

## The Mind Trust's Neo-colonial War on Parents Part Two

“The crisis is not about education at all, it’s about power.” ~ James Baldwin

“Elected school boards are the bedrock of American democracy.” ~ Thomas Ultican

“For the span of my memory [Indianapolis] has been a city of opposing wills, two faces firmly set toward different directions--one covertly determined to maintain the status quo, to continually block any access to power, or to parity; one, advocating an active morality and its right to inclusion as an equal person rather than a colonized one. This has been a city of perpetual confrontation, however cloaked, between the powerless and those who influence, control, and engineer the city's movement in its inexorable and often ruthless march toward ‘greatness,’ a word for which my definition will hardly suffice.” ~ Mari Evans, *Clarity as Concept*

The promise of freedom offered by market ideology is a fraud--in education, as a society as a whole, the market offers freedom to those who can afford it, and who have the power to take it. So, the question is not so much about school choice as it is about the values [democratic or market] Americans want at the root of their society. Public school choice turns parents or guardians from citizens into consumers, from voters into shoppers. In this way, America will no longer be a democracy. America will be a corporatocracy.

~ paraphrased from Michael Engel, *The Struggle for Control of Public Education*

This January, the Mind Trust (MT), the local education power broker and custodian of coloniality, launched a parent advocacy fellowship. MT seeks someone who will start and lead an “independent parent advocacy non-profit” designed “to advocate for changes in their publicly funded schools.” See the *Chalkbeat* story here: <https://www.chalkbeat.org/posts/in/2019/01/23/indianapolis-charter-booster-launches-parent-advocacy-fellowship/>

If you don’t know MT, it’s a part of the Education Industrial Complex <sup>1</sup> and global educational reform. <sup>2</sup> This non-profit has lots of influence over IPS. Depending on their politics, some folks like MT. Some don’t (Ultican, 2018). MT has 19 employees with an annual budget of \$14M. It’s raised over \$108M in funding since its 2006 inception. MT just got \$24M to advance charters, Innovation schools, and teacher recruitment (Colombo, 2019). What’s odd, MT promotes a “high quality education” while never defining what that is (Loflin, 2017).

See more on how much funding MT receives and from whom: <https://tultican.com/2018/01/04/the-mind-trust-attack-of-public-education-is-led-by-democrats/>

### A MT funded “independent” parent advocacy non-profit...Really?

Parent Power challenges anyone to believe with all the big, big money on the table regarding Indy charter or Innovation school initiatives, that MT’s parent organization will be “independent.” MT leader Brandon Brown stated such a separate group, “... might mean that eventually they may choose to advocate for something that is not the direction we want to go.” See: <https://www.chalkbeat.org/posts/in/2019/01/23/indianapolis-charter-booster-launches-parent-advocacy-fellowship/>. From the perspective of Parent Power, this is just hype.

An authentic and independent parent advocacy group would have started on its own. For example, parents did not start Stand for Children’s (SfC) parent organization Stand UP. It was started *for* parents, not *by* parents. It works *with* parents. What MT wants is also not *by* parents. MT will try to make the public think this is the case, but we all know a local group of parents did not self-organize and approach MT for funding. This is a MT idea.

### Here are 2 examples of truly independent parent groups

By reason of the fact that many of the teachers at their children’s IPS Montessori school were not Montessori certified, in 2011 IPS parents Star Adita and DeShawn Waiss formed Parent Power.

Parent Power is now the Indianapolis affiliate of Parents Across America (<http://parentsacrossamerica.org/>).

Like Parent Power on Facebook at: <https://www.facebook.com/Parent-Power-Indianapolis-113715475354342/>.

For more on Parent Power, see our nationally recognized “Talking Points”: <http://parentsacrossamerica.org/wp-content/uploads/2014/01/Parent-Power-TALKING-POINTS.pdf>

In 2017, Parent Power’s reputation and endorsement was an essential factor in USDOE’s awarding a \$2.75M

5-year grant to the IUPUI School of Education aimed at improving the development of ESL teachers. See: <http://www.insideindianabusiness.com/story/36830935/grant-to-fund-esl-development-for-teachers>.

