SCANS

Blueprint for Action: Building Community Coalitions

Secretary's Commission on Achieving Necessary Skills (SCANS)
U.S. Department of Labor
Washington, D.C.
Hotline number: 1-800-788-SKILL

A MESSAGE TO YOU

from

SECRETARY OF LABOR LYNN MARTIN

The future, how to prepare for it? Change, how do we manage it? Security, how do we achieve it? These are critical issues confronting the American workforce today.

As part of the Labor Department's role in helping American workers face these issues, the Secretary's Commission on Achieving Necessary Skills (SCANS) explored them thoroughly and issued the July 1991 report What Work Requires of Schools. SCANS defines a common core of skills that constitute work readiness for the jobs of today and tomorrow.

Defining core skills is an important step, but only a first step. The SCANS process is a tool for you -- educators, parents, students, employers, unions, and others -- for use in better preparation of our citizens for the workplace. This SCANS Blueprint for Action: Building Community Coalitions is to help you develop a local plan of action.

Use it with What Work Requires of Schools (or its Executive Summary) to engage others in your community in a conversation about how the schools in your area are preparing students for work and how the employers in your area are changing to meet the future. As a way of beginning to think about these challenges, ask yourself these questions:

1) Are the schools and workplaces in my community adequately preparing the workers of today and tomorrow?

2) If not, what am I going to do about it?

This Blueprint will help you develop answers to these questions. At stake is the future of America's place in a global economy. As President Bush said in his AMERICA 2000 plan, we must do better in preparing our students and our present workers for study and work. Together, we can make this plan a reality.

Please join me to ensure that America's workforce is prepared for the demanding, high-skill workplaces of today and tomorrow.

TABLE OF CONTENTS

Page

Message from the Secretary.....**1**

Chapter I: How the SCANS Process Works.....**5**

Workplace Know-How Chart.....5

Chapter II: What SCANS Means to You.....**9**

Chapter III: Building Coalitions.....**11**

Networking.....12

Fulfilling Roles.....13

Reaching Out.....14

Following Up.....15

Guide for Community Workshops.....16

Surveying SCANS Skills in a Community.....17

Chapter IV: Your SCANS Toolbox.....**19**

SCANS Hotline and Information Kit.....19

List of DOL Regional Office Contacts.....20

List of National Organization Contacts.....21

List of Relevant Publications.....23

List of SCANS Members.....25

Appendix of SCANS Process Examples.....**27**

CHAPTER I: **HOW THE SCANS PROCESS WORKS**

The SCANS process is a simple but much-needed task: asking employers directly what their workforce requirements are and asking schools directly if these requirements have been effectively incorporated into the curriculum. Central to the task is SCANS definitions of the know-how American students and workers need for workplace success.

This workplace know-how, as detailed in the SCANS report What Work Requires of Schools, is made up of two key parts: skills competencies and a skills foundation, as illustrated below:

WORKPLACE KNOW-HOW

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

COMPETENCIES. Effective workers can productively use:

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

THE FOUNDATION. Competence requires:

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

Skills competencies are what a person must know to handle five facets of any workplace -- resources, interpersonal relationships, information, systems and technology. The SCANS report also indicates various proficiency levels for each competency.

Underlying these competencies is the skills foundation, which goes beyond the "three R's" to include speaking and listening skills and the thinking skills -- those creative and analytical skills necessary for problem solving and decision making. Finally, the foundation includes personal qualities highly prized by employers -- qualities such as responsibility, self-esteem and integrity.

SCANS is a vital first step toward President Bush's AMERICA 2000 national education strategy. AMERICA 2000 calls upon the nation to set world-class school standards that will, in the President's words, "express what all young Americans must know and be able to do to be prepared for further study and work." The SCANS report and process assist AMERICA 2000 by:

- Defining a common core of skills constituting work readiness, thus helping schools become "better and more accountable";
- Supporting the efforts of teachers and schools to help students see relationships between what they study and its applications in real-world contexts;
- Adding to research for a "new generation of American schools";
- Defining the core proficiencies for workers who go back to school to upgrade their skills, in what the SCANS report call "a nation of workers committed to a lifetime of learning"; and
- Helping communities find out for themselves whether the SCANS skills apply to their workplaces.

Schools have certain requirements of the workplace just as the workplace has certain requirements of schools. Schools require of workplaces a clear articulation of needed skills, a commitment to partnership, incentives for employees to achieve desired skills, and an emphasis on lifelong learning for every worker.

True-to-life examples in the SCANS report -- examples taken from five sectors of the economy (manufacturing, health services, retail trade, accommodations and food services, and office services) -- show how vital the SCANS skills foundation and competencies are in high-performance work environments. Preparing students for these environments requires schools of tomorrow which may differ greatly from many of today's schools.

SCHOOLS -- TODAY AND TOMORROW

TODAY'S SCHOOLS	**TOMORROW'S SCHOOLS**
STRATEGY	
. Basic-skills development	. Thinking-skills development
. Testing separate from teaching	. Assessment integral to teaching
LEARNING ENVIRONMENT	
. Reliance on short-term memory	. Active knowledge construction
. Students working as individuals	. Cooperative problem solving
. Basic or higher order	. Skills in real-problems context
MANAGEMENT	
. Supervised by administration	. Learner-centered, teacher-directed
OUTCOME	
. Some students learn to think	. All students learn to think

Armed with What Work Requires of Schools and its visions of the schools and workplaces of tomorrow, you will be ready and able to crusade for the advancement of workplace know-how in your community's schools and businesses. As we work together to achieve skills preparedness for America's students and workers, we will greatly improve the quality and productivity of our nation's workforce.

CHAPTER II: **WHAT SCANS MEANS TO YOU**

> **For most of this century, as this nation took its goods and know-how to the world, America did not have to worry about competition abroad. At home, the technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world class standards and so must workers. Employers seek adaptability and ability to learn and work in teams. Our young people leave school without the knowledge or foundation required to find and hold a good job. Unless all of us work together to turn this situation around our nation will pay a very high price -- low skills lead to low wages and low profits**. -- What Work Requires of Schools, Secretary's Commission for Achieving Necessary Skills (SCANS), Washington, D.C., July 1991.

U.S. Secretary of Labor Lynn Martin and the members of SCANS -- 31 distinguished leaders from the fields of business, labor, education and government (see page 25) -- hope that this finding is as disturbing to you as it is to them. They find it disturbing because of its implications both for the quality of life in America and for the nation's position in the world's competitive and technologically advanced economy.

The SCANS report What Work Requires of Schools defines the skills foundation and competencies that our nation's students and workers need to enjoy a full and productive life. The report emphasizes that the high performance characterizing the world's most competitive companies must become the standard for the majority of American companies -- large and small, local and global -- and that high-performance schools must become the standard for the American educational system.

