

October 13, 2015

Representative John Kline  
Chairman - U.S. House Education and Workforce Committee

Senator Lamar Alexander  
Chairman – U.S. Senate Health, Education, Labor and Pensions Committee

Representative Robert Scott  
Ranking Member – U.S. House Education and Workforce Committee

Senator Patty Murray  
Ranking Member - U.S. Senate Health, Education, Labor and Pensions Committee

Dear Sirs and Madam,

We the undersigned ask you to suspend conference negotiations on the Elementary and Secondary Education Act (ESEA) until a new administration is elected that, we hope, will follow the rule of law and the Constitution regarding the proper federal role in education. As leaders of the non-partisan state and national grassroots parent movement, representing millions of parents and students, we have grave concerns about imposition or continuation of (via federal grants, waivers, or legislation) one or all of the following:

- 1) The academically inferior, developmentally inappropriate, psychologically manipulative, and privately copyrighted Common Core Standards, the teaching of which is harming our children, teachers, families, and future in countless ways;
- 2) The overuse of and over-reliance on never independently validated high-stakes standardized tests, aligned to Common Core and funded and supervised by the federal government, that are psychologically profiling our children more than assessing their academic knowledge or helping inform instruction;
- 3) State longitudinal data systems and the massive increase in state and federal gathering of private family, education, and psychological data on our children, much without consent;
- 4) Career-tracking, which undermines self-determination by means of an insistence on student compliance with the very flawed standards and subjective, unconstitutional psychological profiling.

After carefully studying the almost 2,000 pages of both the Student Success Act (SSA) and the Every Child Achieves Act (ECAA), it is clear that, despite assertions to the contrary, these bills would expand the federal footprint in education well beyond the already constitutionally unacceptable and academically unhelpful levels in No Child Left Behind (NCLB). It is also very apparent that for a conference report to be acceptable to this President, given the administration's dangerous record in so many aspects of the ESEA and related statutes and programs, the report would be completely unacceptable to us and our membership – the millions of families, students, and in many cases teachers, such as the majority of those surveyed from Tennessee that oppose implementation of Common Core<sup>1</sup>, of this nation who are affected by these policies.

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<sup>1</sup> Ballou, D. - *Findings from the 2014 First to the Top Survey: Teacher Perceptions of Common Core State Standards – 9/14*  
[http://www.tnconsortium.org/data/files/gallery/ContentGallery/Ballou\\_Common\\_Core\\_Brief\\_92014.pdf](http://www.tnconsortium.org/data/files/gallery/ContentGallery/Ballou_Common_Core_Brief_92014.pdf)

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Here is an overview of our concerns with the reauthorization bills:

**Federal Involvement in Standards Development** – This was achieved by the Race to the Top (RttT) grant program, a scheme never discussed by Congress but that offered funds desperately needed by states, and the waivers for NCLB, the conditions for which were not part of NCLB and were never approved by Congress. The director of the RttT program, Joanne Weiss, has admitted the coercion<sup>2</sup> used to achieve state adoption of the Common Core. Although both reauthorization bills mention the federal overreach and supposedly prohibit such future action, the claimed prohibitions are inadequate for several reasons: first, the language is not substantially different from that in the three federal statutes (ESEA, the Department of Education Organization Act, and the General Education Provisions Act) that have already been violated; second, there is no enforcement mechanism for the states if the Secretary should violate this new language as he violated the old; third, the Secretary would retain the power to approve or disapprove state plans encompassing standards and assessments; and finally, the requirement that states adopt “college and career ready” standards, and in the case of ECAA that they align those standards to those implemented under other federal statutes, in essence cements the continuation of Common Core or unacceptable national standards very much like Common Core.

**Federally Mandated Testing** – Through federal funding, NCLB and RttT have already ushered in alarming federal supervision of the development of high-stakes national assessments, with (as admitted by both USED and many national organizations<sup>3</sup>) an emphasis on non-academic socioemotional profiling. There is no validity data<sup>4</sup> for these new assessments – our children are being used as guinea pigs in a giant experiment. These assessments, besides not really emphasizing academics, are not available to parents or teachers to inform instruction, even though 30-50% of class time is spent preparing for them instead of learning new material. Although the House is to be commended for the Salmon amendment (opposed by the administration and many in the Senate) that affirms parents’ constitutional rights to control and direct their children’s education by opting out of these very problematic assessments, both bills continue the annual high-stakes testing mandate. Thus, states would have little motivation to change their tests from the current Common Core tests after having spent tens to hundreds of millions of dollars purchasing and implementing them.

