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P-16: Propping Up U.N. School Reforms

"P-16" reform is a current label for activity that furthers the decades-old UNESCO lifelong education plan to create what has been described in the past as a cradle-to-grave system of human resource development. Thus far, two decades of lifelong education activity — which requires merging general education with so-called vocational objectives for ALL students — has run parallel with U.S. education decline.

"P-16"— short for "pre-kindergarten through grade 16"— involves plans to add preschool (starting at three years old) to kindergarten through the high school system, and link those levels with four years of post-high school activity. Similarly structured are the "K-16" (kindergarten to grade 16) and "P-20" (preschool to graduate school) initiatives.

Education Commission of the States
(See *School Reforms*, page 4)

Big Brother Going Global!

The building blocks for a global database are becoming more prominent as governments create national databases for education and for populations-at-large.

Beginning Jan. 1, 2007, children in the **Netherlands** will be assigned a unique Citizens Service Number that allows the Dutch government to track them "from cradle to grave in a single database, opening a personal electronic dossier for every child at birth with health and family data, and eventually adding school and police records." (*Associated Press*, 9-15-2005)

In 2006, a proposal was made to require **England's** 12 million children under 18 years to register with the government's

Information Sharing (IS) Index. The IS Index will include identity data and "details of school performance, diet and even whether their parents provide a 'positive role model'." "Police, social workers, teachers and doctors will have access to the database and have powers to flag up 'concerns' where children are not meeting criteria laid down by the state," reported the *Daily Mail*. (6-26-2006)

A "unique student identifier" — assigned to **Canada's** higher education students — works with the Enhanced Student Information System and is "designed to help link incoming student records with records already on the national database," according to *Statistics Canada*. Data is accessible to international groups like UNESCO and the OECD.

A "national population database" is planned for **Australia**. According to a May 25, 2005 Australian Privacy Foundation alert, the Australian Bureau of Sta-

New National Defense Education Act of 2006 — Building the U.S. National Student Database

Federal tentacles may soon reach deeper into the lives of all students if Congress approves the New National Defense Education Act of 2006. Senator Edward Kennedy (D-MA) introduced Senate bill 3502 on June 13, 2006. Hillary Clinton (D-NY) and John Kerry (D-MA) were noted as the bill's two cosponsors.

The bill proposes "To modernize the education system of the United States, to arm individuals with 21st century knowledge and skills in order to preserve the economic and national security of the United States, and for other purposes."

Aside from math, science, engineering, technology, and foreign language support, the bill contains proposals that further the old global school reforms that received attention in the 90's decade through Goals 2000, School-to-Work, and other federal laws — reforms now pro-

moted by No Child Left Behind.

S. 3502 helps consolidate control of education content through encouraging partnerships with higher education and state adoption of national/international standards that are known to contain nonacademic behavioral/life skills and workplace skills. It is doubtful that alignment with nonacademic objectives will improve student academic achievement.

S. 3502 mandates more data gathering and aids in creating what amounts to a national database by requiring statewide data systems to have the ability to interact with databases outside of education.

Bill proposals not only affect public and private school students, but also students in the District of Columbia, Commonwealth of Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, Federated States of Micronesia, and Republic of Palau.

S. 3502 amends the National Assessment of Educational Progress Authorization Act, Internal Revenue Code, National Science Foundation Authorization Act of 2002, Higher Education Act of 1963, and the Elementary and Secondary Education

Act of 1965. Also included is support for activity that links with the Workforce Investment Act of 1998.

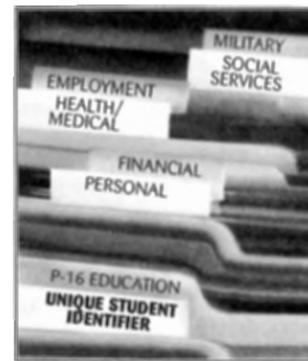
Data system plans

Inside the 141-page bill are plans for "integrated pre-kindergarten through grade 16 data systems" and using a "unique statewide student identifier for each student."

