



The Facts About 21 Century **Education Reform**

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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?

1.0 “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.**

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.

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?

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:](#)

GOAL 4. ENSURE INCLUSIVE AND EQUITABLE EDUCATION AND PROMOTE LIFE-LONG LEARNING OPPORTUNITIES FOR ALL

Goal 4 Proposed Targets:

4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy

4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development



4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

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 “Behaviors” (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.

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

Education Reformer'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.**

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**.



DATA TRILLION Dollar Global Commodity

Student Data = “Investment Vehicle”

- **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](#). There are 16 conditions listed under which NO PRIOR CONSENT IS NEEDED <https://itemactions.us/wp-content/uploads/2017/10/NO-PRIOR-CONSENT-NEEDED.pdf>
- **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.

Key Players **Funding and Implementing** **A Global Transformation in Education**

* [Google](#) and [Microsoft](#) are Unesco Partners with deals to promote Unesco's values through a World Curriculum.

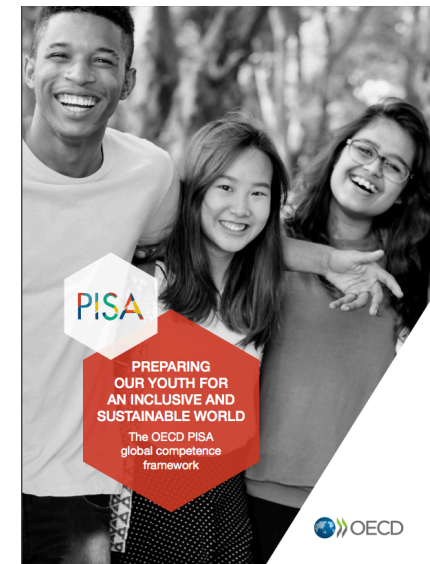
* The Organization for Economic Cooperation and Development (**OECD**) a **World Policy Organization**.

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."

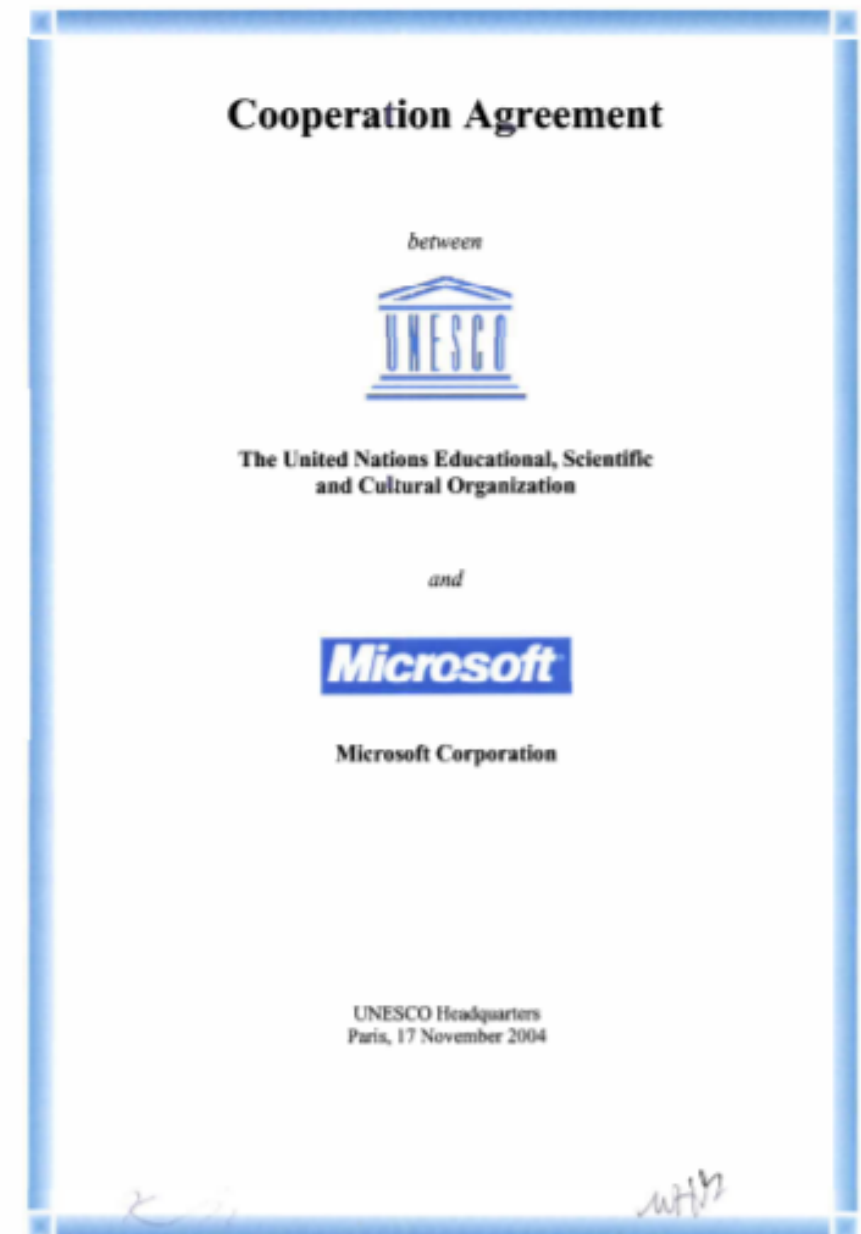
"All young people should be able to **challenge cultural and gender stereotypes**, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant integrated societies."

