

**REASONS TO RESCIND & DEFUND CESS TO SAVE ALABAMA VALUES & STATES' RIGHTS**



***The Legislature is the Last Line of Defense to Stop the Federal Government’s Assault On Alabama’s Values and States’ Rights***

This is a Resource Guide to Understanding Common Core Standards and its Impacts  
Published December 2012

The purpose of this document is to bring together in one place the many issues regarding Common Core to serve as a resource guide to help legislators, community leaders and other concerned citizens understand what Common Core is; what's at stake; how it's backed and funded by special interests that have either a leftist ideological agenda or stand to profit financially; how student and family privacy, Alabama values and states' rights will be sacrificed; and how Common Core evolves into a federal takeover of education. This document breaks down many topics with a brief narrative, primarily using quotes from education experts, and includes a comprehensive reading list for those wanting more background information.

**Many people from many different organizations helped research and write the articles in this resource guide. Immense thanks to all!**

If you would like your name or organization added to the list that opposes Common Core Standards, listed at the front of this guide, please let us know.

Comments or questions should be submitted to: [info@AUEE.org](mailto:info@AUEE.org)



*"There's a revolution happening, and you probably don't even know it.  
While you've been worrying about wars, spills and bailouts, Washington has been taking over your schools  
... Amazingly, almost no one's heard about it.  
But that's exactly what standardizers, who know national standards' fatal flaws, want ....*

*"The disturbing reason that national standards have been flying under the radar:  
Stealth is essential for its proponents to succeed."*

Neal McCluskey, Cato Institute & Author "Honey, When Did The Feds Take Over The Kids' School?", August 12, 2012



# ALABAMA LEGISLATORS THAT OPPOSE COMMON CORE

U.S. Senator Jeff Sessions  
U.S. Rep. Spencer Bachus  
U.S. Rep. Mike Rogers  
AL Sen. Slade Blackwell  
AL Sen. Paul Bussman  
AL Sen. Del Marsh  
AL Sen. Greg Reed  
AL Sen. Jeb Waggoner  
AL Rep. Richard Baughn  
AL Rep. Steve Clouse  
AL Rep. Jay Love  
AL Rep. Barry Moore  
AL Rep. Greg Wren

U.S. Senator Richard Shelby  
U.S. Rep. Mo Brooks  
AL Sen. Gerald Allen  
AL Sen. Dick Brewbaker  
AL Sen. Rusty Glover  
AL Sen. Arthur Orr  
AL Sen. Clay Scofield  
AL Sen. Tom Whatley  
AL Rep. Paul Beckman  
AL Rep. Lee Johnson  
AL Rep. Mary Sue McClurkin  
AL Rep. Kerry Rich

U.S. Rep. Robert Aderholt  
U.S. Rep. Martha Roby  
AL Sen. Scott Beason  
AL Sen. Ben Brooks  
AL Sen. Bill Holzclaw  
AL Sen. Trip Pittman  
AL Sen. Cam Ward  
AL Rep. Jim Barton  
AL Rep. Jim Carns  
AL Rep. Wes Long  
AL Rep. John Merrill  
AL Rep. Mark Tuggle

Also, Governor Robert Bentley and Lt. Gov. Kay Ivey oppose national Common Core standards  
As do State Board Members Stephanie Bell & Betty Peters

# ORGANIZATIONS THAT OPPOSE COMMON CORE

AL Alliance against Abortion  
AL Conservative Network  
Alabama Tea Party Express  
Athens-Limestone Patriots  
CATO Institute  
Christian Home Education Fellowship of Alabama (CHEF of Alabama)  
Common Sense Campaign  
Concerned Women for America of Alabama  
Covington County TEA Party  
Fairhope TEA Party  
Foundation for Moral Law  
Heartland Institute  
John Birch Society  
Montgomery Tea Party  
Pacific Research Foundation  
Prattville TEA Party  
Robert O. Burton, P.C.  
U.S. Coalition for World Class Math  
Wiregrass Patriots  
Barbour County GOP Ex Com  
Mobile County GOP Ex Com  
Tuscaloosa County GOP Ex Com

AL Christian Education Association  
AL Federation of Republican Women  
Alliance for Citizens Rights  
Barbour County Tea Party  
Chastain Heating & Air Conditioning  
Common Sense Tea Party Patriots of Covington County  
Concerned Patriots Club  
Eagle Forum of Alabama  
Family Research Council  
Ft. Mitchell Patriots  
Heritage Foundation  
Lexington Institute  
National Assoc. of Scholars  
Patriots of Liberty TEA Party  
Rainy Day Patriots  
Smart Girl Politics  
Washington Policy Center  
ALGOP Steering Committee  
Coffee County GOP Ex Com  
Morgan County COP Ex Com  
Walker County GOP Ex Com

AL Citizens Action Program  
Alabama Policy Institute  
Allied Women of Alabama  
Bullock County Tea Party  
Christian Educators International  
Common Sense Patriots  
Conservative Christians of AL  
East Alabama Patriots  
Focus on the Family  
Greenville TEA Party  
Home School Legal Defense Fund  
Liberty Tea Party Patriots of Morgan Cty  
Nat'l Conference of State Legislators  
Pioneer Institute  
Reason Foundation  
Tea Party Patriots of Alabama  
Wetumpka Tea Party  
Autauga GOP County Ex Com  
Dale County GOP Ex Com  
Shelby County GOP Ex Com  
Al State Executive Committee

# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



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# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



## REASONS CONSERVATIVES SHOULD OPPOSE COMMON CORE AND RACE TO THE TOP: A Conservative Teacher's Views

### Conservatives Should Oppose Common Core

“Conservative patriots and Republicans should always seek to try to decentralize power as much as possible. By ... pushing decisions to the local level, decision makers can see the real life effects of their decisions and realize the true cost of their decisions, bringing more humanity to our Republic. The Standards that are being developed are coming out of a distant central bureaucracy (National Governors Association (NGA) and the Council of Chief State School Officers), likely packed with lots of ‘education experts’ like Bill Ayers, and received little to no input from any teacher. These elitist efforts to attack federalism and centralize power with distant experts is to be opposed in almost all its forms.”<sup>1</sup>

### Reasons Conservatives Should Oppose *Race to the Top*

- 1) Conservatives always try to decentralize power as much as possible. *Race to the Top* does not do this. It bribes the states into giving the central government in Washington, D.C. more centralized decision-making power over our education system.
- 2) Earmarks are corruption. RTTT is a \$4.35 billion incentive program that awards prizes to districts for meeting a certain criteria. It will not be an open and transparent process that fairly distributes grants to the districts, but will instead steer money to politically favored districts.
- 3) The louder they scream “emergency,” the more suspicious you should be. The supposed reason why we should pass RTTT with such a short timeframe is that our education system is in a crisis. This is only an excuse to jam through massive bad legislation to prevent a thorough analysis and public awareness.
- 4) Grassroots are your friend. What RTTT does is attack teachers, all teachers, and pretend that they are all incompetent and bad teachers, and that empowering the central government more to distribute gifts and prizes for things central government likes will somehow make the education system better. Teachers aren't bad people. What is bad is the government structure that they operate in, the forced unionization, etc. RTTT attacks the people, and you should never support legislation that attacks people.
- 5) We will never control spending unless we change the system. This program steers money intended for “economic stimulus” into prizes for school districts, prizes that they will become dependent on and become addicted to. It creates and enlarges a system of out-of-control spending and does nothing to help school districts become more efficient in delivering high-quality education to students.
- 6) We don't need new laws; we need reform. RTTT is yet another multiple-billion dollar new program that only supports and extends and strengthens the existing system, and does not really reform it. Oh, I know there is some good in it, but the main thrust of it is not to reform the system, but to put in place new laws, and thus a good conservative should oppose it.
- 7) It's better to kill a bad bill than improve it. Some will say since there's some good in it, and we need the money, and education is in a crisis, blah, blah, blah, we should work with it. It's this type thinking that sometimes slowly corrupts good men. It's better to just kill it and start over with real reform that decentralizes federal government's influence in education.



## COMMON CORE ROLLS OUT PARENTAL OPPOSITION NATIONWIDE

By Robert G. Holland  
September 4, 2012

As schools open this fall, battle lines are forming over the rollout of Common Core (CC) national standards, the specifics of which have only recently started coming to public attention. On paper, the fight would appear to be a mismatch.

You have on the pro-CC side:

- The Obama-led U.S. Department of Education, the agency with the fastest-growing discretionary spending in the federal government (now approaching \$70 billion) and a matching itch to dictate.
- Achieve, the corporate-led outfit that started marshaling big-business clout behind national standards in 1996, during the Clinton years.
- Inside-the-Beltway organizations such as the Best Practices Center of the National Governors Association and the Council of Chief State School Officers, which sponsored the handpicked Common Core writers.
- Not least, Microsoft magnate Bill Gates, whose foundation has pumped tens of millions of dollars over the past decade into the educationist organizations, including the teachers unions, that back the Common Core agenda. Gates has gone even further by subsidizing think tanks on both sides of the education-reform divide in clear hopes of winning favor for the Common Core, which is to be linked with national tests administered online.

And on the anti-CC side of the battle, you have:

- Moms, everyday moms.

There are some dads, too, but moms are leading the anti-Common Core charge in a growing number of states. And by no means are they all conservatives. Never underestimate the power of moms .... Interviews with activist moms [in several states] ... indicated they all abhor the federal power grab, and they have other concerns in common. These include: the way parents have been kept in the dark about radical changes in their kids' instruction, the heavy involvement of special-interest groups that are unaccountable to the public, and the mediocre quality of the national English and math standards.

Some subject-matter specialists have pegged the reading level of CC high-school English at the 7<sup>th</sup> grade, with a drastic de-emphasis of classic literature in favor of workforce-oriented material. And they say the definition of "college-readiness" in CC math corresponds with a nonselective community college, not a university.

[As one Indiana mom stated:] "We have found that most Hoosiers, including most legislators, have never heard of Common Core until just recently. The majority of the teachers we have spoken to ... don't like it. They cite the lack of clarity and quality."

In Utah [one mom] says she "did not hear about this new direction until a year after we had adopted the standards. As more parents learn for the first time what's happening, our numbers keep growing.

A parent-activist in Georgia [states] that "taxpayers have yet to understand that their rights to representation in the educational policies of this state are being stolen from them."

In many respects, the current moms-versus-monolith battle resembles that of the 1990s, when forces aligned with the federal Goals 2000 movement sought to force a national School-to-Work curriculum on all schools. Moms slowed down the juggernaut then. Don't bet against them stopping it this time.

Robert Holland is a senior fellow for education policy at The Heartland Institute, and author of *Not With My Child, You Don't* (1995), a book about the parents' revolt against nationalized K-12 education.



## SHOULD THE WHITE HOUSE CONTROL WHAT YOUR KIDS LEARN?

EXCERPT from Stanley Kurtz's book,

*"Spreading the Wealth: How Obama is Robbing the Suburbs to Pay for the Cities"*

*"President Obama has told the American public next-to-nothing about his plans to undercut the political and financial independence of America's suburban school districts.*

*"Obama is quietly busy making an end-run around our constitutional system, which forbids federal control of what your children learn in school. Step one, already well under way, is a dumbed-down national curriculum designed to artificially suppress achievement gaps between urban and suburban students. The right way to help poorly performing students is not to gut standards but to raise achievement, yet Obama is committed to defining performance down. That's why the president's ultimate goal is to erase the differences between local school districts with a massive redistribution of suburban education spending to the cities...*

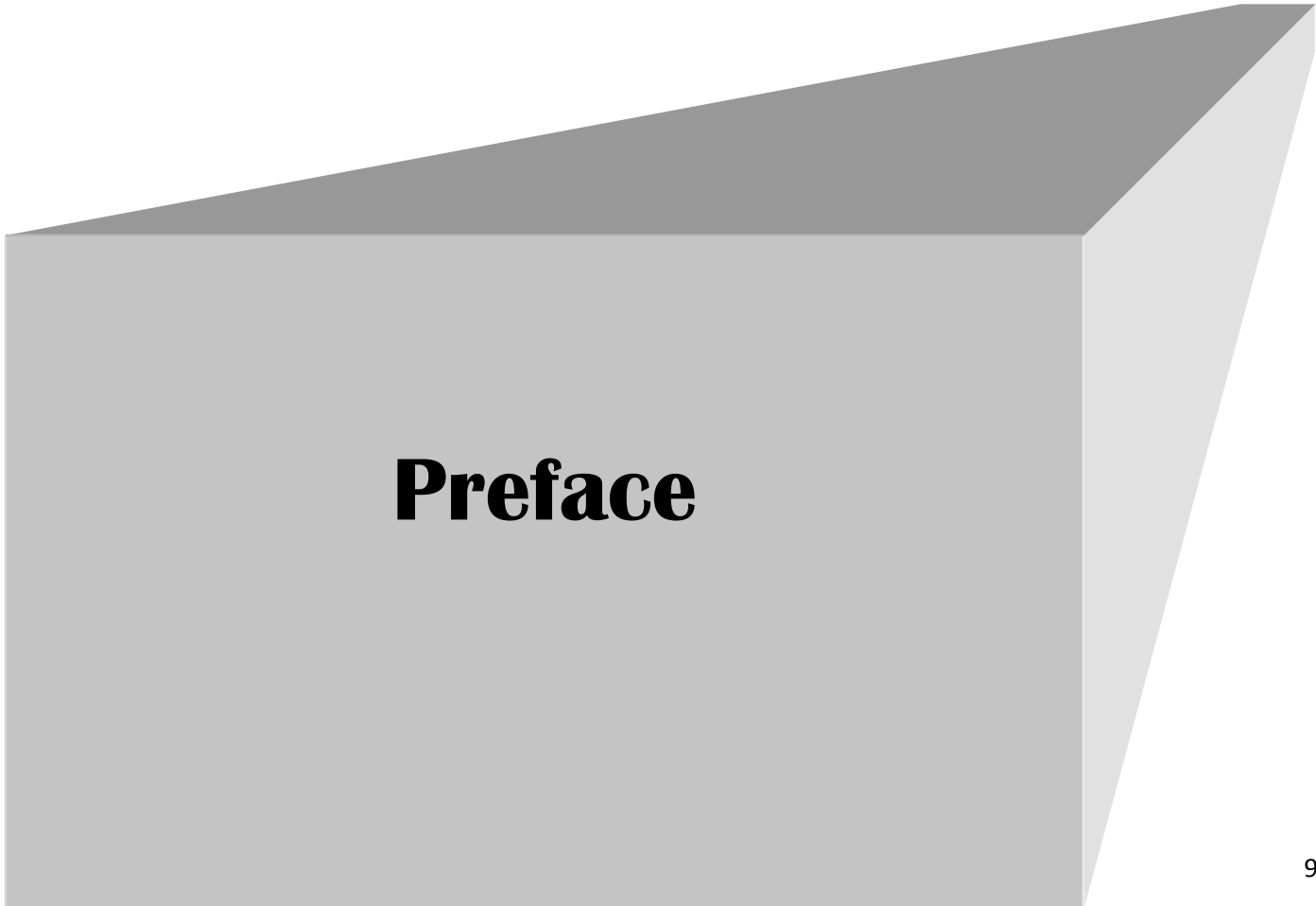
*"The core of the hard-left's education agenda ... has three parts: (1) a politicized curriculum that promotes leftist notions of "social justice," (2) reducing 'disparate outcomes' between students in different districts by undercutting standards, and (3) a redistribution of suburban education funding to less-well-off urban schools. Achieving these goals on a broad scale requires the federal government to usurp local control of K-12 schooling ....*

*"A few conservatives have been fooled by the seemingly traditionalist call for national 'standards.' Yet most conservative education experts understand that the new national standards will be low, not high. With so many pressing economic issues on the table, however, nobody's listening. Too bad, because the ultimate outcome of Obama's education scheme will actually be economic: a sweeping redistribution of suburban education funding to the cities ....*

*"That's only part one of the plan. President Obama's Department of Education has established an Equity and Excellence Commission, charged with finding 'ways to restructure school finance systems to achieve equity in the distribution of educational resources and further student achievement and attainment.' Conveniently, the commission's recommendations will emerge only during a possible second Obama term."*

*Stanley Kurtz is a senior fellow at the Ethics and Public Policy Center and author of the new book, "Spreading the Wealth: How Obama is Robbing the Suburbs to Pay for the Cities."*





# Preface

# REASONS TO RESCIND & DEFUND CCSSI TO SAVE ALABAMA VALUES & STATES' RIGHTS



## PREFACE

No other issue impacts Alabama values and States' rights more than the overhaul of Alabama's traditional education system to convert to a new politicized system, Common Core Standards. It is urgent that the Alabama Legislature withdraw from and suspend funding to implement Common Core to retain Alabama values and States' rights in education policy in the 2013 session since the next legislative session will be too late. Common Core is being implemented by schools at the moment – **without the knowledge of most parents, legislators and other taxpayers** who will be forced to lose education liberties and to pay the exorbitant costs of this revolutionary education reform.

