

The Seamless Web: Minnesota's New Education System

1 Goals 2000

Throughout the history of our nation, education has been a matter of teachers, textbooks, objective tests, grades, academic disciplines, clearly defined knowledge, and high school diplomas. This system of education has served our nation well. It has been a system where academic freedom has prevailed and where the founding principles of our nation were valued and taught. It has been a system where parents, teachers, administrators, legislators and locally elected school boards set education policy. It is one of the main reasons why the United States of America has been the world's beacon-light of freedom. It is one of the reasons why our nation is now the world's only remaining superpower.

In spite of its phenomenal success, however, including the success of its education system, America is now experiencing dramatic change. The very foundation of the nation is being called into question. Nowhere is this change more evident than in its new system of education. Education in America is entering a brave new world—a world where portfolios are replacing transcripts, where learning areas are being substituted for academic disciplines, where teachers are becoming facilitators instead of instructors, where assessments are replacing tests, where rubrics are being used instead of grades, where group projects are valued more than individual learning, where objectives are being defined in terms of attitudes and behavior instead of cognitive learning, where liberal arts education is redefined as being vocational, where off-campus experiences are being emphasized instead of textbooks, where Certificates of Mastery are replacing diplomas and where education policy is being dictated by non-elected government officials and functionaries at the state and federal levels instead of by legislators, teachers, parents and locally elected school boards.

Education's new world is not unique to Minnesota. The revolution is a national movement, and more. To understand the big picture of education change, we begin with the act passed by Congress and signed by President Clinton known as "Goals 2000."

Goals 2000 refers to the Goals 2000: Educate America Act passed by the federal government in 1994. That was the last year that the Democratic Party controlled the White House and both bodies of Congress.

This does not mean, however, that the Democratic Party should take full responsibility for Goals 2000. The revolution in education was previously being developed by President George Bush under the label of "America 2000." The "reform" agenda was being directed by Bush's Secretary of Education, Lamar Alexander. In addition, much of the federal program had already been adopted by the 1989 National Governors' Conference as a result of the influence of National Governors' Association President and Arkansas Governor, Bill Clinton. Hillary Clinton and her associates, Ira Magaziner, Robert Reich and Marc Tucker had overseen the maturation of the program in preparation for the 1989 Governors' Conference. This is the same group of people who attempted to socialize our system of medical care after Bill Clinton became President.

The next page contains a diagram which was part of the 1995 "Report to the Legislature" by the Minnesota State Board of Education and the Minnesota Department of Education, now called Children, Families and Learning (CFL). As you will see, the diagram pictures Goals 2000 as the umbrella under which all the education changes are taking place.

Goals 2000 set up a system of federal grants to state governments which states can receive if they agree to follow the federal education guidelines. These federal requirements make

revolutionary changes in what education is and how it is delivered. One effect of the whole system is that it puts the federal government in the position of having a major influence on education policy.

For this reason, questions are often raised about the constitutionality of Goals 2000. The Tenth Amendment of our Constitution states: "The powers not delegated to the United States by the Constitution, nor prohibited to it by the States, are reserved to the States respectively, or to the people." Since the Constitution does not give the federal government a role in K-12 education, Goals 2000 is a direct violation of the U.S. Constitution.

Many Americans appear, however, to be unconcerned about the importance of upholding our national Constitution. Why should citizens care? We should care because the primary purpose of a constitution in a free country is to protect the freedom of its citizens. The Preamble of our national Constitution, for example, says that the Constitution exists to "secure the blessing of liberty to ourselves and our Posterity."

Minnesota's state Constitution sets forth the same principle. For that reason, whenever our Constitutions are violated, we lose some of our freedom. In the case of Goals 2000, our local school boards, parents, teachers and even state government lose the freedom to manage our schools. As we shall see in this manual, a primary feature of Goals 2000 is that it transfers decision-making authority out of the hands of local officials over to non-elected officials in the federal government, and, to a lesser degree, to non-elected officials in state government.

The advocates of Goals 2000 argue that none of this is a problem because participation in Goals 2000 is voluntary. Ask any farmer what a "voluntary" federal program is all about. It's all voluntary until one takes the money and signs the contract. After that, nothing is voluntary any more.

