

COMMON CORE STATE STANDARDS

What are we biting into?



COMMON CORE is a set of education standards that have wormed their way into our country's education system with little public scrutiny or debate. The PA Dept of Education recently adopted the standards for use in PA. Here are some things you need to know.

YOUR CHILDREN ARE USED AS GUINEA PIGS FOR UNPROVEN, UNTESTED STANDARDS

No field tests or pilot studies were done prior to implementation. The states accepted the standards before they were even written or finalized in exchange for federal grant money included in the 2009 stimulus package. Much of the specific standards are not supported by research but are considered experimental. Several states that have already implemented the standards are trying to find a way out. It is estimated that the average college ready reading level with Common Core is 7th grade and math is two years behind other high achieving countries.

YOUR STATE IS NO LONGER IN THE DRIVER'S SEAT

Common Core is nationally driven, not state led. It removes the power of the state, and your local school district, in decisions over education. Furthermore, National Governors Association Center for Best Practices and Council of Chief State School Officers, both Washington, DC private trade groups, own the copyright to Common Core. Your local school districts will have little control over the standards. They must be adopted word for word.

PARENTS & TEACHERS WILL HAVE LIMITED CHOICES FOR EDUCATION & CURRICULUM

Many private schools (including Catholic), curriculum companies (including homeschool publishers), national standardized tests and college entrance exams are being aligned with Common Core Standards. When tests and curriculum align to the Common Core there will be no school choice or advantage to private or homeschool. Proponents of Common Core stress the value of a national school schedule, but your child's teacher will lose the freedom to do what is best for your child. Although states can apply for a waiver to add 15% of their own content to "the standards," this material will not be included on any standardized tests, therefore it is unlikely to be used by schools as they teach to the tests.

TAXPAYERS ARE ON THE HOOK FOR ADDITIONAL COSTS

Whether or not you have children in school, the cost to implement Common Core in PA is conservatively estimated at \$650 million dollars. Why so much? The cost of new technology, new textbooks, and professional development for teachers will cripple smaller local school districts and their tax base without any evidence our kids get a better education!

IT IS EDUCATION WITHOUT REPRESENTATION

Unelected members of the PA Department of Education (PDE) voted to adopt Common Core, NOT your elected representatives. If you have questions or concerns regarding Common Core, you have no one to represent you. The PDE will tell you the standards are better than what we have had, but there is nothing to back it up; your legislator will simply repeat the PA Dept. of Ed and tell you it's a done deal. The state has taken the money, and we're all on the Common Core ride, with no exit ramp.

But there is something you can do!

Educate yourself and your legislators using these websites -

www.truthinamericaneducation.com ♦ www.nopacommoncore.com
www.stopcommoncore.com

Be sure to sign the petition at www.nopacommoncore.com to have your voice heard!



Why the uproar?

COMMON CORE Is a set of education standards that have wormed their way into our country's education system with little public scrutiny or debate. The Kentucky Department of Education (KDE) adopted the standards for use in Kentucky in 2009 as Senate Bill 1. Here are some things you need to know.

YOUR CHILDREN ARE GUINEA PIGS FOR UNPROVEN, UNTESTED STANDARDS No field tests or pilot studies were done prior to implementation of Common Core. By dangling federal grant money from the 2009 federal stimulus package, Kentucky agreed to accept Common Core before many of the specific standards were even written. Many of the standards are unsupported by research and considered experimental. Several states are now trying to find a way out of Common Core. It is estimated that the average college ready reading level with Common Core is 7th grade and math is two years behind other high achieving countries. A recent study shows accepting Common Core, Kentucky scores dropped nearly a third in reading and math.

KENTUCKY IS NO LONGER IN THE DRIVERS SEAT Two Washington, D.C. trade groups (NGA and CCSSO) own the legal copyright and sole ability to modify the Common Core, a clear usurpation of power over education from states and local school districts. A token provision to add a small amount of content is made, but the Common Core must be accepted word for word.

PARENTS & TEACHERS WILL HAVE LIMITED CHOICES FOR EDUCATION & CURRICULUM Many private schools (including Catholic and Christian), curriculum companies (including homeschool publishers), national standardized tests and college entrance exams are being aligned with Common Core Standards. When tests and curriculum align to the Common Core there will be no school choice or advantage to private or homeschool. Proponents of Common Core stress the value of a national school schedule, but your child's teacher will lose the freedom to do what is best for your child. Although states can apply for a waiver to add 15% of their own content to "the standards," this material will not be included on any standardized tests, therefore it is unlikely to be used by schools as they teach to the tests. Further, nothing can be removed from the CCS, they must be adopted word for word.