### THE 2012 PRESIDENTIAL ELECTION RAISED THE ALERT LEVEL OF COMMON CORE TO URGENT

Governor Mitt Romney had pledged to end the federal overreach of education and return funds and decision-making to the states. Leaders in the U.S. House of Representatives, including the Chair of the Education Committee and four of Alabama Representatives, oppose Common Core. Citizen leaders were hopeful that Common Core would be rescinded and defunded at the Congressional level.

These hopes crumbled with the re-election of President Obama and the return of the Senate to a Democratic majority. The state legislators are therefore citizens' last line of defense! It is urgent that state legislators rebuff and not enable the Obama Administration to continue to violate the U.S. Constitution and to expand the federal government's control over the education sector. Too often, Republicans have opposed societal ills when performed by Democrats, only to embrace them when Republicans regained power. Charles Krauthammer writes about this in his November 6<sup>th</sup> article titled "Election could change history's trajectory".

*"It is common for one party to take control and enact its ideological agenda. Ascendancy, however, occurs only when the opposition inevitable regains power and then proceeds to accept the basic premises of the preceding revolution.*

"Thus, Republicans rallied for 20 years against the New Deal. Yet when they regained the White House in 1953, they kept the New Deal intact.

"And when Nixon followed LBJ's Great Society – liberalism's second wave – he didn't repeal it. He actually expanded it. Nixon created the Environmental Protection Agency, gave teeth to the Equal Employment Opportunity Commission and institutionalized affirmative action – major adornments of contemporary liberalism.

**"Until Reagan.** Ten minutes into his presidency, Reagan declares that 'government is not the solution to our problem; government is the problem .... Obama's intention has always been to .... transform America. He would do it in three areas: health care, education and energy.

"Think about that. Health care is one-sixth of the economy. Education is the future. And energy is the lifeblood of any advanced country – control pricing and production and you've controlled the industrial economy .... At stake is the relation between citizen and state, the very nature of the American social contract."

Leaders of conservative organizations including Tea Parties beseech Alabama Legislators to follow in the footsteps of Ronald Reagan, who refused to further expand government control over its citizens and to oppose President's Obama's takeover of education. Rescind and defund CCSSI to save Alabama values and states' rights!



# Executive Summary

# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



## EXECUTIVE SUMMARY

### What is the “Common Core State Standards Initiative” (CCSSI)?

Common Core is the name given to a new revolutionary education reform called the Common Core State Standards Initiative. Its euphemism is college and career readiness. Radical changes of Common Core include: (1) moving away from the founding principle that parents and states, not federal government, control local education; (2) making obsolete federal protection against developing a national student database and tracking children from preschool through their careers; (3) transforming schools to broaden education policy to include and provide “supports” that intervene with external, non-academic factors that interfere with student achievement, and (4) nationalizing education which weakens academic standards. This document explains these points in detail, citing education experts on Common Core.

Common Core is one-size-fits-all national standards for K-12, that will be compulsory and will replace existing state standards for curricula, textbooks, testing, teacher instruction, and teacher evaluation. Common Core was developed primarily by a nonprofit called Achieve, Inc. in Washington, D.C., under the auspices of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). (Achieve, Inc. is a remnant of the failed national standards push of the 1990s.) Common Core was developed without public debate or knowledge, and without Congressional or state legislative authority, and is a mandate of federal Race to the Top grants and waivers to No Child Left Behind. The Common Core Standards at first will include only Math and English, but Science and Social Studies are in the pipeline with other subjects to follow. Currently, two consortia of states have accepted hundreds of millions of dollars in federal money to create national tests to align with the Standards.

### Why is Common Core Bad for Alabama?

Alabama is a strong Tenth Amendment state. We don't want more government control. We want less! Alabama places priority on family and Christian values. We don't want our children to be taught to be anti-Christian, anti-capitalist, and anti-America. We don't want our children to lose their innocence, beginning in preschool or kindergarten, and told that homosexuality is okay and should be experimented with at an early age, and that same-sex marriages are okay. Other states are teaching this and the federal government is pushing it. Alabama wants to choose what our children learn, when, and how. We don't want the same curriculum as other states that teach this propaganda to change our culture – OUR values!

Alabama taxpayers will be forced to pay \$282 million for the initial conversion costs of current standards to Common Core standards. Where will this money come from? Which services will be cut? Will taxes be raised?

## What is the Argument for Common Core?

The argument for national standards is to set high standards, make all schools meet them, then student achievement will soar and students will be able to compete globally. This all sounds good – a lot like No Child Left Behind. But, then, isn't every NEW government regulation that takes away more free choice and personal freedom always spun to sound like utopia? For leftists, the issue is to get states to cede local control of children's K-12 education to the federal government. For conservatives, it's a Tenth Amendment issue and protecting our children and our culture (Alabama values) – and, incidentally, our U.S. Constitution.

Proponents claim Common Core Standards are of the highest academic quality, internationally benchmarked, state-led, voluntary, and will not lead to federal control of local education. This paper documents why these claims are misleading. As the Pioneer Institute, a non-partisan think tank, notes, the practical effect of this rigid standardization is that the Common Core States – and the parents and educators in them – will lose all control over what children are taught.<sup>i</sup>

Stanley Kurtz points out the agenda of leftists and “the constitutional and academic dangers of the Common Core in his new book *Spreading the Wealth: How Obama is Robbing the Suburbs to Pay for the Cities*. He writes:

**“The core of the hard-left's education agenda - a program shared by Obama, [Bill] Ayers, and [Linda] Darling-Hammond alike - has three parts: 1) a politicized curriculum that promotes leftist notions of ‘social justice,’ 2) reducing ‘disparate outcomes’ between students in different districts by undercutting standards, and 3) a redistribution of suburban education funding to less-well-off urban schools. Achieving these goals on a broad scale requires the federal government to usurp local control of K-12 schooling.”<sup>ii</sup>**

## Children's Personal and Demographic Information will be “Data-Minded” and Shared with the Federal Government and Private Organizations

- Children's personal and intimate information, that has nothing to do with academics, will be “data-mined” and shared with the federal government and private organizations without parents' permission. This has heretofore been unauthorized by state policy and illegal under federal laws. (USDOE July 2009, available at <http://www2.ed.gov/programs/slds/factsheet.html>; Federal Register, Vol 76, No. 232, 12-2-11, Part II DOE, 34 CFR Part 99, FERP; Final Rule)
- Children will be tracked from preschool through the workforce.
  - For information purposes, demographic profiles are used by researchers and sociologists in political research, opinion research, to predict behavior, to evaluate whether students would be better suited for trades or college, etc.
  - Demographics include but are not limited to gender, race, sex, disabilities, income of individual and family, whether family rents or owns their home, occupation, religion, political views, medical information including medical/psychological history and diagnoses, behavior variables, standardized test scores for assessments, counseling records, discipline records and any brushed with the law, as well as biometric information which includes fingerprints, retinal scans, blood type, DNA.
- Alabama Department of Education, through the Alabama Assessment Task Force, has contracted with GlobalScholar, a private organization that provides testing services of various types.

- Alabama schools are currently in the process of administering the first of three assessments to be given during the current school year. **Parents are totally unaware** that once their children take the first of these tests, GlobalScholar takes ownership of their children’s entire collection of data. The privacy of our children and their families is being stolen.
- President Obama signed a U.S. Department of Education regulation (bypassing Congress) that changed the Family Educational Rights and Privacy Act (FERP), passed by Congress in 1994. This new regulation became effective January 3, 2012. While Congress must act to override the expansion of the FERPA Act, the Alabama Legislature can prohibit the collection and sharing of information by Alabama schools that are inconsistent with the 1974 FERPA Act to protect the privacy of Alabama students by defunding Common Core.

### **Alabama Schools will be Expanded to become “Community Support Centers” to Serve Needs of Students, their Families and Neighborhoods, Starting at Pre-Birth**

- The Alabama 2020 Plan ESEA Flexibility Request for K-12 includes “support systems” to address **external and internal factors** which *interfere* with students’ learning at school and at home.
  - At first, “support” seems like a fairly benign term, however, when you read the plan (and its “documents of origin” such as RTTT application and The Blueprint for Reform), you quickly discover there is much more. Supports to improve students’ learning include all-encompassing factors such as resources, strategies and practices that provide physical, social, emotional and intellectual.
  - The initiative includes subsystems that touch all aspects of not only the students’ lives but their families as well. These include social and emotional learning programs, conflict resolution programs, home visits, drug/alcohol counseling and drug treatment, pregnancy prevention, work programs, recreation and enrichment programs, family preservation activities, long-term therapy, emergency crisis intervention, etc.
  - These outreach support systems are needed, according to the Alabama 2020 Plan, to ensure that all students have an equal opportunity for success at school.
- Look at the Adleman and Taylor Initiative as an example of the details because it is in the process of being implemented in Alabama this school year; and it will develop common core standards (CCS) for this support domain.
- This is overreach far outside the purview of education and the costs will be astronomical. No cost estimates are included in the Alabama Plan 2020.
- Alabama needs to put the brakes on this overreach and take back control of education.

### **Approval of Common Core by a Majority of the Alabama’s Board of Education**

A majority of the Alabama Board of Education approved the Common Core State Standards Initiative before they knew what the materials would be since the curriculum, assessments and other materials had not been written. The School Board did know, or at least members were warned by education experts and community leaders, that:

- Common Core was written by private organizations with political, ideological, and profit motives and that these had partnered with the Obama Administration, which had made Common Core the centerpiece of its education reform.

- There's NO evidence that making standards the same for all states, all schools, and all students will increase learning.<sup>iii</sup>
- These standards have NEVER been piloted. They are a massive experiment on our children.<sup>iv</sup>
- Common Core failed to address systemic problems of why students and schools fail.
- Transferring power to the federal government will “upset the system of checks and balances between different levels of government, creating greater opportunities for special interests to use their national political leverage to distort policy.”<sup>v</sup>
- National standards will be written so that SOCIAL JUSTICE themes will be interwoven throughout.  
vi

What is SOCIAL JUSTICE? Social justice is contrary to traditional American notions of justice in the U.S. Constitution and based on individual rights. Social justice teaches children that America is an unjust and oppressive society that should be changed.

Social justice materials typically include far left proposals such as acceptance of homosexuality, alternate lifestyles, radical feminism, abortion, illegal immigration, and the redistribution of wealth.

## **Costs of Common Core**

A majority of the Alabama School Board signed onto the Obama Administration's education reform, Common Core State Standards Initiative, without knowing what any or all of the costs would be.

The failure to do a cost-impact and a cost-benefit analysis before committing the Alabama Legislature and taxpayers to pay to convert our current education standards to another system is fiscally irresponsible. Through national studies outside Alabama, we now know that out-of-pocket costs for Alabama taxpayers will be \$281.7 million.<sup>vii</sup> This is only for initial conversion costs over approximately seven years. The breakdown of implementation costs is:

- Testing -- \$22 million
- Professional development (teacher training) -- \$92 million
- Textbooks -- \$45 million
- Technology -- \$123 million

**It is now up to the Alabama Legislature to take a stand against this injustice and correct this fiscally irresponsible act.**

## **The Public had no Voice in Writing Common Core**

The “people and their elected legislators had no opportunity to deliberate on the Standards and assessments before their adoption.” This is of great importance “given that the Common Core system removes significant education policy decisions from the people and their elected representatives.”<sup>viii</sup> Importantly, “standards drive curriculum, programs of instruction, and the selection of instructional materials, and they do so even more powerfully when, as is the case with Common Core, they are tied to high-stakes assessments (standardized tests) . . . . [T]he federal government and private organizations have pushed their Common Core agenda on the states by impairing state autonomy, and they plan to retain their stranglehold on the states.”<sup>ix</sup>

“Recognizing the gravity of this matter, Texas Governor Rick Perry warned that it would be ‘foolish and irresponsible to place our children’s future in the hands of unelected bureaucrats and special interest groups thousands of miles away in Washington, virtually eliminating parents’ participation in their children’s education.’”<sup>x</sup>

## **Common Core was Written Behind Closed Doors & Washington Bureaucrats who will Police Common Core cannot be held Accountable**

Former “Attorney General Ed Meese, former Assistant Secretary of Education Bill Evers, and hundreds of other professors and experts from a wide range of disciplines signed the *Closing the Door on Innovation* statement, arguing that:

“[T]here is no constitutional or statutory basis for national standards, national assessments, or national curricula . . . . Even if the development of national curriculum models, frameworks, or guidelines were judged lawful, we do not believe Congress or the public supports having them developed behind closed doors and with no public accountability . . . . The Common Core Initiative and the manner in which the Standards were imposed on the American people undermine our federalist system of divided powers.”<sup>xi</sup>