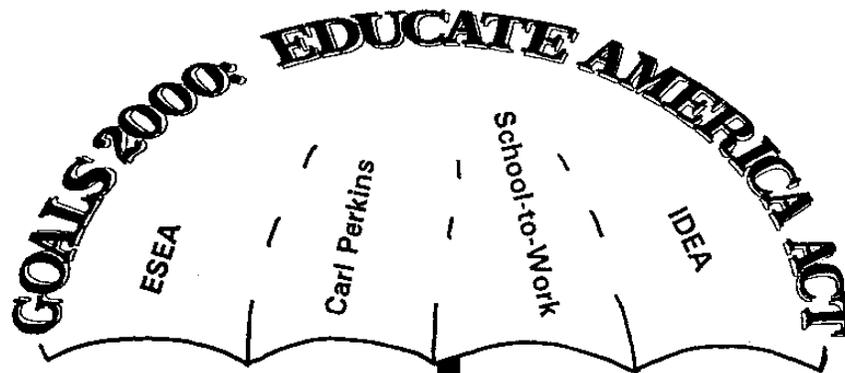
IS GOALS 2000 REALLY VOLUNTARY?

The federal government offers money to states as an incentive for them to join Goals 2000. In Minnesota's case, signing the Goals 2000 contract has brought the state \$18 million in federal funds, all of it being our tax money, of course.

Accepting the federal money requires Minnesota to adopt the federal program. Minnesota's method of implementing Goals 2000 is primarily wrapped up in Part 2 of the Graduation Standards, also called the Profile of Learning. Minnesota's Goals 2000 grant application, for example, calls the Graduation Standards the "centerpiece" of Minnesota's compliance with Goals 2000.⁵

How much are these Graduation Standards costing us? Minnesota hired a private firm from Colorado to estimate how much the Profile of Learning part of the program would cost Minnesota taxpayers. The private firm said that over the next two school years, it would cost Minnesotans \$154 million to implement just the Profile of Learning portion of the system.⁶ This expense is on top of the estimated \$75 million the state has already spent on designing the program.

So why doesn't Minnesota just drop out of this bad investment as the State of Alabama has done? To make that step particularly difficult, the federal planners passed another law, H. R. # 6, which says that the federal bureaucrats can now withhold all federal education funds if states don't comply with their program. Since seven percent of Minnesota's K-12 education dollars come from the federal government, refusing the imposition of the federal government into our schools carries with it significant financial risk.



Coordinate

- Codifies into law eight National Education Goals
- Establishes National Education Goals Panel, the National Education Standards and Improvement Council, opportunity to Learn Development Grants
- Provides funds for SEAs and LEAs, competitive grants
- Establishes a Task Force on technology.

Collaborate

- Provides a framework for State and Local Education Systemic Improvement
 - challenging content and student performance standards
 - voluntary opportunity to learn standards
 - assessment systems
 - process for improving teaching and learning
 - process for reporting the progress of the State and Districts for demonstrating progress towards reform efforts

Integrate

This is what "voluntary" means when programs come from ambitious federal planners.

HOW DOES GOALS 2000 EXPAND THE FEDERAL GOVERNMENT?

Many of the mandates of Goals 2000 are included in the eight national goals around which the program is built. States that join are required to implement these eight national goals. The eight goals, as summarized in Minnesota's application for Goals 2000 funds, read as follows:

1. All children will start school ready to learn
2. The high school graduation rate will increase to at least 90 percent
3. Improve school achievement and citizenship
4. Greater levels of teacher education and professional development
5. Be first in the world in mathematics and science
6. Adult literacy and lifelong learning will be accomplished
7. Have safe, disciplined, alcohol and drug free schools
8. Parental participation will increase greatly⁷

At first glance, these eight goals all sound good. If we are willing to examine them closely, however, we will begin to see that the goals involve huge issues of policy and governance. Notice, first of all, that, as summarized by Minnesota's Department of Children, Families and Learning (CFL), some of the goal statements are in sentence form, and some are not. The statements in sentence form are not ended by periods as is required by accepted standards of

punctuation. In addition, the writing style lacks consistency. This lack of concern over accepted written form is typical of the CFL and is symptomatic of its conspicuous indifference to standards of professionalism at all levels. This indifference to quality carries over to every aspect of the new system of education.