TAXPAYERS ARE ON THE HOOK FOR ADDITIONAL COSTS Whether or not you have children in school, the cost to implement Common Core in Kentucky is conservatively estimated at \$650 million dollars. Why so much? The cost of new technology, new textbooks, and professional development for teachers will cripple smaller local school districts and their tax base without any evidence our kids get a better education!

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But there is something you can do! Educate yourself and your legislators using these websites:

www.truthinamericaneducation.com www.kentuckiansagainstcommoncorestandards.com www.bluegrassinstitute.com

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COMMON CORE: MYTHS VS. FACTS

Myth

Fact

Common Core (CC) was a state-led initiative.

The CC standards were initiated by private interests in Washington, DC, without any representation from the states. Eventually the creators realized the need to present a façade of state involvement and therefore enlisted the National Governors Association (NGA) (a trade association that doesn't include all governors) and the Council of Chief State School Officers (CCSSO), another DC-based trade association. Neither of these groups had a grant of authority from any particular state or states to write the standards. The bulk of the creative work was done by Achieve, Inc., a DC-based nonprofit that includes many progressive education reformers who have been advocating national standards and curriculum for decades. Massive funding for all this came from private interests such as the Gates Foundation.

The federal government is not involved in the CC scheme.

The US Department of Education (USED) was deeply involved in the meetings that led to creation of Common Core. Moreover, it has poured hundreds of millions of dollars into the two consortia that are creating the national tests that will align with CC. USED is acting as the enforcer to herd states into the scheme (see next myth).

States that adopted CC did so voluntarily, without federal coercion.

Most states that adopted CC did so to be eligible to compete for federal Race to the Top funding. To have a chance at that money, recession-racked states agreed to adopt the CC standards and the aligned national tests sight unseen. In addition, the Obama Administration tied No Child Left Behind waivers to CC adoption, making it very difficult for a state to obtain a waiver without agreeing to accept CC.

Under CC, the states will still control their standards.

A state that adopts CC must accept the standards word for word. It may not change or delete anything, and may allow only a small amount of additional content (which won't be covered on the national tests).

CC is only a set of standards, not curriculum; states will still control their curriculum.

The point of standards is to drive curriculum. Ultimately, all the CC states will be teaching pretty much the same curriculum. In fact, the testing consortia being funded by USED admitted in their grant applications that they would use the money to develop curriculum models.

Myth

Fact

The CC standards are rigorous and will make our children “college-ready.”

Even the Fordham Institute, a proponent of CC, admits that several states had standards superior to CC and that many states had standards at least as good. CC has been described as a “race to the middle.” And as admitted by one drafter of the CC math standards, CC is designed to prepare students for a nonselective two-year community college, not a four-year university.

The only mathematician on the CC Validation Committee said that the CC math standards will place our students about two years behind their counterparts in high-performing countries. An expert in English education said that CC’s English language arts standards consist of “empty skill sets . . . [that] weaken the basis of literary and cultural knowledge needed for authentic college coursework.” She also suspects from her analysis of work done so far on the standards that the reading level deemed sufficient for high-school graduation will be at about the 7th-grade level. And CC revamps the American model of classical education to resemble a European model, which de-emphasizes the study of creative literature and places students on “tracks” (college vs. vocational) at an early age.

The CC standards are “internationally benchmarked.”

No information was presented to the Validation Committee to show how CC stacked up against standards of other high-achieving countries. In fact, the CC establishment no longer claims that the standards are “internationally benchmarked” – the website now states that they are “informed by” the standards of other countries. There is no definition of “informed by.”

We need common standards to be able to compare our students’ performance to that of students in other states.

If we want to do that, we already can. In the elementary/middle school years we have the National Assessment of Educational Progress (NAEP) test; in high school we have the SAT and ACT.

We need common standards to help students who move from state to state.

The percentage of students who fit that description is vanishingly small (much less than 2%); most families move, if at all, within states, not to other states. It is nonsensical to bind our entire education system in a straightjacket to benefit such a small number of students.

