

The Parent's Educational Improvement Plan

by

Jesse W. Brogan

The People's Engineer

This work documents one aspect of a larger engineering study based on performance of humanity, the application of efficiency engineering to human civilization. This specific effort is built upon recognition of the forces that have consistently worked to the detriment of civilization; and the most damaging of these is "division." Isolating and classifying people does not support humanity, nor increase the benefits of civilization. Nowhere has the damage been more serious than in education, where educators have consistently, and often intentionally, used the educational process to separate children from their parents. The cure is to correct our system of education to where it supports humanity; with recognition of that one great unifying understanding:

**THERE IS ONLY ONE PARTY IN INTEREST,
AND IT IS US!**

The Parent's Educational Improvement Plan

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The Management Upgrade Shop is the business name of OEE, Inc., a corporation doing business in Maryland, USA. OEE, Inc. has the purpose of presenting and promoting management engineering, the application of industrial engineering principles and approaches to larger performance entities. It specifically promotes the writings of Jesse W. Brogan, the Father of Management Engineering, and recent developer of The People's Engineering, which approaches public organizations as operating entities.

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The Parent's Educational Improvement Plan

INTRODUCTION

Challenge

In the 1950's, how many students went through school and still came out functionally illiterate? How many couldn't sum a simple column of numbers? How many didn't know the states of the Union and most of their capitals, and be able to point them out on a map?

These basic tests are now proving too challenging for a surprising number of graduates. Instead of students being accepted into college ready to start their classes (as was formerly a grade-school function), we have to provide "remedial" classes to get them ready after they have graduated from a twelve year program.

Something is wrong – bad wrong. Instead of increasing the quality of education, quality seems to be going the other way. Where educators might blame it on the students, and the way they are brought up today; this doesn't address how other nations seem to be gaining education even as we are losing our way.

Performance Engineering

The answer is found in management engineering, an extension of the industrial engineer's performance expertise to address school operations. School management and administration are given the common purpose of management; and are called upon to gain performance through those who work for the school. In the challenges noted above, we have growing expenditures in time and tax dollars; and falling performance. School management is now, and has been for a long time, in a state of performance failure; it is gaining less and less performance through operating the school.

Performance engineering addresses basics, things like a performance product; something that has to be delivered to those outside the organization to earn operating income. What we find with the modern school management is a lack of basics. There is no accepted and measurable difference between the successful and failed operation of the school. There is nothing that the school leadership is required to gain through the efforts of those operating the school in order to demonstrate a success.

Once this observation is before us, the direction for solution is not that difficult, it starts with establishing a good definition for successful performance in terms of what comes out of the school, and then holding school leadership to task for gaining that performance result. This process and approach is called management; and more specifically, senior management. Management engineering is support for senior managers as they gain results through those who perform the management function.

Everyone seems to recognize the need for real metrics, and there are no end of efforts to establish them; but somehow there is never agreement on what a school is to

accomplish. Our various elements of government, lacking any good foundation for establishing such metrics, has ended up asking the educators to come up with their own measures. These have been applied, but the education provided in our public schools is still slipping away, even as the educators in charge demand recognition of their expertise.

And this was the state of things until the advent of management engineering; the application of performance engineering to the structure and operation of larger organizations. More to the point, we now have engineering application to the performance of public entities, including public schools.

In this application, we find potent new understandings. For example, **the public is the only party in interest**; and what the public values defines the difference between success and failure for the school. In this new application, we have a people's engineering; and this is technical support for the public as it gains performance through public educational institutions.

Dress for a wild adventure in management, for our path to school performance carries us far from any of those well-trod paths of the past. We strike out into the unknown, but with the guidance drawn from 80 years of successful performance engineering in other areas.

Consider that our common metrics for education have been based on testing and ranking students. These metrics do not measure the school, so much as measuring students against each others. What possible school performance could be measured by such metrics, by an ability to promote some students over others? Comparing students between schools is little better than measuring whether one school is more effective than another – and making one school better than another is certainly not any valid public purpose. Any educator who claims this as a purpose for public schools should be removed from his or her position of authority.

The very idea of measuring school performance in any consistent way appears to be anathema to the modern educator.

1. EXECUTIVE SUMMARY

THERE IS ONLY ONE PARTY IN INTEREST. That party is the public. Government, which also represents the public, cannot be a separate authority. The part of the public that both pays for education and receives the value of education is the parents of school children. As they represent the public, a gathering of parents for a single school will represent the whole public served by that school. School performance can only be measured effectively by what these parents receive as value.

The observation is that parents have not been treated as either the customers or the owners of the public school.

Engineering provides performance orientation with general techniques and approaches that yield effective and efficient performance. These are techniques such as value diagrams that make operating relationships obvious. There is the Pareto Principle or 80-20 rule that defines the ability of some people to represent a larger group. There is the need for stated product with valuation by customers.

To this, we have the general approach to customer value that the public receives. It requires measuring performance from year to year – with success defined as increasing performance. Efficiency is measured year to year as accomplishing success at reduced cost. Value is also measured as generational increase in measured performance; parents seeing that their children learn more and better than they did.

The school is to be improving what the public values. This is preparing the next generation of citizens (meeting public needs for education) and enhancing the personal ability of the student to be an effective part of our nation. The school is to develop skills and abilities in the student to eventually earn a living and raise their own children

Management engineering has answers that make sense; the parents, as the true representatives of the public, fill the missing senior-management position. They provide direction and evaluation to those who work in the public school, and attend to interaction with the state.

There is more. This is an outgrowth of efficiency engineering; and there are things that the parents group, representing the public, can do to assure rapidly rising performance. It starts with teaming for performance. It includes teachers teaming with the parents and the students to gain results that cannot be accomplished in the current authority-structure educational effort. It includes tapping into peer pressure as a major part of teaming, rather than trying to limit or control it. It includes accepting the parents as the effective customers and representative owners of the local school; and the only ones who can value its products. It includes performance measures.

And true to other common engineering applications, there is the issue of tools, of ancillary documents to aid the teachers, parents and others in implementing massive improvements to our entire system of public education.

2. AN ENGINEERING FOUNDATION

Basic Engineering

Engineering is defined as the art and science of finding practical solutions to real problems. It can be technical, as with most electrical engineering; or it can be somewhat permissive, as with industrial engineering. The key to understanding engineering can be found in its address of purpose; it always starts with a real problem that someone needs to solve.

The engineer does not solve the problem. The engineering is technical support for the one who has the problem; and it provides that someone with what they need to discover and implement a practical solution. The engineer is service oriented; and supporting the needs of another person or group is both a science and an art. There is a scientific or knowledge aspect; and there is an aspect of artistic service, which is usually more personal and attuned to those who have the problem.

The Industrial Engineer maintains expertise in performance. This specialty addresses the gathering of men and equipment to meet productive requirements. It provides a production manager with what he or she needs to gain a productive result through those who work for that manager. It deals with effectiveness and efficiency in the structure and operation of productive efforts.

Management engineering is a relatively new extension to our traditional performance application, addressing larger organizations; and it serves those who have something to gain through the structure and performance processes of the larger organization.

The People's Engineering is a new management engineering application. It is applied to those areas where people are the ones who have something to accomplish. It provides common people with that they need to gain a desired result through larger public operations. It addresses the problems recognized by people, providing them with what they need to do and to gain a practical solution to their real public problems.

When applied to the challenge of a failing public school, we have a basis for examining the performance of the school with an eye toward accomplishing a reversal in its performance decline.

Behind all engineering, we have a combination of historical knowledge of what works and performance measures that are based on understanding value that should be gained. We have both lore and science; and engineering honors both.

The lore from efficiency engineering has been gathered and tested for almost a century. It has to do with knowing how to establish performance units, arrange performance efforts, and measure what performance units accomplish relative to what they consume. It has to do with knowing which processes generally lead to performance; and how to structure men and equipment to support effective performance processes. It includes basic intelligence in approach, as in not trying to measure ineffective or inefficient processes; but first finding an effective process to measure. It includes looking at all efforts as being oriented to some valued performance.

Customer-Product Analysis

Measuring the educational performance has been a challenge subject for many decades, but real performance metrics have never before been identified. We are doing something new in this paper; and there must be something new to make it possible.

Management engineering was initiated to address the effective and efficient operation of larger business organizations. We begin the engineering study of education with the previously unthinkable concept of the public school as a performance organization. Describing an educational institution as an operating entity opens the way to establish the school's operating requirements. Any organization's operation includes something of value that is to be produced for those outside of itself; performance engineering insists on delivery of an educational product that has value.

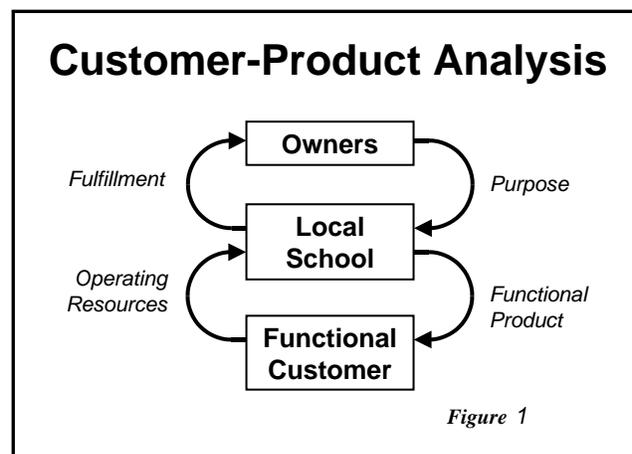
Our educational purpose must be inherent for an organizational performance unit that provides the valued product. In simplest terms, our educational organization is the local school, a place where our youth receive the product of the educational effort. To be effective, educational performance must be measured at the level of the local school.

Management engineering provides the means to define that educational purpose using the engineering technique of customer-product analysis. This starts with identification of 'functional customers,' a well-defined and engineering-specific term. To find the functional customer, follow the organization's incoming resources to their source; and identify those whose decisions are effective for providing those resources. These will be the functional customers, the ones who have to be satisfied that the school is producing sufficient value to justify the school's funding.

We have (*Figure 1*) public officials (possibly within the school system and also county officers) who receive each individual school budget request, and who make determinations on what public funding will be provided to the school for its operation. Those public officials are, by engineering definition, the functional customers of the local school.

The next effort is to establish the product. Whatever meets the two criteria of coming from public school operation (being generated by the local educational process) and being received and valued by the functional customer, is defined to be the school's 'functional products.' These functional products are what the school must deliver to its functional customers to support their resource decisions.

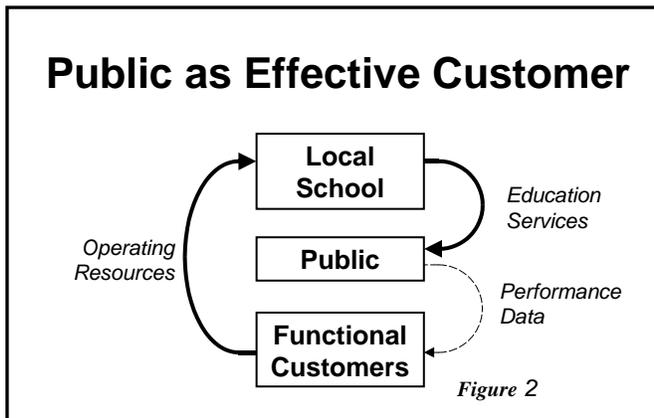
We have many challenges to using this model in its simplest form. This logic was established to address profitable businesses, where the functional customers make purchase decisions to evaluate performance. The school doesn't have any regular educational product that it delivers to its functional customers. It has some administrative information that it can provide, and it has public opinion that can be



gathered in support of its efforts; but these are not productive outputs from operating the educational process that defines the school as an operating entity.

To find the functional product, we must (*Figure 2*) include the public. The public does receive the output of the educational effort in terms of impact on the youth who are educated. Any delivery of product to our functional customer will have to come to those decision-makers through the public.

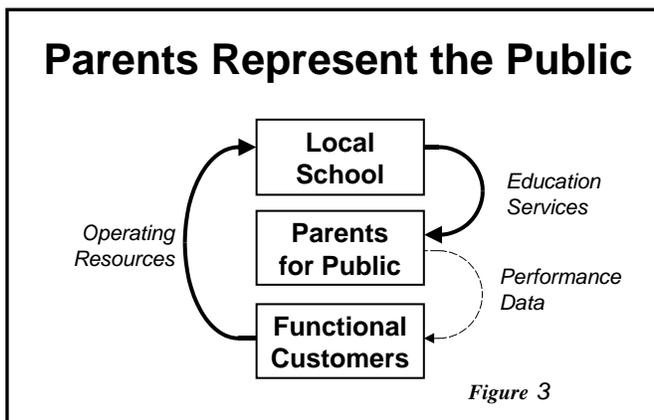
As these functional customers are public officers, they then function as the agents of the public for the purpose of funding the school's operations. The public is the effective customer who receives school product on behalf of the functional customer; the public should value the educational product in support of the functional customer's funding decisions.



With this, we have the ability to define the operating purpose of the school; and it will be inherent in the school's relationship with the public it serves. The public will effectively buy the educational product through having public officers fund school operations. In an alternative viewpoint, the operating function of the school is to convert public resources into educational products that the public will value.

With this (*Figure 3*), we have taken that all-important first step into defining the business-of-education that must be accomplished through the operation of the local public school. We have used the engineering tool to define and establish an operating performance process that is not only new, but has the potential to define performance so that it can be measured.

In better accord with reality, the entire-public funds the public school, but only the children, and parents of school-age children, are in any position to directly receive the value that the school produces. The children are not able to properly value what they receive, so the parents are the effective customers who will value education on behalf of the larger public.



Students in the higher grades may be able to do some intelligent valuation, but they do not fund the effort. The parents of students, not the students themselves, are the effective customers of the operating public school.

In general, these parents will represent the whole public when it comes to valuing what the school produces. The functional purpose of the school is converting public funding into educational results that parents can value.