Also, here's a Newark, NJ group that's truly independent. Check out Parents Unified for Local School Education (PULSE): <http://www.pulsenj.org/about-us.html>.

### MT's 3 strategies and 2 purposes regarding its Parent Advocacy scheme

#### 1. Go on local Black AM talk radio

To spread news about the parent advocacy concept, MT went on charter-friendly local Black AM radio. Listen to the show here: <https://praiseindy.com/2164427/community-connection-wednesday-january-23/>. New MT leader Brandon Brown brought Shannon Williams, MT's new vice-president of community engagement. She's the former president and general manager of the *Indianapolis Recorder*.<sup>3</sup>

Indianapolis citizens of all ages can't forget that back in 2017 Indy's Radio One (<https://urban1.com/radio-one/>) enabled the continued dismantling of our IPS. Maybe they thought they were doing a public service. Parent Power sees it otherwise: <http://vorcreatex.com/wp-content/uploads/2017/11/Without-parents-present-IPS-tries-to-engineer-the-consent-of-students-to-accept-its-plan-to-reinvent-high-school.pdf>.

#### 2. After losing 2 school board seats, try to win back the community by apologizing for years of neglect

During their radio "infomercial," MT's Brandon Brown finally apologized for the non-profit's misuse of their power over the last decade, admitting the organization never really sought community input regarding their policies, programs, and decisions. He promised to do better from now on: <https://www.chalkbeat.org/posts/in/2018/05/17/the-mind-trusts-new-ceo-pledges-to-listen-to-critics-and-look-to-parents-to-lead-reforms/>.

From Parent Power's perspective, this *mea culpa* resulted from the wake-up call MT received by the defeat of 2 of the 3 IPS board candidates it supported. Each lost despite all the thousands and thousands of dollars poured into their campaigns. Notably, there was the surprising defeat of one of the national faces of corporate school reform (privatization)--none other than Commissioner Mary Ann Sullivan. Along with the defeat of Commissioner Hoops, this was a solid rejection by voters of where both IPS and MT are heading.

We can see from official records Commissioners Sullivan and Hoops each took \$5,000 from Reid Hoffman co-founder of LinkedIn. Sullivan took \$2,000 from Laurene Jobs, the wife of the late Steve Jobs of Apple, Inc. (Question: Why are California billionaires funding IPS candidates?) Also, each took thousands from the Indy Chamber and the local MIBOR Realtors Association. To view their IPS campaign records, type their name in at this link: [https://www.indy.gov/workflow/search-campaign-finance-records/candidate\\_name\\_search\\_results](https://www.indy.gov/workflow/search-campaign-finance-records/candidate_name_search_results)

#### 3. Boost the need for parent engagement by selling the myth of the Achievement Gap

The major reason behind MT's call for a parent advisory group is the national emphasis on the so-called "Achievement Gap" pervading communities of color. The tragedy lies in that this "gap" is simply a social construct like race or adolescence. It is created by standardized testing and has nothing to do with education. Consequently, the Achievement Gap is no less than a political/business concept that has little basis in reality.

"To believe in the existence of any sort of achievement gap, some sort of racial hierarchy is actually to believe in a racist idea. The achievement gap between the races with whites and Asians at the top and blacks and Latinos at the bottom is a racist hierarchy. And this popular racist hierarchy has been constructed by our religious faith in standardized testing."<sup>4</sup>  
~ Dr. Denisha Jones, Trinity University

"Standardized tests have become the most effective racist weapons ever devised to objectively degrade Black minds and legally exclude their bodies."  
~ Ibram X. Kendi

See my history of standardized testing, exposing our Hoosier connections to it at: <http://vorcreatex.com/wp-content/uploads/2016/03/Past-present-Eugenics-standardized-tests-the-politics-of-school-reform-Hoosier-connections-challenges.pdf>

## The 2 purposes of MT's Parent Advocacy initiative

### 1. IPS and the portfolio model: Transforming IPS to an all-charter district

IPS intends to copy the “**portfolio model**” used in New Orleans. In this plan, our IPS would not be a school system, but a system of schools.

