

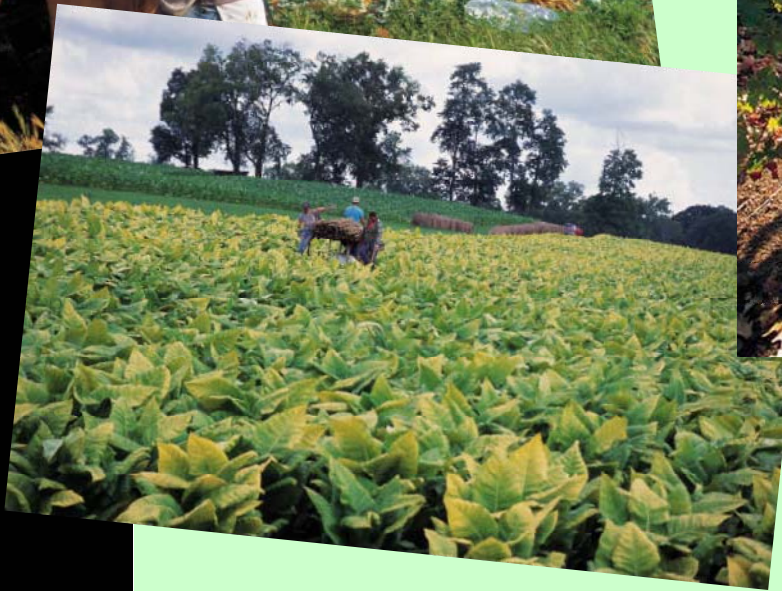


Industrial Areas Foundation

Washington Rural Organizing Project

Report

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History

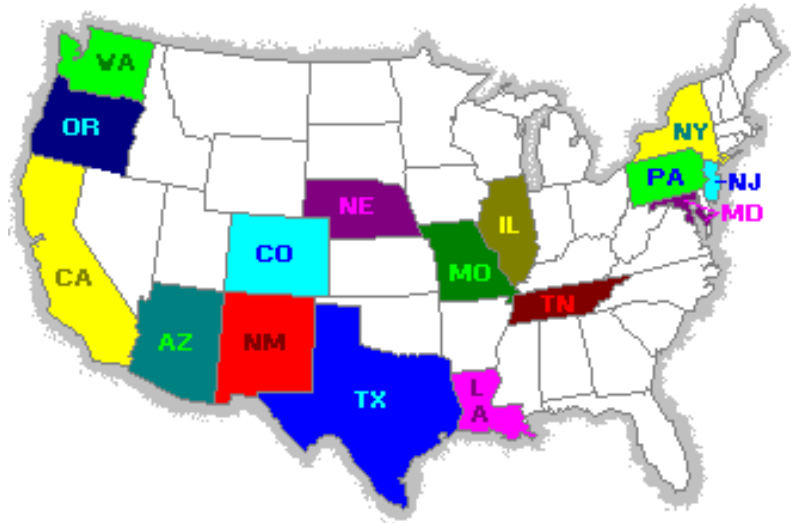
The Industrial Areas Foundation (IAF), registered in the state of Illinois in 1940, states the object for which it was formed as...

*to study the character and problems of American Industrial areas and to aid in the development of programs for the solution of those problems.*¹



Although founded by labor/social organizer Saul Alinsky, his name is conspicuously absent from the registration papers. Alinsky's method of organizing has evolved over the years, fine tuned with each successive organizing effort, to its present day accolade. The success of Alinsky's organizing efforts, however, was limited, most organizations failing to outlive the immediate cause for which they were organized until Ernesto Cortes, Jr, (shown left) who trained at the IAF school in 1971, began organizing around church congregations. The IAF now actively recruits church affiliations.²

Ernesto Cortes Today, organizations affiliated with the Industrial Areas Foundation are known to be in the coastal and border states of Louisiana, Texas, New Mexico, Arizona, California, Oregon, Washington, Illinois, New York, New Jersey, Pennsylvania and Maryland, and the internal states of Tennessee, Missouri, Nebraska, and Colorado; the IAF boasts "over 40 affiliated organizations around the country"³, the majority of which are found in Texas, New Mexico, Arizona, and California - states bordering Mexico. While all affiliates of IAF may hold autonomy, all affiliates are required to be IAF trained and have access to the IAF leadership training school and IAF seminars, books, materials, etc.



