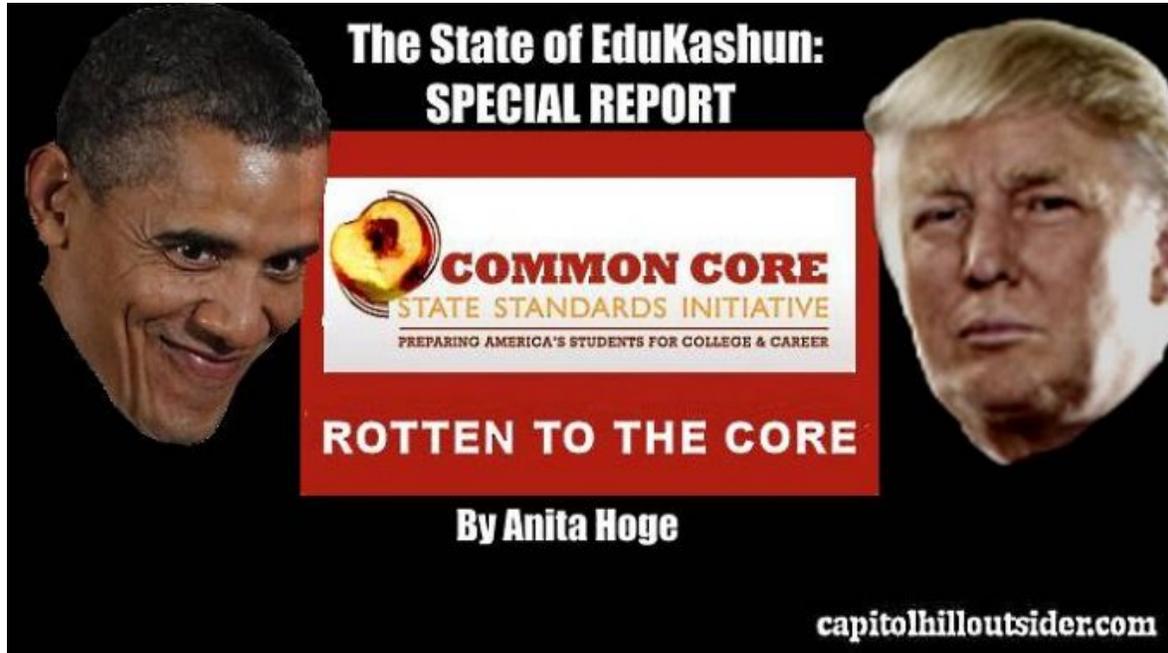


What Kind of CHOICE has President Obama Prepared for President-Elect Trump?

capitolhilloutsider.com /what-kind-of-choice-has-president-obama-prepared-for-president-elect-trump/

Anita Hoge

12/1/2016

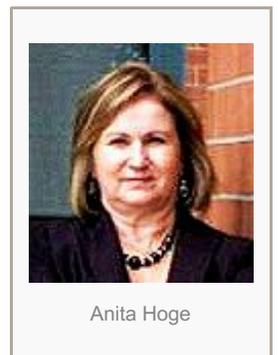


By Anita Hoge:

Mr. Trump must understand the Obama-Driving Forces that have begun to transform the Republic – especially the Obama “Equity” Agenda in Education.

Will Mr. Trump keep his Promises? Or will he embrace President Obama’s Plans?

President Obama’s key objectives for education were to redesign schools and reform how schools were funded. Instead of distributed funds based on ZIP CODE, funds would be based on student “need”. The federal government WOULD develop a mechanism to monitor and enforce student PERFORMANCE through systemic Common Core. To make sure the federal government’s investment would be tied to federal funding and federal outcomes, President Obama initiated so-called “CHOICE IN EDUCATION” based on a “per pupil expenditure.” Everything would be tied to the individual STUDENT, your child in the classroom.



Anita Hoge

Speaking in terms of “equity and excellence,” President Obama had a very well defined “CHOICE” plan to establish a complete “equitable” Democracy – and to extinguish our Republic – with the force of the federal government behind it. His “CHOICE Plan” has already been written and has been laid bare for anyone to read it. It is called ***For Each and Every Child: A STRATEGY FOR EDUCATION EQUITY AND EXCELLENCE.***

[Here is President Obama’s idea of CHOICE and EQUITY.](#) As you read this ask what “Equity” means.