Notice, secondly, that the third goal speaks of school "achievement," but the word "academic" is not included with the word "achievement." Why not? As we will see throughout this manual, Minnesota's education planners are willing to deliberately de-emphasize academic achievement in order to accomplish social engineering goals that they believe are more important.⁸

Notice, thirdly, that the fifth goal states that our children should be "first in the world in mathematics and science." Once again, that sounds good, but is that what the program really does? Not at all. As we review the revolution in education, we will be struck by a marked difference between the rhetoric and the reality. That difference is an inevitable result of revolutionizing education in a manner that the public would not accept if it understood the real nature of the changes.

If we really wished to make our children "first in the world in mathematics and science," what actions would we take? One such action is apparent from the report of the Consortium on Productivity in the Schools. This report said that even though United States students spend more hours in school than students in most industrialized nations, the amount of time our students spend on core subjects is far less than that spent by students in competing nations. For example, in grades 9 through 12, U. S. students spend a total of 1460 hours on core subjects such as math and science, while students in Germany spend 3528 hours on these core subjects, students in France spend 3280 hours on them, and students in Japan spend 3170 hours on the same core subjects.⁹

This study stated the obvious conclusion as follows: "American schools typically teach too many subjects that stray too far from their central focus of developing knowledge and skills in the foundation subjects."¹⁰

Is this problem being corrected by the new system of education? Not at all. In fact, the opposite is happening. For example, Administrative Law Judge, George Beck, after hearing the comments on Minnesota's Profile of Learning, said that the requirements of the new system would substantially reduce the ability of our best students to complete the advanced studies they needed. Judge Beck recommended that these students be allowed to opt out of the program for that reason.¹¹ (The CFL has given mere lip-service to that important recommendation.)

Along the same lines, a briefing paper by the Council of State School Officers said the following:

A common element across these subject-matter groups is the de-emphasis of content knowledge and emerging emphasis on application and use of content, even to the point of consciously deciding not to teach certain content. The current philosophy is that "less is more"....The redefinitions of content areas, now currently underway in the efforts to set national content standards in areas such as science, history, geography the arts and English/language arts, are all featuring this shift in what is considered important in what students need to be able to do.¹²

As can be seen from the statement above, the new system of education actually intends to de-emphasize academic achievement in the core disciplines. The education planners intend to dumb down the curriculum. The point to be made at this juncture, however, is this: In the revolution in education, there is a remarkable disconnect between the rhetoric and the reality. The legislators vote on something that sounds good. The education planners then make the program into

something totally different. They can do so with impunity because the hands-on decisions are being made by individuals who will never directly answer to the voters.

Notice, fourthly, the sixth goal of "lifelong learning." Hillary Clinton's friend, Marc Tucker, used the words "cradle-to-grave" to describe this goal. It means that under the umbrella of Goals 2000, the federal government will insert itself into every aspect of a person's education throughout every day of a person's life. That is one of the reasons why Representative Sam Rohrer of Pennsylvania called the revolution in education, "the biggest, most aggressive expansion of the federal government in the entire history of our nation."¹³

Notice, fifthly, that the first goal states, "All children will start school ready to learn." Once again, that sounds good, but what does it mean? As usual, the devil is in the details. When a state agrees to the eight federal goals, it also agrees to a system of 26 criteria (or indices) which measure whether the goals are being met. Time and space don't allow us to go into every one of the 26 criteria, but let us look at just the first one to get a sense of how it all works.

The first criteria (or index) Minnesota has agreed to requires a reduction in "the percentage of infants born having one or more health risks." Notice the word "born." How does a state reduce the number of children born with medical defects?

