeys assessments
- Skill certificates

School-To-Work: It's the law

This report addresses School-to-Work (STW) in Kansas based on federal law, and state and local contracts.

On September 8, 1998, this report was presented to members of the Kansas State Board of Education and lawmakers.

Oftentimes, proponents of School-to-Work label its critics as uninformed or reactionary, and label their views as extrapolation, misunderstanding, supposition, distortion, etc. Therefore, to preclude such response, and to foster constructive debate of the facts as presented in law and in contracts, this report is footnoted. Submission of additional information and rebuttal is welcome - providing that supporting documentation from law, contracts, or other official documents is included.

Permission to reproduce this report is granted providing the report is copied in its entirety. This report, a work in progress, will be posted at www.fessler.com on the Internet. Please check the website for a revised and/or final document. All emphases are added.

About the Author

Diana M. Fessler is a researcher of national and state initiatives affecting public and private education. Diana is a member of the Education Writers Association and an elected member of the Ohio State Board of Education.

What is School-to-Work?

- STW is the redefinition of education as preparation for work.
- STW is for everyone - kindergarten through college, but it includes out-of-school youth and adults too.
- STW is mandated job-training.
- STW is the integration of education, job training, and employment systems.
- STW is a federal law that has been in place since 1994.

The Heart of the Debate

Proponents of STW cite time-honored field trips as proof that we have always taught career awareness, but the idea of little tots going to the fire station doesn't accurately portray STW. What is at stake is a major change in the purpose of schooling, a change that strikes at the heart of the basic American freedom to control one's destiny.

To refocus the education of children on workforce development presumes that government can successfully predict employment needs five to twenty-five years into the future.

School-to-Work is massive in scope. No longer will we inspire youth to pursue their goals and dreams; rather, students will be prepared for an entry-level job in **a** career field rather than being fully prepared for an entry-level job in **any** field. STW students follow a curriculum based on future labor

market needs and designed by those who want their labor.

The *integration of education and employment* systems blurs the line between school *and* work - for children and adults. This blurring of school *and* work raises a *huge* public policy question: Why do schools exist?

- Is it their purpose to transfer the general knowledge, wisdom, and virtues of previous generations to the young, thereby equipping them to reach their full potential? or,
- Are schools institutions for the state to use to train our children to be good workers for some perceived good of the future global economy?

By its very nature, STW integrates occupational and academic training. **Based on the federal STW law, work-based learning is mandatory for all students.** The notion of opting out is completely incompatible with the totality of STW -- especially when completion of such programs results in the issuance of a credential that is, in fact, a ticket for getting a good job and/or additional education. The result is that schools, public and private, are being converted to job-training centers.

Job training, beginning in kindergarten, will reduce our children and grandchildren to dependent, intellectually stunted laborers. As B. K. Eakman, author of *Cloning of the American Mind* says, everyone will have a *skill*, but people won't be *educated* in the larger sense of that term.¹

Many people, myself included, have unwittingly supported STW because

we have not been fully informed concerning the STW system. To my shame, when the matter came before the Ohio State Board of Education in September 1996, based on the best information available at the time, I voted in support of a STW resolution.

My current understanding of STW is a result of personal research conducted over the last two years. It is for these reasons that I fully understand why many others may have given their support to STW.

But once informed about what STW really is, those of us sworn to uphold the Constitution will be hard pressed to support the national system that regulates, even restricts, our children's future access to employment and education.

Abolishing STW will take the kind of political courage demonstrated by Craig Hagen, North Dakota's elected Commissioner of Labor. After serving for three years on the state's STW management team, he resigned as a matter of principle because he could no longer support STW.

Consider that in just over 200 years, this country went from being an English colony to being the Greatest Nation on Earth. We've had more Nobel Prize recipients than any other industrialized nation. We've sent men into outer space and brought them back; we've pioneered open-heart surgery, and our science and technology are copied world-wide. Those who accomplished these incredible feats were the product of an education system that emphasized academics, not life-long job-training for the perceived good of the economy.

Background

It would be difficult to fully appreciate the magnitude of School-to-Work (STW) without having some

knowledge of the workings of the National Center on Education and the Economy (NCEE). It is an organization dedicated to the development of a fully integrated national system of education, job-training, and employment.

In June of 1990, an NCEE commission produced *America's Choice: High Skills or Low Wages*, a report that calls for five interlocking systems:

- A system to certify student readiness to enter the workforce ²
- A system of youth centers for students not certified as labor ready ³
- A system of occupational certificates⁴
- A system of finance for education and workforce training⁵, and
- A system of labor market boards to pull it all together. ⁶

"Much of what the Commission recommended is now incorporated in federal law."⁷

On March 31, 1994, Congress passed Public Law 103-227, the "Goals 2000: Educate America Act." Title V of Goals 2000 created the powerful National Skill Standards Board. By law, this board is directed to stimulate the development and adoption of a **national system of skill standards, assessment, and certificates**.⁸

Shortly thereafter, on May 4, 1994, Congress passed Public Law 103-239, the "School-to-Work Opportunities Act of 1994."^A

^A "The National Association of Manufacturers, the National Alliance of Business, the U. S. Chamber of Commerce, the Committee for Economic Development, the National Coalition for Advanced Manufacturing, and the National Employer Leadership Council all threw their weight behind the STW law." Lynn Olson, *The School-To-Work Revolution* (Reading, MA: Addison-Wesley, 1997). p.15-16.

According to federal law, **STW is for "all students,"** including disadvantaged students, students with disabilities, school dropouts, and academically talented students.⁹

States are required to incorporate 1) **work-based learning**, 2) **school-based learning**, and 3) **connecting activities** into their plans.¹⁰ For the purpose of organization, this report is structured around those three components.

Work-based Learning

According to the federal STW law, **work-based learning is mandatory**.¹¹ **Required** activities include:

- work experience
- a planned program of job-training
- skill certificates
- instruction in workplace competencies (SCANS), including instruction in order to develop:
 - attitudes
 - employability skills, and
 - participation skills.

Think about that. **Every** state or partnership that accepts STW money is required, by federal law to:

- instruct children in workplace competencies B
- develop their employability skills
- develop their participation skills
- develop their attitudes

^B This is a reference to the SCANS (workplace skills) promoted by the U. S. Secretary of Labor's Commission on **Achieving Necessary Skills**. In Kansas, the SCANS skills became the core of student expectations in 1994 with the adoption of the Quality Performance Accreditation Standards and Assessments.

