



The Challenge: Transitioning from School to Work

In order to succeed in the high-performance work environments of the 21st century, all students of the United States must be prepared with 21st century skills. Reacting to increased competitive and market pressures, businesses now expect more from their employees. Without the foundational skills necessary for success, students will not be able to meet the demands of the new, knowledge-based economy. This situation will impede their ability to find satisfying jobs and lead full and productive lives.

Despite many efforts to reform education for the 21st century, *most* students are graduating from high school unprepared to succeed. The impact is twofold: lack of skills leaves many students unable to find gainful employment, and an unprepared workforce puts the United States at risk of falling behind other developed nations whose workforce capabilities are on the rise.

Our leaders in business, education and government must work together to ensure that every student who graduates from high school and college is equipped with these important skills.

A Nation at Risk

In 1983, the National Commission on Excellence in Education produced *A Nation at Risk*, which is widely recognized as the catalyst for the modern standards movement. It warned:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments.¹

In response, K-12 public education has increasingly focused on improving student achievement by establishing clear and high expectations. However, there are rising concerns about how academic standards are implemented and enforced. Though results vary from state to state, mounting evidence shows that there is little connection between what is learned in school and the knowledge and skills needed to succeed in a 21st century work environment.

The plea for adding 21st century skills to the existing standards comes from a broad spectrum of education, business and policy-making organizations. They all share concerns about students’ preparedness for post-secondary education and the workplace.

A Post-Secondary Education Is Critical for Success

U.S. businesses expect more from their employees than ever before. Former Secretary of Labor Robert Reich states that to command high wages, “a worker must be able to think, solve problems and learn how to apply skills in new contexts.”² Businesses place especially high value on writing skills. “People who cannot write and communicate clearly will not be hired and are unlikely to last long enough to be considered for promotion,” reports the National Commission on Writing from the results of its survey of business leaders.³

Some business leaders see the issue more broadly, arguing that what’s at greatest stake is our country’s global competitiveness. They view the rising workforce capabilities of other developed nations as a clarion call to action. Founder and chairman of Microsoft, Inc., Bill Gates, recently declared that “in the international competition to have the biggest and best supply of workers who can communicate clearly, analyze information and solve complex problems, the United States is falling behind.”⁴

Meanwhile, many manufacturing jobs have permanently shifted to other countries. Research conducted by Richard Murnane and Frank Levy for their book *The New Division of Labor: How Computers Are Creating the Next Job Market* shows that certain jobs are rapidly being eliminated by technology. Once secure jobs, like issuing boarding passes to airline passengers, now can be performed by a computer using a “set of rules,” such as yes/no questions. This shift has profound implications for future workers’ employment opportunities.

These factors have led many policymakers and educators to the conclusion that a four-year college education is the best avenue for young people preparing for the workforce. High school students are, therefore, strongly encouraged to enter the college-preparation track.

That leaves U.S. companies to choose from two groups of potential employees: those who have successfully navigated the high school system and gone on to graduate from college, and those who have not. Consequently, as Robert Reich dramatically notes, “a fault line runs through the American economy today that threatens the stability of our society: the deep divide between college-educated workers and the nearly three quarters of our workforce whose education ended with ‘school.’”⁵ This deep divide will continue to intensify as competition and technology advance in an ever-growing and changing economy.

Support to Insure Success

College graduates can expect to earn better pay and benefits. If they learn the skills to analyze, manipulate and communicate using numbers, shapes, words and ideas, they will continue to benefit from changing economic forces.⁶

At the same time, “the forgotten half”^{7,8} of youth in America is clearly at risk. These students may not have the desire, academic preparation or financial means to pursue a four-year college degree. They could face chronic unemployment or find themselves stagnating in unskilled labor positions earning lower wages and benefits.

A 1990 report by the National Center on Education and the Economy, *America’s Choice: High Skills or Low Wages!*, strongly proposed both academic and applied learning pathways for high school students, which would provide opportunities for both college- and non-college-bound students. Despite this recommendation, however, the standards movement has focused primarily on just the core academic college track.

In the ’90s, policy changes did not create a broad or consistent national movement to support the forgotten half. Today, however, proposals for high school reform are back on the table. One current proposal made by the National Association of Scholars, *Recommendations for Reforming the American High School*, revisits academic and applied learning pathways. Students entering high school would all be required to take a core academic curriculum: four years of English and a minimum of three years of mathematics, history and science. This academic foundation would prepare students for a post-secondary education whether their high school major is a subject-or disciplined-centered curriculum, such as humanities/language, science/math or the arts, *or* a technical career-oriented curriculum.⁹ Both options are offered to students when entering ninth grade.