The data systems must be able to link with military and employment databases, and "to the extent possible, coordinate with other relevant State databases, such as criminal justice or social services data systems." Other requirements:

- include student-level "enrollment, demographic, and program participation... race or ethnicity, gender and income statistics," as well as transcript details including courses completed and grades earned
- match a student's test records from year to year
- match records between preschool to 12th grade and postsecondary systems
- "information on untested students"
- match teachers to students with a "teacher identifier system"
- higher education student attendance rates

(See *Student Database*, page 2)



istics proposed census changes using the "name and address data, and other indicators of identity, to link together records on every individual in Australia. . . . The idea is, to use the language of the ABS, to convert the Census from an anonymous 'snapshot' of Australians' lives once every five years, to a permanent 'movie' of every aspect of our lives, on an identifiable and on-going basis."

Since **China's** 2003 launching of the "Gold Shield Program," the government has collected details on more than 96% of its population — that's 1.25 billion of China's 1.3 billion citizens whose information is stored in a police database.

In 2002, a data system was set up in **Japan** and each citizen was assigned an "11-digit number in the new basic resident registry network which contains names, birth dates, gender and address and enables local authorities to identify people online across the country." (*AFP*, 8-24-2003)

The idea to use a nationwide ID card in the **United Kingdom** "for a comprehensive data-sharing scheme between government agencies and the private sector" won the government a "Lifetime Menace" award from Privacy International. (*BBC News*, 3-4-2002)

In **Britain**, an adult population register with basic personal information is being developed under the auspices of the Citizen Information Project. The register will contain the "name, address, date of birth and a unique ID reference number." (*ZDNet News* 4-26-2006).



Monitoring UNESCO Reforms

As a result of participation with UNESCO agreements, governments worldwide are under pressure to create an "education management information system" (EMIS) to monitor progress in aligning national education goals with United Nation's global education plans.

Stated in UNESCO's *Information tools for the preparation and monitoring of education plans* (2003): "The [UNESCO] Framework for Action on Education for All [EFA], adopted in 2000 during the World Education Forum in Dakar, Senegal, has defined six goals for the international community to achieve by 2015." All governments that "committed to regularly monitor the progress made in pursuit of the Dakar Goals" are to "develop or strengthen existing national action plans by 2002."

(Recall that on Jan. 8, 2002 President George W. Bush signed into law the No Child Left Behind Act. In 2005, Secretary of Education Margaret Spellings said NCLB and EFA were "complementary.")

The publication provides methods and tools, including a computer program package, to help set up an EMIS and prepare, implement and monitor "national action plans for Education for All."

An EMIS can be more accurately described as a foundation for a Big Brother database. Recognized in *Information tools* is the fact that advances in information network management and database management makes it "possible to use a centralized computer in a decentralized organization" to "group together all regional databases."

Looming questions

What is to stop corrupt leaders from using data systems to single out those who do not comply with UNESCO's humanistic, earth-worshipping, communitarian, world attitudes/values/behaviors? (See page 3: "Marching Toward Global Solidarity" by Berit Kjos; and "Social Engineering for Global Change" by Carl Teichrib, *Education Reporter*, April 2006)

What will keep the corrupt in high places from targeting non-conformists for re-education, imprisonment, forced migration, or genocide — as witnessed in countries where government-collected data have led to such crimes against citizens?

EDUCATION BRIEFS

India says "no" to the \$100 laptops in Nicholas Negroponte's "One Laptop Per Child" plan. India's Ministry of Education considers laptops as "pedagogically suspect." Sudeep Banerjee, India's Education Secretary said, "We need classrooms and teachers more urgently than fancy tools." (*The Register*, 7-26-2006)

The number of schools without recess is anywhere from 7% for first and second grades to 13% by sixth grade, according to government figures. (*Associated Press*, 5-16-2006)

California's 2005-2006 school enrollment declined for the first time in 24 years. The state's 6,313,103 enrollment dropped by roughly 10,000 from the previous year, according to California Dept. of Education records. The greatest losses "appear to be highest in high-cost coastal regions, especially around Los Angeles and the Bay Area. Housing prices in those regions are among the highest in the state, analysts note." (*Los Angeles Times* 7-31-2006)