And this gives us an operating principle that guides us in dealing with the educational system as a business. The school's performance metrics must go to parents of students; and can only be effectively evaluated by those parents. School metrics will have to be designed for parental evaluation.

In another direction, parental value determinations need to be the chief value indicator for public officers in their funding-related decisions for any school. Also, performance metrics deal with both cost incurred by the public and benefits received by the parents. Operating-cost and educational-product are the foundation for both effectiveness and efficiency metrics for local-school operation.

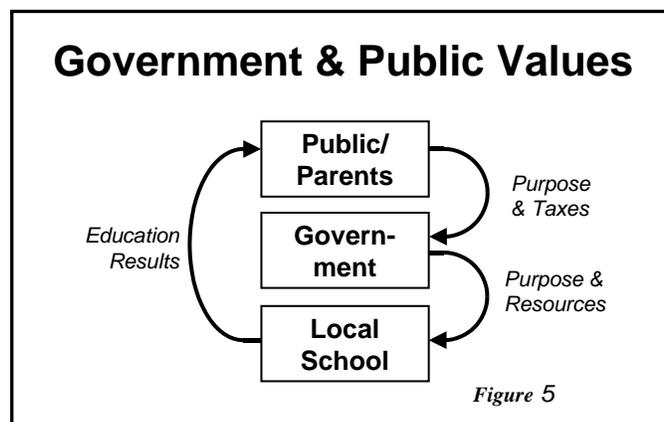
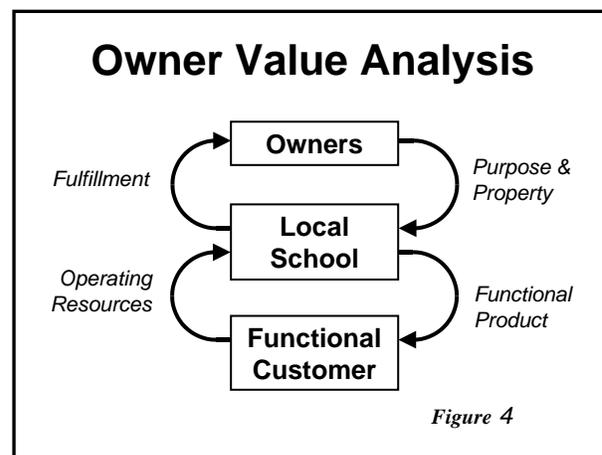
We also have (*Figure 4*) an owner relationship that must be considered. The local school is owned by a local public. The public owner pays for it; and the public has authority over not only the school resources, but also its operation.

A business owner also defines the purpose of any business. Those who work in the business, also work for the owner; and not for themselves, or even for the customers.

It is the public who will determine the direction for school performance. The public will own, and has a right to exercise control over, the total resources of the business of education.

The public school (*Figure 5*) is a government entity, and it is owned by the local public served by the county or city government that exercises direct authority over the school.

Again, we have a new understanding of value relationships where the public needs to be in the middle to have proper effect on the flow of value. The public is the entity that has a purpose to be served, and the government is the public agent for serving the purpose of the people. It is the people, not just the local government, that are to receive the benefit of having a public school. The public school is public property. The employees of the public school are public employees. The purpose of the public school is a public purpose.



As with customer relations, the government and its officers are agents of the public for the purpose of providing direction and purpose to public schools. The public provides that purpose, and the government implements and supports that purpose on behalf of the public.

We then find a situation similar to that with customers when we address ownership. The ones who see where the public school is producing to purpose are not the general public, but that portion of the public that observes the result of its activities. The parents of school children are the effective representatives of the owner of public schools. The parents of school children are the effective source of purpose that should drive the school in its use of public resources; and the parents are the effective representatives of the owner to whom school employees must answer.

The most immediate observation from this analysis is that the parental authority is not being recognized either as owner or as customer in the current way that we address public school operation. Our practical solution to school-performance problems will involve arranging for the effectiveness of parental authority over school direction, and the effectiveness of parental evaluation of school performance to accomplish this purpose.

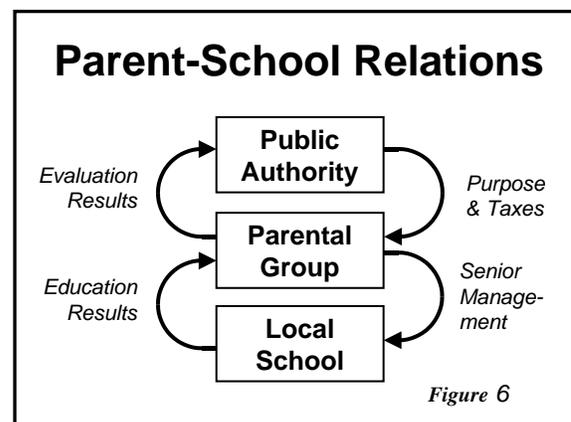
It now becomes effective to look at what we want the parents to accomplish as representatives of the school's public customers, and as representatives of the school's owner. We want parents to provide the local school with purpose and guidance; and we want them to evaluate performance results. In short, we want the parents to gain performance through the efforts of those who operate the school.

This is also our definition of senior management (*Figure 6*); and it relies upon the parental purpose to give meaning to public education. The parental purpose is accomplished by parents providing senior management over school operations. They will give the school direction and guidance and will evaluate its productive result.

Government is still needed to implement the larger public interest, as in control over total public resource consumption, but the operating decisions need to be made by the school under the watchful eyes of the parents.

I must note that this is not any need to provide and man a parent-office within the public school. We already have some senior management function being performed directly by public employees, and our first effort simply shifts some decisions to direct parental effort.

The public employees within the school operate that school. The public officers outside of the school are the ones who make larger decisions on the use of the public's tax dollars. Parents fill in the missing internal management function on behalf of the public. They should be making performance-based decisions that request funding on



behalf of the school. The school budget should pass through the parents to those in the public who will provide school funding.

Local resourcing decisions must pass through the parents if they are to be properly managed. The parents should approve the budget that is generated by local school officials. The parents need authority to direct any and all changes necessary for either focus on school mission or for assuring the generation of value as recognized by the parents.

The local school officers should be required to get parental-management approval before expending or using public resources in a way that is outside the budget or mission as authorized through parental-management approval.

Other highly-likely candidates for parental-management activity include hire/fire decisions and discipline of students. While it is likely that most decisions will continue to be delegated to the senior school employees, they should all be subject to review by parents in their management capacity. Serious disciplinary decisions need to be made by the parental authority, where it is no longer subject to external challenge.

I would note that this immediately cuts off most external suits by third-party groups against the public school. Suing the parents in their capacity as public representatives is likely to end up very badly for outsiders. This not only puts the parents more in charge, but solidifies the authority of the school to deal with public issues that effect educational performance.

Introduction to How To

Before going further, we have to address another aspect of public education, the ability of the parents to perform the management function.

First, we have identified a few key performances; these are not any full-time performance effort, but occasional requirements that will normally be of importance to parents in assuring the quality of education that their children receive. Parents can meet as required.

Then we have the nature of parental involvement, which is inherently voluntary. We have parents who will be there whenever needed; and we have others who will only involve themselves when they have some issue or concern. Others will not choose to take part at all.

This is the nature of the public, and those parents who gather for any purpose are the ones who are so concerned as to volunteer their time, attention and effort. They are the ones who will best represent the larger group of all parents. The parental group that gathers, whether as a PTA or other group, are the ones who will provide the core representation of the public interest.

The question of why anyone would listen to such a group, and to what it wants, goes immediately to the ability of these parents to represent all parents of the school's students; and the public that is entitled to be represented. They are, as to school performance and cost, better representatives than anyone who has been elected to

general government authority. They are better representatives than anyone who has been hired to function as a part of the school.

In more practical terms, these active parents can reach every parent of any student in the school, and probably receive almost unanimous support. They can, through requesting the same, reach the family, friends and neighbors of these parents. This is an ability to reach the public that no political leader can even approach.

When gathered and aware of their public representation, these parents are the most potent of all political forces. Where the public, as represented by parents, and the parents as represented by their voluntary gathering, determine to be in authority over the budget and expenditures, or to review hiring and firing decisions, who is there who will resist? The politician who goes up against the parents is likely to take serious damage to his or her political base. Any public employees who deny them should start making out their resumes. The third-party group that would interfere may well find their ability to continue as a public corporation being denied.

Introduction to Performance & Metrics

Engineering performance is based on what comes from the organization and is delivered to its customers. The performance purpose of any organization is converting its incoming resources into its valued products. The valued products will be what the customers value, as represented by what parents value; and the gathered parents will represent the public in that valuation.

We have defined the problem as a loss in performance represented by loss of educational result through time. The obvious solution is a gaining in performance as time passes. In this, we have two general purposes. The first is gaining in performance from year to year. The second is gaining in performance from generation to generation.

Engineering also has an unyielding rule that guides this evaluation. If there is no measurable gain in performance, there is no gain in performance. The purpose of metrics is evaluating performance; and only where metrics indicate that there is performance will there be performance.

Measuring some students against other students in what they accomplish will clearly not indicate any improvement in the overall education provided by the school. Measuring how well some program or teaching discipline is performed is ineffective in measuring performance changes through time. Performance is measured by the value of output, with valuation based on what parents receive.

Engineering metrics are potent when it comes to results.

Evaluation of public employee performance is also included in performance metrics. If the organization succeeds, then the employee efforts have also succeeded. If the organization fails to perform, then the local management over the organization's operation has also failed to gain performance through what it manages; and it has also failed.

Putting parents in charge, and giving them metrics to evaluate the performance of both public employees and the school provides those parents with sufficient operating management tools to support a change in performance direction.

The metrics for short-term performance are measured annually, and must indicate that there is an increase in the value received by parents; and that increase should be measurable by the parents through the metrics selected. The metrics for long-term performance will compare the experiences of parents in their learning with that of their children. It will also have to be measured.

Performance metrics may come through testing students annually, but will not address their grades. It will address the educational result generally achieved by the public from the educational efforts of the school.

The most immediate result from shifting focus from 'what students accomplish relative to each other' to 'what they accomplish as compared to prior classes or generations' will be to put the performance responsibility upon public employees, teachers, principals, and others who provide that educational experience. The employees whose classes show regression instead of progress will be subject to correction or replacement. If employees cannot deliver value, there is no reason to maintain their employment. If the school leadership cannot help its teachers to provide performance, the leadership is not performing its function.

Intelligent performance metrics will provide the foundation for shifting the focus from the processes of teaching to assuring performance outputs, a change from operation to results. It will focus the teachers on serving the parents in assuring the education of students. It will focus the administration on serving the teachers in assuring that same education. It will focus the parents on supporting the teachers and administration that delivers value to them as parents. The change will support correcting or replacing those public employees who fail to provide acceptable educational results.

The good news is that this drastic change in definition of performance will have a drastic change in performance activity. Much of performance engineering relies on the observation that people hate to fail. The teacher who has to perform finds ways to be a success. The administrator who has to have teachers succeed finds ways to support them in doing so. People are responsive.

There is still more good news in the application of basic efficiency engineering. We have a body of expertise that is able to address how we effectively and efficiently gain results through the efforts of people and equipment. This has not been applied to our failing educational system; and most certainly not applied using our new definition of educational performance. When it is applied, we will have a new ability to be efficient and effective; and it will almost certainly provide for a remarkable initial increase in the educational result. We will have every reason to expect that the resulting change in direction will all but assure both short and long-term increases in measurable performance.

As a historical note, when this engineering logic and approach was first applied in the production environment, it led to more than doubling the value of productive output being generated, even as it increased the value of workers and managers to the

productive effort. Increases in effectiveness and efficiency are generally of value to everyone involved.

The Pareto Principle

One of the most remarkable advances achieved by management engineering is the use of the Pareto Principle to provide definition to “the public.”

The Pareto Principle, often called the 80-20 rule, was found by an early economist who noted that 80% of the wealth of the people of Italy was controlled by just 20% of the people. This was later expanded by industrial engineers to address performance errors. It was also observed that 80% of performance-process errors could be handled by addressing just 20% of the causes.

Management engineering, the expansion of industrial engineering, recognizes that this result is actually a general observation for all normal populations; it is an observation that applies to all things that are human. In specific, there is a normal variation of 20% from any human determination of value. If you find where any valuation is accepted by 80% or more of the public, it is effectively a unified acceptance. You can state that the public accepts that valuation.

For those who are more statistically sophisticated, a one-sided one-sigma variation from a mean has approximately 18% of occurrence outside the metric. It is pretty close to Vilfredo Pareto’s original observation; and the 80-20 rule has proven sufficient for most engineering applications in the production environment.

In dealing with groups of people, we deal with normal populations; and the use of the Pareto Principle is appropriate. What 80% of the people value effectively becomes valuable to the whole people. In this case, any educational result that 80+% of parents consider to be more valuable than the cost incurred is a valued educational product. If 80+% of the parents evaluate the result as an improvement over previous performance, it is a performance success for the school, and also for its employees.

Still more on point, this population of parents can be approximated by a sample, as in a gathering of parents. These gatherings will be such as are found in a PTA or other parental group associated with an individual school. Our metrics are to be measured by these gathered parents; and the metrics will give the school and its officers their effective performance report card. In the gathered parents, we have an effective public representative; and it is a representative that is better aligned with the public than any elected official, or than any school board, when it comes to educational cost and benefit.

As a final general observation on performance, educators are constantly making changes. If these are yielding improved education, they should be honored; if they are causing losses to results, they need to be abandoned. One of the purposes for establishing metrics is to be able to evaluate the success or failure of specific acts in accomplishing educational improvement.

There is also the natural challenge that the gathered parents in such a group do not actually represent the whole group of all parents. The answer is not one that honors the observation, but challenges anyone who feels this to be true; it tells them to find a better

representative if they want to raise the challenge. These gathered parents are those that are most active in representing the rest of the parents. If someone wants to raise up a challenge, let them gather the rest of the parents.