SCANS addresses an issue at the top of the nation's agenda: bringing together schools and workplaces in communities across America to prepare the workers of today and tomorrow.

SCANS has a single focus. America must take a good look at its job requirements and make them a priority in the nation's schools. The SCANS process means talking directly with employers and workers, with educators and students. This happens community by community, classroom by classroom, workplace by workplace, and learner by learner.

Labor Secretary Lynn Martin and the members of SCANS believe that communities need to build coalitions to begin the SCANS process. This means forming groups around a common purpose: improving the work-readiness of people preparing to enter the labor force and of people already at work. Pursuing such a strategy is the greatest human resources challenge currently confronting every American citizen.

The most essential link to be strengthened through a community's SCANS process is the link between school and work. Secretary of Labor Lynn Martin, Secretary of Education Lamar Alexander, and Secretary of Commerce Robert Mosbacher have made the SCANS process an integral part of their workforce-education partnerships at the national level. You can make the SCANS process an integral part of the school/work partnerships in your communities.

Labor Secretary Lynn Martin and the members of SCANS urge you to accept this Blueprint as a personal challenge. Together, we can make a difference -- for America and for our workforce.

CHAPTER III: **BUILDING COALITIONS**

Now we come to the hard work of building the community coalition -- forming a diverse but cohesive group that effectively uses the SCANS process to bring your schools and workplaces together.

A community coalition starts with a core group composed of several concerned and active citizens. It builds to an expanded core group representing a wide spectrum of the community. Included in this chapter (see page 16) is a guide for setting up a local coalition workshop.

The next steps will depend on the outcome of your expanded core group's workshop. The National Association of Towns and Townships presents grassroots planning as the following series of six questions (see also The Search Communities item on page 24):

> What do we know? Assess your strengths and weaknesses. Look at both opportunities available and barriers to overcome.
>
> What does it mean? When you have preliminary data, analyze it to find pathways for moving forward. Keep everyone informed.
>
> What do we do? Review progress, refine goals, and draw up your vision of the future. Involve community leaders -- and keep in mind that you may have to use lieutenants or sergeants to recruit generals.
>
> How do we do it? Hold work sessions to come up with specific action plans and strategies. Surveying the job skills and requirements in your community can help here, and a guide is included in this chapter (page 17).
>
> Who will do what and when? Assign tasks for carrying out the plans and strategies. Adopt a timetable with distinct phases and do not be too impatient for results.
>
> How is it working? Monitor progress and adjust. Drop what doesn't work, recruit fresh troops to prevent burn-out, and follow up on participants' commitments. Remember that your task is to change attitudes and systems. Is it happening? Are jobs being redesigned and curricula being revised?

SECTION 1: **NETWORKING**

Central to building your community coalition is networking -- weaving a web of day-to-day partnerships among the groups and individuals involved. Here's a checklist of how this can work (with an emphasis that the items are possibilities, not absolutes):

- **Local meetings** and the resulting **local action plans** are crucial to your task.

- Mobilize the "movers-and-shakers" -- the Chamber of Commerce, trade associations, private industry councils, the Mayor and other chief elected officials, local educational administrators, PTA members, student councils, and representatives of major businesses and unions. All of these people and groups have important views to contribute. Be sure that company chief executive officers and other business leaders articulate the skills requirements of local/area workplaces.

- An understanding of the dynamics of change and of organizations contributes to a plan's success. A broad-based community advisory group often helps greatly in this regard. Starting with groups that are already active can also be helpful.

- Emphasize representation of a broad array of groups interested in strengthening workplace-to-school linkages, including minorities, women, and the disabled.

- Develop your own discussion guides, questions-and-answers, and other materials based on SCANS information you have obtained.

- Customize products for your audiences. The focus for the leadership level, for example, may differ from the focus for practitioners or parents. Add value by including a particular message for colleagues in your group or for neighbors.

- Consider the tools suggested for your use in "Your SCANS Toolbox" (Chapter IV of this Blueprint, pages 19-25). Also examine the appendix on SCANS process examples (pages 27-44). You may be able to adapt these examples for use in your community.

SECTION 2: **FULFILLING ROLES**

All of us represent one or more of the community roles that SCANS-process networking brings together -- for example, student, teacher, educational administrator, parent, employee, employer, union representative, and community leader/activist. Here are some suggested activities for each of these roles (with encouragement for you to add activities of your own):

- **Student** -- Find out what skills good jobs require and make sure you're learning those skills. Participate in projects that prepare you better for the world of work.

- **Teacher** -- Work with employers to incorporate SCANS skills into your curricula, using real-life examples wherever possible. Tell students what you and employers expect of them. Then fully and fairly asses student performance.

- **Educational Administrator** -- Work with students, parents, teachers and employers to ensure that your school system at all levels is actively addressing the community's workplace needs. Form an advisory group of business and union leaders to assist you and your staff with development of work-relevant curricula.

- **Parent** -- Commit time and effort to help your children master needed skills and to help your schools teach those skills.

- **Employee** -- Find out what skills you need to maintain and advance yourself in employment. Seek and create opportunities to learn those skills. Take part in projects that apply SCANS skills to your industry and its training programs.

- **Employer** -- Reorganize workplaces into high-performance environments and develop world-class standards for specific jobs and industries. Invest in employees' skill upgrading. Work closely with schools on better preparation of students for work.

- **Union Representative** -- Use established labor-management relationships to build workplace training that meets worker and employer needs. Increase educator awareness of worker training needs by taking part in local school activities.

- **Community Leader/Activist** -- Take the SCANS message everywhere and mobilize support for the SCANS process.

SECTION 3: **REACHING OUT**

Engage the entire community in your SCANS activities by making your initiatives and accomplishments widely known. Effective ways of doing this include a thorough and well-planned media campaign -- through your local radio/TV stations and print media -- and a concerted effort to take advantage of such already-scheduled events as PTA meetings and school-board sessions.

Media products include press releases, tailored videos, radio/TV public service announcements, talk shows/call-ins, and newscast items. Here's a suggested outreach checklist:

- Pull together a list of the managers of local radio/TV stations and the news/managing editors of local newspapers.
- Write them letters, encouraging them to incorporate the SCANS message into weekly public-affairs broadcasting, a feature-news article, or some other media product. Offer a spokesperson to appear on telecasts and discuss SCANS-related issues.
- Write articles for publication in the newsletters of local organizations -- including your own.
- Develop local registries of knowledgeable and concerned citizens willing to speak and/or write on SCANS related subjects.
- Enlist the participation of state and local political leaders.
- Write an op-ed piece or a letter to the editor regarding the issues raised by the SCANS report, emphasizing the need for your local community to become involved.
- Find out about scheduled public forums and list them, including the names and telephone numbers of organizers.
- Contact organizers to obtain time on the agenda to brief participants on the SCANS message.