A Massachusetts bill for pre-K program development for all the state's 2- to 4-year-olds was vetoed on Aug. 4 by Gov. Mitt Romney who said the proposal was costly and unproven. (*Associated Press*, 8-26-2006)

Illinois is the first state to offer free preschool to any child regardless of income. Gov. Blagojevich signed his historic "Preschool for All" program into law on July 25. Already, federal and state dollars pay for preschool for 130,000 at-risk Illinois children. The governor's goal is to reach 190,000 3- and 4-year-olds by 2010. (*Chicago Sun-Times*, 7-26-06)

U.S. teacher salaries dropped .1% in the 2005-2006 school year. Average salaries are at \$46,953. Principals' salaries declined .2% in elementary schools to .7% in middle schools. Superintendent pay increased 1.1% for an average of \$116,244, as indicated by the survey results from the Educational Research Service. The U.S. has 6.8 million teachers earning an average of \$46,800, the U.S. Census Bureau reported in June. (*Bloomberg News*, 7-26-2006)

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Student Database (Continued from page 1)

— "State data audit system assessing data quality, validity, and reliability"

Many states have begun building data systems and bringing in the components listed above (see "Building Statewide Data Systems," page 4). Lack of money has hindered development, but S. 3502 would authorize more funds.

The implication of S. 3502 supporting the building blocks for a national student database where information may be shared among non-education agencies — military, workforce, social services, criminal justice, and more — is troubling, particularly when considering the 700+ elements identified for student data collection by the U.S. Dept. of Education's National Center for Education Statistics. (See "What's in Your Child's Data File," *Education Reporter*, Feb. 2006)

P-16 preparedness councils

State level "pre-kindergarten through grade 16 preparedness councils" — authorized and funded by competitive grants — are tasked with the design and implementation of pre-K through higher education data systems and the creation of state education plans involving "academic content standards, student academic achievement standards, assessment specifications, and assessment questions as necessary, to ensure such standards and assessments meet national and international benchmarks. . ."

Other council responsibilities include encouraging: adoption of early education (to link with elementary schools), partnership between secondary education and higher education, and activity to promote statewide P-16 reform acceptance.

Many states already have councils established through the governor's executive order or state agency initiatives, usually involving state departments of education and/or boards of education. A few states (North Carolina, Ohio, and Texas) have legislated the formation of a council.

More testing and data collection

S. 3502 adds a science assessment for 4th and 8th grade (starting in 2009) and a "biennial national assessment of student achievement" and for "grade 12 preparedness" in reading, math, and science. "Assessment data, including achievement and

student preparedness data trends" in public and private schools, are to be reported.

Exploring use of a secondary level "placement examination, end of course examination, college, workforce, or Armed Forces preparedness examination, or admissions examination" is suggested.

National/International alignment

S. 3502 encourages an "alignment analysis" to compare State academic content standards and student academic achievement standards; and state standards alignment with national benchmarks including those in the National Assessment of Educational Progress (NAEP).

The bill directs determination of student achievement levels and "grade 12 preparedness levels" by identifying knowledge and skills that "are prerequisite to credit-bearing coursework in higher education . . . , participation in the 21st century workforce, and the Armed Forces" and "are competitive with international content and performance standards."

Global education goals — promoted by international groups like the OECD, UNESCO, World Bank, and Group of Eight (G8) — have been contested in the United States as being contrary to producing well-educated students who are prepared for U.S. citizenship.

Containing questionable "skills and knowledge" and "world citizenship" promotion, international education involves attitude, value, and behavior "standards" that conflict with concepts of inalienable rights, individual merit, privacy, private property, free speech, national allegiance, national sovereignty, and more.

Same ineffective ideas

The New National Defense Education Act supports international plans that have fueled U.S. academic decline for several decades. Global social reforms are being inserted into schools via U.S. leadership endorsement of U.N. "lifelong education," including a growing list of nonacademic "21st century [job] skills and knowledge" that annually consume more class time. Predictably, the need for remedial reading, writing, and math has increased in high schools and colleges. Now, some globalist "change agents" are itching for more of the same.