Indiana Needs a "Time Out" Before Enlisting Our Schools in a Controversial Education Program

Some Questions Should be Answered

- 1) Is it true that the Common Core Standards have never been piloted (tested) on school children?
- 2) Is it true that if Indiana signed on to the Common Core, we would no longer have any say over what is taught to Hoosier children?
- 3) Is it true that the new testing requirements associated with Common Core will change what is taught in private and home schools, eroding school choice?
- 4) Is it true that Common Core is part of an effort to collect massive amounts of personal data on families and children to be shared with federal agencies?
- 5) Is it true that the Common Core will eliminate our locally developed ISTEP test and replace it with a new, unseen, federal test?
- 6) Is it true that Indiana will lose control over education to unelected bureaucrats and well-funded special interest groups in Washington, DC or elsewhere?
- 7) Is it true that the Indiana legislature has never debated nor voted on participating in the Common Core Standards program?
- 8) Is it true that the Common Core will cost Indiana hundreds of millions more for new nationally aligned textbooks, teacher training and testing?
- 9) Is it true that out of state groups are spending hundreds of thousands of dollars in advertising to prevent our questioning the Common Core program?

**House Bill 1427 Simply Allows Public Hearings to Answer
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StopCommonCore.com

What is the Common Core?

Educators have described it as No Child Left Behind on steroids! In layman's terms, the Common Core State Standards Initiative (CCSSI) is a set of national K-12 standards 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). The Common Core was developed without state legislative authority.

Common Core: Centralized Educational Control Destroys Federalism

By hooking states into the Common Core with Race-to-the-Top grant funds and linking the Common Core to No Child Left Behind waivers, the federal government is acting as the "enforcer" to herd states into the "one-size-fits-all" Common Core -- in spite of the fact that three federal laws prohibit the federal government from guiding the educational curriculum of the states. Not only the U.S. Constitution, but state constitutions maintain that education is a power reserved to the states and their citizens. Yet, the Common Core can not be changed by state legislatures or state school boards.

Common Core: Education Without Representation or Parental Input

Georgia taxpayers pay approximately \$13 billion per year in state and local taxes for K-12 education. Yet, the Common Core guarantees taxpayers and parents NO VOICE in math and English content standards of this state and thus no control over what children will learn in these subjects. In fact, the Georgia Department of Education (GaDOE) agreed to implement the Common Core before the standards were even released. GaDOE eventually had a seat at the table, but input was limited to offering suggestions that could be either accepted or dismissed by those in control of the standards.

Common Core: Intrusive Data Tracking

The Common Core ensures that the states build expensive high-tech systems that will track student performance and other personal data and provide that information to the federal government. "Hopefully, some day, we can track children from preschool to high school and from high school to college and college to career."

- U.S. Secretary of Education, Arne Duncan, from a June 8, 2009 speech

Common Core: Exorbitant Price Tag

The unfunded mandates associated with the Common Core are open-ended in areas such as professional development, new textbooks and instructional materials, testing, and data-tracking systems. A recent study shows implementation will cost \$16 billion or more nationwide, with about 90 percent of this paid for by states and local districts, despite the \$4.35 billion Race to the Top grants. The Common Core fuels a money pot of tax dollars going to pre-selected vendors.

Where Things Stand

In the Nation – Only a few states have turned a cold shoulder to the federal grants and waivers requiring Common Core.

- Texas, Nebraska, and Alaska refused to participate.
- Indiana's Senate Education Committee voted to delay implementation of the Common Core until after it was reviewed by a study committee.
- South Carolina has legislation pending to pull out of the Common Core supported by the Governor.
- Virginia has pulled out of the Common Core, and Minnesota has refused to sign on to the math portion.
- Utah is holding legislative hearings on withdrawing from Common Core.
- South Dakota has slowed down the implementation of the Common Core with the passage of a bill that requires public hearings around the state.

In Georgia – State School Superintendent Kathy Cox and Governor Sonny Perdue committed Georgia to the Common Core upon signing the Race to the Top grant application in January 2010. In July 2010 the State Board of Education officially adopted the Common Core, only one month after the content standards were released in English Language Arts and Math. In the fall of 2010, Georgia agreed to become a "governing state" of the PARCC assessment consortium, meaning Georgia will implement these tests starting in 2014-15, though the tests are yet unseen and their costs unknown. Current State School Superintendent John Barge campaigned against Race to the Top, but upon taking office, he embraced it and the Common Core.