**Federal Curriculum** – Former RttT director Joanne Weiss also boasted that “*new curriculum materials funded through Race to the Top and released in 2014 are already in use in 20 percent of classrooms nationwide.*”<sup>5</sup> That such a prominent USED official would openly admit such a blatant violation of three federal statutes regarding such a major issue -- without response by Congress in the reauthorization bills -- provides little comfort that the federal role in education is being reduced. In addition, since the federal government is requiring that standards and testing encompass significant psychosocial, non-cognitive issues, it is quite likely that federally promoted curriculum does as well. Federal promotion of a national psychosocial curriculum is emblematic of a totalitarian regime, not our republic whose Constitution and federal statutory law prohibit federal government involvement in any type of curriculum.

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<sup>2</sup> Robbins, J. - *Feds Confess Truth About Common Core* – The Pulse 2016 9/7/15 <http://thepulse2016.com/jane-robbins/2015/09/14/feds-confess-truth-about-common-core/>

<sup>3</sup> Office of Educational Technology, U.S. Department of Education, *Promoting Grit, Tenacity, and Perseverance* (February 2013)-- <http://edf.stanford.edu/readings/download-promoting-grit-tenacity-and-perseverance-report>; “Various elements of SEL [social emotional learning] can be found in nearly every state’s K-12 standards framework and in the Common Core State Standards for the English Language Arts.” -National Association of State Boards of Education, *Social-Emotional Learning From Practice to Policy* (October 2013) <http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf>

<sup>4</sup> Florida Stop Common Core Coalition – *California Department of Education Admits Total Lack of Validity and Reliability Data for AIR’s SBAC* – 9/9/2015 <http://www.flstopccoalition.org/news/2015-09/california-department-education-admits-total-lack-validity-reliability-data-air-sbac.htm>

<sup>5</sup> Weiss, J. - *Competing Principles* - Stanford Social Innovation Review, Fall 2015 [http://ssir.org/articles/entry/competing\\_principles](http://ssir.org/articles/entry/competing_principles)

**Student Data and Psychological Privacy** – Through regulatory fiat in 2011, the administration weakened the already severely outdated Family Education Rights and Privacy Act (FERPA), and significantly increased the federal government’s sensitive personal data-gathering without consent. Through so-called “personalized learning”<sup>6</sup> via digital platforms, private companies are collecting millions of data points per child per day, without consent and with few or no protections<sup>7</sup>. In addition, there are multiple efforts in federal legislation and policy (in both NCLB reauthorization bills, in a policy decision by the National Assessment Governing Board for the National Assessment of Educational Progress (NAEP)<sup>8</sup>, in the Strengthening Education Through Research Act (SETRA) bill<sup>9</sup>, and in early-childhood grant programs<sup>10</sup>) to expand government student psychological profiling via mandated tests and screening. This federal effort to collect personal information on the dispositions, emotions, and attitudes of American children is completely unacceptable with regard to privacy, freedom of conscience, and parental rights. Moreover, according to psychiatric experts<sup>11</sup>, such psychological dossiers are subjectively compiled<sup>12</sup>, are useless for predicting psychosis or violence<sup>13</sup>, and can lead to treatments with dangerous medications that cause suicide and violence themselves<sup>14</sup>.

There is little discussion of general data-privacy or psychological assessment data-privacy in either reauthorization bill, except for the welcome reinsertion in the Senate bill of the prohibition in the state academic assessment section to test “personal or family beliefs and attitudes, or publicly disclose personally identifiable information” and the bill’s consent requirement for mental-health assessment. The House bill omits even this mild protection from attitudinal testing. While in isolation these small provisions are helpful, the federal government seems poised to turn the nation’s schools into psychiatric clinics, and is essentially using standards, curriculum, assessments, or mental-health evaluations to set norms for “acceptable” attitudes and beliefs. As discussed above, that is completely intolerable in our constitutional republic.

