

# Eagle Forum Report

*successor to The Phyllis Schlafly Report*

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## *The Every Student “Stalked” Act*

### DOES YOUR CHILD HAVE ‘ZEST’ AND ‘GRIT’?

by Glenna Jehl, School Board Member, Fort Wayne, IN Community School District

Under the guise of giving states and school districts more local control, Every Student Succeeds Act has instead greatly expanded the federal government’s role in the medicalization of education.

The federal government now requires non-academic standards to be incorporated into lessons; so in addition to teaching reading, math, and science, schools will attempt to change each child’s character traits. Schools will spend less time emphasizing academics and instead track a student’s progress in Socio-Emotional Learning. SEL emphasizes and judges such fuzzy topics as Optimistic Thinking, Social Awareness, Metacognition, Zest, Grit, Responsibility, and Managing Emotions. Most parents send their children to school to learn facts, not to have their personalities molded through socio-emotional engineering and psychological manipulation. Teachers are not therapists nor trained psychologists, yet they will be utilizing subjective and highly inaccurate techniques to evaluate, probe, and diagnose their students in an attempt to identify social, emotional and behavioral problems.

Once a child is tagged as “At Risk” or “At Risk of Being At Risk,” then they are eligible for a whole sys-

tem of special support and services paid for by Medicaid. The more children that the teachers classify, then the more money the school will receive. This built-in reward system encourages the teachers to label more students “at risk.” My school district in Indiana just opened their first school-based clinic in hopes of providing for the social, medical, and psychological needs of 30,000 students *and their families*. How much will that cost taxpayers? In Indiana, a bill allowing schools to provide universal mental health screenings to establish a baseline to rate the progress of each student was defeated. Never fear, Big Pharma will reintroduce the bill since they are eager to gain access to all the students!

The effect of implementing SEL becomes even more devastating when enforced through computer technology. Online curriculum tests are “adaptive,” which means that when the computer gets a “wrong” answer, the computer program can immediately re-train the

student with the “correct” answer. The U.S. Army has done considerable research using Artificial Intelligent Tutors and biometrics (which measure the posture, heart rate, respiration, pupil size, etc.) to increase a student’s “grit” and monitor the level of enthusiasm of recruits while learning online.

Combining adaptive curriculum with the gambling industry’s ability to exploit the addictive nature of computer games will result in a potent avenue for publishers to imbed a radical worldview in virtually every subject and

lesson. What child will be able to resist the relentless, real time reinforcement in a slick packaging? Adaptive testing goes far beyond sprinkling lessons with themes of environmentalism or tolerance. Adaptive testing is a powerful attempt to transform the next generation into community organizers who will champion radical left-wing causes. If you thought the reaction of college students to the outcome of the last election was appalling, wait for the next generation of students who have been exposed to twelve years of insidious SEL programming. 



# BIG GOVERNMENT AND ELITES LOVE DATAPALOOZA

by Carole Hornsby Haynes, Ph.D., Education analyst. ([www.drcarolehhaynes.com](http://www.drcarolehhaynes.com))

Students can no longer attend public schools and expect to get a broad based academic education. Instead they are pawns of Big Government and Big Business.

For Big Government, public education is the preferred vehicle to implement a Soviet-style planned economy to replace capitalism and the fierce American individualism that we treasure. For Big Business, American K-12 is at least a \$500 billion market, according to Rupert Murdoch of News Corp.

Government schools have become massive data centers that collect personal student information for a workforce database, critical for a planned economy. Teachers are required to collect and record volumes of data on each student. Through computerized “personalized learning” and testing, millions of pieces of personally identifiable student information (PII) are gleaned, analyzed, and stored.

Under the Obama administration, student privacy laws were changed, without Congressional approval, to allow the government to track students from “cradle to career.” Now there is unlimited sharing of PII with virtually anyone in the world, without any parental notification or approval.

Major corporations are gaining access to PII so they can develop products and services to sell school districts. Their access is portrayed as necessary to help teachers improve their skills and to enhance student academic achievement. Actually it’s a wolf in sheep’s clothing for schemes by those seeking to make vast corporate profits off kids.

Since the federal government is prohibited from developing and maintaining a national student database, states were offered in 2002 grants to

build student data systems according to federal dictates — with all 50 state database systems being identical for easy sharing. This Statewide Longitudinal Data System is a *de facto* national student database.