## **Common Core Standards Initiative was Created by Special Interests**

The “Common Core State Standards Initiative claims that it is a state-led effort, implying that it had legislative grants of authority from individual states. In fact, through 2008, the Common Core Initiative was a plan of private groups being implemented through trade associations, albeit trade associations that had ‘official’-sounding names [like NGA] . . . . Throughout 2008-2009, the Standards had not been drafted. Yet the Common Core proponents wanted to quickly lock the states into the Standards and thus avoid, from their viewpoint, the difficulties inherent in the democratic process.”<sup>xii</sup>

## **Brief Timeline for the Creation of Common Core**

Progressives have worked to get national education standards for decades. The “current phase began in 2007. That year, the Gates and the Eli Broad foundations pledged \$60 million to inject their education vision, including uniform ‘American standards,’ into the 2008 presidential campaigns. Then, in May 2008, the Gates Foundation awarded the Hunt Institute for Educational Leadership and Policy a \$2.2 million grant ‘to work with governors and other key stakeholders’ to promote the adoption of standards. The following month, Hunt and the National Governors Association hosted a symposium to explore education strategies.”<sup>xiii</sup>

“In December 2008, during the transition to the Obama administration, the NGA, the Council of Chief State School Officers and Achieve, Inc. (an entity founded by NGA, governed by six state governors and six corporate leaders, and funded by several mega-corporations and foundations) set out their education vision in ‘Benchmarking for Success,’ funded by the Gates Foundation . . . including nationwide standards.”<sup>xiv</sup>

**“NGA wanted to implement its plan quickly – and avoid the tedium of the democratic process . . . . The 2009 stimulus bill provided NGA’s breakthrough. It increased the Education Department’s discretionary spending by 25,500 percent, giving it a fresh pot of money and a means to shape state and local curricula without congressional interference.”**<sup>xv</sup>

“In March 2009, one month after passage of the stimulus bill, the Education Department announced a two-part “Race to the Top” national competition to distribute the money . . . . A state could not get the money unless it signed onto the standards.”<sup>xvi</sup>



“Meanwhile, NGA and CCSSO had formally launched their Common Core Standards Initiative to develop and implement national K-12 standards. They planned to ‘leverage states’ collective influence to ensure that textbooks, digital media, curricula and assessments are aligned’ with the standards. CCSSO President-elect Sue Gendron aptly described it as ‘transforming education for every child.’”<sup>xvii</sup>

“The cash-starved states jumped for a share of the \$4.35 billion .... Rick Perry of Texas refused to join the effort [and] argued that it would be ‘foolish and irresponsible to place our children’s future in the hands of unelected bureaucrats and special interest groups thousands of miles away in Washington, virtually eliminating parents’ participation in their children’s education.’ He said it ‘smacks of a federal takeover of our public schools.’”<sup>xviii</sup>

“In March 2010, NGA released the ‘first official public draft’ of the standards, followed by a June release of the final product .... **States had only two months to commit to adopting the standards** .... Rutgers professor Joseph Rosenstein remarked in Education Week, ‘Deciding so quickly ... is irresponsible.’”<sup>xix</sup>

**“NGA is not an official body of the states. Yet, it is acting like a legislative body and, on a transformative initiative, helped cut the American people out of the democratic process.”**<sup>xx</sup> Neither is the CCSSO representative of states. “CCSSO was involved in the Clinton Administration’s attempt to create national tests.”<sup>xxi</sup> Fordham Institute President Chester Finn described CCSSO as a major and long-term member of the liberal movement on federal education policy which has an “ancient and cozy relationship with the U.S. Education Department and can be counted on to do its bidding.”<sup>xxii</sup>

## **Are National Standards for Education New?**

Jay Greene, the endowed professor of education reform at the University of Arkansas characterized Common Core Standards as “that thing from the grave” which gets “resurrected about every decade.”

It all “started in the early 1900s [with] John D. Rockefeller, Jr. .... In the 1930s, the Carnegie Corporation lobbied to use schools to bring about a performance-based planned economic system.”<sup>xxiii</sup> “The last nail of so-called reform is being stuck in the coffin of traditional American education which made our nation the envy of the Free World and which produced famous scientists, engineers, mathematicians, writers, artists, musicians, doctors, etc.”<sup>xxiv</sup>

**Greene put it bluntly when he said that the entire project of getting national standards approved depends on stealth; and that if the issue were proposed in a straightforward way and if there were an open vigorous debate, national standards would lose.**<sup>xxv</sup> Leftists know this. They know the public doesn’t want nationalized education that moves our nation toward Marxism, so they have to disguise it, make something bad look good, and keep it under the radar. It’s unbelievable they’ve kept their secret this long. This latest so-called reform started in 2007.

## **Common Core Standards are Deficient**

A primary reason for states to adopt Common Core, proponents say, is to get higher standards. This doesn’t pass scrutiny. Common Core standards have been proven to be weaker than strong education states like Massachusetts, which has the highest-ranked standards in English; and California, which has the highest-ranked standards in Math. Further, Sandra Stotsky, Professor of Education Reform at the University of Arkansas<sup>xxvi</sup>, and Ze’ev Wurman<sup>xxvii</sup> recommend that **Alabama keep its own standards because they are**

**rated academically and pedagogically superior to Common Core.** There is no reason for Alabama to tie education to federal mandates and lose local control of K-12 education.

Standards are not the problem. If they were, Alabama wouldn't have failing schools since our standards are ranked B+ to A- by the Fordham Institute. If Common Core is about quality education and not about control, why wouldn't the federal government make Common Core voluntary instead of doling dollars out to states which adopt them and threatening to withhold Title I funds from states which do not? If the motive of states is to strengthen standards and it's not about the money, why would they adopt Common Core standards *before* they knew what the curriculum, assessments, and other materials would be and before they were field tested? This tactic recalls the need for Congressional leaders to "bribe" U.S. legislators to pass ObamaCare and former House Leader Nancy Pelosi's statement that legislators would have to pass the bill to find out what was in it.

This document lists specific ways English/Language Arts and Math are deficient through quotes of education experts on Common Core.

### **Common Core Stifles Creativity and Entrepreneurship**

"In his book, Yong Zhao argues that the elements of the American education system that foster creativity and entrepreneurship in its students and are most envied by China (including by the renowned education system of Shanghai, with its test-taking dominance) are in danger of being destroyed altogether by current U.S. reform efforts such as the Common Core State Standards." <sup>xxviii</sup>

Zhao states, "The federal government is racing to the top of standardization and standardized testing; states are working hard to make two subjects common *and* core for all students; an increasing number of teachers are being paid based on their students' test scores; and students are fed with an increasingly narrow, standardized, uniform, and imagination-depleted education diet. All these measures are intended to improve students' academic achievement, or, in plain English, test scores. But test scores are not measures of entrepreneurship or creativity .... Standardized testing rewards the ability to find the "correct answer" and thus discourages creativity, which is about asking questions and challenging the status quo. A narrow and uniform curriculum deprives children of opportunities to explore and experiment with their interest and passion, which is the foundation of entrepreneurship. Constantly testing children and telling them they are not good enough depletes their confidence, which is the fuel of innovation. So, by any account, **what policymakers have put in place in American schools is precisely what is needed to cancel out their desire for creative and entrepreneurial talents.**" <sup>xxix</sup>

### **Common Core Harms Alabama's Ability to Initiate Innovative Programs like the Reading Initiative and Math Initiative**

Common Core threatens the success of the Alabama Reading Initiative which was enacted in 1999 as well as the effectiveness of the Alabama Math Initiative.

The Reading Initiative has been very successful in raising student achievement in 4<sup>th</sup> grade reading assessments, having earned nationally top gains. The initiative is so successful because it addresses the breakdown in reading comprehension. The goal is to have every child reading on or above grade level by the end of 3<sup>rd</sup> grade because the 4<sup>th</sup> grade is when students begin reading for comprehension of content and no longer are practicing reading skills. This is when failure begins in all subjects because of the inability to understand subject content material.

One of the reasons the Alabama Reading Initiative is so successful is that it provides for every teacher to be trained in the strategies and best practices of sound, research-based and field-tested reading programs. It also provides for on-site support for teachers. However with Alabama's adoption of Common Core, the Alabama Reading Initiative and the Alabama Math Initiative are taking a back seat to the requirements of Common Core.

**The \$2 million approved for the Math Initiative in the 2012 legislative session has been diverted to pay for the “fuzzy math” of Common Core.**

All state-adopted textbooks are aligned to Common Core and the instructional scope and sequence is determined by Common Core Standards. In math, that means that the grade level in which students are taught certain concepts has been lowered to teach students more and more advanced concepts at an earlier age in lower grades. This does not take into account the mental and psychological development of students as to when they are capable of moving from concrete to abstract thought processes and being capable of grasping math concepts that require higher order thinking skills. Additionally, it does not allow adequate time for students to master basic concepts, especially those who struggle in math.

But, most significant in terms of cost to the Alabama state budget is what is happening with funding being used for the Alabama Reading Initiative. It is very plainly stated on the homepage of the Alabama Reading Initiative (ARI) website that teachers will not have professional development in Literacy and Justice this school year because they are going to be receiving training in the Common Core Standards. The State of Alabama does not need funds that have been earmarked for successful state specific programs to be diverted to the unproven, untested national standards of Common Core.

### **Common Core Fails to Solve Education's Systemic Problems**

Common Core fails to address systemic problems that underlie failing schools. If the problem was standards and Common Core was the answer, Alabama would not have a single failing school. Alabama standards are 95% of Common Core. Yet Alabama has failing schools. Our problem is NOT standards; however, we all support high standards and the School Board can strengthen standards. But we don't have to make a bargain with the federal government to give them control over our children's minds to do so. We only need to adopt standards from states like Massachusetts (or Texas, California or Virginia, all of which have higher standards than Alabama).

**It's no secret why schools fails; but it seems politicians shy from saying that many of our problems are directly related to the breakup of the family, uninvolved parents, and teachers' unions. Common Core even requires union buy-in before schools can receive “Race to the Top” federal grants. While the Alabama education system can't solve these problems, it can address them by real reform such as giving low-income parents a choice about where their children will go to school. Vouchers is one of the best, quickest and a revenue-neutral way to do this.**

The movie “Waiting for Superman” brought out the fact that America had the highest academic achievement of all countries through the 1970s, then we started plummeting. Do you think that the fact that the U.S. Department of Education was created around 1980 had anything to do with that? The DOE has spent billions of dollars, yet can't show any increase in student achievement. Why give it more control? We don't need MORE federal intervention. We need LESS.

## Common Core Opens Opportunities to Indoctrinate Students

In addition to systemic problems, another problem with our schools not addressed by national standard is what's being taught. The history of our country, for example, is one of the most important subjects; yet it's the subject at which students perform at their worst. Little American history is taught. If the generations coming out of our schools do not know their past, and do not know why America is exceptional, how will they come to love America, and protect our freedoms?<sup>xxx</sup> It's expected CC will teach less, not more, history.

If the same Leftists who are anti-America, anti-family, anti-capitalist, and anti-Christianity, gain full control of what instructional materials and textbooks teach – and they will through Common Core, we could lose our children and our country! As observed by one education expert, Common Core presents opportunities to indoctrinate our public school children in many ways (e.g. subjective feelings, opinions, beliefs as answers to test questions, victimization, multiculturalism, political correctness, diversity, global warming, homosexuality, and social justice).<sup>xxxi</sup>

Lesson plans to indoctrinate our children into leftist ideology has already started. Social justice themes are injected into math questions as well as readings. One of many Internet sites to provide lesson plans for “Social Justice Issues” is <http://www.radicalmath.org/socialjustice.php>. Internet sites on ways to interject social justice themes into children's stories also abound.

Common Core “emphasizes historical thinking (process) more than historical knowledge (content). Knowledge is viewed as being relative to culture. Common Core requires students to ‘analyze’, ‘assess’ and ‘compare’ more than it requires students to ‘know’ or ‘understand’ .... This leaves “lots of room for personal, political views .... Enter Teach for America.”<sup>xxxii</sup>

### Teach for America (TFA)

TFA is “funded in part through AmeriCorps by way of [the “stimulus bill”]. Their Core Values indicate the desire for transformational change for children and the country<sup>xxxiii</sup>, a mission akin to Dewey's .... TFA is NOT non-partisan and is funded in part by George Soros' Open Society Institute, The Progressive Policy Institute (PPI) and other openly progressive/liberal organizations .... The pure intent is how to use the classroom as an indoctrination machine for socialist and Marxist ideas and hide it at the same time.<sup>xxxiv</sup>

## National Standards are Vulnerable to being Politicized

- “Children will never be adequately educated under a system run by bureaucrats handing out money and the teachers union spending the money in the classroom.”<sup>xxxv</sup> If you haven't read the ideological (versus academic) goals of the National Education Association (NEA), you should because you'll be amazed and angry.
- Parents, whose public school children are under the CCSS with its ongoing formative assessments (given continually throughout the school year) and summative assessments (given toward the end of the course school year), will have nowhere to go except to the bureaucracy in Washington, D.C. to voice their concerns. And what good will that do anyway since education bureaucrats are unelected and unaccountable to the public?

## **Conservatives, Education Experts, and National Leaders Oppose National Standards**

A manifesto was signed by conservatives, education experts, national leaders and think-tanks against national standards. The impressive list of initial signatories is part of this document as an appendix. This manifesto is called “Closing the Door to Innovation.”

## **Will Alabama Legislators Follow Congressional Republicans’ Lead and Rebuff Obama Education Policies, Based on Ideology?**

Common Core violates the U.S. Constitution, is an end-run around Congress, breaks Federal laws, usurps state education sovereignty, and steals parental control of what their children should learn in school.

Knowing that Congress would not approve a federal takeover of education, Obama included in the 2009 stimulus bill several funding sources to further Obama’s liberal education policies. The stimulus bill included: (1) funds for Race to the Top grants (which included the requirement to adopt Common Core); and (2) funds for states to develop data systems to collect private information on public-school students (which included the requirement to build these data systems according to federally dictated standards).

Not a single Republican voted for the stimulus bill in the House and only three voted for it in the Senate. National Republican leaders, including Congressman John Kline, chair of the House Education Committee, and four Alabama Congress Members are on record opposing Obama’s education initiatives.

## **What do Citizens Want the Alabama Legislature to do?**

Alabama citizens request that the Alabama Legislature stop the attacks on Alabama’s values and education sovereignty by introducing/passing a bill that will rescind Common Core. Several states are considering this, and there is model legislation that Alabama can follow. A list of different options exercised by other states is found in the section near the end, titled “WHAT CAN WE DO?”

**At minimum, the State Legislature should suspend funding for Common Core until a public forum has been held to allow the public to voice its vote as to (1) whether Alabama wants to nationalize our schools; and (2) if taxpayers want to spend \$282 million in start-up costs to completely overhaul our education system.**

State legislators should follow Congressional Republicans and not acquiesce our sovereign duty to challenge and question federal dictates that trend to nationalized education and usurp states’ rights!