Evaluation Criteria

80+%	Value assured
50-80%	Popular opinion recognized
20-50%	Unpopularity recognized
20-%	Value denied

With this division of evaluation into classes, we have a general engineering guidance for those who will provide and manage over educational efforts. Where value is assured or denied, all can proceed with boldness. Where there is simply popularity, people are to proceed with caution because the public is not fully behind their efforts.

The fundamental engineering guidance is to seek out those areas where value is either assured or denied; and to avoid committing great efforts based on popularity.

We will have two general areas for Pareto-Principle application. The first will be in the educational process that generates valued products. The second will be in the operation of the parental group that provides senior management over the school as it performs its functions.

2. ESTABLISHING THE METRICS

Getting into the nuts and bolts of performance management, we have to address the actual metrics that we are to apply.

The first engineering observation is that only parents will be able to effectively evaluate these metrics. Parents are the effective public representative; what they see as value, will be what the public sees as value. If they do not recognize value; then there is no value.

There will have to be an effort to seek and gather parental evaluations.

Metrics in General

What is it that the public will value? What is it that parents will accept as valued products of education provided in the local school?

Past and present educational performance has been offered up as percentile evaluation of student results. This approach, looking at how students compare to each other, is beyond being merely unacceptable; it is an encouragement for incompetent management. The effort to make everyone's students better than other parents' students not only earns the righteous indignation of all parents, but should receive active censure from both social and political leadership as denying any valid purpose for a system of public education.

We have two general foundations for educational value; accomplishment and improvement. Accomplishment is used to measure products that have value determined by meeting recognized needs; if the need is met, the value is provided. Accomplishment metrics have natural pass/fail criteria. Improvement metrics are used to evaluate products that have variable value. Improvement metrics have relative value only; and generally indicate success or failure by whether there is a value increase that justifies the cost of implementing the improvement.

In delivering what parents will value, we will find both recognized needs that should be satisfied, and products that are valued for quality and quantity.

It is important to note that all educational products will be valued by parents; and that neither educators nor functional customers will be able to value these except as they rely upon parental input. Our current efforts, often being measured by educators, do not measure performance. Student progress measures do not directly measure what the public values.

For meeting public needs; effectiveness metrics address pass/fail criteria. Failure to meet a recognized need at the appropriate level is a performance failure; and success at meeting the need is a performance success.

We also have efficiency measures for accomplishment-based performance, but these go to cost rather than product. The efficiency of performance is increased by meeting needs at reduced cost. In the reverse, an increase in public resources consumed can only be justified by an increase in the value that the public receives.

Efficiency Measurement Rule:
**An effort cannot be measured for efficiency
 unless it is already effective.**

The second class of product, variable value, is more subjective. The challenge is parents recognizing some increase in value that they receive as greater than any increase in cost. These are natural efficiency metrics; and the result can only be evaluated effectively as investments in education. These, as all investments, are evaluated by comparing cost and benefit.

We then have a natural foundation for measuring success. Operational success for any school is meeting needs, and increasing the value of results received by parents relative to what the education costs. As a reminder, value received by parents is what parents measure, not what a school or school system measures of its internal processes or student progress.

We also assume the two obvious levels of variable metrics, short term and long term. The parents have every reason to expect an increasing level of value from educational efforts as years pass and as we learn more effective ways to educate our youth. Parents also have every reason to expect that the education their children receive is better than what they received when they were young. For parents, short-term is between class-years and compares results for one class year with the previous class results. The long term addresses generational changes, changes between results when parents were young and results for their children, perhaps twenty years between measures.

Performance Measurement Rule:
**If you cannot measure the improvement
 There is no improvement.**

No matter how we measure educational result, Improvement is always measurable. The operating rule is definitive. Even between class years, there is only an increasing educational result where the parents can see (and measure) the improvement.

Measuring inter-generational improvement will be more of a challenge. It can only go to areas where measures taken for a past generation can be updated and repeated with current students. Comparing Scores from twenty years back to scores on updated tests might provide this type of information; otherwise, we must rely upon what parents remember.

Clearly, one of the most important actions for the measurement of education is to establish tests or measures today that can be repeated next year and well into the future.

To answer the question of whether some measurement addresses value, the parents are the ones who determine value. Applying the Pareto Principle, If 80+% consider the metric to indicate value, then it does by definition, indicate value. No

matter what the test or observation, if the parents recognize value at this level, then it is an effective value measure.

Where we have no tests or observations of educational result, it is necessary to start the evaluation so that it can be used in later years to indicate improvement or loss of educational effect.

The method of evaluation is also established using an application of the Pareto Principle. There is a natural 20% variation in human efforts. If more than 20% of students do not demonstrate the necessary and expected educational result, then the school's educational effort has failed. That educational failure will then have to be addressed by the parents back to the school and its public employees for corrective action; and also be noted back to those who fund the school on behalf of the public.

Performance Measurement Areas

One of the obvious sources of public evaluation is public purpose. There are things that are essentially universal that are to be accomplished in support of raising the next generation of citizens. The student is to learn to be an effective member of the public. There is to be a certain baseline of knowledge of subjects like history and geography. There are minimal skills such as basic arithmetic that are to be gained during recognized age periods. There is basic literacy and ability to write and express intelligence in speaking. There is basic civics and understanding of our citizen relationship to government and to each other.

The other obvious source is the personal value of the graduate. This student-oriented measure addresses the student's value in terms of skills and abilities gained, and their usefulness in promoting future success of graduates within our society. This goes to artistic development in speaking, writing, problem solving and working with administrative organizations. It goes to learned tenacity and concentration to tasks; it goes to the peaceful enjoyment of others, both in and out of the school setting. It goes to being an effective citizen, and a good neighbor. It goes to home-making skills and baseline parenting skills. It goes to ability to perform effectively as a productive part of our civilization.

There are public-foundation lessons that need to be accomplished. Measuring performance does not deal with learning what is in textbooks, or learning to apply certain theories. The examination is to measure our foundation for civilization, for national citizenship, and for personal value as the next generation of citizens.

Our history is not subject to change. The history of both our Nation and the World is fact; and the individual facts of which it is made are not subject to revision or change. Those facts which are felt to be most important for value of students as citizens, and for development of personal value as part of our civilization, are to be established for testing on an age appropriate basis. Public education is to bring no less than 80% of the students to know what every student should know about World History and National History.

The same is obviously applicable to political and economic geography, and to basic knowledge of meteorology and other earth sciences that address an intelligent

understanding of the world in which our youth will have to live and prosper. Such valued and pre-defined knowledge is based on pass/fail criteria where 80+% of the students must have gained the baseline knowledge.

We also have civics and basic legal understandings of the political world within which our youth are learning to live. There are understandings that every citizen is to gain in public education. These are what parents will value, not what educators, or even politicians, feel is most appropriate.

We also have a national language, a medium for communicating among the citizenry and for dealing with our government and with each other. The fundamentals of reading, writing and speaking our national language at an age appropriate level needs to be measured. Again, gaining the basic desired effect for 80+% of students of an age is a pass/fail criteria.

To this, we must add public deportment. This is where students learn how to interact with each other, and with other citizens as their political equals. This is learned behavior. An ability to speak to effect, to intelligently discuss our citizen rights and privileges among ourselves, should be considered an age-appropriate basic citizen requirement.

We also have public values in educated citizens. This includes abilities to do those things that are common to gaining a living and adding public value to our nation. This includes essential-minimum value lessons as in how to maintain a home and family, and essential knowledge in taking care of ourselves and family members. It includes essential knowledge for maintaining the physical, mental and emotional health of both ourselves and others in our immediate environment. It includes common understandings for the intelligent handling of money and credit; and for procurement of the goods and services that our civilization provides for meeting our needs and for our enjoyment.

The Cost of Public Education

Public education is not just evaluated for dollar cost and benefit. It is evaluated for all the resources that it consumes, and for all the benefits that it provides to parents. Cost most specifically includes the time and effort of both parents and students that gets committed to the educational effort. Evaluation involves measures for total consumption of these national resources. The standardizing of school attendance (truancy requirements) places a fixed-minimum cost upon parents without reference to value. This is not simply counterproductive; it demonstrates a rejection of customer-value decisions from the only people who are able to value the school product. It represents a cost incurred without any known contribution to value.

The engineer points to this as intentional waste, as an unnecessary and ignorant contribution to educational inefficiency. The parents are the ones who are able to value the cost incurred in the time and effort of themselves and the students, which is expected to be far greater than the time and effort of the educators who are involved in this process.

Direct parental involvement in the educational decision process is not only highlighted, but necessary. If the parents find the use of their time and effort, and that of their children, to be consumed in generation of acceptable value, then the school has succeeded. If they find that the public value, represented by the time and effort of students, is being wasted, then it goes to the operational failure of the school as a public entity.

Source for Testing Materials

Clearly, there are no existing materials designed to the purpose of evaluating the operation of educational institutions. Our standardized tests are there to measure student performance. They are not designed based on what parents value, but on what the educational community, public employees, accept as value from their perspective.

The parents are the ones who determine value; and only with the blessing of parents do any tests have validity in measuring the value their youth have received in their school experience.

We then have two potential sources for evaluation of school performance. We have older and existing test-and-evaluation materials, and we have newly designed materials that are specific to task.

The newly designed materials will be required to measure effectiveness, to measure meeting the minimum requirements that address public needs. Various test providers can be contacted to develop these materials.

These testing materials should probably be in the form of lists of questions or problems to be solved by those of various school grades. Individual test items can be validated by various authorities. Parents will determine the ability of any question to measure what the public will value. The parents can assemble a test from the lists provided.

And to the question of whether schools and teachers are to teach to the test, the answer is that they most definitely should teach to the test. It is their evaluation by the parents that tells the school whether it passes or fails in its efforts; and the parents will assemble the test from the materials that are generally available, or from other sources if they feel there is value in those sources.

Evaluation of these materials should be through a central parents' organization, such as the corporate PTA headquarters for a state or for the nation. Private educational institutions or parent groups may also bid to do the evaluation. These are groups that parents can call upon to validate that materials are properly documented and generally acceptable for use in evaluating educational results.

This evaluation is based on a review of documentation that stands behind the test items, and possibly review of any materials cited as authority.

Also, this evaluation is a valid public concern; and it is to be accomplished with public funding for education. Evaluation of performance is a common management function, and its costs are incurred in the proper and effective operation of public education systems. Parents can insist upon public funding for the development and

maintenance of a list of test questions to evaluate what they receive from the school that is funded from the public that they represent.

When we have a general listing of the knowledge and process knowledge that a student is to gain, we have the basis for not only measuring acceptable education; but the basis for evaluation of that educational effort. We have something for the public to gain through the efforts of those who perform the educational process for the public. We have ability in the public to manage educational performance.

Educational-Improvement is another issue, and another direction for performance. Performance includes Improvement as a major part of the product of the public education effort. The school is to make its graduates more valuable to our nation than were past graduates. Specifically note that this is keyed back to the parents, not to the educational process or educational result as understood by those within the educational system. Value is determined by the public; and the public is represented by the parents of school students.

Improvement is what the gathered parents will value, not what any group of other experts accept as an improvement. It is parents who determine the value that the public receives.

It is up to the school to demonstrate benefit to the parents. The parental function is to value the educational result, not to authorize some change to educational process or direction. If educators do not have confidence that some change will yield improvement, they should not be making the change.

In this, we have two general needs, short-term and long-term improvements. The first can be measured the second year after implementation of testing; the wider improvement is measured using such testing as was documented twenty years earlier.

Short-term improvements can be measured when contemplated. The school can initiate the testing by indication of what the parents should be looking to see improved. They can test at the end of the year preceding a planned change; and will be ready after the change to retest to see if there is any real improvement. This is how the school leadership can establish a beneficial result in the eyes of the public they serve.

Our long-term basis is not so easily evaluated. It requires a similarity of testing between parent-aged public representatives and their student-aged school children. The only possibility involves testing or observations that were collected twenty years earlier. These tests can be updated to reflect similar abilities in current children, or can be simply taken and used.

Again, the evaluation of comparison is for the parents to determine. The question of value accomplished by either approach returns to the parents; and whatever these parents value will be what has in-fact value to the public that pays for the education.

The current focus for the educational measurement of a school shifts from what is available, to what parents value as demonstrating school performance. The educators will have incentive to support the parents in doing a most-effective evaluation of future value delivery.

And now we come to the challenge of the incompetence of the public to measure the results of education. The answer to this troubling question goes to the very heart of the issue of public education. If an education provided by past efforts has left the public incompetent to understand the value of what they receive, then the education has, in fact, failed to provide value. This does not support continuation of past efforts, but total replacement.

Until the education is at least a success in meeting public needs, it cannot be trusted to measure itself. The parents are the ones who have natural motivation to seek out and evaluate proper performance, even if they were not prepared by their public education to fulfill this task.

Test and Evaluation

The test and evaluation of performance is to be a simple and direct process. The parents will select a number of students who they feel to be representative of a class, and they will provide the test questions or situations that they have selected from available lists, and will sponsor and observe the testing.

The use of public facilities for the testing effort is part of educational management, and is to be supported with public dollars, and with resources that have been drawn from the public for education purposes.

Parents will evaluate the results, and may take an active part in the testing.

Students will not be graded on these tests. They take part only as the parent's means for doing evaluation of the school's performance.

Where available, the parental group can compare these test results to prior year test results, or to their memories of what they received at a like age. It is up to the parents to value the effort. They can and should be urged to meet as a body and consider the results of what the public expenditure has accomplished.

Parents who do specific evaluation should be the ones who present the test results to the gathered parental group, and should publish the resulting group evaluation to both the school and all involved parents. Needs for change will be passed to public authorities for consideration in support of future funding decisions.

Any failures will be addressed back to the school officials with parental-group suggestions for necessary action. As this is a senior management effort, such suggestions are the foundation for either school employee actions, or for further employee-initiated discussions on alternatives with the parental group.

This should include both group and individual awards for exceptional performance results; and possible negative consequences for failures. When performance is being measured directly by the public, there are new potentials that have to be evaluated. Teachers and administrators should be paid what they are worth to the educational performance process, not to some scale provided by legislation to all government employees.