A second recent effort, announced at the close of the first National Education Summit on High Schools sponsored by Achieve, Inc., and the National Governors Association, is the creation of the American Diploma Project Network. States in attendance at the summit have agreed to take five actions to:

- Restore value to the high school diploma by revising academic standards, upgrading curricula and coursework, and developing assessments that align with the expectations of college and the workplace.
- Redesign the American high school to provide all students with the higher-level knowledge and skills, educational options and support they must have to succeed.
- Give high school students the excellent teachers and principals they need by ensuring teachers and principals have the necessary knowledge and skills and by offering incentives to attract and retain the best and brightest to the neediest schools and subjects.
- Hold high schools and colleges accountable for student success by setting meaningful benchmarks, intervening in low-performing schools and demanding increased accountability of post-secondary institutions.
- Streamline education governance so that the K-12 and post-secondary systems work more closely together.¹⁰

Despite these ambitious agendas, the picture remains sobering 10 years after the first William T. Grant Commission studied non-college-bound youth, the forgotten half. One substantial gain has emerged, however: the realization that the key to success is the *completion* of some form of post-secondary education. While enrollments have increased, graduation rates have not. Public policy,

in focusing on access for students, has overlooked academic support for them. Admission into a post-secondary institution, therefore, is not enough. Academic support while in college would ensure that students successfully complete their post-secondary education.

For non-college-bound youth, success remains complicated. They face the primary obstacle of not being prepared for the 21st century workplace. They may have chosen to work after graduating from high school, and soon realize that some form of post-secondary education is necessary to further their careers.

Aligning Expectations of High School with Those of Post-Secondary Education

Regardless of when high school students take advantage of post-secondary education, whether directly upon graduation from high school or after working for several years, both groups face the same hurdle: academic expectations that are not clearly defined and are not aligned with the expectations of post-secondary educational institutions.

According to a new study by ACT, although a few more students are taking college preparatory courses, they are not taking the necessary minimum: four years of English and three years of mathematics, science and social studies.¹¹ Nor are the courses rigorous enough.

These findings are also supported in an earlier American Diploma Project publication, which states that mandated tests and college admissions exams are not aligned with the actual skills needed to succeed in college.¹² This inconsistency creates a confusing set of expectations. Consequently, most high school graduates are not prepared with the knowledge and skills necessary for success in college.

Understanding University Success, a report from the Association of American Universities and the Pew Charitable Trusts, clarifies what students need to know and be able to do in order to succeed in entry level university courses. It describes foundational skills and content standards (referred to as “Knowledge and Skills for University Success”) for six subjects, including English (see *Appendix A*), mathematics, natural sciences, social sciences, second languages and the arts. In addition to the standards, the report declares that the habits of mind that students develop in high school are of primary importance. They include

- Critical thinking, analytic thinking and problem solving
- An inquisitive nature and interest in taking advantage of what a research university has to offer
- The willingness to accept critical feedback and to adjust based on that feedback
- Openness to possible failures from time to time
- The ability and desire to cope with frustrating and ambiguous learning tasks¹³

In 2001, The National Commission on the High School Senior Year issued a report titled *The Last Opportunity of the Senior Year*. Later that year, the findings of that report were framed into recommendations, called *Raising Our Sights: No High School Senior Left Behind*. This new report proposed a “Triple-A Program” of alignment, achievement and alternatives¹⁴:

- Improve *alignment* between K-12 and post-secondary education
- Raise *achievement* so that all students will be ready, whether preparing for two-year or four-year post-secondary education
- Provide more (and more rigorous) *alternatives* for seniors: time for seniors to explore options by completing a project, performing an internship or community service or take college-level courses

In response, 22 states have already created K-16 or P-16 councils, to raise performance, improve teacher preparation and foster the relationship between high schools and post-secondary institutions.¹⁵

Clearly Defined and Aligned Expectations for the Workplace

In order for any high school and college graduate to succeed in the workplace, it is essential that employers clearly state the skills, knowledge and expectations they require of their employees. Unfortunately, many businesses overlook this responsibility. Even though business, political and education alliances have been formed and proposals and position papers written, there remains a “peculiarly dysfunctional relationship between education and work.”¹⁶

The appendixes of this white paper summarize various studies and reports that identify and categorize current skills that align with expectations necessary for the 21st century workplace. They include:

