

Teachers say School to Work broadens kids' options

By VICKI SMITH
Associated Press Writer

CHARLESTON, W.Va. (AP) - Children have 10 times the curriculum options under a new School to Work program than they had under the old system used by West Virginia's public schools, supporters of the year-old legislation say.

Students once had only three choices, college prep, vocational education or a general track that forced them "to take a whole lot of not very important courses," Putnam County teacher Lydia McCue told lawmakers Tuesday.

Now they have more than 30 majors to choose from, and they learn in an environment where good work habits and social skills are encouraged at a young age, she said.

Dave Mohr, senior program analyst for the state Department of Education, said each of those 30 majors can lead to 15 to 30 college degrees. That gives children plenty of career choices, he told a legislative oversight committee on education.

"We know occupations change much more frequently than they used to," he said. "It can be very devastating for displaced workers who get laid off after 20 years if they only know how to do one thing."

School to Work, adopted by the Legislature last year, is designed to help teen-agers decide what careers they like and dislike.

Jim Hale, who helps oversee Wayne County's version, said attendance has improved as a result of the program, and the district's dropout rate has fallen from 15.6 to 10.4 percent.

Students concentrate on courses that help them prepare for a particular field of interest, and graduation requirements are increased under individualized five-year student plans.

Career options are explored through field trips and job "shadowing," which pairs students with working adults, Hale said.

So far, 300 of the 700 ninth-graders in Wayne County schools have done job shadowing. This fall, 75 teachers will do the same so they can accurately describe jobs to younger students, Hale said. More than 50 businesses have registered to participate.

Sometimes, shadowing reaffirms a student's interest in the occupation. Other times, they decide the job is no longer for them.

"If a student explores a career in eighth grade and decides, 'hey, that's not for me,' that's OK. They can change over in ninth grade. They can change anytime, up until the middle of the 11th grade. Then it's time to start getting serious," Hale said.

Allison Webb, a 15-year-old freshman at Wayne High School, shadowed a pediatrician.

"There was a student doctor there. She actually translated all the big words to English. That made it better for me," she said. "Going in and doing the hands-on stuff - taking temperatures, changing a diaper while they wait - that confirmed it for me. This is really what I want to do."

--more--

OPTIONS, continued...

Dani Cash, a 15-year-old freshman at Buffalo High School, realized she does not have to choose one career over another.

She spent time with a county prosecutor who had once shared her dual desire to become a teacher and a lawyer. He did both, teaching first, then turning to law.

"Knowing somebody who has done both, I found out I can do both," she said.

AP J2006 rn

02-12 9:04a

Schools superintendent requiring SAT tutoring for students who do poorly

AGAWAM, Mass. (AP) - Students in this Springfield suburb who do poorly on college entrance tests will have to stay after school and get tutoring.

Schools Superintendent Frank A. Ameruso said he was requiring any student who had a combined score of less than 1,000 on the Scholastic Aptitude Test or the Preliminary Scholastic Aptitude Test to take a seven-week SAT preparation course offered by the school's Adult Education Program.

The course will be offered free to the high schoolers, but Ameruso said he would not allow any Agawam student who did poorly to retake the SATs through the school without the tutoring program.

"I want the students to take them seriously and do the best they can on the test," Ameruso said Tuesday. He also said he hoped the plan would prevent parents and students, who do poorly on the SATs from complaining about the adequacy of the education offered by the schools.

Recently parents have questioned Agawam scores that have fallen short of state and national averages.

Last year Agawam students average 496 on the verbal portion of the test, compared to a state average of 507 and a national average of 505, and 475 on the math portion of the test, compared to a state average of 504 and a national average of 508.

education".

The company, drawing on the expertise of all 14 universities and eight associated colleges, will develop distance learning packages for postgraduate and post-qualification training as well as continuing learning. In the long term it will also develop undergraduate programmes.

The universities, which include some of the oldest in Europe, have

developed a formidable academic reputation abroad. They also have considerable experience in delivering distance learning.

The export market, especially the rapidly emerging economies in south-east Asia, is expected to be the principal market in the early years.

The chief executive, Mr Stephen Beere, a former managing director of

Australian-based Advanced Manufacturing Technologies Centre, one of the largest providers of multimedia education in south-east Asia, has been recruited to target the demand for highly skilled managers and engineers in the Pacific Rim.

But Scottish Knowledge also hopes to supply British business and the huge Highlands and Islands University. ■

13. The Wall Street Journal

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Washington Wire

A Special Weekly Report From The Wall Street Journal's Capital Bureau

By Ronald G. Shafer
(excerpt)

CHOICES NARROW to two in the search for a new Justice Department

civil-rights chief. Judith Winston, the Education Department's general counsel, and William Lee, a civil-rights

lawyer with the NAACP Legal Defense and Education Fund in California, are the finalists. ■

14. Los Angeles Times

* 05/09/97; Edition: Orange County Edition; Section: Business; Financial Desk; Page D-7

Companies Help Teach Students the Realities of Workplace 101; Training: School-to-work programs mark the cooperation of local districts and such corporate entities as Shell and BellSouth.

By HILLARY CHURA
ASSOCIATED PRESS

CHICAGO — With outdated labs, teachers who have never worked outside the classroom and graduates who can't keep a job, schools are looking to corporate America for help.

Thousands of companies are answering the call. They're cooperating with local districts on school-to-work programs, which try to prepare teens for jobs in the global economy of the 21st century.

The help is coming just in time, according to Phillip Jackson, director of inter-governmental affairs for Chicago's public schools.

"You have to know computers and computer technology to be an effective auto mechanic," Jackson said. "But in the auto classes, instead of

state-of-the-art equipment, we have wrenches and hammers."

Business has noticed the deficit. BellSouth Corp. discovered students in Atlanta who wanted to be graphic artists didn't know the most useful software and teens who wanted to be technicians in Key West, Fla., didn't know enough math and science to be trained.

So the telephone company began a school-to-work program that takes students into the field and proves the connection between homework and work.

"They needed more math and more science. They'd heard that from teachers, but until they got into the field and actually worked with employees who were using hand-held computers and making computations, they never

were able to make the link," said Lee Doyle, BellSouth's director of corporate affairs.

Shell Oil Co. has set up a Youth Training Academy that targets average students from Chicago's South Side and South Central Los Angeles. Many are middle-class but need a boost.

Hector Espinoza, 19, went through the Shell program in Los Angeles three years ago. He said it made him appreciate how hard his mother—a single parent—worked to pay the bills. Espinoza said he attends college part time and works full time because of what he learned at Shell.

"Basically, I was a snobby little kid," he said. "I didn't think too much of education or anything. . . . After I joined the program, they set me straight. They would tell me I had

education".

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"Basically, I was a snobby little kid," he said. "I didn't think too much of education or anything. . . . After I joined the program, they set me straight. They would tell me I had

potential—that I could go a long way."

Shell teaches about computers, resumes, work ethics and money management. It helps participants get internships in fields that interest them—not just areas that pertain to Shell's balance sheet.

School-to-work initiatives are designed to improve the quality of all future workers—not just the 75% of high school graduates who don't go to college, said J.D. Hoyer, director of the National School to Work Office in the Department of Education.

Programs vary. Some target inner-city schools; others work in rural

areas. While some teach students skills specific to a particular industry, others opt for the more generic—computer skills, critical thinking and responsibility.

The federal school-to-work bill was passed in 1994; national statistics have not yet been compiled on the programs.

Eastman Kodak during the summer tutors teachers in what corporate America wants and offers teens apprenticeships in the basics of mechanics and electronics. It also presses local, state and federal educators to improve. Kodak's Donna Ballway said it's cheaper to lobby for

institutional change now than to train workers in basic skills one-by-one later.

"We don't go after the 4.0 GPA. We go after the middle," Shell vice president Sam Morasca said. "There are programs for overachievers and programs for drop-outs and gang kids. The smart ones will survive."

The company said that since it began its first academy in Los Angeles in 1993, 84% of its 445 participants have gone to two- or four-year colleges. That's about twice the college attendance rate of students at those schools who aren't in Shell's program. ■

15. Associated Press

05-09 2:14a

House OKs 13-year-olds be tried as adults on violent federal crimes

By CASSANDRA BURRELL
Associated Press Writer

WASHINGTON (AP) - Members of the House took aim at the nation's youngest criminals, passing a bill that would allow youths as young as 13 to be tried as adults on charges of committing violent federal crimes.

Charges of murder, rape, aggravated assault, armed robbery and major drug offenses routinely would be tried in adult courts unless the attorney general holds that the public interest would be better served by trying those 14 and older as juveniles.

If the attorney general agrees, 13-year-olds could be transferred into adult courts.

Few teen-agers ever become involved in federal court cases. But the bill could transform state juvenile court systems by offering \$1.5 billion to states that adopt some of the same types of measures.

Opponents contended the bill overlooked key weapons in the fight against juvenile crime, such as prevention programs and requiring safety locks for guns. But they were overwhelmed by lawmakers who called for a crackdown on violent crime.

Prevention will be covered in separate legislation, Republicans said.

"This bill is meant to go after the young people who are committing murders and rapes and brutal assaults against decent human beings in our society," Rep. Gerald Solomon,

R-N.Y., said.

The bill was passed 286-132 Thursday, with 77 Democrats joining 209 Republicans. Nine Republicans, 77 Democrats and one independent voted against it.

President Clinton denounced the bill shortly after its passage. He said that unlike his own proposal, the measure does not do enough to fight gangs, fails to set aside money for prosecuting gang-related violence and does not bar the sale of guns to 18-year-olds with juvenile criminal records.

"Today, the House of Representatives missed an important opportunity to fight and prevent the scourge of juvenile crime," Clinton said in a statement released from the White House.

Attorney General Janet Reno used similar words, saying the bill "fails to target funding for prevention and intervention like after-school programs."

"The only effective way to reduce and prevent juvenile crime is to balance tough enforcement measures with targeted, effective prevention and intervention initiatives," Reno said.

States could get federal funds to alter their juvenile courts by trying 15-year-old suspects as adults for violent crimes, for example, or allowing prosecutors to decide whether a crime warrants trial in adult courts.

The issue now goes to the Senate, where the Judiciary Committee is

preparing to work on a bill by Chairman Orrin Hatch, R-Utah, that also envisions more adult trials of juvenile offenders.

The House bill's chief sponsor was Rep. Bill McCollum, R-Fla. He has said that rather than being thankful for falling crime rates, Americans should be bracing themselves for more violence sparked by an expected increase in the numbers of teen-agers over the next few years.

"The essence of what we're doing today is to try to fix a juvenile justice system so the very bad are removed from society because they commit the most heinous of crimes that we have here," McCollum said. "We need to be tough with them."

About one-fifth of all violent crime - including murders, rapes, armed robberies and assaults - are committed by juveniles under 18, McCollum said.

Early offenses often go unpunished, teaching youngsters the wrong lesson, he said. Even when juveniles are convicted of serious violent crimes, he said, only one in 10 is incarcerated.

Minors were responsible for 14 percent of all violent crime in 1995, up from 10 percent in 1980, a recent Justice Department report found. In 1995, juveniles committed 9 percent of murders, 15 percent of forcible rapes, 20 percent of robberies and 13 percent of aggravated assaults, it said.

"This bill was meant to send a signal to these young people that they're going

to be treated like adults, and they have to be, especially because of the escalation of brutal juvenile crimes," Solomon said.

One opponent, freshman Rep. Max

Sandlin, D-Texas, said that as a former judge, he knows from hearing thousands of juvenile cases that "some children absolutely must be incarcerated."

"But if we think that merely by incarcerating children that we're going to solve these problems, we're wrong," he said. "If we think it will serve as a deterrent, we're fooling ourselves." ■

Associated Press 05-09 5:50a

Fight centers on special education for youngsters in prisons

By ROBERT GREENE
AP Education Writer

WASHINGTON (AP) - Federal law requires that disabled youths and young adults get a free education tailored to their special needs, even if they are doing hard time in adult prisons, the Education Department says.