Some initiatives to that effect are fairly obvious and may be politically popular. One such effort was the bill spearheaded by Governor Carlson's wife, Susan, to reduce drinking and cigarette smoking by pregnant women. Another way that states can reduce the number of children born with medical defects, however, is by selective abortion. Considerable pressure is now placed on women considered to be at risk of having babies with defects to undergo testing to screen unborn children for genetic problems. As a consequence, three-fourths of all Downs syndrome babies are now destroyed before birth by means of abortion.

By means of Goals 2000, the federal government is inserting itself into virtually every aspect of our lives, including the insertion of itself into medical care, family counseling, early childhood training and the prenatal development of our unborn children. The rest of this document will continue to give details on how the revolution in education allows the federal bureaucrats to impose their wishes into many areas of our lives.

WHO DETERMINES EDUCATION POLICY?

One of the most significant results of Goals 2000 is that it places the decision-making authority into the hands of federal bureaucrats, first of all, and into the hands of state bureaucrats, secondarily. The way this works can be seen by comparing Minnesota's education goals, as stated in Minnesota's Goals 2000 grant application, to the federal Goals 2000 law. Minnesota's new education goals are described as follows:

Learning Readiness

All children in Minnesota will enter school ready to learn, with parents and families prepared to support and participate in their children's learning.

Learner Achievement

All pre-K-12 learners will demonstrate attainment of both the Basic Requirements and the required Profiles of Learning as defined by rigorous graduation standards (including high standards in math and science achievement), which will prepare them for responsible community participation, lifelong learning, and productive work.

Safe, Drug-free, Accessible, Co-located Learning Environments

All learning will be provided in environments which are safe, accessible, and violence free; are conducive to learning; and delivered so that learners and their families will have efficient access to programs and services of all agencies.

Teacher Education and Professional Development

All education personnel in Minnesota will acquire and use the knowledge and skills needed to prepare all learners to achieve appropriate learning goals.

Adult Literacy and Lifelong Learning

All Minnesota adults will have access to education opportunities which lead to literacy and economic self-sufficiency.

Parental and Community Participation

All Minnesota schools will establish partnerships with parents and communities which result in the collaborative promotion of social, emotional and academic growth of children.

Sufficient, Fair and Efficient Funding

Minnesota's education finance system will provide sufficient funding for public education while encouraging fairness, accountability, and incentives toward quality improvements to promote high standards.¹⁴

These goals, once again, may sound good, but what do they really mean? When we compare Minnesota's stated goals to the eight national goals, for example, we notice that the list of eight goals has been reduced to seven. Which federal goal has not been stated as one of the Minnesota goals?

The national goal that has been deleted from Minnesota's list of goals is one of the most attractive, namely, that every state's graduation rate should increase to 90 percent. (Minnesota cannot actually omit this goal, of course, but it may be allowed to look the other way.) Why has Minnesota minimized this goal? Could it be because Minnesota's education planners intend to downplay the graduation rate by having large numbers of students leave high school with "Certificates of Initial Mastery," perhaps after grade 10, as opposed to obtaining high school diplomas? (See chapter 10.)

A redefinition of "graduation rate" is also apparent from the way federal bureaucrats define this second national goal. They have reworded the index measuring "graduation rate" to become "high school credential."¹⁵ Why the change? That way the bureaucrats who run the program can count students leaving school with a Certificate of Mastery as having "graduated." The whole system is designed to make it appear that the graduation rate is rising when something very different may be happening.

How does Goals 2000 transfer decision-making authority into the hands of non-elected officials? This is how the system works: Minnesota submitted a grant application to the federal government. Non-elected government officials evaluated the grant application and had three choices:

1. They could accept the application.
2. They could reject the application.
3. They could accept the application after the state made certain specified changes.

The net effect of this process is that federal bureaucrats, to a large degree, determine the details that the states must implement. The same bureaucrats decide how to measure the results. In the example described above, the federal non-elected officials support the goal of replacing

diplomas with Certificates of Mastery so they willingly approve state goals which minimize high school graduation rates. By the same token, however, these non-elected officials will insist on those aspects of the federal system that they want implemented.