¹ From the original papers filed May 20, 1940 in Illinois.

² In the March, 1995, memo to Cynthia Clauson, Chrastil claims that "over 75% of the members of IAF affiliated organizations are churches." The proclivity of these people to throw out their church affiliations as a seeming measure of their credibility, honesty, and integrity makes their motives for so doing suspect.

³ March, 1995, memo from Joe Chrastil to Cynthia Clauson.

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Political Ideology and Agenda



Saul Alinsky

Alinsky, in his 1971 book, *Rules for Radicals*, noted his radical left wing inclinations in this passage from page one of the Prologue:

Few of us survived the Joe McCarthy holocaust of the early 1950s and of those there were even fewer whose understanding and insights had developed beyond the dialectical materialism⁴ of orthodox Marxism.

In the opening pages of *Rules for Radicals*, Alinsky states,

Lest we forget at least an over-the-shoulder acknowledgment to the very first radical ... known to man who rebelled against the establishment and did it so effectively that he at least won his own kingdom — Lucifer.

The impression one gets, in reading *Rules for Radicals*, is that Alinsky abhorred the very system of government that allowed him to pursue his ideology and his expression of discontent freely; that he believed the poor were the oppressed, everyone else the oppressors⁵; that any individual who had worked hard to make his fortune in a country that allowed and encouraged such, should share his wealth with the less industrious which falls in line with the Marxist/socialist ideology of redistribution of wealth. While the claim has been made that the Industrial Areas Foundation has moved away from the ideology of Alinsky, have they — or have they just become more subtle and patient in their approach? Some, cognizant of ...

1. the organizing techniques of IAF,
2. the political power base being gradually built in different states under different names,
3. the churches most generally found to be affiliated with IAF organizations, and
4. the socio-economic status of those most generally attracted to IAF organizations,

believe it to be the latter.

In the book, *Who Will Tell the People*, William Greider speaks to the need for the IAF to expand beyond its current class parameters:

Unless an organization can learn to build bridges across the class divide, it will never attain the kind of political girth that might threaten the status quo. In various

⁴ *Dialectical Materialism* — a social and economic theory elaborated by Karl Marx and others, and held by Communists, which maintains that social and economic evolution must inevitably proceed through stages of conflict between economic classes, the dictatorship of the proletariat, and the gradual atrophy of the state to the eventual emergence of a classless society. *The Worldbook Encyclopedia Dictionary*, Chicago: Double Day and Co, Inc; 1965.

⁵ This is also the basis of Liberation Theology — that the poor are the oppressed, all else the oppressors; that in the name of the Kingdom of God, the oppressed must rise up against the oppressor — if by violent means, then so be it. This theology is found in many third world churches, especially in Latin America; and has found its way into the Catholic Church in the United States, causing conflict with Rome. Liberation Theology aligns with socialist/Marxist ideology.

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*places, IAF organizations are already at work on the bridge building.*⁶

The venturing of the IAF and affiliates into the political arena is discussed. Also that the IAF "intends to expand its national base more rapidly."⁷ The strategy is explained by the IAF this way:

*Generally, our hope is that by 1996 we would be in twice the strategically located states as we are now and that would give us the capacity to develop either the regional or national base to look at national politics. If we were in the right fifteen or sixteen states, we wouldn't have to be in all fifty states. That would give us enough clout to be able to affect policies, whether it was through political parties or corporations.*⁸

The IAF is known to be in sixteen states - noted on page one. It becomes pretty obvious, in looking at a map, that the states chosen were not random, and although the IAF demurs at the mention of a political agenda, it definitely has one.