What MT is doing is teaming up with Stand for Children's Stand Parent University (Stand UP)

<http://stand.org/indiana/what-we-do/organizing-change-family-engagement-organizing/stand-university-parents> in a 2-pronged effort to win over parents of privatized and regular schools so they will embrace then “pitch” the charter/Innovation portfolio model ideology to the IPS board, city-county councilors, and state legislators.

### 2. Gain control of public education by getting around school board elections--the bedrock of American democracy: Have school boards privately selected

Please realize a board of a charter is selected--not elected like our IPS board. This mainly gives Marion County business interests majority control over (of all things) public education. See what Indy's Chamber gave to pro-choice candidate Sullivan: the Indy Chamber's Business Advocacy Committee donated over \$35,000: (\$4670 08/20/18; \$1000 10/16/18; \$5667.50 10/18/18; \$9667.50 10/22/18; 14,082.50 11/15/18=\$35,087.50). See p. 4 [https://isaapi.indy.gov/CampaignFinanceAPI/Document/Index?documentName=IPS+School+Board%5cSullivan%2c+Mary+Ann\\_schbd-msdips\\_2018-10-17\\_CFA-4-PE.pdf](https://isaapi.indy.gov/CampaignFinanceAPI/Document/Index?documentName=IPS+School+Board%5cSullivan%2c+Mary+Ann_schbd-msdips_2018-10-17_CFA-4-PE.pdf) and see p. 6 of [https://isaapi.indy.gov/CampaignFinanceAPI/Document/Index?documentName=IPS+School+Board%5cSullivan%2c+Mary+Ann\\_schbd-msdips\\_2019-01-11\\_CFA-4-ANN.pdf](https://isaapi.indy.gov/CampaignFinanceAPI/Document/Index?documentName=IPS+School+Board%5cSullivan%2c+Mary+Ann_schbd-msdips_2019-01-11_CFA-4-ANN.pdf).

The irony here for MT is while claiming a concern for social justice, by endorsing privately selected charter boards, they actually disenfranchise the very parents and communities they want to help. This design bypasses representative governance, the key to our democratic society, all while using these same disenfranchised taxpayer's money to run charters. This is simply the tyranny of taxation without representation.

#### Fox guarding the hen house

Indeed, state charter and Innovation school policy allows parents, or persons with concerns to be able to go to Mayor Hogsett's Indianapolis Charter School Board or the IPS board with their complaints. However, both boards are for privatization. So, this is just like going to the fox guarding the hen house with your concerns about the mistreatment of the chickens.

#### We can't have a true democracy if unelected private interests run our public schools

*Having boards of charters/Innovation schools not elected but selected “shortchanges” democracy by depriving students, their families, and their teachers the right to work as a community to control their very own schools.*

#### Why are people from outside Indiana trying to influence IPS school board elections?

Question: Why are people with big, big money from outside the state trying to influence the IPS school board elections? Could it be they are a part of the national Education-Industrial Complex? <sup>1</sup>

“When you control the schools, you control the future.” ~ Anonymous

#### SfC's “dark money” buys the IPS board enabling the privatization of public education

Note, we would not even be having this conversation if it weren't for the fact it was SfC's 501(c)(4) “dark money” that purchased the election of IPS commissioners in the 2012, 2014, 2016, and almost the 2018.

#### Buying school board seats is not just happening in Indianapolis

Purchasing school board seats by local and national privatization interests is happening all over the country (Cavanaugh & Sawchuk, 2012; Loflin, 2012; Strauss, 2017; Levine, 2018; Taketa, 2018; Henig, et al., 2019).