Andreas Schleicher worked in a [study group with the National Conference Committee of State Legislators](#).

2000 Gates Foundation in Texas



- In 2000, the Bill and Melinda Gates Foundation gave the Texas Association of School Administrators (TASA) [a grant for \\$6.3 million.](#)
- In 2004 Microsoft signed [a 26-page "Cooperation Agreement with the UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION \(UNESCO\)"](#) to develop a "master curriculum (Syllabus)" for teacher training in information technologies based on standards, guidelines, benchmarks, and assessment techniques.



2006 TASA's New Mission to Transform Public Education Began

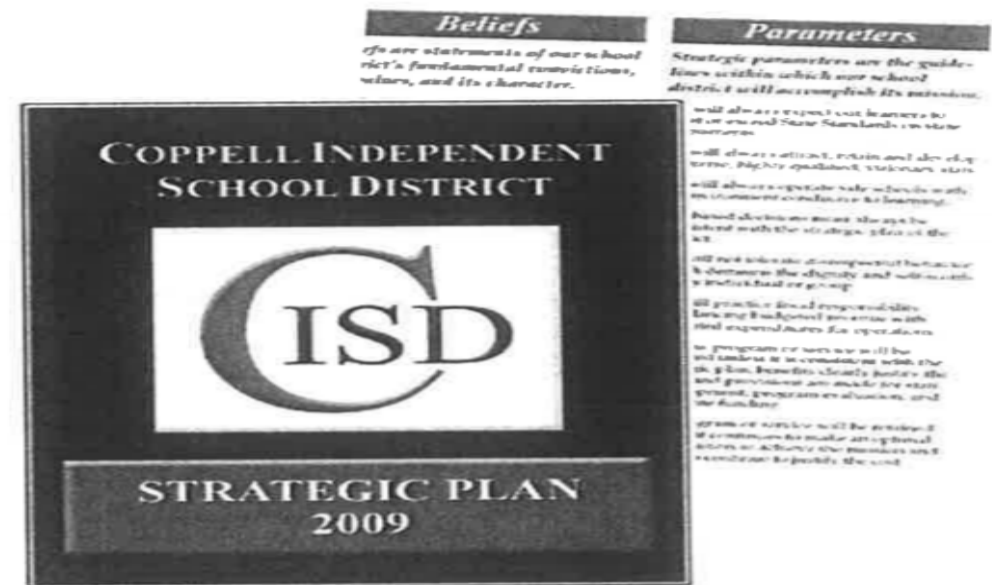
- In **2006**, the 79th Texas Legislature required the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) to establish vertical teams composed of public school educators and faculty from institutions of higher education to develop [college- and career-ready standards](#) in the areas of English/language arts, mathematics, science, and social studies.
- In **2006** the **Texas Association of School Administrators (TASA)**'s New Mission to transform Public Education begins. Public school superintendents from across the state were inspired to come together to create a new vision for public education in Texas. Meeting as the Public Education Visioning Institute for two years, they shared ideas on how to transform Texas public education to meet the needs of 21st-century students.
- In **2007** the Texas Education Agency (TEA) was given a **\$7 million** dollar grant by the Gates foundation. With the stated purpose: to provide funding towards a longitudinal evaluation of the Texas High School Project now known as **"Educate Texas"** funded by "Communities Foundation of Texas", as a way to understand the effectiveness of individual projects and programs, as well as overall effectiveness.
- In **2007** a new special interest group formed by Mike Moses and Bill Ratliff called, **Raise Your Hand**.
- In **2008 TASA** created the **New Vision for Public Education Document**.



