

A Parent's Guide Through Your Child's #1 Threat

*21st Century Learning and
the Common Core*

By Alice Linahan

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Alice Linahan

DEDICATION

I am honored to have been able to examine and evaluate the changing nature of our culture, especially the educational thread, which is the thread that impacts our children on a daily basis, and will do so for the rest of their lives.

To all the courageous moms, dads, grandparents, and others who have accepted the critical nature of our work, I say “Thank You!” Please continue to share your commitment with others.

Fulfilling the challenges of this effort has required the consideration and commitment of my family – my husband, and my children. They have supported my passion with their time, their resources, and always with their love. For all you’ve done and all you are, I say, “Thank you!”

Dear Reader,

First, thank you! If you are reading this letter, you have made the choice to embark on a journey that at times may cause you great frustration and anger, and at other times may make you want to cry. I know because I have been on this journey to uncover the facts behind the fundamental transformation in education for over three years. Yet, have hope! I can assure you that along the way, you will learn about and meet some amazing people – everyday people who have taken this journey, as well. They, like me, have been angry and have shed tears. Yet, they are still fighting and winning this battle!

Why???

How???

Like you and me, the reason they, keep on fighting is because they started this journey because there was a child in danger; there was a child who needed parents, grandparents, and local taxpayers who put everything aside to take a stand to protect them. Our partners know the value of their children's lives and futures, and have joined together to actively involve themselves in the educational process that will determine their future opportunities. As parents, guardians, and caretakers for our children, we have responsibility and the right to be a part of their daily lives, including time spent at school and in the classroom. We have the responsibility and the right to know "what" and "how" our youngsters are learning. We have the right and responsibility to "**SEE.**"

I am so blessed you have joined us. I pray when you finish this book you will know you are not alone, and that this journey is worth your time. I pray you find your role and purpose within the ground troops of everyday people who are working to **SEEK the FACTS**, to **SHARE the FACTS**, and to **STAND UP for the FACTS**, surrounding the "transformation of education" in classrooms across our United States of America.

Giving the gift of freedom and liberty through an education of opportunity to our children, who are our next generation of Americans, will turn your tears of frustration into tears of joy and happiness. Remember, you **DO** make a difference.

Blessings are indeed abundant because you have said **“Yes!”**
to participate in our journey, which we call **“I CAN SEE!”**

Thank you!

Alice Linahan

Introduction: Igniting a Passion for Facts

As Moms and Dads, we need to step back and start asking ourselves a couple of questions...

1. Can we accept an educational program as a truly solid academic education that will serve our children and their futures well, if our children graduate from high school or college with the attitudes, values, beliefs, behaviors, and a worldview that we oppose, which has been presented by teachers trained to believe it is their responsibility to be the devil's advocate, and who teach our children to question and even oppose the foundational beliefs of our families?

2. Is it more important for our children to receive college credits in high school, or more important to establish and protect their minds and souls?

3. If your child graduates from college and attains a great, high paying job, but no longer respects – much less believes – that they are worthy of a strong marriage, a free and prosperous country, and that by the grace of God anything is possible – have we done our best to give our children a strong foundation for a happy, joy filled life?

Over three years ago, I began the journey of uncovering the facts behind what and how my children were being taught in their local public school. At the time, I had no idea the

magnitude of what I was actually jumping into. Now, after working with so many amazing, everyday people who are much like myself (moms, dads, grandparents, and taxpayers) to uncover the facts, I now understand more clearly the roots behind the fundamental transformation in education, and the goals of those behind it, as stated by them.

In America, we have a history of great prosperity and innovation, because we value an “Education of Opportunity” (equal opportunity), based on an individual’s freedom and ability to achieve great things. When a child has a solid foundation and can read, write, do math, and understand history, as an adult, that individual is free both to succeed and free to fail. If they do fail, they then have the opportunity to learn from that failure, and then go on to do great things.

This book is an inside look at the journey that I myself, and others, have taken to understand the radical education reform occurring in the United States today. I invite you to join us on that journey of understanding what is happening in **our** community schools- public, private, and charter- via 21st Century Learning. We will also explore concepts such as College and Career Ready, and the Common Core progressive teaching strategies.

My prayer is that this book will arm all those who read it with facts and will ignite a passion to fight for their children, grandchildren, and their local communities. As Seth Godin, author of “Tribes” says... *“People don’t believe what you tell them. They rarely believe what you show them. They often believe what their friends tell them. They always believe what they*

tell themselves,” **which explains the need for parents to go into their children’s classrooms and ask three important question.**

CAN I See What you are teaching my child?

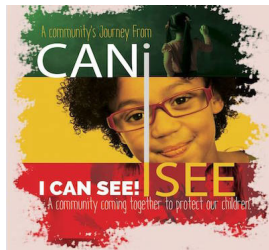
CAN I See HOW you are teaching my child?

CAN I See WHO is financially benefiting off the curriculum on which my child’s teacher is evaluated?

Our mission is simple and direct:

**SEEK the FACTS. SHARE the FACTS.
STAND UP for the FACTS!**

Welcome, we are excited to have you join us on the journey for the facts.



Alice Linahan

Testimonies From Parents Who Can SEE

A Mom's Statement

Alice Linahan, founder of Voices Empower, has been an invaluable resource to understanding what is happening under federally mandated education reforms in our nation's schools. I could not put my finger on what was happening with my own children, since they seemed to be doing okay in school, but I noticed that so much of the work that they were doing consisted of group projects focusing on collaboration. Individual effort was no longer a part of the instructional process. And, there always seemed to be at least one child who would not contribute to the assigned project, leaving the other children to pick up the slack.

It wasn't until listening to a Women on the Wall communications team conference call in July 2014 did I start comprehending that our schools were moving away from teaching academics—truth and knowledge—to teaching a subjective model of social beliefs, values, and attitudes. Under this education reform, also known as 21st Century Learning, it has become evident that our children are being shaped to become a collective units instead of individuals. It has been reported for several years now that the U.S. is falling further behind

the rest of the world in education. Could this shift in education policy by federal bureaucrats—not educators—be the reason why?

Mellany Lamb

A Student Failed by a Failed System

As a mom, you know in your heart when something isn't right. I recognized early on that my kids were not getting as high quality of an education that my siblings and I had obtained in the public school system, twenty years earlier. We were “middle-working” class, making ends meet; private schools or other alternatives did not seem to be feasible options for our financial capabilities.

As things progressed, we began taking on things like teaching our children multiplication drills in the living room, because we recognized they were not getting a solid foundation of “the basics” in school. When my husband and I divorced, any possibility of offering the kids anything other than public school diminished. We attempted professional tutoring at two different chain stores, and one was chaotic, while the other was outrageously expensive. We hired private tutors. We sat at the kitchen table night after night.

By the end of my youngest child's sixth grade year, the situation took a turn for the worst. We started to question whether he had a learning disability. In my gut, I did not believe this to be the case. He was a bright, engaging, quick witted boy. We considered and even fought over so many avenues... doc-

tor evaluations, ADD, ADHD, food allergies, disciplinary measures, and even discussed the possibility of medicating him with the ADD medications that help young students concentrate.

I had to draw the line on this side of the medication. The studies are unquestionable that these drugs harm children while they are still developing mentally and physically. It is undeniable there is an increase in mental health issues and addiction in later years for kids that are medicated during their developmental stages. I had to choose to let him fail on his report card, rather than fail him in his future. No drugs.

So, our lifestyle became very rigid. We removed all the distractions from his room. I probably have more shame for this moment in my parenting than most any other.

By seventh grade, I began to see that the curriculum had changed. Problems were sent home - in math and other subjects - that were completely ridiculous. When I would question this, suddenly the homework would cease in that subject for a while. I began spending a great deal of time at school, observing, meeting with teachers, and trying to figure out what was going on. My child could recite every NFL players' stats, tell you where they went to college, and how much they weighed in high school. One day I stood watching him as the ESPN stats were rolling on the television screen and the light bulb went off in my head. This child did not have a learning disability. He had simply disengaged from learning at school.

Eighth grade rolled around. By this time I had learned a number of things about this school district that I despised.

No, not the teachers, and not the staff, but the leadership. I documented numerous incidents of lies by the administration, and encountered the arrogance of the superintendent on more than one issue. When I didn't get answers on curriculum at the campus level, I took it to the administration. More lies. My favorite was being told adamantly that I was the only parent in the district experiencing problems with the "new math," which I later came to understand is Common Core or the "national standards." I was vindicated days later when a school board incumbent revealed that "so many" parents came forward that they had to hold a special session in the next board meeting, where they admitted that "Yes. Texas and our district have Common Core, despite it being prohibited." There are no consequences in the law for violating this prohibition.

It was by the grace of God that I met a math instructional coach from a neighboring district who advised me that our district had failed to implement proper transitions to the state's standards changes. She went on to explain that many kids were behind throughout the state, due to similar failures in other districts. Ultimately, we have found a way to close the achievement gap... we have now made the "average" or "mainstream," aka "regular ed" kids our new at risk students.

It all started making sense. I began hammering the teachers, and finally reached a different curriculum director who was at least honest with me and acknowledged that some of these kids that were in the "gap" may be as much as 18 to 24 months behind in their learning. This was not just in math, but in all subjects, because the adversity has caused many of

the students to “disengage.” While my heart sank, I also had so many other emotions to contend with. I wanted the district to take responsibility and remedy this. I wanted them to make my child whole for what they had stolen from him. I wanted them remediate him. The best this director could offer me was that parents would have to work individually with the teachers to develop a plan to remediate students.

So, did that mean the district would put out a memo and tell people that it is possible that their kids are at risk? Heavens, no! They would not claim responsibility, nor exhibit true accountability for their actions. Surely there is legislative or judicial recourse for these kids in a system that has failed them... but, no. It was explained to me by lawyer after lawyer that no one will sue a public school district for failure to do its job unless your child is a special education or an illegal/English as a Second Language/non-English speaking student.

Numb. That is the only way I can explain the feeling when you turn over these rocks and find the evils that lie beneath them.

I began calling, emailing, writing, and trying to find information. I learned that our Lieutenant Governor, whom I once block walked to help get elected in his first campaign, has failed in education matters. He has chosen politics over what is best for the sovereignty of Texas. I have learned that our State Board of Education (SBOE) is impotent, as we uncovered documents from a huge education lobby to the SBOE detailing how Texas would “back in” the national standards

(Common Core) into our Texas TEKS standards. When the chairperson and my representative of the SBOE were asked why they would lay down for this, they pretended they had absolutely no idea what I meant. I was completely dismissed, even though they knew I had the documents in my possession. I have learned that our Governor is insulated by his own staff members, who are or have been paid by these same big lobbies that are directing and designing these national standards. (If you want to know why your elected bodies in Texas were silent on the re-write of the ESEA and other legislation that gives away your parental rights, the privacy of your children, and the quality of your kids' education, try to ask your State representative or your Governor. It is fruitless.)

So, what do we do now?

1. **Homeschool.** Daily, I tell parents to homeschool their children. The longer you keep them in the system, the more difficult it becomes to separate them from their friends and the environment to which they are accustomed. We have chosen to remain in public school because mine is close to graduation. We supplement at home as much as possible, but we do not have the time to give him the quantity or quality of instruction that he needs or deserves. Homeschool now; don't wait.
2. **Vote.** Also, parents must vote. Even when you take your kids out of the system, pay attention to the local board of trustee races, bond issues, etc. Watch your state legislators and Congressional representatives so

that you may monitor where they stand on education issues. Education belongs to the states, not the federal government. If your elected bodies do not support them, work to find candidates that do, and boot the former out. Find sources of news other than your local television stations and cable TV. Educate yourself and inform others.

3. **Be vigilant!** If you choose to remain in the public school system, you must be vigilant. Get to know your teachers. Make time to visit the classroom, review tests, and ask questions. Demand to know what your children are being taught, how they will be taught, and what to expect as the end result. Teachers are beginning to awaken and take the bull by the horns, so to speak, but there are still many that will blindly follow the system. It is important to know that they contractually are forbidden to speak out against the problems the schools face today, so *you must know* what the problems are, find ways to engage the teachers and administrators, and hold them accountable for educating your child. If your child is not learning in a particular class, demand a different teacher. If the methods are confusing, spend time with the teacher to explore other possibilities. If the textbooks are low quality or difficult to follow, engage the administrators. Do not allow yourself to be told no, and do not for one minute think that these entities should tell you how this is going to go. This is your child, your

tax dollar, and your government. Make the system work for you, and especially for your child.

4. **Network.** It is imperative to continue to educate people on what you learn. I met a network of amazing women, and now many men are involved, as well. They figured this out long before me, and have mentored me through what became a never ending mission. They give me hope and direction in what seems to be a daunting, never ending rabbit hole.

I have a heavy heart. I know the numbers of students labeled as special education or with special accommodations has increased significantly throughout Texas over the past year. My hope is to express to as many parents as possible to please understand the process and the changes occurring in this corrupt education reform movement before looking to their child as being the problem.

My greatest regret as a parent is the pressure that my child endured while we worked to find the answers to these problems. My hope is to help spare other children from being misunderstood and wrongly labeled. It is imperative that we do not let the greedy factions that are driving this movement undermine our parent / child relationships. My family and I pray for your children and for the rescue of education throughout this great nation.