But California is fighting that mandate.

In a classic dispute over federal requirements that burden states, Republican Gov. Pete Wilson argues that his state hardly can afford to teach the hundreds of thousands of disabled children outside prison walls - much less those inside.

In Congress, education committees tried this week to get California out of the fix by making some adjustments to the federal law guaranteeing special education.

But Wilson says the mandate is still there, and will lead to prisoner lawsuits.

Moreover, Wilson says, California could lose about \$280 million in federal money to help carry out the disabilities law for all its students in the coming school year if it does not provide services to disabled prisoners.

The 1975 law requires a free education for students with disabilities - estimated at 5.8 million nationwide - until they get a high school diploma or, depending where they live, turn 21 or 22.

The civil rights law was intended to bring as many handicapped youngsters as possible into ordinary schools, even if that means providing tutors, special teachers or equipment. It covers a range of handicaps, including mental

retardation, cerebral palsy, emotional disturbances and dyslexia.

The law, according to Education Department official Larry Ringer, covers kids in prison. "It does not provide any exceptions for individuals because of their incarceration status," he said.

No one knows the exact number, but thousands of young criminals with disabilities end up in prisons. A 1991 Justice Department survey found more than 155,000 state prisoners ages 24 or younger.

If estimates for the general population are applied, at least 10 percent have a disability, advocates say.

The number of younger prisoners is bound to grow, as more states lower the age threshold for trying teen-agers as adults. On Thursday, the House passed a bill that would allow youths as young as 13 to be tried as adults when charged with violent federal crimes.

The education disabilities law, in general, long has been a money sore point for states. The federal government paid \$4 billion toward its costs this year, but states complain they get far less money than promised by the law, leaving them and school districts bearing most of the cost.

Wilson argues the federal government is going too far by slapping states with such expensive requirements for prisoners.

"These wards have been moved to adult correctional institutions because they are violent thugs, not some misguided kids who stole pizzas," Wilson recently wrote Education

Secretary Richard Riley.

They include murderers, armed robbers and rapists. California says more than 700 are serving life without parole and two are on Death Row.

At the same time, the \$280 million that could be lost is enough to serve more than 48,000 students, California officials estimate. Overall, the state spends nearly \$3 billion to help 570,000 students.

Wilson argues the federal government misrepresents the law.

"Federal law only guarantees 'the right' to a free public education for disabled children, not a free education for those who have forfeited their right to live in a free society," he said.

But youth advocates and prison educators point out that many young prisoners eventually will be released. Education might be their key to staying out of jail.

"The reality is that the vast majority of the inmates that are affected by this are getting out when they're 23, 24, 25, 26," said Loren Warbois of the Youth Law Center in San Francisco. "They're in on a burglary charge or a drug-related charge, and they're not serving 100 years."

There are, the state confirms, 10,000 prisoners 21 or younger.

Moreover, Warbois said, both federal and state laws now often push literacy as a condition of parole.

Other states have been cited for shortcomings. A North Carolina advocacy group sued that state this year, alleging a lack of services to disabled prisoners. ■

15. The Wall Street Journal

05/14/97; Edition: Texas Journal; Section: TEXAS JOURNAL; Page: T1

Economic Focus

Ft. Worth Schools Teach A Fourth 'R': Relevance

By Caleb Solomon

Staff Reporter of The Wall Street Journal

Ever since the three R's were invented, some glazed-eyed 12-year-old has asked some rumpled teacher: Why do I have to learn this?

The Fort Worth Independent School District now offers a concrete answer: Because it will get you a job.

TD The school system and the Chamber of Commerce recently completed a survey of about 100 area companies to learn what jobs are opening up in the next few years, which ones are hardest to fill, and most important, what educational skills are needed for them. The survey is part of a program called C3 — for community, corporations and classrooms — that Fort Worth began in the late 1980s and has since been copied in other cities.

Using the survey results, schools alter their curriculum to better match the skills businesses want. "We were preparing a work force to do the 'wrong thing,'" says Deborah M. Russell, executive assistant to the associate superintendent for school operations.

As part of the program, middle-school students also visit companies for a week and go on the job. "In specific ways, they begin to make connections with what they're learning in school and what people do on the job," says Gary Dunn, a sixth-grade social-studies teacher at Meacham Middle School who last September took a class of 20 to Motorola.

The goal is to improve education so students land better jobs, which, in turn, helps the economy. "Qualified workers are our most critical raw material," says Donna Parker, the chamber's executive vice president, urban development.

The latest survey included big companies like AMR Corp. and Tandy Corp. and small ones like Talem Inc. Among the findings: Employers want more creative workers with better problem-solving and analytical skills; computer literacy is important for even low-level positions; and downsizing will continue, increasing job responsibilities and workloads.

For workers, the survey finds, "increasing stress levels will continue to be an issue." No wonder: A typical individual will change jobs six times over a career, according to the study, and usually among different industries. "Employees have to have transferable skills," Ms. Parker says.

More than half the jobs that will become available in the next three years in Fort Worth require only a high-school diploma for entry-level positions, though businesses want students with better math and science skills, a demand consistent with past surveys.

"The schools didn't realize those kinds of changes had taken place in the workplace," Ms. Russell says. So Fort Worth middle schools now require every ninth-grader to be taking algebra or to have completed it, she says. Then they move on to geometry and trigonometry. "We don't offer that low-level math class anymore because it doesn't do them any good in the job market."

Explaining how teachers link classroom math to the workplace, Ms. Russell points to the job of setting poles in the ground for power lines. "You can't do that without trigonometry," she says.

To develop problem-solving skills, Fort Worth is trying to integrate them into specific classes like applied learning, but also designing scenarios that require students to combine subjects like math and science. For instance, students in one class were given information on a housing development south of Fort Worth. Based on the number of homes, their location and energy use, the class had to determine how many poles to erect and where to put them.

One surprise in the survey, Ms. Russell says, is that businesses found their recent hires "couldn't express themselves either verbally or orally" well enough to succeed at work. So the district added speech classes and beefed up certain writing training.

DeWayne Adams, a language-arts teacher at J.P. Elder Middle School, added memo writing to his class. "Business wants you to get down to brass tacks," he says. "If you have drilled a kid

for 12 years to write elaborately and then you pull the kid into the business world and tell him to write a memo, all of a sudden a memo that's only supposed to be a half-page is three pages. And that's a problem."

Mr. Adams is also a big fan of the weeklong visits to businesses, a program called Vital Link. One year, workers at the Tarrant County Appraisal District took his students out for a spot appraisal of a property. Appraisers showed how they used the length, width and number of ceiling tiles to calculate a room's size. "All of a sudden, multiplication tables, division and algebra became important to the job," Mr. Adams says. "When students see this relevance, it gives a whole new meaning to school."

Students who go through Vital Link tend to be more focused and take harder subjects in high school, says Mr. Dunn, the Meacham teacher. Ms. Russell says that since C3 began, the dropout rate has dropped to 2.4% from 8% in 1990; average SAT scores have climbed 17 points.

Begging for Workers

The 20 hardest-to-fill positions, based on Fort Worth employers' expectations of jobs that will open up through 1999

- Accountants/CPAs
- Child-care assistants
- Counselors
- Computer programmers
- Electricians
- Electronic technicians
- Engineering technicians
- HVAC operators
- Janitors/maintenance
- Machinists
- Managed-care analysts
- Maids/porters
- Network/software engineers
- Nurses (at doctors' offices)
- Office clerks
- Petroleum technicians
- Physical therapists
- Restaurant kitchen/wait staff
- Technical assistants
- Telemarketers

Source: Employer survey by the Fort

and Means Committee Chairman Bill Archer (R-Tex.) that his committee was not bound to include \$35 billion of education and tax credits, along the lines advocated by President Clinton and endorsed by Lott and House Speaker Newt Gingrich (R-Ga.) during the talks.

Lott and Gingrich are drafting a letter to the White House reaffirming their support for inclusion of the educational tax credits but making it clear that the two tax-writing committees will determine the precise content of the tax package — including the size and shape of proposed reductions in capital gains and estate taxes and a family tax credit.

"You can't commit to every dot and t," Lott said, but "we are going to have a very strong education component" in the

tax package.

Meanwhile, Iowa Gov. Terry E. Branstad, chairman of the 32-member Republican Governors Association, blasted the budget deal in a speech to the Heritage Foundation as a missed opportunity for entitlement reform that relies more heavily on rosy economic forecasts than tough spending cuts. "At face value, this budget is no pain and all gain," he said.

For negotiators huddled in a Capitol hideaway where the budget deal was forged — and for reporters waiting outside — the scene was reminiscent of the movie "Groundhog Day," where the characters relived the same event over and over and over again.

White House officials and GOP negotiators, for example, were still arguing procedural questions — such as whether the entitlement savings and tax cuts would be voted on separately or as one package — when such differences were thought to have been resolved long ago. They also bickered over White House insistence that the budget agreement provide major new protection for low-income people against higher Medicare premiums.

While many leaders remain optimistic, Senate Minority Leader Thomas A. Daschle (D-S.D.) acknowledged, "There may have been a rush to make this announcement before all the details were nailed down." ■

14. The Wall Street Journal

05/14/97 Section: Marketing & Media;

National Education Accepts Harcourt As Bidder, Spurning Sylvan Learning

By Mark Maremont

Staff Reporter of The Wall Street Journal
National Education Corp. agreed to an \$800 million takeover by Harcourt General Inc., spurning a rival bid from Sylvan Learning Systems Inc. and ending a four-week takeover battle.

Harcourt says the acquisition, at a price nearly 36 times National Education's 1996 earnings, will dilute Harcourt's 1997 per-share earnings by an estimated 10% to 15%. Despite the deal's high price, analysts generally applauded it as an intelligent diversification for the Newton, Mass., company, which now focuses most of its publishing operations on traditional textbooks.

National Education, by contrast, is in faster-growing areas of educational services, including correspondence courses and computer-based training for information-technology specialists.

In 1996, National Education, based in Irvine, Calif., posted earnings of \$21.3 million on \$288.8 million in revenue. Harcourt's publishing operations had revenue of about \$1 billion last year. After the first-year earnings dilution, which is due mostly to amortization of goodwill, Harcourt spokesman Peter Farwell says the company expects the acquisition "will be much less dilutive and possibly accretive" in year two.

"It's a great move strategically," says Lanny Baker, an analyst with Salomon Bros. in San Francisco. "Harcourt has branched out into a much less mature marketplace."

Harcourt stock fell 25 cents to \$46.875, while National Education shares rose 25 cents to \$20.75, both in New York Stock Exchange composite trading yesterday. Sylvan stock rose 75 cents to \$33.625 in Nasdaq Stock Market trading.

Analysts are most excited about National Education's fast-growing computer-based training operation, which is expected to nearly double its operating profits this year. The unit sells CD-ROMs and other software that computer professionals use to learn the latest programming and systems technology. By reducing the need for classes or one-on-one instruction, the computer-based training systems can significantly cut training costs.

"There's a real shortage of individuals with these new computer skills," says Brandt A. Sakakeeny, an analyst with Smith Barney in New York. "Companies are finding it's cheaper and faster to train people they already have in the new technology."

At the same time, he says, new technology also is making it cheaper and

easier to use computers to do the training. He estimates the market for computer-based training is growing at a 35% annual clip.

Analysts also see a good fit between Harcourt's school-textbook operation and National Education's 83%-owned Steck-Vaughn Publishing Corp. unit, which supplies materials to schools that supplement textbooks, such as software, math blocks and kits for science projects. And even National Education's correspondence schools could get a boost from Harcourt computer technology that allows more sophisticated "distance learning."

Harcourt's \$21-a-share cash offer topped Sylvan, which had agreed to buy National Education in March with an all-stock offer then valued at \$20.37 a share. After Sylvan's stock fell, making its offer less attractive, Harcourt jumped in with its unsolicited offer.