The most recent incentives to states to build data systems were the Stimulus Bill of 2009 and Race to the Top. Just to make application for the RTTT funds, a state had to adopt the Common Core Standards, adopt an assessment aligned with Common Core, and commit to expanding the state’s student database. According to the National Education Data Model, over 400 data points would be collected including psychological evaluations, medical records, religious affiliation, political affiliation, family income, behavioral problems, disciplinary history, career goals, hobbies, addresses, sex of each parent, and bus stop times/locations.

Common Core is linked through the national assessments, PARCC and Smarter Balanced. Each consortium has a cooperative agreement with the U.S. Department of Education giving the USDE access to all *student-level data* obtained by the consortium through testing. Access to this information can be gained merely by claiming it is for “research.” Parents are unaware of this government access — indeed, they are powerless to stop it.

At the 2013 USDE hosted conference, “Datapalooza,” an educational technology CEO boasted about “collecting billions of records of data . . . pulling data from everywhere . . . tens of thousands of places.” He publicly admitted that 21st century soft skills

deemed necessary by the federal government are being promoted in the classroom through Common Core as the “glue that ties everything together.”

An increasingly aggressive



USDE is demanding ever more PII for various federal grants, especially from states that refused to adopt Common Core. As expected, the federal government is encouraging widespread sharing of student data within states.

A renewed effort in Congress is trying to lift the ban on a national student database. A bipartisan Senate bill has been filed (S.1121 “The College Transparency Act”) which will allow the federal government to monitor, track, and pigeon hole Americans from the postsecondary level on through the workforce.

Despite Washington lawmakers claims that the Every Student Succeeds Act of 2015, which replaced No Child Left Behind, returns education control to the states and local communities, the legislation increases the unconstitutional federal intrusion. ESSA focuses on social emotional learning (SEL) and its assessment as the primary purpose of education with academic learning relegated to second place.

States are currently implementing ESSA and the federally mandated SEL scheme of psychological profiling. This is accomplished through

————— (Continued on page 3)

computer adaptive learning and assessments — a useful tool for steering students toward government approved thinking and beliefs — and teacher administered evaluations.

Silicon Valley giants are partnering with investors to develop products and services for data driven, computerized adaptive learning and testing designed to change student behavior, beliefs, and values away from individualism, nationalism, and Western values and toward a godless, group think, socialist system. Student progress must be measured and for those that do not comply, remediation must be administered. The success of measuring progress hinges on data mining for personal information.

A teacher administered evaluation system was recently reported in the *Wall Street Journal*. New Hampshire physician Dr. Aida Crundolo exposed the use of the Devereaux Student Strengths Assessments, a psychological evaluation being administered by untrained and unlicensed teachers.

Google has become a powerhouse with more than half of the nation's elementary and secondary school students using its education apps such as Gmail and Docs.

Parents should be highly concerned that Google has refused to disclose how it uses data collected from students' online activities, including what is collected, why it is collected, and how the data is used.

Education technology companies promote laying off teachers so more money will be available for technology, ignoring the volume of research that shows how critical teachers are for student learning. Ignored, too, is the high cost of building the infrastructure and maintaining and upgrading equipment.

Mark Zuckerberg, Facebook's co-founder and chief executive, plans to take over the majority of American classrooms with the education soft-

ware being developed by his Chan Zuckerberg Initiative. This software will be a personalized learning with students teaching themselves and teachers being mere facilitators. Given Zuckerberg's leftist leanings, we can anticipate the inclusion of data mining and psychological manipulation of students.

ESSA also directs federal dollars for Pay-for-Success schemes as well as providing millions of dollars in grants to schools that shift to education models designed for data collection. These models include competency based learning, blended learning, and personalized learning, which sound student friendly but to disguise their real intent.

One of the Pay-for-Success schemes sweeping the investment market is Social Impact Bonds. Social impact investing is upfront private capital to start a program, such as pre-K. Loan repayment is based on success pre-determined by data.

To offer "proof" to investors for a return on investment, tech companies pressure schools for baseline, growth, and value-added data. This is how intrusive pre-school assessments like TS Gold get pushed into schools and the reason why middle school students are pressured to complete Naviance strengths assessments.

Taxpayers are promised big tax savings over the long run by these programs that supposedly prevent the need for remedial services. However, published research over the past 60 years shows that not only have government pre-K programs been unsuccessful, but they have even caused harm to children.

One of the first social impact

bonds was sold in 2012 by Goldman Sachs to finance a pre-K program in Utah. Though Goldman got a full payout, the cost savings promised has not been realized.

Goldman Sachs made huge profits in a Chicago pre-K program. For their \$16.6 million investment they got a return in excess of \$30 million from the city.