Funding

IAF organizations are required to be self-sustaining and financially independent.⁹ Member churches pay membership fees according to congregation size. This is over and above the initial IAF organizing fee (usually \$200,000) raised by member churches and organizations. The IAF has, however, received additional funding from sources familiar to researchers in education reform: the Rockefeller Foundation, Pew Charitable Trusts (also funds the New Standards Project), and the Carnegie Corporation of New York (also funds National Center on Education and the Economy). Cortes received a "genius" grant from the John D. and Catherine T. MacArthur Foundation (also funds the New Standards Project) in 1984.¹⁰

Connections to Education Reform

Sonia Hernandez, education consultant, on the board of trustees of National Center on Education and the Economy¹¹, is past leader of the IAF affiliated Communities Organized for Public Service (COPS)¹² in San Antonio, Texas. Ms Hernandez filled the role of "teacher" at the June 1990 San Antonio meeting of 150 community leaders from across the state of Texas who gathered to discuss and refine what they termed their "vision paper" on public education eventually entitled *The Texas I.A.F. Vision for Public Schools*.¹³ This meeting was one of a series of meetings that started in 1989, undoubtedly the result of the Rockefeller Foundation planning grant received by the IAF in 1989 for the purposes of ...

⁶ *Who Will Tell The People*, William Greider, Simon and Schuster, 1992, page 235.

⁷ *Ibid.*, page 236.

⁸ *Ibid.*, page 236-7.

⁹ *Ibid.*, page 225.

¹⁰ "Ordinary People", *Education Week*, January 25, 1995.

¹¹ Letterhead of National Center on Education and the Economy, January, 1995.

¹² This COPS should not be confused with the COPS (Community Organized Policing Service) programs in Spokane, Washington.

¹³ *Who Will Tell The People*, William Greider, Simon and Schuster, 1992, pps 226, 231.

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*develop[ing] a model for organizing low-income parents around the public education issues. Major goals of the project were to generate more parental involvement in the education of young children and to see if the IAF style of one-on-one organizing could build a constituency-based organization, which could then be integrated into the IAF structure of church-based local organizations.*¹⁴

Henry Cisneros, mayor of San Antonio, Texas, from 1981-89, spoken of in Mary Beth Roger's book, *Cold Anger*, as "one of COPS closest political allies,"¹⁵ now Secretary of HUD in the Clinton cabinet, and currently under investigation for "improprieties,"¹⁶ was part of the Carnegie Forum Advisory Council noted in the back of the book, *A Nation Prepared: Teachers for the 21st Century*, published in May 1986 by Carnegie Forum on Education and the Economy when Marc Tucker was Executive Director. Tucker later formed National Center on Education and the Economy, parent organization to the National Alliance for Restructuring Education (NARE).

The Industrial Areas Foundation joined the National Alliance for Restructuring Education (NARE) as a "public engagement" design task partner with the Public Agenda Foundation. According to the NARE proposal to the New American Schools Development Corporation (NASDC)¹⁷, the public engagement design task is to

orchestrat[e] citizen education campaigns,

that parents

must see themselves as collaborators¹⁸ in their child's education."

This will be accomplished through

*six week media campaigns that include daily newspaper and prime time television coverage on many aspects of education ... launched by media partners recruited by Public Agenda*¹⁹

and through community organizing. The goal is to

*foster sustained support for world class standards and a radically changed education system*²⁰

¹⁴ *Cold Anger*, Mary Beth Rogers, University of North Texas Press, 1990, page 210.

¹⁵ *Ibid*; page 27, footnotes to chapter state that "COPS and Cisneros had a close and complex relationship during his tenure as mayor, alternately assisting and attacking each other." (page 202).

¹⁶ The investigation is centered around payments made by Cisneros to a mistress and his failure to report those payments.

¹⁷ NASDC was established under the Bush Administration to oversee the restructuring of the American education system. NASDC is made up of businesses nationwide. Frank Shrontz, Chairman and CEO of The Boeing Company, sits on the Executive Board of the NASDC as a vice-chairman.

¹⁸ As opposed to the primary educator of their child, in control of what and how their child is taught, suggesting a shift of authority to the state.

¹⁹ Quotes enumerated here, unless otherwise indicated, are taken from the NARE proposal to NASDC, page 18.

²⁰ Bulletin put out by National Center on Education and the Economy, parent to NARE.