The issue here is the IPS election was not fair by any standard. The difference between campaign funds for pro-corporate reform candidates and their rivals was outlandish. See who had what: <http://vorcreatex.com/wp-content/uploads/2016/03/Who-Runs-Our-IPS.pdf>. Consequently, there was no authentic substance to the debates, and thus the democratic purpose of the election. Simply, no election was needed. The outcome was predictable, corrupted by SfC's dark money dollars. See: <https://www.wfyi.org/news/articles/how-much-money-stand-for-children-ips-school-board-elections-indiana-lobbying>; and,

<http://kheprw.org/chalkbeat-indiana-distorts-the-truth-about-ips-board-election-campaign-funding/>

This put certain IPS commissioners in positions to advance the neo-liberal plan of transferring public assets into private hands as IPS sells its schools and other property: the Coca Cola plant and now the possibility of the Ed Center and Broad Ripple HS. See: [Urban school reform is really about land development, not schools or reform.](#)

### **...and even more outside money**

Our IPS is one city of 7 to be funded by The City Fund (<https://relinquishment.org/2018/07/31/the-city-fund/>). See: <https://chalkbeat.org/posts/us/2018/12/09/city-fund-seven-cities-atlanta-indianapolis-newark-denver-san-antonio-st-louis-nashville/>.

The organization announced \$200M for the corporate privatization of public education ala New Orleans (<https://chalkbeat.org/posts/us/2018/07/31/the-city-fund-portfolio-model-200-million/>), a district now positioned to be entirely charter. See the above paragraph on the “portfolio model.”

**Question:** Who voted to have 501(c)(3)s like The City Fund (<http://curmudgucation.blogspot.com/2018/08/the-city-fund-plans-to-conquer-market.html>) have this much influence over public education? I didn't. Did you?

### **If MT truly wants to empower low-income families and families of color, they must support community-controlled schools defined by the democratic values of representative democracy and self-determination**

MT's Brandon Brown stated goal of the parent initiative is “to empower families--particularly low-income families and families of color...” The goal was co-signed by MT's new community engagement person Shannon Williams, the former president/general manager of the *Indianapolis Recorder*.<sup>3</sup> She's doing her job well by having a pro-corporate school reform commentary published in the *Recorder* (Williams, 2019).

#### **Local School Council (LSC)**

An independent parent initiative sounds good, especially if the idea is endorsed by someone like Shannon Williams. Yet, if MT really wants to empower parents, they would promote Chicago's LSC concept <https://cps.edu/lscrelations/Pages/LSCrelations.aspx>. Here 6 parents and 2 community members are elected every two years. LSCs also have a teacher and the principal. High school LSC's have a student representative. LSCs hire and fire the principal and oversee the functions of the school like the budget. Most Chicago schools are run by LSCs. LSCs were promoted here in 2012. <http://vorcreatex.com/wp-content/uploads/2019/02/Local-School-Councils-Can-democracy-save-our-IPS.pdf> Also see: [https://www.nuvo.net/news/news/a-grassroots-approach-to-school-reform/article\\_8ecc2a77-46aa-5674-a9f8-0c8c83c30677.html](https://www.nuvo.net/news/news/a-grassroots-approach-to-school-reform/article_8ecc2a77-46aa-5674-a9f8-0c8c83c30677.html)

#### **Transformational Community Schools (TCS)**

And, if MT really wants to empower parents, they would sponsor TCS. A TCS includes, but moves beyond the traditional community schools concept: <http://www.communityschools.org/>. A TCS makes sure all entities (providers/school personnel) who are not community residents, make it their duty to work themselves out of a job by finding a protégé from the community to eventually take over their position. This advances that community and their school from dependency to self-reliance and self-determination. See more details at: <http://vorcreatex.com/wp-content/uploads/2012/11/Transformational-Community-Schools-Advancing-from-dependency-to-self-reliance-and-self-determination.pdf>

Parent Power also recommends the community school Problem Solving Machines model used by Roosevelt Community Middle School. See: [https://populardemocracy.org/sites/default/files/Roosevelt-Community-Schools-Profile\\_Web%20\(1\).pdf](https://populardemocracy.org/sites/default/files/Roosevelt-Community-Schools-Profile_Web%20(1).pdf)

#### **Why charter models are neo-colonial and TCS are not: Ubuntu “I am because we are”**

This analysis argues charter/Innovation schools reflect neo-colonialism. Remember, in the past, European conquerors landed on the shores of North or South America, taking the land by force. Today's “colonizers” like The City Fund and MT, simply use lots of money to persuade locals and cleverly manipulate the education of the “neo-indigenous” (Thomas, 2016), i.e., the “...particularly low-income families and families of color.”