Sylvan isn't walking away empty-handed. Harcourt said it agreed to pay Sylvan a \$30 million breakup fee called for in Sylvan's original deal with National Education. Analyst Michael T. Moe of Montgomery Securities Inc. figures that will add about 60 cents a share to Sylvan's expected 1997 per-share earnings of about 90 cents. ■

71. Richmond Times-Dispatch

May 14, 1997

On the Fast Track to Redefining Literacy

By Robert Holland
Charlottesville

It's baaaack! The CAREERS bill is baaaack!

That is the hot message being exchanged in cyberspace among citizen-networkers who have grown wary of both major political parties' intentions vis-a-vis government and national workforce preparation.

Last year, these activists — some belonging to grass-roots organizations like the California-based Parents Involved in Education (PIE), some acting as free agents connected by the Internet — scored a famous victory when workforce-prep bills that had sailed through the House and Senate died in conference committee after withering fax attacks. The acronym for the House version was CAREERS.

The "loopies" — as those in the computer loops call themselves — tend not to be happy with the Republican leadership in Congress right now, but perhaps they would hail Speaker Newt Gingrich for at least one bright idea: putting all pending legislation on the "Thomas" website. (Thomas as in Jefferson, who championed the competition of ideas in search of truth.)

Finally it is possible for citizens with access to a computer and modem to read bills before they become law... and to spot some of the damn-fool nonsense that gets inserted in these mammoth measures. And maybe, just maybe, to do something about socialist garbage before it becomes law.

Examine carefully the innards of the bill — titled The Employment, Training, and Literacy Enhancement Act of 1997 (HR 1385) — that is inspiring all the alerts on the loop. The bill takes a global view of literacy, defining it as the ability to do such things as "solve problems at levels of proficiency necessary (a) to function on the job, in the family of the individual, and in society; (b)... achieve the goals of the individual."

Essentially, those who drafted this bill for what is now, tellingly, called the House Committee on Education and the Workforce, treated basic reading and writing — the three R's of the little red schoolhouse — as not much more than

an afterthought.

NEVER MIND that being able to read has been and remains (in any rational universe) the essence of literacy. It now becomes "family literacy," which means government must provide all sorts of "family literacy services," which are those "that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustained changes in a family..."

The bill calls for "interactive literacy activities between parents and their children," and "training for parents on how to be the primary teacher for their children and full partners in the education of their children." This fits perfectly with the massive "I Am Your Child" propaganda blitz recently launched by the Clintons and Hollywood swells.

Yes, yes, the Orwellian language about statist parent training supposedly applies only to "at-risk" families (as though being at-risk makes one fair game for government manipulation). But because this measure doesn't clearly define "at-risk," agents of the nanny state will be able to throw the net ever wider to find those presumed to be in need of in-home indoctrination. Perhaps a bad hair day or lateness in paying a bill would trigger the government's alarms. One can be at-risk of being at-risk, which makes one at-risk of having a government trainer of parents knocking on the door.

Republican sponsors Howard "Buck" McKeon and (Education/Workforce chairman) Bill Goodling, along with Democratic co-sponsor Dale Kildee, advertise HR 1385 as a bill to return power over job training to the states. Yet it sets up a federal bureaucracy, the National Institute for Literacy, that will "be a national resource for providing the most current information on the family." The institute will have its own digs in D.C., but will have ties with the Departments of Labor, Education, and Health and Human Services under an "Interagency Agreement."

Can you say, "bureaucratic monstrosity," boys and girls?

The literacy section alone is enough to make one gag, but HR 1385 has many more indigestible provisions.

GOVERNORS would get a pot of money from what used to be a hodgepodge of federal job-training programs (which is why many governors like this bill.) The governors would appoint local workforce development boards, which would function as gatekeepers to the new economic order — i.e., they would decide what jobs are in demand and will be in the future, and how people will be trained and certified to work in those jobs.

But it is folly to assume that such local entities would be able to act independently. HR 1385 requires that each state submit "detailed plans" to the feds, and stipulates that the feds may withhold money from other sources of federal funding (transportation, say) to offset spending on any state's workforce training that does not please the federal lords.

And what kind of standards might those be? Well, the bill speaks of several "core indicators" of a state's compliance, such as integration of academic, occupational, and work-based learning opportunities; adult mentoring; paid and unpaid work experience; and "peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours," blah, blah, blah, ad nauseam. As the PIE folks note, all this is right out of the national School-to-Work playbook.

After the CAREERS debacle, the champions of state-directed human resources development evidently hoped a fast track would get a revived bill through before citizens could fire up their modems and fax machines. HR 1385 was introduced April 17, and has already won subcommittee and committee approval (with a principled dissent from Congressman Ron Paul, a former Libertarian candidate for President). It may come to a floor vote as early as today.

That's light-speed for Congress. But the Senate version hasn't come down yet, and the "loopies" now are armed for bear.

school-system funding levels reflect the incomes of local residents.

Even with a \$254 million infusion in state aid, the Baltimore schools would have only about the same per-pupil expenditure as the statewide average — not counting differing needs. The likelihood that these new funds would be

all that the city would see for the next five years could mean that local funding increases over time might actually increase the disparities in the state, not lessen them.

The fuller truth is that the state has not done a good job managing the resources

it has at its disposal to support the Baltimore City Public Schools and the achievement of its children. This compromise won't either.

Michael Casserly is the executive director of the Council of the Great City Schools. ■

70. San Diego Union-Tribune

May 14, 1997

RICHARD LOUV

Umbrella could help businesses aid schools

High tech economic regions are competing on a new battlefield today. Regions in which business invests in technical training and education of its future work force have the economic edge. In this new competition, a kind of intellectual arms race, is San Diego in the running?

In some ways, San Diego leads the way. Over the past few years, the Detwiler Foundation has collected some 30,000 computers, donated by individuals and businesses, and redistributed them to California schools. The effort, criticized in some corners, has made a big difference in a state that has fallen to the rear in the student-to-computer ratio. But here's a disturbing fact: Though the foundation was created here, the majority of computers donated to San Diego schools come from businesses outside San Diego.

The foundation's president, John Detwiler, admits that he needs to do a better job of enlisting local donor companies. But, he adds, the San Diego business community needs to develop a "greater sense of urgency."

The San Diego Science Alliance, San Diego Unified's Business Education Partnership, the San Diego Chamber of Commerce's Business Roundtable for Education, and Junior Achievement are all doing a good job of creating relationships between business and the

schools.

But other economic regions are better organized. Silicon Valley's Challenge 2000, for instance, has raised \$21 million in private donations to create business-school partnerships. "We couldn't expect that kind of money here even if we threatened to kill everyone's firstborn," says Kay Davis, director of the Business Roundtable. "Most of our companies are small and struggling." She's right. We don't have as many corporate headquarters as Silicon Valley. Still, we could accomplish a lot, the San Diego way.

Here's an immodest proposal.

Our region should create an umbrella organization that would track what businesses are doing now for schools — and conduct a marketing and recruitment drive to expand the efforts. As in Silicon Valley, an umbrella business-education organization could also become an education watchdog, making sure that money and services raised for schools are used well.

"We've always emphasized recruiting people, not money," cautions Janet Delaney, program manager for Partnerships in Education. "Money grows out of mature relationships between schools and businesses." But more money and donated services for education wouldn't hurt. Direct aid from businesses could, for instance, help offset

the huge deficit in basic school building repairs.

Who would finance a regional business-education partnership? A few large companies, with a foundation or two as partners. Existing business-school organizations "haven't even begun to use the resource of pursuing foundation grants," says Delaney. Ellie Glaser, Qualcomm's manager of community affairs, says Qualcomm might support a regional approach "if there's something out there being developed." Professional societies could help out, says Pat Winter, director of the San Diego Science Alliance. And John Detwiler says that such a campaign should be led by a non-governmental organization. He nominates the Rotary Club.

Rather than relying on a few big corporate headquarters, this San Diego regional business-education campaign could be tailored to small businesses. Davis suggests one possible scenario: "Go to the 55,000 small businesses and ask for \$100 each." Here's another scenario: Create a sliding scale; ask companies to contribute \$100, \$1,000 or more on the basis of size. San Diego could then match or exceed Silicon Valley's record.

And we'd do it our way.

RICHARD LOUV'S column appears here on Wednesdays and in Family Ties on Saturdays. ■

36. Orlando Sentinel

May 13, 1997

Time to step up

Last in a series of three editorials

Business and industry have a vested interest in influencing the curriculum of the schools. They will eventually employ many of the products of the schools. They must ... ask the question: "What can I do?"

That's one of many suggestions The Orlando Sentinel has received since asking readers in January how businesses could help improve public schools. The first step, though, is getting more businesses to come forward.

This third in a series of editorials about improving school-work links should be considered a call to action for the business community: More of you are needed to help in the public schools.

There's no magical solution to making public schools in Orange, Osceola, Lake, Seminole and Volusia counties better or to producing students able to meet the demands of a changing, competitive global marketplace. But greater business involvement would make a huge difference.

Strong community partnerships are a must. That's what business leaders, government officials and educators in Seminole County formed recently as they gathered at Seminole Community College to plan for enough skilled, educated employees to satisfy the county's future labor needs.

Approaching the schools on an industry basis also makes sense. No industry should know the importance of business involvement in schools better than construction. It's thriving as Central Florida enjoys solid growth. But the area's tiny jobless rate means that the industry can't find enough skilled workers.

As James Rasche of Turner Construction Company in Orlando wrote, "I have been involved in the construction industry for the past 30 years, and I have never seen opportunity ... as exists now ... Problem is, we are facing a severe labor shortage."

That's why he and others in the construction industry support construction-trades apprenticeships, such as one that started recently in Osceola County. It's a cooperative effort by Osceola District schools, the Technical Education Center of Osceola County and

construction businesses.

Twenty-six students — including Desirae Elsebough, 17, and Travis Olmstead, 16, at St. Cloud High School, pictured above — will be working on paid construction projects this summer. If they successfully complete the program, they'll be accepted into an adult apprenticeship program and fast-tracked into good-paying construction jobs. Similar programs are under way in Orange and Seminole counties.

The apprenticeship is a proven way to train workers that matches the needs of industry. According to Charles Kern, who directs the Osceola County apprenticeship, businesses must want to participate, be willing to attend monthly meetings and have occasional telephone discussions, and allow instructors to visit work sites. Sadly, apprenticeships are little-used in Central Florida. There aren't more than a few hundred of them.

Businesses also can work within existing programs, as the Hyatt Hotel at Orlando International Airport has done. In January, it began working with students from Colonial High School in Orange County. Seven of those students have been hired and will begin work after they graduate.

Businesses also have an opportunity to work closely with an individual school or even to "adopt" a school.

Other efforts can aim for a single goal but have effects throughout a school system. For example, school officials and businesspeople in Spartanburg, S.C., decided to plan to meet the needs of a growing number of international companies.

Foreign companies demanded better skills. School officials used the opportunity to raise standards across the board and to infuse the curriculum with international training. One result was the tripling of foreign-language enrollment in several schools and more courses about world geography and cultures. Businesses are working with the local schools to build on those improvements.

That experience clearly could be applied to Central Florida, where about half of future jobs will be linked to international trade.

Another avenue by which businesses

can participate is the Junior Achievement program. The 3,000 or so Junior Achievement volunteers do a great job of bringing business experience into the classroom. Imagine, though, what double that number could accomplish. Why not contact your local Junior Achievement office? The time requirements aren't significant — an initial training session and meeting with a class once a week for five to eight weeks — but the rewards are.

Business-school activities, such as those planned at the new Pathways Elementary School in Ormond Beach, are important at every level. When that school opens this fall, students will raise and sell rabbits, managing the entire business.

Finally, you can't underestimate the effect of local business partners who give generously of their time and resources. Eustis High School students will work on a greenhouse entrepreneurial project this summer, thanks to a local business that donated a greenhouse. That will enable students to use science, mathematics, business and other skills in a real-world experience.

Another way for businesses to reach out to the schools is by greatly expanding job-shadowing and other short-term, on-site visits to workplaces. Those opportunities, even if they last a half-day, can be invaluable.

