

EVERY STUDENT SUCCEEDS ACT HIGHLIGHTS

Congress has repealed the No Child Left Behind Act of 2002, which reauthorized the Elementary and Secondary Education Act of 1965, and replaced it with [Every Students Success Act](#). ESSA expanded federal control!

During the House proceedings prior to the vote, [Rep. Tim Ryan](#), D-Ohio, said **Common Core is being redefined as social-emotional learning**, which must come first in the learning hierarchy -- **with academics ranking second!** [READ MORE](#) Speaker Paul Ryan expressed pride that legislation includes language to expand SEL.

Members of Congress are publicly stating that the Common Core mandate has been defunded in the Omnibus Bill and no longer exists. American voter deception: NO COMMON CORE MANDATE EVER EXISTED!

HIGHLIGHTS OF BILL

UNCONSTITUTIONAL - VIOLATES 10TH AMENDMENT. FEDERAL GOVERNMENT HAS NO AUTHORITY TO PASS OR EVEN ENFORCE BILL. NO "TEETH" IN BILL TO PROTECT STATES FROM FEDS/SECRETARY VIOLATING PROHIBITIONS IN BILL. REQUIRES STATE DEPARTMENTS OF EDUCATION TO IMPLEMENT ESSA

FEDS REQUIRE STATES TO ADOPT "REDEFINED" COMMON CORE (SOCIAL AND EMOTIONAL LEARNING) STANDARDS)

- Requires states to "demonstrate" they have adopted standards aligned to "college and career standards" (page 48)
- "[College-and-career-readiness standards](#);" term on government website is used interchangeably with Common Core
- Plan has to be coordinated with 11 federal statutes including Workforce Innovation and Opportunity Act (pages 38-39)
- Requires state to adopt "challenging state academic standards" with same "knowledge, skills, and levels of achievement of all public school students in the state."
- "Skills" is psychological profiling inference

Problem: ESSA codifies requirement for states to adopt standards as specified by the federal government and that are aligned to federal statutes. One-size-fits-all requirement means states must focus on lowest performing student. Goal is "equal outcome."

FEDS CONTROL CONTENT IN STATE STANDARDS WHICH CONTROLS TEST CONTENT

- "...same standards shall apply to all public schools and public school students in the state...and include the same knowledge, skills, and levels of achievement expected of all public schools....in the State."
- Requires "challenging state academic standards" to align with higher-education requirements and "career and technical education standards" (page 48)

Problem: Career and technical education standards are federally approved under Workforce Innovation and Opportunity Act. Since law requires same knowledge of all students, states will have to aim for lowest higher education requirement – community colleges – to accommodate lowest performing students. Equal outcome does not permit superior student performance.

NUTSHELL: students will receive K-12 education that prepares them for community college, at best, not a four-year college. BRIGHTER STUDENTS WILL NOT BE PREPARED FOR FOUR-YEAR COLLEGE!

FEDS CONTROL STATE ACCOUNTABILITY SYSTEMS

- Gives USDOE control over test content that includes academic and psychosocial questions
- Requires state to submit plan that complies with requirements of ESSA to Education Secretary
- Encourages use of computer adaptive test (CAT) also used by Smarter Balanced tests (problems with validity and reliability).

PSYCHOLOGICAL MANIPULATION

- Students can take ACT or SAT in lieu of 11th grade testing.

Problem: ACT and SAT being redesigned to align to Common Core State Standards. Students who do poorly on new ACT and SAT deemed not college or career ready.

PSYCHOLOGICAL PROFILING - SEE TEXAS HB 2103 THAT ALLOWS STUDENT DATA TO BE SHARED WITH 3RD PARTIES

- Data mining during tests; stored in all 50 statewide longitudinal data systems required by U.S. government to be set up
- Student personal information and attitudes being stored in permanent records that can be accessed by employers and government – Soviet/Chinese style
- Can include "any other indicator the state chooses that meets the requirements of this clause."

Problem: Clause opens door for student abuse with potential for bias that can cause damage to student's future

DATA PRIVACY

- Ignores unlawful USDOE change in FERPA law allowing third parties to access personally identifiable student data.
- Does not prohibit private international corporations from collecting PI student data.
- Part of student's permanent record that is available to government and to employers.

Problem: Government can conduct surveillance on American citizens through cradle-to-grave data collection.

TESTING IS STILL REQUIRED TO MEET FEDERAL STANDARDS

- Feds require 95% participation of students in each state with penalty for states not complying. (pages 87-88)

Problem: Takes away parental rights. States forced to bully parents who opt out.

NO SUNSET OF LAW TO GET RID OF ESEA – ESSA TO BE REAUTHORIZED IN FOUR YEARS

COMMON CORE FOR TOTS - FEDS NOW CONTROL EARLY CHILDHOOD

- Codifies new \$250 million government pre-K education program
- No work requirement for parents to access services.
- Requires alignment to Head Start and Child Development Block Grants which are tied to national preschool standards (Common Core for Tots) and psychosocial standards (pages 63-65)

Problem: In addition to federal control of K-12, feds now control national early childhood standards, assessments, and data collection. Thirty research studies show government pre-K is ineffective; can create academic/emotional harm. Head Start is a failure, says U.S. government report.

PUBLIC PRIVATE PARTNERSHIPS FOR GOVERNMENT SOCIAL GOALS (CRONYISM)

- States can use Title II money for social impact bonds marketed as “innovative programs” with “high social impact”
- Bonds bought by high net worth investors for such programs as government pre-K and early childhood

Problem: Unconstitutionally forces American taxpayers to pay rich investors to implement government selected programs.

INCREASED SPENDING

- Authorizes appropriations for fiscal years 2017-2020 with increases of 2% per year

Problem: Federal education programs have never increased student learning nor closed any achievement gaps.

FEDERAL SCHOOL CHOICE - CHARTER SCHOOLS (NO LOCAL FUNDING OR ELECTED BOARDS)

- Funding for charter schools, *including early childhood charters*
- Federal strings attached

Problem: Charters receive public funding from state and federal levels. Hedge funds operators with government ties are investing in charters with focus on profit, not academic quality. Trojan horse for federal takeover of public schools.

21ST CENTURY COMMUNITY LEARNING CENTERS (Arne Duncan's dream)

- Grants for cradle-to-grave education reform (modeled after Soviet system)
- Longer school days and year-round programs
- School-based mental health data gathering and services
- Home visitation services by teachers and nurses
- Child care services
- Environmental literacy programs

Problem: Government usurps parental and church's role of rearing child. Greatly expands time for child to be in government care.

FAMILY ENGAGEMENT PROGRAM (IN TEXAS: SEE TEA WEBSITE HOUSE FOR PROGRAM UNDER HOUSE BILL 4 PASSED IN 2016: PRE-K PROGRAM WITH SOCIAL EMOTIONAL LEARNING REQUIREMENTS, HOME VISITATION, REPORTS TO BE INCLUDED IN CHILD'S PERMANENT RECORD – IF PRE-K PROGRAM IS EXPANDED IN TEXAS, THEN NON-ACADEMIC PROFILING WILL BE EXPANDED ALONG WITH REQUIRED GOVERNMENT VISITS TO HOMES.

- Title IV provides \$10 million in federal funds for program. States must create their own plan or use USDOE's plan.

Problem: States are forced to adopt Family Engagement in Education Program which subordinates parents to government in rearing their children. Government officials can enter homes to assess how parents are caring for children. Government can remove child from home at its discretion. **Trojan horse for government to include all children, not just disadvantaged. Subjective reports that become part of student's permanent record. Highly dangerous program for future of American freedom.**