The SCANS Information Kit described in "Your SCANS Toolbox" (page 19) includes samples of press releases and outreach letters, as well as radio/TV PSA's and newspaper/magazine articles.

SECTION 4: **FOLLOWING UP**

The success of a local community's SCANS efforts can be measured effectively by looking at change that occurs -- either increases in awareness or change in the way people learn and become productive in the workplace. Follow-up will be necessary to measure accomplishments against goals and thus to pinpoint areas demanding further attention. Here's another suggested checklist to help you:

- Establish a mechanism for tracking accomplishments.
- During the SCANS process, survey the community to determine further needed changes.
- Get your local business, education and labor groups involved in monitoring the progress of the SCANS effort.
- Showcase significant achievements in your local media and in organization newsletters.
- Reward innovative efforts and bring them to the attention of the SCANS Commission and Labor Secretary Lynn Martin.
- Constantly review and revise your action plan as implementation progresses. Incorporate feedback from workshops and all other sources.
- Target new audiences or modify your approach to previous audiences, based upon experience in implementing your community action plan.
- Adopt group names, acronyms and logos where these would be useful in motivating and building team spirit.
- Take a second look at project examples to see if you can benefit from any that might not have been pertinent before.
- Call a SCANS Hotline from the list of the Labor Department's Regional Offices (page 20). This will enable you to compare your efforts with what is happening in other communities.

DISCUSSION GUIDE
FOR COMMUNITY ACTION WORKSHOPS

Workshops present a good opportunity for employers, educators and other community leaders to focus on the SCANS process and to develop and/or publicize the local SCANS action plan. The sample discussion guide on this page is a capsulized version for a meeting designed to encourage participation and keep the group moving forward. Time limits are approximate. (This guide is simply an example of one approach.) For additional materials and assistance, call the SCANS Hotline at 1-800-788-SKILL.

Participant Objectives

-- Create a clearer vision of workplace-skills requirements for the future.

-- Develop a common set of goals for the community's education system.

Discussion Points and Suggested Questions

1. Create a clearer vision of workplace-skills requirements (60 minutes).

   Introduce the concept of core skills to all jobs. What are the most important skills that schools should teach in order to prepare people for the workplace?

   Identify new skills requirements and develop specific examples.

   Review results, offer the Workplace Know-How Chart, and explain the SCANS concept.

2. Develop a set of questions/goals for the community's education system (45 minutes).

   Brainstorm possible action steps; organize and rank suggested questions, issues and actions.

   Develop a plan for follow-up.

3. Summarize session and review the problems, issues and possibilities related to improvements (45 minutes).

   To facilitate the SCANS process, determine individual commitments and assign follow-up items.

4. Evaluate and Adjourn (30 minutes).

SURVEYING SCANS SKILLS IN A COMMUNITY

You can survey SCANS skills in your community in many ways, including creating a local SCANS-like commission and using job analysis in the community's schools and workplaces -- as in, for example, the IndianaPLUS project (page 32) and Fort Worth, Texas' Project C^3 (page 37). A number of community surveys, including the one for IndianaPLUS, are using adaptations of job analysis methodology developed for the SCANS Commission. You may benefit from specific steps in this methodology:

Selecting Jobs: The SCANS Commission selected 50 jobs. These jobs have the following characteristics: (1) They well represent the diversity of the American economy; (2) They are open both to graduates of four-year colleges and to applicants not on the four-year college track; (3) They have career-growth potential; and (4) They will not become obsolete in the foreseeable future. Some of the jobs included are primarily entrepreneurial. The SCANS report What Work Requires of Schools can be helpful at this stage of the process.

Identifying Experts on Particular Jobs: Job titles often vary within industries, so job descriptions should be developed for each job. Identifying experts on particular jobs is essential to successful job analysis. These experts include workers in a job, their supervisors, and others familiar with job requirements.

The Interview Process: The next step is interviewing those with expertise in particular jobs. Companies and trade associations are especially helpful in obtaining cooperation and setting up interviews. These interviews follow a structured format and generally last from two to four hours, depending on the nature and complexity of the job and on the comprehensiveness of interviewee descriptions. An interviewee is asked to:

- Generally describe the job; identify its primary duties; and describe the important knowledge, skills and abilities the job uses.

- Rate the job's skills foundation and competencies. How critical are they to job performance? What tasks illustrate highly critical skills?

- Demonstrate the job's critical elements, such as by identifying occasions where an employee excelled in production and/or performance.

FOR FURTHER INFORMATION: For information on the job-analysis methodology developed for the SCANS Commission, call the SCANS Hotline, 1-800-788-SKILL. Help in replicating the SCANS Commission's process locally can be obtained through the regional SCANS Hotlines (page 20). A crucial first step is forming a local steering committee with

wide community representation. This will help in securing the support of the state education department and of specific community schools.

CHAPTER IV: **YOUR SCANS TOOLBOX**

To get involved with SCANS in your community, you need to know what is happening. If nothing is happening, you need to know how to get something started. This final section of SCANS Blueprint for Action: Building Community Coalitions provides you with resources for gaining this knowledge -- consider it your SCANS toolbox.

- **The SCANS Hotline, 1-800-788-SKILL**. This will be one of your most important resources. Through it, you can get SCANS information materials (see next item) and find out about such outreach vehicles as speakers and videotapes. Also, you can tell us about local SCANS activities so we can inform others.

- **The SCANS Information Kit**. Aside from this SCANS Blueprint for Action, it includes:

  - The Executive Summary of the SCANS report.
  - Sample press releases.
  - Sample letters to engage the support of students, parents, schools, teachers, businesses, labor unions, and community leaders and groups.
  - Radio/TV public service announcements.
  - Articles for newspapers and magazines.
  - A set of questions and answers about the SCANS process.
  - The SCANS Workplace Know-How Card.

- A list of the Secretary's Representatives, ETA Administrators and SCANS Hotline contacts in the Labor Department's 10 Regional Offices -- a help in finding SCANS in your community.

- Addresses, telephone numbers, and contact persons of some national organizations that could help with SCANS through regional/local affiliates.

- A bibliography of relevant publications.

- A sampling of SCANS-related examples. Ultimately, SCANS definitions will be the basis for assessment systems and curriculum elements. The final SCANS report, scheduled for publication in 1992, will address this area. Meanwhile, there are no SCANS examples as such. There are, however, a number of school and business projects that incorporate parts of the SCANS process. See the Appendix (pages 27-44) for examples.