Book of the Month



Top of the Class: How Asian Parents Raise High Achievers — and How You Can Too. Dr. Soo Kim Abboud and Jane Kim, the Penguin Group, 2005, 209 pp., \$13.00.



Two daughters of Korean immigrants, a surgeon and a lawyer, discuss 17 "secrets" they learned from their parents which they credit with their academic success and career choices. From "instill a sense of family pride and loyalty" to "help your child view America as a great land of opportunity," these secrets are highlighted with examples from the Kim household and other families.

A recurring theme in several of these "secrets" is parental involvement. When parents take an active role in their child's education and accept responsibility for their children's education, they create an environment that allows boys and girls to succeed. If they monitor children's progress and work as a team with teachers, children will learn to value education and see their parents as a valuable educational resource.

If you think all of the tips will create a two-dimensional study robot, Dr. Abboud and Miss Kim also include advice to develop the child's individual talents and cultivate a love of learning. In addition to schoolwork, they suggest that children be involved in no more than three extracurriculars, ideally including at least one sport. In a competitive environment, children will become more physically fit, have a healthy outlet to relieve stress, and also learn virtues such as teamwork and being a good sport.

This book talks about more than the academic side of raising children. The authors suggest that parents emphasize delayed gratification and sacrifice, and stress family achievement over individual successes. Although our current culture promotes instant gratification, Dr. Abboud and Miss Kim say that rewards achieved over many years by the family team can be far more rewarding. In addition, the family unit provides a support system and sense of accountability in working toward worthy goals.

The authors also suggest that parents cultivate a respect for elders and for authority. This can help children to value sacrifice, obedience, and humility.

If parents implement the ideas in this book, there is no guarantee that their children will be perfect, but the suggestions and lifetime experiences of Dr. Abboud and Miss Kim will help to stake out common sense guidelines to equip children to become successful, responsible, hardworking adults.

GUESS WHICH STORY WILL WIND UP ON THE CUTTING ROOM FLOOR



FOCUS: Marching Toward Global Solidarity

By Berit Kjos

"The new generation . . . [has] a deeper sense of solidarity as people of the planet than any generation before them. . . . On that rests our hope for our global neighborhood."

— Report of The UN Commission on Global Governance (New York, 1995).

"Welfare depends on the intellectual and moral solidarity of mankind,"

— Federico Mayor, then Director General of UNESCO

During the 1996 UN Conference on Human Settlements (Habitat II), I attended a day-long "Dialogue" on the meaning of "Solidarity" at Istanbul's elegant Ciragan Palace. Registered as a reporter, I received a list of 21 panel members. It included UNESCO's Director General Federico Mayor, the now discredited UN leader Maurice Strong, World Bank Vice President Ismail Serageldin, and Millard Fuller who founded Habitat for Humanity. Together with other globalist dignitaries, they would explore the missing factor in the old Soviet version of dialectical materialism: a spiritual foundation for an evolving global ethic.

"To speak of solidarity is to speak of things of the spirit," began Habitat Secretary-General Wally N'Dow. "For we are well aware that the future of our human settlements . . . is not just a matter of bricks and mortar but equally a question of attitudes and determination to work for the common good. . . . This spiritual dimension is the only ingredient that can bind societies together."

N'Dow had chosen an American moderator who would add credibility to the discussion: Robert McNeil (of McNeil-Lehrer), "one of the gurus, the spiritual lights of the media industry today." Moments later, McNeil introduced the panel of dignitaries ready to shape the new vision of oneness.

"What's needed is an interfaith center in every city of the globe," said James Morton, former dean of the Episcopal Cathedral of St. John the Divine. "The new interfaith centers will honor the rituals of every . . . faith tradition: Islam, Hinduism, Jain, Christian . . . and provide opportunity for sacred expression needed to bind the people of the planet into a viable, meaningful, and sustainable solidarity."

Dean Morton's version of "Christianity" is actually a universalized distortion of truth that fits easily into the new religious union. Anything less would be dismissed as fundamentalist extremism.