## **COSTS TO IMPLEMENT COMMON CORE WILL COST ALABAMA \$282 MILLION**

It's hard to believe that the Alabama School Board, comprised by a Republican majority, would commit to a complete overhaul of our current education standards and to convert our education system to another, even experimental one, Common Core, without knowing what the costs would be. But this is precisely what they did. (Three Republicans voted AGAINST this: Governor Robert Bentley, Stephanie Bell and Betty Peters.)

### **Why Would Alabama and Other States Cede State Sovereignty over Education?**

The tactic behind the efforts of the Obama administration and the National Governor's Association (NGA) was to force states to make a decision quickly before the public could become aware and organize opposition. (This is documented earlier.) How better to "sell" someone something they don't need and don't want than to have a contest for prizes – and cash at that – and have a short deadline?

The political environment was one of national fiscal emergency. States were cash-strapped. The Obama Administration saw an opportunity to fulfill a decades-old dream of leftists to nationalized education and did not let this crisis go to waste.

There were two main rules for this "Race to the Top" competition.

- States must give up something they prized most (drop their own standards); and
- All the rules wouldn't be announced until the contest was well underway.

The prize money would come from billions that President Obama would hide from Congress in the 2009 Stimulus (jobs) Bill. The budget for the U.S. Department of Education was increased by 25,500% and an education "slush fund" was created to effectuate a federal takeover of education. Of the many billions, \$4.35 billion were set aside as cash prizes for states who would cede their local control of education to the federal government. All but five states were compliant and rushed to apply.

### **Which States Resisted Federal Government Takeover of Education?**

The five states that put their state sovereignty, state values, and the future of their children ahead of their need for cash were:

- Alaska
- Minnesota
- Nebraska
- Texas
- Virginia

School officials in the 45 states, including Alabama, who adopted Common Core will say Common Core is state-led, voluntary, is internationally benchmarked and has more rigorous standards; but none of this is true. It's just cover, and they know it. The "federal government" is stamped all over Common Core. This is documented herein.

## **What Are The Costs Of Common Core?** <sup>xxxvi xxxvii xxxviii</sup>

The Pioneer Institute and American Principles Project White Paper<sup>xxxix</sup> projects through extensive research and analysis that the initial costs to implement Common Core will be \$16 billion nationwide.

There are four major categories of costs for states to convert their current standards and implement Common Core. These and their percentages of overall costs are:

- Technology (43%)
- Professional development – teacher training (33%)
- Textbooks (16%)
- Testing (8%)

This is a bad bargain. States will spend \$16 billion but get \$5 billion in cash awards. Alabama will lose \$281.7 million, as follows:

- Technology (\$123 million)
- Professional development (\$92 million)
- Textbooks (\$45 million)
- Testing (\$22 million)

TOTAL START-UP COSTS FOR ALABAMA: \$281,693,000

NUMBER OF STUDENTS: 748,889

COST PER STUDENT: \$376

Note that technology costs consumes 43% of the budget but, according to education experts, computers have no educational merit. Computers for every child are needed because Common Core demands online testing and assessments. (The Gates Foundation, which had funded much of the preliminary costs to promote Common Core and get private organizations onboard, then placed staff members inside the U.S. Department of Education to implement Common Core, and stands to make billions from this requirement.)

**The Alabama Board of Education has burdened Alabama taxpayers without their knowledge and without input by Legislators who will have to find ways to fund it.** Legislators have an opportunity to lift this burden from taxpayers during the 2013 legislative session.

In conclusion, while it will cost the nation \$16 billion to implement Common Core over seven years, the costs continue after that. Ongoing costs are estimated to be \$801 million per year after the first seven years.

Who are the real winners of this "Race to the Top" contest? Not students! Not states! Who, then?





# Common Core Standards Are Deficient

# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



## COMMON CORE STANDARDS ARE DEFICIENT

**“The Brookings Institution’s respected education scholar, Tom Loveless, recently presented research demolishing the contention that national standards will raise achievement appreciably. Brookings is no tool of a vast right-wing conspiracy, nor is The Washington Post, whose veteran education columnist, Jay Mathews, concurred with Mr. Loveless in a Feb. 22 piece and congratulated Virginia for snubbing the Common Core and preserving its own standards.**

**“Also on Feb. 22, the Boston-based Pioneer Institute published a study showing taxpayers in the states already adopting the Common Core would have to shell out at least \$16 billion over the next seven years to reorganize their schools to conform to the national model. That is a hefty price to pay for scant prospective return and the loss of freedom to innovate at the state and local level.”<sup>1</sup>**

**“In the Feb. 24 edition of The Chronicle of Higher Education (again, no right-wing organ), Peter Wood concluded nationalization “will dim the bright spots and subdue the sense of local control that is vital to reform,” noting Massachusetts “has conspicuously lowered its standards in order to qualify for the federal bribe.”**

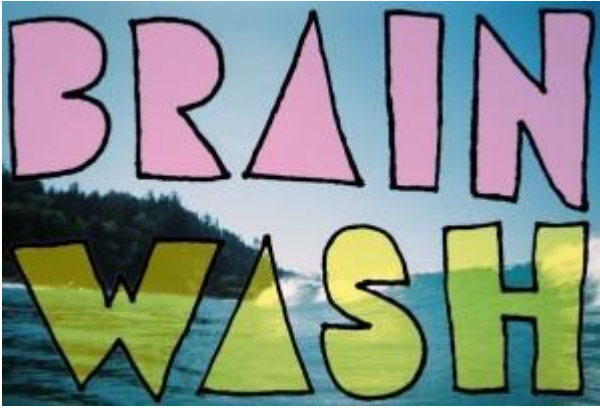
There are two main problems with Common Core national standards.

**“First, there is a great deal of uncertainty whether these national standards will accomplish their goal of raising student achievement .... [A] joint report by the University of Colorado and Arizona State University points out that research does not support this oft-expressed rationale. The report points out that no studies support a true causal relationship between national standards and economic competitiveness, and at the most superficial level we know that nations with centralized standards generally tend to perform no better, or worse, on international tests than those without.**

**“Indeed, one just has to look across our border to Canada to see a country with a very different view on national control of education, with much better results than achieved here in the U.S. Not only does Canada have no national education standards, it has no federal Education Ministry or department and no federal Cabinet official for K-12 education. [Further] at the federal level, Canada spends virtually nothing on K-12 education .... Despite the lack of federal involvement in education, Canadian students outperform U.S. students on most international tests .... [and] Canada achieves its highest results despite spending considerably less than the U.S.”<sup>xli</sup>**

**Second, “the new national standards have been found to be weaker than standards in strong-standard states.**

- The “national high school standards fall well short of those in California in areas such as literary and cultural content, and weaken the demands on California students in language and literature.”



- “Common Core is deliberately intended to drive our schools away from exposing our nation’s children to the time-honored classics of Western civilization, thus leaving our children devoid of a moral compass, a love for our country, and an inability to connect with past generations.”  
(Donna Garner, Retired Educator and Commentator)

- Common Core requires 4<sup>th</sup> graders to spend 50% of their time on nonfiction. Education expert Donna Garner believes “that the Common Core Standards are meant to indoctrinate children’s minds into the social justice agenda – not to raise children’s academic achievement and build their basic core knowledge. The best way to achieve its goal of indoctrination is to limit children’s reading of the great classics, particularly those from the Western civilization because so many of them came from a strong Judeo-Christian belief system. In their place, the Common Core plans to substitute nonfiction that emphasize environmental extremism, multiculturalism, political correctness, diversity, and the LGBT (lesbian, gay, bisexual, transgender) agenda. <sup>xlii</sup>
- English Language Arts (ELA) Standards:
  - Dr. Sandra Stotsky of the University of Arkansas served on the Common Core Validation Committee but refused to sign off on the ELA standards because of poor quality, empty skill sets, the de-emphasis on literature, and low reading levels, such as 8<sup>th</sup> grade levels for 12<sup>th</sup> grade students.
  - Lacks literary content. De-emphasizes literature in favor of non-fiction informational texts, such as technical manuals. Reduces the amount of literature students will study by more than half compared to some state standards.
  - In a new study “How Common Core’s ELA Standards Place College Readiness at Risk” authors Emory University English Professor Mark Bauerlein and University of Arkansas Professor Sandra Stotsky (a former member of the Massachusetts Board of Elementary and Secondary Educations) fear that “the very problems Common Core was designed to remedy will worsen.”
  - “Downplays the teaching of spelling, punctuation, grammar and paragraph structure.”<sup>xliii</sup>
  - “The Common Core Standards do not even achieve the most basic educational goal: to teach young children to sound out words with ease and then to build on that foundation by introducing them to the time-honored pieces of classic fiction that will enhance their love of reading.” <sup>xliv</sup>
  - “Focuses on the supposed creativity of the child instead of teaching correct mechanics”  
<sup>xliv</sup>



**RadicalMath** is a resource for educators interested in integrating issues of social and economic justice into their math classes and curriculum. On this website you will find links to access and download over 700 lesson plans, articles, charts, graphs, data sets, maps, books, and websites to help you bring these issues into your classroom.

<http://www.radicalmath.org/>

➤ Math Standards:

- “Emphasis may be on practical applications and greater issues such as the environment, gender and racial diversity, and social justice.” <sup>xlvi</sup>
- “Grading may be based on demonstration of conceptual understanding rather than entirely on whether the final answer is correct.” <sup>xlvi</sup>

Dr. James Milgram of Stanford University, the only mathematician on the Common Core Validation Committee, refused to sign off, stating, “It’s almost a joke to think students [who master the common standards] would be ready for math at a university.

- The “national standards’ preparation for Algebra I falls a year or two behind the standards in California and high-achieving nations.”
- The “mathematical standards would put students two years behind the standards of many high-achieving countries, such as those in East Asia.”
- “Common Core excludes certain Algebra II and Geometry content that is currently a prerequisite at almost every four-year state college. This effectively redefines ‘college-readiness’ to mean readiness for a nonselective community college, as a member of the Common Core writing team acknowledged in his testimony before the Massachusetts Board of Elementary and Secondary Education.”
- Common Core de-emphasizes algebraic manipulation, which is a prerequisite for advanced mathematics, and instead effectively redefines algebra as ‘functional algebra,’ which does not prepare students for STEM careers.”
- “Common Core replaces the traditional foundations of Euclidean geometry with an experimental approach. This approach has never been successfully used in any sizable system; in fact, it failed even in the school for gifted and talented students in Moscow, where it was originally invented. Yet Common Core effectively imposes this experimental approach on the entire country, without any piloting.”

- Common Core fails to teach prime factorization and consequently does not include teaching about least common denominators or greatest common factors.”
- Common Core fails to include conversions among fractions, decimals, and percents, identified as a key skill by the National Council of Teachers of Mathematics, and the presidential National Advisory Mathematics Panel.”
- More specifically, at the K-8 grade span:
  - “Common Core does not require proficiency with addition and subtraction until grade 4, a grade behind the expectations of the high-performing state and our international competitors.”
  - “Common Core does not require proficiency with multiplication using the standard algorithm (step-by-step procedure for calculations) until grade 5, a grade behind the expectations of the high-performing states and our international competitors.”
  - “Common Core does not require proficiency with division using the standard algorithm until grade 6, a grade behind the expectations of the high-performing states and our international competitors.”
  - Common Core starts teaching decimals only in grade 4, about two years behind the more rigorous state standards, and fails to use money as a natural introduction to this concept.”
  - “Common Core fails to teach in K-8 about key geometrical concepts such as the area of a triangle, sum of angles in a triangle, isosceles and equilateral triangles, or constructions with a straightedge and compass that good state standards include.”
- At the high school grades:
  - “Common Core barely touches on logarithms, of great importance for chemistry, physics, and STEM in general.”
  - “Common Core fails to address mathematical induction.”
  - “Common Core fails to address parametric equations, and infinite geometric series (progressions with common ratio), and incompletely addresses conic sections.”
  - “Common Core omits in trigonometry the phase of periodic functions, half-angle formulas, and polar forms and fractions.”

**“Common Core suffers from a number of systemic defects ... its content is far below what is presently expected for college eligibility, which will create unreasonable expectations by parents and pressure on state universities to admit under-prepared students, with concomitant growth in remedial enrollment in college.”**

(The above are excerpts from the statement of Ze'ev Wurman regarding Common Core Mathematics Standards dated April 18, 2012.<sup>xlviii</sup> Wurman is an executive in the high-tech industry in Silicon Valley and was a member of the 2010 California Academic Content Standards Commission that evaluated the suitability of Common Core's standards for California. He served as a Senior Policy Adviser with the Office of Planning, Evaluation, and Policy Development at the U.S. Department of Education from 2007 to 2009.)

- Barry Garelick, who teaches math in middle school/high school in California and has written extensively about math education in various publications including Education Next, Educational Leadership, and Education News, wrote on September 27, 2012 in an article titled "The Pedagogical Agenda of Common Core Math Standards" that he concurred with the above summaries of Ze'ev Wurman.<sup>xlix</sup>
- **The Fordham Institute, a Common Core proponent, admits that Common Core standards are lower for English and math than those of some states.** They do not improve on standards in one-quarter of the states and are weaker than standards in a half-dozen states.<sup>1</sup>
- **Phyllis Schlafly, President of Eagle Forum, writes: "[Common] Core advocates are even planning to impose their standards on private schools. As the school choice movement grows, the attempt will be made to force any private or charter school that accepts public funds to adopt Common Core standards and have their students take the national tests. "[Common] Core is a comprehensive plan to dumb down schoolchildren so they will be obedient servants of the government and probably to indoctrinate them to accept the left-wing view of America and its history."**<sup>li</sup>
- **Columnist Robert Nemeth, writes:** "Math standards have been characterized as 'fuzzy math' that offer very little arithmetic or stand algorithms and fail to teach students the best ways to get the right answers."<sup>lii</sup>
- **Charlotte Iserbyt, a former Senior Policy Advisor in the Office of Educational Research and Improvement, USDOE, during the first Reagan Administration, warns that "Common Core is the death of free will and the deliberate dumbing down of America."**<sup>liii</sup>
- **Common Core Standards will also "dumb down" the SAT** "if the new president of the College Board gets his way. David Coleman, one of the chief architects of the CCSS ... told *Education Week* that he hopes to rework the SAT college admissions test to reflect CCSS .... Aligning the SAT with common core will likely make the college admissions test less strenuous, and would, in turn, lead to lower academic standards in college."<sup>liv</sup>
- **"The SBAC assessments, if implemented as planned, will not allow for genuine comparisons of academic achievement across states. This is because the assessments will be 'computer-adaptive' – a student's answers to the questions at the beginning of the test will determine what questions he is given later in the test.** Thus, the test performance of Mary the fifth-grader in Baltimore cannot be meaningfully compared to that of Joey the fifth-grader in Topeka, because their test questions were probably different. This fact eliminates one of the primary arguments of the Common Core proponents – that we must be able to compare students across states.