For example, in 1995 the federal government rejected California's application for School-to-Work funds because it relied too much on local efforts to carry out the federal program. By 1996, however, the California grant application was accepted because much of the local decision-making had been replaced with state control.¹⁶ Goals 2000 and School-to-Work function the same way—non-elected officials determine what states must do to receive the money.

You may notice that there are other significant differences between Minnesota's stated goals as compared to the eight federal goals. The Minnesota goals, for example, delete the reference to having good discipline in the schools. The Minnesota goals also redefine "professional development" for teachers as being the teaching of "appropriate learning goals" which really means teaching the Profile of Learning (see chapter 9). Minnesota's goals additionally omit the goal of good citizenship and replace it with "community participation" which refers to the performance package consisting of community projects, a high priority for the education planners.

In this way, laws such as Goals 2000 sound much better than they really are. The actual effect of the Goals 2000 law is that it places non-elected state and federal officials in the position of making the real decisions on what must be taught in our schools. The people left out of the decision-making process, as a consequence, are legislators, parents, teachers, local administrators and locally elected school boards.

This is why local citizens are generally in the dark about the revolution. The whole system is designed to leave them uninformed and sitting on the sidelines.

HOW IS THE FEDERAL GOVERNMENT DRIVING THE SYSTEM?

Non-elected officials cannot operate in a vacuum, of course. The new program required the passage of enabling legislation spearheaded by some office holders as well as other leaders. The way this happened was described in a brochure published by the National Center for Education and the Economy (NCEE), a Washington D.C. organization headed by Marc Tucker. This brochure said that NCEE had proposed:

- a. A new education performance standard for all students, benchmarked to what the highest-performing countries expect their students to know and be able to do by age 16, and a Certificate of Initial Mastery for all students who meet this standard.
- b. New education options for students who need more time or different learning environments to meet this standard.
- c. A new School-to-Work system to give technical skills and credentials to the vast majority of our students.
- d. A new system of technical and professional certificates that define the skills employers require for people entering rewarding careers which both adults and students can work toward achieving.
- e. Incentives for employers to invest in programs that give their workers the new skills they need to do high performance work.
- f. Local employment and training boards to ensure that everyone looking for work knows about available careers and can easily access the training and other services they need to get good jobs.¹⁷

These recommendations were published in 1989. They were then incorporated into the federal School-to-Work Opportunities Act and Goals 2000, both passed in 1994. Individuals who understand Minnesota's STW program (see chapter 10), will immediately recognize that Minnesota's system follows exactly what was outlined in the NCEE brochure quoted above.

How did national organizations like NCEE make this happen? Their brochure explained that, too. It said:

MAKING IT HAPPEN—The National Agenda

Establishing the policy system

Many of the ideas in *America's Choice* [a NCEE document] are now law or on their way to becoming law. With leadership from the executive branch [Bill and Hillary Clinton], Congress has passed legislation that establishes challenging national education goals, a national board to oversee development of voluntary skill standards for occupations, and more quality school-to-work programs for students.

Our reports are providing the intellectual framework for many of these policy changes. National Center [NCEE] staff regularly consult with the Clinton administration, Congress, governors and industry, labor and education groups. And we organize coalitions of major national organizations to build consensus on emerging education, employment and training issues....

MAKING IT HAPPEN—The State and Local Agenda

Developing state policies

Our assistance to the states takes on multiple forms. We help state leaders draft legislation, then develop strategic plans for implementing new education training and employment systems. We help leaders in government, business and education make the case for change. [Emphasis added.]¹⁸

Is there any doubt about who is driving the revolution in education? This NCEE brochure acknowledges that the "agenda" (NCEE's word choice) is being orchestrated by a small number of people in Washington D.C., including Bill and Hillary Clinton, many of whom are non-elected officials. This small number of people provided much of the required leadership to the federal government, and to willing states such as Minnesota, to adopt the revolutionary new system.

Notice that this NCEE brochure states that the organization helps states "to develop strategic plans...to make the case for change." As we shall see in detail in chapter 17, this strategic planning includes extensive use of utilizing a predetermined consensus. That is, task forces or other committees are created and guided to make it appear that decisions are being made locally when everything is really being dictated from the top. This is why state and local policies sometimes predate the mandates coming from Washington. The revolution in education has been conceived, formulated, described and orchestrated by a small group of education revolutionaries. Minnesota's new system is a direct result of the work of these movers and shakers.

