

Dr. James Milgram of Stanford University, the only mathematician on the Common Core Validation Committee, refused to sign off on the math standards. Dr. Milgram maintains that the math standards will, by eighth grade, leave American students two years behind their peers in high performing countries.<sup>11</sup>

One parent of a second grader commented that the math curriculum is “cumbersome, confusing and frankly, quite absurd!” Rather than moving on to multiplication, her second grader re-learned how to add and subtract via Common Core. *Shouldn't a decision that radically alters the education of our children be weighed much more carefully?*

**What's next?** Expect an aggressive push for states to adopt national standards in science, social studies, and sex education just as they have in English and math.

### Common Core Has a High Price Tag

Costs associated with the new standards and assessments are estimated to be nearly \$16 billion over the next seven years.<sup>12</sup>

The price tag includes the costs for professional development, new textbooks and instructional materials, computerized testing, and data-tracking systems.<sup>13</sup> The bulk of the costs will fall onto the states and local districts as unfunded mandates. *When our nation is \$16 trillion in debt, can we afford this untested and never piloted education scheme?*



### Common Core Will Affect Private and Home School Students

Private and home school students will not be immune from Common Core. According to the Home School Legal Defense Association (HSLDA), “common curriculum and tests based off common standards could be very harmful to homeschoolers if their college of choice refuses to accept a student’s high school transcript if it is not based on the CCSS.” Furthermore, HSLDA states, “And our greatest worry is that if the CCSS is fully adopted by all states, policy makers down the road will attempt to change state legislation to require all students—including home school and private school students—to be taught and tested according to the CCSS.”<sup>14</sup>



### What you can do to STOP Common Core:

- ◆ Educate yourself and others on the Common Core.
- ◆ Visit [ConcernedWomen.org](http://ConcernedWomen.org) for more information.
- ◆ Call, e-mail or write your governor and state legislators today and tell them to withdraw your state from the Common Core.
- ◆ Contact your local CWA state director for more information and for how you can help stop the Common Core in your state.

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#### Endnotes:

<sup>1</sup>*Benchmarking for Success*, by NGA, CCSSO, and Achieve, Inc, at p. 24, <http://www.achieve.org/files/BenchmarkingforSuccess.pdf>. (Dec. 2008).

<sup>2</sup>Office of the Press Secretary. (November 2011). Retrieved from <http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

<sup>3</sup>U.S. DEPT of EDUC, ESEA Flexibility Request, at pp. 9-10 (2011), available at <http://www.ed.gov/esea/flexibility>.

<sup>4</sup>General Education Provisions Act; Department of Education Organization Act; Elementary & Secondary Education Act of 1965.

<sup>5</sup>Secretary of Education, Arne Duncan. “Robust Data Gives Us The Roadmap to Reform.” June 8, 2009.

<http://www2.ed.gov/news/speeches/2009/06/06082009.html>. (Accessed on April 23, 2013).

<sup>6</sup>Emmett McGroarty and Jane Robbins, “Controlling Education From the Top Down- Why Common Core Is Bad for America,” May 2012, <http://americanprinciplesproject.org/wp-content/uploads/2012/05/Controlling-Education-From-the-Top.pdf>.

<sup>7</sup>“The National Education Data Model.” Education Data Model (National Forum on Education Statistics). Strategies for Building Education Software Systems. U.S. Department of Education, <http://nces.ed.gov/forum/datamodel>. (Accessed on April 23, 2013).

<sup>8</sup>Common Core State Standards Initiative, About the Standards, <http://www.corestandards.org/about-the-standards>, (last accessed April 25, 2013)

<sup>9</sup>Statement of Zef Wuman Regarding Common Core Mathematics Standards, “Controlling Education From the Top, Why Common Core is Bad for America”, May 2012, page 24. <http://americanprinciplesproject.org/wp-content/uploads/2012/05/Controlling-Education-From-the-Top.pdf>

<sup>10</sup>Statement of Dr. Sandra Stotsky, “Controlling Education From the Top, Why Common Core is Bad for America”, May 2012, page 21. <http://americanprinciplesproject.org/wp-content/uploads/2012/05/Controlling-Education-From-the-Top.pdf>

<sup>11</sup>Written Testimony of R. James Milgram, Professor Emeritus, Stanford University, member of the Common Core Standards Validation Committee <http://mathexperts-qd.blogspot.com/2011/04/prof-r-james-milgram-rejects-adoption.html> (last accessed April 25, 2013).