# How Did Common Core Evolve?

# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



## WHAT WENT WRONG WITH EDUCATION: How Did Common Core Evolve?

The unrelenting campaign for national Common Core standards did not happen quickly.

- ❖ “President Reagan – who famously held that government was the problem, not the solution – opposed an expanded federal role in education. In his campaign for the White House, he had even advocated the abolishment of the U.S. Department of Education.”
- ❖ President Clinton tried to push through his “Goals 2000: Educate America Act” in 1994. “When Republicans gained control of Congress in the mid-term elections in 1994, many voiced strong opposition to an increased federal role in the education system, and amid criticism that NESIC amounted to a national school board, no one was ever appointed to serve on the council.”
- ❖ President George W. Bush’s standards released in January 1995 did not get a single favorable vote in the U.S. Senate, “which were attacked for pandering to political correctness at the expense of U.S. history .... The idea that the federal government should oversee the development of core curriculum standards was a nonstarter.”

(Frontline: “Are We There Yet? Business, politics, and the long road to national standards”; <http://www.pbs.org/wgbh/pages/frontline/shows/schools/standards/bp.html>)

*This type of CONSERVATIVE leadership and adherence to founding principles is needed today at the state and national levels.*

### WHEN DID THE FEDERAL TAKEOVER OF LOCAL EDUCATION START?

*Student literacy and academic achievement declined after President Lyndon Baines Johnson made education part of his War on Poverty in 1965.<sup>lv</sup> Since 1965, the federal government has spent \$118 billion through ESEA and now 1 in 7 adults are functionally illiterate.<sup>lvi</sup>*

*“[L]iteracy rates in America ranged from 70 percent to virtually 100 percent” after the founding of our nation under the belief that schools should “be influenced and administered at the local level” and not “via any centralized port of educational services. This changed in 1965 with the Presidency of Lyndon Baines Johnson as he produced the most sweeping federal education legislation every passed by Congress” with the*



Elementary and Secondary Education Act (ESEA).<sup>lvii</sup> This was “counter to the ideals of Federalism imparted by our Founders ... [and] should have been immediately seen as Statism.”<sup>lviii</sup> The guard to protect federalism was let down and the federal takeover of education can be roughly described in six steps.

## **1. LBJ Initiates the Elementary And Secondary Education Act (ESEA)**

This Act initiated by President Lyndon Baines Johnson stipulated that:

- Its renewal be authorized by Congress every five years;
- The establishment of a national curriculum would be against the law;
- Federal funding be tied to “high standards, accountability and fair and equitable education opportunities;”
- Five different funds (titles) be created. These were:
  - Title 1 funds for state schools having a high percentage of low-income students
  - Title 2 funds for library resources, textbooks and other instructional materials
  - Title 3 funds for educational research and training
  - Title 5 funds for grants to state departments of education
- Two other funds (titles) were added in 1967:
  - Title 6 funds to aid handicapped children
  - Title 7 funds for bilingual education (added during the 1967 reauthorization)

Fast forward to how America has progressed from “local control over local education and over 70% literacy rates to the point where states are signing on to a Federal initiative -- to be funded by the Department of Education via ‘Stimulus’ funds to create national educational standards (Statism)? Enter Marc Tucker and the United Nations Educational Scientific and Cultural Organization (UNESCO).”<sup>lix</sup>

## **2. Marc Tucker Lays out a “Cradle to Grave” Plan to Federalize Education and Tie it to the Workforce**

The national “standards movement can be traced to the efforts of Marc Tucker,” who has been the “President of the National Center on Education and the Economy (NCEE) from 1998 to present and is one of the original leaders of the movement for Standards-Based Education Reform .... Standards are chosen through political discussions that focus on what students will need to learn to be competitive in the job market, instead of by textbook publishers or education professors or tradition.”<sup>lx</sup>

An editorial in the Journal Gazette in Indianapolis titled “Unlikely allies question a common core” and dated September 30, 2012, states: “Even those who endorse the concept of national standards should be uncomfortable with the pace of the implementation and the likelihood that a national assessment will advance efforts to assign students to college or vocational tracks and limit teachers’ capacity to inspire students.”<sup>lxi</sup>

## Marc Tucker's "Dear Hillary" Letter

In 1990 immediately after Bill Clinton won the presidency, Marc Tucker “used his thesis from “America’s Choice” as the foundation for an 18 page letter to Hillary Clinton, dubbed the “Dear Hillary” letter, to lay out his plans to federalize education and tie it to the workforce<sup>lxiii</sup> ostensibly straight from the definition of Marxism.<sup>lxiii</sup> His desires involved ideas to ‘remold the entire American [public school] system’ into ‘a seamless web that literally extends from cradle to grave and is the same system for everyone’ coordinated by ‘a system of labor market boards at the local, state and federal levels’ where curriculum and ‘job matching’ will be handled by counselors ‘accessing the integrated computer-based program’.<sup>lxiv</sup>

“His letter began, “Dear Hillary, I still cannot believe you won. But utter delight that you did pervades all the circles in which I move. I met last Wednesday in David Rockefeller’s office ... It was a great celebration ... My own view and theirs is that this country has seized its last chance ...”<sup>lxv</sup>

### 3. **President George H. W. Bush Signed an International Agreement Entitled “World Declaration on Education for All**<sup>lxvi</sup>

In “1990, then-President George H.W. Bush signed an international agreement entitled, “World Declaration on Education for All” (EFA), the result of a summit sponsored by the United Nations, called “The World Conference on Education for All”. This declaration proposed 8 ‘Goals’ intended ‘as a guide for national governments ... in formulating their own plans of action for implementing EFA by the year 2000.<sup>lxvii</sup>

“By 1994, Tucker’s letter and EFA had become the “School-to-Work Opportunities ACT”<sup>lxviii</sup> and the Goals 2000 Act<sup>lxix</sup> which dovetailed with Clinton’s reauthorization of ESEA called, “Improving America’s Schools Act of 1994”.<sup>lxx</sup>

Several ‘planks’ stood out from the plans implemented by these pieces of legislation that alarmed legislators and education policy analysts alike:<sup>lxxi lxxii</sup>

- School boards and elected legislators would be bypassed as applications would be made and federal funds received by state Governors and their appointees on workforce development boards. (Dept. of Ed, Forecast of Funding Opportunities,<sup>lxxiii</sup> Central Oklahoma Workforce Investment Board, Inc.)
- A computer database (aka Labor Market Information System) would be used into which school personnel would scan information about students and their family including medical and psychological data that could be shared from the school to other deemed important in the student’s education. (Dept. of Ed., Data Express,<sup>lxxiv</sup> SLDS)
- National standards and National Testing would be used to drive an “outcome-based education”<sup>lxxv</sup> model rebranded by using the slogan, “high standards”.<sup>lxxvi</sup> (Dept. of Ed. FY1999 Annual Plan)<sup>lxxvii</sup>
- Work skills can be instilled as early as Kindergarten with career counseling beginning at the earliest possible age so that by 7<sup>th</sup> grade each student has a clear career pathway (Gear Up, “I have a plan for college, do you?”)<sup>lxxviii</sup>

#### **4. Achieve, Inc. is formed by the Nation's Governors and Corporate Leaders**

Heretofore, the U.S. Congress had repeatedly rebuffed attempts by Progressives to usurp state powers and centralize education by creating national standards. (See the box blue following this section.) To change this, the National Governors Association and CEOs in 1995 decided to intervene. A speaker told a gathering of the NGA “not to wait for the Republicans and Democrats in Congress to agree on national curriculum standards.”<sup>lxxix</sup>

In 1996, the three 1994 bills mentioned above that were of great concern to state legislators and education policy analysts were furthered by the creation of Achieve, Inc., formed by the National Governors Association and corporate leaders, many of whom were tied directly to Marc Tucker and the NCEE. The mission of Achieve, Inc. was to “shepherd the process of setting and implementing standards at the state level.”<sup>lxxx</sup> In his 1997 State of the Union address, President Bill Clinton made national standards a priority, but “Clinton’s education goals were soon blocked by the Republican-controlled Congress, and the ultimate objective of implementing national standards would remain unfulfilled.”<sup>lxxxi</sup>

#### **5. President George W. Bush Pushes No Child Left Behind**

President George W. Bush in 2001 “basically renamed Clinton’s reauthorization of ESEA “The No Child Left Behind Act and signed it into law .... NCLB then, not only paralleled Clinton/Tucker’s educational redirection, but continued the ‘education for a global economy’ mandate of UNESCO and the UN. It also contained a component added by Clinton in 1994 called AYP .... Now, not only were funds tied to school programs, but funding could be removed if schools did not meet a federal government definition of ‘adequate yearly progress’.”<sup>lxxxii</sup>

#### **6. President Barack Obama Embraces Common Core**

The Obama Administration has embraced the Common Core State Standards Initiative as the centerpiece of the President’s education reform. The Administration is using CCSSI to coerce states, through cash gifts if they adopt CCSSI and threats to withhold federal education funding if they do not, to cede local control and to fundamentally transform American education. The Administration is using CCSSI as the vehicle to break numerous federal laws and to expand the federal role into families’ lives in ways that have no direct relationship with academics, including data-mining and sharing private/personal information on students.



# Common Core Impacts State Governance



## COMMON CORE IMPACTS STATE GOVERNANCE

How would you like to drop off your children or grandchildren at school knowing that Barack Obama would be their teacher? If the Alabama Legislature doesn't suspend funding for Common Core, it might as well be Barack Obama who teaches them. Leftists have been trying to grab control of classroom instruction to indoctrinate our children for decades. Common Core is the vehicle that will allow them to do that.

Some say that the federal government plays no role in Common Core, that Common Core is "state-led" and that Common Core will not impact state governance. This is a misconception. But it's not only the federal government that impacts state governance of education – it's private/special interests, over which the public has no control, which have partnered with the Obama Administration.

"The Common Core Initiative, coupled with the federal effort to drive its adoption, has brought about national content standards owned by the private interests that created them....<sup>lxxxiii</sup> "The result is that significant portions of the states' educational systems now rest in the hands of private organizations that an individual state cannot control. And, having stripped the people of effective political power and put it in the hands of private interests, the owners of the Standards attempt to insulate themselves from legal liability to the people with broad disclaimers for any damage the Standards might cause."<sup>lxxxiv</sup>

### Who has funded Common Core Standards?

The federal government is spending billions of dollars in its quest to replace local education standards with national standards. This funding is discussed in the next section, "Federal Government Involvement with CCSS". But another "particularly troubling aspect of the Initiative is that so much of its funding has come from private entities that are unaccountable to the taxpayers.

- "The Gates Foundation, for example, has poured tens of millions of dollars into organizations that have an interest, financial or otherwise, in the implementation of Common Core.
- "In particular, since 1999, the Gates Foundation has donated over \$30,000,000 to NGA and \$70,000,000 to CCSSO.
- "In addition, it has financed a host of other organizations that work to influence education policy, including the National Education Association, the American Federation of Teachers, the American Association of School Administrators, and WestEd (a federally created organization that serves as project manager for SBAC).
- "It has donated to organizations on both sides of the ideological spectrum, with significant funding to advance its education agenda going to conservative entities such as Fordham Institute; the American Enterprise Institute (over \$3 million since 2007, including a timely \$2

million grant in March 2009 near the kick-offs of the Common Core Standards Initiative and *Race to the Top*; Jeb Bush's Excellence in Education, a leading supporter of the Standards among Republicans; and in November of last year, a \$376,000 grant to ALEC while the Education Task Force was studying the Resolution before its December 2011 vote (... the Task Force resoundingly voted to pass the Resolution anyway).

- The Gates Foundation expects it will spend approximately \$353 million from 2010 to 2014 to support national standards and their implementation.

**“This beneficence raises serious questions about who, exactly, is controlling education policy – elected officials answerable to the taxpayers, or unaccountable private groups?”**

- “Commentators across the political spectrum have already expressed concern about whether elected officials are abdicating their responsibilities and letting wealthy donors run the show.
- “Nor can the nonprofit interests and for-profit interests be readily separated;
  - “For example, Microsoft recently invested in a division of Barnes and Noble that deals with curriculum, and
  - “the Gates Foundation is working with the Pearson Foundation (connected to British educational mega-publisher Pearson PLC) to provide online courses.
  - “The Gates Foundation has even paid NBC \$500,000 for the National Education Summit (broadcast on NBC and MSNBC).

“All of this raises questions about how decisions will be made, who will make them, and how – if at all – states will be able to protect the interests of their citizens.”<sup>»LXXXV</sup>

**National Standards were Developed by Special Interest Groups Behind the Scenes**

The CCSS were “developed largely in secret through a process led by special-interest groups who are not elected and who lack any public accountability.” This statement was made by Texas State Commissioner of Education Robert Scott echoed concerns of many educators and public officials nationwide. (*Education Week*, “Texas Pulling Out of Council of Chief State School Officers”, by Sean Cavanaugh, June 22, 2011) [http://blogs.edweek.org/edweek/state\\_edwatch/2011/06/post\\_5.html](http://blogs.edweek.org/edweek/state_edwatch/2011/06/post_5.html)

**Special Interests Involved Behind-the-Scene Stand to Profit from CCSS**

- National standards are being developed behind the scenes and are led by vendors who stand to gain substantially from this plan. Some are radical-left Obama appointees and their radical-left associates. To name a few:

- Bill and Melinda Gates Foundation. They will profit from the requirement that schools purchase the latest multimedia technology and from setting up national databases. The Gates Foundation has already begun distributing curriculum maps that will guide teachers in the delivery of the national standards curriculum.
  - Gates and Pearson have begun selling to schools online courses in math and reading that are tied to CCSS.
  - Bill and Melinda Gates are key players in the federal takeover of public schools under the Obama administration. Bill Gates has supported Obama's agenda from the beginning of Obama's campaign, has doled out money to many organizations to write and develop national standards and national assessments, and has worked closely with the U.S. Department of Education to institutionalize national standards and assessments.
- ✓ Susan Dell Foundation. This organization and the Gates Foundation are involved in the consortia efforts.
  - Both the Gates Foundation and the Susan Dell Foundation stand to make billions of dollars from the Common Core Standards and Race to the Top digitized standards, curricula, assessments, teacher evaluations, and personal data on all students (and their families) and educators in the public schools of our country.
- ✓ America's Choice (owned by Marc Tucker's National Center on Education and the Economy, (NCEE,) was recently bought by Pearson, the largest publishing company in the world. Pearson will profit from contracts to prove assessments, training, textbooks and other materials.
  - Phil Daro of America's Choice is the head of the Common Core Math Writing Team. (See damning evidence of America's Choice instructional materials elsewhere in this document as to why CCSS is bad for students.)
- ✓ National Center on Education and the Economy (NCEE). Marc Tucker is president of NCEE which enters into contracts with districts and states to develop standards-based tests.
  - Marc Tucker as president of NCEE wrote a letter to Hillary Clinton at the beginning of the Clinton Administration that "laid out the master plan to take over the entire U.S. educational system so that it could serve national economic planning of the workforce." ([http://www.eagleforum.org/educate/marc\\_tucker/](http://www.eagleforum.org/educate/marc_tucker/))

Source for the above ✓'s: [http://www.pioneerinstitute.org/pdf/gates\\_money.pdf](http://www.pioneerinstitute.org/pdf/gates_money.pdf)





# REASONS TO RESCIND & DEFUND CCSSI TO SAVE ALABAMA VALUES & STATES' RIGHTS



## FEDERAL GOVERNMENT INVOLVEMENT WITH CCSSI

The federal government is inextricably linked with Common Core.