View Dick de Groot's TED Talk “What happens when we empower schools through our communities?” See how Ubuntu-based schools are more appropriate: <https://www.youtube.com/watch?v=O343xIVKQzw>.

Parent Power appreciates MT's noble concern for the poor of all colors, but we view MT as merely faux-liberators (Loflin, 2016a) wanting to gain power and control over public education for private purposes.

"...framing [the] hero...narrative, particularly for folks who are not from [urban] communities, is problematic. The model of a hero going to save this...other...can [be] traced back to colonialism..."<sup>5</sup> ~ Prof. Chris Emdin

### Challenges to MT

- Answer these questions:
  - What are schools for?
  - What does a Constitutional Democratic Republic require of its public schools?
  - When and where did the public vote to allow the 501(c)(3) Mind Trust to have this much influence over our public schools without direct public oversight our democracy requires?
    - The IPS board is accountable to voters/taxpayers. To whom/what is the MT board accountable?
- Define a "high quality education" (Loflin, 2017).
- Stop practicing neo-colonialism (Loflin, 2006). De-colonize<sup>5</sup> the Mind Trust, its board and employees.
  - Have MT employees and board read and discuss Paris/Alim's (2017) *Culturally Sustaining Pedagogy*.
  - Be seriousness that decolonization is not a metaphor (Tuck & Yang, 2012).
- View *Schooling the world: the white man's last burden* <https://www.youtube.com/watch?v=ONojrs3qBoQ><sup>5</sup>
- Stop enabling white supremacy; realize the unintended consequences of standardization (Loflin, 2019).
- Take seriously the critique of corporate school reform/school choice in Dr. Keith Benson's, "To the Black Education Reform Establishment: Be Real with Who You Are and Who's Interest You Represent" [file:///C:/Users/John/Downloads/To\\_the\\_Black\\_Education\\_Reform\\_Establishm%20\(1\).pdf](file:///C:/Users/John/Downloads/To_the_Black_Education_Reform_Establishm%20(1).pdf)
- Demand nationwide equity in school finance.
- Hold monthly community forums/dialogues hosted by a neutral party. This will ensure the Mind Trust is constantly monitored by the public and will also ensure *no one has that much power over a public entity (public schools/public education) without direct public oversight and accountability*.
- **Be transparent: Open your books. Let's see the salaries of MT employees on your website.**

"Unfortunately, the current educational reform movement has moved to a 'one-size-fits-all' model of teaching and testing; the argument and facts just presented indicate this approach is doomed to failure. Children of voluntary minority groups (groups other than the descendents of [kidnapped and] enslaved Africans) cannot succeed if what is most valued in school--individual achievement--is considered selfish egotism at home. Equally important, the 'one-size-fits-all' model loses sight of how alternative in-puts can enrich the dominant culture. For example, the [American] ideal of the self-fulfilled individual can, at the extreme, lead to widespread isolation, alienation, and violence. Hence, an emphasis on family responsibility and solidarity, so intrinsic to collectivistic cultures, can impart a moderating influence on our society."

~ Trumbull, Greenfield & Quiroz, "Cultural Values in Learning and Education"

### Solutions

- De-colonize traditional public education and charter schools
  - Stop equating education with assimilation.
  - Stop "The Master Narrative" (Jimenez, 2010) from being used as a basis of state curriculum.
- Make the critical consciousness (Loflin, 2016b) needed for critical citizenship,<sup>6</sup> education for liberation (Loflin, 2017), and Socially Just Schools (Smyth et al., 2014) the defining features of education for students living in neighborhoods of color.
- Bring in the concept of Local School Councils.
- Support the concept of Transformative Community Schools.