Kim Belcher

The Realization of Common Core in Texas Schools

Over two years ago, I had been complaining to my husband that I didn't understand what was going on in our children's education. Next to nothing came home in the backpack anymore; when it did, I wondered why I was seeing math problems that looked like the Common Core-type of problems I had been seeing on social media. After all, Common Core was illegal in Texas. I felt completely powerless to interject myself into my children's education from home the way I had while my two older children were still in elementary school, even though I noticed changes (as far back as when my older two were being taught to read and form letters of the alphabet). This was something I couldn't really put my finger on. Nightly reading of homework was no longer required. Sloppy writing didn't seem to matter; I assumed my children were neat when they had to be. One should never assume.

I was watching the controversy over CSCOPE unfold. I became interested in the "new" education shift that was happening in America, and I was participating on the "Stop CSCOPE/Common Core" pages in Texas, not yet realizing how deeply Texas was embedded into the Common Core plan. I found the Women on the Wall and Alice Linahan; I was just becoming informed.

Then, one day, my third grader came home with homework that had a "Common Core" source at the bottom of the page. At the same time that we were all being lied to, I now

knew CSCOPE had never really been removed from Texas. CSCOPE had really only been renamed as the “TEKS Resource System” under the watchful eye of our now Lt. Gov. Dan Patrick, who took all of the credit as if CSCOPE were really gone.

The next morning I called district administration and was connected with my assistant superintendent, who was also the district curriculum coordinator, to ask if we had a policy in place to prevent teachers from accessing Common Core curriculum sources. I was told we did not. I asked if he was aware that Common Core was illegal in Texas. He told me he was not aware, but he would look into it, and if it were so, and Common Core was being used anyhow, they would “remedy the situation.” At this time, I requested a list of all non-textbook contracted Instructional Material (IM) sources, textbook sources, and their publishers, with the publishing years, if possible. I was going to help my district stay Common Core free --or so I thought. I had no idea at the time how naïve I was.

Over the next couple of days I did the following:

- scheduled meetings with my son’s teacher and administrators so I could better understand what was going on,
- investigated on the Internet who the various Common Core aligned materials and publishers were, and I
- received the list of IMs from my district curriculum coordinator.

After looking over the IMs list, I quickly realized that every single textbook we had in our district was either already aligned to, or quickly aligning to the Common Core State Standards. I realized this was an issue far greater than I could tackle. I was overwhelmed, and cancelled further meetings with my son's teacher, as well as my scheduled meetings with the administration. Oh, I did have meetings with administrators and teachers about data collection, national longitudinal data bases, and various other topics, but nothing that ever amounted to anything more than the standard denial that they taught Common Core. "We only teach the TEKS." "We don't send your child's data off anywhere."

Over time, and through so many of the posts, article links, and conference calls – specifically the CANiSEE Counter-Conference that Alice Linahan has provided – I was able to find validation for what I had found in my own district. In finding other sources and links through her own research and others' whom she was conferring and collaborating with, I was able to look on my own at TASA's **Creating New Vision** and Pearson's **Vision for Future Learning** and realize that they were exactly the same, just not stated verbatim.

I compiled all that I was able to find and shared it with my school board, wherein I have asked them to defund TASA/TASB, as they are driving the same agenda that our federal government is pushing. This specific request has been repeated. Again, to no avail.

I had no idea my first conflict with education material in my district was related to the Common Core-type philosophy of

education, and the literature now being written into Common Core curriculums. Having already made many adversaries within my school district when successfully working to defeat a financially irresponsible bond, the government machine was ready to work against me.

Sparing the many details, I entered into a 4-year attempt to bring appropriate alternate options to be taught in a classroom setting, for parents who might have religious/moral objections to the current required reading selection for our small district. After all, I thought, we are a largely Christian community; surely most parents will want a moral alternate.

I was terribly wrong, and my attempt became one of no avail, and actually ended far worse than when it began.

Ultimately, the novel hand-selected and agreed to by the AP English teacher for seniors -was pulled without a single word, four more novels that were just as bad and much worse were brought into the curriculum, and district policy was put into place that required no additions or removals on the AP Required Reading List without entering into their cumbersome bureaucracy. Ironically enough, this bureaucracy would be exactly something TASA/TASB claim they want to reduce.

Things took a very ugly turn for my son and our family. A good friend contacted me, stating that she was creating a Facebook page for me because “You need to know what our community is saying about you. Sorry to ruin your day!”

This battle for our children was lost; and lost at a great cost to my family.

What “CANiSAY”? Alice Linahan has helped me to remain sane in a district where I am speaking alone. She has been support for me that she is entirely unaware of. In short, Alice Linahan has been a Godsend for me, as have so many others.

Angela Blackburn

My Parental Journey in Education

Living in north Dallas with two toddlers, my wife and I made a decision to move to an area of Dallas best known for its schools. As all well intending parents attempt to do, our goal was to put our children in a position to grow and succeed in life.

All was going according to plan until our oldest child entered the second grade. She seemed to love learning throughout kindergarten and first grade, but the next year she began to struggle with her math assignments. When we tried to help at home, she would become frustrated with us because it was not the “right way” to do it. “What has changed?” we thought. “Math had been taught the same way successfully for over 2,000 years.”

During our first parent/teacher meeting my wife asked, “Is this the new Common Core Math?” I assumed she would say “no” and we would move on with how we could help her at home. Her answer was shocking to us. She responded by saying, “We don’t use Common Core, but we mirror it, so we

make sure the child is not at a disadvantage nationally.” We appreciated her for being honest, and immediately reached out to the superintendent for a meeting to discuss our concerns.

During the meeting, he assured us that his district follows the TEKS (Texas Essential Knowledge and Skills) and did not teach Common Core. He then set up a meeting for us to meet with the district’s math curriculum consultant. Still frustrated, we went home, continued to do our research, and came prepared with additional questions for the meeting with the district’s consultant.

It was at this meeting that we started to realize this problem was bigger than just our district. What became clear is that there had been a shift in the philosophy for teaching math (process based) and that this was the first year of full implementation across the state. She acknowledged that there were lots of similarities with Common Core math, and was not aware if this new philosophy had been piloted successfully anywhere before being implemented.

This opened our eyes to take a closer look and ask more questions about what else our children had been learning. We saw theories being taught as fact. We realized the social views being pushed were different from ours. We realized the technology being leveraged was intended to **learn about** our children rather than our children learning from the technology.

As a dad, the light came on for me. I realized that **we, the parents**, own the responsibility for the education of our children, not our school district. Getting other parents in the

area to take a serious look and do their own investigation was slow-going. Knowing the truth about 21st century education is both a blessing and a curse. Obviously, it is a blessing because we can now protect our children against dangerous teaching philosophies. However, it is a curse because once we know the truth, finding an alternative education path is consuming.

As we looked at school options, we realized that many private schools were transforming and going down the same path as public schools. After interviewing many different schools, we chose one that focused on classical education. We could not be happier with the results. Our children love it, and continue to amaze us on what they are capable of learning. Their confidence has skyrocketed, and they no longer come home confused with conflicting messages or troubling lessons.

Looking back over the last eighteen months, so much has changed. We sold our house, moved, changed schools, and most importantly, took back control of the education for our children. Taking control has been such an empowering and burden-lifting experience. This has been one decision we will never regret.

A concerned & now involved Dad.

A Grandmother's Fear Turns to Action

When my youngest grandchild was about to enter high school 4 years ago, my older 3 grandchildren begged their mother (my daughter) not to send their little sister to the same public

school they had gone to. My daughter thankfully took their plea seriously, and started searching for an alternative.

This personal event opened my eyes fully to something I felt has been taking place in education for a long time, and in that moment, it suddenly became a reality for me. I knew for years there was a movement toward globalization, and the only way to accomplish this was through the indoctrination of our children using the public school system. So when I started learning about the Race To The Top initiative, I knew this was the next step in accomplishing this agenda. The agenda has been the progressive undertaking of changing values, beliefs, and attitudes, and not about improving education. Our children are becoming nothing more than human capital, and parents will be reduced to breeders for the global economy, with no parental rights or authority. Crazy? Yes, it is crazy, and there are a lot of crazy people that do not have our children's best interest in their hearts. But moms and dads will die for their children. It is time to fall on the sword for our children and the future of our American culture. I truly believe that while we fight this long, hard battle, we must remove our children from the battlefield. Public schools are no longer safe for our children.

My grandchildren are out of school now, but my great-grandchildren and the children of others' keep me awake at night; I fear for their future. I fear they will never know the wonders of freedom and liberty that so many Americans died to preserve. I fear that the great American dream that many individuals experienced will not be there for future generations. We the people must take action. Our elected

officials are not the answer. They are not going to save our children. The recent, overwhelming, majority vote in favor of ESSA is a prime example that our elected are not on our side, or the side of our children. The next president or the next newly elected school board member is not the answer. Parents have the power to put an end to this tomorrow. The answer is very simple. We must “starve the beast.” The beast needs our children in order to survive. Without our children, the beast shrivels and dies.

Arne Duncan said education reform is not a battle for education; it is a battle for social justice. He also said recently that the day will come when we can look at a second grade student, and know if that child will go to college or not. And he stated when talking about the new Community Schools that are in ESSA that there will be some students we will need to have 24/7. Those statements alone should be enough to frighten and motivate every parent into action. But how do we get others to understand? We do it one parent at a time, one child at a time. We plant the seeds of truth, and give them a chance to grow in the hearts and minds of everyone we encounter. This may be Arne Duncan's battle for social justice (equal outcomes for all instead of equal opportunity for all), but *we* know *our* battle is for a much different reason.

“If education has become – as Common Core openly declares – preparation for work in a global economy, then this situation is far worse than Common Core critics ever anticipated. And the concerns about cost, and quality, and yes, even the constitutionality of Common Core, pale in comparison to the concerns for the hearts, minds, and souls

Alice Linahan

*of American children.” Dr. Daniel Copeland – Hillsdale
College June 2013*

*Karen Bracken
Ocoee, Tennessee*

A Mother’s Journey From Can I See? To I Can See!

I have to use Alice’s title because it fits so well with my story. My husband and I moved to an area in Dallas well known for their local independent school district and tight knit community. Our daughter was a few years from starting kindergarten and we had a toddler as well. Like many other mothers in the area, I was eager to get involved when our first child entered school. I worked with the art teacher, hanging artwork in the halls, helped in the cafeteria serving food, and worked in the library.

Our daughter has always had a strong independent spirit. She was very motivated to learn her math facts, to learn to read, and she wanted desperately to write letters to her father and me before she started school. She was more than ready for Kindergarten. Things seemed to be falling in place for all of us. She was doing well, making sweet, little friends, and we were meeting great parents.

The following year, I started to notice little things that did not seem right. The math was different from the way we had learned growing up. They called it a “base 10 system.” There were all kinds of graphics that went along with the math problems. The kids had to draw lines and boxes. It seemed like a bunch of busy work to get to a “simple $9+4$.” Around this time I was hearing about Common Core Math in the news. I started paying attention because it looked similar to what I was seeing with my daughter’s homework. I asked someone at the school if we were incorporating common core in the curriculum. I was told that Texas rejected the common core. I believed them because of what a bad rap Common Core was getting. Surely the #1 school district in Texas wouldn’t go for something less than exceptional!

It was not until the next year that my eyes began to open wide. Our teacher was fairly new to the school. She was young and had sweet energy. Our daughter loved her. I started noticing at this point that everything that was homework was online. In fact, one of the online programs actually said “Common Core” at the top. This caught my attention and I went back to researching the subject. Everything that I found was exactly what our daughter was doing in math class.

As the year progressed her personality changed. She was on edge all the time, sometimes being sassy and disrespectful. I was watching her confidence slip away. When my husband or I would try to help her with her homework she would get aggravated and tell us she can’t do it our way; she has to do it the way her teacher told her to. We had a conference with the teacher right before Christmas break. At this meeting she

informed us that our daughter was struggling in math. My husband asked her to show us how she is supposed to work out a typical equation. The teacher proceeded to show us that process method she was using. I said, “this looks kinda’ like the Common Core math.” The teacher replied something like, “We don’t do common core math; we mirror it.” My husband and I sat there taken back. Why? I guess we wanted to believe that there was surely some other explanation for why we were seeing Common Core through the school.

I caught a story on the news about a father speaking at a school board meeting in New Hampshire. He was arrested for going over the time allotted. He was upset about some books that his child was forced to read for a high school English class. He read some of the experts and my jaw dropped. Well, wouldn’t you know shortly after I saw that story, a battle was brewing quietly in our own little community over books that our high school kids were reading. New Hampshire was a Common Core state. Why were Texas high school students being forced with the same lessons? My suspicions were true. Somehow, some way, Common Core was seeping into this great school and no one seemed to be aware of it.

The local school board meetings were getting heated and even ended up landing on the news. My husband decided to go to see for himself. He texted me and told me that the local news station was there and that I should record it. He was so inspired that there were great families fighting these anti-American, sexually explicit books in our schools. The next morning I watched the news, recording again. I ended up reaching out to one of the parents who spoke at the meeting.

That was God's intervention. I asked her if she thought these books are linked to the Common Core. I kept rambling on about how the math is Common Core. We've seen Common Core on the few worksheets our daughter has brought home. It felt like we were in the twilight zone. No one was seeing any of this but us.

We met up and went over everything. She shared all the info she had researched and we did the same. It became real. We still didn't understand all of it and what kind of damage it would cause our children or the agenda that was being pushed. That would all make its way in the more we dug. During this time of hashing it all out my husband and I decided we had to have a meeting with the superintendent. He basically gave us the run around and pushed us on to the math curriculum director. When we asked questions that she didn't want to give an answer, she would basically sit there and shrug her shoulders. I sat there in that moment and wanted to cry. I trusted these people with the most precious things in our lives and I felt deceived by them. THAT was an awful feeling.