DEPARTMENT OF LABOR REGIONAL OFFICES (SECRETARY'S REPRESENTATIVES, ETA ADMINISTRATORS, SCANS CONTACTS)

REGION I (Conn., Maine, Mass., NH, R.I., Vt.) -- Boston
William Lisano, Sec. Rep.
Robert Semler, ETA Reg. Admin.
U.S. Department of Labor
One Congress St.
Boston, MA 02114-2021
SCANS Hotline: Holly O'Brien
FTS 835-2268; (617) 565-2268

REGION II (N.J., N.Y., Puerto Rico, Virgin Isl.) -- New York
Walter Kirby, Sec. Rep.
Thomas Hill, ETA Reg. Admin.
U.S. Department of Labor
201 Varick St.
New York, NY 10014
SCANS Hotline: Irwin Isralewitz
FTS 660-2142; (212) 337-2142

REGION III (Del., D.C., Md., Pa., Va., W. Va.) -- Philadelphia
Charles Lewis, Sec. Rep.
William Haltigan, ETA Reg. Admin.
U.S. Department of Labor
3535 Market St.
Philadelphia, PA 19104
SCANS Hotline: Maria Kniesler
FTS 596-6370; (215) 596-6370

REGION IV (Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn.) -- Atlanta
R.C. Romano, Sec. Rep.
Daniel Lowry, ETA Reg. Admin.
U.S. Department of Labor
1371 Peachtree St., N.E.
Atlanta, GA 30367
SCANS Hotline: Teresa Flores
FTS 257-4411; (404 347-4411

REGION V (Ill., Ind., Mich., Minn., Ohio, Wis.) -- Chicago
Christopher Bowman, Sec. Rep.
Joseph Juarez, ETA Reg. Admin.
U.S. Department of Labor
230 S. Dearborn St.
Chicago, IL 60604
SCANS Hotline: Lewis Gilbert
FTS 353-0844; (312) 353-0844

REGION VI (Ark., La., N.M., Okla., Tex.) -- Dallas
Paul Story, Sec. Rep.
Floyd Edwards, ETA Reg. Admin.
U.S. Department of Labor
525 Griffin St.
Dallas, TX 75202
SCANS Hotline: Karen Clark
FTS 729-4794; (214) 767-4794

REGION VII (Iowa, Kan., Mo., Neb.) -- Kansas City
Eliehue Brunson, Sec. Rep.
Grace Kilbane, ETA Reg. Admin.
U.S. Department of Labor
911 Walnut St.
Kansas City, MO 64106
SCANS Hotline: Fred Homan
FTS 867-3796; (816) 426-3796

REGION VIII (Colo., Mont., N.D., S.D., Utah, Wyo.) -- Denver
Jose Nunez, Sec. Rep.
Luis Sepulveda, ETA Reg. Admin.
U.S. Department of Labor
1961 Stout St.
Denver, CO 80294
SCANS Hotline: Hardy Anderson
FTS 564-4143; (303) 844-4143

REGION IX (Ariz., Calif., Guam, Hawaii, Nev.) -- San Francisco
Samuel Wallace, Sec. Rep.
Don Balcer, ETA Reg. Admin.
U.S. Department of Labor
71 Stevenson St.
San Francisco, CA 94105
SCANS Hotline: Randy McGregor
FTS 484-7648; (415) 744-7648

REGION X (Alaska, Idaho, Ore., Wash.) -- Seattle
Office of the Sec. Rep.
Armando Quiroz, ETA Reg. Admin.
U.S. Department of Labor
1111 Third Ave.

Seattle, WA 98101-3212
SCANS Hotline: Nadine Frindrich
FTS 399-4543; (206) 553-4543

CONTACTS AT SOME RELEVANT NATIONAL GROUPS WITH GRASS-ROOTS LINKS

American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, DC 20036
CONTACT: David Pierce, Pres., (202) 728-0200

American Association of School Administrators
1801 N. Moore St.
Arlington, VA 22209
CONTACT: Richard Miller, Exec. Dir.,
(703) 528-0700

American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, DC 20001
CONTACT: Bella Rosenberg, Assistant to President,
(202) 879-4400; Paul F. Cole, SCANS Commissioner/AFT member, (518) 436-8516

HRDI/AFL-CIO
815 Fifteenth St., N.W.
Washington, DC 20005
CONTACT: Jane McDonald-Pines, Assistant Director,
(202) 783-5571

International City Management Association
777 North Capitol St., N.E.
Washington, DC 20006-4201
CONTACT: Marcia Davis Taylor, Project Manager, (202) 962-3636

Jobs for America's Graduates
17298 King St., Suite 200
Alexandria, VA 22314
CONTACT: Judith Boylson, Director of National Programs, (703) 8\684-8400

National Alliance of Business
1201 New York Ave., N.W., Suite 700
Washington, DC 20005
CONTACT: Louise Bertsche, Director of Grants Development, (202) 289-2818

National Association of Counties
440 First St., N.W., 8th Floor
Washington, DC 20001
CONTACT: Christine Kulick, (202) 393-6226

National Association of Manufacturers
1331 Pennsylvania Ave., N.W. (1500 North)
Washington, D.C. 20004
CONTACT: Phyllis Eisen, Director of Risk Management and Workforce Readiness,
(202) 637-3135

National Association of Private Industry Councils
1201 New York Ave., NW., Suite 800
Washington, DC 20005
CONTACT: Robert F.A. Knight, President
(202) 289-2950

National Association of Secondary School Principals
1904 Association Dr.
Reston, VA 22090
CONTACT: Tim Dyer, Exec. Dir., or Lew Armistead, Pub. Aff. Dir., (703) 860-0200

National Association of State Training and Development Directors
Ironworks Pike, P.O. Box 11910
Lexington, KY 40578-1910
CONTACT: Ms. Sharon Hirsch, Staff Director,
(606) 231-1868

National Conference of State Legislatures
444 North Capitol St., N.W., Suite 500
Washington, DC 20001
CONTACT: David Shreve, Senior Program Manager, (202) 624-5400

National Council of Teachers of Mathematics
1906 Association Dr.
Reston, VA 22091
CONTACT: Dr. James D. Gates, Exec. Dir.,
(703) 620-9840

National Education Association (NEA)
1201 16th St., N.W.
Washington, DC 20005
CONTACT: Gary Watts, SCANS Commissioner, Sr. Dir., National Ctr. For Innovation, (202) 833-4000

National Governors Association
444 North Capitol St., N.W., Suite 450
Washington, DC 20001
CONTACT: Evelyn Ganzglass, Program Director, Training and Employment Programs, (202) 624-5300

National League of Cities

1301 Pennsylvania Ave., N.W.
Washington, DC 20004
CONTACT: John Kyle, Project Director, Children and Families in Cities, (202) 626-3000

National Urban League
500 East 62nd St.
New York, NY 10021
CONTACT: Janet Zobel, Director, Job Training Program, (212) 310-9082

Northwest Regional Education Laboratories
101 Southwest Main, Suite 500
Portland, OR 97204
CONTACT: Larry McClure, Director, Education and Work Programs

SER-Jobs for Progress, Inc.
100 Decker Dr., Suite 200
Irving, TX 75062
CONTACT: Adam Chavaria, Vice President of Government Relations, (214) 631-3999