We must also handle the knee-jerk reaction of public employees to this concept. *What if the teachers and administrators are doing better than average among all teachers and administrators?*

The answer is that the public will evaluate those other employees according to their own metrics. The public that values what the individual school provides are not in other districts or other states. People from other areas are not the ones who pay for this educational product.

The answer is that the employees in the local school are to learn from others what works best; but are not to receive rewards based on benchmarking their efforts. They are to see to the needs of those who pay the bill. What others are able to accomplish should be approached as opportunities for the local teachers and administrators to improve operation; but responsibility to improve year by year is local.

3. EMPOWERMENT

Parents are the appropriate public representatives for the evaluation and assurance of value from public education. They need to harvest sufficient social and political clout to accomplish whatever needs to be done in assuring the value of the next generation of American citizens.

This is not a public right, so much as a natural trust that falls to parents as the most trustworthy and effective of representatives for their own families.

Governmental Empowerment

Parents do not have to ask for power in government. They represent the public that owns our government, both local and national. They do not ask; they simply pick up the mantle of authority, taking it off the shoulders of any who do not support their rights. For all those who might resist, **THERE IS ONLY ONE PARTY IN INTEREST.**

In this, there are Pareto-Principle considerations. Where the parents have 80+% agreement; the public has a voice and can mandate what it will. Where there is only popularity, they have considerable influence in government, even as any other influential group.

The potency of the parental group is not found in its immediate membership, but in its ability to represent all parents associated with an individual school; and their ability to represent the public that pays the bill for that school's educational effort.

This is greater potency than any publicly enacted school board. This is greater potency than any teacher union. This is greater potency than any gathering of public employees within our schools. It is the people who pay the bill and who can elect, hire or remove public employees and representatives.

Political potency has two sources. It is found through exercising political power. It is found in the threat to exercise political power. The engineering concept of power is ability to get things moving; it is a force that moves things along. Political power is the ability to make things happen in our political institutions; and the school parents have that ability to such great extent that they can do almost anything that they uniformly choose to do.

Consider that the parental group at a school overwhelmingly (80+%) decides on an action that requires additional public expenditure to gain a benefit. They pass this to all parents in the local school, and to those public officials who will have to fund the action.

With this level of support, those in the school who might disagree can come and talk to the parents, voicing concerns; but they are not going to just work against that change on their own. Taking effective action against their public employer would put their continued employment in threat.

Those functional customers who make funding decision are on notice that there will have to be more in the budget to make it happen. They will have to find that funding or go back to the public with options.

Political leadership will back away from this issue; they have no ability to challenge without potentially challenging their public base. They will try to find funding; and might even suggest taxation changes to assure it.

The question of why some more-senior public officer would not intervene to protect his or her own use of funds is simple self-interest. Yes, it might be just one small school making a change; but it is a potential change in every school. If that change has potential for this level of support in one local population, it would probably gain like potential if examined for other schools. Challenging a local population just promotes raising the issue across the political leader's whole voter base.

The potency of the parental group representing the public is that no political leader at any level can afford to be seen as opposing his or her own public. That leads to termination of a political career.

The potency of the parental group representing the public is that no public employee within a school system can afford to challenge the parents gathered with this level of agreement without putting their own employment on the line. The gathered parents have authority to provide senior management to the local school; and no school system employee will interfere without some very substantial reason that can be sold to the parents so that they accept it!

In Loco Parentis

As noted earlier, there is a performance challenge in the form of putting school employees into the position of acting as if they have parental authority. We have seen remarkable abuses of this authority in our more recent history. It has been used to exclude parents from certain socially-correct teaching efforts to which parents would otherwise object. It has been used to protect otherwise criminal behavior by educators from parental knowledge.

The use of the school authority for other-than-educational purposes is also subject to investment analysis by parents; as in the use of the school as a means of public babysitting. This challenges the current approach that includes the warehousing and maintenance of students during pre-set hours in an admittedly expensive classroom setting. The current approach, which includes the intentional institutionalizing of children, needs to be subjected to value analysis to determine whether this is a proper public investment.

The use of the schools for this purpose is certainly of value to many, and should be considered as a basis for investment; but the involuntary removal of basic citizen-student freedoms without approval of the parents is criminal behavior. It is within the definition of kidnapping and/or false imprisonment and should subject all those who engage in that behavior to severe penalties and sanctions.

What is most important in this is a deeper understanding of the *in loco parentis* authority of the schools, where public officials act in place of the parents. Recognizing this school authority as greater than that of the parents is not simply bad law, but a general rejection of both parental rights and student-citizen freedoms.

Children are citizens; and are not to be seized upon except with due process of law. The passage of a truancy law is not due process for institutionalizing a major part of our public. No citizen can be institutionalized in violation of basic freedoms without a constitutional amendment, or a judicial determination that the freedoms of the individual citizen must be surrendered. Until an arrest or seizure is judicially sanctioned, citizens are free, and the freedom of the under-age child is only subject to the responsibility of the parent.

In short, the freedom of a common citizen is a personal right; and it cannot be taken away by anything short of a constitutional amendment. Truancy cannot be legally mandated by passage of any regular law; and our courts have been accessories to the violations that have occurred.

Incarceration is legally recognized as criminal punishment. Due process requires bringing the citizen before an authorized judicial officer to determine if the arrest of that child is proper. In order to interrupt parental authority over an American child, there must be a judicial determination that the parental authority is being abused or has been abandoned. There must be opportunity for a parent or guardian to gain a determination of a jury of peers before this form of incarceration should be legally accepted. That is our law!

In loco parentis authority, now apparently supported by our courts, is being improperly exercised. It is authority that is subject to parental approval. Where the parent chooses to exercise parental authority directly, it is hard to find any valid legal reason to shift authority to anyone else. Certainly, the public's need for educated adults is not any valid justification for a twelve-year sentence upon all under-age school children for 30 hours per week. Only a parent is given that natural authority.

School authority over a child is not just authority. Even if legally granted and supported, it must also include *in loco parentis* **responsibility** to both the citizen-student and to the parents for the proper exercise of that authority. Proper exercise is for public education only, not for sensitivity lessons in political correctness that honors some citizens above others, not for warehousing young people, and most certainly not for ineffective or inefficient educational performance processes.

A truancy law can address only the educational process and the parental care and protection of the child. It cannot legally include providing experiences and lessons when the parents and legal guardians assume their natural *in parentis* authority, denying alternative authority in the school. It does not include any authority to maintain a student's public-prisoner status over parental objection.

If a parent chooses to withhold a child from public education, it can be a matter for public interest based on a truancy law; but it will have to start with recognition of the *in-parentis* authority of the parent. The public need will have to be such that it can override that natural authority, based on the parent not seeing effectively to the welfare of the child.

It is here that our earlier discussion on the value of education takes on new importance. It is only where a recognized public purpose is served that the courts

should recognize *in loco parentis* authority in the school and its officers; and the parents are the only ones who can properly determine public purpose or value.

When this authority issue is straightened out, many of the thorny problems associated with testing children will no longer be of concern. There will be no fairness to examination questions when it comes to any valid public purpose. We will no longer be measuring student performance in place of school performance; and differences between individuals will no longer be the concern. There will no longer be any general question of test validation. The parents of children in the local school will be the only ones who can value the public education their children receive; and they will have final say on whether there is value in any student testing that is done.

There will no longer be a grading issue based on standardizing test results. It is not up to the school to compare itself to other schools, but rather to answer to the past year and to previous generations. The school has to meet minimum parental requirements and demonstrate improvement. Performance has only indirect issue with other-school performances. The comparison is to the past, not to bettering the educational results accomplished in other public schools. Performance is measured by success-failure criteria, not by student rankings.

In another sense, the challenge of granting *in loco parentis* authority is responsibility for performing valued education and for improvement of education. Where there is indication that school is not accomplishing the essentials, or is failing to improve education, lack of responsibility removes the foundation for any *in loco parentis* authority.

In short, public education is not given a pass on authority to incarcerate our youth; it has to function on behalf of the public to exercise that authority. It must demonstrate responsibility for educational results; or even its color of authority can be denied.

Managerial empowerment

Where parents seize upon management authority, it is just another application. It follows from recognizing that those who now are performing these tasks are not properly oriented to the exercise of managerial authority in the local school. School employees don't represent the public; they don't even represent the parents who do represent the public. We have an operational manager in the local school administrator. We have system administration managers in the school system. We lack the ones who know what to accomplish through the efforts of the local school – the definition of senior management in the local school.

The parents are the only ones who have the ability to value what that local school produces, and a parental group is the proper and effective representative of parents who receive from the local school.

The only reason to deny these parents is avoidance of public responsibility. The same is not to be tolerated from any public employee. Any active effort to deny responsibility to the public should be cause for immediate dismissal. You do not challenge the boss and expect to stay employed.

Empowerment is simply stepping up and putting on the mantle of authority. There is no elected or hired public authority who has to give consent; the public is the authority. There is no cause for voting or election of leadership; parents are the ones who have natural authority over education of their children. There is no other person exercising this authority on behalf of the parents; it is an open need for management that has not been filled.

The only empowerment required is simply the boldness to begin to fill the management position; and to demand recognition as doing so. If any public employees feel they are being disenfranchised, then what of that? Public employees are hired to perform on behalf of the public, not to replace the public. Wherever the public leads, public employees are to follow.

The parental group is empowered by claiming public authority; and demanding that those in government recognize it. Any public employees who feel that they don't have to recognize it can be addressed for correction. If they do not accept correction, they can be replaced through a parental-group mandate for their removal.

One of the first things upon which 80+% of parents can be called to agree is their own parental responsibility to their children; and their corporate willingness to act against anyone who would see to other purposes at their children's expense.

**THERE IS ONLY ONE PARTY IN INTEREST,
AND IT IS US!**

The direction for activation is simply sweeping out the chaff from an area of public interest that has all but denied proper public authority. Those who accept that they work for the public, and are willing and able to continue efforts to serve, should be continued. Any who feel the public cannot be in charge of them should not be allowed to continue as public employees.

This is not limited to those in the local school. It is not limited to school system employees. It is not limited to county or city employees who authorize or fund school activities. It is not even limited to those public representatives who represent much wider public groupings. Education is a common interest for all parents; and it is one where there is considerable parental agreement on what is tolerable and what is not.

Cutting parents out of authority is one of those areas where there should be no tolerance. The person or persons who would cut parents out of authority have to be removed from all public positions; and the parents should never stop working to remove those few who despise or deny parents and their efforts to see to the welfare of the next generation of citizens.

Political potency comes from the exercise of potency. The parental group should be politically active in removing their public enemies. This means publication to other parents. It means encouraging those other parents, both local and in other or wider jurisdictions, to further publish the harm their enemies would do; and to publish it to

other family members, neighbors and friends so that there is a public outcry for their removal.

Even a judge who rules against parents has to be made to feel the political clout of the parents who are seeing to the proper raising and preparation of our next generation of citizens. This is no area for shyness; but a call to remove those who would otherwise harm our children by their lack of understanding of parental responsibilities.

And be assured that when any public employee is removed by a public outcry, it just furthers the political power that can be recognized for future efforts. Active parents do not just represent the public; they are the public. All public employees or elected officers have to recognize this or suffer the consequences. Public challenges to parents caring for their own children are inherently intolerable!

The empowerment of the parents should elevate them into occasional activity in two areas.

It should be general authority for operating the school. This includes handling the budget for the school; and delivering it to others who will arrange the funding. It includes review and approval of the school's major personnel actions. It includes textbook reviews, and perhaps action effecting the contents of the school library and available materials and equipment for classroom or school-sponsored activities.

The second area of authority is exceptional. It includes special needs such as outsiders seeking access to the school or its officers to promote their own agendas or products; and all these should have to be cleared by parents. It would include any unusual disciplinary action against a student, a natural parental authority area. The gathered parents would be the ones who make final decision on both the need for special discipline, and the involvement of school officials in that action.

Otherwise, we find the regular senior-management purpose of protecting the school officers as they perform their valued function. Even (non-emergency) public officers who are otherwise empowered to enter into a school are to be sent to the parents for clearance before they have access to the school and its students.

Where the parents group is in charge, there is to be only one recognized party in interest.

5. PERFORMANCE EXPERTISE APPLIED

Performance engineering is a specialty field, a technical support for those who have something to accomplish through others. It serves management. It provides those who are responsible for gaining results with techniques and approaches that support the gaining of valued results at minimum cost in resources consumed.

The effort starts with a sharp and well-defined concept of performance. The efforts of some group or gathering of people are to accomplish something that is the purpose for their gathering.

The start of performance expertise is recognition that value must be measurable; there must be a difference between a successful and a failed performance effort. That difference will define what the performance must accomplish.

Efficiency considerations apply to a performance process only where it is already a success at gaining a desired and/or valued result. Efficiency is maximized when the cost of gaining the valued result is minimized.

Performance is measured as cost and product. It is the whole cost to the public of operating the educational process in the local school. It is the whole value of what the local school is able to deliver to parents through its impact on students.

The whole cost includes a special cost to students and their parents. Their required time, effort and attention are likely to be of greater value than the public dollars consumed in school operations. The only ones who can value this cost are the parents who spend their time and effort, and commit the time and effort of their children, to the educational process.

The whole benefit includes the value that parents see in their children due to the educational effort and experience. Again, only the parents are in a position to value what they receive.

The local-school parents are the only party in interest who can effectively measure school performance; the metrics or evaluations of others are not to be accepted on the basis of any other expertise or authority.

This same engineering expertise applies to the operation of various groups that do parts of the school effort. It applies to the operation of the classroom, with guidance for the teacher who has something to accomplish through their leadership effort. It goes to the local school as a whole; and that has something to accomplish through its administration and management of many classroom efforts. It goes to the parents group that has things to accomplish through senior management over the school process.

Engineering support should service all the various types and levels of management that are involved in these group efforts.

I note that this is original application of professional efficiency engineering support for all three of these general efforts. The applications will be raw; and the expected gains from any such initial engineering applications have historically been substantial.