On page 17 of President Obama’s report it states:

“The time has come for bold action by the states—and the federal government—to redesign and reform the funding of our nation’s public schools. Achieving equity and excellence requires sufficient resources that

are distributed based on student need, not zip code, and that are efficiently used.”

Page 19:

“Accordingly, this commission believes the time has come for bold action by the states—and the federal government—to redesign and reform the funding of our nation’s public schools.”

“...and develops mechanisms that allow the federal government to MONITOR and ENFORCE the ongoing performance of its new equity and excellence investments to make sure those investments are, in fact, enhancing student achievement.”

Page 20:

“ENFORCE its equity mandates in a fair and intelligent manner. ENFORCEMENT mechanisms should be tied to federal funding and equity of outcomes.” (All emphases added.)

What has President Obama accomplished to date? National standards, a national curriculum, a national test, national teacher standards, and a national database to monitor all of the above.

The “big picture” features key elements that President Obama designed to shape and mold his “rebirth” in education. He started with Common Core standards designed and benchmarked by ACT that were developed from the Department of Labor’s blueprint for training a new global worker. Individual students must attain *proficiency* aligned to national testing, but no one really knows what that means. Outside federal actors, the CCSSO (the Chief State School Officers club) and the NGA (National Governors Association), copyrighted the standards that were attached to accepting Race To The Top funds. States obliged and jumped through hoops for the funds.

Obama’s Executive Order 12866 changed FERPA privacy laws that unlocked personal data on children. This promoted data-mining on individual students, and expanded state longitudinal data systems identifying young citizens and teachers with a unique national ID. Schools were a target for “turnaround.” Obama’s illegal ESEA Flexibility Waivers combed the country, scouring for traditional teachers or any principal (also with a unique national ID), to remove them for not abiding by Common Core. The curricula, software, and testing were all validated and aligned to Common Core. Through this process third party vendors are able to access the data, utilizing cross-referencing capabilities of algorithms designed to monitor and assess teacher and student behavior. Teachers must teach to the test because they will be evaluated on the outcomes of how their children fare on national tests.

Using IDEA funds (special education) means that teachers who acquiesced to this Total Quality Management (TQM) system were re-trained in psychological interventions and techniques. This effectually moves the entire education establishment into mental health conditioning through implementing social, emotional, and behavioral standards into everyday classrooms. The personally identifiable data on each child is now entered into state longitudinal systems that devise psychometric dossiers on students. These intimate dossiers are digitized instantly in national data warehouses of the NCES/IES.

Funding is the next requirement that would totally control all aspects of schooling, teachers, and student. While the other goals have already been accomplished through ESSA (*Every Student Succeeds Act of 2015*), the focus has turned to the money **“following the child.” This would be the last step in complete federal control of education.**

Regulations are currently being written for ESSA that focus on funding the individual child. This is the last piece of the Obama Title I equity and excellence agenda.

The new ESSA legislation creates a model for how schools will be refinanced to be sure that all children are funded equally the same, called “per pupil expenditures.” This is a major portion of the ESSA legislation. These new financial rules change how schools would be funded and transfers the focus to the child. ESSA refers to this aspect

as a “**per pupil expenditure**” and the funding is defined in the legislation as “**public school choice.**” (Source: ESSA, ‘(D) PUBLIC SCHOOL CHOICE; PAGE 92) The word that must be remembered here is **PUBLIC**. Public school “choice” is an oxymoron, since what the government monitors and regulates is not true parental “choice.”

Parent warriors know that Common Core standards shifted the power away from the teacher in the classroom. This was done with NO LOCAL VOICE, no local CONTROL. The local school boards of America must follow the federal Common Core prescription. Common Core standards “follow the child” and are the 85% the **same** in every state. States only have the limited ability to change 15% of their curriculum to truly LOCAL or state-initiated. Consider that 95% of students must take the national test. The regulations mandate that the states comply with the feds by the enforcement of the 95% rule that prohibits no more than 5% of children to opt out of tests. So much for parental freedom of choice!

Parent warriors also know that the National Center for Education Statistics, Institute For Educational Sciences (NCES/IES) set up each state with grants to expand their state longitudinal data system that monitors, collects, and allows data mining on individual children, complete with a unique national ID and a dossier that “follows the child.” Common Core data elements have the digital **sameness** in every state, thus resembling a nationalized curriculum. This is aligned to the Common Core accountability system, with cross-referencing capabilities to monitor if the children or the teachers are meeting Common Core goals.