Regional businesses also could learn a lesson from winners of this year's state Gold Zone awards for their partnerships with education. Several winners hailed from this region, including Walt Disney World, the Volusia Manufacturers Association, Siemens Stromberg-Carlson, the Volusia/Flagler Career Connection Consortium and one small businessman, Bob Blaise of Blaise, Fiebach & Associates in Leesburg.

What's Mr. Blaise's story?

A graduate of Leesburg High School's drafting program, he went on to college and a successful business as an architect. Frustrated with the lack of discipline and insufficient parental involvement that he observed in the schools, he decided to get involved. He has done so in a big way, devoting hundreds of hours to launch a school-to-work program and putting in

federally backed student loans from 1990 to 1995 were attributable to for-profit "career colleges," reports the state Council for Private Postsecondary and Vocational Education.

As the state and federal governments step up efforts to remove able-bodied workers from welfare, private job-training schools are expected to be an important part of the solution. But at the same time, the Legislature is debating whether to eliminate the agency that oversees vocational schools in California. A second agency that shares oversight of beauty colleges such as Tam's — the Board of Barbering and Cosmetology — will close its doors July 1. The state Department of Consumer Affairs will absorb most of its duties.

Consumer-fraud fighters worry that thousands of students will be unprotected.

"There are unscrupulous segments of this industry that are extremely predatory and prey on the most vulnerable segments of society," said Betsy Imholz, of the Consumers Union in San Francisco.

"They look for people who don't know the (English) language; who don't know their rights. There are some federal regulations in place, but they are not nearly strong enough. Having the state agency is critical to helping to keep these unsophisticated consumers from being ripped off."

The worst offenders are mostly gone, said William C. Clohan, executive director of the California Association of Private Postsecondary Schools, a Seal Beach-based group of 210 private career schools lobbying to roll back state regulations.

"There definitely were, in the late '80s, some problem schools," he said. "In my opinion most of them are now out of business."

But problems exist: On Jan. 17, a federal grand jury indicted the owner and the financial-aid director of IADE American Schools on 20 counts of fraud, conspiracy, theft and money laundering

for allegedly pocketing \$1 million intended to train low-income students in computer processing, automotive repair and English as a second language. The school's owner has fled to Argentina, prosecutors say.

Eldorado Colleges Inc., also doing business as Orange County Business College, failed to make 689 student refunds totaling more than \$327,000 from 1990 to 1994, say documents the U.S. Department of Education filed with an administrative law judge. After state regulators threatened to pull Eldorado's license last year, the school agreed to deposit \$268,000 into an account for student refunds.

From 1992 to 1993, United Education Institute, an English-as-a-second-language school with campuses in Santa Ana and five other Southern California cities, doubled its tuition and then offered "incentive loans" to cover the difference between a student's federal grant and the tuition. According to a 1994 report by the U.S. Department of Education's Inspector General, the "incentive loans" were an artifice that enabled the school to collect the highest-possible grant award from the federal government.

"UEI's system had the perverse effect of charging the highest tuition to its most needy students," the Inspector General said. After initially disputing the charges, UEI's president agreed last November to refund \$292,664 to the Department of Education.

Ken Babcock, a directing attorney for Public Counsel, a nonprofit Los Angeles legal aid office that has helped poor residents obtain refunds from trade schools, said these cases illustrate why regulations should not be weakened.

"We continue to see problems, continue to see misrepresentations, continue to see rip-offs of the educational consumer," Babcock said.

"These consumers are more susceptible to being taken advantage of in the first place, and they are walking into an institution that calls itself a

university."

Babcock and Imholz have found that misrepresentations by career colleges fall into distinct patterns: Exaggerated claims about the quality of training or the program.

"I was charged a high price for an education I was not given," wrote a student at Platt College in Orange, identified by state officials only as complainant 96-0258. "The school was receiving many, many complaints from many of the students not only in my classroom, but other classrooms regarding the lack of instruction, the grading procedures, as well as other issues." The availability of jobs for people who receive training.

A student of United Mortgage & Teller School in Lake Forest, identified by the state as complainant 96-0454, said he found, after graduating and applying at 15 institutions, that most banks train their own tellers — or require experience.

Misrepresentations concerning how a student will pay for the education.

Some career colleges target low-income clients or welfare recipients, telling them government grants will pay for the training, Babcock said. They never suspect that the federal funding is a loan — and they are on the hook for it.

"These representations are made for no other reasons than to sucker unsophisticated students into these programs," Babcock said.

Clohan, the lobbyist for career colleges, said his group does not want to eliminate the regulatory council.

"If they took every one of our recommendations, the law would still be the toughest in the nation," he said.

"It's a typical pendulum-swing issue. We don't want it to go back the other way, because that would attract schools of lesser quality. We'd like to see it right in the middle, a good balance between protection of the students and regulation."

Register staff writer Mark Katches contributed to this report. ■

Anthony M. Kennedy, and Clarence Thomas.

Justices John Paul Stevens, David H. Souter, Ruth Bader Ginsburg, and Stephen G. Breyer dissented.

Justice Breyer, in a dissent joined by

Justices Stevens and Ginsburg, said the high court's rulings on Section 1983 are confusing, and he called for a reconsideration of the 1978 Monell decision.

The "complexity" of rulings about Section 1983 "makes it difficult for municipalities to predict just when they will be held liable based upon policy or custom," Justice Breyer said. ■

28. Education Week

May 7, 1997

Curriculum Project To Integrate Academic, Job Standards

By Andrew Trotter
Washington

A partnership of 24 state education agencies and three education groups has unveiled a system to help high schools and colleges create curricula that reflect academic, occupational, and general-employability standards.

The Center for Occupational Research and Development, or cord, based in Waco, Texas, is the lead developer of the system. The other partners, in addition to the states, are the Southern Regional Education Board and the Vocational-Technical Education Consortium of States.

Staff members of the center spent nine months last year putting more than 11,000 standards by leading industrial, governmental, and academic groups into a computer database and classifying and searching them for common elements, said Ruth Loring, a CORD senior associate. With advice from industry experts, they wrote about 150 "integrated curriculum standards" that blend several similar standards in a few clear sentences.

Those simple nuggets are golden to teachers, said Peg Slusarski, an English and speech teacher from Lakeview High School in Columbus, Neb., which is testing the system.

Ms. Slusarski, who participated late last month in a news conference here describing the project, said the number of standards that have been proposed by various groups is too overwhelming for busy teachers to make sense of on their own.

Some integrated standards, covering topics such as job-keeping skills and work ethics, are designed to prepare students for any workplace. Others address the requirements of three occupational "clusters": business,

marketing, and management; engineering and science; and manufacturing and production.

'A Big Support System'

Walt Edling, CORD's vice president, said teachers could use the integrated standards —available in printed and computer formats —as a curriculum planning tool to sift out topics and activities that are irrelevant to the workplace or to add new ones.

For example, the integrated standards for the manufacturing and production-related occupations cover academic topics such as basic physics and optics as well as technical topics such as industrial power systems and electromechanical operations.

CORD officials emphasized that the system is adaptable to individual teachers' instructional goals and permits the addition of state and local standards. It also includes a collection of project-based learning activities in the different occupational areas and "rubrics" to allow students and teachers to assess student performance.

Compatible Projects

One use of the system is to show parents and students that course requirements are grounded in the expectations of business and industry, Ms. Slusarski said.

The integrated standards have specific references to the 11,000 source standards; all the standards will be provided to schools in a database on a computer disk, CORD officials said.

"I feel like I have a big support system behind me," Ms. Slusarski said.

The system also will help high schools and colleges integrate course offerings with one another, Mr. Edling said. The pilot-test sites —currently in 14 states

—consist of a paired high school and local college.

Other integrated standards will be written to incorporate standards in three more occupational clusters and to account for standards-setting activities by other organizations.

Joan Wills, the director of the Center for Workforce Development at the Institute for Educational Leadership here, praised the system as a valuable tool. "I've tried to go through [the various national standards], and I get bored, and no teacher has the time and probably the inclination to do so," she said.

More important, the development of the system shows that states and institutions are working together, she said.

Other efforts to relate national standards to classroom activities are also under way, notably the "Building Linkages" project of the National Skill Standards Board; the National School-to-Work Office, which is jointly funded by the departments of Education and Labor; and the Department of Education's office of adult and vocational education.

But that project, which involves industries and governments in 12 states, is still at the stage of "coalition building and structuring themselves and making sure all the major stakeholders are involved," said Tracy Bradshaw, the skills board's director of clearinghouse and school-to-work initiatives.

Ms. Bradshaw and CORD officials agreed that both projects were compatible.

The system will be refined this summer and made available to other schools in the participating states by fall. ■

The report also urges school district officials to strengthen relationships with their communities and improve teacher pay.

In addition, it encourages unions, parents, school boards, community organizations, and politicians to put aside their differences and focus on student needs, and it exhorts states to ensure that all students get an equitable and adequate education.

Mixed Results

"Kids Count" also provides yearly updates on 10 indicators of child

well-being that include health, income, juvenile crime, and education. Beginning with 1985 data, the report documents overall improvement throughout the nation in such areas as the infant-mortality rate, the rate of death among children ages 1 to 14, the school dropout rate, and the percent of 16- to 19-year-olds not attending school and not working.

On the negative side, the report shows increases in the percent of low-birth-weight babies, the rate of teenage deaths, and the percent of single-parent families.

While the teenage birthrate has increased since 1985, the report notes that the rate has leveled off and declined slightly since 1991.

The most dramatic trend over the 1985-1994 period has been the 70 percent increase in the rate at which 10- to 17-year-olds are arrested for homicide, forcible rape, robbery, and aggravated assault.

But the report also indicates that there was a decline in the violent-crime arrest rate for juveniles between 1994 and 1995. ■

27. Education Week

May 7, 1997

Court Strengthens Protections for Districts From Civil Rights Suits

By Mark Walsh
Washington

A divided U.S. Supreme Court last week gave school districts and other local governments stronger protection against lawsuits alleging that their employees committed civil rights violations.

In a case involving alleged police brutality by an Oklahoma sheriff's deputy, the high court placed new limits on a Reconstruction-era civil rights law that is often cited by plaintiffs who sue districts in federal court.

The court ruled 5-4 on April 28 in *Board of County Commissioners of Bryan County v. Brown* (Case No. 95-1100) that local governments cannot be held liable for civil rights violations of their employees merely because in a single hiring decision they failed to adequately consider an employee's checkered background.

The Oklahoma case was brought by a woman whose knees were seriously injured when she was thrown to the ground by a sheriff's deputy during a traffic stop. A federal court found Bryan County, Okla., partially liable for a violation of the woman's civil rights because the local sheriff had hired the deputy despite knowing about the man's misdemeanor-arrest record for assault and battery.

The woman won more than \$800,000

in damages and lawyer's fees from the deputy and the county, an award that was largely upheld by the U.S. Court of Appeals for the 5th Circuit.

The woman's lawsuit was brought under the Civil Rights Act of 1871, which allows suits for damages when government authority is used to deny a person's federal constitutional or statutory rights.

The statute, usually referred to as Section 1983 for its place in the federal code, is most often cited in police-brutality cases. But it has increasingly been the basis for lawsuits seeking to hold districts liable for actions by teachers and other employees, such as sexual abuse or failure to protect children from dangers in school.

'Deliberate Indifference'

In a 1978 decision, *Monell v. New York City Department of Social Services*, the Supreme Court removed local governments' complete immunity from suits under Section 1983.

The court ruled that cities, counties, and school boards could not be held liable merely because they employed someone who violated a person's civil rights. But local governments could be held liable if the deprivation of rights could be tied to an official policy or custom of the government.

Thus, many plaintiffs who sue

districts under Section 1983 seek to establish that a district policy or custom led to a rights violation. Most such suits already face an uphill battle in court, but the Supreme Court's decision last week should bolster districts' defenses, legal experts said.