- The three-part foundation of skills and the five workplace competencies necessary for high-quality job performance (from *The SCANS Report for America 2000*; see *Appendix B*)
- The basic skills required of workers in the 21st century economy and five problem areas (from *America and the New Economy*, a paper produced by the American Society for Training and Development and the U.S. Department of Labor; see *Appendix C*)
- The six key elements for fostering 21st century learning (from *Learning for the 21st Century*, prepared by The Partnership for 21st Century Skills; see *Appendix D*)

In years past, students may have been able to rely on on-the-job entry-level training to acquire basic skills, but that is no longer the case. A National Center for Post-secondary Improvement (NCPI) report confirms that the burden of skill acquisition is shifting from employer to employee.¹⁷ In order to control costs and stay competitive, companies increasingly select job applicants who already possess the necessary skills. Companies are less willing to take risks hiring and training new employees. The initiatives mentioned above reflect an ongoing commitment to improve workforce preparedness. They strongly urge schools to supplement the current standards that fail to adequately prepare students for future success.

In sum, there are many obstacles to success for students as long as there continues to be little connection between what is taught in high school and the skills necessary for success in college and the workplace.

Students Must Be Engaged and Must Graduate

Efforts to meet the needs of all students and to align school and workplace expectations will have little impact if students are not engaged in the classroom. Students who are engaged initiate and complete activities, show enthusiasm and interest, and exert effort and concentration when learning. In contrast, students who are not engaged do not put forth effort into their schoolwork. They come to class unprepared, participate less in class than other students and exhibit boredom.

There are multiple causes of student disengagement. Often students feel that there is a lack of relevance between what they are learning in school and the real world. After studying a large and ethnically diverse sample of students, psychologist Laurence Steinberg documented alarming results and found two additional reasons why American students are disengaged from their own education¹⁸:

- peer pressures that discourage high achievement
- parents who are disengaged from their children’s education

Students who are not engaged have little opportunity to surmount challenging material and build on their own growing confidence in themselves, an experience that will prime them for the rigors of college. As James E. Rosenbaum so bluntly titles his *American Educator* article, perhaps “It’s time to tell the kids: if you don’t do well in high school, you won’t do well in college (or on the job).”¹⁹ This comment may startle high school students, but statistics consistently support it as fact.

Even though students are able to enroll in many colleges because of open admissions policies, there is no guarantee they will succeed in their studies without putting exceptional effort into bringing themselves up to standard. Just having a high school diploma no longer ensures a ticket to a secure future. Students who perform poorly in high school will have a very difficult time graduating from college. They may not even proceed beyond remedial courses. More troubling is that many students are not aware of the connection between achieving in school and achieving in life.²⁰

A Nation at Risk warns students:

You forfeit your chance for life at its fullest when you withhold your best in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents’ best example and your teachers’ best efforts, in the end it is *your* work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.²¹

The workplace is changing. If students want to meet the academic expectations of high school and post-secondary education and succeed in their careers, they need to commit themselves to developing learning skills and strategies. Being engaged is the step that gets them motivated to take that responsibility. When students know they have the responsibility, and take it, they gain a sense of control over their own learning; as a result, the engagement becomes self-fulfilling. Having support while they work through this process will boost their chances for success.

MyActiveMind Will Provide the Support

MyActiveMind is a highly personalized, patent-pending online support system for students that uses research-based principles to deliver the learning and communication skills and strategies necessary for academic and workplace success. The white paper *Creating Expert Learners: An E-Learning Solution* describes how *MyActiveMind* can help students become expert learners (<http://www.myactivemind.com/research.php>).

Appendix A

Knowledge and Skills for University Success in English

Developed by Standards for Success (S4S)

After a two-year study, 400 faculty and staff members from 20 research universities identified what students must be able to do in order to succeed their first year in college. The Center for Educational Policy Research published the results in the booklet *Understanding University Success*.²² The standards listed provide a guideline of the content knowledge, habits of mind²³ and critical skills²⁴ that are highly regarded by the universities that participated in the study. Success is defined as the ability to pass college entry-level core academic courses in preparation for continuing to major in a particular area of study. Outlined below are the essential English standards for entering college students.