But what’s missing? Truly equitable funding! The money must “follow the child” and every child will have the same amount of money as a stipend. But ask: WHICH money has been targeted for traveling with the child? Title I that moves with the child is called “**portability**” but don’t confuse it with true choice. In reality it’s that **sameness** that follows that **same** pattern that aligns the individual child to the Feds. Thus the impact of “equitable” funding ultimately intends to destroy your neighborhood school, as well as demolish your property rights, state’s rights, and your local voice in education. Here’s why:

How Will Title I Enforcement Measures Force School Districts to “Equalize” Student Funding?

The U.S. Department of Education stated that the typical **public** school in the United States spends approximately \$12,000 per year for each child enrolled. This suggests that a child who is enrolled in a public school from kindergarten through the end of high school will have as much as \$150,000 spent on primary and secondary education. In essence, President Obama’s Plan will use Title I “**supplement not supplant**” regulations that will force local schools to divvy-up 50% of total money given by the Feds. Public school “CHOICE” also allows a public school child to go to the **public school** of their CHOICE, including charter schools. But the Feds define and control this “choice”.

The following is a summary of the Obama regulations being written as you read this passage:

(Source)

“Purpose of This Regulatory Action: On December 10, 2015, President Barack Obama signed the ESSA into law. The ESSA reauthorizes the ESEA, which provides Federal funds to improve elementary and secondary education in the Nation’s public schools. ESSA builds on the ESEA’s legacy as a civil rights law and seeks to ensure every child, regardless of race, national origin, socioeconomic status, background, or zip code, receives the support needed to succeed in school.”

“As the statute affirms, the purpose of title I, part A of the ESEA is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

“The new ESSA statutory language focuses not on costs and services, but on funds. Specifically, section 1118(b) of the ESEA requires that an LEA “demonstrate that the methodology used to allocate

State and local funds to each [title I school] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under [title I].”

“Importantly, States and LEAs need not shift resources among schools in order to comply with this provision, but instead may elect to provide additional State and local educational funding to title I schools to ensure compliance with the supplement not supplant provision of the law.”

“...hundreds of LEAs across the country, title I schools are receiving, on average, hundreds of thousands of dollars less in State and local funding than the average non-Title I school. These are critical funds that could be spent on, for example, wrap-around services, high-quality preschool, access to advanced coursework, or incentive pay for educators who choose to work in high-need schools.” (Emp. Added.)

So, what does all this mean? The “supplement and supplant” equation means the Federal regulations will force the local school district and state to pay up. The Feds pitch in \$6000 for each child and the local school MUST pitch in \$6000 for every child. This 50/50 bargain will use an equalized per pupil expenditure from both federal and state/local funds as a new way to finance children... NOT SCHOOLS! Did you catch that? The Feds are financing your CHILD! So ESSA Title I is setting up the grand bargain that says every child should be funded exactly the same and all parties MUST give the same amount. No one has asked the KEY QUESTION of how state legislatures will be willing to *give up their state sovereignty* when Title I money would bypass their state budgets with the federal money directly funding the child. Will Title I Portability create a Constitutional Crisis in states’ rights?

Will Per Pupil Expenditures and Title I “Supplement and Supplant” Equation Be Used for Private School CHOICE?

Mr. Trump vowed this last September:

“As your President, I will be the nation’s biggest cheerleader for school choice. I want every single inner city child in America who is today trapped in a failing school to have the freedom – the civil right – to attend the school of their choice.”

The question that must be asked is this – Is President-Elect Trump really only focusing on poor inner city children, OR has he aligned his agenda with President Obama’s “no poverty” guidelines to encompass ALL children in EVERY SCHOOL, which is called the SCHOOL-WIDE Title I Common Core net? And, will this be the money that President-Elect Trump targets for use in his proclaimed CHOICE agenda?

Bear in mind that Sen. Ted Cruz proposed Title I portability to be those equitable funds in his S 306. In other words, Common Core would be a yoke around the Title I child’s neck and Senator Cruz wants to hand these Title I children over to private, religious, and homeschools – schools that he redefined as a “private” school. But note: the Feds link the money to the child! Rep. Luke Messer (IN-R) aligned himself with this same agenda when he proposed legislation last year for “CHOICE”. Rob Goad, aide to Rep. Messer, has been tapped by the Trump campaign to advance this “CHOICE” agenda. Never forget: When the Feds control the money they control the process from start to finish in order to mandate compliance. The Feds will have their hooks tethered to little Johnny and Suzy via government-sponsored and controlled “choice.”