Millard Fuller, President of Habitat for Humanity, fit right into this interfaith dialogue. Like other emerging leaders in the neo-Christian movement, he redefined Scriptures to "prove" his message: "When Jesus launched His ministry 2000 years ago, He said, 'We must repent for the Kingdom of Heaven is at hand.' In English, that sort of connotes feeling sorry for getting caught. But in the Greek, we

read that what He really said was to metamorphose. Metamorphose is what a butterfly becomes when it metamorphoses out of a little fuzzy caterpillar. . . . **Change your whole way of thinking**, because the new order of the spirit is confronting and challenging you. . . . The only way we will **achieve human solidarity** in dealing with it is to have a completely new way of thinking." (Emphasis added)

This "new way of thinking" has already permeated every segment of society: education, business, government, and the church growth movement, including Purpose-Driven churches. Pushing transformation in all these sectors are the leadership training programs that pursue the vision of management gurus such as Peter Drucker, Peter Senge, and Ken Blanchard. The core of their teaching is "general systems theory" or "systems thinking."

In short, everything is interconnected, therefore all is One and all divisions and boundaries must be eliminated in order to establish the "Global Neighborhood," *i.e.* New World Order. Emerging Church leaders like Brian McLaren call it "The Kingdom of God."

God makes us "one" in Christ when we respond to His gospel with faith and genuine repentance (acknowledging our sin and humbly turning to God). Millard's "new way of thinking" points people to the world's corrupt system, not to God and His ways.

Let's not forget that familiar words with strategic new meanings are likely to mislead the masses. For example, in *Webster's Dictionary* (1989) the familiar meaning of solidarity sounds perfectly safe: "common interest and active loyalty within a group." But contemporary change agents have infused that word with a far more revolutionary meaning. Let's take a closer look.

The new social contract

During a break, I asked moderator Robert McNeil to define solidarity for me. In his answer, he acknowledged that solidarity is strengthened by a common enemy as well as a "common good":

"It means people with shared values or responsibilities cooperating or working together. In our culture, it was probably exemplified most often by the union movement. Industrial unions often used the phrase solidarity — 'solidarity forever.' And in the socialist movement, of course, solidarity was a very strong word—the solidarity of the workers against the employers, their oppressor, capitalists. . . . whatever it was. . . ."

"Solidarity is like a social contract, like people agreeing that this is the way it should be. Whether I am poorer or richer than you are, we somehow agree that the way it is set up works best for all of us."

What if we don't agree? Then we are vilified as divisive resisters — excluded from the feel-good solidarity. Pastor Brian McLaren, an acknowledged leader in the Emerging Church movement, summarized it well:

" . . . to be truly inclusive, the [earthly] kingdom must exclude exclusive people, to be truly reconciling, the kingdom must not reconcile with those who refuse reconciliation."

Social contracts hold people accountable to the new standard. It pushes people toward the planned conformity, whether the society is a church, a school, or the "global neighborhood." So it didn't surprise me to hear UNESCO's Federico Mayor make the same point. "The 21st Century city will be a city of social solidarity," he said. "We have to redefine the words . . . [and write a new] social contract."

This evolving "social contract" has been written into every UN treaty and declaration. And former President Clinton's Executive Order 13107 helped turn that UN "contract" into US policy. It is being implemented through government policies as well as laws whether or not the treaties were ratified by Congress or not.

This "social contract" guarantees "freedom from want," from fear, from hunger, and from offense by those who might voice contrary values. It also promises "freedom of thought and expression" — but only to those who share the UN vision. Remember, Article 29 of the Universal Declaration of Human Rights states that ". . . these rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations."

Reflecting the same communitarian constraint, Ismail Serageldin, then Vice President of the World Bank, said:

"We should stop bemoaning the growth of cities. It's going to happen and it's a good thing, because cities are the vectors of social change and transformation. Let's just make sure that social change and transformation are going in the right direction. . . . The media must act as part of the education process that counters individualism."