<sup>12</sup>AccountabilityWorks, *National Cost of Aligning States and Localities to the Common Core Standards*, Pioneer Institute and American Principles Project, Feb. 2012.

<sup>13</sup>AccountabilityWorks, *National Cost of Aligning States and Localities to the Common Core Standards*, Pioneer Institute and American Principles Project, Feb. 2012.

<sup>14</sup>William A. Estrada, “Common Core State Standards Initiative: Too Close to a National Curriculum”, December 17, 2012, <http://www.hskda.org/docs/news/2012/201212170.asp> (Accessed April 23, 2013)



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## An Unconstitutional Experiment on Our Children

### Stop Common Core



An experiment destined for failure, loss of local control, loss of parental rights, loss of privacy, high costs and more

Those of us old enough to remember the New Math, Goals 2000 or School-to-Work can identify with the new Common Core State Standards as a re-packaging of failed policies and practices. Throw loss of local control, parental rights and privacy into the mix and we have a recipe for disaster.

### **What is the Common Core?**

The Common Core State Standards (CCSS) is a set of national K-12 standards in math and English language arts currently being implemented in 45 states and Washington, D.C. The CCSS were developed behind closed doors by a left-leaning Washington, D.C.-based non-profit group.<sup>1</sup> Supporters of the CCSS claim that the development of the standards was a “state-led” effort, but that simply is not true. Neither state boards of education, state legislators nor local education officials, school leaders, teachers, nor parents were included in the development, evaluation, and adoption of CCSS.

In 2009, when states’ budgets were tight, states were given the opportunity to compete for Race to the Top grants.<sup>2</sup> Additionally, states could also apply for the No Child Left Behind waiver



starting in 2011.<sup>3</sup> That was the carrot. The stick was the adoption of CCSS and its accompanying assessments. Most states agreed to the standards and assessments scheme — sight unseen. *By implementing untested and unvetted standards, both students and teachers are participating in an absolute experiment.*

### **Common Core is an Assault on States’ Rights and Local Control**

The CCSS initiative is unconstitutional and is an affront to states’ rights as outlined in the Tenth Amendment.



Furthermore, three federal statutes prohibit the federal government from guiding the educational curriculum of the states.<sup>4</sup>

With such a diverse population in the United States, local control of education is best, whereby parents, teachers and taxpayers have a voice. Because the states must agree to adopt the CCSS verbatim, there is now no local recourse if the standards prove to be a failure. Under Common Core, *states have sacrificed their sovereignty and local control and have been reduced to mere administrative agents.*

### **Common Core Threatens Student and Family Privacy**

U.S. Secretary of Education Arne Duncan said in a June 8, 2009, speech, “Hopefully, someday, we can track children from preschool to high school and from high school to college and college to career.”<sup>5</sup> This should send a chill down the spine of every parent.

States that chose to take federal money via the 2009 Stimulus bill had to agree to build expensive high-tech systems to track student performance and other personal data.

Further, in January 2012, the United States Department of Education, without Congressional approval, changed the Family Educational Rights and Privacy Act to allow the transmission of students’ personally identifiable information “to any governmental or private entity designated by the Department and others as an ‘authorized representative,’ for the purpose of evaluating an education program.”<sup>6</sup>

This National Education Data Model recommends collecting data such

“How many school years will be sacrificed? How many student successes will be sacrificed? How many good teachers will be sacrificed? How many choices will be sacrificed? The answer is too many and my kids are going to be wrapped up in its web.”  
—A frustrated parent

as academic performance, disciplinary history, family income, religious affiliation, health history, etc. — over 400 data points in all<sup>7</sup>—without parental consent!

### **Common Core is a Lowering of Education Standards**

Proponents claim that the Common Core standards are “rigorous,” “evidenced-based,” and will make students “college-ready.”<sup>8</sup> However, curriculum experts believe the Common Core standards are below average and only prepare students for a community college rather than a four-year university.<sup>9</sup>



Dr. Sandra Stotsky, Professor Emerita at the University of Arkansas served on the Common Core Validation Committee and refused to sign off on the English language arts standards. She cited poor quality, empty skill sets, the de-emphasis on literature and low reading levels. She is concerned that the reading level that will assume students “college ready” will be seventh grade level.<sup>10</sup>

Equally disturbing is the prominence of nonfiction “informational texts” such as technical manuals, government documents, brochures and menus rather than highly regarded classic literature.