There are also effects to be noted. Initial application of efficiency engineering not only increases the performance result, but it commonly reduces the workload required to gain the desired result. It brings people together in more-effectively managed efforts, so that their individual efforts are fully complementary and attuned to other performances. Overlap efforts are minimized. Wasted efforts are minimized. Focus is firmly fixed on the value that the larger effort has to accomplish to be a success. After application, people don't work as hard, but accomplish much greater effect.

There is also promotion of a cooperative and interactive attitude; one where trust is most easily promoted among those who do the work. Internal group competition is minimized. Harmful and counter-productive efforts are managed to minimize their impact. Teaming in support of performance is promoted. The people who work in a designed work effort go home at the end of the day rested and satisfied with their work environment. In general, those who team to gain a result are more satisfied with their efforts than those who compete or otherwise face and overcome resistance.

Engineering the Parental Group for Performance

Educational management is more than just a new area for engineering, it is a new area for management itself. As such, we must spend a substantial amount of time and effort defining the initiation of the performance-based parents group, the management of that group, and the operation of the group.

Initiation is not just the physical formation of the parents group as a gathering of people; that has already been accomplished. We are addressing the development of a parental team that is focused on productive purpose and streamlined in its operation. This is team operation where each team member is able to trust others to keep to the same basic sense of value, and to further and support each other in the larger effort of doing what the parents' team is required to accomplish in order to be a success.

Such coordination requires a high level of management. It includes an ability to trust the person or persons who do group management with the effort that maintains the sense of performance value and arranges the efforts of team members so that they are additive when it comes to assuring that the desired value is gained.

That management is also new; as we are addressing a group of volunteers who may or may not choose to be present and/or active based on their own evaluation of their personal needs and other potentials that they are realizing in their life outside of the educational effort.

Engineering this effort will be addressed separately. For team purposes, we will assume that the performance leadership is there and generally available. The team leader will be the center that draws the team members (volunteer parents) to see where they will find value; and where their activity is necessary or valuable to others in assuring that they receive the value of having their youth effectively and efficiently educated to be tomorrow's citizens and leaders.

Parental involvement is both by invitation and by enlistment. It is up to the team leader to have some knowledge of the resources on the team; and to appreciate how they can come together to have effect.

When properly performed, leadership will also keep team members informed of the potential for calling upon other team members with similar interests and focus. This supports entry into complementary efforts to gain their common goal.

The team leader may initiate the action, but the performance of the productive effort of the parent-team is the work of those parents who participate.

The team member is to be informed of cost and benefit from various activities, and the potential to share costs and cooperate in assuring results. This gives the parent those personal investment decisions that will bring them fully onto the performance team.

There is no greater incentive for personal effort than appreciation. Sharing in a productive purpose and successful performance is a tremendous personal motivation, even beyond the personal ability to impact upon the education that students receive.

The parent is to understand their unique ability to value the time and effort of their children and the need to value what they gain when they commit to the educational process. It is up to parents to support the educational process when and where it will be effective in providing them this value through their children.

The parents must know that the school will be effective because it is managed and supported by the parents group; and that their involvement will have effect in assuring that value. Parents will be expected to provide their sense of value as an expectation to their children so that students are prepared to receive what education can provide.

The parents, when gathered, will then be able to rely upon one another to promote the same basic educational result. They will have already put forth the efforts to promote the same with their student-children; preparing them to be an effective part of the educational process.

And this is one of the keys to maximizing educational performance. It is the parent's role as a part of the classroom performance team to prepare the student to be an active and effective part of the educational process, adding to the larger classroom performance success that benefits all parents. As often stated, there is only one party in interest, and it is the public as represented by the parents.

Activity within the parents group is both a part of that larger effort, and a part of the senior management effort that assures performance through the school's participation on that same classroom team.

Efficiency within the parents group is possible when parents can trust one another to do the functions inherent in senior management over the school. A small group of parents can function to a single effect; and be trusted to see to the same value basis as if the whole parents group was there to do the same task. Tasks can be divided up between those parents who are most willing to be active, and those who otherwise demonstrate how they are worthy of the trust of other parents.

Again, intelligent leadership can be trusted to arrange and support these sub-group efforts to assure the maximum result at minimum cost in the time and effort of parents.

While there will be times and situations that require a larger gathering of parents, these are likely to be more appropriate to exception issues as in student discipline. In

student discipline challenges, it is also a failure in the parent to properly motivate the child to be a part of the larger effort. The bully or the disruptive child who cannot be brought to team with others in the classroom becomes a negative resource, a threat to the general purpose for their being a public school effort. It is for parents to address this to the combined parent and child involved.

Hopefully, this will provide the additional guidance and incentive that can bring the non-performing child to enter more fully into the educational process, so he or she can share more fully in the value that the parent will receive. This is the opportunity where parents can support each other in a most dramatic and personal way.

Parental group discipline is also another teaming aspect for the parents in the parents group. They are able to share more intimately in the effective educational process that the school uses to provide them with value. Parents share with each other in this; and they work to bring the best results for the whole public, even as they share in their personal parental responsibilities among themselves.

There are guiding principles, such as recognizing only one party in interest. The interest of the parent is not to be different than that of the public. The value the child receives from the education is the same value that the parent receives; and both are the same value that the public receives. It is the value of a developing citizen who can be an effective addition to the next generation of prepared citizens.

In dealing with the school system administration, or with external authorities, the team can either work through the leader for administrative matters, or through smaller groups for value-based activities.

If there is any request for access to the school it should come to the parents group for review and evaluation. This group is where the cost of interference, and value to be accomplished, can be appreciated. The parents will decide whether to allow the access, or allow it in some limited way. The parents group, as the guardian of the public purpose, and representative of the public, is where this value should be determined.

Most remarkably in contrast to today's arrangement, this includes access by school-system administration. They are also to go through the parents group for non-routine matters. The parents group will be functioning as senior management, and should not tolerate administrative support personnel (even if senior to the school's personnel) to task or otherwise interfere with local school personnel or processes.

When the public steps into management, the school system is no longer the senior leadership. The system administration becomes technical support for the parents group, providing technical information and support services rather than issuing directives and setting demands for results. These functions will be accomplished by the parents group in order to fulfill their need to receive the benefit of educated children. Central system administration will fill in when the parents are not immediately available.

The final function of the parents group is a different level of protection for those who are operating their local school, and that involves larger government. It is the larger government, acting on behalf of the larger public, that has had detrimental impact on value delivery in the past. It is a team purpose to protect the school and its officers as

they deliver value to the public. This includes protection from larger elements that feel they are effective public representatives. Again, when the parents are active, they are the only party in interest; and they represent the public. There is then no basis for allowing interference by those who have purposes other than that of the public that is being served.

The leader is the one who is to identify such threats, and to bring the resources of the parents group to bear on removing any such threats. The activities of the leader in this regard are administrative functions within the parents group, and the parents on the team should be able to rely upon that leader to design an effective and efficient way to remove the threat.

Parental group activity might involve direct visits to key political officers or public employees. It might involve visits to, or communication with, other parent groups who are also being effected. It might involve passing an actual removal-recommendation to parents, their families and friends, and others in their various social circles. It might involve some effort in doing a sensing poll to indicate what political representatives are to do as their part in representing this very active and effective portion of the public.

In the opposite, it might be response to the activities in another school's parents-group that needs wider parental support. Parents in that school can also be trusted to be seeing to their student's interests, and have a like sense of value. If needed, parents can and should stick together against their common social and political enemies.

In the wild, there are few more hazardous places to stand than between a bear and her cub. It should be so in the public education arena as well; and neither the parents with student children, nor the parent group with a school, should tolerate any would-be authority intruding in the middle. Reaction should be swift and harmful to any who would try.

In terms of teaming, it is often useful for a team to have enemies. Common enemies draw us together as few other forces can do. The engineer provides the logic of investment to guide the parental group and its leader(s) to handling challenge situations. Investments are evaluated by comparing cost and benefit.

Engineering Supports Parental-Group Leadership

Parental group leadership requires membership in the parental group. The purpose is gaining parental-group value from the operation of the group, and seeing, understanding and communicating the value that is to be gained.

Group leadership is also much more intense than general membership in the parental group. The leader must be almost immediately available for access by educational employees and by political leadership that funds the school. Group leadership, representing senior management, must be responsive when others have needs.

If the needs are largely administrative and beyond authority remaining with school administration, the parental-group leadership can take immediate and responsive action

as is appropriate. If the needs require value determinations, the leader must be able to access the voluntary membership in a way that supports responsive management.

The group leader may be a person, or it may be a group of people who decide to divide up the various efforts so that there is always someone available for any task that arises for senior management, or for parental-team reaction.

The functions of leadership are the same, no matter how they are fulfilled. The leader is the center of a performance team that operates through group members. It will call upon those members as needed and as they are available.

One leader function is knowing the general resources of the team, including hours when members will be available, and the general conditions under which various team members are most likely to provide their active participation. It includes some sense of skills and abilities in parents as team members, both for availability and for acceptance of types of duties.

The leader is also the source of value knowledge for the larger parent-group team. The leader is where any member can go to see what the group values, or to express where they feel that the value is to be found. The leader is the one who initiates most efforts to gain a pareto-level sensing that can activate government or others to take specific actions.

Leader skills include active and effective listening, and deriving that sense of value upon which other team members can rely. It includes communication skills and assuring all effected members know what is going on and what may impact upon their receipt of value or status as a senior-management team. It includes invitation to take part in various activities that will promote the operation of the team and educational value received from the educational process.

It includes periodic communication by and among other parent-group leaders to address matters of common interest, or to seek support for ongoing actions that require a wider public base. It includes dealing with personnel and disciplinary issues in the school through communicating with team members and arranging for gathering parent panels to handle situations or requirements.

Most important for this level of teaming, the team leader is an active performance member, and so performs the leadership function that other team members can rely upon him, her or them to continue support of the larger performance effort.

The leader is also a volunteer, but one who has made a greater commitment to the performance effort than the common member who simply volunteers to take part as needs arise; or to take on some more-limited activity on behalf of all the parents.

This leadership is a voluntary position; but one that has the potential as an entry point into political careers. It is a place to develop skills, and to exercise and hone the ability to work with larger groups of effective people on high-visibility projects.

Selection of leaders is a group function. It does not follow any special format imposed from outside the group, though it may have general form based on relationship to larger organizations such as a PTA. Still, any higher-level organization is not in charge, but is merely able to make suggestions on how things can be done effectively

and to purpose. The final decisions belong to the local-group membership; and that goes most especially to identifying and empowering local leadership.

The leader function is that of general group management, and representing the group as to administrative matters. Group management includes identifying performance needs and communicating these to members. It includes finding and arranging working groups of parents to handle the various needs that arise for parental-group actions. It includes monitoring performance of various group tasks, and supporting those efforts with additional parental-group resources as required. It includes taking action against any attempted outsider interruption or interference with parental-group efforts. It includes gathering and reporting to the parents on all activities of the group, and on general activity of the school.

Leadership also maintains communication information for getting to parents with any needs of the parental group to handle various senior-management efforts, or to meet on central review matters such as textbooks, budget and hiring/firing approvals. Leadership will maintain a list of members and any special interest areas that they would be most likely to address with their personal time and attention; the leader must have someone to contact when there is a special need for parents to handle.

The school will probably be tasked with generating information on its own activity; but assuring distribution to parents will probably remain the responsibility of group leadership.

The school may be required to resource the parental group as its senior management, providing some small space to perform its administrative functions, and with occasional meeting space for the parents and parent work-groups that are seeing to various school efforts. This can be budgeted through the school, as it is part of school operation.

The principle technique of parental-group leadership is inverse assignment. This involves a leader doing all that the leader should be doing in support of the parental-group effort before even asking others to take action. It is calling others into the effort that is already defined, arranged and empowered through what the leader is doing. It is having others glad to take part because they know they will be effective as a group. They will be able to rely upon leadership to do what is necessary to make them effective. They will be able to rely upon other team members for the same reason that others can rely upon them. They will be effective because they will be working in a structured effort to a designed and pre-valued purpose. They will be doing things that will make their child's school effective in delivering value back to parents.

And finally, the parent-group leadership will be calling the school into the larger teaming effort that assures performance. This includes a clear and insistent focus on the parents as the effective owners, and the only effective customers, of the school. This insists on the importance of delivery of value to parents in terms that parents will value. It specifically denies any other authority to redirect resources to take care of other "stakeholders" as if they had any rights or privileges to school results. **THERE IS ONLY ONE PARTY IN INTEREST.**

There may be those who feel that there is some cross comparison between schools that will have value. The general parental response is that all such have to be funded by someone else, and will not be allowed to interfere in any way with the education process of the school. The first priority is delivery of value to parents. The second priority is delivery of value to parents. The third priority is delivery of value to parents....

The leadership is also in the business of evaluating the product of the school effort through gaining parental evaluation of what they receive from the school. This is a type of report card for the school as an operating entity; evaluating how well it is performing its larger public function. It involves delivering, collecting and evaluating a parental report; and communicating the results to both the parents and to school officials. It includes pointing out any needed changes or unacceptable results to be handled by the school officers.

Leadership is also the center for the parents-group's personnel functions. It is up to the leader to get to know every potential member of the group so far as time and effort can allow. The team leader is to try to speak individually to each parent, and certainly to spend some time talking with every parent who is active in the parental group. The leader is there to draw the team to focus on the performance purpose it puts on the local school.

Leadership is also the representative of the group in dealings with outside entities, such as a central school system administration. When the parental group has assumed its rightful place as senior management, then the central administration becomes a service center for support efforts. This can include personnel actions, maintenance and care of facilities, standardizing of curriculum under the direction of parental groups, and financial tracking of performance to budget.

Leadership will also have to team with other-school parental leadership in any larger educational management effort. There will be a sharing of efforts, probably suggested by the system administration as technical support for parental management efforts.

There may be parental-group leader meetings at the central administrative location to iron out a best general approach where resources are concerned, and to let other groups know what is being accomplished in the larger educational effort of the county or city.