Over Christmas break I prayed, a lot. I asked God, "What do I do?" Every day that I would drop my daughter off at school it didn't feel right anymore. I felt lost. I stopped connecting with the moms with whom I was starting new friendships. They didn't understand any of it. I couldn't explain it because after I did all the research, I didn't even know where to begin to tell someone else what was happening; it was awful. I finally decided to take the leap and home school her for the rest of the year. That was not an easy decision. She was so upset with me. Her friends even said things to me because

they didn't understand why I took her out of school. Every time we would drive by the school she would stare out the window with the most pitiful face. I was heartbroken for her. I had to keep reminding her that I loved her too much to keep her there.

We struggled with home schooling. You can imagine a strong-willed child and a strong-willed mom trying to “out control” each other. I was a nightmare. I hired re-enforcements. I had two tutors that would come in during the week and work with her. She worked much better under their instruction that she did under mine. I got to watch her learn again. It was amazing to see her attempt something really difficult and accomplish it. I would sit in on some of the sessions so I could learn how to teach her and what to teach her. We became so close at this time. It turned into a memory that she and I will carry with us for the rest of our lives. I stressed so much about what I needed to read to her, how much she needed learn in math. What about science, history, music class, computer class? Was she going to fall behind by missing all of that? I have to laugh now. None of that stuff mattered at the time. She was regaining her confidence. She was sweet and lovable and most important she was my happy, well-adjusted, little, strong-willed, beautiful daughter once again.

I prayed more that I think I ever have in my life about what would be our next step. I continued to search private schools, touring and asking questions like, “Can I see what you would be teaching my child?” I prayed for God's guidance. I asked for him to show me where we needed to be. I looked at a lot of schools in our area. We found the one that was exactly

what we were searching for. Both our children have learned so much in such a short time since they've been taught in a classical setting. They have been doing things that they never dreamed that they could do. I am very proud of both of them.

It's been quite a journey. Both our children have no doubt how much they are loved. This experience brought all of us closer. It has turned into a huge blessing. I am forever thankful.

Informed Mother

“Children must be taught how to think, not what to think.”

— Margaret Mead

CHAPTER 1

“Common Core” What is It?

Common Core is not what it appears to be!

It has been said that the state governors across America led the effort to create a set of uniform, rigorous national standards that will allow American children to compete in the world economy. They will say it was written for teachers by teachers and the council of chief state school officers and administrators in 2009. They will say the standards are academic standards in Mathematics and English language arts/literacy (ELAR). They will say these standards are designed to provide a clear and consistent framework for educators across the country. They will say these standards define the knowledge and skills students should gain throughout their Kindergarten through 12th grade education.

The reality is a much different picture.

Common Core is part of a systemic transformation of education in which institutional memory of our traditional public schools is being completely wiped out. This system was filled with career veteran teachers who mentored new teachers

coming into their schools, who were teaching children how to read well, write well, to do math well, and learn about history, using piloted and proven methods.

In reality, Common Core is merely a tactic to access our children, as are the programs known as 21st Century Learning, College and Career Ready, and Workforce Development.

In America, we have shifted from a Kindergarten through 12th grade system of education, to what is known as a P-20 W (Preschool through the Workforce) education of equity (equal outcomes), which will result in a loss of freedom, liberty, and opportunity for the next generation of individual citizens. Children today are seen merely as **“Human Capital”** for the government and are being trained for the workforce from preschool through 12th grade. The Common Core National Standards shift our educational process from the “Mental” (Academics and Knowledge Based Tests) to “Behaviors” (Performance Standards and Competency for the Workforce). This globally coordinated effort is about equalizing and controlling the economy of the United States and the citizens of America. You are no longer that boy from Amarillo, Texas who was a baseball star or in the band. You are now a global citizen. **You are no longer an AMERICAN.**

American children are no longer to believe they are Americans living in a global world; they are global citizens who happen to live in America. With this shift in educational focus-

- Nationalism is being destroyed.
- The U.S. Constitution becomes null and void.

- A revolution through education is happening today.

This transformation was designed to go undetected. Yet, the blessing and hope is, that because of the instinct to protect our children and the instinct to fight for what makes America exceptional, we have uncovered the facts and can actually do what every generation in U.S. history has done before; we can give the gift of freedom and liberty to the next generation of Americans, who are our children and grandchildren.

The shift in education is **NOT** liberal vs. conservative, or Republican vs. Democrat. It is the public and private partnerships between the political elite and those with the money to control them. It is about power and control. It is all about the money, and creating the submission of the next generation. Many liberals and conservatives alike are horrified by what we are seeing in our **children's** classrooms in **public, private, and charter schools, alike**. The fundamental shift in education we are talking about is changing from a transmission of knowledge, that parents still expect from our schools, to an emphasis on altering students' world-views, their values, attitudes, beliefs, and behaviors.

Education focused on how students perceive the world is known as critical theory or cultural Marxism.

So...Who are "**THEY**"???

Let's take a step back and look at what the Common Core Initiative is really all about. Earlier, I said Common Core was a tactic to access our children. So, who wants access to our children?

Who is behind this global coordination? Who is taking advantage of the shift to an “equal outcomes” based on attitudes, values, beliefs, behaviors and worldview? There are three key agendas at play, and all want access to our children, in addition to our tax dollars.

- Secular Humanists/Marxists
- Behavior Psychologists
- Islamic Fundamentalists

What I have learned on the battlefield to protect my children is that the same strategies and tactics are being used over and over again. If we clearly understand the strategies and tactics, we can win the war.

Now, stop. Take a look at the cover of this book. You will see that the colors are **Red**, **Green**, and **Yellow**. There is significance in why I have chosen these colors. These colors help us to identify who the “Green,” “Yellow,” and “Red” people are.

My friend, Brandon Darby (who is a great guy, by the way), happens to have been a former, progressive, community organizer who used to hang out with people like leftist organizer Lisa Fithian. Fithian is well known for her organizing ability, as seen in a **video clip by EAGNews**. One of her signature tactics is to organize the leftist movement into the three groups, “**Green**,” “**Yellow**,” and “**Red**.” When Brandon speaks publicly, he points out that it was the same way she organized the 2008 Republican presidential protests.

The “**Green**” group was made up of good, honest Democrats who just disagreed with the Republicans; they showed up at

rallies with protest signs and posters; they were the distraction. Then there was the **“Yellow”** group, who were a little more in the know, a little more radical, and were willing to “lock-down,” and be arrested for the cause. The **“Green”** group did not know about the **“Yellow”** group. Then, there was the **“Red”** group. These were your bad guys, who Brandon refers to as the “thugs.” These were the ones who threw the Molotov cocktails or the bombs. They were the ones who knew exactly what they were doing. We are seeing this same strategy being used in the transformation of our educational system, although the distractions / weapons are different.

I had an interesting conversation with the Region 11 Education Service Center Director in Texas, who was trying to tell me how wonderful CSCOPE was. I had to stop him and explain something. I said, “Dr. Steelman, Look. You and I are going to have to just agree to disagree about CSCOPE. I have done my research and I do not think it is a good curriculum management system. Then I said, “Let me tell you a story.” I told him about the **“Green,” “Yellow,”** and **“Red”** people and Brandon Darby’s story. Then I told him, “Dr. Steelman, I do not think you are bad man who is trying to harm or indoctrinate my kids for a collectivist, socialist agenda. I think you are **‘Green.’**” I said, “Your family’s income is tied to you renting or selling my children’s school district a curriculum management system that, at best is flawed, and at worst is indoctrinating and will harm my children and their future. So I do not think you are bad. I just think you are **“Green”** and being used by the **“Red”** people.

My friend Donna Garner explains who the “**Green**,” “**Yellow**,” and “**Red**” people are in the education world.

“There are two different types of philosophies of education; and nearly all educators, curriculum, vendors, organizations, and advocacy groups fall into one of these two categories.

- “Type#1--Traditional foundational knowledge based education which gives students an education of opportunity (equal opportunity), and
- Type#2--Collectivist, subjective, equity based on attitudes, values, beliefs and behaviors. This pushes for equal outcome.

These are two philosophies of education.”

Next, there are also three different types of individuals involved; we can see this all across America.

The “**Green**” people are those who go-along to get-along; they go with the status quo and are content to follow whatever teaching fad is in vogue at the present time. These people are not bad people, but are easily deceived by those who have ulterior motives.

The “**Yellow**” people are those who are driven by greed, money, power, and fame. Many of these people are vendors, lobbyists, or school employees who look past the egregious content of their products – so long as they themselves are benefitting. Into this group fall some CSCOPE/TESCCC/ESC employees, and members of the TASA, and TASB, among others.

The **“Red”** people know exactly what they are doing. They have long-term goals to change America, and they realize that the best way to do this is to indoctrinate this, and succeeding generations, of school children in our classrooms. Into this group fall such people as Barack Obama, Arne Duncan, Linda Darling-Hammond, Bill Ayers, Bill Gates, David Coleman, the National Education Association, Jeb Bush, Hillary Clinton, and Marc Tucker.

Politicians can come in all different colors – **“Green,” “Yellow,”** and **“Red.”** Those who blindly follow are **“Green.”** Those who seek fame, fortune, and/or control for themselves are **“Yellow.”** Those whose aim is to change America from a capitalist, free-market Republic into a global, socialist, communist, Marxist country are **“Red.”**

Once I was able to identify who the **“Red,” “Yellow,”** and **“Green”** folks are, the picture became clearer, and the local solutions did not seem quite as overwhelming. If I could educate the **“Green”** people, we could give them the opportunity to do what is right for our children and America's future. We **DO** have a fighting chance to stop this freight train.

Use your phone to scan the QR code for video, reports and more insights

*EAGnews - Teaching Radical to
Chicago Teachers Union*



“I never want another child to experience the sense of defeat that was inflicted by a system that was set up to deliberately fail him.”

– Kim Belcher

CHAPTER 2

Fundamental “Shift” in Education Today!

Some will say the “shift” occurring in education today is “21st Century Learning.” The truth is, technological advances are the only 21st century thing about it. These are the same battles that were fought in the late 1960’s and early 1970’s, and again in the late 1980’s and early 1990’s. The shift was coined back then--- **Outcome Based / School to Work Education.**

Who pushed it **out** in the past? **Parents and veteran teachers!!**
Why? Parents and teachers understood just how harmful this is to their children and students, and they spoke up!

If you begin to study the people along with the strategies and tactics that were used to transform education, you will begin to see the connections from the ‘60’s to the ‘80’s, and now into the 21st century. **In this latest push, according to their own documents, they are** using effective “**community engagement**” known as the Delphi technique, in coordination with a strategic planning process; school districts are creating

a new system focused on **the environment, learning standards, assessments, and accountability of teachers, and** forcing them to implement the transformation.

Once you start to clearly understand the template to remold America, the puzzle begins to come together.

There are amazing men and women who have done an immense amount of research.

Diana Anderson, a former teacher and education researcher from Oregon shared with us on the Women on the Wall conference call many of the dots we need to connect in our understanding of why the “Red” people believe the way they do. Following are the agenda notes from that conference call.

Let’s take a step back and look at what has gone on in the field of education in the past, so we can get a clearer understanding of how and why teachers teach and students learn in the 21st Century.

Educational theorists in general before 1950. From (Herbert Kliebard, *The Struggle for the American Curriculum 1893-1958*)

- **The humanists** (Charles W. Eliot, William Torey Harris, Robert Maynard Hutchins) regarded schools as mechanisms for transmitting the traditional values, sensibilities, and cultural highlights that accumulated within Western civilization. In this century humanists have argued for traditional subjects on the basis of their intrinsic value as bearers of cultural tradition.
- **Developmentalism** (G. Stanley Hall, William Heard

Kilpatrick) based its curriculum ideas on the emerging study of child development, which led them to reject faculty psychology and argue that instruction should be reorganized around the differing learning capabilities of children at successive stages in the growth process. This group sought a child-centered curriculum that would be designed not only to match the abilities of children at each stage, but also to excite their interest. G. Stanly Hall advocated differentiated instruction based on native endowment and even urged separate schools for “dullards” in the elementary grades.

- Manifested in Ethnomathematics, multicultural education, Lev Vygotsky. The American public has a misunderstood conception of multicultural education, a divisive mechanism against acculturation of young people and immigrants into an explicit “American” society. It engenders “group thinking”.
- Social Efficiency Educators (Leonard Ayres, John Franklin Bobbit, Charles Ellwood, Ross L. Finney, Charles C. Peters, David Snedden) perceived schools primarily as mechanisms for preparing students for future adult roles, particularly occupational roles, thus promoting the efficient operation of a complex society. From their perspective, the curriculum should be focused on only those elements that were useful in bringing about these ends and should be differentiated according to the likely adult roles that individual children would play.

* Manifested today in “school-to-work”, CTE competencies, differentiated instruction.

- **The Social Reconstructionists** (George S. Counts, Harold O. Rugg, Lester Frank Ward) saw the school curriculum as a mechanism for promoting social change. For them, schools existed to teach students a new social vision of justice and equality in order to equip them for the task of remaking an unjust and unequal society.