Knowledge and Skills Foundations—English

Reading

- Connect reading to writing and thinking skills
- Read actively, making notes, summarizing and critiquing the material
- Think critically about what you have read
- Take a position and defend that position in writing or in a discussion
- Learn to paraphrase what you have read

Writing and Editing

- Use correct grammar when writing
- Write coherently, consider the audience and carefully select evidence to support ideas
- Understand that writing is a process and requires several drafts
- Edit for errors in grammar, punctuation and spelling

Information Gathering

- Develop note taking skills for textbook reading and lectures
- Understand and learn how to conduct research by developing the ability to:
 - Identify sources
 - Determine the quality and reliability of sources
 - Connect information for sources to support arguments
 - Understand the difference between primary and secondary resources
 - Determine whether evidence is weak or strong

- Determine if evidence will help create a cogent argument
- Be disciplined in conducting research

Thinking Critically

- Categorize information thematically
- Go beyond the facts, make connections, imagine alternatives
- Be aware of the difference between summary/description and interpretation/analysis
- Move between general and specific information when analyzing information
- Think comparatively and make connections

An Orientation Toward Learning

- Follow the course of world events
- Understand a piece of literature from the point of view of history and geography
- Be open-minded
- Be willing to push forward even as challenges increase

Appendix B

What Work Requires of Schools *A SCANS Report for America 2000*

What Work Requires of Schools is a U.S. Department of Labor report from the Secretary’s Commission on Achieving Necessary Skills (SCANS). The report identifies sets of foundational skills and competencies necessary for high-quality job performance today.²⁵

So that businesses can effectively compete and young people can effectively participate, the report urges that the SCANS skills and competencies be implemented by *everyone*: for entry-level employees to executives, for all students in high school and college, for those who move directly into the workplace and for those who participate in higher education. To this end, educators and employers must alter their practices to develop this workplace know-how to create today’s expert worker and high-performing working environment.

A Three-Part Foundation

1. Basic Skills

Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- **Reading** – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules
- **Writing** – Communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts
- **Arithmetic/Mathematics** – Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- **Listening** – Receives, attends to, interprets and responds to verbal messages and other cues
- **Speaking** – Organizes ideas and communicates orally

2. Thinking Skills

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

- **Creative Thinking** – Generates new ideas
- **Decision Making** – Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative
- **Problem Solving** – Recognizes problems and devises and implements plan of action

- **Visualizing** – Organizes and processes symbols, pictures, graphs, objects and other information
- **Knowing How to Learn** – Uses efficient learning techniques to acquire and apply new knowledge and skills
- **Reasoning** – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities

Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- **Responsibility** – Exerts a high level of effort and perseveres toward goal attainment
- **Self-Esteem** – Believes in one’s own self-worth and maintains a positive view of self
- **Sociability** – Demonstrates understanding, friendliness, adaptability, empathy and politeness
- **Self-Management** – Assesses self accurately, sets personal goals, monitors progress and exhibits self-control
- **Integrity/Honesty** – Chooses ethical courses of action

Five Workplace Competencies

1. Resources

Identifies, organizes, plans and allocates resources

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

2. Interpersonal

Works with others

- **Participates as Member of a Team** – Contributes to group effort
- **Teaches Others New Skills**
- **Serves Clients/Customers** – Works to satisfy customers’ expectations
- **Exercises Leadership** – Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

- **Negotiates** – Works toward agreements involving exchange of resources, resolves divergent interests
- **Works with Diversity** – Works well with men and women from diverse backgrounds

3. Information

Acquires and uses information

- **Acquires and Evaluates Information**
- **Organizes and Maintains Information**
- **Interprets and Communicates Information**
- **Uses Computers to Process Information**

4. Systems

Understands complex interrelationships

- **Understands Systems** – Knows how social, organizational and technological systems work and operates effectively with them
- **Monitors and Corrects Performance** – Distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems’ performance and corrects malfunctions
- **Improves or Designs Systems** – Suggests modifications to existing systems and develops new or alternative systems to improve performance

5. Technology

Works with a variety of technologies

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

Appendix C

America and the New Economy

by

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America and the New Economy was produced by the American Society for Training and Development (ASTD) and the U.S. Department of Labor.²⁶ Intended for businesses and workers, the report suggests the following list of basic skills required of workers in 21st century high-performance work environments.

The Academic Basics: reading, writing and computation

- **Reading**
 - **Basic literacy** – the ability to decode and comprehend
 - **Reading-to-do** – the ability to utilize basic reading skills, short-term memory and information processing to locate printed information for immediate use
 - **Reading-to-learn and reading-to-do** – the ability to use basic literacy skills in conjunction with long-term memory and writing, computation, learning, adaptability and job-specific skills in order to decode, problem solve and troubleshoot
- **Writing**
 - **Prewriting** – topic selection, preparation and accessing and organizing information
 - **Writing** – spelling, penmanship, reading, editing and revising
- **Computation**
 - **Quantification** – ability to read and write numbers, place in sequence and determine whether one number is smaller or larger than another
 - **Computing** – ability to add, subtract, multiply and divide
 - **Measurement and estimation** – ability to measure time, distance, length, volume, height, weight, velocity and speed
 - **Quantitative comprehension** – ability to organize data into quantitative formats
 - **Quantitative problem solving** – ability to recognize and set up the problem and compute the answer