Minnesota's application for the Goals 2000 funds admits to much of this. It says: "The centerpiece of Minnesota's Education Improvement Plan [for Goals 2000 money] is the implementation of graduation standards for all students."¹⁹ In other words, Minnesota is meeting the guidelines of the national Goals 2000 agenda by means of the Graduation Standards, especially by the Profile of Learning; 120 pages of detail follow that statement to explain how Minnesota's changes in education are designed to meet the federal program.

In similar fashion, the 1996 report to the legislature by the State Board of Education and the CFL states:

Graduation Standards Project is directly linked with the Goals 2000 state plan. A comprehensive Goals 2000 state plan for student improvement and a comprehensive state technology plan have been submitted to the Federal government to receive the state entitlement funds.²⁰

Once again, the report explains that Minnesota's new system of education is designed to meet the requirements of the federal plan. Let's follow one major policy issue to see how the federal planners are now driving the education system in Minnesota. To be more specific, new criteria for teacher certification are now being adopted for all new teachers and for all teacher's colleges. The paper trail behind these new requirements reads as follows:

1. In his 1992 letter to Hillary Clinton, which described his overall vision for education change, Marc Tucker said, "We [will] have a national system of education in which the curriculum, pedagogy, examinations and teacher education are linked to national standards." (The entire Tucker letter is included in Appendix G.)
2. Two years later, in 1994, the Goals 2000 law said: "[States will adopt] a process for... licensure...and pedagogical expertise to prepare students to meet state content standards and student performance standards [which are to be aligned with the federal guidelines]."²¹
3. One year later, in 1995, the Minnesota grant application for Goals 2000 funds said: "In February, 1995, the Board of Teaching proposed to the legislature a newly designed system of teacher licensure that focuses on [being]...congruent with the results-oriented graduation standards."²²
4. Then, in 1998, the Board of Teaching proposed new licensure rules which listed the following guideline as its first "instructional strategy" for new teachers: "[to] understand Minnesota's Graduation Standards and how to implement them."²³

As we can see, the new teacher certification policy in Minnesota follows directly from requirements made by the Goals 2000 law, which in turn contained the recommendations of Marc Tucker to Hillary Clinton, the same people who wanted to socialize medicine in our nation.

WHAT REALLY IS GOALS 2000?

Goals 2000 can be summarized on the basis of the following quotation from the Goals 2000: Educate America Act. The law says: "All students will be knowledgeable about the diverse cultural heritage of our nation."²⁴

Notice the law says "all students." The law consistently uses language like "all schools," "all American schools," "all American students," and the like. In the law, "all students" means all students. The law is clearly meant to apply to private schools and home schools as well as to public. Later chapters will explain how that will happen.

Notice the law also says, "will be." That legal language means that the agenda is mandatory, not voluntary. "Will be" is the language of control, not of options. As we have seen already, and as we will see in more detail in later chapters, Goals 2000 puts the federal government in the position of controlling our local schools and controlling much of our students' lives.

The law proceeds to say "knowledgeable." That is, the federal government will now mandate a state-approved belief-system. Never before in the history of our nation has the federal government been allowed to dictate what ideas must be in the minds of our people. Laws prescribing the belief system of citizens are not a mark of freedom, obviously. Laws requiring certain attitudes, beliefs and values are a characteristic of totalitarian government.

Notice what the law says about the concepts that must now be in our children's minds. The law describes it as the "diverse cultural heritage of our nation." That language refers to the ideology of diversity. At no point, however, does Goals 2000 require that our children be taught about inherent human rights. Nowhere does it require that our children be knowledgeable about self-evident truths, or natural law, or the right to own private property or that the purpose of government is to protect our God-given rights.