* Manifested in *Rethinking Schools* (resources for teachers) - Marxist/Soviet style education, and restructuring educational institutions supported by Office of Education Research and Improvement inside the U.S. DOE. (see document *New Habits of Mind and Heart*)

A summary of Kliebard’s history is “the mixed character of curriculum shifts in this way: Curriculum fashions, it has long been noted, are subject to wide pendulum swings. While this metaphor conveys something of the shifting positions that are constantly occurring in the educational world, the phenomenon might best be seen as a stream with several currents, one stronger than the others. None ever completely dries up. When the weather and other conditions are right, a weak or insignificant current assumes more force and prominence only to decline when conditions particularly conducive to its newfound strength no longer prevail, Kliebard suggests, therefore, that what we have called progressivism is really a shifting mixture of developmentalism, reconstructionism, and social efficiency;

it's one unifying characteristic is that all three components are strongly opposed to the traditional humanist curriculum. **All theorists drew upon John Dewey.**

Quote from the The John Dewey Society *“exists to keep alive John Dewey's commitment to the use of critical and reflective intelligence in the search for solutions to crucial problems in education and culture.”*

Due to the return of “classical education” in the Sputnik era, the UN and UNESCO – through the auspices of the National Society for the Study of Education brought together what Diana called “9 Philosopher Kings” to find a common course in restructuring educational institutions in America.

- **Idealism:** A mind, soul, and spirit capable of emulating the Absolute Mind
- **Realism:** An orderly, sensing, and rational being capable of understanding the world of things.
- **Neo-Thomism:** A rational being with a soul modeled after God and who comes to know god through reason and revelation (*Maritain – co-author of UN Human Rights document*)
- **Pragmatism:** An evolving and active being capable of interacting with the environment
- **Existentialism:** A fundamentally free and individual being who is capable of being authentic through the making of an taking responsibility for choices

Attributes of these early “schools of thought” melded into 21st Century Education with emphasis on Interdisciplinary (Integrated) studies, that are “relevant, rigorous and real world, project-based, student centered in a globally tech driven classroom for personal and social change – Lifelong Learning.

We have succeeded only too well in selling the idea of extended schooling: yet we have only begun to think about the meaning of its near opposite, which is lifelong learning.

Diana explained a riddle, cited in ‘Patterns in Lifelong Learning’, gives a curious definition, even for a well-seasoned teacher, as every school district and training center in America uses the LL tautology. Apparently this Lifelong Learning riddle is not exclusive to loving to learn throughout one’s life.

In an article published on Voices Empower.com, Diana wrote-
Lifelong Learning is more of a process than an outcome, as a step toward this outcome is unlearning how you think about the world; unlearn any adherence to dogma, loyalty, and heritage that finds you different than your global neighbor. The Theory of Unlearning is the opposite of extended learning. Schools in Soviet Russia called it re-education. Behavioral psychologists positioned the Theory of Unlearning into educational realms: Kurt Lewin called it ‘unfreezing’, Jack Mezirow more poignantly called it ‘transformative learning.’ Inherently, cooperative grouping of students and the emphasis on critical thinking skills set up the environment for practice in unlearning and relearning new paradigms of thinking about the world. The Common Core State

Standards for English Language Arts set the environment for students to participate in unlearning practices.

- **Critical Theory** conjugates with Critical (Reflective thinking) – This is the ADDIE model, a learning model designed for military instruction.
- Aside from the Arts, Music and PE, we are battling a soup bowl of literacies. **Media Literacy, Financial Literacy, Cyberliteracy, Social/Emotional Literacy, Ecoliteracy, Multicultural Literacy, Global Competencies.**
- **Social/Emotional** - Even before the crisis precipitated by the NCLB legislation, concern for the disappointing performance of many prevention and health promotion efforts spurred a 1994 meeting hosted by the Fetzer Institute. Attendees included school-based prevention researchers, educators, and child advocates who were involved in diverse educational efforts to enhance children's positive development, including social competence promotion, emotional intelligence, drug education, violence prevention, sex education, health promotion, character education, service learning, civic education, school reform, and school family-community partnerships. The Fetzer group first introduced the term social and emotional learning (SEL)
- **Social/Emotional - Model Standards for Academic, Social/Emotional, and Character Development are the 3 Domains of Student Development** courtesy

of the Josephson Institute. The Social/Emotional Domain consists of “Traits and Attributes, Values, Beliefs, Attitudes and Mindsets. Capacity to Be a Change Agent along with Collaboration and Teamwork”. *The Institute then expands on each of these. Regarding Values –*

“Students demonstrate the ability to identify and understand their core values (i.e. what is really important to them), beliefs, opinions, attitudes and mindsets and how they influence their feelings and actions.” (For example, if the approval of others is a core value, they may be more vulnerable to peer pressure; or if they have negative mindset, they may refuse to understand new challenges.)” *What constitutes a negative mindset? My mindset is very negative in regulating morals education to public institutions, especially originating from secretive factions laboring since the 30’s to expand the generation gap between parents and their children.*

- “Modern Origins in New Haven In the late 1960s, during his early days at Yale School of Medicine’s Child Study Center, James Comer began piloting a program called the Comer School Development Program. It was, as he wrote later in a 1988 Scientific American article, centered on his speculation that “the contrast between a child’s experiences at home and those in school deeply affects the child’s psychosocial development and that this in turn shapes academic achievement.” <http://www.edutopia.org/social-emotional-learning-history>

- Ecoliteracy A Gaian Curriculum for the Common Core Standards in Oregon

“We and the systems we create—our societies, political systems, economies, religions, cultures, technologies—impact the total environment. Since we are a part of nature rather than outside it, we are challenged to recognize the ramifications of our interdependence.”

The authors who quoted the challenge above were none other than the eco-educrats who grafted Oregon's Environmental Literacy Plan with the Common Core standards to create a strain of Environmental Literacy Strands.

Did you know that in 1965 the Elementary and Secondary Education Act (ESEA), passed, was a 35-page bill, that gave federal Title I dollars to states for the education of economically disadvantaged students in America? At the time, it was the most expansive education bill in history.

Interestingly, the bill was passed and in place less than three months after it was introduced. This coincided with President Johnson's championing a “War on Poverty.” He believed in **equal access** to education as the way to ensure economically disadvantaged children would live a productive life.

“In recognition of the special educational needs of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance... to

local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute to meeting the special educational needs of educationally deprived children.” (Section 201, Elementary and Secondary School Act, 1965.)

The reality of ESEA had an impact that is still influencing legislation today. It was a shift of federal aid for education towards a specific group of Americans. This drove a shift in national policy, addressing challenges such as poverty and civil rights. In addition, it developed the reliance on state departments of education to administer federal funds, resulting in an expansion of state bureaucracies and binding the federal and state government in decision-making on education.

ESEA was amended in 1968 to include Title VII funding, resulting in the Bilingual Education Act. This act gives federal aid to local schools districts and is intended to assist them in the education of children who learn English as a second language.

I want to stop for a moment and encourage you to take some time to dive into your own perceptions of what makes our nation, the United States of America, great.

Let me tell you a story about a young man, who at the time was in high school; he was just 16 years old. He was known

as J. M. (James Martial) Lapeyre. To me, many years later, he was just Uncle JM I will never forget him; he was the uncle who told me the way to get rid of a headache and sea sickness on a shrimp boat was to chew Dentyne gum. After becoming a mom, I realized he was just trying to keep me quiet when we went out on the boat.

My mother's family owned a shrimping company called Grand Caillou Packing on Bayou Grand Caillou in Louisiana. My Uncle J.M. is known to the world as the man who invented the first shrimp peeling machine that revolutionized the seafood packing industry around the world. In reality, he was just a kid from Houma, Louisiana. He had a brilliant mind, a good family, and a dream to be rich someday. He had an American dream that came true, and has had an impact on not only his own financial success in life, but on that of countless others. His dream actually paid for my college tuition.

Prior to Uncle J.M.'s invention, my grandfather's greatest struggle in the shrimping business was how to pay the folks who peeled the shrimp. You see, "pickers," as they were known, were paid by the bucket of shells. When shrimp were small, workers produced fewer buckets, and therefore, earned less money. Pickers would often walk out the door when the batch of shrimp they were given to peel was small. Hiring pickers was always a huge challenge because of the tedious job of peeling shrimp. This challenge was exacerbated by the shortage of workers brought about by World War II. The cost of maintaining a full staff of pickers resulted in high consumer prices, which limited the industry's potential.

So, Grandpa Lapeyre told J.M., if he wanted to get rich someday, he should “invent a machine to peel these shrimp.” Uncle J.M. said that as he was sitting in mass, peeling shrimp was all he could think about. Which, reinforced to me that God had his hand over Uncle J.M.’s first of over 139 inventions.

As J.M. was working at the plant, he stepped on the back curve of a shrimp, and the meat popped out. He went straight home and asked my Grandma if he could borrow her hand cranked washer. After several smushed shrimp went through the washer, he calibrated the rollers and the meat popped right out. Over the next several years, my uncle, along with my grandfather (Emile Lapeyre) and his brother (Fernand Lapeyre), built a machine in the garage that would replicate the meat popping out of the washer. My grandfather, along with a few other family members, started a firm, began production of the peeling machine, and started leasing it to others.

I read a great quote by my cousin, Jay Lapeyre, in an article that I believe gives insight into the man that my Uncle J.M. was.

Innovation is a process full of paradox. Innovators have an unusual blend of passionate curiosity coupled with a detached ability to look hard at reality while not predetermining the outcome of what they will see. Innovation almost never happens when you expect it. It almost always requires the due diligence of rigorous preparation, but you can rarely predict or schedule when

a breakthrough will occur. You can't plan discovery. The more linearly we try to arrange information, the more likely that our conclusions will be contrived and forced. It's generally the accidents that are the most revealing and informative breakthroughs. However, if you just sit back and wait for beneficial accidents to happen, they almost never will.

After reading this story of a young man with the ability to dream, invent, and revolutionize an industry around the globe, do you think my uncle J.M. would have been free to achieve great things if he had lived in the Soviet Union? Would he have been able to give the gift of dignity in the form of a job to those men and women willing to work, because of the jobs he created, if he had lived in a communist state?? Yes_____ No_____

At his death, J.M. had been issued 139 U.S. patents and over 100 foreign patents. I encourage you to Google James Martial Lapeyre. His inventions spanned every major technical discipline: mechanics, electronics, structures, chemistry, and computers. Through his inventions, thousands upon thousands of people have been employed, and have profited from his amazing mind.

Growing up in a Catholic family, hard work and manual labor were appreciated and expected, and were just as important as giving to those in need – those who could not help themselves. With all of the corruption within the Catholic church, I am blessed that I was taught a foundation from which I came to understand that a moral Catholic is one who, like those in my

Alice Linahan

family, uses his or her God-given talents to give themselves and others dignity through employment.

As my mother asked me, ***“What is moral about giving up everything, and becoming dependent on others?”***

Use your phone to scan the QR code for video, reports and more insights

Women On the Wall Conference Call with Diana Anderson



“Education is the kindling of a flame,
not the filling of a vessel.”

— **Socrates**

CHAPTER 3

Common Core: How It Came Into Being

Did you know that in 1988, **Marc Tucker** became the president of the National Center for Education and the Economy (NCEE)? Tucker joined up with Hillary Clinton, Mario Cuomo, and Ira Magaziner to persuade states to **move away from local control of their schools and migrate to national standards**. In 1992, Mr. Tucker wrote a letter to Hillary Clinton congratulating her on Bill Clinton’s presidential win. This letter is infamously known as the “Dear Hillary Letter.” Included in his letter was a blueprint for the nationalization of education, with ideas for radical education reform. He stated the goal was “to **remold the entire American system**” into “**a seamless web that literally extends from cradle to grave and is the same systems for everyone,**” coordinated by “**a system of labor market boards at the local, state and federal levels**” where **curriculum and “job matching**” will be handled by counselors “accessing the integrated computer-based program.”

Mark Tucker's blueprint was implemented by Congress passing three laws, which were signed by President Clinton: the Goals 2000 Act, the School-to-Work Opportunities Act, and the reauthorized Elementary and Secondary Education Act (ESEA) called "Improving America's Schools Act of 1994."

In 2002, under President George W. Bush, ESEA (Elementary and Secondary Education Act) was once again re-authorized setting up AYP (Adequate Yearly Progress) requirements that would have "all" students proficient by 2014. As Dr. Patrick Huff explained,

President Bush made into law that by 2014 all students would be proficient on the test. What most people missed was that proficient meant the students had to pass the test. In other words, by 2014 every student will pass the state test. What this resulted in was a gradual progression toward 100% proficiency that began after Congress passed the bill. The proficient percentages required were low at the start, but when they grew to 83% in Reading/English Language Arts and 75 % in math in 2011, schools began to fail in record numbers. It is the percentages required for AYP in the subgroups that are the standards. This is critical for understanding school accountability. For a school to make accountability it must meet standards (percentages in the subgroups) every year from the results of the school wide testing outcomes.

This meant a shift in education where schools, not individual students, are being held accountable. Our traditional public schools have been set up to fail – intentionally.

In December 2015, ESEA was again re-authorized by Congress and signed into law by President Obama under the name “Every Student Succeeds Act” (ESSA). This time a system designed to legally lock in place together a type of “Progressive Federalism,” or as my friend Dwayne Stovall prefers to say, “Progressive Nationalism” versus “Constitutional Federalism.” This means the global vision behind the ESSA will be in place whether the implementation point is at the federal, state, or local level.

Within the **1,061-page ESEA reauthorization bill**, is a mandated shift away from the academic subjects of reading, writing, math, and history, which are taught and tested in the United States. ESSA is a clear shift to a very different kind of education, which focuses on social and emotional learning (SEL), effective and non-cognitive attitudes, values, beliefs, behaviors – all intended to change American students’ world-views.