We might wonder if Mr. Trump is getting ALL the information he needs to *Make America Great Again*. Or, worse, *has there been a rerouting of his agenda to make America socialized? That question has not been answered as yet, but the writing is beginning to appear on the wall. Vice-President Elect Pence may also be a guide as to which “CHOICE” the Trump campaign will deliver, as well as Mr. Trump’s selection for Secretary of Education, Betsy DeVos, who is an adamant supporter of Common Core school “CHOICE” and charter schools. What can we expect*

from the Trump Presidency?

Part 2

Say Good-Bye to your Individuality and Freedom as a Private School.

Say Hello to Private and Religious School Title I “CHOICE”

– Where you MUST Teach Common Core

– Where ALL Schools Become Federal Government Schools!

Let’s introduce the real facts about “Equitable CHOICE” for ALL children that would allow ANY student to take that public school scholarship to ANY school of his/her “CHOICE”.

The 50/50 share in President Obama’s Plan will force local schools to divvy-up and contribute 50% of the total money given by the Feds. It applies to any child attending private and religious schools, or even home schools. Your local school district must give their 50% of the Title I fee that “Follows the Child” to parents who make the “CHOICE” of which eligible school their child will attend. In this way the Federal money will follow the child, quite literally into your local church-based school or even into your home! In this way Uncle Sam’s tentacles over your child will extend into your living room.

With the exodus of children from their neighborhood school, it appears that public schools will eventually financially collapse, especially since when these children flee 50% of funding from the local treasury will go with them. As more public schools collapse financially, more charter schools will be funded and expanded with their monies. Ask yourself why money is being funneled into charter schools and NOT your public neighborhood schools.

Thus, the expansion of charter schools with unelected boards, usually for-profit, funded by wealthy investment companies and tycoon bankers, will get a cut of your hard earned tax money. Your tax dollars go straight into their pockets! This fact proves this is a move away from having local representatives invested in our schools. No voice, no vote for you, the parent or citizen, which means the real goal is the total “privatizing” of education – with Federal strings attached and Federal control. In this way our American system of government, local citizens who elect local representatives who are directly accountable to them, will be eroded and demolished.

11 “(3) EQUITY.—
12 “(A) IN GENERAL.—Educational services
13 and other benefits for such private school chil-
14 dren shall be equitable in comparison to serv-
15 ices and other benefits for public school chil-
16 dren participating under this subpart, and shall
17 be provided in a timely manner.
18 “(B) OMBUDSMAN.—To help ensure such
19 equity for such private school children, teach-
20 ers, and other educational personnel, the State
21 educational agency involved shall designate an
22 ombudsman to monitor and enforce the require-
23 ments of this subpart.
24 “(4) EXPENDITURES.—

As more Common Core Title I children continue to flood charter, private, and religious schools, demands for accountability expand the “enforcement” mechanism of Title I Common Core, ESSA (*Every Student Succeeds Act of 2015*). This in turn, forces accountability toward an authorized but UNELECTED charter school management team for all schools – charter, private, religious, and home schools – with the goal to achieve the elimination of public schools all together. (We know this for certain because the eradication of local control goal has been stated openly in legislation and education reform documents for three decades.) The new overseer for this accountability process is named as an ombudsman in the ESSA regulations. With the elimination of public schools, your elected officials who balance your local tax treasury will lose control. Besides, how will students be monitored for money received when transferring to multiple different schools, even in different states?

How Do ESA’s Work in the Equation?

Moving forward with this idea, parents must have a government vehicle age 0-21 to deposit that public money. ALL “school wide” identified Title I CHILDREN enrolled in any public, charter, private school, religious school, and homeschool will be able to open an Education Savings Account (ESA) into which federal, state, and local funds can be deposited. Remember: “school wide” means ALL children, not just poor children. This bag of cash gets bigger and bigger as ESSA allows all monies to be accrued in the Title I bag. (Source: ESSA: Page 290; Eligible Federal Funds for equitable distributions of state and local taxes)

ESSA names 50 pilot schools to go to bat for sameness, in which in three years all schools can switch to a per pupil expenditure. It will

“create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students. (Source: pages 278-279; ESSA, *Every Student Succeeds Act*)

Parents must question the definition of who are “otherwise disadvantaged students” – it means any child not

meeting Common Core!