Why require the teaching of the political agenda known as diversity? The reason was well-summarized by Bruno Manno when he said, "[Progressivism believes] that it is possible and justifiable for educators to use the schools to create a new social order."²⁵ What is this "new social order"? University of Minnesota Law School Professors, Suzanna Sherry and Daniel Farber, described it as follows:

Over the past decade, some radical law professors have been...claiming that there is no such thing as truth or knowledge or merit or reason. All these things...are simply a mask for racism, sexism and other pathologies....According to the radicals...there is no truth, just individual perspectives based on race, gender and the like—and everyone's perspective is equally valid. Indeed, they argue, there is no such thing as objective reality. Reality is "socially constructed" by the powerful.²⁶

If reality is socially constructed, then it can be reconstructed by whomever is in power. Former Ramparts Editor, David Horowitz, knows this world well. He was once part of it. He described it as follows:

[This philosophy] springs from Rousseau's fantasy that social institutions are the root of all evil, which is the fountainhead of radical theory. It is the idea that human reality is "socially constructed" and thus all the ills that flesh is heir to can be cured by social engineering....Like their Communist predecessors, the doctor Frankensteins of the newest left are intoxicated with the prospect of brave new worlds. Their agenda is to make a racist, sexist, homophobic humanity into a liberated entity in their own image. This is a secular idolatry identical to the Communist apocalypse, the displaced Messianism that has blighted the human prospect in our time.²⁷

As we shall see in later chapters, the view that reality is socially constructed is the new core curriculum of education in Minnesota. This world-view is known by a variety of labels including "diversity," "culture," "multiculturalism," "tolerance" and "inclusive education." This philosophy holds that if reality is socially invented (socially constructed), then it can be reinvented by those in power. As we shall see, this reconstruction of reality is at the heart of Minnesota's new system of education.

Notes:

5. Minnesota Department of Children, Families and Learning, Goals 2000: Minnesota's Goals 2000 Education Improvement Plan (St. Paul, MN, October 1995), p. XII.
6. Augenblick & Meyers, "Addendum to Final Report: Projected Costs to School Districts in Minnesota and to the State Associated with Implementing the Profile of Learning in 1998-99 and 1999-2000," December 2, 1997, p.2.
7. Goals 2000: Minnesota's Goals 2000 Education Improvement Plan, Appendix K.
8. The 1998 National Education Goals Report shows a marked decline in reading skills since Goals 2000 was adopted.
9. Consortium on Productivity in the Schools, October 1995, information quoted from the National Education Commission on Time and Learning, 1994.
10. Ibid.
11. State of Minnesota: Office of Administrative Hearings for the Minnesota Board of Education, Report of the Administrative Law Judge.
12. Council of State School Officers, 1996 briefing paper.
13. Representative Sam Rohrer, comments made in Minnesota on September 17, 1998.
14. Minnesota's Goals 2000 Education Improvement Plan, pp. 2 & 3.
15. National Education Goals Panel, The National Education Goals Report, Building a Nation of Learners 1998, p 12.
16. Karen Hologate, "School-to-Work: A Formula for Failure," August 1, 1998, p. 4.
17. National Center on Education and the Economy, "Workforce Skills Program," no page or date given. The recommendations are quoted from America's Choice: high skills or low wages, The Commission on the Skills of the American Workforce, 1990.
18. Ibid.
19. Minnesota Goals 2000 Education Improvement Plan, p. VIII.
20. "Report to the Legislature on the Graduation Standards Project," Minnesota State Board of Education and Minnesota Department of Children, Families and Learning, January 15, 1996.
21. Goals 2000: Educate America Act, Sec. 306 (C) (2).
22. Minnesota Goals 2000 Education Improvement Plan, p. VII.
23. Minnesota Board of Teaching, "Proposed Rules Governing Teacher Licensing."
24. Goals 2000: Educate America Act, Section 102, (3) (B) (VI).
25. Bruno V. Manno, "Outcome-Based Education: Has it Become More Affliction than Cure?" Center of the American Experiment, August 1994, p. 25.
26. Suzanna Sherry and Daniel Farber, Star Tribune, February 19, 1998.
27. David Horowitz, "Queer Revolution: the Last Stage of Radicalism," The Center for the Study of Popular Culture, 1992, pp. 5, 6, 8.