"From the employers' standpoint, it seems the court does not want to make every hiring decision a constitutional issue," said David R. Friedman, a Madison, Wis., lawyer who represents school boards and has written about district liability under Section 1983.

Writing for the high court's majority, Justice Sandra Day O'Connor said there must be a strong connection between a local government's hiring decision and the possibility that the employee will commit constitutional violations.

The sheriff's inadequate scrutiny of the deputy's criminal record does not meet the court's test that a local government show "deliberate indifference" to the possibility of constitutional violations, she said.

"Congress did not intend municipalities to be held liable [under Section 1983] unless deliberate action attributable to the municipality directly caused a violation of federal rights," Justice O'Connor wrote. Her opinion was joined by Chief Justice William H. Rehnquist and Justices Antonin Scalia,

Partnership offers real experience

*Companies help students
get ready for workplace*

BY KATE CLEMENTS

TIMES-DISPATCH STAFF WRITER

In July 1995, Ryan Manns entered the sparkling glass doors at Markel Corp., nervous and unsure about what to expect. As a sophomore at Richmond Community High School, Manns was selected, along with a handful of other high-achieving Richmond students, for a new program called Partnership for the Future.

In August, after three summers in the program, Manns will walk out through those same glass doors with internship experience, confidence, career goals and the savings to start studying computers at Oberlin College in Ohio.

Through Partnership for the Future, Manns was able to attend seminars which helped him learn about SATs, college and how to make a smooth transition from high school to college, he said.

Along with Markel, organizations such as Crestar Bank, Ukrop's Super Markets, Consolidated Bank & Trust, the Jewish Federation, and S&K Famous Brands sponsor the 20 students in the program.

"From the beginning of the program, we have seen such growth in her self-esteem and confidence," Lois Reynolds, manager of customer service at Paxton Van Lines, said about Joey Hall, the company's intern. "Our student fit in so well and is terrific with customer service. It was her first exposure to a business environment. She is terrific — very bright and willing to learn."

Paxton Van Lines has been involved with the program for two years and sponsors one student. More businesses need to be aware of the opportunity to get involved in Partnership for the Future, Reynolds said.

The idea for Partnership for the Future came from Markel Corporation CEO Alan Kirshner. He had been reading in the Wall Street Journal about a young academic overachiever from inner-city Washington, D.C., who faced severe culture shock when he attended summer school at the Massachusetts Institute of Technology.

Kirshner said he wanted to give high-achieving Richmond students a chance to gain exposure to a business environment and learn how to interact with different kinds of people in order to avoid that kind of culture shock.

"Many programs, both privately and publicly funded, start off with a lot of promise and then are gone," Kirshner said. "We guarantee a job for three years as long as they maintain their grades, have good work performance and stay out of trouble. We also help prepare them for college."

Students participate in work and training 37½ hours a week for seven weeks each summer. Transportation to and from work is provided.

The business sponsoring the student will pay minimum wage the first summer, with a 50-cent per hour raise each year after. The company will match any funds for college the student has saved by the end of the program.

Along with the internships, Partnership for the Future

offers seminars on everything from SAT preparation to résumé writing, business etiquette, goal-setting, conflict resolution and stress management.

S&K Famous Brands has sponsored three students since the program's inception. This will be the company's last summer with this group of students. Kea Hicks, Sionne Neely and Guy Smith have done very

well in the program, according to their supervisor, Gray Rawlings, vice president for administration at S&K.

"They have matured greatly, developed their business skills and learned how to work in a business environment," she said.

S&K gave the students exposure to as many different areas of the business as possible, Rawlings said.

"They've been so eager to understand, learn about and participate in all the different things we do," she

said.

Most college graduates have only a preliminary view of what the working world is like, Rawlings said. Partnership for the Future students "have a real leg up" when entering the work force because of their preparation through the program, she said.

AFFIRMATIVE ACTION FOES TAKE AIM AT MORE STATES

Proponents of ending affirmative action in higher education are active "right now" in five states, according to the father of California's successful ballot initiative.

Ward Connerly, a regent at the University of California, said yesterday that supporters in Florida, Colorado, Arizona, Oregon and Washington "have a very keen interest" in passing measures like California's Proposition 209.

Californians voted in November to end racial preferences in state hiring and college admissions (ED, Nov. 7, 1996). But in *Coalition for Economic Equity v. Wilson* (C96-4024), a federal judge temporarily blocked the law from being

put into practice, citing a "strong probability" it violates the Fourteenth Amendment guarantee of full participation in the political life of the community.

The U.S. Ninth Circuit Court of Appeals heard arguments Monday on whether the injunction should be lifted.

Connerly, president of a new group called America's Civil Rights Institute (ACRI), based in Sacramento, told a news conference in Washington, D.C., Wednesday that he expects Congress to be "reticent" on ending affirmative action this year. ACRi supporters added that state action may spur Congress.

Connerly said he is not opposed to

preferences in college admissions for low-income students. "You have to make choices some place," he said. "I go with the low-income student. Yes, we're giving a preference. But government exists to help those who can't help themselves."

A case pending before the U.S. Supreme Court, *Board of Education of Piscataway v. Taxman* (96-679), could further define the limits of affirmative action in education. In *Taxman*, a New Jersey school district laid off a white teacher instead of a black teacher to promote staff diversity (ED, Jan. 22). --Dave Boyer ■

ED, LABOR LOOK TO EASE SCHOOL-TO-WORK GRANT RULES

The Education and Labor departments plan to relax some of the administrative requirements for their school-to-work grants.

ED and Labor will start with the rules for carrying over federal funds, beginning with the 10 states that received \$58 million last fall to launch their school-to-work systems, said Christine Kulick, chief of staff at ED's vocational and adult education office.

"Instead of making them manage two separate grants, we gave them the option to transfer that money over...and we just folded it into their new implementation grants," she said in an interview last week.

The first eight school-to-work states have to manage each year's grants

separately, which is unnecessarily burdensome, Kulick said.

The carryover policy would affect states' renewals. School-to-work grants are for five years, but are renewed each year.

ED and Labor are still working on the policy specifics.

States will receive a joint letter from assistant secretaries of both departments outlining the process, Kulick said.

The National School-To-Work Office is looking for additional ways to make the bookkeeping less burdensome for states and local grantees without compromising accountability.

"Piece by piece, as things come up...we are trying to address those" concerns, Kulick said.

Labor and ED are making the changes

based partly on recommendations from their own Inspector General offices.

In a July 1996 audit of an Austin, Texas, school-to-work project, Labor's IG said there were "indications" that the school-to-work program needed to "resolve certain basic administration issues which are impeding a more successful program."

These included requiring separate grant documents to ED and Labor from the same grantee, different grant modification processes and carryover fund procedures for each department, and separate accounting and reporting requirements for the two departments' grants.

ED and Labor are considering cutting off federal grants to the Austin project (ED, Feb. 10). --Matthew Dembicki ■

Students get a new view of work

By PAUL SHUROVSKY
A REPORTER

PB2

At 16, Brooke Hagen had already dropped out of two Seattle high schools.

School officials wanted to ensure that Hagen, a Native American from a single parent home, would stay in school. In Seattle Public Schools, two of every five Native American, black and Hispanic students drop out before completing their senior year.

Enter Urban Scholars, an innovative, after-school program aimed at minority and economically disadvantaged youths. The 150 students in the program are learning the skills necessary to survive in the world of work: skills such as the art of friendly persuasion, work ethics, how to write a resume and build a work team.

While learning those skills, Hagen and her peers are also staying in school.

Sponsored by the business-based Alliance for Education, the goal of the Urban Scholars program is to provide Seattle Public Schools with the resources and leadership necessary to prepare students for success after graduation. Business backers include Boeing, The Bon Marche, the Bullitt Foundation, SAFECO, Nordstrom, Starbucks and others.

Many of the corporate contributors offer more than cash. They provide summer jobs as well as key employees who train students in work skills.

Hagen, a member of the Squamish Tribe, sat at a table with other urban scholars last week and listened to Janet Barber of Northern Life Insurance Co. lead the group through a team building exercise.

Barber wanted to know why the students were there. She assigned each table to come up with a mission statement.

Hagen, bright and personable, quickly took a leadership role at her table.

"I'm here because it looks good on a college application," she said, adding that the program could also lead to a scholarship and a job.

"Our mission at Urban Scholars is to learn skills that would help us be successful in life and in the workplace," she wrote as part of the mission statement exercise.

Todd Snider, school-to-work manager for the alliance, said the Urban Scholars program raises the bar for student achievement.

"We have told the students they need to achieve, and they have achieved," he said.

Now in its third year, the Urban Scholars program has been growing. During its first and second years, 80 students participated. With nearly double that number this year, the alliance is considering duplicating the program elsewhere.

While there is no hard data available, Snider said informal evidence suggests that participants are doing much better in school. In fact, many of them are planning to attend college.

Participants are allowed only two absences in the 11-session curriculum, Snider said. Yet very few drop out. Last year's retention rate was 95 percent.

Every other week from January through June, the participants travel to a different business location where they hear from people like Barber, the insurance executive.

Participants recently attended a workshop on interpersonal communication skills at Group Health.

Hagen found it particularly useful because "at 16 or 17, we don't think about that kind of stuff. It was good for me; I learned a lot."

What Hagen and the others learned was the importance of listening, of simply paying attention to what was going on around them.

Exercise physiologist Chuck Wrye, one of the Group Health workshop leaders, warned the youngsters that "it's a dog-eat-dog world out there" for those who don't have good communications skills.

His colleague, Les Strucker, said good communication is good listening. To make his point, Strucker read a brief newspaper article, then, without warning, asked questions about what he had read. Few had answers.

His point made, Strucker said: "There is a lot of communication in the workplace. You don't want to look bored even if you are."

school work

GM's hometown works to reinvent itself

By Micheline Maynard
USA TODAY

FLINT, Mich.

In the 20th century, General Motors made Flint a boom town. Now, Flint is trying to become a place where GM wants to stay in the 21st century.

Worried that GM could stop building cars at the sprawling Buick City complex here, Flint's political, labor, business and civic leaders have come together in an effort to overhaul their battered city, to turn it into the kind of culturally rich, competitive community no corporation would want to abandon.

"Nobody owes us anything, not in a global economy," says William Donohue, coordinator of the Billy Durant Automotive Commission, named for the eccentric executive who founded GM in Flint in 1908.

Adds Sloan Museum Director Steve Germann: "A lot of people feel that because this is the home of GM, (it) should feel some sentiment for us. Well, the world's largest corporation doesn't feel sentiment."

At first, Flint officials took the usual approach: offering GM financial incentives such as tax breaks, job training money, road improvements. But they quickly learned that that wouldn't work. "GM told us, 'We can get that anywhere,'" Donohue says.

Instead, GM said it wanted to see Flint improve its substandard schools, cut its out-of-control health care costs and enliven its dull cultural life. The idea: to create a community equipped with an educated workforce; and to make Flint a place where GM workers and managers would want to live.

"We are the demand side of the equation. And if we aren't expressing to the supply side what we need, then we are all in trouble," says Bill Brooks, GM vice president for corporate affairs.

Boom and bust

Few cities and companies have been as inextricably linked as Flint and GM.

Flint was a farm community until the turn of the century. Then, Durant's new company turned Flint into the heartland of industrial America. Virtually every Flint neighborhood once had its own GM plant, making everything from cars to steering wheels.

It was here, 60 years ago last week, that United Auto Workers members ended the sit-down strike at Chevrolet that forced GM to recognize the fledgling UAW.

After World War II, millions of Buicks and big Chevy trucks rolled down assembly lines in front of tourists who detoured off I-75 to visit Flint's factories.

By 1980, GM employed 80,000 people in Flint and provided more than 50% of surrounding Genesee County's tax base. Every GM job generated 2.5 more jobs across the county.

But in the 1980s and early 1990s, fierce competition forced GM to downsize its operations across the USA. Flint bore the brunt, losing more than half its auto jobs. Unemployment lines lengthened, stores were boarded up and the once-bustling city turned into the ghost town lampooned in filmmaker Michael Moore's 1989 satire, *Roger & Me*.