Texas Association of School Administrators (TASA)'s New Vision for Public Education

Organizational Transformation: Why Great Isn't Good Enough (Article V)

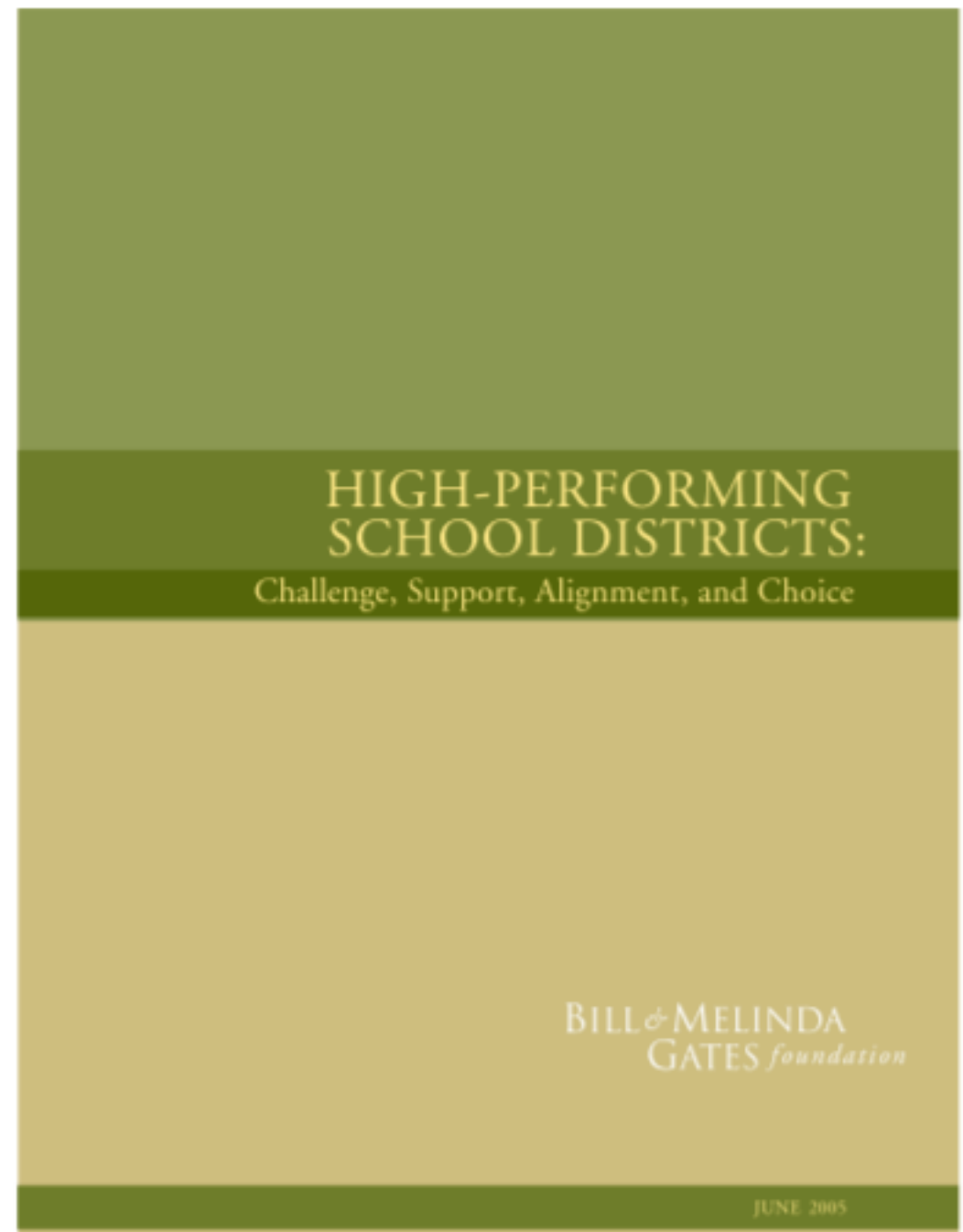
As Fullan describes in *Leadership and Sustainability* (2005), for districts to truly make deep changes, leaders must understand and communicate clearly about how to make the conceptual changes, develop a coalition of leaders throughout the system who also are sophisticated about the process, and develop a demanding culture with universal moral purpose. In Coppell, district leaders used two powerful tools to create and nurture an organizational culture focused on and committed to transformation: (1) stakeholder engagement in shared decision making, and (2) strategic planning at every level of the system.