John Harris Loflin

Urban Education and Research

Parent Power --the Indianapolis affiliate of Parents Across America

Education-Community Action Team (E-CAT)

March 1, 2019

## Notes

**1. The Education-Industrial Complex (E-IC): Getting some of the \$600,000,000,000 US education budget**  
Because of all the money to be made extracting money from the \$600B US education budget, an E-IC has formed. The MT is one of many organizations making up this conglomeration of local, national, and international nonprofits, corporate entities, philanthropies, hedge funders, private organizations, and education entrepreneurs influencing public education policies and practices in accord with their own goals, objectives, educational ideologies, and of course their profit motives. E-IC, this global business coalition for education, has become a de facto education shadow state. See more in *The Great American Education-Industrial Complex: Ideology, Technology, and Profit* by Anthony Picciano and Joel Spring at: <https://www.amazon.com/Great-American-Education-Industrial-Complex-Sociocultural/dp/0415524148>

### Let's look at the fact\$

Just think of all the attention paid to privatization by philanthropic “investors” or hedge funder’s building today’s E-IC network: <https://billmoyers.com/story/hedge-funders-built-pro-charter-political-network/> Next, consider investment by billionaires: Gates, Bloomberg, the Waltons, Koch Bros., Zuckerberg, etc. Why do they care? <https://www.latimes.com/opinion/op-ed/la-oe-meyerson-billionaire-charters-20170526-story.html>

Look again at: <https://tultican.com/2018/01/04/the-mind-trust-attack-of-public-education-is-led-by-democrats/>

### Teach for All: The sun that never sets on the corporate school reform empire

Let's look at one more fact: Teach for All (TFAI) (<https://teachforall.org/>) is an essential network of the E-IC. View: <https://www.youtube.com/watch?v=cFvgqhfNjEw> and <https://teachforall.org/teach-your-country>, or <https://teachforall.org/country/india>. TFAI claims it is a growing network of independent partner organizations intentionally expanding TFA's theory of change on a global scale.

Other see TFAI differently: “Over the past two decades, teacher education has been increasingly conceptualized as a policy problem in response to what school reformers, policy makers, and philanthropists have depicted as a global education crisis necessitating national and international solutions. [TFAI], an organization that has sought to respond to global achievement disparities by recruiting elite university graduates to teach in underperforming schools has a presence in more than 45 countries and is a key player in education reform worldwide. In enacting its vision of educational change, TFAI has reshaped notions of teaching at the classroom level by positioning teachers as saviors, leaders, and social engineers; reconfigured city school systems through promoting privatization and deregulation; and contributed to the rapid neo-liberalization of education internationally by fundamentally altering educational policies and discourses on a global scale” (Crawford-Garrett & Thomas, 2018).

### 2. It's scary: The Mind Trust's alignment with global effort to take over public education

In *The Wiley Handbook of Global Educational Reform* (Saltman & Means, 2018), we can now see the basic features of education reform which helps us connect the dots by exposing the big picture of global trends toward: 1) establishing two underlying refrains of the neoliberal era: schools are failures and it is the fault of the teachers and the unions protecting them; 2) standardization of educational systems--emphasis on setting prescriptive benchmarks to measure success/outcomes; 3) finding streamlined ways of reaching standardized learning objectives; 4) transforming education based on corporate managerial models from the business sector; 5) schools adopting test-based accountability policies used to close “failing” schools and privatize them; and, 6) construct the school as a corporate business, and the school principal as entrepreneur--a change agent in ways that tempt educational professionals to mimic and enact identities and practices associated with corporate elites.

*The Wiley Handbook* reveals the deeper socio-historical realities to which organizations like MT and SfC, while claiming the mantle of progress/development, actually promote anti-democratic social relations.

We can now see the MT/SfC education reform model, viewed globally, undermines the role of education as a crucial part of developing economic, political, and cultural democracy. Such developments support the democratic transformation of the social relations which are needed to achieve equitable and sustainable futures. Read

a summary of each chapter at this link <https://onlinelibrary.wiley.com/doi/book/10.1002/9781119082316>. See [http://www.academia.edu/38448499/Introduction\\_Toward\\_a\\_Transformational\\_Agenda\\_for\\_Global\\_Education\\_Reform](http://www.academia.edu/38448499/Introduction_Toward_a_Transformational_Agenda_for_Global_Education_Reform) for the *Handbook*'s introduction.

3. **The hiring of Shannon Williams by MT makes sense.** From the perspective of Parent Power and E-CAT, the *Recorder* has unapologetically supported privatization of IPS, especially since the death of *Recorder* commentator Amos Brown in 2015. This policy will likely be maintained since her husband Robert Shegog took her place at the *Recorder* where he is now the paper's vice president and chief operating officer.