How do I know this? Unlike our elected officials, I have been working with folks who **have actually read** the language and understand the binding impact included in the current bill. The ESSA was voted on by people who **have NOT** read the bill and who do NOT understand the terms and the language they voted on. For example: On pages 62 and 807, the ESSA mandates “Universal Design for Learning.” This is accomplished by providing support for teacher’s professional development and evaluations based on personalized data collected and interventions prescribed to inform and instruct classroom practice (page 802).

These are no doubt aligned with the **Common Core Teacher Evaluation Standards in (InTASC)**, whose copyright is owned by the same owner of the Common Core National Standards copyright, the Council of Chief State School Officers (CCSSO).

Most people do not know that the National Universal Design for Learning (UDL Task Force) works to incorporate the principles of UDL into federal policy and practice initiatives. As my friend Lidia informed me, more than forty national organizations have joined together to recommend UDL legislative language for the reauthorization of (ESEA).

If you dig a little further, another mom, Trisha Anderson, exposes UDL's parent company, CAST, Inc. is funded by none other than the Gates Foundation and the US Department of Ed, among others. They couldn't possibly have an agenda, could they? No conflict of interest?

The narrative coming out of the proponents of the ESEA Re-Authorization is that they had to pass this version because it gave rights and control back to the states. **The problem with this line of thinking is that it is clearly unconstitutional. – Congress has no right to dictate terms under which states “waive” their sovereignty. Their sovereignty comes from the Constitution, not Congress.**

For example: Texas Representative and Freedom Caucus member Brian Babin explained to his constituents why he initially voted for H.R. 5 the House version of the ESEA reauthorization.

Congressman Babin's Tyler County Booster Op-Ed

Babin explains, *"As students, teachers and parents prepare for another school year, I'd like to take this opportunity to update you on a few of the things I am working on to restore local control and prevent federal intrusion into our classrooms."*

Congress Babin goes onto to explain that the ESSA Bill will do the following:

- **End Common Core**
- **Repeal No Child Left Behind (NCLB)**
- **Expand School Choice**

Now let's talk about the reality on the ground and shine some light on the system that has been designed to lock this Global Vision in place no matter where the implementation point is.

As Katy ISD mom Kim Belcher has uncovered, "they" are trying to give the impression that the states get to choose, but as you will see with these documents, that is a farce. "They" tell the states what to do and then the states get to polish it up with whatever else they want to add.

This is what they mean by the "alignment" of "Challenging State Academic Standards" in the ESEA re-authorization language. They lend the impression that states get to create their own standards. The truth is, states are given the standards by whomever their "pass-through" is. In this case, Texas State Board of Education (SBOE) was directed by the president of one of our prime lobbies, Texas Association of School Administrators (TASA), a member of the UDL National Group,

as to what the framework would be. You will see that the framework was designed by Shirley Dickson, consultant to National Assessment Governing Board and the Education Commission of the States. They meet the “public comments” requirements by hiring “experts” who are actually heads of other big lobbies. Our education is being funded by taxpayers, but is directed by non-elected people that are financially and politically benefiting from the federal system.

In essence, you will see that even though this is just the ELA/R piece for Texas, this is the model that is already being used. They didn’t wait for ESEA.

Below is the email from the Texas Association of School Administrators to the chairperson of the Texas State Board of Education (SBOE).

The following is an email discussing the ELA/R frameworks:

From: Johnny Veselka

Sent: Thursday, September 3, 2015 3:52 PM

To: Bahorich, Donna

Subject: ELA/R Framework Donna

I have attached a copy of the updated ELA/R Framework with alignments to the College and Career Readiness Standards, SAT and ACT, along with a cover letter to the members of the State Board of Education.

The letter describes the ongoing work of members of TASA, TXASCD, and the six literacy organizations since our presentation to the SBOE at your July meeting.

As stated previously, the framework design began with the current TEKS. The participants considered the expert reviewers' comments regarding the current TEKS as well as their comments regarding the initial framework that was shared with the Board in July.

To provide the greatest opportunity for student success, the CCRS standards were backward mapped into the framework, which is also aligned with the SAT and ACT standards. These alignments are noted in the document. I believe this collaboration by experts in the field has resulted in a research-based structure and a beginning point for the review committees that will promote rich discussion among the review committee members while also guaranteeing efficient use of their time. It focuses on rigorous student achievement goals as recommended by Shirley Dickson and is unanimously supported by these organizations. As we did in July, I wanted to share these documents with you in advance of the Board meeting.

I look forward to visiting with you regarding any questions you may have and hoping it might be possible for you to share this document with the other SBOE members prior to the meeting.

Johnny

Texas Association of School Administrators

When a person like Congressman Lee Zedlin passes an amendment and starts posting statements, such as,

Alice Linahan

It looks like my legislative proposal to allow states to withdraw from Common Core without penalty from the federal government.....

....we know the reality is exactly the opposite.

If you want proof the latest re-authorization of ESEA, now known as ESSA, is the #NewCommonCore, which is not about teaching our kids to read, write, and do math, listen to Democrat Rep. Tim Ryan from Ohio. The state and federal government has **no** place mandating and conducting, psychological profiling of our children.

*Use your phone to scan the QR code for
video, reports and more insights*

*Democrat Rep. Tim Ryan
from Ohio*



“The secret of education lies in respecting the pupil.”

— Ralph Waldo Emerson

CHAPTER 4

A Workforce Development Model of Education

In a world where the Common Core philosophy of education is used, from the beginning, children are taught using strategies that are based on a collectivist mindset. So what does that actually mean, and is there a political purpose behind it?

How are students impacted?

Let me give you an example. My son loves to watch videos on his iPad. He is fascinated by the characters and understands who the good guys and bad guys are. He has started creating scenes in his playroom, and then video tapes shot after shot. He can edit them all together to create his own video. He adds music or even sings himself to create the drama. This sounds so cool, doesn't it? While this is fun and may actually help him get a job some day in the film production world, what is actually being lost by him being on an iPad instead of learning to read well phonetically?

What my son has learned to do is supply the concepts, pictures, and messaging he wants pushed through visual means. This is a very powerful tool, and our children are addicted to the pre-supplied memes or ideas; the lenses the child is to see the world through.

Let's compare that to the development of a child who is taught to read phonetically and taught how to decode words, in order to understand the true meaning of a word. As a child is taught to read and decode, and then begins to read books, the child's brain is developing to create the pictures in their own mind.

When we look at the progressive teaching strategies being implemented in reading and English/language arts, we can track back and see that there has been a political purpose behind the shift in how students are taught to read and write. This is evident in the shift from teaching phonics to whole language/sight reading, and the shift from literature to informational text and current world experiences.

Common Core pre-supplies concepts that are being placed into the child's mind; they are not being taught to actually question what is being put into their mind. This is why, when I asked Dr. Terrence Moore what we can do to stop Common Core, he said to me, "Fight, fight for your child's mind. Fight for their souls and fight for America's stories to be told."

Now, I am fighting for my son's mind by homeschooling. I do not want his mind to be developed to only receive pre-supplied concepts placed there by someone else.

What about math? Surely math is just math, right? 2+2 is always 4, right?

Not so fast. Just read this quote.

We first need to determine the moral, social, and political order we believe to be desirable, then set out our ed-

educational purposes, and in light of those purposes choose curriculum content and objectives.

**What Constructivism Might Be in Mathematics Education. Jeremy Kilpatrick
(1987, Proceedings of PME XI-Montreal)**

So, when you think of math, do you think the teacher should “determine the moral, social, and political order” before she or he teaches $2+2=4$?

That is exactly what is happening. As I have stated before, education which is focused on how students perceive the world is known as critical theory or cultural Marxism.

Dr. James Milgram, a former NASA mathematician, Stanford math professor, and the only true mathematician to serve on the validation committee for Common Core, refused to agree to the math standards presented. Why? He said this system would do just the opposite of what they said it would do. He indicated that the math being taught using these progressive teaching strategies would put students behind at least 2 to 3 years. In fact, Dr. Milgram stated that children who participated in this type of system for more than 4 years would be lost forever.

There is a political purpose behind 21st Century/Common Core math. It is the same political purpose we see pushed into the new math TEKS (Texas Essential Knowledge and Skills). Remember, Texas is a state that said “No,” to the Common Core national standards. But the Common Core philosophy of education has been flooding into Texas through places like

the Dana Center, located at the University of Texas. Good people tried very hard to stop its infiltration into the new math TEKS. However, there was a political purpose behind the Process Standards at the beginning of each grade level. So, when we read Dr. Jim Milgram's last review of the Texas math TEKS as they were being developed, and we listen to him expose what happened in the process of their development, it is not a surprise that we are seeing children suffering from the implementation of the new math TEKS in Texas. What makes this dangerous are the developmentally inappropriate "Process Standards," coupled with the Common Core/21 Century/Workforce philosophy of education aligned instructional materials encouraged in the professional development of teachers.

So, as Dr. Jim Milgram suggested, "You need to scream is what you need to do." What Dr. Milgram **revealed during a Women On The Wall Conference Call I hosted was shocking**, especially in light of the fact that at the TASA midwinter meeting it was suggested that as an answer to the challenges children and teachers were facing with the new math TEKS, the 1990's statewide teacher training program called TEKS Teams (coordinated by the Dana Center at the University of Texas at Austin) was resurrected.

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*Women on the Wall Conference
Call with Dr. Jim Milgram*



“I suppose it is because nearly all children go to school nowadays and have things arranged for them that they seem so forlornly unable to produce their own ideas.”

— **Agatha Christi, an Autobiography**

CHAPTER 5

Controlled Economy Through the Workforce!

Have you ever heard the term “**Perestroika?**” It is the Russian program of economic and political reform in the Soviet Union initiated by Mikhail Gorbachev. Think about this term as we uncover the strategies and tactics used to transform education in America.

What we see happening in all 50 states, whether they signed onto the Common Core National standards or not, is a coordinated transformation of education. Let’s take Texas, my home state, for an example. Texas said, “No,” to the Common Core National Standards. Yet, we’ve said, “Yes,” to 21st Century Learning and the Workforce/Outcome Based education philosophy, which is the same as Common Core.

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.

The driving force behind this transformation currently is TASA (Texas Association of School Administrators) and its direction, which is funded through non-profits and public/private partnerships along with Texas and federal tax dollars. This was all made legal because Texas legislators passed SB1557. According to their documents:

A group of Texas school superintendents met over a two-year period in facilitated dialogue during 12 two-day sessions to discover the assumptions underlying the present public education system and why it needs to be transformed. Various experts guided each session to stimulate and contrast participants' thinking. The superintendents concluded that the present system does not have the capacities to develop the knowledge, attitudes, skills, creativity, and rigorous thinking that students need to meet the challenges brought about by powerful new digital, social, and economic forces now common to everyday life around the world.

When we talk about the “shift” in education moving from an academic knowledge based Education of “Opportunity” (Equal Opportunity) vs. an Education of “Equity” (Equal Outcomes) based on attitudes, values, beliefs, behaviors and changing a child’s worldview, for the good of the community, that is a template to fundamentally change America. Texas has been leading the way.

As I have stated earlier, by using effective “Community Engagement,” known as the Delphi technique, in coordination with a strategic planning process, school districts are creating

a new system focused on the environment, learning standards, assessments, and accountability of teachers, forcing them to implement the transformation.

Coppell ISD in north Texas was the flagship district implementing the articles laid out in TASA's visioning document while it was being written, as seen in this document, **Creating a New Vision for Public Education – A District's Journey**. It is interesting to note that one of Coppell ISD's school board members at the time was Bennett Ratliff, son of Bill Ratliff, former Lt. Governor and former state Senator, who has ties to Linda Darling Hammond, one of President Obama's education policy advisors.

In addition, Bill Ratliff - along with Ex-Texas Commissioner of Education, Mike Moses - founded the **"Raise Your Hand"** non-profit back in 2007, which raised eyebrows because they had a history in education that many will not forget. Some key political and legislative maneuvers can be found in Donna Garner's 2007 article, **"Raise Your Hand for a Hand Out."**

*Ratliff and Moses are continuing to swill from the education trough by forming a new organization called **Raise Your Hand** to pressure the people for more tax dollars for Texas' public schools. Have these two gentlemen any credibility on the subject? William Murchison said it best in the 2/16/07 Lone Star Report, '...keep a country mile away from **Raise Your Hand**, and from Bill Ratliff, and from Mike Moses, whose solution for dealing with a sinking boat is to pour some more water in the gunwales.*

*Before we citizens put our trust in **Raise Your Hand**,*

let's do a quick study of its leaders, Ratliff and Moses.

RATLIFF: ROBIN HOOD, LOSS OF LOCAL CONTROL BY TEACHERS

Not only did Ratliff author the failed and oft-maligned Robin Hood Plan, but he also drafted SB 1 in 1995 which stripped local teachers of control over what they taught.

RATLIFF: LOSS OF CONTROL BY LOCAL SCHOOL BOARDS

As the author of SB 1, Ratliff is also responsible for taking the authority away from elected local school boards and placing that power into the hands of unelected superintendents.

No longer do locally elected school board members have any real control over the all-important issues of personnel hiring and district curriculum decisions.

Local school board members' duties have basically been reduced to (1) hiring and firing the superintendent, (2) buying and selling property, and (3) setting board policy (e.g., those items which involve board members themselves, such as elections, vacancies on the board, travel and reimbursement policies, etc.).