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<sup>6</sup> McGroarty, E., Pullmann, J., Robbins, J., *Cogs in the Machine: Big Data, Common Core, and National Testing* (Pioneer Institute, May 2014) -- <https://www.heartland.org/policy-documents/cogs-machine-big-data-common-core-and-national-testi>

<sup>7</sup> Simon, S. - *The big biz of spying on little kids* Politico 5/15/14 <http://www.politico.com/story/2014/05/data-mining-your-children-106676#ixzz3nf9yppxRg>

<sup>8</sup> Sparks, S. - *'Nation's Report Card' to Gather Data on Grit, Mindset* – Education Week 6/2/15 <http://www.edweek.org/ew/articles/2015/06/03/nations-report-card-to-gather-data-on.html?cmp=ENL-EU-NEWS2-RM>

<sup>9</sup> Effrem, K. - *Issues of Data Privacy, Parental Rights, and Federally Sponsored Psychological Screening in the Education Sciences Reform Act (ESRA)/Strengthening Education Through Research Act (SETRA) in the Context of Current Federal Law and Programs* – Florida Stop Common Core Coalition 2/23/15 <http://www.flstopccoalition.org/files/0D1CCE7F-5D26-4B52-B886-5654DFDA8774--C2CA4E3B-A92B-47D6-B4DB-5DFD3719202E/common-core-ferpa-and-esra-update-for-senate.pdf>

<sup>10</sup> Effrem, K - *Government Preschool Tyranny – “You Ain’t Seen Nothing Yet!”* – Education Liberty Watch 2/24/12 <http://edlibertywatch.org/2012/02/government-preschool-tyranny-you-aint-seen-nothing-yet/>

<sup>11</sup> Effrem, K. – *Written Testimony: Mandated School Mental Health Curricula* - <http://edlibertywatch.org/2013/03/written-testimony-mandated-school-mental-health-curricula/>

<sup>12</sup> Childhood and adolescence being developmental phases, it is difficult to draw clear boundaries between phenomena that are part of normal development and others that are abnormal." (World Health Organization (2001) World Health Report)

<sup>13</sup> "Over the years, studies have shown that **psychiatrists' accuracy in identifying patients who would become violent was slightly better than chance** -- "**obviously not good enough, given what's at stake for public safety as well as for civil liberties,**" said John Monahan, a University of Virginia psychologist who helped direct the MacArthur study." (Emphasis added) Brown, D. - *Predicting violence is a work in progress* – Washington Post 1/3/13 [https://www.washingtonpost.com/national/health-science/predicting-violence-is-a-work-in-progress/2013/01/03/2e8955b8-5371-11e2-a613-ec8d394535c6\\_story.html](https://www.washingtonpost.com/national/health-science/predicting-violence-is-a-work-in-progress/2013/01/03/2e8955b8-5371-11e2-a613-ec8d394535c6_story.html)

<sup>14</sup> Moore, T., Glenmullen, J., & Furberg, C. - *Prescription Drugs Associated with Reports of Violence Towards Others* – Public Library of Science 12/15/10 <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0015337>

The only one of the several pending student-privacy bills that comprehensively covers both education data-privacy and psychological profiling -- the Student Privacy Protection Act, S 1341, by Senator Vitter<sup>15</sup> -- has received no consideration. The less protective House bill, HR 3157, by Reps. Rokita and Fudge, does not deal with psychological profiling and gives special permission to the College Board and ACT to use or disclose without restriction any personal student information provided on admissions exams and surveys to nearly anyone -- without parental notification or consent<sup>16</sup>.

Even more concerning is the news that the conference bill may include language on privacy, without any votes on that language in either chamber. We hope that is incorrect and that you will not negate the legislative process in such a way, especially on an issue so vitally important to parents and students.

**Preschool** – The Senate bill encourages dangerous expansion of federal tentacles into preschool programs. The bill provides for preschool alignment grants and requires programs supported under those grants to align to the early-childhood standards in both Head Start<sup>17</sup> and the Child Development Block Grant.<sup>18</sup> (These same kinds of standards are also a key requirement of the RttT Early Learning Challenge grants.) Head Start requires not only every Head Start program, but also every other state pre-k program, to fully align to the Head Start Child Outcome Framework, a set of national early-childhood standards,<sup>19</sup> which is being correlated to Common Core.<sup>20</sup> So we have not only “kindergarten Common Core,” as Senator Alexander pointed out during debate on the Casey universal preschool amendment, but “baby Common Core.” These standards are significantly psychosocial and subjective in nature; they also address controversial topics such as gender identity for children as young as three years old<sup>21</sup>. A normal citizen might question whether we have lost our collective mind.

Not only is the structure of this federal preschool takeover objectionable under our Constitution and common sense, but evidence increasingly shows that these programs are useless at best and maybe even harmful. A rapidly growing list of large controlled studies<sup>22</sup> shows that at best, the beneficial effects of these programs fade by anywhere from kindergarten to third grade, and at worst that there is actual decline in or harm to academic or behavioral performance in participants compared to non-participants. The most recent of these studies is a multi-year controlled study from Tennessee, Senator Alexander’s home state, released on September 28th. Education Week reported the following conclusions<sup>23</sup>:

“ . . . Children started off school strong, but by kindergarten were generally indistinguishable academically from comparable peers who did not enroll in the program” and “by 3rd grade the children who attended pre-K were performing worse on some academic and behavioral measures than similar classmates who were never in the program.”