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by altering the attitude of the public regarding the focus and purpose of education through organized propaganda campaigns - such as has been seen before when the U.S Department of Education released the *Community Action Toolkit*²¹. In a concept paper, entitled *Engaging the Public: One Way to Organize*, produced by the IAF for the National Alliance for Restructuring Education (NARE), is stated,

As public schools are buffeted by the winds of politics over everything from funding issues to curriculum development, it is increasingly obvious that there is value in deliberately organizing communities around the support of schools and their restructuring. (highlighting added)

The concept paper goes on to outline the organizing techniques of the IAF.

Organizing Techniques

People who have been through the IAF leadership training describe a process that incorporates *group dynamics*²² into an organizing technique that can be used very effectively to manipulate people. That training is utilized most extensively in steps two and three of the IAF organizing principles:

1. *organize from an institutional base (such as church, civic organization, school, union)*
2. *develop relationships by building on the self-interest of individuals; and*
3. *provide for on-going, effective leadership training.*²³

Enumerating on number two and three, the concept paper states, on page 7:

Central to the IAF model for parental and community involvement is the use of the following types of meetings with parents, school personnel and community members:

1. *individual meetings*
2. *house meetings*
3. *strategic planning meetings*
4. *neighborhood meetings in churches and other community institutions*
5. *training sessions*

And on pages 11, 12, and 13:

...an investment in leadership training is a critical component of successful, effective

²¹ Put out and funded by the U.S. Department of Education in November, 1994; authored by Northwest Regional Educational Laboratories of Portland, Oregon. This *toolkit* is the ultimate in how to facilitate parents/community into ownership of the restructuring agenda.

²² "the investigation of cause-and-effect relationships within groups; the study of the interrelationships between members of the group, how it was formed, and how it reacts to other groups. ... includes the studies of cohesiveness, leadership, decision making, and subgroup formation." (*Dictionary of Psychology*, J.P. Chaplin, Ph.D.; Dell Publishing; 1985, p 200) In laymen's terms, it is a process which produces a change in thinking through interpersonal relationship building in a group setting; it is the clever psychological maneuvering of people in a group setting to effect the desired result.

²³ *Engaging the Public: One Way to Organize*; 1994, page 4.

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organizing.

Potential leaders are those who can build networks of relationships and are able to motivate and recruit people to accomplish that task. The organizing strategy of the IAF focuses less on those who have the "titles" of leadership and more on those who actually exert leadership in their communities - those who have followers.

The organizer should be professionally trained in organizing and leadership development, with an understanding of the tools of the IAF. We believe that the strategy outlined above will be most successful if implemented with the support of someone who has undergone IAF training and is (ideally) in an ongoing mentoring relationship with an IAF organizer for purposes of reflection and support. This does not mean that the strategy will be successful only if there is an established IAF organization in place in the community. Communities could send people to the IAF's national training (which occurs three times annually), or contract with the IAF for training sessions to be held in their communities.

The successful organizer organizes around issues of self-interest to the prospective group; organizers are cautioned against organizing around issues of their own interest. Community organizing begins with conversations in people's homes, ferreting out issues around which the largest number of people will come together for action, and, at the same time scouting for leaders and establishing interpersonal relationships that provide the "glue" that holds the organizations together, providing the political power. Such relationships, by their nature, also preclude dissension.

The process of group "discussion" is best clarified by this passage from *Who Will Tell the People*,

The discussion certainly did not resemble the fractious debates of a town meeting, where everyone pops off on whatever subject moves them. There was no debate to speak of. The format was highly structured and, ultimately, designed to avoid random digressions and encourage consensus.²⁴

This process is also spoken of in greater detail in the *Community Action Toolkit*, where how to conduct a meeting is discussed.

Many people, involved with education restructuring, have seen the manipulative consequences of this process, others are totally oblivious to a technique commonly referred to as the Delphi Technique²⁵. A more specialized form of this technique is called the Alinsky Method and is used very successfully on teachers.²⁶ In general, the process is known as *consensus building*. By whatever name known, the method is used very successfully by trained facilitators (or change agents) to move meetings to a preset conclusion. Even people well versed in the technique have been unable to disrupt the process to the point of exposing

²⁴ *Who Will Tell The People*; William Greider, Simon and Schuster, 1992, page 232.