- provide them with job-training and work, and
- award certificates that verify that the desired skills and attitudes have been attained.

A planned program of work-based learning for each student will be included in the curriculum.¹² "Work-based learning can be paid or unpaid. The rate of pay can be the organization's rate for full-time entry employees with the same responsibilities, it can be the minimum wage, and in some cases it may be legal to use a sub-minimum 'training wage.'"¹³ Students who engage in non-paying work will receive academic credit for their work.¹⁴

Low-achieving students are to receive training "as early as possible, but no later than the 7th grade", including direct contact with employers.¹⁵ Alternative school programs will be available for students "unable to adjust to the competencies required by the School to Careers systems in middle or senior high schools".¹⁶

"Workbased learning ensures students are given a planned program of training and other employment experiences related to a career. The workbased learning component consists of: workbased experiences, career training, instruction in workplace competencies, [and] instruction in all aspects of an industry."¹⁷ It also includes job-shadowing, cooperative education, Tech Prep, community service, senior projects^C, job-service labs, customer service labs, and school-based enterprises.¹⁸

Schools with limited access to employment opportunities for all

^C Students, and their parents, agree, in signing a "Mutual Expectations Agreement" that a special project, will be completed in the senior year, i.e., a senior project.

students may create an enterprise to make a profit or supply the community with a needed service. Examples include floral, catering, and auto services.

Using those examples, it is possible that independent local florists, caterers, and auto service centers will be competing with government-subsidized goods and services produced by students working for little or no wages in school-based enterprises. In addition, the idea of a school-based enterprise may be presented as merely an opportunity to expand "real world" teaching and learning opportunities, but it also raises the question of when school stopped being a real world experience for children. [Note: As students, we were told that school *was* our job.]

Parents with children in rural and small school districts can expect them to be "transported to designated sites in nearby communities . . . [to] work in health care facilities, government offices and service agencies."¹⁹

School-based Learning

According to a report to Congress, "*school-based learning* is instruction and curriculum that integrates academic and vocational learning."²⁰

Conforming to federal law, school-based learning includes "career awareness, career exploration, and counseling (beginning at the earliest possible age)."²¹ ^D The Kansas STW

^D School-based learning also includes regularly scheduled, on-going student evaluations, including evaluation of dropouts. The STW Act defines a dropout as a youth who is no longer attending any school and who has not received a diploma or GED. Depending on the definition of a school, students enrolled in private institutions or those being home educated

plans calls for career awareness training "at the earliest age possible, but no later than the 7th grade . . ." ²²

In Kansas, elementary age career exploration begins with a program called American Careers Kids.²³ A Canadian career model, "The Real Game," is being used statewide with middle school students.²⁴ Kansas is one of fifteen states piloting the career development program.

In Wichita, school-based learning focuses on providing career development: career awareness K-5; career exploration 6-8; career selection 9-10; career preparation 11-12; and career enhancement 13-14.

SCANS

To fully understand the scope of STW, one must know about the SCANS system. It replaces traditional academics with "foundations:" that include **basic skills** [not to be confused with basic academics], **thinking skills**, and **personal qualities** integrated throughout a K-Life curriculum. The *foundations* are:

- **Basic skills** - reading, writing, arithmetic, listening, speaking.
- **Thinking skills** - creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning.
- **Personal qualities** - responsibility, self-esteem, sociability, self-management, integrity/honesty.

could be considered dropouts. With school budgets already tight, it is interesting to note the allocation of staff, time, and money for students not enrolled - until you understand the financial ramifications of redefining college to include job-training.

A major problem with these "foundations" is that they institutionalize the teaching of, and the assessment of, subjective concepts such as creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, self-esteem, and sociability.

In Kansas, the aforementioned SCANS skills are the basis for the Quality Performance Accreditation Standards.²⁵

In 1992, the Kansas State Board of Education

"Validation of the SCANS skills as the core of student expectations occurred in 1994."²⁶ The Kansas STW grants says, **"Acquiring and using the SCANS skills is paramount . . ."**²⁷ The state assessments test students on the SCANS skills.²⁸

A slightly less offensive segment of the SCANS standards [in terms of being the perceived essence of what constitutes a good education] are the so-called "workplace skills". Other terms used to describe workplace skills are *work-place know-how*, and *workforce competencies*. These skills include:

- **Resources** - identifies, organizes, plans, and allocates resources.
- **Interpersonal competence** - works with others, is a member of a team, works with diversity, exercises leadership, negotiates, serves clients.
- **Information** - acquires and uses information.
- **Systems** - understands complex interrelationships.
- **Technology** - works with a variety of technologies.

Career plans, career pathways, career majors, and skill certificates are all included in the broader category of school-based learning, although they are integrated into work-based learning as well.

Career Plans

"Plans call for **all** Kansas students, by the year 2002, to participate in career awareness and career exploration experiences . . . as part of K through grade 12 curriculum and instruction. **All** students are to prepare an initial career plan by grade 8 and a career portfolio by grade 10. **All** students are to complete a portfolio of career skills by the completion of grade 12."²⁹

"Counselors use informal and formal measures to assess 7th and 8th grade students for learning styles, career aptitudes, individual skills, abilities, interests, achievements, prior learning experiences, and needs."³⁰

The formal measures used to assess the abilities and aptitudes of Winfield middle school students are computerized COPS and CAPS assessments.³¹ Other commonly employed assessments are: COMPASS, WorkKeys, and SIGI PLUS.

[Note: Assessments are not to be confused with tests. Assessments determine value or worth, i.e. real estate is assessed.]

Career Pathways/Clusters

Career clusters are "broad categories of occupations that form the basis for initial career exploration and discovery."³² Pathways are "strongly tied into the State's economy . . ."³³ Remember, Kansas has been broken into seven labor market regions. Thus the pathway choices for students in a given region are not likely to be the same as those in other regions; the goal is to provide area businesses with workers.

The Kansas STW plan lists nine pathways:

- Health and Human Services
- Community and Consumer Service

- Engineering and Science
- Financial and Marketing Management and Business
- Construction
- Service and Transportation
- Manufacturing and Production
- Agriculture and Natural Resources, and
- Art and Communications³⁴

These pathways are the carriers for the SCANS behavioral and workplace skills, and they are the means of integrating academic and occupational training for all students.