All across Texas, school districts are using their “strategic plan” to drive organizational transformation, to include new learning environments, new learning standards and assessments and new accountability for students and their teachers.

In 2009-10 according to TASA the “Consortium is Conceptualized”

- In 2009-10 according to TASA the “Consortium is Conceptualized” *“With a visioning document for school transformation in hand, the group sought a means to begin work to fulfill that vision. They conceptualized a network of school districts that could do the work and described it in the Guidelines for Establishment of the High Performance Schools Consortium.”* Interestingly, this document mirrors the Gates Foundation- High Performing School Districts; Challenge, Support, Alignment, and Choice White Paper: [High Performance School Districts: Challenge, Support, Alignment and Choice](#)
- In 2011, the Texas Legislature passed [SB 1557](#) establishing the Texas High Performance Schools Consortium to inform policymakers on improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems



Common Core aligned Instructional Materials flood into Texas!

- **In 2011** Texas legislature overwhelmingly passed SB 6. [SB 6](#) allows textbook publishers to bypass the state adoption process. It is SB 6 that opened the door for CSCOPE and Common Core aligned instructional materials to proliferate our public schools. In addition, for the permanent education fund (PEF) to now be used for professional development of teachers for online digital learning.
- **In 2012 according to TASA, The Texas High Performance Schools Consortium takes shape** — originally [23 Texas school districts](#) — were selected in 2012 by the commissioner of education. The Consortium began its work in October 2012 with superintendents and district teams working through the fall semester to determine strategy for conducting the Consortium's work as specified in SB 1557 and to produce the [Consortium's first report](#), delivered in December 2012.
- **In 2012 TASA's Future-Ready Superintendents** designed its inaugural Future-Ready Superintendents Leadership Institute. TASA's Student-Centered Schools Future-Ready Students Document; [The Moral Imperative: From Vision to Action Future-Ready Superintendents Leadership Institute](#) The Moral Imperative: *From Vision to Action If we teach today's students as we taught yesterday's, we rob them of tomorrow.* John Dewey, Schools of Tomorrow, 1915
- **2012-13 TASA pushes Anti-Testing Resolution** In 2012, TASA prepared a [sample school board resolution](#) to build support for the anti testing STAAR Opt out movement. By January 2013, [881 Texas school districts](#) — 86 percent of Texas districts and 91 percent of its students — had adopted the resolution. Dozens of Chambers of Commerce and PTA groups across Texas passed similar resolutions.