²⁵ The Delphi Technique is a specialized form of the Hegelian Principle of thesis (opinion), antithesis (opposing view, opposition) and synthesis (the bringing together of opposites to form a new thesis); this facilitated process intended, through a continual process of evolution, to produce the oneness of mind relative to dialectical materialism.

²⁶ *Educating for the New World Order*; Beverly Eakman, Halcyon House, 1992, pages 122, 123.

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it or throwing it off-track.

The end result of this facilitated process being that while the organizing efforts may focus initially around an issue that will bring together the greatest number of people in a common cause, the body is, as a result of the facilitative process, moved to the IAF agenda. In the case of education reform, the body is facilitated into *ownership* of a preset agenda.

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Industrial Areas Foundation affiliates are registered in different states under different names. In Washington state, they are registered under, among others²⁷, the name of the Washington Rural Organizing Project (WROP) and the Washington Rural Organizing Project Research and Education Fund, with Joe Chrastil, Registered Agent.²⁸ Papers, filed in 1994, state the purpose of the organizations, respectively, as, "*Social welfare organization engaged in leadership training, research, public education, advocacy*" and, "*Research and education on issues of concern to residents of eastern Washington.*"

In January, 1995, the Washington Rural Organizing Project in collaboration with the Industrial Areas Foundation and the Washington Education Association began meeting with several selected²⁹ Spokane churches for the purpose of broad-based community organizing. From this collaboration came the Spokane Area Empowerment Pre-Sponsoring Committee. In November, 1995, a \$25,000 contract was signed between the Industrial Areas Foundation and the Spokane Area Sponsoring Committee³⁰. WROP is also known to be in the Yakima and Okanogan areas.

Parent Organizing Project

In January, 1995, the Washington Rural Organizing Project (WROP) in collaboration with the Washington Education Association (WEA), Nine Mile Falls School District, the Nine Mile Education Association (NMEA), the Mead School District and the Mead Education Association, began a community organizing project, known as the Parent Organizing Project (POP), in the Nine Mile Falls and Mead School Districts. In a March, 1995, memo to Cynthia Clauson, Superintendent of Schools, Nine Mile Falls School District, Chrastil states that he is paid for his "*work with Mead and Nine Mile schools by the Eastern Washington UniServ Council.*" What he didn't say was that his services were part of a contract between W. Patrick Dolan, labor consultant, and the Washington Education Association for the purposes of site-based management training for some twenty Eastern Washington school districts organized into the Eastern Washington Restructuring Network (EWRN) for the purposes of site-based management training. Nine Mile Falls and Mead School Districts, as participants in the EWRN,

²⁷ They are also known to be in the Seattle, Washington, area as the King County Organizing Project (KCOP), and in Portland, Oregon, as the Portland Organizing Project (POP). This may not, however, be the name of the action group formed.

²⁸ From papers filed in Washington state with the Office of the Secretary of State, 9-27-1990.

²⁹ By their own admission, they avoid "conservative" or fundamentalist churches.

³⁰ As stated on the contract. The information sent out to member churches, however, states "Spokane Area Empowerment Pre-Sponsoring Committee." This suggests that the pre-sponsoring committee became the sponsoring committee with the signing of the contract with the IAF.

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also agreed to participate in the Parent Organizing Project.

The purpose of the Parent Organizing Project is to orchestrate parent and community support and ownership for education restructuring through a process of leadership training and facilitation. In the above mentioned March, 1995, memo to Cynthia Clauson, Chrastil states,

WROP is affiliated with the IAF and the organizing philosophy and methods used in WROP and presented through training in the Parent Organizing Project have, for the most part, been developed and refined by IAF affiliated organizations.

The process, as before outlined in the IAF concept paper to the National Alliance for Restructuring Education (NARE), is the process being utilized in the Parent Organizing Project in the Mead and Nine Mile Falls School Districts.

In August, 1995, Chrastil attended a Campaign for Human Development conference in Chicago, Illinois. The Campaign for Human Development was established, according to the claims of some, as the Catholic church's funding mechanism for the Industrial Areas Foundation.