"Districts choose among several options" which include "single occupation high schools", academies, and magnet schools. ³⁵ "The size of the school and community as well as potential occupations and employment opportunities within local or regional environments will influence a school's decision regarding clusters and majors."³⁶

"Wichita South High School, located in the heart of the aircraft manufacturing district, offers students opportunities to focus on aviation careers, as well as health care, hospitality and fine arts and communications. Wichita Metro High School provides a focus on criminal justice and law enforcement careers, while Wichita North revolves around health care, manufacturing and aviation."³⁷

Lists of the knowledge, skills, and attitudes required for entry-level jobs are called **profiles**. Demonstration of student performance of the pre-defined knowledge, skills, and attitudes is assessed, in part, by **Work Keys, an assessment system used, not only in Kansas, but all across the nation** for assessing workplace skills.³⁸ **The results of these tests are documented in a skill certificate.**

"The Wichita School to Work Opportunities System . . . encompasses the largest student population in

Kansas, serving approximately 60,000 students yearly. . ."³⁹ The district uses *WorkKeys* to assess students attainment of the SCANS competencies. Jenny Potochnik, a student Wichita has this to say about *WorkKeys*:

As a junior at Heights High School, I took the *Work Keys* last week. It costs the school district \$39 per student for this test and takes 10 hours out of valuable classroom time. Here are some examples of test questions, as well as my editorial comment.

"A audio tape of a phone conversation was played for us and we were to take down the message in detail. Taking phone messages. Now that's a good thing to test high school students on! Everyone I talked to thought it was stupid.

"A video tape was played showing us how to transfer a phone call. We were instructed to press flash, the extension number, then flash again. Our multiple choice question was: After pressing flash and the extension number, what button do you press? At that point, I was beginning to wonder exactly why I had gotten out of bed. I could have taken this assessment in my sleep!

"Then came the floor mopping question. We were instructed by video on how to mop a floor. Then we were given a scenario in which the person mopping did something wrong. We were supposed to say what went wrong. No, I'm NOT kidding!

"The math portion of the test was 32 questions of simple arithmetic with a few questions about area and volume. No algebra required. The reading assessment was also very simple. It consisted mainly of short memos that we were given to read with very short, basic questions to answer.

"The only part of the Work Keys that I was uncertain of was the technology assessment. We were given diagrams of the inside of a computer and asked questions such as: If floppy disk drive A doesn't work, where should you check first? In another question we were given a diagram of a golf course and its sprinkler system. We were asked about what valves to

shut off on what greens to maximize water pressure and so on. There were also questions about refrigerator repair, the installation of electrical outlets, and the interworkings of a vacuum cleaner. I am a high school student, not an appliance repairman or electrician.

Career Majors

"The student's selection of a career major is based on career awareness and career exploration activities at the elementary and middle school level."⁴⁰

When the system is fully developed, **all students will declare a Career Major** no later than the end of their tenth grade.

Majors are specialized areas such as accounting, insurance, or sales. Examples of Health Majors are dentistry, nursing, and medicine. Examples of Communication Majors are advertising and journalism.

Federal STW law states that completion of a career major will result in the student receiving a skill **certificate**.⁴¹ It also defines the skill **certificate as a portable credential** given when the student has mastered skills endorsed by the National Skill Standards Board.^E Thus, occupational and employability **certificates are an integral part of the STW system**. Additionally, the portability of these certificates is a **major issue**. They must be standardized to ensure their portability from state to state.

Certificates of Mastery

In 1990, the National Center on Education and the Economy, the driving force behind *America's Choice: High Skills or Low Wages*, created a family of programs designed to

^E Until that board completes its work, "portable credential" means a credential issued under a process described in the State Plan. Sec. (4)(22) of STWOA.

concurrently implement all the tentacles of STW. One of these programs is *New Standards*. It is, "by far the nation's largest and best funded program to develop a multi-state system of standards and the assessments to match them."⁴²

When an individual meets the internationally benchmarked standards, as verified by assessment, he receives a **Certificate of Initial Mastery** and becomes **eligible for work, more job-training, or more schooling**.

Collectively, the NCEE/New Standards partners "teach more than half of the public school students in the United States."⁴³ Accordingly, this reference to New Standards and Certificates of Initial Mastery cannot be dismissed as unimportant or irrelevant.

The initial certificate, credential, or personal skills card (smart card)^F is **issued, ideally, when the student is about sixteen**, midway through what we now call high school. Yet, this is not a diploma, **nor is it the end of anything; it is the first of the five national systems** [see page one] **that collectively make up the national integrated education and employment system** laid out in *America's Choice: High Skills or Low Wages*.

Salina's Central High School has embraced transitional outcome-based education - setting aside competitive grading and graduation credits. When students demonstrate the expected skills and behaviors, Salina will certify that the necessary skills have been mastered. Salina's superintendent has stated that three to six hours of counseling/guidance per week is "critical in dealing with intrusive personal/family issues and also in

^F To learn more about Smart Cards, see the October, 1997 report issued by the Tavistock Institute. Contract: ERB-SOE2-CT-96-2011, Section 5.

developing the personal and interpersonal skills required for success . . ."⁴⁴

In Kansas, the Certificate of Initial Mastery "examination process [will] be administered over at least a three year period beginning in the 8th grade and its passage [will] **be required before a student can continue with one's secondary [high school] curriculum.**

It has been envisioned that the certification - the Senior Project - will be administered by outside examiners as is the practice in Europe. It includes three different types of examinations.

First, a performance **examination** [a WorkKeys/SCANS type assessment] to assess one's ability to complete a specific, identifiable **task**. **Second**, a **portfolio** examination to assess a student's work over an extended period of time; it includes a **writing assignment**. The **third** component is a project examination (**presentation**) before a committee.⁴⁵

Only after completing this initial certification process will students be eligible for work, more job-training, or more schooling.^G

In Wichita, a computerized management information system is used to track and record student proficiency on tasks deemed essential to employers. Tasks mastered, and proficiencies demonstrated are then documented on a skill certificate called an Occupational Profile.⁴⁶

The skill **certificate, regardless of its name, verifies that the holder can perform specific behaviors at a pre-determined level and that the holder is ready to enter the workforce.**^H

^G In 1996, Governor Graves signed House Bill 2668 into law, thereby repealing open enrollment law for college admissions and paving the way for a "credential-based" admissions policy.

^H For additional information see: *A Report*

A link to Kansas School-to-Work information from the National School-to-Work website clearly states that, beginning in 1996-97, Certificates of Initial Mastery were to be issued to Kansas 12th graders.⁴⁷

Connecting Activities

The last of the three required components of STW is connecting activities.