- In 2009 the Obama Administration embraced the Common Core State Standards Initiative soon after taking office.<sup>lxxxvi</sup>
- President Obama's March 2010 "Blueprint" to reauthorize No Child Left Behind would make Common Core the backbone of federal accountability.<sup>lxxxvii</sup>
- In the early stages, "The president [started] pushing states to adopt national academic-content standards .... the president's policy has been to strong-arm the states to adopt these standards. His biggest weapon is the carrot and stick of federal funding."<sup>lxxxviii</sup>
- Incentivizing states to adopt Common Core was made possible by President Obama earmarking \$4.35 billion in the February 2009 American Recovery and Reinvestment Act (ARRA) – the "Stimulus Bill, known as *Race to the Top* (RTTT). "One of the requirements for states to qualify for this competitive grant was to have signed on to the CCSSI."<sup>lxxxix</sup>
- "The Department of Education is offering No Child Left Behind waivers"<sup>xc</sup> to states that agree to the "Obama Administration's policy preferences" which is CCSSI.<sup>xcii</sup>
- In February 2010 the Obama Administration threatened to withhold Title I funding [nearly \$16 billion for low-income schools) from states that did not adopt Common Core standards.<sup>xciii</sup>
- The Obama Administration is funding grants to two consortia of states to create Common Core-aligned assessments -- that would replace state assessments.<sup>xciv</sup> These grants of \$350 million mandated "various requirements and strings set by Secretary Duncan's team."<sup>xcv</sup> The Obama Administration handpicked the two consortia who will write the tests/assessments.<sup>xci</sup>
- A "University of Colorado/Arizona State analysis ... notes that the Obama administration plans to budget \$2.5 billion to align state curricula with the national standards. Another \$400 million is budgeted for developing related standardized tests and measures, resulting in a package of standards, curriculum and assessments based on the national standards."<sup>xcvi</sup>
- "The proposed changes would give the federal government unprecedented influence over the curriculum, pedagogy and governance structure of the nation's schools."<sup>xcvii</sup>
- "The National Conference of State Legislatures recently warned, 'The effects of federal policy are now grossly disproportionate to its contribution to the K-12 endeavor. If we continue on our current policy path, federal resources, which now account for slightly more than 7 percent of the enterprise, will drag the entire system into the rabbit-hole world where compliance with federal dictums masquerades as reform."<sup>xcviii</sup>
- To come is Obama's plan to restructure school finance systems to redistribute money from suburbs to cities.<sup>xcix</sup>

**"The decades-long drive by various administrations to federalize education, which seems to be hitting its peak under President Obama's efforts to require national standards, is wrong-headed for a myriad of empirical and governance reasons. It is likely to be a costly failure, with the cost measured not just in terms of dollars, but in the wasted lives of our children." (Lance T. Izumi, J.D., Koret Senior Fellow & Senior Director of Education Studies at St. Vincent's College Center for Political & Economic Thought.)**



# REASONS TO RESCIND & DEFUND CCSS TO SAVE ALABAMA VALUES & STATES' RIGHTS



## COMMON CORE INVADES STUDENT & FAMILY PRIVACY

President Obama has made it clear that national standards is his administration's goal.<sup>c</sup> But the Obama administration also wants to invade the privacy of students and their parents. This is called data-mining and longitudinal data systems. The Obama Administration plans to track not only the academic records of our children from K-12, through college, and through their careers, but to track personal data as well.<sup>ci</sup>

### How the Feds are Tracking Your Kids

“Would it bother you to know that the federal Centers for Disease Control has been showing your daughter's health records to see how she responded to an STD/teen-pregnancy-prevention program? How about if the federal Department of Education of Labor scrutinized your son's academic performance to see if he should be ‘encouraged’ to leave high school early to learn a trade?”

These scenarios could become reality. Although current federal law prohibits tracking students by their personal information from preschool through career, the Administration went around Congress and rewrote the regulations. Student privacy and parental authority will suffer.

“How did it happen? Buried within the enormous 2009 stimulus bill were provisions encouraging states to develop data systems for collecting copious information on public-school kids. To qualify for stimulus money, states had to agree to build such systems according to federally dictated standards.<sup>ci</sup>

“According to the National Data Collection Model, the government should collect information on health-care history, family income and family voting status. In its view, public schools offer a golden opportunity to mine realms of data from a captive audience.”<sup>ciii</sup> The Department of Education intends for the State Longitudinal Data Systems (SLDS) to “capture, analyze, and use student data from preschool to high school, college and the workforce.”<sup>civ</sup>

**How often do we hear President Obama mention education as his plan to boost the economy? This is more sinister than is visible to the eye. “Common Core is merely one part of a much broader plan by the federal government to track individuals from birth through their participation in the workforce ... as a means of matching the citizenry to the workforce needs of industry.”**

**It's bad enough that states are building SLDS in return for Stimulus money; it will be far worse to adopt national standards and assessments that open up students' private information to public and private entities,”<sup>cv</sup>, or possibly use information for political retaliation, or to pick winners and losers.**

An alarming method of collecting data has become the student questionnaire which “can be given at school. Questions are asked ‘about feelings, attitudes, sexual behaviors and a host of other things – all, again, without parental consent;’” Questions can include “who owns your home, what is the student's blood type, gingival gum condition, migrant status, weight at birth<sup>cvi</sup> ... How is ANY of this information relevant to 2+2=4?”<sup>cvi</sup>



# REASONS TO RESCIND & DEFUND CCSSI TO SAVE ALABAMA SCHOOLS



## WHAT CAN WE DO?

Education is an issue that marks differences between Liberals and Conservatives. Liberals believe in centralized government control and nationalization of education. Conservatives believe the problem is too much government at the expense of parental and local control and that free market principles of choice and competition are the answers. Advocates of federalism are concerned that their state officials have ceded authority of education standards and assessments that drive what is taught in local schools.

**If Alabama is going to protect its values and states' rights, the Legislature must act now! Implementation has already begun and will cost Alabama taxpayers \$282 million for start-up costs alone!** Taxpayers have not been told that CCSSI is a COMPLETE OVERHAUL of Alabama's education system. This should be transparent, as well as the full costs, and taxpayers should have a voice and a vote.

Making pedagogical and curricular changes, revamping professional development, and aligning textbooks and assessments to adhere to the Common Core will burden Alabama's already-strained budget. There will short-term and long-term costs. The Legislature should insist that the State Board of Education provide these costs.

What can the Alabama Legislature do?

### **Withdraw from Common Core and prohibit new spending for standards implementation.**

The American Legislature Exchange Council has written model legislation to rescind/defund CCSSI and Emmet McGroarty, a member of ALEC, has volunteered to help our state with legislation. The wording follows. The full Resolution is available.

*“The State Board of Education or District Schools may not adopt, and may not implement, the Common Core State Standards developed by the Common Core State Standards Initiative. Any actions taken to adopt or implement the Common Core State Standards as of the effective date of this section are void ab initio. Neither this nor any other statewide education standards may be adopted or implemented without the approval of the Legislature.”*

In conclusion, Alabama should improve its educational system. We can't fix the systemic problems of the breakup of the family, teachers unions, etc.; but we *can* inject choice and competition. Perhaps the easiest and best way to do this is vouchers along the lines of what Louisiana has done. Governor Bobby Jindal stated: “We are changing the way we deliver education. We are letting parents decide what's best for their children, not government.”

Choice and competition help low-income students the most. It allows them choice and to attend schools outside their neighborhoods. As Milton Friedman stated, the root of all education problems is that “parents and students have lost their freedom to choose with increased centralization, and that hurts the lower classes the most .... A voucher system would grant parents control while retaining present sources of funding.”<sup>cvi</sup>



## APPENDIX

### 100 INITIAL SIGNERS OF THE COUNTER-MANIFESTO TO THE “SHANKER MANIFESTO” IN OPPOSITION TO NATIONAL STANDARDS

**John Agresto**

President, St. John’s College, Santa Fe, 1989-2000, Member Board of Trustees & Past Provost, American University of Iraq, Author, *The Supreme Court & Constitutional Democracy*

**G. Donald Allen**

Associate Head & Professor, Department of Mathematics, Texas A&M University, Director, Center for Technology-Mediated Instruction in Mathematics

**Hon. Steve Baldwin**

Former Chairman, California State Assembly Education Committee, Former California State Assemblyman, Former Executive Director, Council for National Policy

**Gary Beckner**

Founder & Executive Director, Association of American Educators

**Hon. Marian Bergeson**

Former California State Secretary of Education, Former President, California School Boards Association, Former California State Senator

**Michelle D. Bernard**

President and CEO, the Bernard Center for Women, Politics, and Public Policy

**Ben Boychuk**

Former Managing Editor, *School Reform News*, Heartland Institute

**Hon. Christian N. Braunlich**

Vice President, Thomas Jefferson Institute, Former Member, Fairfax County (Va.) School Board

**Matthew J. Brouillette**

President & CEO, Commonwealth Foundation for Public Policy Alternatives, Former middle and high school history teacher, Former charter school board member

**Morgan Brown**

Former Assistant Commissioner, Minnesota State Department of Education, U.S. Assistant Deputy Secretary of Education for Innovation and Improvement, 2006-2008

**Audrey V. Buffington**

Former State Supervisor of Mathematics, Maryland State Department of

Education, First Recipient, Mathematics Educator of the Year Award, Maryland Council of Teachers of Mathematics, 1978

**Doug Carnine**

Former Director, National Center to Improve the Tools of Educators, Co-Author, Direct Instruction mathematics series, Former Member, Advisory Board, National Institute for Literacy

**Michael C. Carnuccio**

President, Oklahoma Council of Public Affairs

**M. Bloucke Carus**

Chairman, Carus Corporation, Chairman, Education Committee, Illinois Manufacturers' Association, Publisher of 14 leading children's magazines, Past Chairman, International Baccalaureate North America, Developer, Open Court reading program

**Walt Chappell**

Member, Kansas State Board of Education

**John E. Chubb**

Distinguished Visiting Fellow & Koret K-12 Education Task Force Member, Hoover Institution, Stanford University, Former Chief Academic Officer & Co-Founder, Edison Learning, Co-Author, *Politics, Markets, and America's Schools*

**Paul Clopton**

Research Statistician, U.S. Department of Veteran Affairs Medical Center, San Diego, Past Member, California State Mathematics Curriculum Framework and Criteria Committee, Past Commissioner, California State Commission on Teacher Credentialing

**John Colyandro**

Executive Director, Texas Conservative Coalition Research Institute

**Kim Crockett**

President & General Counsel, Minnesota Free Market Institute

**David Davenport**

Counselor to the Director & Research Fellow, Hoover Institution, Stanford University, President, Pepperdine University, 1985-2000, Past Distinguished Professor of Law & Public Policy, Pepperdine University

**Timothy C. Draper**

Founder & Managing Director, Draper Fisher Jurvetson (venture capital), Former Member, California State Board of Education

**Brandon Dutcher**

Vice President for Policy, Oklahoma Council of Public Affairs, Publishing Editor, *Choice Remarks*



**John C. Eastman**

Founding Director, Claremont Institute Center for Constitutional Jurisprudence, Donald P. Kennedy Professor and Former Dean, Chapman University School of Law

**Michelle Easton**

President, Clare Booth Luce Policy Institute  
Former Deputy Undersecretary, U.S. Department of Education, Former President and Member Virginia, State Board of Education

**Karen R. Effrem, MD**

President, Education Liberty Watch

**Robert S. Eitel**

Member, Talbert and Eitel, PLLC, Deputy General Counsel, U.S. Department of Education, 2006-09, Senior Counsel, U.S. Department of Education, 2005-06

**Siegfried Engelmann**

Professor of Special Education, University of Oregon, Recipient, Award of Achievement in Education Research of the Council of Scientific Society Presidents, 2002, President Engelmann-Becker Corporation (curriculum development)

**Robert C. Enlow**

President & CEO, Foundation for Educational Choice

**Richard A. Epstein**

Laurence A. Tisch Professor of Law, New York University Law School, Peter & Kirsten Bedford Senior Fellow, Hoover Institution, Stanford University, James Parker Hall Distinguished Service Professor of Law Emeritus & Senior Lecturer, University of Chicago Law School

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**Bill Evers**

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**Liv Finne**

Director for Education, Washington Policy Center

**Will Fitzhugh**

Founder & President, *The Concord Review*

**Greg Forster**

Senior Fellow, Foundation for Educational Choice

**John Fonte**

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Hudson Institute

**Jamie Gass**

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President, Rio Grande Foundation

**Ronald J. Gidwitz**

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Committee on Education and Workforce, Former Member, U.S. House  
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**Gisele Huff**

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Harvard University

**Lance T. Izumi**

Koret Senior Fellow and Senior Director of Education Studies, Pacific

Research Institute, Immediate Past President, Board of Governors, California Community Colleges

**Franklin Pitcher Johnson, Jr.**

Founding Partner, Asset Management Company, (venture capital), Former Member, Board of Trustees, Foothill-De Anza Community College District

**Krista Kafer**

Fellow, Centennial Institute

**Kevin P. Kane**

President, Pelican Institute for Public Policy

**Hon. Greg Kaza**

Member, Michigan State House of Representatives, 1993-98, Executive Director, Arkansas Policy Foundation

**C. Ronald Kimberling**

U.S. Assistant Secretary of Education for Postsecondary Education, 1985-88, Former Chancellor, Briarcliffe College, Member, Illinois Task Force on Higher Education and the Economy, 2008

**Hon. Keith King**

Co-Founder, Cheyenne Mountain Charter Academy; James Irwin Charter High School, Colorado Springs Early Colleges, Colorado State Senator, Member, Colorado State Senate Education Committee

**Karen Klinzing**

Former Deputy Commissioner, Minnesota Dept. of Education; Former Member, Education Finance Committee, Minnesota State House of Representatives, Former Member, Education Policy & Reform Committee, Minnesota State House of Representatives

**E. Floyd Kvamme**

Partner Emeritus, Kleiner, Perkins, Caulfield & Byers (venture capital), Past Executive Vice President, Apple Computer, Past Co-Chairman, President's Council of Advisers on Science and Technology