It is also interesting to note, this is the same year the TEA (Texas Education Agency) was given a \$7 million dollar grant by the Gates foundation. The stated purpose of this grant was to provide funding towards a longitudinal evaluation of

the Texas High School Project now known as “Educate Texas” funded by “Communities Foundation of Texas.” It was designed to establish the effectiveness of individual projects and programs, as well as overall effectiveness of these programs.

Bennett’s brother is Thomas Ratliff, whom I happen to have crossed paths with, not only once, but twice when he filed ethics charges against me. Both charges were rejected by the Texas Ethics Commission (TEC). He charged that with the educating of parents and organizing I was doing, I should be registered as a paid lobbyist. My husband had to laugh at that one. He is still wondering when we are going to be reimbursed for the savings I have tapped into to fight this battle.

You see, Thomas Ratliff was not only on the Texas State Board of Education (SBOE), but he also is a paid lobbyist for Microsoft, and has been for over 14 years. This is the same company whose owner, Bill Gates, gave the Texas Education Agency (TEA) \$7 million and Texas Association of School Administrators (TASA) a \$6.3 million dollar grant with the stated purpose: *“to provide superintendents and principals from public and private schools access to quality leadership development focused on technology integration and whole systems change.”*

After Bennett Ratliff’s stint in Coppell ISD (coincidentally his wife is a teacher in Coppell), he was elected as a Texas State Representative and appointed by the infamous Speaker of the House Joe Straus to the Education Committee. Wow! Isn’t that a coincidence? Oh, by the way, the chair of the House

Education Committee was Rep. Jimmy Don Aycock, whose daughter was a lobbyist for **Raise Your Hand**, as well.

While we are talking about the family connections, it just so happens that Mason Moses mentioned above is the son of Mike Moses. Mike Moses runs the now rebranded CSCOPE called TEKS Resources Services for the 20 Education Service Center (ESC). The 20 ESC directors formed a non-profit and own the copyright to the controversial Common Core-like CSCOPE curriculum management system.

Now that we have exposed two of those who have led the charge to fundamentally change Texas public schools and financially benefit from that change, let's talk about what this is doing to Texas children, their economic future, and public schools in Texas and across the country.

The Common Core National Standards and programs like CSCOPE in Texas are simply tactics, coordinating with legislation, such as the Texas HB-5, to set up the pathways to graduation, and nationally, to ensure the reauthorization of ESEA and the Workforce Innovation and Opportunity Act (WIOA) (which passed July 2014), all work together to lock in the global vision of education.

Our children are seen merely as “human capital” for the government.

The strategies and tactics used in Texas are happening in state after state. It is a “restructuring” of American education from a Kindergarten through 12th grade (K-12) system of **individual opportunity** to a preschool through college, trade

or graduate school (P-20) system.

Failure to understand what's been done to our children is risky business. We can't stop them unless we understand what "they" have done and what "they" continue to do. Our children and their futures are clearly in danger!

*Use your phone to scan the QR code for
video, reports and more insights*

*Texas Commissioner Mike
Morath moves to implement
Non-Cognitive Skills*



“The philosophy of the schoolroom in one generation is the philosophy of government in the next.”

— **Abraham Lincoln**

CHAPTER 6

The “SHIFT”-What is the Reality of a Transdisciplinary Education?

Parents and educators on both sides of the political aisle are horrified by what they are seeing in the classrooms. The fundamental shift in education that we talk about is the shift from a transmission of knowledge, which parents still expect from our schools, to an approach that emphasizes an altering of our students’ worldviews.

This is accomplished not only with the Common Core philosophy of education standards mandated by the state and federal government on students, but on teachers as well.

There are several key players involved in implementing the strategies and tactics for a global transformation in education in the United States. It will be helpful for you to know the following information:

1. The **Copyright to the Common Core national standards is owned by the Council and Chief State School Officers (CCSSO) and the NGA (National Governors Association)**

One of the key masterminds for making that happen is David Coleman. Once he got the Common Core National Standards into 45 states across the country, he became the President of the College Board.

2. The **College Board owns the copyright to the SAT exam and the AP (Advanced Placement)** curriculum frameworks and national assessments.

3. In Texas, the same business model was followed. The **Copyright for CSCOPE curriculum management framework and assessments** is owned by the 20 ESC (Education Service Center) directors, who formed a non-profit organization. These service centers serve Texas' 1,266 school districts, along with private schools and charter schools.

REMEMBER. WHOEVER CONTROLS THE ASSESSMENTS CONTROLS THE CURRICULUM AND HAS ACCESS TO THE DATA CREATED FROM IT.

The College Board's SAT and AP (Advanced Placement) assessments and conceptual frameworks can be described as "transdisciplinary" in their purpose.

Transdisciplinary is the function of the subject matter, concept themes in the syllabus, and course frameworks used to guide how a student views the world. The technical term most commonly used is "lenses." Effectively, these "lenses" become the values, attitudes, and beliefs the students take away from the curriculum. These "lenses" shape the "lessons learned."

Let me give you a personal story as to what this looks like in the classroom.

For a little background, my daughter is the only student in her class whose parents have refused to allow her to use a district issued Chrome book or Google student account.

One day she texted me screen shots of a quiz her AP/ Dual Credit English 3 teacher asked the class to take. Since my daughter did not have a Chrome book, her teacher told her to take the quiz from her cell phone. The lesson plan for the class shows that they were working on group presentations on philosophy (in an English class) and these quizzes were a part of the research each group was to do. Each group was assigned a specific philosophy, and after their research, each group gave a presentation to the class. The philosophies the groups were assigned were as follows:

- Utilitarianism
- Objectivism
- Civil Disobedience
- Existentialism
- Categorical Imperative
- Hierarchy of Human Needs
- Social Contract

Parents! Would you want your child taking a quiz called “Philosophy Experiments” in high school, much less on their district issued Chrome book, that grades their answers, compat-

ibility, and then gives the student a “tension score” on a bar graph? Whenever two answers contradict, the device plays the devil’s advocate and makes the student question his/her beliefs.

Here are some of the questions:

- There are no objective moral standards; moral judgments are merely an expression of the values of particular cultures. Agree or Disagree
- So long as they do not harm others, individuals should be free to pursue their own ends. Agree or Disagree
- It is always wrong to take another person’s life. Agree or Disagree
- The right to life is so fundamental that financial considerations are irrelevant in any effort to save lives. Agree or Disagree
- Homosexuality is wrong because it is unnatural. Agree or Disagree
- It is quite reasonable to believe in the existence of a thing without even the possibility of evidence for its existence. Agree or Disagree
- There exists an all-powerful, loving and good God. Agree or Disagree
- The Second World War was a just war. Agree or Disagree
- There are no objective truths about matters of fact;

“truth” is always relative to particular cultures and individuals. Agree or Disagree

- Atheism is a faith just like any other, because it is not possible to prove the non-existence of God. Agree or Disagree
- To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible. Agree or Disagree
- The holocaust is an historical reality, taking place more or less as the history books report. Agree or Disagree

As I said, where there is a conflict with two answers, the **web-site** analyzes the two and scores the student.

Here is an example.....

Statements 5 and 29: Can you put a price on a human life? 28% of the people who have completed this activity have this tension in their beliefs.

You agreed that: The right to life is so fundamental that financial considerations are irrelevant in any effort to save lives.

You disagreed that: Governments should be allowed to increase taxes sharply to save lives in the developing world.

If the right to life is so fundamental that financial considerations are irrelevant when it comes to making decisions about saving human lives, then that must

mean that we should always spend as much money as possible to save lives. If it costs £4 million to save a cancer patient's life, that money should be spent, period. But if this is true, then surely the West should spend as much money as possible saving lives in the developing world. You may already give \$100 dollars a month to save lives in the developing world. But if financial considerations are irrelevant when it comes to saving lives, why not \$200, or \$1000, or just as much as you can afford? If you do not do so, you are implicitly endorsing the principle that individuals and governments are not obliged to save lives at all financial cost - that one can spend "enough" on saving lives even though spending more, which one could afford to do, would save more lives. This suggests that financial considerations are relevant when it comes to making decisions about saving lives. In other words, there is a limit to how much one should spend to save a life.

28% of the people who have completed this activity have this tension in their beliefs.

You agreed that: There exists an all-powerful, loving and good God And also that: To allow an innocent child to suffer needlessly when one could easily prevent it is morally reprehensible.

These two beliefs together generate what is known as "The Problem of Evil." The problem is simple. If God is all-powerful, loving and good, that means he can

do what he wants and will do what is morally right. But, surely this means that he would not allow an innocent child to suffer needlessly, as he could easily prevent it. Yet he does. Much infant suffering is the result of human action, but much is also due to natural causes, such as disease, flood, or famine. In both cases, God could stop it, yet he does not.

Attempts to explain this apparent contradiction are known as “theodicies” and many have been produced. Most conclude that God allows suffering to help us grow spiritually and/or to allow the greater good of human freedom. Whether these theodicies are adequate is the subject of continuing debate.

Since President Obama changed the regulation on the FERPA law, these responses and their data can legally be tracked for research purposes by third party contractors. A student's private data can be collected without parental consent.

After taking this quiz herself, Clinical Mental Health Counselor Joan Landes stated the following:

“It's a classic psychological deconstruction technique to put a person in a double bind and collapse his cognitive framework. Then the 'leader' picks up the pieces and reassembles them to order. This is an inappropriate use of psychological force on impressionable minds and unformed identities.

Now, what public high school teacher would think this is a good quiz to give? You can try to blame it all on the crazy

liberal teacher, but remember: **The local superintendent is in charge of curriculum, and the local school board approved funding for the professional development of both the teacher and the superintendent.**

The challenge with 21st Century Learning/Common Core/College and Career Ready Standards transformation of education, is how teachers are being re-trained to teach. It is their professional development. In addition, administrators are being trained, through their professional development, how to deal with parents who complain. It is actually the teacher who is in danger, because they are many times used as the fall guy. It is no longer about reading and writing in a 21st Century English classroom. It is about the 4 C's---Creativity, Communication, Critical Thinking, and Collaboration.

In Texas, we said “No” to the Common Core National Standards, but we’ve said “Yes” to our teachers being re-trained for 21st Century Learning using the InTASC Model Core Teaching Standards: Learning Progressions for Teachers. The copyright for these standards is owned by the Council of Chief State School Officers, who as you will remember owns the copyright to the Common Core National Standards. They are all aligned to a collectivist philosophy of education. Check out InTASC standard #5.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Clearly worded, the **InTASC** paper states:

These standards differ from the original standards in one key respect: These standards are no longer intended only for 'beginning' teachers but as professional practice standards.

They make it all sound so good and positive, and like they actually care about our children.

For example, in the article “Path to Personalization: Better Models & Better Tests,” Gene Wilhoit stated, “We’ve given up on schooling; we need to shift to systems that enable high-quality learning and educational opportunity for all.”

Gene describes three critical attributes of a system of personalized learning:

- Clear, high expectations: for the knowledge, skills, and **dispositions necessary** for success in college and careers
- Competency-based education: demonstrating learning through meaningful assessment; accountability for the learner and those who support the learner
- Customized pathways: anytime, anywhere learning opportunities with comprehensive supports

Now, let’s break down exactly what is being said. Think of an individual mandate on a child to be under the “College and Career Ready/Common Core” workforce model of education, which shifts completely to the affective domain.

I want to introduce you to another key player I mentioned early as having ties to former Lt. Governor/Texas State Senator Bill Ratliff in the Common Core Initiative: Linda Darling Hammond.

My friend Danette Clark has done an amazing job outlining and naming names in the progressive takeover of education. She shared with me that Linda Darling-Hammond, who served as education advisor to President Obama's 2008 presidential campaign, is currently developing assessments for our new national curriculum, the Common Core State Standards. In addition, Darling-Hammond is a long time advisory board member to the National Equity Project, formerly known as the Bay Area Coalition of Essential Schools and the Bay Area Coalition for Equitable Schools (or Bay-CES). The National Equity Project/BayCES opened in 1991 as a regional office for Theodore Sizer's Coalition of Essential Schools (CES).

Through an organization she co-founded called the School Redesign Network, and through the National Equity Project/BayCES, Darling-Hammond has worked closely over the years with socialist Deborah Meier, and communist Bill Ayers. Along with them, she has worked with several ultra-liberal organizations, including the crooked and recently de-funded ACORN, to open new progressive schools and transform existing public schools into progressive indoctrination centers. This reform effort was once widely known as the "small schools initiative" or "small schools movement."

You need to clearly understand that the education language

currently being pushed at a state and national level by Linda-Darling Hammond has caused a transformation in education, that is, shifting away from “Summative Assessments” which determine what a child has actually learned, to an individual portfolio on a child using “Formative Assessments.” Basically, this means student responses are being monitored on a daily basis. As Anita Hoge warned us so many times on the Women On the Wall Communication Team Conference Calls, the passage of the re-authorization of ESEA is a nail in the coffin on traditional education in America, because it is an integration of Education and Mental Health.

So, as parents, this all begs the question. Are you okay with the schools assessing the mental health and behavioral competency of your children? Or, do you expect that when you send your child off to school, they are actually learning to read well, write well, do math, and know history? If you expect the latter, I would suggest you begin your journey from **Can I SEE?** to **I Can See!**

Alice Linahan

*Use your phone to scan the QR code for
video, reports and more insights*

*Alice Linahan Testimony- Argyle ISD
School Board Meeting on ESSA*



“Education is simply the soul of a society as it passes from one generation to another.”

— Gilbert K. Chesterton

CHAPTER 7

Who Makes Money Off of Common Core?

Through public/private partnerships, corporations and non-profits have struck gold at your local traditional public school, public charter, private school, and even home school curriculum!