"Although the connecting activities component is probably the least addressed component of the system, it is the most important."⁴⁸ Connecting activities include the hiring of coordinators that will:

- foster relationships with businesses;
- plan curriculum; and
- plan staff development, among other things.⁴⁹

Career counseling is a major part of connecting activities. Schools in Kansas use the National Career Development Guidelines to develop their career guidance programs.^I

on the Work Toward National Standards, Assessments, and Certificates at
www.fessler.com on the Internet.

^I These guidelines were "initially produced through a grant to the North Dakota Occupational Information Coordinating Committee. They were revised through a subsequent grant to the Oregon Occupational Information Coordinating Committee. The guidelines were tested through state and local demonstration models. Four states -- California, Mississippi, North Dakota, and Pennsylvania -- were selected in 1987 as initial model sites. In 1988, six additional states -- Iowa, Missouri, New Jersey, Oklahoma, Washington, and Wisconsin -- were awarded grants to use the guidelines.

One of the new roles for teachers will be to work with mentors. Federal law defines a **school-site mentor** as a professional who is employed at a school and designated as the advocate for a particular student. These individuals will work in consultation with classroom teachers, counselors, and employers to design and monitor student progress.⁵⁰ According to federal law, the **work-site mentor** is someone **approved by the employer** who works in consultation with classroom teachers and the employer of the student.⁵¹

The New "College"

School-to-work does not stop at the end of the twelfth grade.

The community colleges have, like the K-12 components, a *system* to guide students from the high school through a variety of paths into the workforce. In college, students continue their studies to earn vocational and technical **certificates, one-year diplomas, or associate degrees.**

Historically, we have called the combination of classroom instruction and on-the-job training "apprenticeship", but such **training is now being redefined as "college"** because "focus groups . . . show that parents everywhere want their kids to go to college, not to be shunted aside into a non-college apprenticeship 'vocational' program."⁵²

STW proponents recognize that the "prevailing philosophy among parents . . . favors the traditional four-year college prep curriculum", but

In 1989 ten more states were funded to implement the guidelines -- Alaska, Colorado, Florida, Idaho, **Kansas**, Minnesota, New Mexico, North Carolina, Oregon, and South Carolina." National Career Guidance and Counseling Guidelines Local Handbook preface, p. v.

"marketing efforts" will "promote the need for change."⁵³

Funding of STW

For the purposes of STW, every state is divided into labor market regions; Kansas has seven. Within the regions, partnerships form to implement STW. The partnerships, not **local school boards**, receive STW money.

To receive federal implementation funding, states and partnerships must meet twenty-three federal requirements, including a description of how vocational training and academic instruction will be integrated, a process for awarding skill certificates, and a plan to sustain the system when federal funds have been exhausted.⁵⁴

At this time, there are three primary ways that STW is funded: a state can apply for federal money to *develop* its State Plan;⁵⁵ a state can apply for federal money to *implement* its State Plan⁵⁶; and a *local* partnership can apply directly to the federal government for money.⁵⁷

There are separate grants available for planning, developing, implementing, continuing, and sustaining STW. Accordingly, reading only one generation of a particular grant does not disclose the full scope of the work underway.

All 50 States, the District of Columbia, and the territories have received non-competitive STW *development* grants.⁵⁸ Kansas received a total of \$1.02 million in development funds.

In addition, partnerships can apply for *planning* STW after which time they can compete for implementation money.

The decision to apply or not to apply for federal money is voluntary, but once money flows, volunteerism

ceases. And, when a state chooses to volunteer, by default, all of its citizens have been "volunteered".

The SouthCentral Kansas School to Work *Partnership*, which includes five school districts, was awarded \$349,899 in direct federal funding.⁵⁹ In Fiscal Year '94 Kansas received \$415,552 from the federal government to develop a K-Life School-to-Work system for Kansas. An additional \$611,100 was received in FY95, and another \$199,942 in Local Partnership Grants.⁶⁰

In addition, "the STW Technical Assistance Resource Bank offers each implementation State a **\$125,000** line of credit so that States can purchase assistance in areas like curriculum development, professional development, and partnership building."⁶¹

Thirty-one partnerships, encompassing over one-third of the state of Kansas are involved in STW.⁶²

Twenty-five partnerships have received 10,000 planning grants; one such *partnership* includes thirteen school districts.⁶³

Twenty partnerships are scheduled to receive between \$50,000 and \$300,000 each to implement STW, and seven regional centers (one in each of seven labor market regions) are scheduled to receive \$100,000 each.⁶⁴

In January of 1998, Governor Graves requested additional federal money to implement School to Careers, statewide.⁶⁵ As a result, Kansas will receive **\$16.8 million** in a four-year funding commitment to implement STW statewide. However, as mentioned, all STW plans must adhere to twenty-three pre-requisites in order to be eligible for the federal money.

It is recognized that "Federal funding provided under the School to Work Opportunities Act will not cover all the costs associated with implementation of the system. It is

estimated that other federal funds, along with **state and local funds, will provide 70% of the funding for the system**. These will include reallocation of Carl Perkins funding, State vocational funds, JTPA funding, community college funds, Goals 2000 funds, State staff development funds, and local district funds. Another 30% of the costs will need to be redirected to maintain the costs of continuation . . ." ⁶⁶

One resource states that combined resources in Kansas amount to approximately **\$12 million** each year.⁶⁷ Furthermore the same resource says, "due to collaboration between education initiatives and between agencies, it is not possible to identify all areas where resources for the Kansas School to Work System may be obtained."⁶⁸

However, a report issued by the National Conference of State Legislatures on Kansas workforce spending says, "It is conservatively estimated . . . that more than \$400 million are spent on workforce development in Kansas. This amount does not include many of the programs that were unable to provide expenditure reports."⁶⁹ It is important to recall that, by definition, STW is the integration of education, job training, and employment systems.

Business & Industry

Building the state and local STW system requires more than federal funds; **there can be no STW without the intensive support of business and industry**. Accordingly, leaders of the business community are being recruited.

In North Carolina, defining the scope of employer involvement has led to the discussion of **certifying companies**" as is done in European countries; there is no reason to believe

that that same discussion is not taking place nationwide.⁷⁰ Reportedly, the certification ensures that a company is properly qualified to train workers.