In short, the leadership position is time consuming, a tremendous drain on personal resources. It should only be undertaken by individuals where they have the time to commit to the effort. Otherwise, it should go to teams of parents who divide up the duties of leadership and meet periodically to stay in coordination with each other.

Also, in larger schools, say with 1000 or more students, it makes no sense to put this burden upon any one person. The school management effort may be divided up into classes for parental management, or given into teams for leadership functions. Any division is up to the parents.

It is safe to say that the parental efforts in the lower grades will largely set the tone for parental groups in the upper grades. The parents whose children graduate from one school to the next will be prepared to take a most effective stance in the larger management effort, minimizing the time and effort required by other leaders in keeping

function. They may even graduate leaders to the upper grades who will service the same basic parental members as they pass into the more-senior school, teaming with them as they do. This cuts down on the work of any one leader.

The final address is parental-leadership authority. While it is true that the leadership will have no real authority over parents, it will be able to exercise a certain level of authority within the school and its system administration. That authority will derive from the parent-group as representing the owners and customers of the school.

That authority will be mandate when there is a pareto-level agreement in the parental group. Mandates override anything short of criminal law.

Where the parents come to a popular consensus, it has a different effect. The group leader becomes the one who can deliver that consensus to those employees hired by the school for implementation. While a popular consensus is not a mandate to act, it is certainly something that they should honor, a suggestion from the owner-customers.

While a public employee can possibly ignore a suggestion, it may come back to them as a performance loss on the next parent's report of school performance. If there are too many bad reports, there may be a personnel action initiated to take corrective activity. The hired help does not ignore the owner without expecting some consequences to arise from their lack of attention.

Again, central school administration can be technical support for the parents, a means for experts in school operation to convince parents that some desired action is unwise, or possibly damaging to the long-term welfare of the school or its purpose. The school can present its own expertise to the owners.

There is one final team leader function, which is protecting the integrity and potency of the parental group. It is representing the group to those who might not like having the owners in charge. This might be a sitting judge or a high-level public official who is able to influence funding and/or legislation that would limit the owner.

The parental-group leader represents the public both as owner and as customer of the educational process and answers to no lesser authority. The errant public employee is to be addressed in terms of three potential outcomes. They can lead where the people tell them to go; and be honored. They can back away from the issue and let others lead. They can resist the public and have the public become active in an effort to remove them from their public office.

The leader is the one who enters into confrontation with any public employee who sets themselves against the purpose of the educational process. While this should always start with an attempt to enlist the errant public employee into the team effort that serves the public, that is not going to always be successful, especially when parental teaming is first being developed.

The utter refusal to honor the parents as either owners or customers who are in charge is a cause to declare that public employee to be an enemy of the people. Group leadership is then to start the active process for removal. This will include any action that will call upon the authority that hired the errant employee to get them out of public life.

This will almost certainly involve publication of that officer's unwillingness to support the people in educating children in their public schools with their tax dollars. Publication will go to every parent in the school with recommendation that the message be passed to friends, neighbors and acquaintances. The publication will go to other parental-groups representing other schools within the region of that public officer's influence, again with suggestion that they further publish to their parents and spread the message to other potential members of the public.

In short, failure to serve the public is intolerable. When the parents step up and represent themselves, **THERE IS NO OTHER PARTY IN INTEREST.** The public officer who cannot see this needs to be removed from all public authority.

Engineering the Classroom Effort for Performance

Public education is what the parents receive through their children. Enlisting the parents in the educational performance effort is essential for effective education. If the customers are not receiving the product, then the classroom effort where the product is delivered is already in a state of failure.

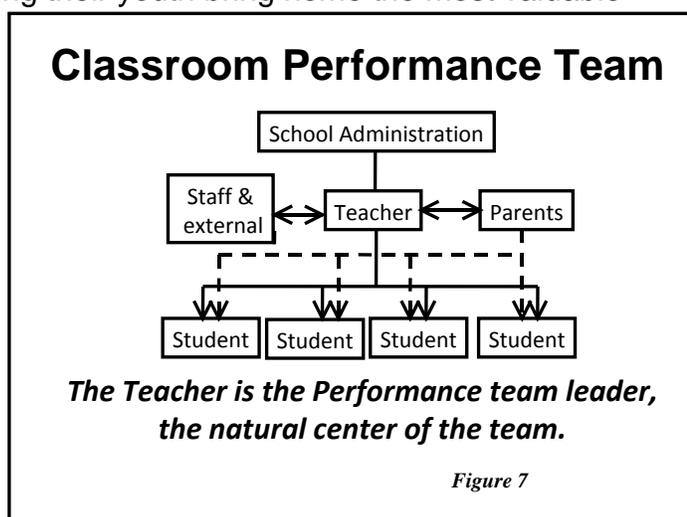
Past public education has only grudgingly tolerated parental involvement; it has approached their efforts as supportive for what the school decided to do. It has almost uniformly rejected any effort by parents to issue either managerial suggestions or mandates. This is wholly insufficient for effective education.

Serving on some "school Board" or other public forum is also insufficient. The school that is exercising *in loco parentis* authority does not answer effectively to any public group, even if parents are on it.

Several engineered tools need to be applied to support the effort of enlisting the parents. The first is a communication that establishes a common sense of value in the parents and the classroom as to the delivery of product. This is implemented in the Appendices as a student credo that both the student and parents are encouraged to sign and return. It sets the tone that there is only one party in interest, and it is the parents who receive the benefit of having their youth bring home the most valuable education possible.

This should be seen (*Figure 7*) as a blatant and open attempt to enlist the parents in the educational process by seeking their voluntary support for that educational process. It passes a general sense of parental value through receipt of what their children are able to gain.

The second tool, also with an example in the Appendices, is a parental performance report on the value that parents receive. These may be sought by the school, but are



given to the parental group for evaluation of the larger school effort. They are a customer's report to the group that represents the customers and owners. Having this report encourages the active participation of parents in both the educational process and the parental-group implementation.

This report also provides that connection between customers and performance organization that has been missing in earlier public-education efforts. It is also a key component of the performance management effort; it is a link between the individual parents and the school that delivers value to them in terms of educational impact upon their children.

Parents, as a human group, will remain just volunteers. Their efforts will be only on a voluntary basis, and those who are active will represent those who are not. Those who do the reports will represent those who do not; and the parental reports will represent even those members of the public who do not have children in school, and yet are taxed for school operation.

As may be noted in the Appendices, the performance of the classroom is also partly measured by the teacher's ability to enlist the parents in the performance process. This further steers the school's effort toward delivery of value to parents right in front of the individual teacher who can work to accomplish that valued result. Teacher communication with parents becomes a performance essential; and customer-based performance will be measured.

The teacher, rather than the administrator, also becomes the essential worker for the school. The teacher is the only one who can really deliver value to the parents.

The administrator is put into the position of supporting the educational process that takes place in the classroom instead of trying to direct it, or to manage it. The administrator becomes support for performance as the parents assume management authority.

As with the parent-group leadership, the teacher becomes active in arranging and maintaining performance teaming, assuring that the parents and students are all part of the same team and with the same sense of value that drives the educational process.

At this point, the definition of success becomes extremely important. The effort is to enhance educational value as seen by parents, and as seen by the parental group. The parental group will be looking for improvement in education, for class-by-class increase in what teachers accomplish through the team effort that they head. They will be looking for generational improvement, where parents will recognize that their children are better educated through public education than they were when they were subject to educational process.

The focus is on the teacher as the team leader. The teacher is the one who rallies the parents and the students to work together to assure that the educational process is a success, both for the benefit of their careers as educators and as public employees working for a school.

It is especially important for the teacher to keep the students focused on their credo, that they are an essential part of the educational process on behalf of their customer-parents. They are an essential part of the educational process for other children. They

are an essential part of the educational process for the school because only they can demonstrate the value that will go to parents.

The teacher is given the greater involvement of the parents as a new tool to accomplish the educational purpose. If a child is having trouble dealing with other students, or is resistive of learning, then it is a challenge for both the parent and the teacher. It is a challenge for other students who may have problems of their own when trying to learn to deal with each other. It is a challenge that can, if not corrected, end up as a disciplinary matter for resolution by the parental group.

The school administrator will, of course, be a potential help to the teacher in taking on some of the disciplinary workload, and teaming with the parents and parental group to find solutions. The teacher is the one who will have to initiate the action based on his or her ability to maintain teaming in the classroom; but others can be brought in to help with the solution.

The teacher is given new tools in the form of the educational team within the immediate classroom. If a student behaves in a way that does not support the education of others, it is a problem for both the teacher and the parent of that child; and that problem may yield to harnessing peer pressure to effect. There is a common purpose, and that student will be threatening to take value from other students. The teacher is there to point this out in a way that will bring most children to recognize how effective they really are in dealing with others. It honors their importance.

In the case of a student who cannot be brought into the team, the issue has to be turned over to the parental group for corrective action. It is only this group who should have any direct action that can effect what a parent should receive. The child and parent may have to be called into a meeting with the larger parental group to see if the child can be accommodated in a public education that they don't seem to support. Some children may have to be held out of the system for later education, or education in a different forum. Some children may not be able to work in the public education environment, and need to be removed and supported in some other way.

In short, the parental group can expel a child from the school if it has to be done. Rejecting an owner-customer is an authority that should never be given to any public employee. If the parents are able to tolerate the child in class with their children, then the child belongs there. If the parents' value in education is in threat because of a child who cannot take effective part in the team, then they should expel that child; and they can support the child's parents in seeing to an education in some other forum.

Engineering support for Parents

The People's Engineer provides services to those who have something to accomplish through the efforts of others. In the case of parents, we have people who have children to be educated through the efforts of the school and the parental group that manages over the educational process. The parents are one of the key parties to the effort that assures that they receive adequate value from their involvement in their child's educational process.

At a minimum, each parent should be required to provide Student Credo level support to their child, assuring that the child is aware of their important position in the classroom effort where education will be accomplished.

It is valuable that each parent consider their duties to include issuing the school a valid and effective report of what the parent feels the school has provided to them through the impact the educational process has on their child, and through information provided to them by the school.

Where the parent has time and opportunity, they are encouraged to be active in the parental group. While they may not have specific tasks unless they are willing volunteers and the need is there; they can at least make their interest in voluntary service known to parental group leadership. They may, as time and interest are there, take a more active role in the operation of the parental group.

They are part of the parental team with the teacher. If they receive contact from the teacher with a request for their involvement, that should be a matter for personal concern and personal commitment. It will be their child who is somehow involved in a special need.

They may also receive notice that the actions of some other child in the class is impacting upon their child's educational achievement; with recommendation to contact the parental group leadership. They can be asked to make direct contact with the other parents involved to see if they can work together to avoid any further need for parental-group involvement. All the children have the same basic value to accomplish, and the parents are the adults who are those most able to team with the teacher to make it happen.

The parents are also the customers, the ones who are to receive value. They are expected to take an interest in all attempts to provide them information on the value that their child is receiving.

With the institution of school reports from parents, that information is likely to flow far more generously than it was when the school was acting as a separate authority. The potential value for parental receipt is likely to grow substantially in the first decade after this parental-group management is put into place.

Appendices

The beginning is the just and effective realization of proper relationship. **THERE IS ONLY ONE PARTY IN INTEREST, AND IT IS US.**

Government is no separate party in interest; it represents us. Educational leaders are not parties in interest, they are just public employees. Businesses and teacher unions are not parties in interest; they are not entitled to receive anything from the public; they are only entitled to receive payment for the value they provide.

In its simplicity, this observation of value relations sets the tone and direction for maximizing the value that the public receives from public education. It includes recognition that the public is the owner of all public schools and everything that is in them. The parents of students are the ones who both represent that public owner, and who receive the product of education on behalf of the public.

The deeper understanding of the educational teaming process requires both purpose and scope, elements of knowledge not so easily gained. The larger work, to which these appendices are attached was prepared to provide that deeper understanding for the benefit of parents who desire to reach maximum effect in assuring the next generation of citizens.

Individual Performance efforts are a simpler matter. These only require process and general knowledge of value relations, a subject adequately covered in the following appendices. These appendices are prepared both to give action to the deeper knowledge in the larger work, and to allow the more trusting participant to maximize his or her personal effect at a minimum expenditure of personal time and effort.

In all efforts, there are a few who will be compelled, by either personal drive or external circumstances, to assume the mantle of leadership. They will need the deeper knowledge in the larger work; others just need to be able to trust that leader to gain the desired effect through the efforts of all those who come together.

Accordingly, these appendices are made separately available for those who are willing to focus on effect without the need to be in leadership position. The larger work is there for those who are curious about what needs to be accomplished, about the attitudes and approaches taken, or just want to assure that local leadership is functioning to the benefit of all parents.

Still further, these appendices address performance for different roles that people can play in the performance of education. The instruction sheet for the role that someone chooses to perform is the only one that is essential for the person who takes part. The other roles are also covered, and will indicate the interactive effect that other roles are to have in assuring that every person who takes part can have additive effect with others.

The second key, which is the value and function of engineering, is support for those who manage the larger educational effort to maximize its benefit for the public; and the value of management arises from bringing resources together and arranging for them gain maximum effect. These appendices are engineered management tools.

Appendix A: Parents Foundation Knowledge

The public owns the government that owns the public school.

The public, through parents, receives the output of the educational process.

**THERE IS ONLY ONE PARTY IN INTEREST,
IT IS REPRESENTED BY PARENTS.**

Purpose: owners set purpose: the public sets the educational purpose

Performance: converting incoming resources into valuable outputs

Incoming: tax dollars, time & effort of students, voluntary parent time & effort.

Outputs: future citizens, productive members of society

Purpose: giving owner-parents what they value through educating their young

Success: increasing the value received by parents relative to costs

- Year to year increase in the value parents receive relative to cost
- Generational increase in the value parents receive relative to cost

Gathered Parents: Volunteers with a purpose

As taxpayers – representing the public in school ownership

As customers – representing the public for receiving education value

Where the public represents itself - there is no other party in interest

In voluntary but open gatherings: The parent group is the public

Performance: converting resources into results

Organization – the local school

Unit – Classroom with teacher

worker – Student with parental support

Team – Teacher leads student & parents, with admin support.