**John R. LaPlante**

Policy Fellow, Minnesota Free Market Institute

**Hon. Yvonne W. Larsen**

Past President, California State Board of Education, Past President, San Diego City School Board, Vice Chair, "A Nation at Risk" Commission

**Casey Lartigue , Jr.**

Director, Overseas Relations, Center for Free Enterprise (South Korea), Former Education Policy Analyst, Cato Institute, Co-editor, *Educational Freedom in Urban America: Brown v. Board Education after a half century*

**Doug Lasken**

Retired English Teacher & Debate Coach, Los Angeles Unified School District

**Howard H. Leach**

Vice President, Leach Capital, Former U.S. Ambassador to France, Former Chairman, Board of Regents, University of California

**Briana LeClaire**

Education Policy Analyst, Idaho Freedom Foundation

**George Leef**

Director of Research, John W. Pope Center for Higher Education Policy, Former Vice President, John Locke Foundation, Book Review Editor, *The Freeman* magazine

**George W. Liebmann**

Executive Director, Calvert Institute for Policy Research

**Dan Lips**

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**Hon. Peggy Littleton**

El Paso County Commissioner, Colorado, Former Member, Colorado State Board of Education

**Carrie L. Lukas**

Executive Director, Independent Women's Forum, Former Policy Analyst, Cato Institute, Former Senior Domestic Policy Analyst, U.S. House Republican Policy Committee

**Paul Lundeen**

Member, Colorado State Board of Education

**J. Robert McClure**

President & CEO, James Madison Institute, Former Member, State of Florida Education Strategies Planning Council Member, Florida Committee for the U.S. Commission on Civil Rights

**Michael W. McConnell**

Richard and Frances Mallery Professor of Law, Stanford University, Senior Fellow, Hoover Institution, Stanford University, Former Federal Judge, U.S. Court of Appeals for the Tenth Circuit

**Kelly McCutchen**

President and CEO, Georgia Public Policy Foundation

**Michael McKeown**

Professor of Medical Science, Department of Molecular Biology, Cell

Biology & Biochemistry, Brown University, Co-Founder, Mathematically Correct (math-education advocacy group)

**Matt A. Mayer**

President, Buckeye Institute for Public Policy Solutions

**Edwin Meese III**

Former Attorney General of the United States, Former Rector (chairman of governing board), George Mason University, Former Professor of Law, University of San Diego

**John D. Merrifield**

Professor of Economics, University of Texas, San Antonio, Editor, *Journal of School Choice*, Director, E.G. West Institute for Effective Schooling

**Stan Metzenberg**

Professor of Biology, California State University Northridge, Science Consultant, California State Academic Standards Commission, 1998, Former Commissioner, California State Curriculum Commission

**R. James Milgram**

Professor Emeritus, Department of Mathematics, Stanford University, Member, Validation Committee, Common Core Standards, 2009-10, Former Member, NASA Advisory Council

**Charles Miller**

Former Chairman, Education Policy Center of Texas, Former Chairman, Board of Regents, University of Texas System, Chairman, U.S. Secretary of Education's Commission on the Future of Higher Education (Spellings Commission)

**Marcia Neal**

Vice-Chair, Colorado State Board of Education

**Hon. Janet Nicholas**

Former Member, California State Board of Education

**Grover Norquist**

President, Americans for Tax Reform, Member, Board of Directors, ParentalRights.org, Former Economist & Chief Speechwriter, U.S. Chamber of Commerce

**Daniel Oliver**

Former General Counsel, U.S. Department of Education, Former General Counsel, U.S. Department of Agriculture, Former Chairman, Federal Trade Commission

**Gen Olson**

President, Pro Tem, Minnesota State Senate, Chair, Minnesota State Senate Education Committee

**Chris Patterson**

Former Director of Research, Texas Public Policy Foundation, Member, Policy Advisory Board, Texas Institute for Education Reform

**John W. Payne**

Education Policy Researcher, Show-Me Institute

**Hon. Betty Peters**

Member, Alabama State Board of Education

**Sally C. Pipes**

President & CEO Pacific Research Institute

**Daniel P. Racheter**

President, Iowa Association of Scholars, President, Public Interest Institute, Co-Editor, *Federalist Government in Principle and Practice*

**Howard Rich**

Chairman, Americans for Limited Government

**Roberta R. Schaefer**

President & CEO, Worcester (Mass.) Regional Research Bureau, Former Vice Chair & Member, Massachusetts State Board of Education

**Hon. Bob Schaffer**

Chairman, Colorado State Board of Education, Former Vice-Chairman, Colorado State Senate Education Committee, Member, U.S. House of Representatives, 1997-2003

**Wilfried Schmid**

Dwight Parker Robinson Professor of Mathematics, Harvard University, Member, National Mathematics Advisory Panel, U.S. Department of Education, 2006-08, Member, Steering Committee, NAEP Mathematics Assessment, 2000-01

**Pete Sepp**

Executive Vice President, National Taxpayers Union

**Gilbert T. Sewall**

Director, American Textbook Council  
Former history instructor, Phillips Academy, Andover, Mass., Former Education Editor, *Newsweek* magazine

**Hon. John Shadegg**

Member, U.S. House of Representatives, 1995-2010

**Hon. Florence Shapiro**

Chair, State Senate Education Committee, State of Texas, Member, Southern Regional Education Board, Commissioner, Education Commission of the States

**Jane S. Shaw**

President, John W. Pope Center for Higher Education Policy

**John Silber**

Dean, College of Arts & Sciences, University of Texas, 1967-70, President, Boston University, 1971-96, Chairman, Massachusetts State Board of Education, 1996-99

**Eunie Smith**

(widow of Congressman Albert Lee Smith, Jr.), President, Eagle Forum of Alabama

**Lisa Snell**

Director of Education & Child Welfare, Reason Foundation

**Don Soifer**

Executive Vice President, Lexington Institute, Member, Public Charter School Board, District of Columbia

**Joel Spring**

Professor, Department of Elementary & Early Childhood Education, Queens College & Graduate Center, City University of New York

**Shelby Steele**

Robert J. & Marion E. Oster Senior Fellow, Hoover Institution, Stanford University, Author, *The Content of Our Character*

**James Stergios**

Executive Director, Pioneer Institute for Public Policy Research

**Terry L. Stoops**

Director of Education Studies, John Locke Foundation

**Sandra Stotsky**

21st Century Chair in Teacher Quality, Department of Education Reform, University of Arkansas, Senior Associate Commissioner of Education, Commonwealth of Massachusetts, 1999-2003, Member, Validation Committee, Common Core Standards, 2009-10

**Christopher B. Summers**

President, Maryland Public Policy Institute

**Robert W. Sweet, Jr.**

Former Acting Director & Deputy Director, National Institute for Education, Former Reagan White House Policy Staffer, Former Senior Staffer, U.S. House Committee on Education & the Workforce

**Kent D. Talbert**

Partner, Talbert & Eitel, PLLC, General Counsel, U.S. Department of Education, 2006-09, Former Education Policy Counsel, U.S. House Committee on Education and the Workforce

**Peter Thiel**

President Clarium Capital (hedge fund), Managing Partner, The Founders Fund (venture capital), Founder, Former CEO & Former Chairman, PayPal

**Abigail Thernstrom**

Adjunct Scholar, American Enterprise Institute, Member, Massachusetts State Board of Education, 1995-2006, Vice Chair, U.S. Commission on Civil Rights

**Stephen Thernstrom**

Winthrop Research Professor of History, Harvard University, Co-Author (with Abigail Thernstrom), *No Excuses: Closing the Racial Gap in Learning*.

**Jeremy Thompson**

Executive Director, Alaska Policy Forum

**Lil Tuttle**

Education Director, Clare Booth Luce Policy Institute, Former Vice President and Member, Virginia State Board of Education

**Richard Vedder**

Adjunct Scholar, American Enterprise Institute, Distinguished Professor of Economics, Ohio University, Commissioner, U.S. Secretary of Education's Commission on the Future of Higher Education (Spellings Commission)

**Herbert J. Walberg**

Distinguished Visiting Fellow & Koret K-12 Education Task Force Member, Hoover Institution, Stanford University, University Scholar, University of Illinois at Chicago, Former Member, National Board for Education Sciences, U.S. Department of Education

**Hon. Pete Wilson**

Former Governor, State of California

**Jim Windham**

Chairman, Texas Institute for Education Reform

**Ze'ev Wurman**

Senior Policy Adviser, U.S. Department of Education, 2007-2009, Commissioner, California State Academic Commission, 2010, Past Member, California State Mathematics Curriculum Framework and Criteria Committee

**Hon. Kimberly Yee**

Member, Arizona State House Representatives, Vice Chairman, Arizona House Education Committee



# COMMON CORE: Recommended Readings

## **American Principles Project/Pioneer Institute**

- "Controlling Education From the Top – Why Common Core is Bad for America" \*  
<http://americanprinciplesproject.org/wp-content/uploads/2012/05/Controlling-Education-From-the-Top.pdf>
- "The Road to a National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers"  
[www.pioneerinstitute.org/pdf/120208\\_RoadNationalCurriculum.pdf](http://www.pioneerinstitute.org/pdf/120208_RoadNationalCurriculum.pdf)
- "National Cost of Aligning States and Localities to the Common Core Standards"  
[www.pioneerinstitute.org/pdf/120222\\_CCSSICost.pdf](http://www.pioneerinstitute.org/pdf/120222_CCSSICost.pdf)
- "How Common Core's ELA Standards Place College Readiness at Risk"  
[pioneerinstitute.org/pdf/120917\\_CommonCoreELAStandards.pdf](http://pioneerinstitute.org/pdf/120917_CommonCoreELAStandards.pdf)

## **The Heritage Foundation**

- "Why National Standards Won't Fix American Education: Misalignment of Power and Incentives"  
<http://www.heritage.org/research/reports/2010/05/why-national-standards-won-t-fix-american-education-misalignment-of-power-and-incentives>
- Nationalizing Education \*  
[blog.heritage.org/2012/03/16/nationalizing-education](http://blog.heritage.org/2012/03/16/nationalizing-education)
- "National Standards: Costly in Dollars and Liberty Lost" \*  
<http://blog.heritage.org/2012/03/02/national-standards-costly-in-dollars-and-liberty-lost/>
- "Race to the Top for School Districts: More Federal Education Intervention"  
<http://blog.heritage.org/2012/08/17/race-to-the-top-for-school-districts-more-federal-education-intervention/>
- "No Child Left Behind Waivers: Bogus Relief, Genuine Overreach"  
<http://www.heritage.org/research/reports/2012/09/no-child-left-behind-waivers-bogus-relief-genuine-overreach>

## **CATO Institute**

- "Honey, When Did the Feds Take over the Kids' School?" \*  
<http://www.cato.org/publications/commentary/honey-when-did-feds-take-over-kids-school>
- "Common Core Supporter: Maybe Opposition Not Paranoia"  
<http://www.cato-at-liberty.org/common-core-supporter-maybe-opposition-not-paranoia/>
- "Behind the Curtain, Assessing the Case for National Curriculum Standards"  
[www.cato.org/publications/policy-analysis/behind-curtain-assessing...](http://www.cato.org/publications/policy-analysis/behind-curtain-assessing...)

## **Federal Coercion**

- "Say I Threatened You Again, And You'll Really Be Sorry!"  
[www.cato-at-liberty.org/say-i-threatened-you-again-and-ill-mess-you-up](http://www.cato-at-liberty.org/say-i-threatened-you-again-and-ill-mess-you-up)
- NCLB is "Voluntary," Too  
<http://www.cato-at-liberty.org/nclb-is-voluntary-too/>
- "Want to withdraw from ObamaEd?" (Robert Holland) \*  
<http://www.washingtontimes.com/news/2012/mar/5/want-to-withdraw-from-obama-ed/>
- "Should the White House control what your kids learn?"  
[http://eppc.org/publications/pubID.4837/pub\\_detail.asp](http://eppc.org/publications/pubID.4837/pub_detail.asp)

## **Loss of Sovereignty**

- "Closing the Door on Innovation – Why One National Curriculum is Bad for America" – a Critical Response to the Shanker Institute Manifesto and the U.S. Department of Education's Initiative to Develop a National Curriculum and National Assessments Based on National Standards \*  
<http://www.k12innovation.com/Manifesto/ V2 Home.html>
- "Education Revolution – Without the People?" \*  
[http://townhall.com/columnists/emmetmcgroarty/2011/02/23/education\\_revolution\\_without\\_the\\_people/page/full/](http://townhall.com/columnists/emmetmcgroarty/2011/02/23/education_revolution_without_the_people/page/full/)
- "Zhao on Entrepreneurship, the Common Core, and Bacon" \*  
[http://blogs.edweek.org/edweek/bookmarks/2012/07/zhou\\_on\\_entrepreneurship\\_the\\_common\\_core\\_and\\_bacon.html](http://blogs.edweek.org/edweek/bookmarks/2012/07/zhou_on_entrepreneurship_the_common_core_and_bacon.html)
- "The Death of Free Will"  
<http://www.infowars.com/the-death-of-free-will/>  
<http://newswithviews.com/iserbyt/iserbyt102.htm>
- "America's Road to Ruin" (Pay attention to the U.S. – Soviet Agreement)  
<http://www.bing.com/search?q=America%E2%80%99s+Road+to+Ruin&FORM=HPDTRDF&pc=HPDTRDF&src=IE-SearchBox>
- "Common Core State Standards and Race to the Top – An Introduction to Marxism 101"  
<http://www.utahsrepublic.org/ccss-and-rtt-an-introduction-to-marxism-101/>

## **General**

- "Common Core won't likely boost student achievement", The Washington Post, by Valerie Strauss, February 18, 2012  
[http://www.washingtonpost.com/blogs/answer-sheet/post/common-core-wont-likely-boost-student-achievement-analysis-says/2012/02/16/gIQAOfZuJR\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/common-core-wont-likely-boost-student-achievement-analysis-says/2012/02/16/gIQAOfZuJR_blog.html)