Continued and sustained involvement of business and labor includes formation and training of a cadre of leaders from those communities that support School to Careers.⁷¹ **Incentives for employer participation come in two forms: financial and non-financial.**

"Financial incentives include **tax incentives, subsidies** to cover student wages, **and reimbursements** for staff time dedicated to supervising and training students. **Paying companies** to retrain current and new employees and giving tax credits to companies that use public schools for training their employees is an incentive, too.

"Non-financial incentives are more closely related to the **program design** and include having high school teachers assume the supervisory responsibilities of students in their workbased learning components; reducing paperwork through the creation of **nonprofit organizations** that would assume payroll and worker compensation insurance responsibilities; and establishing an intermediary^J to coordinate and interface with the employers, schools, and students."⁷²

Barriers to Implementation

Even with the intense effort to get STW off the ground, there are some barriers to full implementation. Some barriers are philosophical in nature.⁷³ Subject matter specialists in schools are likely to find STW threatening and that

^J Intermediaries handle job-matching between employers and students. They use their 501(C) (3) status to hold funds, act as fiscal agents; and market STW.

may lead to resistance to its implementation.

North Carolina has a strategy for attacking these philosophical barriers, also referred to as "narrow mind sets," they **use tax dollars to flood local media** with information about changing needs and requirements of the workforce.⁷⁴

Existing employees may present a barrier to students coming into the job-site, should they view the students as threats to their own jobs.

Another barrier is coordinating student availability with employer need. **Block-scheduling** can be used to overcome this barrier as it ignores the time constraint imposed by the fixed time requirements of the Carnegie Unit system.

Lack of transportation is another barrier. The variety of job-sites will preclude the use of regular bus routes, especially in rural areas, since the students will be at various sites in the region. This barrier is offset by the requirement that "[d]istricts choose among several options" which can include "single occupation high schools", academies, and magnet schools.⁷⁵ [Note: If all the students are pursuing the same career cluster/pathway, then they can all be bused to the same industries/businesses, without the need for individual transportation.]

There are other barriers, including those associated with employer participation: the lack of time, cost of wages, workers' compensation, risk of liability, child labor laws, administrative burdens, and shortage of equipment and space. To overcome some of these barriers, special grants, **tax credits, and other economic subsidies will be provided to encourage employer involvement.**

Liability is a big issue. To overcome that barrier, contractual agreements, placing liability on the school district, are being crafted. **However**, since the

Kansas Tort Claims Law protects school districts from excessive liability, the STW partnerships retain liability for student injuries.

*Child labor laws do not apply if there is not an employment relationship if the job training is coordinated with school based learning; activities increase in complexity; all aspects of the industry are included; and tasks push development of critical thinking and problem-solving.*⁷⁶

In May 1998, a Workforce Investment Partnership task force was expected to make recommendations concerning issues of employer liability to the governor and legislature.⁷⁷

Sustainability

Sustainability refers to the steps of action needed to continue STW after the federal dollars run out

"An appointed task force is charged with developing a sustainability plan prior to the 1999 legislative session."⁷⁸

"The purpose of the task force is to examine private, State and federal funding sources and develop a sustainability plan for the Kansas School to Careers System."⁷⁹ To that end, business and industry is being "recruited to provide additional support both at the State and local levels" . . . support includes services, finances, management, and staff development.⁸⁰

The state STW plan calls for the development of a plan **for redirection of . . . educational funding** to achieve a statewide School to Careers system."⁸¹ To-date, there has been a **"concerted effort to redirect funding" to support STW.**⁸²

Data Collection

STW is predicated on the principles of Total Quality Management, a data-

driven system that is used extensively in the corporate world. In education, **outcomes, curriculum, instruction, assessments, and consequences** are linked in a continuous cycle and tracked.

Individual tracking of a person through the unending cycle cannot be implemented on a large scale without a sophisticated data collection system. The topic of tracking people is too comprehensive for this report other than to say that **One-Stop Centers** will play a part in **tracking all individuals and employers in the state** regardless of whether they are in school, in college, unemployed or working. Participants should be aware that information provided to One-Stop and other state entities is not confidential.⁸³

Jill Crumpacker of the Kansas Department of Human Resources, in speaking at a KWIP meeting said: "One-Stop provides a continual system of services available anywhere you are in the system at any time throughout your life . . ."⁸⁴

One-Stop Centers are just one part of the strategy to "reshape the governance, management and delivery of workforce development services."⁸⁵ K

The outcome measures for One-Stop "customers" will include attainment of Basic Skills, Workplace Skills, Occupational Skills, and competencies defined by local areas. "Customers" will be certified as having gained the needed skills.⁸⁶ As of November 1997, Harvey County was furthest along in developing a One-Stop Center in Kansas.⁸⁷

In April of 1998, Kansas requested \$6,500,000 to further develop One-Stop Centers statewide.⁸⁸

^K One-Stop Centers are not specific to Kansas; other states have them as well. Therefore, it is clear that they are part of a strategy to reshape the governance of our states, as well as our nation.

The Kansas computer information management system has been developed in collaboration with the Kansas Transition System Change Project.⁸⁹

South Central Kansas STW Partnership Grant

The Kansas Department of Education sent me a copy of a \$355,741 South Central Kansas STW Partnership^L grant proposal dated October 31, 1995. The appendices were not included. South Central includes: Sumner, Cowley, and western Chautauqua counties; cities included are Arkansas City, Winfield, Wellington, South Haven, and others.

The grant describes the impact of STW by saying, "**The STW emphasis on the integration between the workplace and the school curriculum is revolutionary, and if properly implemented will impact change like no other school reform movement ever seen in America.**"⁹⁰

A common theme in the grant is that people are hopeless and helpless and that they look to the Cowley College and industrial development leaders for "hope, help, and leadership to solve regional economic challenges."⁹¹ Evidently, hard times have fallen in the region, but the "regional and economic development councils have risen to the occasion."⁹² Bottom line: **the community college "is the only hope for most area residents seeking education, training, and re-training"**⁹³

Career awareness activities for students begin "as soon as a child enters school."⁹⁴

"Beginning in the sixth grade, all students will . . . begin to record their experiences in a computerized

^L Legal name: Cowley County Community College.

career portfolio. . . . In the eighth grade, students and their parents . . . will be required to complete a preliminary six year Individual Education/Career Plan."⁹⁵

At the end of the ninth grade students "will select" a career major or cluster.⁹⁶

In high school, **all** students will take a year long "**mandatory**" career education course.⁹⁷

Students' competence in the SCANS workplace skills "will be honed" through appropriate curricula.⁹⁸

In South Kansas, "individual computerized assessment tools . . . are considered extremely helpful **in guiding student thinking and decision making toward choosing a career major.** Finally, for grades 10-12, a plan will be established **to route** students into career major clusters..."⁹⁹

"Eventually, the local partnership will join with the state plan, and this too will strengthen the system further."¹⁰⁰

STW is seen as a source of revenue for Cowley Community College, i. e., if the college gains 277.5 students each year, revenue will be increased by \$198,752. The grant posits that "similar income can be generated" by high schools "by lowering the dropout rate."¹⁰¹ At this point, you might want to go back and re-read the section on "College."