Behavior modification

A cooperative media is essential to the planned change in public consciousness. As in totalitarian regimes, "voluntary" social transformation relies on effective propaganda. That's why our Education Department's Community Action Toolkit, The President's Council for Sustainable Development, and the UN's Local Agenda 21 all call for partnerships between educators and the news and entertainment media in every community. The public must be persuaded to give its consent; the people must learn to feel so uncomfortable with dissent that **contrary voices would be silenced.**

The masses must never notice that this manipulative process is changing their minds and actions. Since few people do notice, Professor Raymond Houghton's triumphant promise in a 1970 NEA publication is becoming an alarming reality:

" . . . absolute behavior control is imminent. . . . The critical point of behavior control, in effect, is sneaking up on mankind without his self-conscious realization that a crisis is at hand. Man will never self-consciously know that it has happened."

This plan for "behavior control" would include three essentials steps:

- (1) a supportive news and entertainment media willing to disseminate politically correct information and inspire values that erode the old boundaries,
- (2) a management system for measuring and monitoring change, and
- (3) universal participation in the dialectic (consensus) process.

The latter has become the norm in U.S. schools, corporations, government agencies, and communities. The dialectic process used to control the masses in the former Soviet Union has invaded every corner of U.S. society — even churches. The goal is to involve every human resource (human capital) in the UNESCO program of lifelong learning — a continual process of training and immersion in the new way of thinking and relating to others.

To succeed, every level of this hierarchical management system (marketed as "local control") must continually assess change, monitor compliance, and remediate the non-compliant.

We shouldn't be surprised. God warned us long ago that the world's ways would lead to corruption and tyranny, not peace and love. His lasting peace is reserved for those who will face the rising hostility with faith and love:

" . . . in the last days perilous times will come: For men will be lovers of themselves, lovers of money, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy, unloving, unforgiving, slanderers, without self-control, brutal, despisers of good, traitors, headstrong, haughty, lovers of pleasure rather than lovers of God. . . . And from such people turn away!" 2 Timothy 3:1-13

"These things I have spoken to you, that in Me you may have peace. In the world you will have tribulation; but be of good cheer, I have overcome the world." John 16:33

Berit Kjos, the author of many articles and books, is a frequent guest on national radio shows and television programs.

This article, including footnotes, is available online: <http://www.crossroad.to/articles2/006/solidarity-1.html>



Technology Immersion — Study Finds ‘No Positive Effects’ on Reading and Math Scores

At a time when technology advocates seek more tax dollars to put a laptop computer in the hands of every child, the first-year results of a technology immersion pilot program have indicated “negative” or “no impact” on middle school reading and math achievement.

The results were published in *Evaluation of the Texas Technology Immersion Pilot* (April 2006), prepared for the Texas Education Agency (TEA) by the Texas Center for Educational Research (TCER). The goal of the separately funded TCER study was to “conduct a scientifically based evaluation at the state level to test the effectiveness of technology immersion in increasing middle school students’ achievement in core academic subjects.”

The \$14 million federally funded Title II technology project was conducted using “high-need” students, generally in schools located in rural or isolated areas. Roughly 56% of the students were Hispanic and 9% African-American.

The TCER study said the Title II project they evaluated involved “a laptop computer for every middle school student and teacher, wireless access throughout the campus, on-line curricular and assessment resources, professional development and ongoing pedagogical support for cur-

ricular integration of technology resources, and technical support to maintain an immersed campus.”

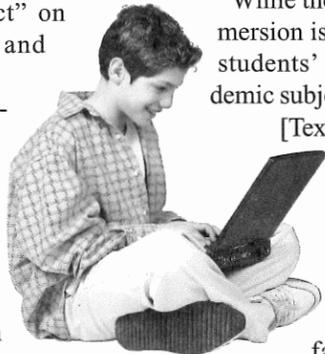
Lower scores

While the purpose of technology immersion is to improve “middle school students’ achievement in core academic subjects as measured by the state [Texas] assessment (TAKS),” the study found “that after one academic year of implementation, there were no positive effects of immersion on either reading or mathematics scores. . . . In fact, students in immersed schools had slightly lower scores than comparison students.”