Parental Powers and Duties: Where parents have effect

As Owners – evaluate school performance relative to parental purpose;

direct public employees to provide value and evaluate employee performance

As Customers – purchase decisions: evaluate performance relative to price

As Classroom-Team – set students to task; monitor & protect performance

As Parent-Team – Support other parents as they support education

As Parent-Group – Volunteer to steer & support larger parental group efforts

Management: Gaining performance through those who do performance

The Public (parental representation) performs education through public employees

Organization – review and approve budget, personnel, and resource decisions

Tracking – evaluate performance; provide feedback and direction to employees

Exception – Handle access to the school, and determine student discipline

- Actively protect and defend public education from its enemies

Educational Management for the Active Parent

Parents represent the public, the only party in interest

For public schooling – *parents represent the public*. Where parents agree, *the public has a voice*.

Education: performed in the individual school.

Performance Unit: a classroom headed by a teacher.

Performance product: the educational result that parents receive on behalf of the public.

Performance: convert what the school consumes into results that are valued by the parents. Only parents, as the public representatives who receive, are able to value the product of education.

Effectiveness: deliver what parents value through educating their children.

Efficiency: Delivery of what parents value at least cost.

Efficiency only applies to school efforts that are already effective.

Metrics: public cost incurred and value of results as received by parents.

Success: Reduction in costs incurred and/or increase in value delivered.

- Measurable as year-to-year improvement
- Measurable as generation-to-generation improvement

If parents can't value what they receive, it has no value.

Educational Cost: Public dollars + the time, attention and effort of parents and children.

Educational Value: Meet public needs. Prepare effective people.

Value – Meeting Public needs

- **Common language**: age appropriate speaking, reading and writing skills
- **World and National History**: facts and common interpretations through time
- **Numbers and arithmetic**:
- **Civics**: citizen interactions with Government
- **Effectiveness**: Teaming with others to get things done
- **Personal Development**: Strength, tenacity and attention to task
- **Civilized Behavior**: courtesy, basic criminal law, regulation and enforcement
- **Common life skills**: parenting, Home-making, money & finance, first aid, health practices
- **Citizenry**: political rights, privileges and limitations
- **Science basics**: hypothesis, experimentation, observation and analysis

Value – Making Effective People

- **Job skills**: pay for performance, personal responsibility for group efforts, supervisory skills
- **Preparation for higher education**: study and research skills, literary and oratory skills.
- **Advanced Studies**: science, math, music & arts, study of humanity, and skill certifications

Pareto Principle: Where 80+% of parents agree, there is effective unity.

A common sense of value can bring parents to this level of agreement.

Waste: Expenditure of public resources without contributing to the value parents receive.

Waste can bring parents to this level of agreement.

Appendix B: Student Credo

Our first level of teaming is in the classroom, and the greatest cost element of public commitment is the student-hour of concentration and effort. The students are the primary educational performers. The teacher is both a worker and the head of a performance team.

Engineering supports the teacher in gaining the teaming effect that comes from incorporating the personal efforts of students as active and effective participants in the larger educational process. The Student Credo is a tool for application by the teacher, or by administration on behalf of the teacher.

The technique is team building. An educational team effort requires a common sense of value in what all students are to accomplish. The trust that results from a unified sense of value is why everyone will work to assure the team's performance.

Public educational value is determined by parents. This Credo tells the teacher and other team members what they must do for one another. It provides that unified value for both parent and child, value in terms of effective future citizens prepared for civilized society.

The Student Credo is then also a teacher's tool for bringing others fully into the same sense of value, creating the educational performance team.

The function of the teacher in the classroom includes team maintenance, so that the efforts of all participants can be directed to gaining education results that parents will value.

The Credo lesson is foundation; and can remind parent, child and teacher where the real value lies. It is in working together that value is found for everyone. Value is for parents; and they receive it through impact on students. The teacher is a success through nurturing and harnessing the love a parent has for their children, and children have for their parents.

There is an alternate voice that has caused damage; and you may recognize the enemy of education because it comes with the division of people. It promotes competition that divides students, parents and teachers into winners and losers.

In the team environment, there are no losers except those who refuse to team. In the team, all members are winners because each shares in the team result. Even while one may excel, it will be partly because of the support of the others.

The enemy will challenge; *"Which of you is the best?"* And the enemy will honor one at the expense of all the rest. The team will respond, with all team members pointing to one or two students in pride; *"This is the one who is best able, and we share with him or her because we also had our part in his or her success."*

The enemy tells the child, *"You can be better than that one."* The team leader tells the child, *"You can be better by working with that one; and that will also help him or her to be better."* The enemy isolates the child; the team draws us all together.

Students Credo:

For my parents: I will provide my best attention and effort to all lessons that may be presented to me.

For my fellow students: I will support others as they learn; even as I expect them to support my learning efforts. I will share my lessons and my successes with others, helping them as I am able, and working with them wherever it will promote successes.

For my teacher: I will honor my teacher as one who is in charge for a purpose that is valuable to me and to my parents.

For myself: I will honor my time in school, receiving from it all that I possibly can.

(grades 1-6)

TEACHER: _____

STUDENT: _____

PARENT(S): _____

This message will be prominently displayed in every classroom as a reminder to students of why they are actively taking part in the educational process.

This message will be annually sent home with each student, seeking signature from both the child and the parents. Parents are urged to keep a copy at home where it is visible to their school-age children.

Appendix C: Parental School Performance Report

Management engineering is not some esoteric study, but one founded in practice. We know that people who have no goal tend to drift. People who have no purpose or guidance wander about and accomplish little.

The parent's school-performance report is designed for use in measuring whether the school is performing or failing. With this, there is a difference between the success and failure of the school (and its internal elements) in delivering value to parents. It measures the value of effectiveness in satisfaction of public needs, as in preparing students to know their world, and how they can function and prosper within it. It measures value in efficiency, the cost of gaining effective results through the efforts of parents, students, and the public resources that are committed to the educational purpose.

This is an engineered tool for the parent, and it serves three general purposes. First, it brings a sense of value to the parents on what the school is to accomplish as the result of the public educational process; the parents will have a sense of something of great value that they are to receive. Then we have the concept that this is a universal value; it is a sense of value that brings all parents to the same understanding of what the school should deliver. It promotes the parental-team effort that gives a voice to the public. And third, it is also what the teacher in the classroom will know that the parents receive. It is the tool that brings the teacher into alignment with the parents, and supports the teacher as a team leader who can call upon parents to take effective part in the effort that assures that they receive the value to which the public is entitled.

To that end, the report is very general, and focused on those things that can spell the difference between the success and failure of the operation of the school as recognized by the public that pays the bill. The parents will either get the value, or provide a poor report to the school at the end of each performance period. This will make the parents potent as both the customers and owner-representatives of the school.

If parents see that major elements on the report are not being addressed, it is likely that they will, as owners and customers, take it to the teacher, the administration, or even the parental group to gain corrective action. A dissatisfied parent will know that the value they seek is general; and that they will receive the support of other parents in assuring proper corrective action.

The focus: parents can rely upon each other. When anyone strays from the central value, the rest of the parents can call them back. When a classroom strays from education, the parents can gather and take corrective action. When others would interfere with delivery of what parents can value, they will stir up the rest of the parents to act as a body of customers.

The School Performance Report.

Report cards are provided with each semester or quarter, and reflect the school's performance as seen by the parent-customer who receives the school's educational product.

School: _____

Student Represented: _____

Parent Evaluator: _____ Date _____

I (am / am-not) attending parent-group meetings.

1. (T / F) I know how well my child is performing in school.
2. (T / F) I know and value of what my child is learning in school.
3. (T / F / NA) The school employees respect me as an owner of the public school.
4. (T / F / NA) The school employees respect me as a customer of the public school.
5. (T / F) I have been supported and encouraged to be part of my child's educational team.

6. Grade the value you see in what your child has learned.
 - (A / B / C / D / F / NA) Respect for him/herself and others
 - (A / B / C / D / F / NA) Reading, speaking, and writing of English
 - (A / B / C / D / F / NA) Concentration and attention to task
 - (A / B / C / D / F / NA) Acceptance of, and respect for, peers
 - (A / B / C / D / F / NA) Ability to work with others on common projects
 - (A / B / C / D / F / NA) Age appropriate knowledge of History
 - (A / B / C / D / F / NA) Age appropriate Knowledge of Geography
 - (A / B / C / D / F / NA) Citizen rights, privileges and procedures
7. Comparing my child's learning to what I feel I learned at his or her age.
 - (more / same / less) Speaking English in public
 - (more / same / less) Writing English
 - (more / same / less) Reading English Language Materials
 - (more / same / less) Basic arithmetic and math studies
 - (more / same / less) Science and technology studies
 - (more / same / less) Study and concentration skills
 - (more / same / less) Teaming with others to gain a result
 - (more / same / less) American History and Geography
 - (more / same / less) World History and Geography
 - (more / same / less) Social and Political History
 - (more / same / less) Personal Political rights and privileges
 - (more / same / less) Citizen and Government

Appendix D: Parental Group Instruction Sheets

The educational performance organization is not the school system; but the individual school where students and parents receive the benefits of education. The local school is where education must be managed.

Management engineering recognizes that past school management was lacking in senior management, the authority that fully understands the owners' purpose and that steers the school to deliver what its public-customers value. The parents, meeting as a voluntary group, provide the way to accomplish this senior management function.

Many of the functions are now being performed, even if without great success, by existing administration. Where the public chooses to represent itself through what parents do; the parents become the effective school leadership. They represent the public both as owners and as customers, and are the only effective party in interest. They assume the mantle of authority as a right; and are encouraged to remove any and all public officials or employees who would deny the public right of parents.

Where the parents assume the mantle of authority, there is no other party in interest. School administration becomes support for the parents in charge; it provides such technical and educational expertise as will support the parents in assuring that the public receives what the parents value on behalf of the public they represent.

The parental group will perform the key functions of senior management, organizing and planning, tracking to performance, performing exceptional support for performance, and protecting the performance process of the school as education is accomplished.

Parental-group performance must be voluntary and discontinuous. The local school is not in need of any constant monitoring and support; nor will the school that is in the charge of parents answer to higher level public administration. The parents represent the only party in interest.

Key performance issues deal with resource and product. The budget must be reviewed and accepted by the parents group. Textbooks, equipment, and facilities will be reviewed and accepted by the group. Teachers and employees will be hired or released only with the acceptance of these volunteer parents. The Parent's Performance Report for the school will be evaluated, and perhaps given effect, by the parental group.

The parental group will act to handle those issues that public employees have never handled satisfactorily, including discipline and handling political or legal challenges from outside the school.

Discipline belongs to parents; and the parental group can handle discipline for both the parent who receives value and the child who takes part in the educational process.

External challenges, both from within and outside government, face a parental group that speaks on behalf of the only party in interest. The one who challenges this group challenges the public.

Checklist: Parental Group Initiation

1. Establish Authority to Act. This is to be re-performed at the beginning of each school year. Run a poll with paper records among gathered parents to indicate 80+% agreement on:

- a. Parents are the best representatives for the Public that owns the school.
- b. Parents are the public customers for what the school delivers to its students.
- c. Gathered Parents in the parents group, represent both owners & customers.

1.1. Notify all parents of the general assumption of public authority, along with specific authority to receive, review and approve the budget, and to monitor and approve hire/fire and student discipline matters in the local school.

2. Empowerment of the Group. The result of the poll is provided to key officials as notice that the parent group will function as the voice of the public owner and public customer of the school.

2.1. Notify the school Principal & separately notify teachers of the authority assumed by the parents.

2.2. Arrange time and opportunity to address teachers & their concerns. Pass the teachers the appropriate instruction sheets for teaming with parents and students.

2.3. Notify the school system administrator that all budget preparation and tracking will pass through the parents as public representatives, and that hire/fire and other resourcing issues will be subject to parental-group review.

2.4. Identify functional customers who decide what public funds the local school will receive; and notify them that no budget will be acceptable to the public unless it comes with parental-group approval.

2.5. Notify by letter and/or by personal call, all appropriate representative political leaders of the specific authority assumed by the parents, and the classes of school actions which will be under direct management by the parent-group acting as public representatives.

2.6. Notify other parental-groups in the local area of the authority assumed by the parental group at this local school, and willingness to support other parents where it will help them to assume like authority. Provide points of contact.

3. Assumption of Authority. This involves establishing the mechanism that parents will use to give effect to the parental group's decisions and actions.

3.1. Direct school production and distribution of the Student Credo and evaluation report to all parents through students. This includes notice to parents that the reports will be received and tabulated at the end of the semester or quarter as is appropriate; and the results will be the basis for parental-group directed action.

3.2. Direct the school to provide opportunity for parents and teachers (customers and providers) to come together and examine how they will work together to assure the public educational purpose.

4. Exception Handling. There is only one party in interest, and it is the public as represented by the parental group. No alternative authority is tolerable when the public is so represented.

**All corrective action is to be published as widely as possible.
Service is promoted in the light,
Secrecy only promotes abuse and misconduct.**

4.1. **Public Employee Challenges.** The public has a voice to respond to employee challenges, and will raise it with the personnel group that has authority to remove the employee who refuses to honor the public as represented by the parental group. If those in the school's personnel group will not act, then those in that personnel group are public employees that deny that they have to serve the public. There will be no tolerance for employees who do not serve. This will include any or all public employees; there is no other party in interest when the public assumes direct charge over the educational process.

4.2. **Public Representative Challenges.** The elected public representative only represents the public where the public does not represent itself. Misrepresentation is to be answered by a special and ongoing effort to remove any public officer who would challenge his or her own public.

**The level of the challenge is immaterial;
The response is the only essential.**

The public need for a response is to be communicated to the entire public audience that supported the election of the representative; with a specific suggestion to unseat the one who refuses to serve the public.