Work Achievement (WAVE), Inc.
501 School St., S.W., Suite 600
Washington, DC 20024-2754
CONTACT: Robert McCarthy, Senior Vice President, Field Operations, (202) 484-0103

United Auto Workers (UAW)
UAW-Chrysler National Training Center
2211 East Jefferson Ave.
Detroit, MI 48207
CONTACT: Joan Patterson, SCANS Commissioner, (313) 567-3300

U.S. Chamber of Commerce
Center for Workforce Preparation and Quality Education
1615 H Street, N.W.
Washington, DC 20062
CONTACT: Robert L. Martin, Vice President & Exec. Dir., (202) 659-6000

U.S. Conference of Mayors
1620 Eye St., N.W.
Washington, DC 20006
CONTACT: Joan L. Crigger, Director, Employment & Training Programs, (202) 293-7330

RELEVANT PUBLICATIONS

America's Choice, report of Commission on Skills of the American Workforce, June 1990. $18 @, National Center on Education and the Economy, P.O. Box 10670, Rochester, NY 14614, (716) 546-7620.

America 2000: An Education Stragety, collection of documents that provide a comprehensive description of President Bush's America 2000 plan, April 1991. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202, (202) 401) 2000, 1-800-USA-LEARN.

The Bottom Line: Basic Skills in the Workplace, published by the Departments of Labor, Education and Commerce, July 1988, 61 pp. $4.50 @, Superintendent of Documents, Government Printing Office, Washington, DC 20402, (202) 783-3238, Stock No. 029-000-00425-1.

Horace's Compromise: the Dilemma of the American High School, Brown University education professor Theodore R. Sizer, Boston: Houghton, Mifflin, 1984/5, rationale for the educational imperatives detailed by (and the first three publications of) A Study of High Schools, which was sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools. An extension of the study was the Coalition of Essential Schools, which in 1988 joined with the Education Commission of the States to form Re:Learning, an effort to link fundamental high school change with changes at the district and state levels.

Investing in People, report of the Commission on Workforce Quality and Labor Market Efficiency, September 1989. Consumer Affairs Coordinator, Rm. S-1032, Department of Labor, 200 Constitution Ave., N.W., Washington, DC 20210, (202) 523-6060.

A Nation at Risk, one of the first publications to warn of the dangers of our students being inadequately prepared, 1983. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202 (202) 708-5366.

The Neglected Majority, first publication to advocate the Tech Prep/Associate Degree program; by SCANS member Dale Parnell, President/CEO of the American Association of Community and Junior Colleges. $27.50 @ ($21.50 @ for members) from Infocus/AACJC, 2700 Prosperity Ave., Fairfax, VA 22031, (703) 204-4636 or 0100.

The Search Communities, a model for strategic planning with a focus on the small town. Contact Trudy Mott, Pioneer Hi-Bred International Inc., 700 Capital Square, 400 Locust, Des Moines, IA 50309, (515) 245-3660.

Worker-Centered Learning: A Union Guide to Workplace Literacy, Anthony Sarmiento and Ann Kay, AFL-CIO Human Resources Development Institute (HRDI), 1990, 136 pp. $5.50 @, HRDI, 815 Fifteenth St., N.W., Rm. 938, Washington, DC 20005, (202) 783-5571.

Workforce 2000, prepared by the Hudson Institute, Indianapolis, Ind., for the Department of Labor's Employment and Training Administration, June 1987, 117 pp. $4.25 @, Superintendent of Documents, Government Printing Office, Washington, DC 20402, (202) 783-3238, stock no. 029-014-00240-2.

Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities, report of a conference held in Washington, DC on December 7, 1990, 44 pp. $4 @, Consortium on Youth Apprenticeship, c/o Jobs for the Future, 48 Grove St., Somerville, MA 02144.

Youth 2000: A Call to Action, report on a national leadership meeting held on June 10, 1986 in Washington, DC. The meeting was sponsored by the Departments of Labor and Health & Human Services, with participation by the Department of Education, and was hosted by the National Alliance of Business (NAB). Available from NAB, 1201 New York Ave., N.W., Suite 700, Washington, DC 20005, (202) 289-2802.

SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

LYNN MARTIN, U.S. Secretary of Labor

Dr. Arnold Packer, Executive Director

William E. Brock (Chairman), founder and senior partner of The Brock Group, a Washington, D.C. consulting firm specializing in international trade, human resources and investment strategies.

Dr. Edward Aguirre, founder and chief executive officer of Aguirre International, San Mateo, Calif., a research/policy-analysis firm.

J. Veronica Biggins, director of public affairs and municipal relations for C&S/Sovran Corporation, Atlanta, Ga.

James P. Black, teacher coordinator of cooperative education for the Fort Lauderdale County (Ala.) School Board.

Charles E. Bradford, director of apprenticeship and employment and training and president of IAM CARES, International Association of Machinists, Washington, D.C.

Patricia L. Brockett, now a student, recently director of the Iowa Department of Commerce, Des Moines.

Walton E. Burdick, senior vice president of personnel, International Business Machines Corporation (IBM), Armonk, N.Y.

James D. Burge, corporate vice president, Motorola, Inc., director of its government affairs-personnel office, Washington, D.C.

Bruce Carswell, senior vice president of human resources and administration, GTE Corporation, Stamford, Conn.

Thomas W. Chapman, president of Greater Southeast Community Hospital, Inc., Washington, D.C.

Paul F. Cole, secretary-treasurer of the New York State AFL-CIO, vice president of the American Federation of Teachers.

Gloria J. Conn, regional vocational administrator for the Wayne County Intermediate School District, Wayne, Mich.

Gabriel Cortina, associate superintendent of the Los Angeles (Calif.) Unified School District

Frank P. Doyle, senior vice president, Corporate Relations Staff, General Electric Company, Fairfield, Conn.

Jay H. Foreman, executive vice president, United Food and Commercial Workers (UFCW), Washington, D.C.

Dr. Badi G. Foster, president of the AEtna Institute for Corporate Education, AEtna Life and Casualty, Hartford, Conn.

William H. Gregory, founder and chief executive officer, Gregory Forest Products, Inc., Glendale, Ore.

Yvette Herrera, director of the education department, Communications Workers of America (CWA), Washington, D.C.

Madelyn P. Jennings, senior vice president/personnel and a member of the management committee, Gannett Company, Inc., Arlington, Va.

Steffen E. Palko, president and a founding partner of Cross Timbers Oil Co., Fort Worth, Tex., and a trustee of the city school board.

Dr. Dale Parnell, past president and chief executive officer, American Association of Community and Junior Colleges, Washington, D.C.

Joan Patterson, executive co-director of the UAW-Chrysler National Training Center, Detroit, Mich.

Dr. Lauren B. Resnick, Director of Learning Research and Development Center, University of Pittsburgh.