And finally, the partnership is planning to conduct "case studies" on students "to determine the program's effect on them . . . case studies of this type are an ideal vehicle to obtain such information, which would otherwise be hidden."¹⁰²

Bi-state STW Partnership Grant

The *BE² School-to-Career Partnership of Kansas City, Missouri* is a bi-state \$648,124 Urban/Rural Opportunities

Grant (UROG) that was submitted to the U.S. Departments of Education and Labor in January 1996. The partnership received \$1,134,218 to implement STW.

In 1992, some of "the region's most powerful and civic-minded CEOs" launched the Business Education/Expectations, BE².¹⁰³

One goal of this partnership, (which includes 22 school districts) is "the elimination of all educational tracks" -- college prep, vocational education, and the general track.¹⁰⁴

"Longitudinal data beyond high school . . . will be collected for all students not just voc-ed students" (as is now done).¹⁰⁵

An Education Coordinator will "verify the pre-employment competencies of students pursuant to the BE²/STC curriculum."¹⁰⁶ A Business Coordinator "will recruit and match students with work-based learning experiences."¹⁰⁷

The Education Coordinator and the Business Coordinator *broker* "the training and coaching of educators and businesses involved" in the process.¹⁰⁸

Missouri State Grant

Another bi-state STW grant is the *STW Transition Regional Implementation and Missouri Transition Alliance Partnership Project (Regional)* grant application. This Missouri grant also includes the Kansas counties of Johnson and Wyandotte.¹⁰⁹

Based on the information provided by the Kansas Department of Education, it is not possible to determine if the proposal was funded.

Regional STW Grants

The Kansas Department of Education provided this list of schools

that have received STW subgrants:

- Fort Scott Community College
- Geary County
- Kansas City, KS
- Wichita Public Schools
- Hutchinson Community College
- Iuka Center for Excellence Pratt
- Garden City Schools
- Abilene Public Schools
- Cowley County School to Careers
- Concordia Schools
- Salina Public Schools (2)
- Blue Valley Schools
- Elk Valley Public Schools
- Olathe Public Schools
- Maize Public Schools
- Butler County Community College
- Miami Co. Careers Consortium
- Baldwin City Schools
- Parsons Public Schools
- Colby Public Schools
- Great Bend Public Schools
- Coffeyville Schools
- Derby Schools
- Spring Hill Schools
- McPherson Schools
- Emporia Schools
- Wichita Area Technical School
- Vermillion Public Schools
- Neodesha Schools

While reading various Kansas STW subgrants and other documents, the names of many other schools and colleges surfaced.

Recommendations to the State Board of Education and members of the General Assembly

- Recognize that STW has two goals, "the second goal is to reinvent government."¹¹⁰
- Require expressed approval of any and all grant applications to the federal government.

- Adopt a resolution/law declaring that that neither skill certificates nor credentials of any kind shall be required by anyone seeking an employment or educational opportunity in the State of Kansas.
- Reject any proposal that enables a select group of people to function as job-brokers - determining who gets the best jobs and who gets the best employees.
- Sunset all governmental commissions, councils, boards, partnerships and committees. Require any that remain to report directly to the State Board and/or the General Assembly. Members of these now powerful commissions, councils, boards, partnerships and committees are not elected representatives of The People. Even if some members of those entities hold elected office, they were not elected to develop or implement a STW system or to serve on commissions, councils, boards, partnerships and committees. Therefore, in such capacity, they represent no one but themselves, their associations, and/or their employers.
- Reject proposals that require every student to identify a career major. Proponents of STW acknowledge that the Career Majors are what put teeth into the system.¹¹¹ Career clusters and career majors requirements speculate on which jobs will be needed in the 21st century.
- Refuse the wholesale merging of general education, special education, college-prep, and vocational education programs. The integration of programs and curricula is already taking place. Merging the programs merges all the money; the result is permanent funding for STW, which is by definition, the integration of vocational and academic training.

Merging tracks is critical to fully implementing STW. The result of merging the various tracks is that all the money will flow into one pot and become available to sustain STW. Program funding is more difficult to track than line item funding.

- Stop the flow of personal information to, from, and among state and federal agencies.
- Recognize and reject the common threads of STW: performance-based and competency based standards, performance-based assessments, integrated curricula, mandatory work-based experience, credentials/certificates/passports/JobBrokers/mentors, and graduation projects/Senior Projects.
- Establish an Office of Public Information for the purpose of giving non-judicial access and recourse to citizens seeking access to government documents, i.e., grants, budgets, reports, minutes, etc.
- In closing, I repeat: once informed about what STW really is, those of us sworn to uphold the Constitution will be hard pressed to support the national system that regulates, even restricts, our children's future access to employment and education.
- For further information, contact your legislators or Senator Laurie Bleeker, State Capital Building, Room 460-E, Topeka, Kansas 66612. Telephone: (785) 296-7394.

The Backbone of STW

Even before the STW legislation was passed in 1994, considerable work had taken place to lay the foundation for later implementation. Much of that work was done, and continues to be

done, by people not elected to do the work they have been engaged in.

You may be tempted to gloss over this *partial list* of players, but unless focus is given to the "players," including their corporate inter-marriages, it is difficult to fully appreciate the degree to which **STW was setup, and is maintained, not by elected representatives of the people, but by business and industry.** These groups, for the most part accountable to no one, have been engaged in a process that can best be described as **government by committee.** The result of their work, if left unchecked, will be a revolutionary change in our system of government.