Many of these functions are now being performed, with varying levels of success, by existing public administration. Where the public chooses to represent itself through what parents do; the parents become the effective school leadership. They represent the public both as owners and as customers, and are the only effective party in interest. They assume the mantle of authority as a right; and are encouraged to remove any and all public officials or employees who would deny the public its natural place of authority.

Checklist: Parental Group Operation

1. Establishing Finances and Resources. On receipt of the budget, the parental group will meet with the intent to review and comment on the proposed budget.

a. The parent-group leadership will present the budget, or may invite presentation by appropriate public employees. Comments on potential alterations will be received and presented for the vote of those parents who are present. Changes supported by 80+% of the parents will be directed for corrective action. Changes that are of lesser popularity will be communicated to those preparing the budget along with the parental evaluation.

b. When mandated budget changes are made, and suggested changes are properly examined to support their approval, the same will be noted on the budget by the parent-group leader as an approval.

c. When hiring or releasing actions are contemplated, the leader of the parental group will be notified with time to arrange a parental panel to take appropriate action. The leader will gather parents for this duty based on availability and interest, and will provide the panel members such direction as is necessary to gain approval. This might involve direct interview, or simply a review of documentation – that is up to the parents. The same decision might be guided by past hiring and releasing actions and how they were handled by current school employees. Trust is essential for efficient process.

d. Upon review and acceptance of action, a recommendation is provided to the school based on mandated approval, or popular approval. Appropriate action is taken by the public employees with the consent and approval of the public as indicated by the parental review.

e. Basic resource issues, such as facility work using available public resources, are subject to parental group review. Suggestions or mandated changes may be made by the parent panel that does the review.

2. Disciplinary Activities. Disciplinary actions against a citizen should not be allowed or supported unless there is full recognition of citizen rights and privileges. This includes the ability to appeal to a jury of peers whenever negative action is contemplated.

a. Disciplinary actions need to be brought to the parental-group leader for consideration. If there appears to be any basis for action, the issue is to be handed off to a panel of parents (minimum of three) for review; and they will act as a judicial body. They may choose to receive the action for further consideration, or take action on what is provided. They may call upon the parent and child in question for interview and call upon others for testimony or statements as is felt best. On a finding by 80% or more of the panel, they may direct action within the purview of the school. A lesser popular finding can approve action by school employees and make recommendations to affected parents and children.

b. Disciplinary findings and directions will be presented to the gathered parental group before any action to the detriment of any parent or child can be approved. The panel that finds an immediate need shall direct the leader to call the meeting where this need can be presented.

c. Neither parent nor child is entitled to third-party protection before the panel of other parents, and third-parties are only allowed with the approval of the panel.

d. Disciplinary actions are also permitted effecting public employees. Teachers, principles, or other employees who are seen by parents as harmful to the education process may be noted to the parental-group leader. As for other actions, the parent panel may be established where there appears to be some evidence of harm. The panel will then be gathered to address potential needs; and the results reported to the parent group for recommendation or action as might be appropriate in the understanding of the larger group.

3. Educational Resources. The parental group will establish and approve the educational resources and directions of the school that prepares their children. This will include approval of various textbooks and educational materials, with such actions or instructions as the group might direct or suggest. The leader will empanel smaller review groups to examine materials on behalf of the parental group, and results will be presented to the gathered parental group for final review and approval.

4. Evaluation of Performance. The parental group will meet as required to review and evaluate the performance of the school and its employees.

a. The group leader will address any need for public resources to test performance to senior school employees, and will provide parents to identify individual students to take part, and parents to monitor school performance tests.

b. The parental-group leader will call a panel of parents to review any performance tests for the school, with comparison to results achieved the prior year.

c. The group leader will assemble a panel of parents to receive parental performance reports, and to assemble a combined report of results to be delivered to the parents group. The whole group, by those present, will evaluate results from this and b. above; and will establish the performance report for the school and its employees.

d. The leader will deliver this report to senior employees, on behalf of the customers and owners of the school; and will post it for public availability within the school.

5. Protection of Education. The group will protect education from its enemies.

a. All those who would interfere with the educational process, or redirect it to meet non-parental requirements are to be declared public enemies of education; and to be handled appropriately as such. This includes group decision to publish group findings to others. Where 80+% of the group support the findings, they are cause for parental

group action against those public enemies. Such are largely administrative in implementation, but parents may be asked to participate in that action.

b. Where outsiders seek non-emergency access to the school or its employees, parental panels are to be called to review what they request. Where public officials choose to exercise public authority in order to ignore or defeat panel recommendations, the panel will be asked to determine whether this indicates that any active party should be declared a public enemy of education. The results are to be presented to the larger group for a vote. Where a negative finding is supported by 80+% of the parental group, action should be initiated to remove the offending officers from any and all public positions and authorities.

c. Where external threats, as in judicial rulings or public administration actions, work to defeat the public voice as realized through parents, a panel of parents shall be called to examine whether this constitutes reason to declare the offending public employees to be public enemies of education. All findings are to be presented to the larger group for a vote, with results published widely. Where a negative finding is supported by 80+% of the parental group, action should be initiated to remove the offending officers from public position and authority.

Appendix E: Parental-Group Leader Instruction Sheet

Even though local, the parental-group leader speaks for the public. It is one of the most potent of all political leadership positions because it addresses things on behalf of a unifying public purpose. This leader, even though local, can speak with greater authority and certainty than any elected official.

This is also a volunteer position for a parent or grandparent, for someone who can keep the vision of the parents' unifying purpose in dealings on behalf of the parents group. The group leader is the one who will perform purely administrative functions for the group, and will call the parental management groups together as needed to handle specific ongoing senior-management tasks associated with the local school.

The group leader will represent the group to the school, to school systems, to other parental groups, and to government in general. The group leader will work with other parents to represent the group to those who would interact with the local school for their non-parental purposes; granting them such access or influence as seems appropriate to the educational purpose set by the parental group on behalf of the public.

This is a startup position for those who would go into more general politics, it is a place of extremely valuable public service; and successful performance is largely gained with the extensive support of the parents who represent the public.

The group leader is the one who is charged with getting to know the group's resources, dealing with individual parents to find their special talents, interests and availability. The leader is the one who performs group management, bringing these volunteer resources together to accomplish a productive purpose. The group leader is the one who is expected to receive requests for group activity from those who need senior-manager services, including both teachers and school administrators.

The leader is also the one who must give the greatest effort of all the parents to the performance. This is a high cost in personal time and effort; and one that is unlikely to ever be paid more than a minimum stipend from public funds. It is an inherently voluntary position.

Leadership may also be a function undertaken by a group of parents, where they either function as a local team, or divide up the work of leadership among themselves. The leader-function is a place of service and honor more than even authority; but the great expense in personal commitment must be met by equally great sense of personal value if the position is to be voluntarily filled.

Establishing the leader is a function of the public, as represented by the parents who group together to assure that they receive the value through their children. There is no set process or procedure to establish this leadership.

Education Management Instructions for a Parental Group Leader

The one who harnesses that one party in interest for public schooling

Public school relations. Schools are operated for the benefit of the public.

All products of a public education are received by parents on behalf of the public.

A school's parental group represents the parents who receive the school's products.

The parental-group leader is the one who gains performance through group activity.

Parental Group performance is measured by what parents receive from the school.

- Review and approval of the school budget
- Tracking the execution of that budget
- Review and approval of public resources (such as teachers)
- Managing or accomplishing student discipline
- Collective receiving reports; valuing educational products as received by parents
- Protecting the educational process from external interference

Leader Functions.

- Maintains vision on the value to be received
- Empanels parent groups to further group purposes
- Uses this vision to draw the parental group to consensus
- Carries the parental consensus as a public consensus to others
- Performs administration action as the chief school manager
- Implements actions on behalf of the parental group and with parental support
- Represents the parental group and general public as to educational matters

Leader Techniques

- Uses inverse assignment or other team-based techniques
- Calls panels when parental decision is required
- Calls parental-group meetings to gain consensus
- Speaks with authority to public employees
- Calls upon other parental-group leaders as required to represent parents

Leader & Group Functions

- Implements administrative actions on behalf of the group
- Calls parents to take part in administrative actions to enhance effect
- Communicates with parents, teachers and others
- Directs and suggests parental-group support to public employees
- Supports the larger educational process

The leader of the parental group is the highest authority when dealing with education, answering only to parents as the public. The leader is the one who speaks for the school owner and school customers; and serves as the voice of the public when it comes to educational interests.

Appendix F: Teacher's Teaming Instruction Sheet

It does little good to solve the school management problem without also addressing the performance problem within the school. The educational process, even with the substantial and continuing support of teachers, has been inadequate.

Management engineering, with its performance foundation, is able to address the larger effectiveness and efficiency of the process of education in the classroom. This is accomplished by the use of performance teaming, recognizing the teacher as the team leader and the one who brings the team into existence. Performance is enhanced through using engineering to provide the teacher with optimizing performance techniques and approaches to assure delivery of value to the public.

As a secondary incentive, the use of performance teaming that involves a leader taking charge of a team effort, has traditionally increased the output of the larger group effort while decreasing the time and effort required to gain that result. The expected impact from classroom-based teaming is a reduction in the effort required of both teachers and students in the educational process with increase in the value delivered to parents from that effort.

Incentive is also natural. When the parents assume the mantle of leadership of the school, then the purpose of delivery to parents becomes the purpose of the teaching effort. The use of teaming is approached as a technique to maximize the value delivered.

As the parents become the focus for public education, rather than the children, we are addressing a change in what the teacher is to gain and deliver as product. The parents are drawn more dramatically into the effort that assures parental value in the product delivered through classroom efforts. Delivery to parents becomes a necessity rather than an inconvenience. Teaming with parents becomes a reality rather than a hope.

Administration, which now directs the teaching process, becomes a support function to help the teacher deliver value to parents. Otherwise the administration will fail in its performance, and have to answer to the parents for its lack of effect, or for creating damages instead of enhancing value.

The Teacher's Guide is what the teacher needs to maintain focus on value delivery.

A Teacher's Guide to Performance Teaming
Techniques for teaming with Parents, Students and Administration

Public schools are operated for the benefit of the public.
 All products of a public education are received by parents on behalf of the public.
 A school's parental group represents the parents who receive the school's products.

A grade-school teacher works for the parents of students – the owner of the school
 Only a parent can value education; and they only value what they receive

Efficiency Engineering Support

The Student Credo provides a consistent value concept that supports a team effect

The Parents Performance Report defines accomplishment for educational purpose

Inverse assignment – the teacher calls others to team based on what the teacher does

- Initiative: initiates and performs all work suitable for a teacher to perform
- Communicates self-performance to parents to enlist their efforts
- Communicates parental involvement to students to enlist their efforts
- Enlists peer-group to team student efforts for maximum educational effect
- Identifies value to school administration to enlist their support for performance
- Identifies needs to the parental-group leader to enlist active group support

Team-based Educational Duties

As to parents - contact and involve at every opportunity; deliver progress reports

- Call parents based on exceptional needs, call parental group leader if unresponsive

As to students - Call to support and help each other along; insist on team results

As to owner - Keep both parental group and administration aware of needs

As to outsiders – Use parental group as a shield; send them all outsider contacts

Performance Management

A teacher is also a performance manager, and is tasked to gain performance through the performance efforts of students, as backed by parents and administration. Teaching is a process, not a result. The active and intensive participation of the student is a requirement. Students who will not team with the teacher and others to accomplish education need to be noted to both effected parents and to the parental group. Though the teacher must take the lead, parents are encouraged to work with each other as well as the teacher to handle any challenge children.

Performance is measured by results, not by process fulfillment. The teacher who succeeds in delivering value to parents is entitled to public recognition. The teacher who cannot gain value for parents is to be challenged to change, or is to be removed. Direct contact with parents should be considered an essential; a way to assure that the parents see, understand and value what the teaching effort provides.

Performance Efficiency

Performance involves both delivery of value and cost of operation. The principle cost of operation is the time and effort of other team members. Special recognition will be reserved for those teachers who are able to find ways to accomplish education at reduced cost in the time of students and parents or in expenditure of public funds.

Appendix G: Establishing a Public Mandate

We have a special case when addressing the establishment of a public mandate. This is a finding that gives the group a representative voice on behalf of the larger population that is being represented.

The mandate is established by a random poll; and this can be a polling of the membership of the parental group, or a polling of parents in general.

The rule is that a poll size is determined by the need to demonstrate 80+% agreement at more than 95% reliability. The general poll size and probability of agreement at this reliability is indicated in the *Figure 8*.

The poll is to be as random as is possible for the larger population being represented, but is to be statistically valid. If, for example, we poll 10 people, and all ten agree, then we have more than the eight in agreement without finding any variation; and it does support issuing a mandate. If one person disagreed, then it would take thirteen or more people randomly providing their response to justify the mandate.

Pareto Sampling Plan		
Negatives	In Sample	Population Mean
0	8	81.98%
1	13	81.51%
2	17	80.06%
3	22	80.08%
4	27	80.09%
5	32	80.10%
6	37	80.08%
<p>Minimum Population Mean at 2σ (95%) reliability.</p> <p style="text-align: right;"><i>Figure 8</i></p>		

If there is 80+% of agreement, then the agreement is the voice of the public; and it will not yield to any lesser authority. It will have greater authority than any other voice, whether elected or simply exercising the authority of recognized expertise. The public is the only party in interest, and it does not yield!

If there is less than the 80%, then the poll indicates popularity rather than mandate. There is an indication of preference, but not sufficient to act with boldness. The public voice does not then issue directives, but supports some actions more than others.

A poll of parents (all parents or just in the parent-group meeting) is sufficient to establish the voice of the larger public when it comes to public education. The public is assumed to be represented by the parents. A poll of parents who gather in support of education is assumed to represent all parents. They can, if a mandate is indicated, demonstrate the will of the public that contains those parents.

The parental response indicated on the parents school performance report is also to be treated as a poll, and can be foundation to issue mandates to the school, or to take actions to reward or punish exceptional performances.