Learning to Learn: understanding the principals and methods of how to learn

- The cognitive domain of skills we use to collect, know, and comprehend information
- The psychomotor domain of skills we use to control our bodies in order to accomplish tasks

- The affective domain of skills we use to know, understand and respond to feelings and behaviors

Communication: speaking and listening

- Non-verbal skills: body language and appearance
- Vocal skills: rate, pitch and loudness
- Verbal skills: language skills

Adaptability: problem solving and creative thinking

- **Problem Solving** – bridging the gap between what is and what ought to be. The ability to recognize and define problems, invest and implement solutions, track and evaluate results
- **Adaptability: Creativity Skills** – the ability to solve problems creatively using creative thinking, inventiveness and innovation

Developmental Skills

- **Self Esteem** – ability to maintain a realistic and positive self image
- **Goal Setting** – ability to set performance targets that are consistent with goals for personal development
- **Motivation** – ability to translate work into an instrument for the development of the self and realization of potential
- **Personal and Career Development** – ability to adapt to changing work environments in a way that ensures employment security and the fulfillment of personal potential

Group Effectiveness

- **Interpersonal Skills** – ability to judge appropriateness of behavior, cope with undesirable behavior, absorb stress, deal with ambiguity, share responsibility and interact comfortably with others
- **Negotiation** – skills to overcome disagreements by compromising, accommodating and collaborating with others
- **Teamwork Skills** – ability of groups to pool human talents to pursue common goals

Influencing Skills: organizational effectiveness and leadership skills

- **Organizational Effectiveness** – ability to work effectively in the context of explicit and implicit organizational cultures and subcultures
- **Leadership** – ability to influence others to serve the strategic purpose of an organization or the developmental needs in an individual

Appendix D

Learning for the 21st Century

The Partnership for 21st Century Skills identified six key elements of 21st century learning:²⁷

1. Emphasize Core Subjects

The No Child Left Behind Act designates these subjects as essential for U.S. students:

- English
- Reading or language arts
- Mathematics
- Science
- Foreign languages
- Civics
- Government
- Economics
- Art
- History
- Geography

2. Emphasize Learning Skills

Students need to know how to keep on learning continuously throughout their lives. Command of learning skills will help them do that.

- Information and communication skills
- Thinking and problem-solving skills
- Interpersonal and self-directional skills

3. Use 21st Century Tools to Develop Learning Skills

Skilled 21st century citizens need to be literate in information and communication technologies (ICT). ICT, defined by the Programme for International Student Assessment (PISA), is “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.”

4. Teach and Learn in a 21st Century Context

Students and, ultimately, businesses benefit when academic content is learned through real-world examples, applications and experiences.

5. Teach and Learn 21st Century Content

Three emerging content areas critical to success in communities and the workplace are not currently found with any depth in today’s curricula. Curriculum designers are encouraged to incorporate these important content areas:

- Global awareness necessary for
 - living and working in diverse communities
 - collaboration and communication across boundaries
 - working through complexities of differing points of view that spring from different parts of the world
- Financial, economic and business literacy necessary for
 - personal prosperity
 - contributing more productively in the workplace
- Civic literacy necessary for
 - informed participation in the political process

6. Use 21st Century Assessments That Measure 21st Century Skills

Standardized tests measure only a few skills and only some of the knowledge necessary for 21st century success. A balanced and increased sophistication of assessments to measure student mastery and effective classroom practices is imperative.

ENDNOTES

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- ²¹ The Commission on Excellence in Education, *A Nation at Risk*, Recommendation E section, para. 15.
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- ²³ “...habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to

offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks.” (*Understanding University Success*, 8).

- ²⁴ “...critical skills include the ability to express one’s self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions independently...” (*Understanding University Success*, 8).
- ²⁵ Secretary’s Commission on Achieving Necessary Skills, *What Work Requires of Schools: A SCANS Report for America 2000* (Washington, DC: U.S. Department of Labor, June 1991), <http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf> (accessed June 5, 2004).
- ²⁶ A. P. Carnevale, *America and the New Economy* (Washington, DC: The American Society for Training and Development (ASTD), U.S. Department of Labor, Employment and Training Administration, 1991), http://wdr.doleta.gov/opr/FULLTEXT/1999_01.pdf (accessed July 10, 2004), 108–121.
- ²⁷ Partnership for 21st Century Skills, *Learning for the 21st Century* (Washington, DC: 2004), http://www.21stcenturyskills.org/downloads/P21_Report.pdf (accessed June 3, 2004), 4–5.

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