For example, the many past *Recorder* articles by charter /voucher supporters like Kevin Chavous should have been on the paper's editorial page, yet were given the status of news as would be the case for real journalists with authentic news. For example, please review one of the many *Recorder* sponsored Kevin Chavous opinions pieces the newspaper termed "Advotorials" perhaps so they could camouflage the author's and the paper's pro-charter bias. Open [http://www.indianapolisrecorder.com/education/article\\_3a195cd0-743e-11e4-9077-772419cff528.html](http://www.indianapolisrecorder.com/education/article_3a195cd0-743e-11e4-9077-772419cff528.html) to see "School choice emerging as issue for African-Americans."

I've been reading the *Recorder* since the 1980s. Regarding this issue, I did not see the *Recorder* ever publish direct rebuttals from readers to these pro-charter "sales pitches" masquerading as news.

Also see: "Kevin Chavous former Hoosier leader of the Black Alliance for Educational Options (BAEO) returns to Indiana to help destroy public education" at <https://shadowproof.com/2011/05/08/kevin-chavous-former-hoosier-and-leader-of-black-alliance-for-educational-options-returns-to-indiana-to-help-destroy-public-education/>

4. **"Puerto Rican IQ test"** While a Boston University grad student in the Teacher Corp Masters Program, educator Ruth Rodriguez recalled professors sharing an experiment carried out by a Puerto Rican psychologist in NYC in the 1950s. The psychologist developed an IQ Test using language and cultural issues relevant to Puerto Ricans. For example, instead of using "apples and grapes, he used "mangoes and quenepas." In the 1950s few white Americans were familiar with these 2 fruits. Instead of snow and skis, he used oceans and sports typical of the tropics. He then selected 100 students: 50 white and 50 recently-arrived students from Puerto Rico and administered the test. The results were astonishing. The Puerto Rican students, almost 100%, scored proficient, while the white students' scores were mostly in the "need improvement" category. <https://www.facebook.com/groups/teachersthrowingoutgrades/> Ruth Rodriguez, February 23.

5. **Understand that a colonizing mindset confuses education with acculturation and its counterpart assimilation** (Paris & Alim, 2017). As defined by globally acclaimed local activist Mari Evans (1989), acculturation is "to alter ... through a process of conditioning."

Education/educate comes from the Latin *educere* meaning to "lead/draw" out, thus nurturing self-actualization, not conformity via assimilation/acculturation.

Conscientization: a process of de-colonizing by which citizens: 1) abandon dys-consciousness--a habit of not thinking critically (including perceptions, attitudes, assumptions, and beliefs) which justifies inequity and exploitation by accepting the existing order of things as a given; and, 2) think critically about issues of power in relationship to privilege and oppression in different situations such as those in our public schools and classrooms.

"For the span of my memory [Indianapolis] has been a city of opposing wills, two faces firmly set toward different directions--one covertly determined to maintain the status quo, to continually block any access to power, or to parity; one, advocating an active morality and its right to inclusion as an equal person rather than a colonized one." ~ Mari Evans, *Clarity as Concept*

"Indianapolis, I tell my friends in other places, is a city where the preservation of Euro-American cultural traditions and the enhancement of those traditions has been consistent." ~ Mari Evans, *Clarity as Concept*

6. **"True democracy** does not use education to move the worker-citizen from unskilled to skilled. Instead, democracy relies on education to position every citizen to govern."