Intellectually less challenging

The study also found that while teachers at the experimental pilot locations used technology more, “their lessons typically lack intellectual challenge”:

“While we found noteworthy improvements in some areas (e.g., changes in teacher proficiency and technology use, improvements in students’ proficiency and school engagement), there were no positive effects on students’ personal self-directed learning, and based on classroom observations, the availability of laptops did not lead to significantly greater opportunities for students to experience intellectually challenging lessons or to do more challenging school work.”



School Reforms *(Continued from page 1)*

(ECS) — formed in 1965 through the National Governors Association (NGA), with jump-start support from the Carnegie Corporation and Ford Foundation — has monitored state P-16 progress and promoted the reforms at the legislative level.

ECS explains in its *P-16 Collaboration in the States* (June 2006 update) that the goal of K-16, P-16 or P-20 is to create a “system of education which begins in early childhood and ends after college that promotes access, standards, accountability and life-long learning” where “all levels of education . . . coordinate, communicate and educate as one system instead of several.” In Europe and elsewhere globally, this formal education/training through one system has existed under the heading of polytechnical education.

Integral to P-16/K-16/P-20 (lifelong education/learning) is data collection for tracking, monitoring, and sharing information — activities that require significant, ongoing funding for technology hardware, software, and accommodating manpower. (Read more about lifelong education in “Redefining Education for Global Citizenship,” *Education Reporter*, March 2006).

Governors, state education agencies, and privy legislators have worked behind the scenes to build a consolidated school/workforce system that will result in greater centralized control over education

and jobs. Some Governors have gone so far as to issue an Executive Order to create state level councils or task forces to strategize and solicit public buy-in.

Groups created by Executive Order: Arizona’s *Governor’s P-20 Council* (2005), *Delaware P-20 Council* (2003), *Georgia P-16 Initiative* (1995), *Kansas’ Governor’s Education Team* (2004), *Maine’s Task Force to Create a Seamless Pre-Kindergarten through Sixteenth Grade Education System* (2004), *Rhode Island Statewide PK-16 Council* (2005), and the *Virginia P-16 Council* (2005).

\$52.8M Awarded for Statewide Data Systems

Fourteen states are sharing \$52.8 million in federal grants awarded through the U.S. Dept. of Education’s Institute of Education Sciences (IES).

The three-year grants are to help states design and implement statewide data systems that can track students over time. States receiving awards include: Alaska, Arkansas, California, Connecticut, Florida, Kentucky, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, South Carolina, Tennessee, Wisconsin. (U.S. Dept. of Ed. Press Release, 11-18-2005)

Building Statewide Data Systems

Statewide student information systems are being created to store student details collected by public-funded schools in order to comply with federal education reporting mandates. Statewide data systems require “unique student identifiers” to connect individual-specific information to an electronic data file.

The data collected on students extends well beyond the criteria cited herein. For more information, please read “What’s in Your Child’s Data File?,” *Education Reporter*, Feb. 2006.