It tried to revive itself with an indoor amusement park called AutoWorld that stayed open just one year and is now being torn down. The rubble next to the Flint River seems to symbolize the city's decline.

"It's hard to find a community that's suffered more than Flint has suffered," says Paul Ballew, economist with J.D. Power & Associates.

UAW Regional Director Ruben Burks says Flint has been seen as "the worst community in the world." In 1987, *Money* magazine named Flint the USA's worst place to live; it's done better since in *Money*, but the stigma has remained.

More bad news

Yet, the worst isn't over.

Last May, GM disclosed plans to move Buick headquarters from Flint to Detroit's Renaissance Center. Then, GM canceled a \$250 million body shop it had announced for Buick City. GM told the plant's 4,500 workers that it had no plans to build cars there after 1999.

Officially, GM hasn't announced definite plans to close the plant, which sprawls for 22 city blocks in one of Flint's worst neighborhoods.

GM is mulling which two of its three big-car plants it wants to keep

after the turn of the century: Buick City or plants in Orion Township or Hamtramck, Mich.

But Buick City's age and size work against it, analysts say. "If it doesn't get a body shop, it doesn't get a car," says consultant James Harbour of Harbour and Associates.

City leaders, who already were considering ways to revitalize Flint, saw Buick's departure and the cancellation of the body shop as a dire threat; they jump-started efforts to make Flint more attractive to GM.

More...

GM'S HOMETOWN, continued...

School to work

Over the years, many Flint high school students didn't worry about career planning or even getting a diploma. They knew they could get a good-paying job with generous benefits at a GM plant.

"When you can leave high school and make more money than the teacher, it diminishes the value of education," says Dorothy Reynolds, president of the Community Foundation of Greater Flint.

Even now, with many auto jobs gone, the attitude remains. Only 57% of Flint high school freshmen graduate, and few have the math, computer science, leadership and hand-eye coordination skills many employers require, Harbour says.

Adds Flint Cultural Center Director

Larry Thompson: "What is going to happen when employers come here looking for employees? These kids have to know that there is more to life than working in a plant."

To address the shortcomings, city leaders started the Genesee County School to Work partnership. The past year, elementary school students have been learning skills they can use to land jobs.

The program was originally aimed at older students. But "we found if we only begin at high school, we're missing the boat. We backed it up to middle school and found we still had to move further," says Rhett Hunyady, vice president of the Genesee Focus Council.

One school recently put on a Builder's Show to show off students' vocational abilities. Third-graders in one class built bookcases. Measuring lumber taught them math; hammering nails taught them construction

techniques; selling the bookcases taught them about retailing.

No one knows yet if the School to Work plan will pay off in future employment. But in the meantime, "We need to be doing a better job of preparing our kids," Hunyady says.

Mars and Matisse

Kids are helping bring Flint's long-overlooked Cultural Center to life.

Designed in the 1960s as a privately funded mini-Lincoln Center, the campus is home to 10 institutions, including museums, a planetarium, a library, the state's largest public school for the arts, a public radio station and a Broadway-style theater.

But it was virtually ignored by the city's blue-collar residents, who'd had little exposure to the arts. And most GM executives assigned to plants in Flint rarely bothered to move to the city — choosing to commute from the Detroit suburbs — let alone play a role in the community.

Even Thompson, who helped start Cleveland's Rock and Roll Hall of Fame, had to be persuaded to come to Flint: "I said to them, 'I saw the movie (Roger & Me). You've got to be kidding.'"

He figured the best chance to revive interest in the cultural center was to appeal to youngsters. So Thompson opened the center to an experimental grade school. Now, fifth- and sixth-graders at Pierce Creative Arts Elementary School call the complex home.

For them, it's school as a perpetual field trip. When they study NASA's mission to Mars, they tramp across the street to the science center. When they study geometry, they visit

the Flint Institute of Arts, where they chart the angles on an Alexander Calder mobile.

"We don't have to load onto a bus every time we go to the (Flint Institute of Arts)," says Joy Jones, 10.

Says classmate Megan Garrett, 10, "I might become an artist. I like all of Picasso's work."

Thanks in part to the attention the students have brought to the complex, attendance is up. It is attracting

top-notch talent and is now the summer home of New York's Joffrey Ballet. GM just donated \$1 million.

"A crisis is what causes change," Thompson says. "Without this crisis, there won't be any change here."

Cadillac package

Another huge challenge: cutting Flint's health care costs. The city has the highest per-employee health care costs of any community with a GM plant — not because workers get sick more often, but because they use their coverage more frequently.

Under their "Cadillac package," UAW members do not pay a dime for most treatments, from hernias to heart surgery. One-in-four Flint families has someone who receives GM-paid health coverage.

"We know we have high usage rates, and always have," says Polly Sheppard, interim president of the Greater Flint Health Coalition.

Sheppard's group and others are trying to change that. GM and the UAW have launched a pilot program with doctors, hospitals and community groups aimed at persuading autoworkers to avoid unnecessary surgeries. There also has been a city-wide education effort to reduce chronic but preventable problems such as heart disease and diabetes.

Through newspaper ads and seminars, hospitals are urging area residents to exercise and avoid fat-laden foods such as the city's favorite snack — chili-covered hot dogs called Coney Islands. Says Reynolds: "This town is known for an unhealthy lifestyle."

Landing GM jobs

Still, community leaders don't have much time.

In December, Donohue says, members of the Durant Commission will meet with J.T. Battenberg, president of GM's Delphi components group, to outline what the city is doing to make itself more competitive.

Nobody is expecting promises from GM about Buick City or future investments in the community.

But lately, there's been good news: In January, GM said it would invest \$500 million to build two body shops at its truck complex here.

And there have been rumors that even if Buick City closes in 1999, it eventually could reopen to produce a car-based sport utility that Buick might add to its lineup around 2002.

Says Baker College Corp. President Edward Kurtz: "GM is going to put work someplace. It might as well be here."

work/study

By JOHN HOLUSHA

GHENT, Ky. — After five years of study, William Weigel earned a master's degree in mechanical engineering from the University of Louisville in May. A few weeks later, he started work at a steel mill, running a machine that casts liquid steel into solid slabs.

Despite steel's image as an industry where strong backs are more useful than strong brains, Mr. Weigel has plenty of high-technology company. About 40 percent of the roughly 200 factory workers at the Gallatin Steel Company here have college degrees, mostly in mechanical engineering or metallurgy, and an additional 20 percent have two-year degrees.



It is just such highly educated workers, company officials say, who are needed to operate the computerized systems at this recently built mill. "This plant is the Starship Enterprise of the steel industry," said Milan Kosanovich, the president of Gallatin, which is a venture of the Canadian steelmakers Dofasco Inc. and Co-Steel Inc. "With 200 people we will produce as much steel as it used to take 5,000 people to make."

The mill, on an old tobacco farm near the south bank of the Ohio River, may be an extreme case, but it is clearly a sign of the times: As manufacturing has become more automated, workers' skills have had to increase. And the streamlining of corporate America has cut the number of entry-level office positions, making a good factory job look a lot better.

"In this economy, \$10-an-hour jobs with good benefits are a lot more desirable than a few years ago" for college-educated workers, said Harley Shalken, a professor with the Institute of Industrial Relations at the University of California at Berkeley.

Today, many more people with education beyond high school are working on factory floors. Government figures showed that almost 5 percent of production workers last year were college graduates while another 16 percent had some college education. Those figures compare with just 2.8 percent and 11.2 percent, respectively, a decade earlier.

And the whole educational level of the factory work force has been upgraded. In 1984, only 40 percent of all production workers had graduated from high school, compared with more than 71

Continued on Page C7

First to College, Then the Mill

More Graduates Are Drawn to Blue-Collar Work



Photographs by J. Brock Smith for The New York Times

In its recently built mill in Ghent, Ky., Gallatin Steel employs highly educated workers to run computerized systems that produce coils of sheet steel. Here are three of those workers:

ABOVE Kristen Anderson, 29, a graduate of the Colorado School of Mines, expects her experience as a materials manager to help her get other jobs.



First to College, and Then to the Mill

Continued From First Business Page

percent last year. Similar, more modest gains have occurred among skilled production and craft workers.

Consider the Allegheny Ludlum Corporation, a specialty-steel producer based in Pittsburgh. "Of the last 152 people we have hired for blue-collar jobs, 80 percent had more than a high school diploma," said Robert P. Bozzone, vice chairman. "Of that, 15 have college degrees and 88 have two-year degrees. I'm sort of flabbergasted. Twenty years ago we had to battle to get high school equivalents."

Well-educated workers are turning up on assembly lines as well as in steel mills. At the Ford Motor Company, virtually all the plant-floor workers hired in recent years have high school diplomas or more, and the percentage of college graduates has risen sharply, from 1.2 percent in the mid-1980's to 4.7 percent in the last two years.

Money is clearly a lure. Mr. Bozzone reported that the average plant-floor worker at Allegheny Ludlum made \$42,000 last year, and auto workers' pay is in that range as well. At Gallatin, bonuses for education, production and company profits can lift an engineer's pay above \$50,000 in a good year, company officials

Young engineers see automated factories as a form of graduate school.

said.

Not that recent graduates foresee whole careers on the plant floor. Many young engineers at Gallatin Steel say they see the mill as a form of graduate school, one that will lift them up the career ladder faster than all those recent graduates stuck in often-boring management trainee programs.

"I'm getting exposure to the management of new technology, and that has got to help anywhere I go," said Mr. Weigel, who is 26. "I'm stationed in the control pulpit, but I'm constantly going out to get a feel for what's happening on the floor."

And Matthew McKnight, a 32-year-old coiler operator at Gallatin with a degree in industrial management, also has other aspirations. For now, however, he is busy figuring out better ways to operate the warehouse and enjoys the fact that his job is close to home.

As economic opportunities have been shrinking, technical require-

ments in manufacturing have been increasing. "Manufacturers are taking as much tough labor out of the process as they possibly can, so the systems will become more complex and demanding," said Douglas E. Olesen, president of the Battelle Memorial Institute, a private research company in Columbus, Ohio.

That's just part of the equation. "Companies are faced with the increasingly rapid obsolescence of products, so they have to develop new products faster," Mr. Olesen said. "You need manufacturing people who can be part of new-product development teams as well."

Speaking more broadly, Robert B. Reich, the Labor Secretary, said in an interview that computerization had transformed manufacturing. "We are seeing the emergence of the white-collar factory," he said.

He said the notion of large numbers of people tending machines in manufacturing plants was outmoded. "Robots and computers are doing most of the monitoring now, and there are very few people standing around," he said. "The people in the factory are often involved in engineering design and customer application engineering."

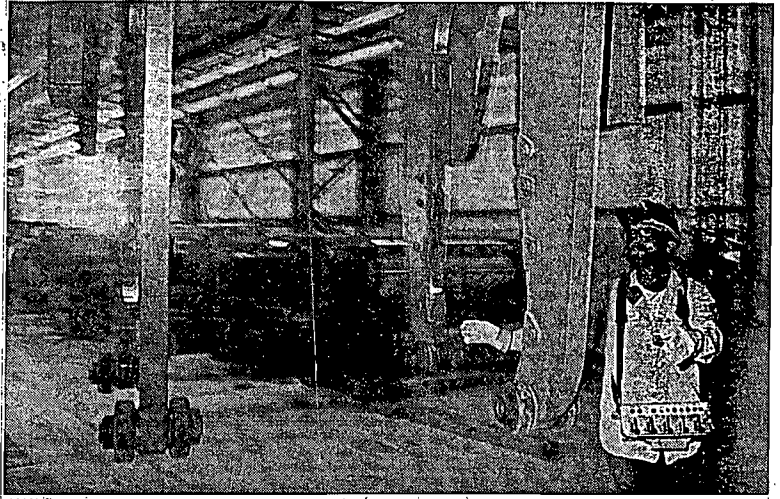
At Gallatin, Kristen Anderson, 29, is putting her metallurgical education to work overseeing the use of fire-resistant bricks that line the mill's furnace and other equipment handling liquid steel. "My job is to hold down the cost of bricks by using the right type of bricks for the job," she said. "If we are going through bricks too fast, I've got to find a solution."