Sub-standard Standards of the Common Core

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 8th grade levels for 12th grade students. Even the Fordham Institute – a Common Core proponent -- gave Georgia's current ELA standards higher marks than the Common Core.

Math Standards – 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."

Next on the Common Core Agenda – Expect the feds to aggressively push adoption of national standards in science and social studies, just as they have in English and math.

Take Action

Tell your legislators to stop Race to the Top mandates and the Common Core. Get connected at www.stopcommoncore.com.

REASONS FOR CONCERN ABOUT COMMON CORE

Adoption Process

- Contrary to proponents' claims, the Common Core Initiative is not "state-led," but rather the Common Core (CC) standards were created and funded by special interests. States had little to no input.
- The federal government has coerced states into accepting the CC standards, by tying their adoption to *Race to the Top* funding, *No Child Left Behind* waivers, etc.
- Under the Constitution, the federal government has no role in education policy. Moreover, three federal statutes prohibit what the federal government has done with the CC and the attendant assessments.

State/Local Control and Governance

- The federal government is funding the creation of the tests that will be aligned with CC and what's on the tests will dictate what's taught in the classroom. The inevitable result will be a national curriculum controlled by the federal government.
- A state must accept the CC standards word for word. It may add 15% content but may not subtract anything. Anything it adds will not be included on the national tests.
- In order to change any strand of the CC, a state must persuade 44 other jurisdictions (and probably the US Dep't of Education) to agree to the proposed change.

Content Concerns

- The English language arts standards in CC de-emphasize the study of literature and have been found by a University of Arkansas expert as inadequate to prepare students for college. She writes: "The wisest move all states could make to ensure that students learn to read, understand, and use the English language appropriately before they graduate from high school is first to abandon Common Core's 'standards'"
- The math standards in CC, by moving algebra I from 8th grade to 9th, will ensure that the large majority of students do not reach calculus in high school.
- The math standards in CC require that geometry be taught by an experimental method that has never been used successfully anywhere in the world.
- It opens the door for the federal government to push future standards in other subjects.

Cost of Implementation to the States/Localities

- The states' costs of implementing CC will be substantial and will include new textbooks, teacher re-training, technology, etc. One study estimates \$16 billion nationwide in implementation costs alone.

Privacy/Data Sharing

- As part of the CC process, the federal government pushed states into creating massive databases of very personal student and family information, which it can now share with other federal and state agencies.



The **NOT** so Common Core !



A Mother's Cry: "MY children, MY own flesh and blood, these beautiful little souls that I carried for 9 months with nothing but unconditional love from the time the stick read "positive" are being ripped out of my loving and protective hands virtually and kidnapped by the government for their future use. I WILL NOT AND CANNOT LET THAT HAPPEN and will fight with every moral fiber of my soul that God has bestowed upon me."

This is to **inform** and **educate** parents about how the Common Core State Standards (CCSS) agenda is a **FEDERAL takeover of the education**. This will remove **YOU** as a parent and give you **NO SAY**. States were coerced and bribed with incentives to be part of this Common Core agenda. Your New York school tax dollars have been hijacked without **your knowledge or consent**. Ask yourself **WHY** you are just learning about it **NOW** through your child and only recently, two years **AFTER** the implementation started? Start **researching** and **educating** e.g., "Children of the Core" by Kris Nielsen

POINTS TO CONSIDER AS A PARENT of YOUR CHILD:

- **DATA MINING of YOUR CHILD:** Statewide Longitudinal Data Systems/SLDS; PII (Personal Identifiable Information) Inbloom.org for NYS
 - **PARENTAL PARTICIPATION RIGHTS STRIPPED:** Parents have **NO** recourse to influence content standards, Common Core agenda is controlled by **unaccountable outsiders** (ACHIEVE, Inc., PEARSON, Bill & Melinda Gates Foundation)
 - **YOUR SCHOOL TAX DOLLARS:** The money that you earn working everyday is used in unethical and unscrupulous ways and will only increase due to CCSS. Our children are guinea pigs for the **untested, unproven** program with an **unknown price tag \$\$\$**.
 - **SCHOOL CHOICE:** Common Core is eliminating differences between public, charter, private, independent or homeschooling. Independent schools and homeschoolers do not have to implement CCSS at this time **BUT...** new textbooks are being aligned to the Common Core agenda. Will independent schools have to comply to be accredited again?
 - **YOUR CHILD'S FUTURE** and what sector they will follow in their life **will be determined by the standardized tests they are forced to take and those who mandate them**. Following your dreams and desires as a child will NO LONGER BE POSSIBLE; it's for the greater good (the **COLLECTIVE NOTION:** Melissa Harris-Perry "Your children are NOT your own")!
- ✓ Five part video **IMPERATIVE** to watch. Go to YouTube: Type in "Part 1 of 5 Stop the Common Core"
 - ✓ **Data-mining video:** YouTube: "The Government Wants Your Children - or What is the P20 Council?"
 - ✓ **CCS Moms Speaking out:** Go to YouTube: Type in "Teachers & Moms Against Common Core"



The Common Core State Standards

What Parents, Taxpayers, and School Boards Should Know

...that perhaps they aren't being told

What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a set of learning standards in English language arts (ELA) and mathematics. These standards, if adopted by a state, will replace existing state standards in these subject areas.



Who developed the Common Core State Standards? When?

The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) together formed the Common Core State Standards Initiative (CCSSI) to develop a set of academic standards to be used in common across all states.

In Spring 2009, governors and chief state school officers (state superintendents) of all but two states signed a Common Core Standards Memorandum of Agreement. This committed their states to voluntary participation in a process leading to the development and adoption of the CCSS. In July 2009 the initiative released some names of people involved in developing the standards. Work on the standards did not involve the public, and some interested organizations were shut out of the process. In September, a draft of the College and Career Readiness Standards was released. The first and only public draft of the K-12 Common Core State Standards for ELA and math was released in March 2010. The final K-12 CCSS was released in June 2010.

With support from the Bill & Melinda Gates Foundation, private corporations--including assessment and publishing companies--funded the development of the standards. Do you suppose publishers have anything to gain?

The Common Core State Standards:

May not align with state adopted or recommended textbooks. \$\$\$

May not align with textbooks already adopted, purchased, and in use by local school districts. \$\$\$

Will require extensive expensive professional development. In most states, these costs will be borne by local school districts. \$\$\$

Are not internationally benchmarked.

Have embedded pedagogy or "how to teach" information. That embedded pedagogy coupled with yet to be developed assessments will determine what and how teachers should teach.

Education is simply the soul of a society as it passes from one generation to another.

Gilbert K. Chesterton



Private corporations, professional development providers, and other educational service providers stand to make nice profits as a result of the CCSS.



Will the Adoption of the CCSS be Beneficial or Detrimental for Students, Parents, Taxpayers, and Local School Districts?

Adopting the CCSS takes control of educational content and standards away from parents, taxpayers, local school districts, and states. The CCSS were produced by a closed group and conditionally approved by many states without public review. The NGA and CCSSO, both non-government groups, own the copyright protected CCSS. Control over changes to the CCSS will lie in the hands of so called “experts” outside local school district, state, and the federal government jurisdiction.



Public education is a state responsibility. It is not the responsibility of the federal government. States should not turn over their rights or responsibilities to the direction and influence of non-government organizations or the federal government.



States have had state standards under No Child Left Behind (NCLB) for several years now. There is no evidence from this experience that this allowed students to move from one district to another with minimal interruption of their instructional program. Even with common standards, there will remain wide variances between classrooms, schools, districts, and states. Common standards within states under NCLB did not result in consistency and collaboration among districts within states. Why should we believe the CCSS would bring this about across district and state lines?

Adoption of the CCSS will result in greater turmoil and confusion for teachers and students.

It will result in a loss of learning time and have a negative effect on test results. There will be a delay in students meeting new standards resulting in the possible need for a delay in graduation requirements.



The CCSS represents a massive unevaluated experiment with our students for which they and their parents have been ill informed and have had no opportunity for input.

The CCSS are untested and unevaluated in the classroom. The proposed CCSS should undergo rigorous testing in a limited number of districts before adoption and implementation statewide or nationwide.



Some Validation Committee members would not sign off on the CCSS. Don't you wonder why, especially when these standards have been promoted as being so wonderful?