DATA! DATA! DATA!

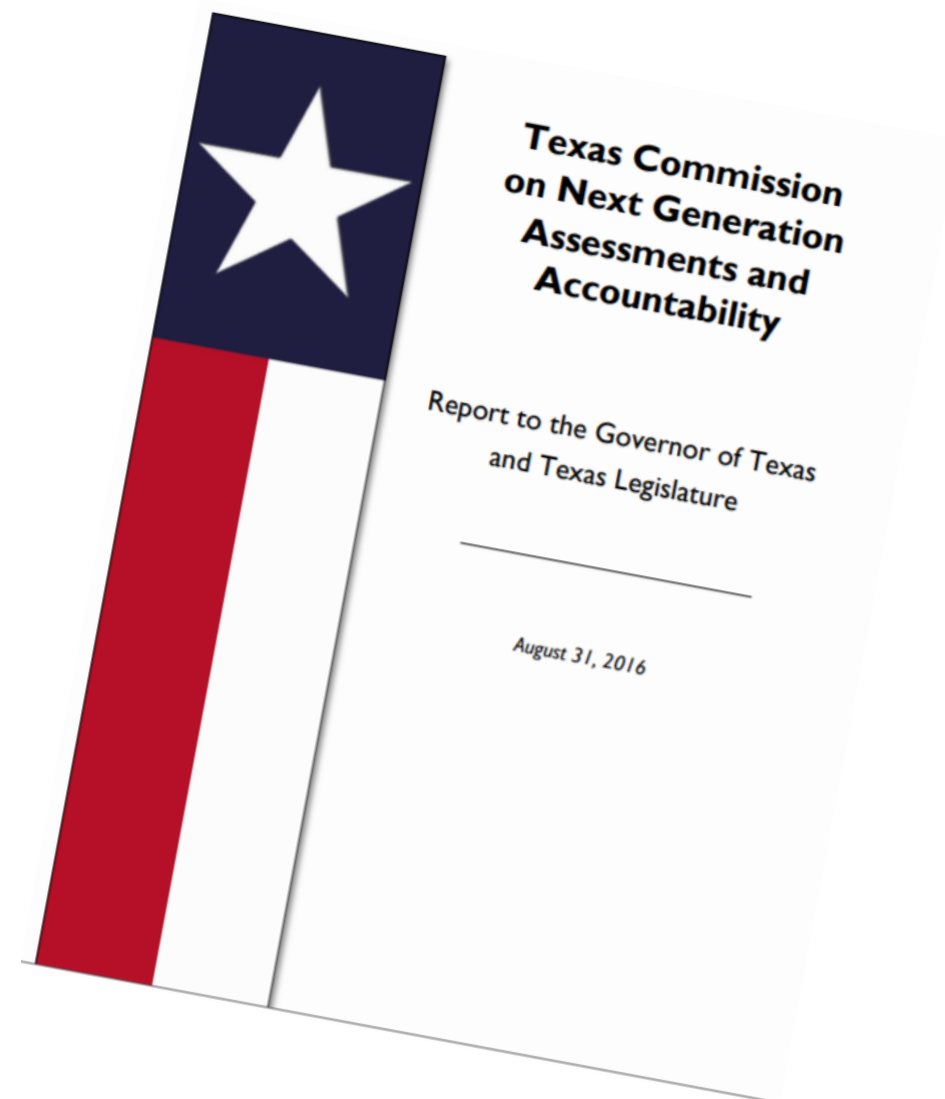
- In **2013** Texas [passes HB2103](#) which opened Texas students, parents, and teachers up to possible **data mining by third-party entities**. This bill set up cooperating agencies including the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC) that will share data. Three centers for education research (CER's) were set up to conduct research using the data from the TEA, THECB, and TWC that goes back at least 20 years. The data will be known as the P-20/Workforce Data Repository and will be operated by the Higher Education Coordinating Board.
- In **2013** Texas legislators pass [HB5 \(Workforce Development\)](#) law. Both Republicans and Democrats overwhelmingly pass HB5, authored by Rep. Jimmy Don Ayccock and Sen. Dan Patrick. The Workforce Development (HB5) just like the Common Core National Standards, expands the target from K-12 (Kindergarten through 12th grade) to a P-20W (Pre-school through College, Trade or Graduate School) system in order to control the economy and control our children by funneling them into certain career pathways.
- In **2013 TASA Published** its [Concept Paper on Transforming Texas Public Schools](#), which provides history and background on the transformation movement as well as an outline of the Consortium's work in the areas of **digital integration, high-priority learning standards, multiple assessments, and community-based accountability**.
- In **2014 the Future-Ready Superintendents advance their MISSION** School Transformation. [The Moral Imperative: From Vision to Action](#), a report that captures the Institute participants' desire to help launch the vision from the Public Education Visioning Institute into action.
- In **2014 the State Board of Education (SBOE) and Texas Education Agency (TEA)** develop a process for the revision of the English Language arts and Reading Texas Essential Knowledge and Skills (TEKS) that included the identification of high-priority learning standards by curriculum experts from the field. In December 2014, the Consortium released its [second report](#).