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<sup>15</sup> Effrem, K. - *Reasons to Support the Student Privacy Protection Act – S. 1341* – Florida Stop Common Core Coalition 7/13/15 <http://www.flstopcccoalition.org/blog/reasons-support-student-privacy-protection-act-1341-senator-david-vitter.htm>

<sup>16</sup> Section 6

<sup>17</sup> ECAA Section 5902

<sup>18</sup> Child Care and Development Block Grant Act of 2014 <https://www.congress.gov/113/plaws/publ186/PLAW-113publ186.pdf>

<sup>19</sup> Compilation of the Head Start Act - Section 642B(a)(2)(B)(iii), which says, “promote alignment of curricula used in Head Start programs and continuity of services with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards,” is just one example. [http://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS\\_Act\\_2007.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS_Act_2007.pdf)

<sup>20</sup> “In January 2012, the latest draft of the Head Start- Common Core Correlation Project was released...” <http://www.ecs-commoncore.org/aligning-early-childhood-education-with-the-common-core/>

<sup>21</sup> “Identifies some physical characteristics of self, such as hair color, age gender, or size” Head Start Early Learning Outcomes Framework (2015) p.27 <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

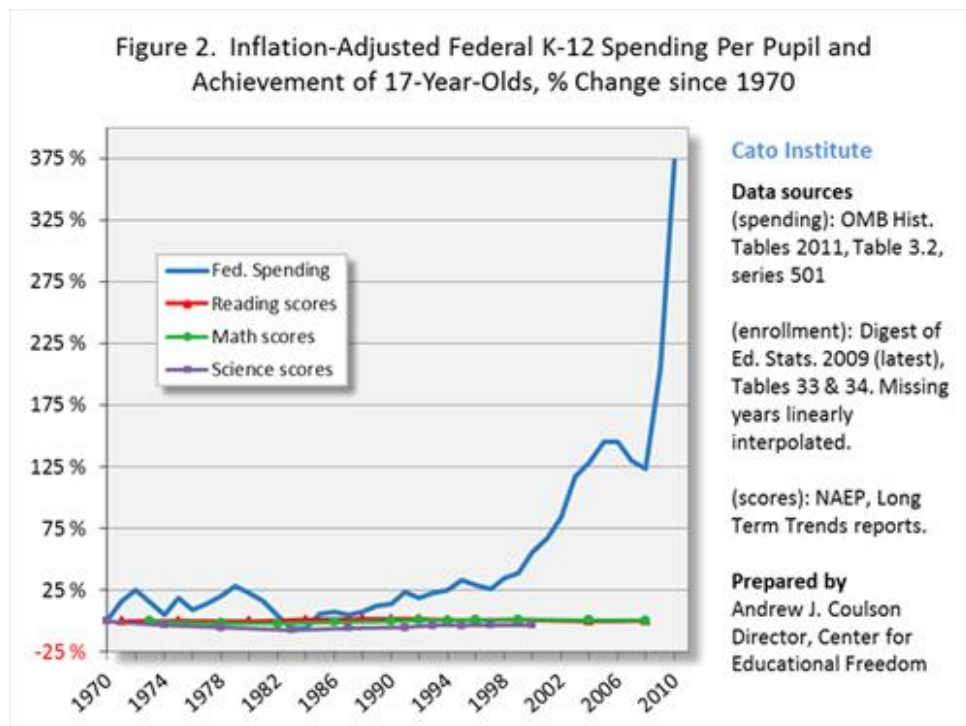
<sup>22</sup> Effrem, K.- *Studies on Effectiveness of Early Childhood Programs*, Education-Liberty Watch, 3/20/2011 <http://edlibertywatch.org/2011/03/studies-on-effectiveness-of-early-childhood-programs/>

<sup>23</sup> Samuels, C. - *Long-Term Study Finds Tennessee Pre-K Effects Fade By 3rd Grade* – Education Week 9/28/15 [http://blogs.edweek.org/edweek/early\\_years/2015/09/tennessee\\_prek\\_fade\\_study.html](http://blogs.edweek.org/edweek/early_years/2015/09/tennessee_prek_fade_study.html)

The House and Senate are to be commended for rejecting amendments that would have even more massively expanded these invasive and ineffective programs. However, as discussed above, the preschool-alignment grants language imposes national early-childhood standards and is promoting programs that do not work. The language prohibiting federal interference in standards, curriculum, etc. in that section is wholly inadequate to prevent another RttT/Common Core debacle in the early-childhood realm. This is a major issue that must be thoroughly discussed during the Head Start reauthorization, but for now, we beg you not to make things worse by enshrining these programs through the NCLB reauthorization.