Richard E. Rivera, president and chief executive officer, TGI Friday's Inc., Addison, Tex.

Roger D. Semerad, president of the RJR Nabisco Foundation, Washington, D.C.

Thomas G. Sticht, president and senior scientist, Applied Behavioral & Cognitive Sciences, Inc. (ASBCS), San Diego, Calif.

Maria L. Tukeve, executive director and principal, Bell Multicultural High School, Washington, D.C.

Dr. Gary D. Watts, senior director, National Center for Innovation, National Education Association (NEA), Washington, D.C.

Sharyn Marr Wetjen, principal, High School Redirection, Brooklyn, N.Y.

Gerald Whitburn, secretary of Wisconsin's Department of Health and Social Services, Madison.

John H. Zimmerman, senior vice president of human resources, MCI Communications Corporation, Inc., Washington, D.C.

APPENDIX: SCANS PROCESS EXAMPLES

AMERICA'S WORKFORCE SYMPOSIUM
Locations Throughout the United States

Description

With partial funding from the U.S. Department of Labor's Office of Work-Based Learning, the Instructional Systems Association has developed "America's Workforce: A Vision for the Future," a complete symposium package to support collaboration among employers, educators, union representatives and community leaders to address future entry-level worker skills. This package includes videotapes, a facilitator's guide, and related materials. Communities can use the package to create a guiding vision and the educational systems that will assist future workers to acquire needed skills. Activities include partnership efforts such as internships, part-time employment, summer employment, volunteer tutoring, and teacher-assistance programs.

Contact

Victor J. Trunzo, Training Policy Analyst, U.S. Department of Labor Employment and Training Administration, Office of Work-Based Learning, Rm. N-4649, 200 Constitution Ave., N.W., Washington, DC 20210, (202) 535-0522.

Parts Closest to the SCANS Process

SCANS has identified entry-level worker skills. This project offers communities some pathways toward the next step: building community coalitions to implement changes in local schools.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employee

- Employer
- Union Representative
- Community Leader/Activist

BANKING ON ACHIEVEMENT
San Francisco, California

Description

This Department of Labor/NAB demonstration project involves teaching high school students the skills needed in current jobs and for future success in the labor market. The project provides paid, structured worksite learning at the Bank of America for students from San Francisco's Mission High School. Both generic and specific skills needed on the job were assessed by the bank through interviews with supervisors and employees. A structured training curriculum, developed to teach these skills, was used on-site. Project plans call for developing approaches to integrate the needed skills into the academic curriculum of students in the project.

Contact

Cindy Fisher, Director of Human Resources, 1 South Van Ness Ave., San Francisco, CA 94103, (415) 241-3214.

Parts Closest to the SCANS Process

SCANS has identified generic skills that students will need for work and has expressed the conviction that their ability to learn these skills is enhanced when they see immediate applications of what they're learning. This project presents students with an opportunity to learn generic skills in context and thus to translate them into job-specific skills.

Community Roles Primarily Involved

- Student
- Teacher
- Employee
- Employer

BASIC SKILLS NEEDS
State of North Carolina

Description

Communities throughout North Carolina are working together to establish and implement a comprehensive workforce-preparedness strategy based on recommendations of the Governor's Commission on Workforce Preparedness. Specifically, this effort is designed to integrate the preparedness activities of the Job Training Partnership Act (JTPA), employers, and schools. The state is analyzing and documenting its experiences in the hope that they will benefit similar efforts in other states and communities.

Contact

Joel New, Director, Division of Employment and Training, North Carolina Department of Economic and Community Development, 111 Seaboard Ave., Raleigh, NC 27604, (919) 733-6383.

Parts Closest to the SCANS Process

SCANS has identified the skills that workers will need to face the challenges of future workplaces. The activities of this project will take the teaching of these skills to North Carolina's JTPA participants, employers and schools.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employee
- Employer
- Union Representative
- Community Leader/Activist

COMMON CORE OF LEARNING
State of Maine

Description

Maine's approach to education challenges traditional beliefs about students and schooling. It prescribes the knowledge, skills and attitudes that all Maine students should have when they graduate from high school. The essential concepts to be gleaned are organized into the areas of Personal and Global Stewardship, Communication, Reasoning and Problem Solving, and the Human Record. Initial stages of implementing Maine's Common Core of Learning have been very successful. Specific activities include training 56 community-based teams, developing a major systemic initiative in science and math, and focusing Maine's restructuring effort on the Common Core vision.

Contact

William H. Richards, Associate Commissioner, Bureau of Instruction, Maine Department of Education, Augusta, ME 04330, (207) 289-5918.

Parts Closest to the SCANS Process

SCANS focuses on the workplace know-how students will need, and some of the skills areas identified by Common core of Learning are similar. The Maine experience is resulting in materials that can help those seeking to implement the teaching of SCANS skills in their schools.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employer

THE COMPACT PROJECT
Locations in Twelve Cities

Description

Under the Compact Project, initiated in June 1987, each of the 12 participating cities (Albuquerque, Cincinnati, Detroit, Indianapolis, Louisville, Memphis, Miami, Pittsburgh, Providence, Rochester, San Diego and Seattle) seeks to develop business and education collaboratives that set long-term measurable objectives for academic improvement on the part of schools and at-risk students. In exchange, employers pledge job opportunities. The basic hypothesis of the project is that by working together to reinforce the benefits of completing school and successfully moving on to work or higher education, employers and educators can effect fundamental change in the academic system.

Contact

Sandra Byrne, National Alliance of Business Center for Excellence in Education, 1201 New York Ave., N.W., Washington, DC 20005, (202) 289-2818.

Parts Closest to the SCANS Process

The project hypothesis mirrors the SCANS philosophy -- that classroom/workplace collaborations at the community level will bring about extensive change in a way that will increase and widen career options. The cities offer a model and alternatives for others to consider for their use.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employer

IndianaPLUS: THE SCHOOL-TO-WORK CONNECTION
State of Indiana

Description

IndianaPLUS is a Capital Cities/ABC pilot project. In five Indiana cities, teams of high school students and their teachers will be following the same method used in SCANS to identify the skills needed on a job. Using a modified SCANS job-analysis instrument, students will interview workers, analyze responses, and present the results to classmates, teachers, middle-school students, employers, union representatives, and others interested in closing the gap between education and required workplace skills. ABC affiliates in the five cities will report on IndianaPLUS and its participants. Upon completion and evaluation of the project, the results will be made available to interested school districts and Capital Cities/ABC will provide IndianaPLUS materials to its affiliates across the nation. Available now from the contact below are the project's purpose statement, instructions for and examples of job analysis, and a job-analysis form.

Contact

Ambrose Bittner, Executive Assistant, SCANS, Rm. C-2318, 200 Constitution Ave., N.W., Washington, DC 20210, (202) 523-4840.