At the conference, Chrastil stated that WROP was started in the Yakima area approximately eight years ago; but the organization was looking for a way to re-organize to gain a larger membership. Chrastil spoke openly of forging a relationship with the Washington Education Association. He stated,

We were looking for organizations that had a membership, some independent money, and some kind of vision that was connected to their values. The advanced criteria were that we were looking for a membership that included some talented leaders, some people with connections. We were looking at the size; the bigger the better. We were looking at how strong people's identity was with the organization.

He commented on how, in Washington state, the NEA affiliate was an agency shop, making every teacher a member of one of the most powerful unions in the state; well funded with power at the state level. Chrastil went on to tell how, with the passing of the education restructuring law in Washington state mandating parent participation,

the union leaders saw that as an opportunity to broaden their political base...

That the union was worried that...

if they didn't organize systematically, that they were going to get the right-wing ideologues or people who just had an ax to grind.

So we developed a plan with the union, where the union put in some seed money and then we leveraged additional resources from the district to go in and start doing some deliberate parent organizing.

We're measuring what we more do by how many more parents are involved. It doesn't

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matter whether or not test scores substantially improve, as long as parents feel³¹ their kids are improving and they're making a difference, they're going to keep going. (highlighting added)

Chrastil further stating about the Parent Organizing Project,

This is not a decision-making body. This is an organizing body. (highlighting added)

When you've got interest and we're talking about sharing power and really doing something different, you've got to have a place for them (parents) to go. Critical study and learning about what's going on in school is important, but we also are now taking people into external action ... you know ... working on school levies or issues related to the delivery of social services.

The SEA collective bargaining agreement earmarks \$500,000 of District 81 (Spokane) money to be used for education restructuring. That \$500,000 had supposedly been set aside by District 81 to cover the increase in wages and benefits under the new contract. The wage and benefit increase was diverted, however, via the collective bargaining agreement, to restructuring:

\$200,000 will be budgeted to the Joint Committee for Site-Based Restructuring to support its participation in the Eastern Washington Restructuring Network and to support other school reform efforts such as, but not limited to the League of Professional Schools, the Parent Organizing Project, and the strategic plan. An additional \$300,000 will be allocated to building sites on a per pupil basis to support the restructuring efforts of the site. The monies may be utilized to supplement Student Learning Improvement Grants and other staff development dollars allocated to the building, or to implement site initiatives in support of the long range strategic plan. (SEA Tentative Agreement, August, 1995)

Of that \$500,000, Chrastil has received a contract for \$156,000 for the Parent Organizing Project, now called the Parent Involvement Program (PIP). This will allow for the hiring and training of an additional half time person.

In the Nine Mile Falls School District, beginning in January 1995 through June 1995, selected teachers and administrators received one half day release time once (possibly twice) per month to attend training sessions with Chrastil at Whitworth College. Parents were not allowed at these training sessions. However, teachers and administrators were allowed to, and did attend, the evening training sessions with parents. The question uppermost in many minds is why, if this is a parent organizing project, were teachers being trained, why were parents not allowed to attend the teacher training sessions, and why are teachers orchestrating the parent organizing project within the district? The obvious answer, considering the IAF organizing techniques, as well as the comments of Chrastil at the CHD conference in Chicago, is to control the process; to ensure that the IAF education restructuring agenda, which aligns with the Goals 2000 restructuring agenda, is implemented.

This is further demonstrated in comments made to a Nine Mile Falls School District parent. In

³¹ As opposed to *know*. "Feel" denotes emotion, not an analytical thought process.

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November, 1995, a POP conference was held in Ellensburg, Washington. Several parents in the Nine Mile Falls School District were approached about attending but could not. One POP parent asked why she was not contacted about going. She was told *by a district employee* that she wasn't asked to go because she belonged to the local parent coalition; that she "*might sabotage the group*". When the parent asked how, if the POPs is above board and up front, could a parent sabotage it, the employee replied that such a parent wouldn't be supportive of the program and so would be on a "different level" as to how things should be done. Very telling indeed!