Ms. Anderson, who graduated from the Colorado School of Mines, is convinced that her experience, first as a furnace operator and now as a materials manager, will help her land other jobs later. "Companies are more likely to hire someone who has hands-on experience," she said.

Mr. Kosanovich, Gallatin's president, argues that he is helping the young engineers by giving them operating experience while their education is still clear in their minds. "I am convinced that people just out of college are among the worst-utilized human assets," he said. "They go into trainee programs, and by the time they get into the work force, their skills have atrophied."

By operating sophisticated equipment that can turn a pile of scrap into a coil of steel in just a few hours, they are being immersed in the practical application of concepts they learned in college, Mr. Kosanovich said. "We want them to work on the stuff they studied," he said.

Of course, making steel is still hot, hard, sometimes dangerous work in



J. Brock Smith for The New York Times

Paul Stevens, who spent 21 years tending ships' boilers in the Navy, now works at the Gallatin Steel plant in Ghent, Ky. "I'm a reality check to their theory," he said of the recent college graduates with jobs at the mill.

a plant that usually operates round the clock, seven days a week. But Gallatin officials said they did not try to disguise this reality. "There were a few people who did not hear what we were saying," said Brett Gage, the human resources director. They did not last long.

In the plant, it is impossible to distinguish the engineers from other workers. All wear light blue shirts, dark blue pants and orange safety helmets. When something breaks or has to be adjusted, the engineers get their hands just as dirty as other workers.

The company has blurred social distinctions in an effort to head off any tension between those workers who have college degrees and those who do not. Paul Stevens, who joined Gallatin after 21 years of tending ships' boilers in the Navy, compared the recent graduates to young engineers. "My attitude is that they have something to offer, but that I have something to offer as well," he said. "I'm a reality check to their theory."

Other companies seem to be following the pattern of staffing their new mills with small numbers of well-trained young people who are expected to operate without much supervision. Ipsco Inc., which is building a steel mill near Davenport, Iowa, hired 27 college graduates as its first employee group and sent them to a plant in Canada for training.

Trico, a joint venture of LTV Steel

and Sumitomo Metal Industries, is also seeking well-educated workers for an advanced mill that it is building near Decatur, Ala. Kenneth L. Pohl, Trico's vice president for human resources, does not have a specific target for the educational level of the work force, but he knows what he is looking for.

"We want folks who already know a lot and have demonstrated the ability to learn," he said. "We will teach them what they need to know, pay them a lot and expect a lot from them."

Engineering educators see first jobs in places like steel mills as good experience for recent graduates. "That's a very intelligent thing to do, and that is the way the Japanese system works," said Harold J. Ravche, the president of the Stevens Institute of Technology in Hoboken, N.J. "It represents a chance to put manufacturing higher on the ladder in the eyes of the engineering graduate."

John E. Hopcroft, dean of the college of engineering at Cornell University, said, "It is a good idea for people to understand how business works and it could accelerate their careers compared with sitting behind a desk somewhere."

Mr. Pohl of Trico said he had doubts that graduate engineers would be content to do shift work in a mill for more than a short time. "They may conclude before long

that this is not the best use of their education," he said. "I'm not sure how good we would be at keeping them."

Mr. Kosanovich said he anticipated that most of the engineers in the Gallatin plant would move on. "Will people get tired and leave?" he said. "Yes. We expect turnover, but we should be able to replenish our ranks from the same sources on an ongoing basis."

He acknowledged that a rapidly changing work force was more expensive, primarily because of the costs of training new workers. "We think the rewards will be greater than the potential costs," he said. "But I'll admit it's still a theory. We have not proven it yet."

Introduction by Nintendo

REDMOND, Wash., Aug. 21 (Reuters) — Nintendo of America introduced Virtual Boy today, a 32-bit home video-game system that it says includes three-dimensional effects. "Virtual Boy will take video-game players to a completely new dimension in gaming," Peter Main, Nintendo's executive vice president of marketing, said, adding that the American unit of the Nintendo Company of Japan expects to sell more than 1.5 million hardware units and 2.5 million pieces of software by the end of the year. The new game will have a retail price of \$179.95.

From Ivy Halls to Factory Floors

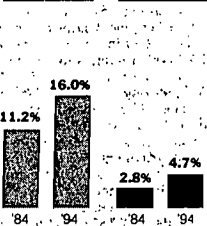
People with college experience are increasingly filling a variety of production jobs. Today, manufacturing demands more sophisticated skills even as some graduates are finding that blue-collar work can pay better than other entry-level jobs.

FACTORY WORKERS

Operators, fabricators and laborers.

'84 WORK FORCE: 16.4 million
'94 WORK FORCE: 10.6 million

Some college College graduate



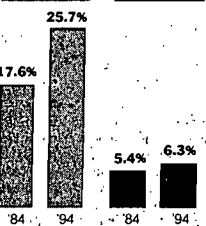
Source: Bureau of Labor Statistics

SPECIALIZED WORKERS

Precision production and craft workers.

'84 WORK FORCE: 12.4 million
'94 WORK FORCE: 12.8 million

Some college College graduate



Source: Bureau of Labor Statistics

SCHOOL-TO-WORK OPPOSITION PROMPTS STATES TO REACT

Conservative groups this month have stepped up their attacks on school-to-work transition programs, leading some state and local project coordinators to work more on educating the public.

In Texas, conservative groups have circulated a video attacking school-to-work, urging parents to call the governor's office. Since the video of unknown origins was released late last month, the office has received more than 3,000 calls about the program, nearly all in opposition.

The timing of the attack is critical, as state and local officials look to ensure funding for the programs when their five-year federal school-to-work grants expire.

Although school-to-work is less than two years old and builds on a 75-year tradition of classroom vocational education, it has quickly emerged as perhaps the most controversial federal school program. Circling The Wagons John Stepanovich, deputy chief counsel for the American Center for Law and Justice, appeared in the Texas video. In an interview yesterday, he said a group of Texas parents hired his organization—founded by televangelist Pat Robertson—to investigate school-to-work.

He said the center doesn't have a timetable to finish the investigation.

Meanwhile, the Texas Christian Coalition—which also has a top official in the video—says the tape aims to draw people's attention to the concerns, particularly the federal government's involvement in education.

"The jury is still out on whether we have the clout to end [school-to-work] in Texas," said William Ford, a spokesman for the group, noting it will be tough, since the program is up and running.

Texas received its \$10.3 million, 5-year grant to implement school-to-work plans last fall (ED, Nov. 26, 1996).

Opening Communication

Following the flood of telephone calls to the governor's office, the state education board this month met with the Texas

Workforce Commission—the lead agency in the state's school-to-work venture—to discuss the initiative, said David Beshear, a commission spokesman.

"What we're faced with is the process of educating people about specifically what Texas's program does and what it does not do," Beshear said.

But some state officials have privately expressed concerns that cases such as a high-profile bookkeeping debacle at an Austin school-to-work site could further sour the initiative.

Eagle Soars Again

The conservative Eagle Forum also this month turned up the heat by attacking school-to-work through newspaper columns and its leader's weekly radio program.

Phyllis Schlafly, the national group's founder and president, charged in her weekly syndicated column that school-to-work changes the traditional function of education from academics to mandatory vocational training.

Schlafly's attacks last year won over some Republicans to help kill a massive bill to consolidate vocational training programs that included school-to-work (ED, Sept. 30, 1996).

She cast the tone for her March 12 column by offering definitions of education and training: "To educate means to develop the faculties and powers of a person by teaching.

To train means to cause a person or animal to be efficient in the performance of tasks by responding to discipline, instruction, and repeated practice."

Such comments could fuel enough political pressure at the local level that school-to-work initiatives could wilt once federal funding expires by decade's end, said a Texas education official, who asked not to be named.

Predictably, the conservative-fueled opposition is taking root in some states but not in others. "This is such a business-oriented state that there seems to be real solid support for the idea," said Sheila Middaugh, a spokeswoman for the Michigan school-to-work office.

Opposition in states like California is

mostly local, and usually arises in heavily conservative areas, such as Orange County, said Davis Campbell, executive director of the California School Boards Association.

Although they are vocal, Campbell doesn't think opponents can halt the program when federal funds expire. "We're such a large and diverse state that it's difficult for any one group to make that kind of an impact statewide," he said.

Campbell noted that school-to-work in California also has received strong backing from the state's business community.

Beverly Campbell, manager of the state education department's school-to-career unit, said California is pushing to educate the public by teaming up with the state school board association and the state PTA chapter, in hopes that information will filter down to local members.

Two state PTA members will be assigned to a state education issues committee for school-to-work, and another member already serves on the state's school-to-work advisory council.

Watchful Eye

The American Vocational Association (AVA) is concerned that attacks on school-to-work are based on misleading information, particularly the notion of tracking students from a young age into specific careers.

For example, Rep. Henry Hyde, R-Ill., last month attacked the initiative in a speech on the House floor, saying the law requires participating schools to begin career counseling no later than the seventh grade.

"As such fine print becomes a killer of dreams, the uprising against this seamless web figures to grow," Hyde said, referring to the transition from school to work.

AVA doesn't have a strategy to combat such rhetoric, but it will offer accurate information, said Nancy O'Brien, AVA's assistant executive director for government relations. — Matthew Dembicki ■

School-work

The Senate's tax-writing panel yesterday picked apart President Clinton's proposals to offer breaks for postsecondary spending.

Senators' fear that uniform benefits will lead to colleges' hiking their prices and the narrow focus of the tax relief on middle-income families added up to bipartisan opposition to the plans: a \$1,500 nonrefundable tax credit, called Hope Scholarships, and a \$10,000 annual deduction for postsecondary expenses.

"The primary purpose is the student, but I'm afraid the principle beneficiary may become the institution," said the Senate Finance Committee's chairman, Sen. William Roth, R-Del.

"The colleges are pretty good at knowing financial resources, and they'll be taken into consideration," he added.

The higher education community, especially private colleges and universities, have been fighting the perception that increased student aid leads to higher tuition. The National Association of Independent Colleges and Universities recently released a study saying that just the opposite is true (ED,

March 4).

Support For Savings

But the committee with authority over any changes to the tax code appears to see greater benefit and less risk in offering incentives for families to save for college.

A Senate GOP education bill, S. 1, would create tax-free education savings accounts, make permanent the tax-free status of up to \$5,200 in employer-paid tuition and reinstate the deductibility of student loan interest payments (ED, Jan. 23).

Sen. Paul Coverdell, R-Ga., who leads the Senate's GOP education task force, said the bill he introduced for Republicans would aid a broader range of students than Clinton's plan.

"S. 1 is framed for planning for the future," he told the committee. "The majority of the administration's proposal deals with contemporary costs and would end in 2000."

A provision in Clinton's fiscal 1998 budget would discontinue the higher education tax breaks after 2000 unless Congress votes to extend them. The

Education Department says the program will be too popular for Congress to risk eliminating it (ED, March 6).

Tax Relief Too Targeted

"If the concern is to help students from poverty backgrounds, I'm having trouble seeing how [Clinton's] nonrefundable tax credit and tax deduction hit that target," said Sen. Richard Bryan, D-Nev. Deputy Treasury Secretary Lawrence Summers explained that to help low-income families, Clinton is seeking a \$300 raise in the maximum Pell Grant, to \$3,000, and expanding eligibility for the program to more non-traditional independent students.

"You have many students coming [to college] from affluent families, and you have students from low-income families coming on Pell Grants, but you see very few middle-income students," he said. "They're the families caught in-between."