- **Kansas, Inc.** is an organization that builds consensus and acts collectively on state economic goals. Governed by a board, co-chaired by the Governor; two-thirds of its annual budget is tax supported with the remaining amount being raised from the business community. See: <http://www.ink.org/public/ks-inc/>
- **Information Network of Kansas (INK)** was created by the State Legislature in 1990. A ten-member board is appointed by the Governor. The Kansas Information Consortium (KIC) manages the network. See: <http://www.ink.org/public/about-ink/brochure.html>
- **Kansas Workforce Investment Partnership (KWIP)** - In March 1996, Governor Bill Graves signed executive Order 96-3 establishing KWIP, a commission charged with creating policy to integrate education, workforce development, and economic development in Kansas.¹¹² KWIP serves as the policy and oversight governing body for STW.¹¹³ It is

interesting to note that from inception of KWIP through June, 1997, KWIP "actually spent less than five hours" on STW issues.¹¹⁴

- The **Chambers of Commerce** are major STW players at every level of planning and implementation of STW, nationwide.
- **High Schools That Work** was established in 1987 by the Southern Regional Educational Board. Known sites: Abilene, Garden City, Great Bend, Holcomb, Horton, Leavenworth, Oskaloosa, Topeka, and Turner.
- **Jobs for the Future Consortium** assists states in planning their STW systems.¹¹⁵
- **The National Governor's Association** Performance Management Team is setting performance measures for all employment and training programs.¹¹⁶
- **A Kansas Vision for the 21st Century : The Strategic Plan for Economic Development**, is the plan to align economic development, education reform, and workforce development. The plan, a product of Kansas, Inc. is a part of the Kansas STW Implementation Grant, yet the report itself is not included the full proposal. Instead, the following notation is given: "We are unable to duplicate this material due to proprietary rights"¹¹⁷ This raises the question of whether public servants or private entities are in control of the plan, and by extension, STW.
- **The Center for Occupational Research and Development (CORD)**; it is a consortium of states developing and implementing an Integrated System for Workforce Education Curricula (ISWEC).
- **The Business & Education Coalition** is "an active partner"

with the Kansas State Board of Education.¹¹⁸

- **Kansas Competency Based Curriculum Center**, Washburn University, Topeka. Serves educators and educational institutions in their competency-based and outcomes-based education efforts. Distributes national skill standards and occupational profiles. See publication catalog.¹¹⁹

- **Council of Chief State School Officers. See** <http://www.ccsso.org/>
- **Education Commission of the States. See:** <http://www.ecs.org/ecs/ecsw eb.nsf>
- **Endorsers** of the state plan: ViaChristi Regional Medical Center, St. Francis Campus; Teamsters Local Union N. 696; Southwest Plains Regional Service Center; JE Dunn Construction Co.; Blue Valley Schools; Kansas

Workforce Investment Partnership (KWIP) Board of Directors; The Technical College, Manhattan Area Technical College; The MASTER Teacher, Manhattan; The Boeing Commercial Airplane Group; Lawrence Building Trades Council; Sprint; Kansas Department of Social and Rehabilitation Services; Fort Scott Community College; The Leading Edge., Ltd., Lawrence; J. D. Day & Company, Overland Park.

ENDNOTES:

[This report is a work in progress. Full notes facilitate ease of revision.]

¹ *Cloning of the American Mind: Eradicating Morality Through Education*. Huntington House Publishers, 1998, 306.

² *America's Choice: High Skills or Low Wages* (The Commission on the Skills of the American Workforce, National Center on Education and the Economy. 1990). p. 69.

³ *Ibid.*, p. 71.

⁴ *Ibid.*, p. 77.

⁵ *Ibid.*, p. 81.

⁶ *Ibid.*, p. 87.

⁷ *Building A System to Invest in People: States on the Cutting Edge*. National Center on Education and the Economy. 1995. p. 7.

⁸ *Goals 2000: Educate America Act. Title V - The National Skill Standards Act of 1994*. Section 502. Purpose.

⁹ *Ibid.*, [SEC 4. (2)].

¹⁰ *Ibid.*, [Sec. 101-Purpose (3)].

¹¹ *School-to-Work Opportunities Act of 1994*. Work-Based Learning Component (a) "Mandatory Activities. – The work-based learning component of the School-to-Work Opportunities program shall include – (1) work experience; (2) a planned program of job-training and work experiences (including training related to pre-employment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in Section 102 and are relevant to the career majors of students and lead to the award of skill certificates; (3) workplace mentoring; (4) instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills." [Sec. 103].

¹² State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 19.

¹³ *Workbased Learning: An Information Sourcebook: Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 42. Appendix E, 1998 State Grant.

¹⁴ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. Appendix F. School to Career Strategy Index. - Work Experience.

¹⁵ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 48.

¹⁶ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 49.

¹⁷ *Workbased Learning: An Information Sourcebook: Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 7. Appendix E, 1998 State Grant.

¹⁸ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 29.

¹⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 40.

²⁰ Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 10.

²¹ *School-to-Work Opportunities Act of 1994*. [SEC. 102 (1)].

²² State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 47.

²³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 20.

²⁴ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 20.

²⁵ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 4.

²⁶ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 17.

²⁷ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 17.

²⁸ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 17.