~ Antonia Darder in *The Art of Critical Pedagogy* (Duncan-Andrade & Morrell, 2008)

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## Resources

### Understanding colonization and de-colonization

De-colonizing education Part I

<https://nativenewsonline.net/opinion/decolonizing-education-part/>

De-colonizing School Systems: Racial Justice, Radical Healing, and Educational Equity inside Oakland Unified School District

<https://files.eric.ed.gov/fulltext/EJ1174506.pdf>

De-colonizing the Classroom

[https://www.nea.org/assets/docs/ADV102\\_DECOLONIZING%20THE%20CLASSROOM\\_QUETONE.pdf](https://www.nea.org/assets/docs/ADV102_DECOLONIZING%20THE%20CLASSROOM_QUETONE.pdf)

De-colonizing the classroom: Lessons in multicultural education

<https://www.rethinkingschools.org/articles/decolonizing-the-classroom-lessons-in-multicultural-education>

Decolonizing the Elementary Classroom: Possibilities and Constraints in the Common Core Era

<https://escholarship.org/uc/item/80w5n68p>

Education, Happiness, Mindfulness and Colonization: Reflections from Time with San Carlos Apache Nation.

[file:///C:/Users/John/Downloads/Education\\_Happiness\\_Mindfulness\\_and\\_Colo%20\(1\).pdf](file:///C:/Users/John/Downloads/Education_Happiness_Mindfulness_and_Colo%20(1).pdf)

It’s time to de-colonize that syllabus

<https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html>

Outline of Ten Theses on Coloniality and Decoloniality

[http://caribbeanstudiesassociation.org/docs/Maldonado-Torres\\_Outline\\_Ten\\_Theses-10.23.16.pdf](http://caribbeanstudiesassociation.org/docs/Maldonado-Torres_Outline_Ten_Theses-10.23.16.pdf)

Resolve to de-colonize and democratize the English curriculum in the era of globalization

<http://www2.ncte.org/blog/2018/06/resolve-to-decolonize-and-democratize-the-english-curriculum-in-the-era-of-globalization/>

“Se Hace Puentes al Andar”: De-colonial teacher education as a needed bridge to culturally sustaining and revitalizing pedagogy. Found in Paris & Alim (2017) *Culturally Sustaining Pedagogy*, pp. 225-246.

Toward an Indigenous, Decolonizing School

[file:///C:/Users/John/Downloads/Toward\\_an\\_indigenous\\_decolonizing\\_school.pdf](file:///C:/Users/John/Downloads/Toward_an_indigenous_decolonizing_school.pdf)

### Connecting the dots: Look who’s trying to take over our public schools, and why

[The] business of policy: a review of the corporate sector’s emerging strategies in the promotion of education reform.

[file:///C:/Users/John/Downloads/The\\_business\\_of\\_policy\\_a\\_review\\_of\\_the\\_c%20\(1\).pdf](file:///C:/Users/John/Downloads/The_business_of_policy_a_review_of_the_c%20(1).pdf)

Dismantling Public Education: Turning Ideology into Gold.

<https://nepc.colorado.edu/publication/dismantling-public-education>

[The] Dismantling of public education: Local control of education and charter schools will not improve public education in the United States.

[file:///C:/Users/John/Downloads/the\\_dismantling\\_of\\_public\\_education.pdf%20\(3\).pdf](file:///C:/Users/John/Downloads/the_dismantling_of_public_education.pdf%20(3).pdf)

DPE 2.0 The City Fund

<https://tultican.com/2018/08/18/dpe-2-0-the-city-fund/>

Education Cities is the National Organizer for the Destroy Public Education (DPE) Movement

<https://tultican.com/2018/01/20/education-cities-is-the-national-organizer-for-destroy-public-education-dpe/>

[The] Game is rigged, The (inequality by design) #Dr. Jeff Duncan Andrade

<https://liberate-ed.com/2017/06/06/the-game-is-rigged-inequity-by-design-dr-jeff-duncan-andrade/>

Hoosier School Heist: How Corporations and Theocrats Stole Democracy From Public Education

<http://vorcreatex.com/wp-content/uploads/2016/03/Hoosier-School-Heist-How-Corporations-and-Theocrats-Stole-Democracy-From-Public-Education.pdf>

How School Privatization Opens the Door for Discrimination. .

<https://nepc.colorado.edu/publication/privatization>

Mapping the Movement to Dismantle Public Education: It's not just the Koch brothers: a state by state look at the forces driving school privatization <https://www.jacobinmag.com/2018/06/public-education-privatization-koch-brothers-teachers>

Privatization of public education serves individuals, undermines the common good

[Privatization of public education serves individuals, undermines the common good](#)