The Facts About 21 Century Education Reform

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1.0 Global “Transformation” in Education

There is a “Fundamental Transformation” occurring in education today. Some will say it is 21st Century Learning. The truth is, there is nothing 21st Century about it. It is the same battle that has been fought in the past and pushed back by American PARENTS and Teachers!!

Why? Because parents and teachers understood just how harmful this is to children, our families, and our nation.
If you are in the business world, it is likely you have heard the term...

**Total Quality Management (TQM)**

TQM is a business model for accountability.

A “system” to control the quality of the end product.

Most would agree this is a very important system to have in place in the private sector when creating a good product that will successfully be sold to consumers.

In order to control the quality of the product you must collect a lot of data.

But, what if the “product” is a child?
The “SHIFT” in education is changing from a transmission of knowledge, that parents still expect from our schools, to an emphasis on altering the students world-views, values, attitudes, beliefs and behaviors.

When education is focused on how students perceive the world, that is known as critical theory or cultural marxism. Nationalism is destroyed. Globalism is in place.
2.0 What are College and Career Readiness Common Core aligned Standards?

The Common Core is Based on Unesco’s World Education Curriculum

In 2015 the United States signed a global goals agreement known as the Sustainable Developmental Goals (SDG)’s.

Education is the fourth goal globally.

The choice readiness will use the education and data for our students to be one of 3 tracks: COLLEGE (leader or authority), CITIZEN (includes military as protector or authority), or WORKER. See the 2015 UN Report:

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Goal 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all

Goal 4 Proposed Target(s):
1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
2. By 2030, ensure that all girls and boys have equal access to quality early childhood development, care and pre-primary education.
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
4. By 2030, increase by at least 40% the number of youth literate in basic skills, including technical and vocational skills, for employment, decent work, and entrepreneurship.
5. By 2030, achieve gender parity in education and ensure equal access for all girls and boys to affordable and quality secondary education, technical, vocational and tertiary education, including university.
6. By 2030, ensure that at least 50% of the secondary students who complete their secondary education go on to achieve a tertiary education.
7. By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including through the promotion of global citizenship, awareness of sustainable development and related environmental standards, human rights, gender equality, prevention of child labor, and awareness of sustainable development and related environmental standards.
8. By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including through the promotion of global citizenship, awareness of sustainable development and related environmental standards, human rights, gender equality, prevention of child labor, and awareness of sustainable development and related environmental standards.
9. By 2030, increase access to and improve quality of vocational education and training for all, with a focus on technical and vocational education and training, and encourage technical and vocational education and training for all, with a focus on technical and vocational education and training, and encourage employers to offer technical and vocational education and training for all, with a focus on technical and vocational education and training, and encourage employers to offer.
Purposes Behind **Common Core and College and Career Readiness**

- **Shifts Education Philosophy** - from an education of *Opportunity* (Equal Opportunity) based on academics; reading, writing, math and history to an education of *equity* (Equal Outcomes) based on attitudes, values, beliefs and behaviors.

- **Broadened Impact** - The Common Core National Standards expand the target from K-12 (Kindergarten through 12th grade) to a **P-20** (Pre-school through College, Trade or Graduate School) system.

- **Testing Based Outcomes** - The Common Core National Standards shifts from the “Mental” (Academics and Knowledge Based Tests) to “Behavior” (Performance Standards and Competency for the workforce).

- **Adjustments to Ideology** - Change American’s worldview from *nationalism* into *globalism* and allows for a government controlled economy known as “Dirigisme” or the more common use—a dirigiste economy. It means essentially a state directed economy.

- **Dismantle traditional public schools** - in favor of charter like structures (**public/private partnerships**) that will be forced to *generate student data for global corporate profit* and state control.
Parents must ask…

**CAN I SEE?**

- **Can I See WHAT** Data is being collected on my child?
- **Can I See HOW** my child’s data is being used?
- **Can I See WHO** is financially benefitting from the data collected on my child?