The Finance Committee and its House counterpart have scheduled no further action on higher education issues. — Rebecca S. Weiner

Education Daily

April 17, 1997

COLLEGE ADMISSIONS CITED AS SCHOOL-TO-WORK BARRIER

Colleges' admission procedures—particularly their reliance on Carnegie credit units—must be revised if high school students are to embrace school-to-work activities, the nation's main vocational research group says.

College-bound students and their parents often fear that participating in school-to-work programs would cut into the time they should devote to advanced academic courses or extracurricular activities, which give them an edge in getting into their preferred colleges, the National Center for Research in Vocational Education (NCRVE) says.

Its conclusions are based on interviews with educators, counselors and students, and a year of field work at 10 school-to-work sites.

Reason For Worry

"The fear has considerable justification, since college admission requirements are still based on Carnegie units—the accumulation of classroom hours in traditional academic subjects," says an NCRVE report released this week.

It's not easy to fit work-based learning—a key component of school-to-work programs—into traditional Carnegie units, the center says.

The report adds that the problem is magnified when "counselors, in even some of the best known school-to-work programs often advise students with selective-college ambitions not to enroll in school-to-work programs."

Students also have become fairly wily in picking the courses and instructors that will beef up their transcripts with courses that seem advanced. "An impressive

record does not necessarily mean that students have mastered the knowledge and skills required for college," NCRVE says.

David Merkowitz, a spokesman for the American Council on Education, a coalition of higher education groups, agrees that the nation's 200 most "selective" colleges—which include Ivy League schools and premiere public universities—emphasize high academic achievement, extracurricular activities and test scores.

Yet some of those colleges may consider school-to-work activities if they are "highly identified with a field that a student might enter after college," Merkowitz says. For example, it may benefit students who intern at law firms and intend to be lawyers, or at a scientific clinic if they want to be doctors. But such

circumstances are "fairly limited," he adds.

First-Step Solutions

NCRVE outlines a plan to incorporate school-to-work activities into college admissions. In the short-term, school-to-work advocates must better pitch such benefits as learning what's expected at a job.

High schools must weave school-to-work programs into the existing college admission system. For example, Rindge School of Technical Arts in Cambridge, Mass., retained familiar academic labels for its applied courses to preserve colleges'

understanding of transcripts. A course such as applied technology was pegged as "physics and applied technology."

In the long term, school-to-work advocates need to improve their research base to develop new assessments and college admission systems, NCRVE says.

For example, Oregon three years ago revised its traditional high school graduation requirements because of a lack of comparison across schools and perceived grade inflation. In fall 2001, college admission at state colleges will be based on six "content" areas—such as math and social studies—and nine "process" areas—such as analytic

thinking and technology.

Such initiatives may open the door for more students to participate in school-to-work, NCRVE says: "If assessments include more complex material such as papers, projects and portfolios, it may be that students with a well designed school-to-work experience will look better than students in traditional programs."

"School-to-Work for the College Bound" is \$7 from National Center for Research in Vocational Education, Western Illinois University, 46 Horrabin Hall, Macomb, Ill. 61455, (800)637-7652. —Matthew Dembicki■

Education Daily

April 17, 1997

JUDGE VOIDS SCHOOL POLICY ON CEASING IDEA SERVICES

A federal judge in Arizona has ruled that school districts must continue services for expelled disabled students.

The judge said the Tucson school district violated the Individuals with Disabilities Education Act (IDEA) by ceasing special education for a boy who brought a knife to school.

The district "may not discontinue educational services as part of its response to serious misconduct," U.S. Judge Richard Bilby for the District of Arizona said last month in *Magyar v. Tucson Unified School District* (1997 WL 144980).

"This complete failure to provide special education services for this child is unconscionable," he wrote.

The U.S. Education Department, which says IDEA does not allow schools to discontinue services for disabled students who misbehave, weighed in on the student's behalf.

The U.S. Fourth Circuit Court of Appeals ruled this year in *Virginia v. Riley* (1997 WL 43493) that students can forfeit their right to a free and appropriate education if their misconduct isn't related to their disability (ED, Feb. 7).

But Bilby said schools must meet the needs of disabled students "if they are to be full participants in society."

A school can expel a disabled student, Bilby said, but it must provide educational services in an alternative setting.

Jeremy Magyar, a 15-year-old learning disabled student, gave an assault-style knife to another student at his middle school. The school suspended him for 10 days immediately.

A school district committee decided the misconduct was not related to Magyar's disability, and a hearing officer extended the boy's suspension for 175 days. The district did not hold a meeting about the student's individualized education plan (IEP), and did not provide him with services during that time.

No Equality

School officials argued that requiring alternative educational services for disabled students who misbehave will create a "super class" of pupil with rights not given to regular education students. But the judge disagreed.

"It is a myth that schools treat all students equally," Bilby said, citing advanced placement courses. Further, he said, the state constitution says education

is a "fundamental right."

The school district said its policy was based on a 1986 ruling by the U.S. Ninth Circuit Court of Appeals in *Doe v. Maher* (793 F.2d 1470). In that case, the Ninth Circuit said the San Francisco school district could cease services to two disabled students who were expelled though their conduct was related to their disabilities.

But Bilby said Maher was decided before ED gave its interpretation of IDEA on the issue.

Magyar was charged in juvenile court with possession of a weapon, and was put to work in a "graffiti abatement program." He was then referred to a residential rehabilitation center paid for by his father and the juvenile court.

"Jeremy wasted a semester scrubbing paint off buildings rather than devoting his time to improving his sub par academic and behavior skills," Bilby said. "The very danger IDEA hopes to eliminate, [the district] fosters with its long-term suspension policy."

The judge said in his March 14 ruling that the district will have to pay for compensatory education; he will determine the cost later. —Dave Boyer■

individualized, hands-on attention the staff gives his son, A.J. "This is the kind of program I know my son has needed," he said.

Tina Baker frequently meets with the staff to make sure her 15-year-old son, Shaun, receives enough discipline and rigorous academic work.

After seven months at Success, Shaun has gotten a better education than he was getting at the local middle school, where he spent more hours in timeout rooms than in the classroom, Ms. Baker said.

And, she adds, he has made friends. In Shaun's previous school, "the teachers knew him and didn't give him a chance," Ms. Baker said. She said her son does well academically, but has difficulties socially.

Staff members already are planning changes for next year: a longer academic day, meeting with parents before the child begins school, and planning more group activities so students can learn to work together.

Students are planning community-service projects for this spring.

The school also has plans to expand significantly next year. Elementary classes will be added, and a principal will replace the lead teacher.

Success School also will take in students from some neighboring districts, which will pay tuition to the Rutland district through a pilot school choice program run by the state. ■

Education Daily

April 15, 1997

CENTER SHOWS FERTILE GROUND FOR SCHOOL-TO-WORK

Since a school-to-work program was stitched into the Job Corps center in Bangor, Maine, two years ago, students seem to better understand the link between education and jobs.

Although it's too early to statistically tell whether students at the Penobscot Job Corps center are doing better academically and vocationally because of school-to-work, anecdotal evidence shows promise: They're setting higher goals and staying in the program longer.

Before the two-year school-to-work

pilot was started, youths at the center typically stayed with Job Corps for nine months, about a month longer than the national average, said Alice Drew, the center's school-to-work coordinator. Now, a growing number are staying 18 months, and even to the two-year limit, and often study two vocations, she said.

"They want to cross train in business and culinary arts, and perhaps have a career in management," Drew said, adding many more also are striving for a postsecondary education.

The center initially set aside 20 slots

for school-to-work, but the next year opened it to all 346 students, with more than half participating. A stronger applied academics curriculum is the cornerstone of the project. Job Corps includes "more project-based learning because we train people for employment," Drew said.

For more information, contact Alice Drew, Penobscot Job Corps Center, 1375 Union St., Bangor, Maine 04401, (207)990-3000; e-mail, pjccaa@mint.net. —Matthew Dembicki ■

Education Daily

April 15, 1997

SCHOOL-TO-WORK TO DOVETAIL INTO JOB CORPS PROGRAM

By decade's end, the Labor Department wants to make school-to-work transition programs an integral part of the nation's main residential education program for disadvantaged youths.

This summer, Labor will pick 30 of the nation's 111 Job Corps centers to implement school-to-work programs, said Mary Silva, the department's Job

Corps director. Each of Labor's nine regions is to have a school-to-work program running in their centers by July.

School-to-work is expected to strengthen the program by making applied learning and work-based learning a strong component of Job Corps, Silva said in a recent interview, in which she outlined her office's top initiatives.

Reading Pitches

Labor's regional offices are pooling ideas from its centers on how they would create and implement school-to-work to fit into Job Corps, Silva said. The department this year is concluding a two-year school-to-work pilot at Job Corps centers in New Orleans; Troutdale, Ore.; and Bangor, Maine.

Even if school-to-work isn't actually infused into all Job Corps centers, at least

its principles—such as more applied academics and a strong work-based learning component—should be, Silva said. "We want to experiment with different approaches to see which ones work for the community and, particularly, for the students," she said.

The cost of the initiative at each center would equal a staff position salary. A spokeswoman for National School-To-Work Office said the cost would be \$30,000 to \$50,000 a site.

The funding will run for two years,

and is essentially seed money—as with other school-to-work projects—with state, local and private funds to pick up when federal money runs out. Drawing In Employers While Job Corps centers usually offer training at the end of the program, the three pilot sites managed to get more employers to provide training to youths midway through the program, Silva said. This allows for more feedback from employers, and more time to improve students' performance.

The program is expected to draw more

involvement from businesses, in areas like curriculum development and on-the-job training, she said.

For more information, contact Mary Silva, Job Corps Office, Labor Department, 200 Constitution Ave. NW, Washington, D.C.

20210, (202)219-8550, or Janet Moore, Job Corps Office, Labor Department, Room 6T95, 61 Forsyth St., Atlanta, Ga.

(404)562-2372, ext. 122. —Matthew Dembicki■

Education Daily

April 15, 1997

FOUR KEY PROBLEMS VEX SPECIAL ED, EDUCATOR SAYS

SALT LAKE CITY — Educators are prone to four mistakes they must correct, said Richard Lavoie, keynoter at the Council for Exceptional Children's annual meeting here last week.

1. Teachers and administrators often propose simple solutions to complex problems without foreseeing the consequences. Lavoie cited an assistant principal who suggested sports as a way for a disabled boy to make friends. The child made the wrestling team and won a match, but was jeered by a gymful of students.

2. Both special educators and regular education teachers must "police ourselves" and weed out those who malign the abilities of their pupils, disabled and nondisabled alike.

Lavoie said his nondisabled son endured second grade in a Connecticut public school humiliated by a derisive teacher who deemed him a failure.

3. Schools must provide more remedial education to bring disabled children up to par, rather than watering down curricula. "No one's remediating

anymore," he said.

4. Educators should stop referring hard-to-educate disabled children to aides and paraprofessionals, he said. Lavoie was asked to review the case of a boy with cognitive impairments. The child was receiving services in a regular class from a "volunteer grandmother."

"We are the only field that takes our most complicated cases and gives them to our least experienced people," he said.

"We need to stop." —William J. Cahir■

Education Daily

April 15, 1997

GROUPS HOPE TITLE I CASES OPEN DOOR TO VOUCHERS

Supporters of private school vouchers hope the U.S. Supreme Court will boost their cause after arguments today in the controversy over Title I services for parochial students.

In a brief to the High Court, conservatives and advocates of choice plans in Milwaukee and Cleveland urge the justices to uphold the use of tax dollars for religious school tuition.

"We ask only that the Court remain cognizant of school choice" and uphold the legality of "state-sponsored school choice," the brief says.

The Court will hear attorneys' arguments in *Agostini v. Felton* (96-552) and a related case involving the New York City public school district's costly efforts to provide remedial services for parochial students at neutral sites (ED,

Jan. 21).

Those cases stem from the Court's 1985 decision in *Aguilar v. Felton* (473 U.S. 402), which said the Constitution's separation of church and state prohibits public school teachers from providing Title I instruction at religious schools. As a result, districts nationwide have used vans as mobile classrooms parked near parochial schools.