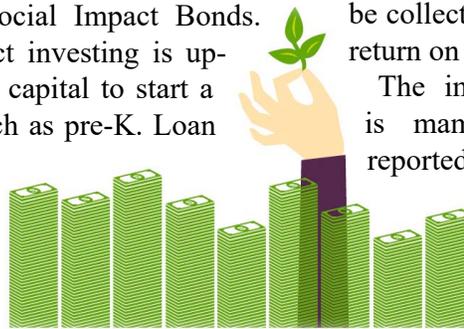
Although there are ethical concerns about social impact investing as well as doubts about the public benefit, education is becoming a tradeable market that is attracting investors with the promise of big returns. This market is fueled by well-endowed foundations partnering with large investors and made possible by a shift in education policy that allows massive amounts of data to be collected to justify the promised return on investment.

The impact investment market is mammoth with projections reported by Grant Makers in Health to between \$400 million and \$1 trillion by 2020 and nearly \$2 trillion in the long term.

No longer are children being educated to become productive, self-governing citizens living in a Constitutional Republic. Their futures are being derailed by big government and billionaires that have completely taken over the rights of states and parents to educate their children.

Will Americans rise up to stop these public/private partnership schemes designed to make trillions at the expense of children and the future of America?

Since public education is now about training our children to be "human capital" for a Soviet-style planned economy, will Americans be willing to continue funding this Progressive government system?



# THE TOLERANCE AND TYRANNY OF MS. KOHN

by Dr. Everett Piper, President, Oklahoma Wesleyan University. Author of *Why I Am a 'Liberal' and Other Conservative Ideas*. ([www.okwu.edu](http://www.okwu.edu))

**A**t a free speech symposium recently held at the University of Missouri, CNN commentator Sally Kohn argued that pro-free speech advocates are merely trying to stifle diversity on our respective college campuses. “If they feel like they can no longer speak [their views], good,” said Kohn. “I’m happy [they feel]



*Sally Kohn*

under assault,” she concluded.

And, thus, Ms. Kohn proves what too few have been willing to see and even fewer have been willing to say: Progressive tolerance is really nothing more than a ploy being used by the soldiers of “hope and change” in their quest for unmitigated and unrestrained cultural control. When the balance of power shifts, tolerance will quickly turn to tyranny. These are the leaders of the Left. They are the politicians, professors and pundits who really believe they are the “ones we’ve been waiting for and they are the change we seek.”

They have total confidence (some might suggest arrogance) that they are right (even though up until just yesterday they were quick to condemn everyone else for thinking they

were right). They see no need to hide behind pretensions of tolerance any longer, for that would mean some ideas other than their own might actually have merit. There is no need to pretend any longer. They are very open now as to their true agenda.

And here it is: They will squash dissent from any who risk pointing out their contradictions. They will sequester and even sentence any who dare ask why their emperor is wearing no clothes. This is not intellectual freedom, but rather ideological fascism. Disagree and be silenced. Refuse to join the parade of goose-stepping clones and be fined or jailed. Challenge their orthodoxy and lose your job, your business, your retirement, your church, your college or your home. They never had any intention of tolerating anyone or anything. Their goal was always power, and now that they have it, they clearly intend to use it as a bludgeon against all who challenge their duplicity.

The worldview driving all this is based on lies. It is a magician’s trick — an illusion — designed to conceal and deceive. Nothing is what it seems. Their call for inclusion is driven by exclusion. Their criticism of hate is fueled by their own hate. They wave the banner of feminism while denying the female. They claim to be pro-science while shamelessly ignoring basic biology. They revel in bigotry as they condemn the bigot. They kill the powerless while they rail against the powerful. They denounce racism while fomenting racial division. Waving banners of love, they know nothing but sex. Championing human rights, they mock what is human and what is right. Preaching

that all morality is relative, they demand that they alone are moral. They appoint judges to condemn those who judge. They call for democracy while working to overrule the democratic vote. They claim to be multicultural while demeaning other cultures. They champion tolerance while they celebrate tyranny.

History shows us the only solution to such madness is found in the age old words once emblazoned on many a college seal: “You shall know the truth and the truth shall set you free;” words that Ms. Kohn seems to eschew. Truth gives us freedom. Lies always lead to bondage and slavery. C.S. Lewis told us no culture can do any measuring without a measuring rod outside of those things being measured. The freedom Ms. Kohn enjoys to say what she says assumes such a measuring rod as the judge of her claims. The freedom I enjoy to challenge her assumes the same. Without this outside authority to “referee” the debate, her opinion wins and my freedom is lost. But apparently, Ms. Kohn is just fine with that and considers it good education. 

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