- "My Testimony on National Standards before U. S. House" by Jay P. Greene \*  
21<sup>st</sup> Century Professor of Education Reform at the University of Arkansas; and fellow at the George W. Bush Institute located at Southern Methodist University  
<http://jaypgreene.com/2011/09/21/my-testimony-on-national-standards-before-us-house>
- "Those pesky things called laws" \*  
by Syndicated Columnist George Will, March 10, 2012  
<http://www.humanevents.com/2012/03/10/those-pesky-things-called-laws/>
- "Backer of Common Core School Curriculum is Chosen to Lead College Board"  
The New York Times, October 27, 2012  
<http://thechoice.blogs.nytimes.com/2012/05/16/college-board-selects-backer-of-common-core-school-curriculum-as-new-president/>
- "School Standards Pushback", Wall Street Journal, May 8, 2012  
<http://online.wsj.com/article/SB10001424052702303630404577390431072241906.html>
- "Education hornets' nest: Creating a national K-12 curriculum"  
By Bill Evers, Kent Talbert and Robert Eitel, May 9, 2011  
<http://thehill.com/blogs/congress-blog/education/159911-education-hornets-nest-us-department-of-education-is-creating-a-national-k-12-curriculum>
- NCLB waivers: The Details in the Devil's Bargain"  
By Jack Hassard, January 15, 2012  
[http://blogs.edweek.org/teachers/living-in-dialogue/2012/01/nclb\\_waivers\\_the\\_details\\_in\\_th.html](http://blogs.edweek.org/teachers/living-in-dialogue/2012/01/nclb_waivers_the_details_in_th.html)
- "Educators in Search of Common-Core Resources" By Catherine Gewertz, February 24, 2012  
[http://www.edweek.org/ew/articles/2012/02/24/22resources\\_ep.h31.html?tkn=WTTfQMjHINffrDnJutSh4uUxXl1A2QZ7PepD&cmp=clp-edweek&utm\\_source=fb&utm\\_medium=rss&utm\\_campaign=mrss](http://www.edweek.org/ew/articles/2012/02/24/22resources_ep.h31.html?tkn=WTTfQMjHINffrDnJutSh4uUxXl1A2QZ7PepD&cmp=clp-edweek&utm_source=fb&utm_medium=rss&utm_campaign=mrss)
- "Oppose the Common Core Standards Initiative: Reasons for Opposition Both Republicans and Democrats Should Agree On (Thoughts from a teacher)" \*  
May 11, 2012, <http://aconservativeteacher.blogspot.com/2012/05/oppose-common-core-standards-initiative.html>
- "Reasons Why Conservatives Should Oppose RTTT" By a Conservative Teacher,  
February 10, 2010, <http://aconservativeteacher.blogspot.com/2010/02/oppose-race-to-top-reasons-why.html>
- "Common Core Rollout Draws Parental Opposition Nationwide"  
By Robert Holland, September 4, 2012, <http://heartland.org/editorial/2012/09/04/common-core-rollout-draws-parental-opposition-nationwide>



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- <sup>i</sup> Emmett McGroarty and Jane Robbins, “Controlling Education From the Top: Why Common Core is Bad for America,” A Pioneer Institute and American Principles Project White Paper dated May 2012
- <sup>ii</sup> “States are Beginning to Rebel Against Common Core,” by Donna Garner, September 28, 2012, [http://nocompromisepac.ning.com/profiles/blogs/states-beginning-to-rebel-against-common-core-standards-from?xg\\_source=msg\\_appr\\_blogpost](http://nocompromisepac.ning.com/profiles/blogs/states-beginning-to-rebel-against-common-core-standards-from?xg_source=msg_appr_blogpost)
- <sup>iii</sup> Bracey, G, 2009, “The Bracey report on the condition of public education. Boulder and Tempe: Educatino and the Public Interest Center and Education Policy Research Unit. <http://epicpolicy.orgpublication/Bracey-Report>
- <sup>iv</sup> <http://alabamaeagle.org/2010/10/25/keep-alabama-curriculum-decisions-in-alabama-2>
- <sup>v</sup> Human Events: “Dumbing Down of America” by Pat Buchanan, June 27, 2011
- <sup>vi</sup> “Common Core Standards and Race to the Top – An Introduction to Marxism 101” by Jenni White, et. Al, Restore Oklahoma Public Education, 6/1/2011; “Safe Schools’ czar Kevin Jennings to get \$410 million in Obama’s 2011 federal budget” – to push homosexual and transgender programs in America’s schools!” b yFeb. 28, 201; and many articles by Dr. Donna Garner
- <sup>vii</sup> “National Cost of Aligning States and Localities to the Common Core Standards”: A project by Pioneer Institute, American Principles Project, Pacific Research Institute, and AccountabilityWorks
- <sup>viii</sup> *Ibid.*
- <sup>ix</sup> *Ibid.*
- <sup>x</sup> Gov. Rick Perry, Office of Gov., Press Release (Jan. 13, 2010)
- <sup>xi</sup> Emmett McGroarty and Jane Robbins, “Controlling from the Top: Why Common Core is Bad for America,” A Pioneer Institute and American Principles Project White Paper dated May 2012
- <sup>xii</sup> *Ibid.*
- <sup>xiii</sup> Emmett McGroarty, “Education Revolution ... Without The People”? Townhall Magazine, February 23, 2011, [http://townhall.com/columnists/emmetmcgroarty/2011/02/23/education\\_revolution\\_without\\_the\\_people/page/full/](http://townhall.com/columnists/emmetmcgroarty/2011/02/23/education_revolution_without_the_people/page/full/)
- <sup>xiv</sup> *Ibid.*
- <sup>xv</sup> *Ibid.*
- <sup>xvi</sup> *Ibid.*
- <sup>xvii</sup> *Ibid.*
- <sup>xviii</sup> *Ibid.*
- <sup>xix</sup> *Ibid.*
- <sup>xx</sup> *Ibid.*
- <sup>xxi</sup> *Ibid.*
- <sup>xxii</sup> Chester Finn, *This Isn’t Only a Test*, *supra* note 296
- <sup>xxiii</sup> Charlotte Iserbyt, December 21, 2010, NewsWithViews.com, <http://newswithviews.com/iserbyt/iserbyt102.htm>
- <sup>xxiv</sup> Charlotte Iserbyt, Senior Policy Advisor in the Office of Educational Research and Improvement, U.S. Department of Education, during the first Reagan Administration, where she first blew the whistle on a major technology initiative which would control curriculum in America’s classrooms. <http://www.infowars.com/the-death-of-free-will/>
- <sup>xxv</sup> Jay P. Greene, <http://jaypgreene.com/2011/08/22/the-stealth-strategy-of-national-standards/>

<sup>xxvi</sup> The professional background of Sandra Stotsky, Professor of Education Reform, University of Arkansas: State and national experience with K-12 standards, curricula, and assessments. She was the senior associate commissioner in the Massachusetts Dept. of Education from 1999-2003 where, among other duties, she was in charge of the development or revision of all the state's K-12 standards. She reviewed all states' English language arts and reading standards for the Thomas B. Fordham Institute in 1997, 2000, and 2005. She co-authored Achieve's American Diploma Project high school exit test standards for English in 2004. And she served on Common Core's Validation Committee from 2009-2010.

<sup>xxvii</sup> Professional background of Ze'ev Wurman, Member of California Academic Content Standards Commission (2010), former senior policy adviser at the U.S. Dept of Education. He is an executive with Monolithic 3D, a Silicon Valley semiconductor startup. He spent much of his professional life as an engineer and an executive in the computer and semiconductor technology business, 25 of hem in the Silicon Valley. He became involved in education in the early 1990s and participated in developing California's education standards and assessments in mathematics since then in various capacities. Between 2007 and 2009 he served as a senior policy adviser with the Office of Planning, Evaluation and Policy Development at the U.S. Dept. of Education. Throughout the development of the Common Core standards, he analyzed the mathematics drafts for the Pioneer Institute and for the State of California. In the summer of 2010, he served on the California Academic Content Standards Commission that reviewed the adoption of Common Core for California. He earned his BSEE and MSEE degrees from the Technion in Israel.

<sup>xxviii</sup> **"Zhao on Entrepreneurship, the Common Core, and Bacon", by Catherine A. Cardno, *Education Week*, July 17, 2012**

<sup>xxix</sup> "Doublethink: Creativity, Entrepreneurship, and Standardized Tests," by Young Zhao, *EdWeek*, July 18, 2012

<sup>xxx</sup> Human Events: "Dumbing Down of America" by Pat Buchanan, June 27, 2011)

<sup>xxxi</sup> "Let's Get Off the Standards Train", February 24, 2011

<sup>xxxii</sup> Ibid.

<sup>xxxiii</sup> Teach for America, "Core Values", <http://www.teachforamerica.org/about-us/core-values/>

<sup>xxxiv</sup> Kerry Picket, (video) NYC school teacher: Here's how you promote socialism in the classroom, *The Washington Times*, April 21, 2011, <http://www.washingtontimes.com/blog/watercooler/2011/apr/21/video-nyc-school-teacher-heres-how-you-promote-soc/>

<sup>xxxv</sup> Phyllis Schlafly, Education Reporter, "Common Core Sparks War," Number 305, June 2011, "Common Core Standards For Public Schools: A Bad Idea", September 22, 2010

<sup>xxxvi</sup> [http://www.edweek.org/ew/section/infographics/stimulus\\_competitive.html](http://www.edweek.org/ew/section/infographics/stimulus_competitive.html)

<sup>xxxvii</sup> <http://educationviews.org/do-not-let-the-doe-nationalize-the-schools-in-your-state-2/>

<sup>xxxviii</sup> <http://educationviews.org/states-taxpayers-cannot-afford-common-core-standards/>

<sup>xxxix</sup> "National Cost of Aligning States and Localities to the Common Core Standards", No. 82, February 2012, by Pioneer Institute, Pacific Research Institute and Accountability Works

<sup>xl</sup> "Want to Withdraw from Obama Ed? Expect to Take Federal Fire" by Robert Holland, <http://www.washingtontimes.com/news/2012/mar/5/want-to-withdraw-from-obama-ed/>

<sup>xli</sup> Pacific Research Institute: Speech by Lance T. Izumi, J.D., Koret Senior Fellow and Senior Director of Education Studies, at St. Vincent's College Center for Political and Economic Thought in Latrobe, PA on October 6, 2010

<sup>xlii</sup> “COMMON CORE’s Social Justice Agenda” by Donna Garner Education Policy Commentator EducationViews.org on October 20, 2012 in Commentaries, Daily, Insights on Education | <http://educationviews.org/common-cores-social-justice-agenda/>

<sup>xliii</sup> Common Core State Standards and Race to the Top – An Introduction in Marxism 101 by Jenni White, et.al.

<sup>xliv</sup> <http://educationviews.org/common-cores-social-justice-agenda/>

<sup>xlv</sup> Ibid.

<sup>xlvi</sup> Common Core State Standards and Race to the Top – An Introduction to Marxism 101 by Jenni White, et. Al, Restore Oklahoma Public Education

<sup>xlvii</sup> Ibid.

<sup>xlviii</sup> More detailed discussion can be read in the study: Sandra Stotsky and Ze’ev Wurman, *Common Core’s Standards Still Don’t Make the Grade*, Pioneer Institute, No. 65, July 2010

<sup>xlix</sup> <http://www.educationnews.org/education-policy-and-politics/the-pedagogical-agenda-of-common-core-math-standards/>

<sup>1</sup> Sheila Byrd Carmichael et al, THE STATE OF STATE STANDARDS – AND THE COMMON CORE – IN 2010 (2010), published by the Thomas B. Fordham Institute and supported in part by the Gates Foundation. <http://www.edexcellence.net/publications-issues/publications/the-state-of-state.html>

<sup>li</sup> “Like ObamaCare, ObamaCore is Another Power Grab,” by Phyllis Schlafly, President Eagle Forum, October 9, 2012

<sup>lii</sup> “Beware of Obama Core” by Robert Nemeth, Sunday Telegraph, October 28, 2012, <http://www.telegram.com/article/20121028/COLUMN22/110289823/-1/column#.UI6KmYVXsy4>

<sup>liii</sup> Charlotte Iserbyt, December 21, 2010, NewsWithViews.com, <http://newswithviews.com/iserbyt/iserbyt102.htm>

<sup>liv</sup> *Educator Reporter* “Common Core Standards Dumbing Down the SAT”, September 2012

<sup>lv</sup> Phyllis Schlafly, “Why the Public Schools are being Federalized,” April 2000

<sup>lvi</sup> Greg Toppo, “Literacy Study: 1 in 7 U.S. adults are unable to read this story,” USA Today dated January 2009; [http://www.usatoday.com/news/education/2009-01-08-adult-literacy\\_N.htm](http://www.usatoday.com/news/education/2009-01-08-adult-literacy_N.htm), via National Center for Educational

<sup>lvii</sup> “Common Core State Standards and Race to the Top: An Introduction to Marxism 101” by Jenni White, Lynn Habluetzel, Jo Joyce, June 1, 2011. Wikipedia, Elementary and Secondary Education Act, <http://en.wikipedia.org/wiki/ESEA>

<sup>lviii</sup> “An Introduction to Marxism 101” by White, Habluetzel and Joyce dated June 1, 2011, page 5

<sup>lix</sup> “Common Sense Standards and Race to the Top: An Introduction to Marxism 101” by Jenni White, et al., Restore Oklahoma Public Education, page 5

<sup>lx</sup> English!Info, “Information about Marc Tucker, <http://english.turkcebilgi.com/Marc+Tucker>

<sup>lxi</sup> <http://www.journalgazette.net/article/20120930/EDIT10/309309979/1147/EDIT07>

<sup>lxii</sup> Eagle Forum, The Marc Tucker “Dear Hillary” Letter; [http://www.eagleforum.org/educate/marc\\_tucker/](http://www.eagleforum.org/educate/marc_tucker/)

<sup>lxiii</sup> Answers.com, “Marxism”, <http://www.answers.com/topic/marxism>

<sup>lxiv</sup> Phyllis Schlafly, “Marc Tucker Presents a Warmed-Over Plan”, <http://www.eagleforum.org/column/2007/jan07/07-01-24.html>

- <sup>lxv</sup> Congressional Record, September 25, 19983, “Dollars to the Classroom Act,” Honorable Bob Schaffer CO/  
<http://thomas.loc.gov/cgi-bin/query/F?r105:1:./temp/~r105nclc8J:e451:>
- <sup>lxvi</sup> UNESCO, “World Declaration on Education for All,  
[http://www.unesco.org/education/efa/ed\\_for\\_all/background/iomtien\\_declaration.shtml](http://www.unesco.org/education/efa/ed_for_all/background/iomtien_declaration.shtml)
- <sup>lxvii</sup> Allen Quist, “America’s Schools, The Battleground for Freedom”, EdWatch, 2005 pp 57-63
- <sup>lxviii</sup> School To Work Opportunities Act; Public Law 103-239, 108 Stat 568, May 4, 1994, <http://www.fessler.com/SBE/act.htm>
- <sup>lxix</sup> Wikipedia, “Goals 2000”, [http://en.wikipedia.org/wiki/Goals\\_2000](http://en.wikipedia.org/wiki/Goals_2000)
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<sup>xc<sup>viii</sup></sup> "Given this looming expansion of federal control of education, it is no wonder that the National Conference of State Legislatures recently issued a report that warned, 'The effects of federal policy are now grossly disproportionate to its contribution to the K-12 endeavor. If we continue on our current policy path, federal resources, which now account for slightly more than 7 percent of the enterprise, will drag the entire system into the rabbit-hole world where compliance with federal dictums masquerades as reform.'"

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