- ²⁹ <http://www.stw.ed.gov/states/ecs/KS.htm> August 17, 1998. Page 2 of 7. Also: *Profiles of School-to-Work Activities, By State*. National School-to-Work Office. Kansas profile submitted by Vickie Kelly, Kansas State Department of Education. June, 1997.
- ³⁰ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. Appendix D: Job Shadowing Sourcebook.
- ³¹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 9.
- ³² *Workbased Learning: An Information Sourcebook: Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 15. Appendix E, 1998 State Grant.
- ³³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 27.
- ³⁴ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 11.
- ³⁵ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 11.
- ³⁶ *Workbased Learning: An Information Sourcebook: Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 16. Appendix E, 1998 State Grant.
- ³⁷ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 12.
- ³⁸ Vocational Instructional Materials Laboratory, 1996-97 catalog. p. 36. Ohio State University, Columbus, OH.
- ³⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 8.
- ⁴⁰ *Workbased Learning: An Information Sourcebook: Work. Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 17. Appendix E, 1998 State Grant.
- ⁴¹ *School-to-Work Opportunities Act of 1994*. [SEC. 4 (5)(A-E)].
- ⁴² *The Certificate of Initial Mastery: A Primer*. Workforce Skills Program, National Center on Education and the Economy. (Spring 1994), p. 11.
- ⁴³ IMPLEMENTING A SCHOOL-TO-WORK TRANSITION SYSTEM: A Rochester, New York Case Study by Cathy Spangenburg. (April 1995). p. 15.
- ⁴⁴ Kansas Workforce Investment Partnership Minutes. April 11, 1997. P. 2.
- ⁴⁵ Industrial Competitiveness and Productivity: The Case for a Comprehensive Work Force Training System. A Policy Working Paper by Scott Hessel. Kansas, Inc., January, 1991.
- ⁴⁶ School-To-Work Planning Grant Application submitted to the Kansas State Board of Education by the Wichita Public Schools. June, 1995. p. 10.
- ⁴⁷ <http://www.stw.ed.gov/states/ecs/KS.htm> August 17, 1998. Page 2 of 7.
- ⁴⁸ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 21.
- ⁴⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 22.
- ⁵⁰ *School-to-Work Opportunities Act of 1994*. [SEC. 4 (18)].
- ⁵¹ *Ibid.*, [SEC. 4 (25)].
- ⁵² *A Human Resources Development Plan for the United States*. National Center on Education and the Economy. (1992). p. 12.
- ⁵³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 41.
- ⁵⁴ *School-to-Work Opportunities Act of 1994*. [SEC 213 (d) (1-23)].
- ⁵⁵ *School-to-Work Opportunities Act of 1994*. [SEC. 201]. See header.
- ⁵⁶ *Ibid.*, [SEC. 211]. See header.
- ⁵⁷ *Ibid.*, [SEC. 301]. See header.
- ⁵⁸ Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 19.
- ⁵⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 7, 19
- ⁶⁰ *Profiles of School-to-Work Activities, By State*. National School-to-Work Office. Washington, DC. June, 1997.
- ⁶¹ Implementation of the School-To-Work Opportunities Act of 1994, Report to Congress. (September, 1996). Richard Riley and Robert Reich. p. 23.
- ⁶² State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 2.
- ⁶³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 7.
- ⁶⁴ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 36.
- ⁶⁵ Application for Federal Assistance. January 13, 1998. Catalog of Federal Domestic Assistance Number 84-278E.
- ⁶⁶ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 37.
- ⁶⁷ *Ibid.*, Budget narrative.
- ⁶⁸ *Ibid.*, Budget narrative.
- ⁶⁹ *Serving the Kansas Workforce: An Inventory of Programs and Policies* by Jane Zinser. National Conference of State Legislatures. Denver CO., October 1997. p. x.
- ⁷⁰ *JobReady: Making the Right Choice in North Carolina*. A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 42-43.
- ⁷¹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 24.
- ⁷² *Workbased Learning: An Information Sourcebook: Work. Designing and Implementing the Workbased Learning Component for Kansas' School to Careers System*. Kansas Competency-Based Curriculum Center. Washburn University-SAS, Topeka, KS. p. 37. Appendix E, 1998 State Grant.
- ⁷³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 40.
- ⁷⁴ Forsyth County JobReady Local Partnership Grant Application. (February 19, 1996). p. 16

-
- ⁷⁵ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 11.
- ⁷⁶ Student-Learners in the Workplace: Interpreting the Fair Labor Standards ACT (FLSA) and the Child Labor Laws of Kansas. A School-to-Work Publication. Kansas Competency-Based Curriculum Center. Washburn University, Topeka, KS. p. 4-5.
- ⁷⁷ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 25.
- ⁷⁸ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 3.
- ⁷⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 37.
- ⁸⁰ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 37.
- ⁸¹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 45.
- ⁸² State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 36.
- ⁸³ Kansas Workforce Investment Partnership Minutes. May 23, 1997. p. 1.
- ⁸⁴ Kansas Workforce Investment Partnership Minutes. June 27, 1997. p. 13.
- ⁸⁵ <http://trcnew.trc.doleta.gov/cgi-bin/...top/head1.html&footer=common/foot1.html>
- ⁸⁶ Kansas One-Stop Career Center System grant application to the U. S. Department of Labor, Employment and Training Administration. REF: SGA/DAA 96-009. P. 25.
- ⁸⁷ Kansas Workforce Investment Partnership Minutes. November 14, 1997. p. 15.
- ⁸⁸ Kansas One-Stop Career Center System grant application to the U. S. Department of Labor, Employment and Training Administration. REF: SGA/DAA 96-009.
- ⁸⁹ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 34.
- ⁹⁰ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 2.
- ⁹¹ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 5.
- ⁹² South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 6.
- ⁹³ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 6.
- ⁹⁴ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 14.
- ⁹⁵ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 14.
- ⁹⁶ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 14.
- ⁹⁷ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 14.
- ⁹⁸ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 14.
- ⁹⁹ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 12.
- ¹⁰⁰ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 26.
- ¹⁰¹ South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 36.
- ¹⁰² South Central Kansas School-to-Work Partnership Grant Application. November 1995. Narrative, p. 37.
- ¹⁰³ BE² School-to-Career Partnership of Kansas City, Missouri. p. i.
- ¹⁰⁴ BE² School-to-Career Partnership of Kansas City, Missouri. p. 4.
- ¹⁰⁵ BE² School-to-Career Partnership of Kansas City, Missouri. p. 5.
- ¹⁰⁶ BE² School-to-Career Partnership of Kansas City, Missouri. p. 15-16.
- ¹⁰⁷ BE² School-to-Career Partnership of Kansas City, Missouri. p. 16.
- ¹⁰⁸ BE² School-to-Career Partnership of Kansas City, Missouri. p. 16.
- ¹⁰⁹ STW Transition Regional Implementation and Missouri Transition Alliance Partnership Project (Regional). p. 2.
- ¹¹⁰ Kansas Workforce Investment Partnership meeting minutes. November 14, 1997. p. 5
- ¹¹¹ *Implementation of JobReady In North Carolina. A Report to the Commission on Workforce Preparedness and the State JobReady Partnership Council.* Metis Associates (May 5, 1997). p. 12.
- ¹¹² State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 1.
- ¹¹³ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 5.
- ¹¹⁴ Kansas Workforce Investment Partnership Minutes. June 27, 1997. p. 9.
- ¹¹⁵ *JobReady: Making the Right Choice in North Carolina.* A Proposal to the U.S. Departments of Labor and Education for a School-To-Work Implementation Grant. (June 16, 1995). p. 52.
- ¹¹⁶ *Ibid.*, p. 52.
- ¹¹⁷ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. Appendix A.
- ¹¹⁸ State of Kansas Application for a Statewide School-to-Work Opportunities System Implementation Grant. January 13, 1998. p. 23.
- ¹¹⁹ *Serving the Kansas Workforce: An Inventory of Programs and Policies* by Jane Zinser. National Conference of State Legislatures. Denver CO., October 1997. p. 41-42.