The **Next Generation** of **Assessments** and **Accountability**

Ed-Tech is where the Right and the Left Merge in **Education**

Ed-Tech online digital learning, mandated by the state, via the Next Generation of Assessments and Accountability, mandated federally, via the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA), is the access point, giving the state and their public/private partnerships the ability to modify our children's attitudes values beliefs and behaviors.

- In **2015** [HB 2804](#) created the [Texas Commission on Next Generation Assessments and Accountability](#) to “develop and make recommendations for new systems of student assessment and public school accountability”.



Districts of Innovation (DOI) = Experimentation

In 2015, in the 84th Legislative Session [HB 1842](#), effective immediately, that gives traditional school districts most of the flexibilities available to Texas' open enrollment charter schools. To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code chapter 12A. The appointed Commissioner of Education is given power to write the rules and regulations for the Districts of Innovation (DOI).

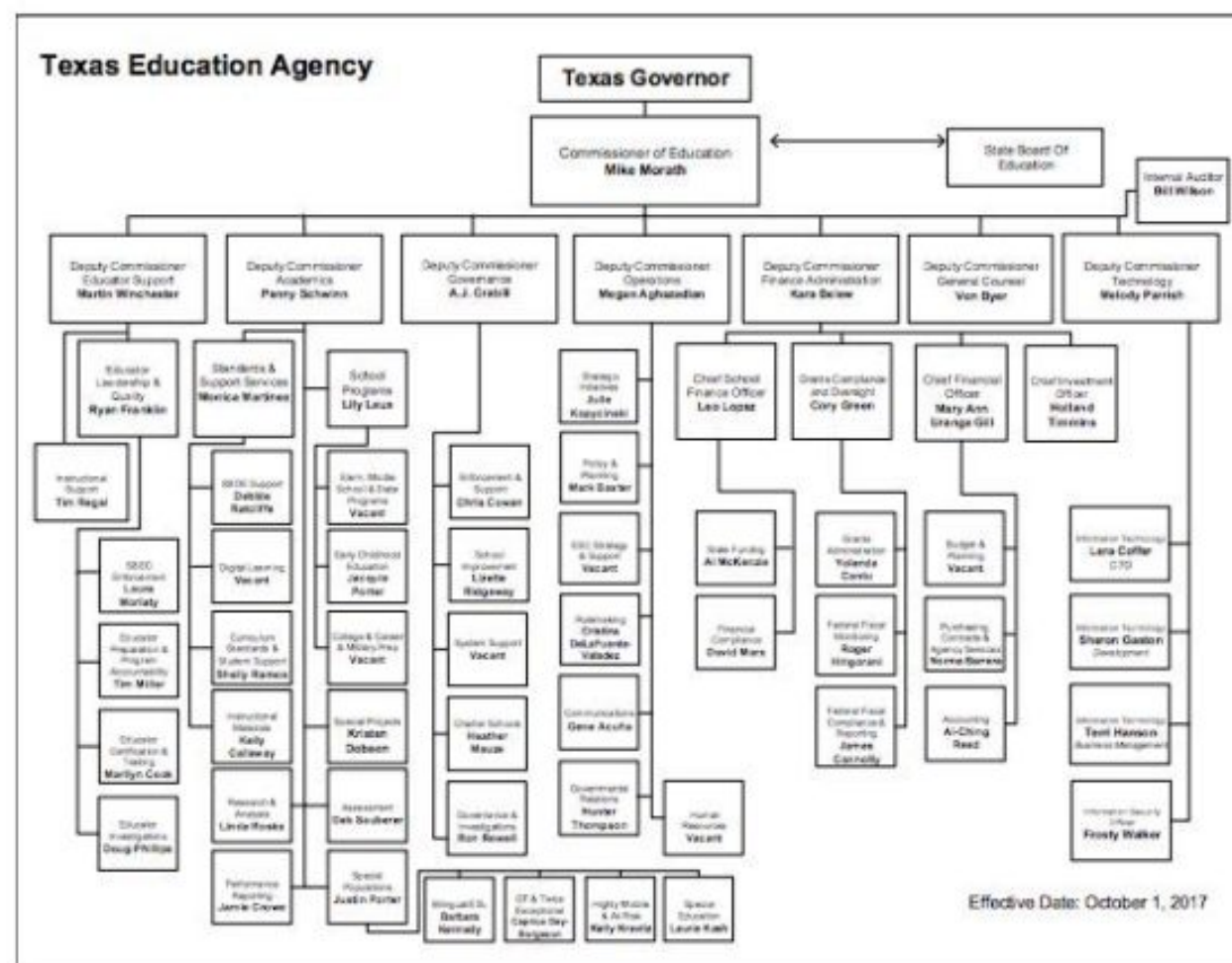
DISTRICT OF INNOVATION



2016

Emerging Opportunities in Education Choice – Texas Style

Commissioner Mike Morath restructured the Texas Education Agency (TEA) with federally funded (thru Higher Education Act) Teach For America (TFA) Pro-Charter School Change Agents



Merging of **Mental Health** and Education!

Question- Has anyone besides me thought...?

It's 21st Century Learning/ Common Core aligned College and Career Readiness/ Social and Emotional Learning (SEL), that is causing our kids to harm themselves and others.



2017-2018 school year

Suicide Ideations = **878**

Attempted Suicide = **378**

Non Suicidal Harm/Cutters = **1181**

CPS Referrals = **875**

Intensive Counseling Sessions = **4815**

HEALTH ADVANCED RESEARCH PROJECTS AGENCY (HARPA)

The Medicalization of Our Schools



All of these titles would be accurate because each of them describes different appendages of the same program. What is involved in **the “Medicalization of Our Schools”**. At issue is Medicaid with screenings and interventions that take place under the cloak of prevention and “health.”

- Schools represent a “captive audience” and as such, prime targets for social policy change. From a purely educational viewpoint, this could be termed **“The Destruction of the American Educational System.”**
- From a health care perspective, this could be viewed as **“The Subversion of the World’s Finest System of Health Care.”**
- From a societal vantage point, this could be described as **“The Subduing of the American Family.”**
- However, because of the integration of business and labor, this could also just as accurately be dubbed, **“The Collectivization of American Capitalism.”**
- Analyzed from a public policy perspective, it could be called **“The Demise of Representative Government.”**



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.

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?