“A friend used to say, ‘There’s money in poor people.’ When I first heard it, I didn’t quite understand what she meant. But as the number of the profit-driven schemes proliferate - always promoted in the name of helping guarantee that every child receive a quality education - her meaning is getting clearer all the time.” - Diann Woodard

You’ve heard of the 3 R’s of education haven’t you? The three “R’s”—reading, ‘riting and ‘rithmetic. These are the basics of a solid education, right? Well, not so fast.

There is money to be made on new education products when education shifts from Reading, Writing and Arithmetic to Rigor, Relevance, and Relationships. These new “3R’s” are

mandated and implemented through the new “4C’s”--- Creativity, Communication, Collaboration, and Critical Thinking; Re-Training of Teachers.

Anita Hoge informed us on the Women On the Wall conference call that there were three major actions taken under the Obama administration, without legislative approval.

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. 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 within **all** traditional, public, and charter schools.

An interesting passage to note, in the Department Of Education document “**UNLOCKING THE POWER OF EDUCATION DATA FOR ALL AMERICANS,**” is the section which describes the PRIVATE SECTOR/PARTNER COMMITMENTS the U.S. Federal government received.

- **Houghton Mifflin Harcourt** shares the Department of Education's mission to increase individualized instruction and accessibility to data. As part of this commitment, they will publish their full catalog of Common Core assets to The Learning Registry to provide enhanced resources to teachers, parents, and students, no matter which Learning Registry-enabled system they access.
- **Pearson** has committed to supporting open and interoperable systems that put high-quality, personalized learning resources into the hands of teachers and students. In support of this goal, Pearson will share data into the Learning Registry about many of their existing learning resources, including those that support the Common Core State Standards so that they can be used in each student's personal learning path. In addition to making their resources more accessible across many different learning systems through the Learning Registry, they are committed to using the Learning Registry as an important component of finding and using high quality materials produced by others within their learning systems.

WHY DID THESE COMPANIES MAKE THOSE COMMITMENTS? BECAUSE THEY MAKE A LOT OF MONEY FROM THE U.S. DEPARTMENT OF EDUCATION!

OOHH but Texas said, “NO to Common Core!” Well, not so fast. However, Texas did not say “No” to the public/private partnerships.

Let me break this down. All you have to do is follow the money, as they say. As states give the false narrative that they are pulling out of Common Core, it is important to know how in a state that said “No” it still came in. Common Core was simply re-branded. You will be able to see it for what it truly is, whether it is called **21st Century Learning, College and Career Ready, or Common Core.**

There are 3 key pieces of legislation that were passed in Texas by both Republicans and Democrats overwhelmingly.

1. Senate Bill 6 (SB6) This bill opened up Pandora’s box for publishers to align all instructional materials (IMs) to the 21st Century Learning/Common Core Philosophy of Education. SB 6 allows textbook publishers to bypass the state adoption process. If we had oversight and knew that the Instructional Materials (IM) used in Texas schools covered the Texas TEKS (Texas Essential Knowledge and Skills) there would not be a need for the High Stakes Testing and corruption of state testing by corporations like Pearson.

Before SB 6 (2011), the Texas State Board of Education (SBOE) adopted a list of conforming textbooks and instructional materials (IM’s). The conforming IM’s were required

to cover 100% of TEKS for the subject and grade level. Non-conforming IM's were required to cover at least 50% of the TEKS for the subject and grade level. School districts could adopt IM's that covered at least 70% of the TEKS for the enrichment curriculum (i.e., CTE, fine arts, health education, languages other than English, P. E., and technology applications).

All of the aforementioned IM's allowed school districts to use state funding to pay for them.

The definition of "instructional materials" according to **Texas Education Code, Title 2. Public Education, Subtitle F. Curriculum, Programs, and Services, Chapter 31.**

Instructional Materials, Subchapter A. General Provisions, Sec. 31.002, Definitions, Instructional Material is as follows:

The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. (Texas Education Code, Title 2. Public Education, Subtitle F. Curriculum, Programs, and Services, Chapter 31.

Now under SB 6, the IM's only have to cover 50% of the

TEKS (even though school districts by law are required to cover 100% of the TEKS), can be used for online curriculum management systems such as (CSCOPE), and can be used for professional development of teachers to use the IM's purchased by the school district.

Please remember that one of the people who openly testified in support of SB 6 and who worked to push SB 6 through the Texas Legislature was Thomas Ratliff, paid Microsoft lobbyist and ineligible SBOE member. It is SB 6 that opened the door for CSCOPE and other instructional materials that are not aligned with the SBOE approved and mandated TEKS to proliferate our public schools. What the Texas Legislature controlled by Republicans effectively did through SB6 was bring the Common Core aligned IMs flooding into Texas schools.

2. HB5 ~ The narrative to ensure it would pass was---

Get rid of the Tests! Stop teaching to the Test! That was a false narrative. The reality is the Common Core National Standards and programs like CSCOPE in Texas were simply tactics, coordinating with legislation such as HB 5 that set up the pathways to graduation and nationally the reauthorization of ESEA, now known as Every Student Succeeds Act (ESSA) and Workforce Innovation and Opportunity Act (WIOA) which passed July 2014.

Our children are seen merely as human capital for the government.

3. HB2103 ~ Then, in Texas our legislators passed HB2103. After “they” have access to our children, “they” now need to legally collect the data. As mentioned above, Obama changed the regulation on the FERPA law to say that in the name of “education research” our children’s private data may be collected without parental consent. This allowed 3rd party companies like Pearson to have **free access** to use our children’s private data for financial gain. Our kids are frankly guinea pigs for the technology and publishing companies and the teachers are being used as the facilitators to teach using the 4 C’s – not as teachers who are teaching the 3 R’s, giving a student an education and affording him/her an opportunity to get a job or go on to college.

Donna Garner helped us to understand that what HB2103 accomplished was setting 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) will be 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.
- The Texas Higher Education Coordinating Board will establish three centers for education research

(CER's) to conduct studies and share education data, including college admission tests and data from the National Student Clearinghouse. The CER's must operate for at least a 10- year period of time.

- The Commissioner of the THECB will create, chair, and maintain an advisory board over the three research centers that must approve by majority vote all research studies and/or evaluations conducted.
- The advisory board will meet at least quarterly and will be live streamed.
- The advisory board will consist of:
 - A representative from the THECB, designated by the Commissioner of higher education
 - A representative from the TEA, designated by the Commissioner of Education
 - A representative from the Texas Workforce Commission, designated by the commission
- The directors of each of the three education research centers or the director's designee
- A representative from preschool, elementary, or secondary education
- Research proposals can come from a qualified Texas researcher or from other states, a graduate student, a P-16 Council representative, or from a researcher who says the research will benefit Texas education (Pre-K through 16).

- These research centers can be at a public junior college, public senior college or university, a public state college, or a consortium of all.
- The data collected by these three education research centers can come from:
 - cooperating agencies
 - public and/or private colleges/universities
 - school districts
 - a provider of services to a school district or public or private institution of higher education
 - an entity approved as a part of the research project

I find it fascinating and frustrating that the jobs in the public and private sector designed to monitor and control the next generation create jobs that create **nothing** but data. Why? Data is the new commodity. **Basically, our children are for sale.**

As my dear friend and radio producer, Mel Moss, said one time on the Women on the Wall radio show, “We are funding our own demise, and we are allowing them to use our children to do it.” **Parents, are you really okay with that?**

I say it is time to get on the journey from **Can I See?** to **I Can See!** Our children are worth it!!

As Dr. Duke Pesta says...

*“If you make education about **EQUITY**, then it is not about **EXCELLENCE**, because we are not all the same*

Alice Linahan

educationally. Some of us read very well, way beyond our years. Others of us do math really poorly, way below our years. So what? So what? Education is excellent when it allows people to become what their God given talents are.”

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video, reports and more insights*

*Women on the Wall Conference
Call with Anita Hoge*



“A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?”

— **George Washington**

CHAPTER 8

The Role of Teachers in a 21st Century Learning Classroom

When I speak about Common Core across Texas and the country, many times I am at meetings where folks are in the 60+ crowd, and retired. My generation, in their 40's and 50's, are generally working hard just to keep their head above water – making a living, and raising their kids, much like those in their mid-20's and 30's. They just do not seem to have time to hear about what is actually going on in their children's classrooms.

What makes the 60+ crowd also unique, is, when I bring up a name like Bill Ayers, these folks know exactly who I am talking about. That is why they come to hear me and others speak. They know the dangers that are facing our children. They know I am not crazy. They know, because they have fought the battles before. They know history and they know the facts!

Those of us who have studied this issue of education know that Bill Ayers' name continues to pop up. When you dive into the research about who Ayers is, you find out that in the 1960's he was a domestic terrorist and former co-founder of the Weather Underground Organization. When moms, like my friend Danette Clark, start digging, it is amazing what they find out. They find that William Ayers worked on the board of the Chicago Annenberg Challenge (CAC) with President Obama during the late 1990's. Through the CAC, Ayers and Obama invested \$50 million dollars in the expansion of Ted Sizer's Coalition of Essential Schools (CES).

Bill Ayers' organization, the Small Schools Workshop, which also received funding through the Chicago Annenberg Challenge, was instrumental in the expansion of CES schools. Ayers continues today to provide professional development training to CES educators through speaking engagements and workshops. Bill Ayers quotes:

Kill all the rich people ...bring the revolution home. Kill your parents.

Teaching...urges revolutions small and large.

Education is the motor-force of revolution

Capitalism promotes racism and militarism.

Queering Elementary Education is an important contribution to nourishing the ethical heart of teaching...a book for all teachers.

(From his written review of "**Queering**," which offers

essays on “locating a place for gay and lesbian themes in elementary reading, writing, and talking.”)

While traveling across the country, and speaking on the dangers of the philosophy of education found in 21st Century Learning/Common Core/College and Career Ready National Standards, I have been intrigued by the passion behind those in education who are pushing for this transformation. I believe that comes from several “thought leaders,” as they call themselves.

One educator in particular is a dynamic speaker - is seen as the voice behind 21st Century Learning and the Common Core philosophy of education. Her name is Sarah Brown Wessling.

A little background information tells us Sarah Brown Wessling is a high school English teacher from Johnston, Iowa. She was the 2010 National Teacher of the Year, and is the Teacher Laureate for the Teaching Channel. Ms. Wessling also hosts the “Teaching Channel Presents” on public television stations around the country.

Ms. Wessling is a wonderful speaker and makes the 21st Century/Common Core philosophy of Education come alive through the “Professional Development” behind re-training teachers. She makes one feel so good about 21st Century Learning. However, she is a danger to your child's education and well being. Ms. Wessling states:

We need 21st century teachers, not just adults teaching in the 21st century.

When we embrace this open model of learning the consumers of our curriculum will become the designers of their own learning experiences.

It is interesting to see who and what the inspiration is behind Sarah Brown Wessling. What is happening now in America is a perfect storm. It is a merging of people working in coordination with varying agendas which will destroy American exceptionalism in the world, and may very well destroy America. For the record, I do not believe Sarah Brown Wessling is out to destroy America in the world. I believe she is a passionate young woman who believes she is helping students and teachers. I believe she is being “used.” I believe she is a “Green” person, one of many “Green” people in education today.

I found a fascinating video of Bill Ayers speaking in Venezuela in 2006. Ayers had addressed the “World Educational Forum” in Venezuela, a conference that was officially entitled “Bolivarian Education and the Overcome of the Capitalist School.” In the video I saw Ayers was speaking to President of Venezuela, Luis Bonilla-Molina. What was also interesting is the young man in the video translating for Bill Ayers was Chesa Boudin. What makes Chesa Boudin so interesting, besides the fact that he worked for Hugo Chávez’s Venezuelan government, is who his parents and adoptive parents are.

As described in a National Review article.

Political prisoners? Boudin’s parents, Kathy Boudin and David Gilbert, were Weather Underground members who participated in the robbery of a Brinks truck with

the Black Liberation Army, a militant Marxist Black Panther offshoot. The robbery resulted in the deaths of a security guard and two police officers. Kathy Boudin served 17 years in jail for the crime; Gilbert remains in jail and unrepentant. In order to understand Boudin's views, perhaps it would also help to know about his other parents. Because Kathy and David were in jail, he was raised by their comrades-in-arms in the Weather Underground, Bill Ayers and Bernadine Dohrn.

In the video, Bill Ayers states, “*Education is linked to Social Justice.*” That is not surprising. But, when he speaks about building an environment for learning, he embraces Marxist humanism at the least. That raises the question that socialism is central now, and isn't as distant as some people think. Then, he continues on and explains how to implement the same learning theories that Sarah Brown Wessling describes. In particular, (1) Who is the student? and (2) Who is the teacher? Bill Ayers makes the point, this is key in creating a revolutionary education.

Needless to say, watching those videos was eye opening and very concerning. When we understand the shift in education is going away from academics to social and emotional attitudes, values, beliefs behaviors, and changing the new generation's worldview, it becomes a question of whose worldview... Bill Ayers' worldview?

Or, maybe President Obama's worldview? In a historic speech in Cairo, Egypt, in June 2009, President Obama expressed his desire to “*create a new online network, so a young person*

in Kansas can communicate instantly with a young person in Cairo.” Since then, the Secretary of State and Secretary of Education have both emphasized the importance of learning other languages, gaining a global competency and traveling to other countries. A number of organizations linking U.S. schools with others around the world are coming together in a new “Connect All Schools” consortium to meet a very specific goal: That goal is to connect every school in the U.S. with the world by 2016. The Qatar Foundation International (QFI) relates how more than 100 U.S. schools and organizations have already connected on the interactive website.