STATE (plus the District of Columbia)	Unique State-wide PreK-12 Student Identifier	Student-Level							Teacher Identifier System with Ability to Match Teachers to Students	Ability to Match Student Records Between PreK-12 & Higher Ed Systems	State Data Audit System Assessing Data Quality, Validity and Reliability
		Enrollment, Demographic & Program Info (e.g. special ed., free/reduced lunch)	Transcript Information*	College Readiness Test Scores	Graduation and Dropout Data	Information on Untested Students	Ability To Match Individual Students’ State/Local Test Scores from Year-to-Year				
Alabama	■	■	—	—	■	—	■	—	■	■	
Alaska	■	■	—	—	■	■	■	—	—	■	
Arizona	■	■	—	—	■	—	■	—	—	—	
Arkansas	■	■	—	—	■	■	—	■	■	—	
California	■ ¹	—	—	—	■	—	—	—	■ ¹	—	
Colorado	■	■	—	—	■	■	■	—	■ ¹	■	
Connecticut	■	■	—	—	■	—	■	■ ¹	—	—	
Delaware	■	■	—	—	■	—	■	■	—	—	
Florida	■	■	■	■	■	—	■	■	■	—	
Georgia	■	■	■	—	■	■	■	■	■	■	
Hawaii	■ ¹	—	—	—	—	—	—	—	—	—	
Idaho	Developing ¹	■	—	—	—	—	—	■	—	—	
Illinois	Developing ¹	—	—	—	—	—	—	—	—	—	
Indiana	■	■	—	—	■	—	—	—	—	—	
Iowa	■	■	■	—	■	■	■	—	—	■	
Kansas	■	■	—	—	—	■	■	—	—	—	
Kentucky	■	■	—	—	—	■	■	—	■	■	
Louisiana	■	■	■	—	■	■	■	■	■	■	
Maine	■	■	—	—	—	—	—	Developing ¹	—	—	
Maryland	Developing ³	—	—	—	■	—	—	—	—	—	
Massachusetts	■	■	—	—	■	■	■	—	—	■	
Michigan	■	■	—	—	■	—	■	—	—	—	
Minnesota	■	■	—	—	■	■	■	—	—	—	
Mississippi	■	■	—	—	■	—	■	■	—	—	
Missouri	Developing ¹	—	—	—	—	—	—	—	■	—	
Montana	Developing ¹	—	—	—	—	—	—	—	—	—	
Nebraska	■	—	—	—	■	—	—	Developing ¹	—	■	
Nevada	■	■	—	—	—	■	■	Developing ¹	—	■	
New Hampshire	Developing ¹	—	—	—	—	—	—	—	—	—	
New Jersey	Developing ¹	—	—	—	—	—	—	—	—	—	
New Mexico	■	■	—	—	■	■	■	—	—	—	
New York	■ ²	■ ²	■ ²	—	■ ²	—	—	—	—	—	
North Carolina	■ ¹	—	—	—	■	—	—	Developing ¹	—	—	
North Dakota	■ ¹	■	—	—	■	—	—	—	■	—	
Ohio	■	■	■	—	■	■	■	—	—	■	
Oklahoma	■	■	—	—	—	■	■	—	—	—	
Oregon	■	■	—	—	■	—	—	—	■	■	
Pennsylvania	—	—	—	—	■	■	—	—	—	—	
Rhode Island	■	■	—	—	■	■	■	—	—	—	
South Carolina	■	■	—	—	■	—	■	—	—	—	
South Dakota	■	■	—	—	■	—	—	—	—	■	
Tennessee	■	■	—	—	—	—	■	■	■	—	
Texas	■	■	■	■	■	■	■	Developing ¹	■	■	
Utah	■	■	■	■	■	■	■	■	■ ¹	■	
Vermont	■	■	—	—	■	■	■	—	—	—	
Virginia	■	■	—	—	■	■	■	Developing ¹	—	■	
Washington	■	■	—	—	■	■	■	—	—	—	
West Virginia	■	■	—	—	■	—	■	■	—	■	
Wisconsin	■ ¹	■	—	—	■	—	—	—	—	■	
Wyoming	■	■	—	—	—	■	■	—	—	■	
District of Columbia	Developing ¹	—	—	—	■	—	—	—	—	—	
State Total		42	39	8	7	36	25	32	13	15	19

Source: “The 10 Essential Elements in Detail for 2005-06,” National Center for Educational Accountability. Accessed 7-2006. <<http://www.nc4ea.org/index.cfm?pg=surveyresults& subp=elements>>

¹ Noted in “State Data Systems,” Education Commission of the States, Accessed 8-4-2006. <<http://mb2.ecs.org/reports/Report.aspx?id=913>>

² Noted in “Dictionary of Reporting Data Elements for use in 2005-06,” New York State Statewide Data Warehouse, University of the State of New York, State Education Department, Information and Reporting Services, Albany, NY. <http://www.moric.org/docs/DataElementsDictionary/Version1_8Sept7.doc>

³ According to an National Center for Education Statistics abstract for Maryland’s IES grant award, the Maryland State Department of Education received a three-year IES grant for the period 12/01/2005 to 11/30/2008 to, among other objectives, implement use of a “unique student identifier . . . ultimately resulting in the ability to link all student data records.” <<http://nces.ed.gov/Programs/SLDS/PDF/mariandababstract.pdf>>

* Transcript details also include information on course completion information and grades earned.