The Common Core \$tate Standards Adoption and Implementation

Local school districts and states must provide the funds to adopt and implement the CCSS. The federal government is not providing the necessary funds since states voluntarily make the decision as to whether they adopt or not. States receiving Race to the Top (RTTT) funds may use some of those funds to implement the CCSS.



Estimated implementation costs have been exorbitant. The estimated costs for California exceeded the amount the state would have received in RTTT funds. California was not awarded any RTTT funds.

Estimated implementation costs have ranged from \$183 million in Washington State for approximately 1 million students to \$1.6 billion in California for more than 6 million students.



Many states adopting the CCSS are only funding a small portion of the costs at the state level. Local school districts in Washington State will be responsible for 90.6% of the estimated statewide implementation costs.



Many local school districts and state governments are dealing with severe budget shortfalls. How can they justify making an ongoing costly commitment?

Local school districts will be responsible for the technology equipment, related personnel, and network capacity upgrade costs required for the CCSS assessments.



Is your state making a major commitment on behalf of local school boards without showing or ascertaining that funds are available to meet the fiscal obligation?



Is it fiscally responsible for states to make major financial commitments without first determining if they, and the local school districts, can meet the obligation? Can your state identify dedicated revenues equal to or greater than estimated adoption and implementation expenses?



It is your taxpayer dollar paying the implementation costs whether local, state, or federal money is used. Taxpayers need to guard their wallets and bank accounts. The local school districts and states may find it necessary to raise taxes.



Will this break your school district's bank and send them into bankruptcy?



The CCSS – Private Ownership and Copyright

States adopting the non-public domain, privately owned, copyrighted CCSS must adhere 100% without change. States may add up to 15%. The CCSS are privately owned by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, both non-government entities.

Common set of K–12 standards means a set of content standards that define what students must know and be able to do, and that are identical across all States in a consortium. Notwithstanding this, a State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for that content area. Federal Register, July 29, 2009

Stop the CCSS Bus



Halt the push for federal and corporate control of our children’s public school classrooms.

Act legally and take action you are comfortable with to get your local, state, and national officials to stop the adoption and implementation of the CCSS.

Why should taxpayers pay for an education system in which they have no voice in what and how their children are taught?

Adopting the CCSS takes control of educational content and standards away from parents, taxpayers, local school districts, and states.

Indiana Needs a "Time Out" Before Enlisting Our Schools in a Controversial Education Program

Some Questions Should be Answered

- 1) Is it true that the Common Core Standards have never been piloted (tested) on school children?
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Common Core Questions. *Why Would Anyone Oppose That?***

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Common Core - A Trojan Horse for Education Reform

A booklet by Orlean Koehle, State President of Eagle Forum of California and former teacher

“Common Core State Standards Initiative” is the latest education program coming down from the Obama administration, preparing the way for Obama’s “Race to the Top Assessments,” which will take place in 2014, when all the computer software is in place to test the minds of the nation’s children to see how well Common Core (CC) has been sufficiently taught. The test will be given online, as are most of the lessons preparing for it.

CC pretends to be a benign “State” program, State-written and controlled. It is touted as being “more rigorous” and will “better prepare students for college and the workplace.” However, none of the above is true.

CC is really a deceptive Trojan Horse, a national program, written by a national cartel, supported by President Obama and the Federal Department of Education. It is imposing national standards and curriculum on all of the 46 States that have signed onto it. [Texas, Alaska, Nebraska, and Virginia have refused it. Minnesota has adopted part of it – only the math.] CC is not improving education standards but is dumbing them down. The following are facts and reasons why parents and educators should be concerned and reject Common Core in their States:

- **No Vote by Congress:** Since Obama has his “cart blanche” stimulus money, he did not go to Congress for permission or funding to come up with a new education program. He just went straight to the governors and enticed them with funding if they would sign on to Common Corp.
- **No Vote by State Legislators:** Legislators have had no vote concerning Common Core either. They were bypassed in the decision to accept it into their States. If this truly is a State and local program why have they been left out?
- **No Vote or Voice of the People:** The majority of Americans know nothing about this program and have had no opportunity to voice an opinion on it.
- **Bribes and Enticements for the State Governors:** State governors and State education boards have signed onto Common Core because of promised grants and competitions to get those grants, but with strings attached. Governors had to apply and sign on the dotted line “sight unseen”—before ever seeing the curriculum or standards.
- **Waivers:** If states sign onto Common Core, they are rewarded by receiving waivers to get out of the rigid requirements and accountability of No Child Left Behind. (According to NCLB, all students in a State are to reach a certain proficiency level by the year 2014 which is almost impossible to achieve.)
- **Threats:** As more “incentives” for States to sign on to Common Core, Obama stated in November of 2009 that “Title One Money” might be withheld. Title One money is a huge grant of money that goes to the States to help in the education of poor and needy children. It is a big part of every State’s budget. Of course, in these difficult financial times, States desperately need their Title One money.
- **Enormous Cost to the States:** In spite of the grants that some governors are receiving, it is estimated that the over-all costs for the States to implement the program will be \$16 billion. It is mainly for the cost of the computers and software that is needed for the assessments. California who did not win the federal government grant is stuck with a bill for an estimated \$1.6 billion.
- **Nationalized Education is Contrary to States Rights and the U.S. Constitution:** A national education program, top-down, centrally controlled is not what our Founding Fathers ever wanted. They realized that by controlling all the information going into the minds of the people is how a despotic government and dictators take over a nation. Education then becomes indoctrination and propaganda. Our Founding Fathers purposely left the word education out of the Constitution; what was left out was to be left up to the States and to local and parental control.
- **Education Laws Against National Standards, Curriculum and Control:** 1)The Department of Education Organizational Act (1979), 2) The General Education Provisions Act and 3) The Elementary and Secondary Act (1965) and most recently amended by the No Child Left Behind Act of 2002. Each of these says the same thing that “The Federal Department of Education shall not be involved in developing, supervising or controlling instructional materials or curriculum.”
- **Parents and Local School Boards are to be in Charge of Education:** Bill Evers, a Research Fellow of the Hoover Institute located at Stanford, stated the following about the importance of local control: “*The insight of competitive federalism is that the 51 State school boards are better than a single federal executive branch office, and 15,000 local school boards are better than either 51 State school boards or a single federal office.*”

- **Increased Data Collection:** The Federal Department of Education, in December 2011, amended the Family Educational Rights and Privacy Act (FERPA) to exceed the agency's statutory authority and thus allows them to collect invasive data on our children. How does that improve education if student information is made available to marketers and snoopers? Why the obsession with data?
- **Math Standards Not Improved But Lowered:** Where the CC math has been tried, it is not any improvement or has actually lowered the test scores from prior programs. In Utah, it was no better; in Massachusetts, it lowered the scores. CC math postpones teaching algebra from the traditional 8th grade to 9th grade. How is that any improvement?
- **English Standards Cut Out Much Classical English Literature:** The CC language arts curriculum lowers the standards to only 50% classical literature from what was traditionally 80%. The other 50% is just informational text, such as reading a computer manual. Why is that so bad? Classical literature is the foundation of our nation. It teaches children to: "investigate their surroundings; to make wise decisions, to have empathy; it teaches them how to exercise their liberties." Anthony Esolen, a professor of Renaissance English Literature at Providence College in Rhode Island states:

What appalls me the most about the Common Core Standards is the cavalier contempt for great works of human art, thought and literary form...We are not programming machines; we are teaching children. We are not producing functionaries, factory like. We are to be forming the minds and hearts of men and women. Frankly, I do not wish to be governed by people whose minds and hearts have been stunted by a strictly utilitarian miss-education.