Parts Closest to the SCANS Process

This project was initiated in close partnership with the Secretary's Commission for Achieving Necessary Skills. It is intended to raise the awareness of students that SCANS skills are relevant to career-path jobs available in their communities.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employee
- Employer
- Union Representative

JOHN HANCOCK ADULT LITERACY PROGRAM,
ON-PREMISES EDUCATION PROJECT
Boston, Massachusetts

Description

ADULT LITERACY PROGRAM. Organization of work in the insurance industry has changed dramatically in recent years. For instance, several jobs that were once separate have been combined into the new, more complex occupation of "claims adjuster." To ensure that its workers can meet changing workplace demands, John Hancock has enrolled more than 1,500 employees in internal training focused on logical reasoning, critical thinking, and effective communication. Although called the Adult Literacy Program, this training contains five separate but interrelated components that go beyond basic skills.

HANCOCK ON-PREMISES EDUCATION (HOPE) PROJECT. This was formed in 1989 to address an identified skills gap between what students were learning in school and the corporation's minimum entry-level employment requirements. In the project, the English High School selects 15 students, several of whom are deemed "at-risk," to attend classes twice a week at John Hancock. The classes are taught jointly by an English High teacher and a teacher from the corporation's Human Resource Training Department staff. The curriculum reflects the input of Hancock's Employment Department and is based on a necessary-skills grid for entry-level positions. Students receive a stipend of $8.00 per class, an elective-course credit from the school for successful completion, and a guaranteed full-time summer job at John Hancock. Students receiving successful summer evaluations participate in an after-school internship at the corporation during the school year.

Contacts

Joan Cirillo, Adult Literacy Program Training Specialist, and Martin Montgomery, Partnership Coordinator, John Hancock Mutual Life Insurance Co., P.O. Box 111 (T-17), Boston, MA 02117, (617) 572-6838 for Cirillo, 572-0287 for Montgomery.

Parts Closest to the SCANS Process

These projects present students with opportunities to apply key thinking and communications skills (some of the critical skills identified by SCANS) in an insurance-industry context. The projects also test a unique approach for bringing workplace know-how into the classroom.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employee
- Employer

MOTOROLA REORGANIZATION AND TRAINING PROGRAM
Schaumburg, Illinois

Description

Motorola Corporation, founded in 1928, is a manufacturer of high-technology electronic equipment and employs more than 100,000 workers. The company has gone through a "cultural transformation," and is committed to "perfect" quality, employment empowerment, and state-of-the-art training. The workforce is organized on the basis of problem-solving teams with considerable autonomy. The company has extensive worker-training requirements, and its Motorola University improves individual and organizational performance through up-to-date teaching of basic reading and math, technical and managerial skills, and teamwork.

Contact

A. William Wiggenhorn, President of Motorola University and Corporate Vice President of Training and Education, 1303 E. Algonquin Rd., Schaumburg, IL 60196-1065, (708) 576-3704.

Parts Closest to the SCANS Process

The SCANS report What Work Requires of Schools underlines the need for transformation of workplaces into high performance organizations. Motorola presents one of the best examples of how employers can accomplish this transformation by implementing significant restructuring and retraining programs.

Community Roles Primarily Involved

- Employee
- Employer

PACKARD/IUE RETRAINING PROGRAM
Warren, Ohio

Description

When high costs and foreign competition threatened to wipe out a large number of jobs at Packard Electric, a division of General Motors, an agreement signed in 1984 between Packard and the International Union of Electrical Workers (IUE) made a crucial difference. A major component of the agreement provides for several kinds of employee training/retraining to meet requirements of new technology; technical training through a Skills Development Training Center; quality control courses; and social skills courses which include techniques for individual/group problem-solving and conflict-resolution. As a result of the agreement, part of a comprehensive Quality of Worklife program,. employee morale is high. Packard's employees can now regard technological innovation as a challenge rather than a threat.

Contact

David Craciun, Ohio Operations Training Consultant, IUE Local 717, P.O. Box 431 (Station 47B), Warren, OH 44486, (216) 367-6113.

Parts Closest to the SCANS Process

As the SCANS message constantly reiterates, high performance work structures will greatly enhance a company's competitive edge in today's complex economy. This project demonstrates how worker organizations and employers can work together to establish such structures, thus significantly upgrading workers' skills.

Community Roles Primarily Involved

- Employee
- Employer
- Union Representative

PITNEY BOWES WORKFORCE TRANSITION PROJECT
Stamford, Connecticut

Description

In order to remain competitive, Pitney Bowes revamped production to create teams of multi-skilled workers. The company conducted task analyses both for existing jobs and for jobs redesigned to fit into its new organizational and management style. Then it developed a mandatory training plan divided into performance skills and basic reading and math. The know-how required of workers is grouped into six levels of complexity, both for determining training needs and for eventually linking pay to skills obtained.

Contact

Kevin Connolly, Director, Workforce Transition, Pitney Bowes, Inc., Walter Wheeler Dr., Stamford, CT 06926, (203) 356-6044.

Parts Closest to the SCANS PROCESS

This is another illustration of the SCANS message about gaining a competitive edge through high performance work organization -- in this case, organization achieved by implementation of intensive employee retraining.

Community Roles Primarily Involved

- Employee
- Employer

PROJECT C^3: COMMUNITIES, CORPORATIONS, CLASSROOMS
Fort Worth, Texas

Description

This project is a wide-ranging partnership among the Fort Worth public school system and 240 area businesses. Its first phase involved interviewing more than 2,500 workers and supervisors in these business to identify the skills and skill levels required in approximately 750 jobs. The second phase of the initiative, now being conducted, involves applying first-phase knowledge in the classroom and creating new workplace experiences for students. In one pilot project, for example, 28 teachers and 10 business leaders are incorporating employers' writing requirements into the teaching of writing. Another C^3 initiative is working with J.C. Penny to develop site-based management in all Fort Worth school districts. C^3 also serves as one of the three sites nationwide for the American Business Conference project "Vital Link," which motivates student achievement and identifies the skills needed for successful employment. In addition, C^3 participates in the College Board Equity Project to increase the number of minority and poor students attending and succeeding in college.

Contact

Steffen Palko, President, Cross Timbers Oil Company, 810 Houston St., Suite 2000, Fort Worth, TX 76102, (817) 870-2800.

Parts Closest to the SCANS PROCESS

Of the projects in this SCANS Blueprint for Action, Project C^3 is the closest to the SCANS Process as it is outlined in the What Work Requires of Schools report -- indeed it goes deeper than the Process outlined. It also features a job-analysis method that has resulted in strong collaboration among key groups.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employee
- Employer
- Union Representative
- Community Leader/Activist

PROJECT OF THE STATES
Locations in Six States

Description

This project started in 1986 with the mission of making "second-chance" job and training programs (programs for those who haven't succeeded in traditional educational settings) more responsive to employer needs. More than 1,100 employers in the six participating states (Connecticut, Kansas, Michigan, Nebraska, Oregon and Washington) were surveyed concerning their skills requirements. Sets of skills assessment tools were then developed for use in the states' job and training programs. Approximately 1,000 teachers were trained to integrate skills requirements into their curricula. State Departments of Labor (in several cases with State Departments of Education as full partners) assigned State Coordinators to oversee project implementation. Results to date have been promising -- including teacher and student satisfaction, involvement of more than 60 local communities, and a "spill-over" effect" to states' traditional education systems.