As a mom, this gives me great pause. We teach our children not to talk to strangers as toddlers, then we send them to school where they are desensitized to even know who a stranger or potential enemy might be. As Frank Gaffney, founder of the Center for Security Policy stated, “We are removing the ability for the next generation to have ‘situational awareness.’”

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*Frank Gaffney and Alice Linahan
on Civilization Jihad and the Core*



*Connect All Schools 21st Century
Revolution Through Education*



“Parents, who are the first and forever educators of their children, are the only people who hold the right to determine “the best interests of their child.”

— Michael Bohr

CHAPTER 9

21st Century Learning “School Choice” is the Carrot to Control the Role of the Parent

Is it a National Security Issue?

Just so you know, not all “conservatives” are pro-“School Choice,” and there are very good reasons why they are not. While many conservatives have good intentions in saying they are for “School Choice,” they have not been told the whole story. Much like many who supported the Common Core or CSCOPE in Texas, they are told just enough to get their support - or at the least to get them to stop asking questions.

As my friend Michael Bohr correctly states,

“Parents, who are the first and forever educators of their children, are the only people who hold the right to determine “the best interests of their child.”

Everyone one else has an agenda that puts their best in-

terests over those of the child and they have done so by taking control of our government.

Their hope is that we continue to fight the false battles they lay down before us and forget that we, the parents, are the sole authority in determining the education and upbringing of our children.”

As parents, we do not get our rights to educate our children from the State or Federal Government. We get that right from God! Yes, I am for freedom to educate my child. I am **not** for the State mandating what choices I have to educate my child. **Choice” is the Carrot to Control.**

Diana West, author of enlightening books such as *The Death of the Grown-Up*, an *American Betrayal: The Secret Assault on Our Nation’s Character*, coined the phrase “**Root Crisis.**” West describes it as--

“Crises are what we read about in the headline. ‘Root crises,’ however, don’t make headlines, are never addressed, and are rarely articulated, especially by elected officials and others with lawful authority or even media platforms. For this reason, the crises that grow from “root crises” only multiply and are never dispatched.”

So what is the “**Root Crisis**” in education? Much like Diana West describes in her book, which documents the 1934 infiltration of a tightly organized Communist network based within government agencies, today we have an infiltration of public/private partnerships and Non-Government Organizations (NGOs) that have direct access and

ties to our tax dollars, which are then used to lobby and buy off legislators.

“School Choice” is the mother of all public/private partnerships, which will be the demise of education in America.

I heard a great story from a candidate running for State Representative in Texas. He is a very young and very sharp candidate, who told a story about the wisdom of his grandfather, who was speaking about entrepreneurship to a class at Southern Methodist University (SMU) back in the day. His grandfather just happened to be a very successful entrepreneur and businessman. He was asked by a student what he thought about public/private partnerships. His answer? “Why would you take money from the devil?” Pretty profound and wise statement!

Here is a little insight into the roots of the **“School Choice”** movement. When you begin to connect this information with what is happening in the United States today, you will see a clear threat to America is at hand. As I stated in the last chapter, Frank Gaffney indicated the conscience of this “transformation” in education is taking away the ability for **“Situational Awareness,”** as the military calls it. I believe this awareness is being taken, not only from the next generation as Frank describes, but from those pro-**“School Choice”** folks who do not have all the facts to understand the dangers ahead.

Ted Sizer, who I mentioned earlier as being connected to Bill Ayers and the Coalition of Essential Schools, wrote a book in

2004, *The New American High School*. He cites books going back to the 1970's, laying out the vision for “**Nationalizing Education**” through “**School Choice**.”

Watching the Obama and Progressive Republican's promotion of “**equal outcomes**” in the federal “**Education Plan**” for our entire country become a reality has been frustrating and eye opening. It is hard to deny this is happening when you check out the list of realities given to us on the Women on the Wall conference call with Anita Hoge. YIKES! These realities include the following:

- 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 are aligned to standards.
- Everything listed here is aligned to government data collection compliance.

We have witnessed firsthand President Obama's tactics of going around the United States Congress cutting a deal with Iran, even though the Corker-Cardin bill (the Iran Nuclear Agreement Review Act) gave Congress 60 days to review the new nuclear agreement with Iran. President Obama worked directly with the United Nations by having the U.N. Security Council approve the agreement **before** it went to the U.S.

Congress. It is clear Obama seeks “consensus” with the U.N., not necessarily “consensus” with the U.S. Congress.

How closely tied is the “shift” in education in the United States away from the classical academics (reading, writing, math, and history) to attitudes, values, beliefs, behaviors, and changing the next generation’s worldview, to the those that align with the United Nations’ global focus?

Well, not only has one to look to Obama, but, to Republicans who are pushing for nationalized education, which in reality is globalized education through school choice.

Let’s take (R-Tenn.) Sen. Lamar Alexander for example. Did you know that Alexander is closely aligned with the Brookings Institute? Alexander delivered the keynote address for the Brookings Institute where the idea that school districts across America are transitioning from the traditional model of assigning students to a school based on their residential address, to a system that allows families a choice of schools. The reality of this will effectively hand our rights over to the government. How does a charter public school differ from a traditional public school? The locally elected school board. Charter Schools are generally run by an appointed board. That board is beholden to whoever is giving the money, not to the school’s parents or local taxpayers. With this plan there will be NO CHOICE and NO VOICE. We will no longer be a constitutional republic but a democracy. Our forefathers warned us about the reality of a “democracy.” A democracy equals mob rule. That is why in the United States we are a Constitutional Republic. Those wishing to “transform” our

government and our culture will have accomplished a revolution through education.

While parents across the country are becoming more and more concerned with the issue of our Federal Government monitoring, tracking, and collecting data on our children, it is very alarming to learn that the Brookings Institute also has a **Center for Universal Education that partners with UNESCO**. The purpose of this partnership is to implement the U.N. education agenda, where there is a focus on “*global tracking*’ and the need to support development of more robust tracking systems that will assess student learning outcomes.”

The realization of this transformation of American education to a global system that is based on a soviet model of competency-based, psychological profiling for the workforce, outcome-based education should cause all of us to step back and ask ourselves.

Are we really okay with this?

One solution is to rally around Alabama Congressman Mike Rogers’ bill to get the U.S. out of the UN. The American Sovereignty Restoration Act of 2015 (H.R. 1205).

“Rep. Rogers noted that many of his constituents in East Alabama would likely agree with his position that U.S. government participation in the UN should end immediately. ‘The U.N. continues to prove it’s an inefficient bureaucracy and a complete waste of American tax dollars,’ the congressman said, echoing widespread concerns about the international outfit expressed across America and worldwide.”

Let me show you what the reality on the ground looks like.

I received the following question via email from a Facebook friend.

“Hi Alice, I’m going to cheat and just ask you if you have researched Responsive Ed? My daughter attends one of their schools and I can’t follow her homework. She is only in the 3rd grade, so I thought I could at least do math with her. I appreciate your input and all that you do!”

My response after a quick look into Responsive Ed was....

“I can tell you that Responsive ED is a part of this whole transformation of education. It is not about academics. It is about competency for the workforce. Personally, I would steer clear. The best math program for students is the old Saxon Math. I know that is most likely not what you wanted to hear. But, that is my honest opinion. Responsive Ed is a Public School that is accredited by the TEA and must align with the Texas TEKS and STAAR in math. That is why they are teaching math using a collectivist Common Core philosophy of education.”

Now let’s take a little more in depth look at Responsive Ed in Texas.

These public charter schools who take in annually over 82 million in tax payer dollars are pushed wildly by Conservative Republicans because they are recognized as teaching a classical education and civics.

Let’s dive in behind the scenes and look at Alan Wimberley, Ed.D. Chief Education Architect Responsive Education Solutions.

According to TAB's (Texas Association of Business') newsletter:

“Dr. Wimberley is not only passionate about education but proudly sits on the TAB’s Board of Directors. He has been extensively involved in school accreditation, serving on the Texas State Council of AdvancED (Southern Association of Colleges and Schools). He also has led several school districts through the accreditation process including Responsive Education Solutions becoming “one of the first 200 school systems” in the nation to achieve a systems accreditation distinctive (Dr. Mark Elgart, President— SACS).”

Now that is interesting because Dr. Mark Elgart according to the AdvancED website.....

“Currently serves on the Board of Directors of the Knowledge Alliance and Measured Progress as well as a National Advisor for Learning Forward. Elgart also represents AdvancED as a lead business partner with the Council of Chief State School Officers (CCSSO).”

This is fascinating. Remember, the Council of Chief State School Officers owns the copyright to the Common Core National Standards.

Whether they call it Common Core national standards, College and Career Ready Standards or 21st Century Learning, all were merely a tactic to access our children. As is, Advanced Ed and Responsive Ed. They are all a part of this global transformation in education, whether the people involved know it or not.

Here is another reality on the ground snapshot.

There is NO place to get away from this transformation. I spoke several months ago at a private Christian school in our local area. I went in, gave my presentation to the head master and school principals. In this presentation, I warned them, that, because they were accredited with 'Advanced Ed,' and because AdvancED was collecting private data on students and teachers to use for accreditation purposes. There should be great concern, because AdvancED is closely connected to the Council of Chief State School officers.

I was scheduled to speak the following week to the appointed school board of this private Christian school. Interestingly, that presentation was cancelled. I wonder why?

When education is focused on how students perceive the world, that is known as critical theory or cultural Marxism. Whether it is a charter public school funded by public tax dollars that teaches civics and a Christian worldview or a private Christian school who is going through a state or federal accreditation to be college and career ready; it is still critical theory. Therefore, people on both the right and left side of the political aisle are fine with the shift away from academics to attitudes, values, beliefs, behaviors, and changing the next generation's worldview.

Alice Linahan

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*Women On The Wall Conference
Call - Danger of School Choice*



“There is no school equal to a decent home and no teacher equal to a virtuous parent.”

— Mahatma Gandhi

CHAPTER 10

I Can See! I CAN SEE! Now What Do I Do?

The Power of Compounding Activists (Moms, Dads, Grandparents, and Tax Payers)

The **RED** people and **Yellow** people have been extremely successful at pushing their globalist agenda into American schools and our communities by driving the narrative. This has been done by controlling the mainstream media and using the Acorn model of going into the community, creating relationships, and organizing messengers to push their agenda, using the Delphi technique, and 21st Century Social Media. But, when moms, dads, grandparents, and tax payers are empowered to drive the narrative, **we can reverse the stronghold of the Red and Yellow People.**

The Challenge...

How do we take inside information to the parents, so they can be empowered with knowledge, and can take back their

God-given parental authority over their own children?

The Answer...

We create the environment for good content to be developed from the ground up. We teach everyday moms, dads, grandparents, and taxpayers how to aggregate and disseminate information to reach the passive majority. By reaching the following groups, we can make a difference:

- Passive Majority
- Engaged Minority
- Connected Authority

The Result...

By empowering the engaged minority with information and knowledge, they will pass it onto the passive majority, resulting in informed parents and teachers. This strategy will reverse the stronghold of power brokered by the public/private partnerships with the political elites (and their PR campaigns and big media buys), taking back our children, and taking America back to a Constitutional based government where power is in the hands of the people – determined by their knowledge of the facts on the ground, and how they are negatively impacting our children.

Where to Begin

Step 1: Lead by Developing a Local Organization, such as Truth in Texas Education (TITE)

In the book *Tribes*, Seth Godwin says, “People don’t believe what you tell them. They rarely believe what you show them. They often believe what their friends tell them. They always believe what they tell themselves.” So this begs the question. What is the best way to begin the conversation in your local community about what is happening in our schools in America?

Step 2: Build a Communication Team: Lead the Local Conversation

The goal of the communication team is to become the experts in the local area for education news and information. This is done by:

- Gathering content from credible sources
- Connecting the dots when state and national stories about 21st Century Learning/College and Career Ready/Common Core connect locally.
- Create and cover education events in the local area
- Create education issue-based content around local and state elections

Communication Teams Consist of 4 Lead Directors

These “lead” people are as follows:

- A Communications Director
- A Content Director
- A Rapid Response Director
- A Social Media Director

Communication Teams Job Descriptions

- Communication Team Director: Lead contact and coordinator for all communications.
- Contact Creation Director: Lead on creating content. Identifies areas of media specialty, of membership, research, photos, videos, editing, and writing.
- Rapid Response Issue Director: Lead for rapid response via press releases/conferences.
- Social Media Director: Lead for social media outreach and “Generation Mentor” training.

Step 3: Start or join the network of other communication teams in your local state.

Step 4: Join the network of national communication teams.

This network comes together every Wednesday night on the Women on the Wall weekly conference call.

Step 5: Have Hope

Know that you are not alone. You are not crazy. Your children and grandchildren are worth taking the time to educating yourself and taking a stand.

We are ready to expose the facts behind the **global transformation in education!** I certainly am on a journey and know there is still so much more to learn. The blessing is this: We are not alone. **Thank you for standing with me and so many others who are willing to fight** – fight for our

children's minds, fight for their souls, and fight for American's stories to be told.

**Lord, give us wisdom. Give us discernment.
Give us courage!! Amen.**

*Use your phone to scan the QR code for
video, reports and more insights*

*Alice Linahan
(Communication Team Strategy)*



NOTES:

Chapter 1:

1. Common Core State Standards Initiative- <http://www.corestandards.org/>
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