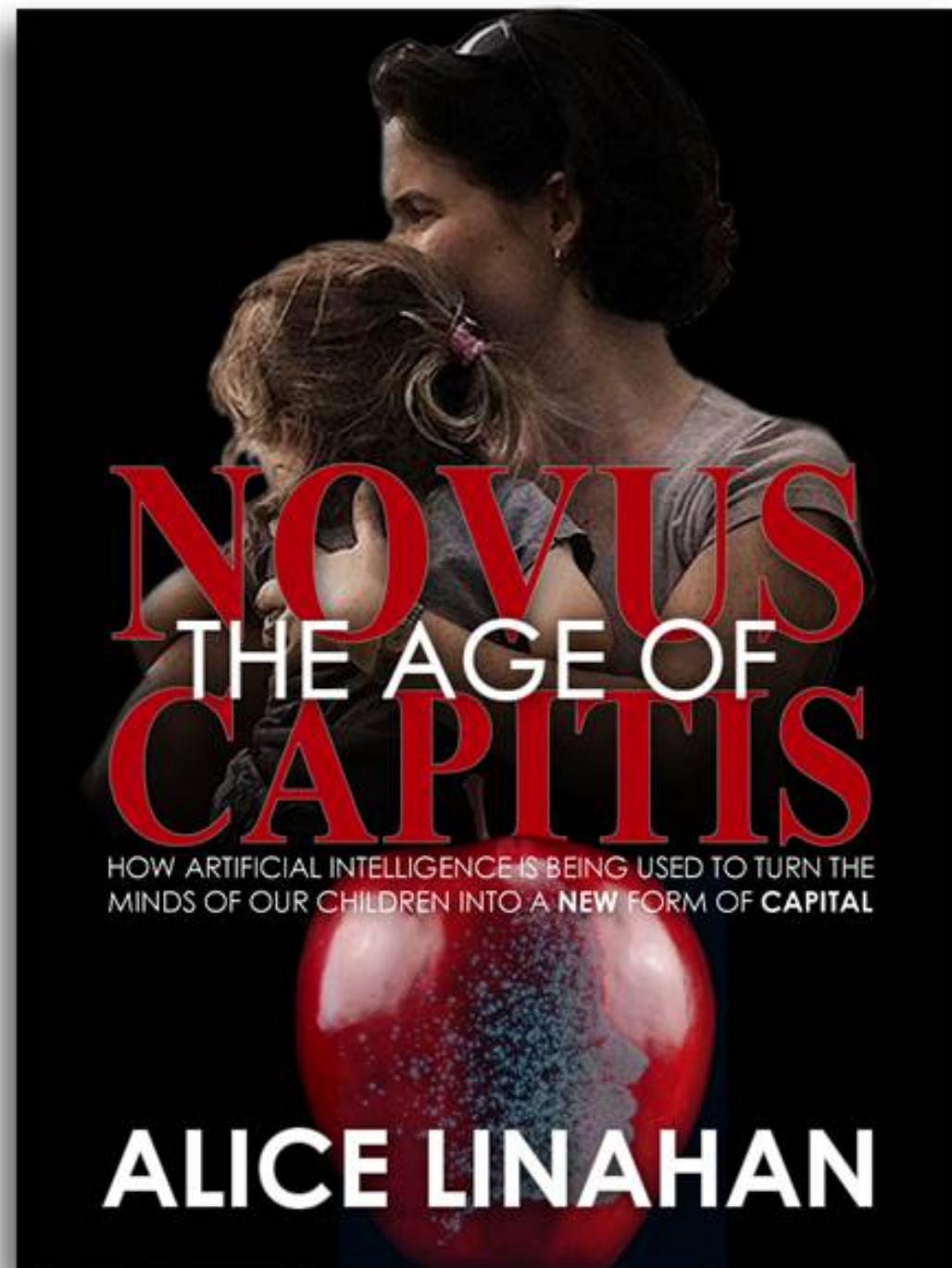
We need **TRUMP** to **STOP** the **FLOW** of **DATA**!

We need **DATA Privacy** in the Classroom

We need Help to
Expose the true nature of Cultural Marxism!

The Age of Novus Capitis:

Novus (New) Capitis (Capital)



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.

Join us for a
Workshop!
Sign Up today!