Contact

Lori Strumpf, Center for Remediation Design, 1133 Fifteenth St., N.W., Washington, DC 20005, (202) 872-0776.

Parts Closest to the SCANS Process

This project's determination of required job skills through surveys and small discussion groups is quite similar to the method suggested by the SCANS process. Also, the project's exploration of SCANS competencies constitutes a valuable experience base for the future.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Employer

BOSTON PROTECH
Boston, Massachusetts

Description

The Boston Private Industry Council, through funding from the Department of Labor, has initiated Project Protech to create formal pathways for students to enter professional health-care careers. The project establishes a four-year program linking the last two years of high school and two years of community college. Student trainees are employed full-time in hospitals while receiving educational and vocational training in various classroom and work settings. Successful participants receive an associate's degree and a certified professional credential. Program content is developed jointly by employers and educators, and this process is leading to a substantial revamping of current high school offerings in terms of content, format and scheduling.

Contact

George Moriarity, Associate Director, Youth Programs, Boston Private Industry Council, 2 Oliver Street, 9th Floor, Boston, MA 02109, (617) 423-3755.

Parts Closest to the SCANS Process

This project provides a good test of the SCANS call for more learning in context, because the project's health-care training has a high degree of relevance to each participant's career objectives.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employer

RURAL COLLEGE PARTNERSHIPS
Locations in 10 States

Description

This rural demonstration program, funded by the Departments of Labor and Commerce and the Tennessee Valley Authority, has worked through 10 community colleges to enhance basic workplace skills and literacy. The project, which emphasizes partnerships with businesses and other organizations, has received in-kind contributions from the National Association of Broadcasters and the Departments of Education and Agriculture.

Contact

Lynn Barnett, Project Director, American Association of Community and Junior Colleges, One Dupont Circle, Suite 410, Washington, DC 20036, (202) 728-0200.

Parts Closest to the SCANS Process

Not only does this project feature the kind of cohesiveness most likely to produce positive and lasting change, but it offers an excellent opportunity for exploring SCANS concepts in a rural setting.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator

STUDENTS VOCATIONAL TRADES FOUNDATIONS
Montgomery County, Maryland

Description

The Montgomery County, Maryland public schools system has established a Construction Trades Foundation (CTF) and an Automotive Trades Foundation (ATF), which allow students to use the knowledge and skills gained in regular classes. The CTF builds and sells several houses each year; the ATF reconditions used cars and sells them through two student-operated mini-dealerships. Both foundations enlist business leaders to serve on their boards of directors and to help with curriculum development. Students' project work is supervised by teachers whose main responsibility is to reinforce and develop the skills learned in the classroom.

Contact

Alan Burnes, ATF Resource Teacher, or Thomas Kemp, CTF Resource Teacher, Edison Career Center, 12501 Dalewood Dr., Wheaton, MD 20906, (301) 929-2190.

Parts Closest to the SCANS Process

The vocational focus of this project makes it another good opportunity to test the learning-in-context approach prescribed for teaching SCANS skills.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employer

TECH PREP/ASSOCIATE DEGREE PROGRAM
Richmond County, North Carolina

Description

Tech Prep is a practice-oriented approach to learning in which students during their high school years and their time at a two-year college combine training on the job with classroom instruction. In this program, operated by Richmond County Schools and Richmond Community College with substantial support from area employers, the four years of high school and the two years of college leading to an associate degree form an integrated course of study for technical careers. The program blends strong science, math, communications, and social studies (basic skills) courses with technologically up-to-date vocational/technical courses. By focusing on the middle 50 percent of the student population, it is designed to raise career expectations and produce a better trained and educated workforce.

Contact

Myrtle D. Stogner, Director, N.C. Tech Prep Leadership Development Center, P.O. Box 1189, Hamlet, NC 28345-1189, (919) 582-7187.

Parts Closest to the SCANS Process

The methodology of this project gives it good potential for introducing SCANS skills into the schools because it places a high premium upon mastery of both basic skills and technological expertise.

Community Roles Primarily Involved

- Student
- Teacher
- Educational Administrator
- Parent
- Employer

WILL-BURT COMPANY BASIC SKILLS AND MINI-MBA TRAINING
Orrville, Ohio

Description

The Will-Burt Company, a small manufacturer of steel fabrication and machined parts, realized in 1982 that many of its production problems could be directly linked to the lack of sufficient basic math and reading skills among its workers. To address these problems, the president of the company asked Wayne College (a part of the University of Akron) to develop courses in basic math, blueprint reading, geometry, and statistical process control, and to ensure that course materials would be work-based. This effort proved highly successful, resulting in the creation of a 100-percent math-literate workforce and a dramatic increase in productivity.

As an outgrowth of the initial effort, in 1990 the Will-Burt Company and Wayne College pioneered a "Mini MBA" program in Production/Operations Management, consisting of 75 credit hours in basic business principles and in all phases of company operations. Originally, employees were skeptical about the program; now they are enthusiastic about it and wonder how they got along without it for so long.

Contact

Harry Featherstone, President and CEO, Will-Burt Company, 169 South Main St., Orrville, OH 44667, (216) 682-7015.

Parts Closest to the SCANS Process

This is another example supporting the SCANS emphasis upon developing high performance workplace organizations through substantial retraining.

Community Roles Primarily Involved

- Teacher
- Educational Administrator
- Employee
- Employer

WORKPLACE BASICS: BUILDING TOMORROW'S SKILLS TODAY
Staunton, Virginia

Description

This project is to design, implement and evaluate literacy-training programs based on the model recommended in Workplace Basics: The Skills Employers Want, a report prepared by the American Society for Training and Development (ASTD) under Department of Labor sponsorship. In teamwork with the local Private Industry Council and the local Adult Education program, the ASTD model is being tested at two sites in the Shenandoah Valley area, including a Corning, Incorporated manufacturing plant recently transformed into a service-and-distribution facility.

Contact

Dr. Diane Foucar-Szocki, Education & Training Corporation, 103 East Beverley St., Staunton, VA 24401, (703) 885-2002.

Parts Closest to the SCANS Process

The concepts and competencies in this model are very similar to those in the SCANS process. In addition, while the model focuses on adult training, some aspects of it lend themselves to replication in a high school setting.

Community Roles Primarily Involved

- Employee
- Employer