- **National Tests Tied to Common Core:** Common Core is preparing the States for a national assessment, which students can only do well on if they have the common core curriculum. Teachers are forced to teach to the test. Their salaries are dependent on how well the students do on the tests.
- **Teachers are Being Forced to Use CC Standards at Peril of their Jobs:** Teachers are concerned that they are being forced into a program that has not really been tried or tested at peril of losing their jobs. The reaction of teachers is as follows: "a maelstrom of pent-up resentment over being forced to do what's wrong for kids, and being afraid of losing gainful employment by speaking out."
- **Much Money to be Made for Text Books and E-Books:** Special interests and billions of dollars are driving the push to Common Core for people like Bill Gates and the Pearson book companies who will be making \$millions because of every child using and e-books for their learning. The e-learning market in the U.S. is expected to grow to \$6.8 billion by 2015, up from \$2.9 billion from 2010.
- **Common Means "Nothing Special":** Many believe Common Core is lowering the curriculum and standards to "common" as defined by Webster's Dictionary as meaning: "ordinary," "of little value," "lacking distinction" and "belonging equally to all the people." No mother wants her child to be regarded as common and ordinary, nothing special.
- **Who really wrote Common Core—a Cartel of "the Chiefs":**It consisted of members of: the CCSSO, Council of Chief State School Officers, the NGA, National Governor's Association, and a chief education policy group part of the NGA. These groups were joined by members of the Obama Administration and a progressive group called Achieve, FTA, NEA, ACT and the College Board."
- **"Suggestion Box Input" from State Board Members:** That was the only influence that States had. CC was not States-written, or is a State's initiative.
- **CC is Really International, driven by UNESCO and Agenda 21:** This is how sustainable development will be pushed into every school and university.
- **What Can We Do?** Do your own research and gather more information. Form a coalition to help fight it. Speak out in school board meetings; write letters to the editor; contact your State legislators; give them information; contact your governor and State school board members. Let them know how opposed you are. To order the booklet *Common Core, A Trojan Horse for Education Reform* go to www.smallhelmpressassociates.org.

Check out the following websites: www.utahnsagainstcommoncore.org; www.missourieducationwatchdog.com; www.truthinamericaneducation.com/commoncore; www.eagleforum.org/educate; www.parentsacrossamerica.org; <http://whatiscommoncore.wordpress.com/author/christelswasey/>; www.americanprinciplesinaction.org; www.cuacc.org

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COMMON CORE STATE STANDARDS

What are we biting into?



COMMON CORE is a set of education standards that have wormed their way into our country's education system with little public scrutiny or debate. The PA Dept of Education recently adopted the standards for use in PA. Here are some things you need to know.

YOUR CHILDREN ARE USED AS GUINEA PIGS FOR UNPROVEN, UNTESTED STANDARDS

No field tests or pilot studies were done prior to implementation. The states accepted the standards before they were even written or finalized in exchange for federal grant money included in the 2009 stimulus package. Much of the specific standards are not supported by research but are considered experimental. Several states that have already implemented the standards are trying to find a way out. It is estimated that the average college ready reading level with Common Core is 7th grade and math is two years behind other high achieving countries.

YOUR STATE IS NO LONGER IN THE DRIVER'S SEAT

Common Core is nationally driven, not state led. It removes the power of the state, and your local school district, in decisions over education. Furthermore, National Governors Association Center for Best Practices and Council of Chief State School Officers, both Washington, DC private trade groups, own the copyright to Common Core. Your local school districts will have little control over the standards. They must be adopted word for word.

PARENTS & TEACHERS WILL HAVE LIMITED CHOICES FOR EDUCATION & CURRICULUM

Many private schools (including Catholic), curriculum companies (including homeschool publishers), national standardized tests and college entrance exams are being aligned with Common Core Standards. When tests and curriculum align to the Common Core there will be no school choice or advantage to private or homeschool. Proponents of Common Core stress the value of a national school schedule, but your child's teacher will lose the freedom to do what is best for your child. Although states can apply for a waiver to add 15% of their own content to "the standards," this material will not be included on any standardized tests, therefore it is unlikely to be used by schools as they teach to the tests.

TAXPAYERS ARE ON THE HOOK FOR ADDITIONAL COSTS

Whether or not you have children in school, the cost to implement Common Core in PA is conservatively estimated at \$650 million dollars. Why so much? The cost of new technology, new textbooks, and professional development for teachers will cripple smaller local school districts and their tax base without any evidence our kids get a better education!

IT IS EDUCATION WITHOUT REPRESENTATION

Unelected members of the PA Department of Education (PDE) voted to adopt Common Core, NOT your elected representatives. If you have questions or concerns regarding Common Core, you have no one to represent you. The PDE will tell you the standards are better than what we have had, but there is nothing to back it up; your legislator will simply repeat the PA Dept. of Ed and tell you it's a done deal. The state has taken the money, and we're all on the Common Core ride, with no exit ramp.

But there is something you can do!

Educate yourself and your legislators using these websites -

www.truthinamericaneducation.com ♦ www.nopacommoncore.com
www.stopcommoncore.com

Be sure to sign the petition at www.nopacommoncore.com to have your voice heard!