**EXAMPLES OF WHAT MIGHT BE DONE**

- Set high standards that can be measured to reward high achievement.
- Emphasize that education is an individual privilege, not a right.
- Emphasize that hard work is expected in school.
- Tailor education to job opportunities for global competition, particularly in math and science and their applications to technological advancements.
- Emphasize going to college to prepare our young people for even further achievements.
- Keep young people who are not willing to compete for achievement from distracting those who are.

**CONSEQUENCES TO CONSIDER**

- Lessens attention to desired qualities that cannot be easily measured; fosters “teaching to the test.”
- Appears to contradict mandatory attendance requirements for community purposes of public schools.
- By emphasizing hard work and achievement on standardized tests, other softer skills may be neglected.
- Some needs of businesses and industries are not globally competitive but are important to the local community.
- Neglects numerous jobs that need to be filled that do not require a college education.
- Places burdens on community resources to deal with those who are not kept in schools and become even greater problems for local employees, social services, and law enforcement.

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**EXAMPLES OF WHAT MIGHT BE DONE**

- Implement school-based early childhood education programs and pre-K initiatives to help young people prepare for success in school.
- Emphasize special literacy education where needed prior to fourth grade and remedial reading programs after fourth grade.
- Do not assume that everyone should go to college; offer career tech options, credit for work experience, and student informed education plans.
- Institute positive discipline and truancy diversion programs, including resource and discipline education for parents.
- Broaden sports programs and other extracurricular activities to keep young people engaged in their school and schoolwork.
- Develop additional pathways to graduation such as drop-back-in academies and other programs to make it easier to come back to school.

**CONSEQUENCES TO CONSIDER**

- Lessens attention to desired - Not everyone agrees early childhood education programs are effective, and they cost money and personnel resources.
- Schools may not have the funds and personnel to offer such programs.
- May put artificial limits on what individuals can achieve through competition, harder to standardize reports of results, takes time to make qualitative assessments.
- Intrudes on responsibilities that families should bear and takes teachers away from teaching.
- Not all students may be attracted to what programs the school emphasizes, and expanding programs costs money and other resources.
- The public may not accept major changes to the way schools operate, leading to public backlash against schools.

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**EXAMPLES OF WHAT MIGHT BE DONE**

- Institute early childhood education programs and pre-K programs outside the schools.
- Develop privately delivered literacy and remedial programs.
- Involve more parents, grandparents, and other adults in delivering school programs and serving as role models.
- Make more use of libraries, museums, and community programs for arts, music, hobbies, recreational pursuits and other activities not offered by the schools.
- Provide more governmental and volunteer social services to address problems with substance abuse, juvenile delinquency, and dysfunctional families.
- Provide more individual and community mentoring of young people who need hope and encouragement.

**CONSEQUENCES TO CONSIDER**

- Results in unequal opportunities for all children; may be uneven in quality and cost.
- Again, results in unequal opportunities depending upon who conducts such programs and who has access.
- Increases administrative burdens and takes teachers away from preparing students for standardized achievement tests.
- Community may have to take time, effort, and resources to expand these opportunities, and some community members may feel underserved by such programming.
- Expanding social services may result in significant tax increases and/or further community resource investment.
- Takes time and energy and may lead to stressful interpersonal situations and relationships.