**WHY?**
There were **three major actions under the Obama administration**, without legislative approval, to change two hundred years of traditional public education in the United States.

(1) The **Common Core** copyright, which created a national curriculum and national testing mandating that individual students meet individual standards (similar to the Obamacare individual mandate).

(2) **Unlocking data** ‘to flow’ through the Family Education Rights in Privacy Act, FERPA, which allows personally identifiable information on our children to flow to outside 3rd party contractors for research and curriculum development to match Common Core.

(3) **No Child Left Behind Flexibility Waiver**, (ESEA, Elementary and Secondary Education Act), that is re-training teachers to teach to Common Core. ESEA was re-authorized in Dec. 2015 and renamed (**Every Student Succeeds Act (ESSA)**). Standards were rebranded as College and Career Readiness.

This also allowed ALL children in public school to be funded under Title I by changing the definition of who is poor or educationally deprived to anyone not meeting Common Core. (Free and reduced lunch guidelines of 40% school wide were dropped to 0%).

These three important points control standards and testing, curriculum, and teachers with all public school children being funded under Title I. (Source: Anita Hoge)
3.0 No Choice and No Voice

‘Obama and Jeb Bush’s ‘Equity in Education Plan’ for our entire country:

- charter schools replace public schools:
- everyone has federal Title I choice funds to go to any school (charter, private or religious)
- every child is taught the same standards:
- every teacher must teach the same standards:
- every test must be aligned to these standards:
- curriculum and software is aligned to standards:
- everything listed here is aligned to government data collection compliance.

Source: Anita Hoge

The vision to “fundamentally transform” education laid out the pathway to Globalization is through “School Choice.”

With “choice” comes accountability through rules and regulations.
Key Players Funding and Implementing Transformation in Education

* Google and Microsoft are Unesco Partners with deals to promote Unesco's values through a World Curriculum.

* The Organization for Economic Cooperation and Development (OECD) a World Policy Organization.

The OECD runs an Assessment system to support Unesco's Sustainable Development goals.

The OECD's assessment director, Andreas Schleicher, a German worked with the Obama Administration to reshape the US K-12 online assessment system.

The OECD reshaped assessments so they run in the background of online curriculum.

The OECD assessments are assessing behaviors more than academics.

OECD quotes - “The skills, attitudes, and values that shape human behavior should be rethought to counter the discriminatory behaviors picked up at school and in the family."

“All young people should be able to challenge cultural and gender stereotypes, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant integrated societies."

Andreas Schleicher worked in a study group with the National Conference Committee of State Legislators.
4.0 Global DATA Standards

The UNESCO Institute for Statistics is producing globally-comparable education data for the monitoring and implementation of SDG 4 and the Education 2030 agenda.

https://www.youtube.com/watch?time_continue=2&v=aSxWHsrHqMw
U.S. Education Secretary Betsy DeVos signed on to a radical global “declaration”

The declaration, produced at the first ever “Education Working Group” of the Group of 20 (G20) network of governments and dictatorships, was titled ‘Building consensus for fair and sustainable development.’

How free nations can build “consensus” on “education”

The Devos signed Declaration demanded more data-gathering and -mining. “We recognize the value of policies based on evidence and the importance of having robust and comprehensive learning assessment systems and data in order to measure progress and learning outcomes, to help ensure quality education for all at all stages of life,”

The agreement also demands further globalization of education. For instance, it calls for "international investment in education," a theme consistent with the ongoing globalization of education under the UN's extremist "education" agency known as UNESCO.

“We acknowledge the role of existing and potential international mechanisms for financing education," the document continues.
The controversial No Child Left Behind Act (NCLB) is approved by Congress and signed into law by President George W. Bush on January 8, 2002. The law, which reauthorizes the ESEA of 1965 and replaces the Bilingual Education Act of 1968, mandates high-stakes student testing, holds schools accountable for student achievement levels and provides penalties for schools that do not make adequate yearly progress toward meeting the goals of NCLB.