You might ask this next question: MUST private and religious schools admit Common Core Title I CHOICE children? Yes! Private and religious schools would have to admit these CHOICE/Title I children.

Can't they just say NO to the funds? It doesn't work that way. They would have to say "No" to the child and this opens a federal can of worms.

Children already enrolled in private and religious institutions also become branded with the "SCHOOL WIDE" banner. This is due to the fact that their funding would also be determined as originating from their local school, where they would normally be enrolled, which had previously been determined as "school wide".

The private and religious school does not directly receive the Title I federal funds and local tax mix. They receive the funds from the PARENT'S Education Savings Account (ESA), sidestepping the federal government's separation of Church and State. And if a school objects to admitting the Title I child, all hell breaks loose and a charge of discrimination under Civil Rights will be brought forward. This is a no-win situation for private and religious schools with how this system is being set up. See below of how an empowerment "CHOICE" scholarship was ruled on in Arizona:

Arizona Court of Appeals upheld a ruling in a unanimous decision. Judge Jon W. Thompson wrote for the court, "The specified object of the ESA is the beneficiary families, not private or sectarian schools. Parents can use the funds deposited in the empowerment account to customize an education that meets their children's unique educational needs." (Emp. added.)

This means a private or religious school CANNOT object to admitting the Title I "CHOICE" child who comes with a Common Core yoke around his/her neck. Not only must these children be accepted in the school, BUT they must receive the social, emotional, and behavioral interventions directed under the Specialized Student Support Services in ESSA. This means Common Core mental health non-academic teacher training and standards for children MUST be performed in private and religious schools! And to be deemed as "equitable" as public schools, they must implement the social, emotional, and behavioral interventions slated in ESSA!

The regulations state specifically that these psychological services are to be carried out by IDEA (*Individuals With Disabilities Act*) special education. The legislation also specifies the exact psychological services to be administered: Response to Intervention, multi-tiered system of supports, positive behavior Intervention and supports, Early Intervening services, and universal design for learning. Notice none of this has to do with academics; it is psycho-social and behavioral conditioning.

This proposal initiates the old HillaryCare/Mental Health/IDEA/Medicaid yoke that is tied around the child's neck. Education (ESSA) and ObamaCare (the old HillaryCare) is merged that extends health/mental health services to children at school ages 0-21. Schools and daycare centers will be able to bill Medicaid for these social, emotional, behavioral/mental health services at school. [\(SOURCE\)](#)

20 “(ee) implementation of a
21 schoolwide multi-tiered system of
22 supports, including positive be-
23 havioral interventions and sup-
24 ports and early intervening serv-
25 ices, including through coordina-

18 1177 ES

 149
1 tion with such activities and serv-
2 ices carried out under the Indi-
3 viduals with Disabilities Edu-
4 cation Act;

The odds are stacked against President-Elect Trump. Why? Because President Obama and Hillary Clinton's HillaryCare has already been legislated and implemented in our schools. It's time to "drain the swamp" in education. There is still time to stop the Obama regulations being written for ESSA. There is still time to switch the appointment of Betsy DeVos for Secretary of Education.

What are Parent Warriors to do? Parents supporting Donald Trump have been enthusiastically awaiting for his plan to dump Common Core and save our children. However, his current "CHOICE" plans, and selection of Betsy DeVos as Secretary of Education, prove more than disappointing to those who understand the system. Trump needs our help.

So, how can we help the Trump Presidency? President-Elect Trump can turn the corner on Globalism in education, and move the clock back to Americanism. Trump should immediately stop listening to his Heritage Foundation advisors! Heritage has been a major purveyor of phony "choice" for decades. Mr. Trump must vet his education candidates wisely, and study the education issues thoroughly, to ensure that it is HIS vision that gets implemented and not the other way around.

Trump should stop and take a second look before he furthers the anti-American freedom agenda of Hillary and Obama! Mr. Trump's vision, as he articulated it, is to help the poor, the inner cities, and give these kids a chance. We do NOT think his vision includes leveling wealthy school districts by redistributing the wealth, or getting federal control of private and religious schools! I would doubt if he means to collapse the public school system in favor of Common Core, "CHOICE", and charter schools for all. That is not what he campaigned on. Unless..... Will he keep his promises?

Your job, President-Elect Trump, is HUGE. Do not turn your back on America's children!

Please email, tweet, and Facebook President-Elect Trump and remind him, today, tomorrow, and next week... To Keep His Promises!

© Copyright by Anita Hoge, 2016. All rights reserved.