At the March 20, 1995, POP meeting held at Whitworth College, it was stated that the groups would develop a mission statement for each school. At the same time each site LIT (Learning Improvement Team)³² is being charged with the same task - of coming up with the mission statement for each school. This concept is addressed in the IAF concept paper to NARE:

Based on their discussions, the leadership team then drafts a tentative mission statement for the school, or affirms the existing mission statement if it does in fact reflect their collective vision of the future, and how they believe that vision can become a reality. The mission statement is then presented to the larger community for affirmation.

In other words, the LIT will write the mission statement, and the POP group will be facilitated into accepting it. The exact same process, used to "write" the Nine Mile Falls School District Essential Learnings - the behaviorally oriented and subjective exit outcomes that read almost word for word those of Lake Washington on the west side, is being used here to give the appearance that there is parent/community involvement and ownership in building the mission statement, and undoubtedly the benchmarks for each school site. This is the "facilitated" process that Northwest Regional Educational Laboratories is so proud of that they incorporated it into their Community Action Toolkit, funded by the U.S. Department of Education. The basis and purpose of this facilitated process can be found in this quote from The Change Agents Guide³³:

*...not until the late 1940's, when American behavioral scientists began exploring and developing the ideas of the émigré psychologist Kurt Lewin, did we really have anything like a systematic science and practical craft of **planned change** in the kinds of social systems that matter most – families, small groups, organizations, communities. (highlighting added)*

At the March, 16, 1995, meeting of the Nine Mile Falls School Board, a request was made - both verbally and in writing - for disclosure of all materials - videos, audio tapes, handouts, workbooks, worksheets, etc., to which parents and teachers had been or would be subjected during the POP sessions held at Whitworth College; also the cost to taxpayers for this in-

³² The site-based council. There is a LIT team at each school. These are the decision-making bodies in each school.

³³ The Change Agents Guide; Havelock, Ronald G. with Steven Zlotlow; Englewood Cliffs: Educational Technology Publications; 1995. This is the revised second edition printing of The Change Agents Guide to Innovation in Education which was put out under contract to the U.S. Department of Education in 1973. Havelock also authored Training for Change Agents, also under contract to the U.S. Department of Education in 1973. This was the initial guide for training facilitators (change agents).

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service training. This is information that every taxpayer in the Nine Mile Falls School District has a right to see on request. That information has not been forthcoming. (This information was never received although the purpose of those meetings becomes obvious in the facilitation technique used to ensure the outcome.)

Summation

It is very telling that in the whole of the IAF concept paper, it is the parent and community who must be *taught* how to become meaningful participants in education restructuring, not that education restructuring should reflect the wants of the parents and community (except as facilitated). To this end, trained facilitators (also known as change agents) are being brought in, not to educate, not to find out what parents really want in the education of their children, but to ensure that restructuring in the school districts is uniform with restructuring across this state, across this nation; *to facilitate parents into ownership of the process of education restructuring*. This is very important to the overall health of the restructuring process; for if parents can be facilitated into ownership of education restructuring, there will be less resistance to it. This concept is stressed repeatedly in the *Community Action Toolkit*.

Quite obviously, considering the remarks of Chrastil at the Chicago CHD conference, the Parent Organizing Project, re-named last month as the Parent Involvement Project, was embarked upon to ...

1. increase the power base of the WEA, and
2. increase the power base of the Washington Rural Organizing Project.

The well-being and education of the children doesn't seem to be of overwhelming concern.

The Parent Organizing Project³⁴ will circumvent the power of the elected school board by establishing participatory democracy wherein POP parents/community members are *appointed as the voice of the community* to the site-based councils where the decisions effecting the operation and maintenance of the school will be made. This is the true essence of the phrase *democratic society* spoken of repeatedly in education restructuring material, in which the representatives of the people are selected, not *elected*. Quite obviously, only parents/community members who agree with the IAF ideology will be heard, precluding any parent who does not agree. This effects a left-wing takeover and stranglehold over the schools. This, in turn, will have a obvious effect on what children are taught.

The activities of the IAF/WROP are best summed up in this quote from *The Legacy of CHD* by Paul Likoudis (1994),

As for the poor, for whom CHD alleges to have such concern, their lives are never improved; their poverty is never eased or escaped. They are just voters – and pawns in leftist politics.

³⁴ Also known as the Parent Involvement Project and the Parent Involvement Committee.