2002 the federal government began the Statewide Longitudinal Data System grant program to offer grants to states that agreed to build their student data systems according to federal dictates (20 U.S.C. § 9501 et seq).

2009, the federal Stimulus package, required the construction of particular data systems in exchange for the money from the State Fiscal Stabilization Fund. P. 171

2012, the Family Education Rights and Privacy Act (FERPA) was gutted, and no longer protected our children’s data from almost unlimited sharing. Under the new regulatory interpretation, the U.S. Department of Education (USED) (and in fact state departments of education) may disclose personally identifiable student data to literally anyone in the world, as long as the disclosing agency uses the correct language to justify its action.

2014, Congress overwhelmingly passed the Workforce Innovation and Opportunity Act (WIOA), which provided the wrapping of K-12 education into a workforce development system binding all students. Nominally led by the states, this emphasis goes to regulations pushed by both the federal Department of Labor and Education. In this WIOA document, take special note of page 6; “it is important to review state legislation and identify areas that may conflict with WIOA to develop plans and strategies that resolve these conflicts. When state and federal laws conflict, federal laws take precedence.”

As shown here, it clearly states databases developed through the Workforce Initiative (WDQI) and Statewide Longitudinal Data System Grants are "required" to be linked at the individual level making it Personally Identifiable.

2015, Congress reauthorized the Elementary and Secondary Education Act (ESEA) replacing No Child Left Behind (NCLB) and is now known as the Every Student Succeeds Act (ESSA) found here. As Rep. Tim Ryan, Ohio stated (video here), this is the “New Common Core,” while he was debating the Every Student Succeed Act (ESSA) is about character traits not academics. ESSA Violations found here.

2019, Congress passed the Foundation for Evidence-Based Policymaking Act (FEPA) (H.R. 4174) which creates a federal database containing data from every federal agency on every citizen and access to that information will be through D.C. BUREAUCRATIC APPROVAL; FEPA puts Student Privacy, Parental Consent, and Citizen’s Data Confidentiality Rights in jeopardy under the guise of transparency, open government, and the claim that it will make for better decisions by lawmakers. Here are some important details from a summary and a rebuttal prepared by groups who opposed FEPA.
Data is a TRILLION Dollar Global Commodity
Public Private Partnerships

Pay For Success (PFS) - Social Impact Bonds (SIB)s - “Blended Funding”

As explained in “Wall Street’s Latest Public Sector Rip-Off: Five Myths About Pay for Success” by Kenneth J. Saltman,

“…investment banks pay for public services to be contracted out to private providers and stand to earn much more money than the cost of the service…The Every Student Succeeds Act [ESSA] of 2015, the latest iteration of the Elementary and Secondary Education Act of 1965, directs federal dollars to incentivize these for-profit educational endeavors significantly legitimizing and institutionalizing them.”

President Obama established “the first-ever White House Office of Social Innovation.”

To remodel our workforce training programs….OUR public programs.

President Obama’s Social Innovation Fund is administered by the Corporation for National and Community Service. “…three foundations have played particularly significant roles: the Rockefeller Foundation, Bloomberg Philanthropies, and the Laura and John Arnold Foundation…. all three foundations have funded the Government Performance Lab at Harvard, established in 2011, that helps implement and expand Pay for Success initiatives. Jeffrey Liebman, who served in the Obama administration as the deputy director for policy at the OMB, runs the Harvard center.”
5.0 Action - WHAT WE NEED?

We need **TRUMP** to STOP the FLOW of DATA!

We need **DATA Privacy in the Classroom**

We need Help to

**Expose the true nature of Cultural Marxism!**
In preparation for 2020, we believe it is imperative that we provide the communication teams we have set up across the country, and their local communities with the tools and information needed to understand the world we are now living in today, and how that directly impacts our children, our families, our communities, our states, and our nation.