**Full Service Community Schools & Safe, Healthy & Supportive Schools** – These so-called “wrap-around services” resurrected in the Senate bill are a major expansion of unconstitutional and ineffective federal interference in both mental health and education, and a grave diminution of parental rights and local control. The Full Service Community Schools concept seems designed to create “parent replacement centers.”<sup>24</sup> Among the purposes of the program is to “ensure that children have the physical, social, and emotional well-being to come to school ready to engage in the learning process every day.” The grantee is supposed to conduct a needs assessment that “identifies the academic, physical, social, emotional, health, mental health, and other needs of students, families, and community residents,” which will necessarily include myriad invasive personal and mental health data-gathering. The list of services that can be offered is 23 items long and includes mental health services and “other services consistent with this part.” The House was wise to let this program die in its bill. But since the Obama administration wants this vast expansion of government control through schools, there is a real danger the conference bill will include it.

Here is a graphic illustration of the ineffectiveness of federal involvement and interference in education:



<sup>24</sup> Hollingsworth, B. - *Senate Bill Would Fund 'Parent Replacement Centers' For 5 More Years* - CNSNews.com 8/21/15  
<http://www.cnsnews.com/news/article/barbara-hollingsworth/senate-bill-would-fund-parent-replacement-centers-5-more-years>

The bottom line is that given the track record of previous reauthorizations and the rapid expansion of the federal role, along with abrogation of the legislative process during this administration, a conference report that melds these bills and possibly adds privacy language without legislative approval is dangerous and unacceptable. We respectfully but strongly urge you to refrain from taking any action until after the presidential and congressional elections, as well as the installation of the new House and Education and Workforce Committee leadership. Only in this manner can our officials truly understand our concerns before this bill is reauthorized. We believe that those who will carry on with this bill should have a major influence on the final version.

We know that you are hearing from many well-financed and powerful special-interest groups demanding completion of this bill in this Congress, but please hear the voices of those who are the closest to these precious children. Our children must not be trained to have arbitrarily determined “college and career ready” skills and be placed on paths chosen for them by government and corporate interests. The American public-education system must provide a well-rounded academic education to allow students to choose their future course and perpetuate the heritage of freedom that has made this nation the freest, most generous, most prosperous nation in the history of the world.

Thank you for your dedication to and concern for our nation’s students and for your consideration of this letter.

Sincerely,

#### NATIONAL ORGANIZATIONS & EDUCATION ACTIVIST LEADERS

Karen R. Effrem, MD – President, Education Liberty Watch

Michelle Malkin – Nationally Syndicated Columnist

Heidi Huber – Parents Against the Common Core

Alice Linahan – Women on the Wall

Maria Espinosa - National Coordinator, America First Latinos

JoAnn Fleming - Executive Director, Grassroots America - We the People

Ashley Neff, Glen Dalgleish, Michael Panessa, Michael Bohr – Badass Parents Association

Michelle Schroeder – Advocates for Academic Freedom

Suette Lopez & Teri Sasseville – Stop Early Childhood Common Core

Sam Sorbo - Sam Sorbo Radio Show, Talk Stream Live

Michael Bohr, Glen Dalgleish, Yvonne Gasperino, Mitchell Rubinstein, Michael Panessa - iRefuse! The Great American Opt Out

Teri Sasseville – Founder, Special Ed Advocates to Stop Common Core

Sheri Few – President, United States Parents Involved in Education

Donna Garner - Education Policy Commentator on EdViews.org

Missy Jones & Barbara Burrage - Education Matters Institute

Angela Davidson Weininger – Parents and Educators Against Common Core

Kirsten E. Lombard - Founder, Treasurer, & Editor-in-Chief, Resounding Books PAC

## STATE ORGANIZATIONS

### Alabama

Unie Smith – President, Alabama Eagle Forum  
Betty Peters – Member, Alabama State Board of Education, as an individual  
Stephanie Bell – Member, Alabama State Board of Education, as an individual  
Zan Green - Founder & State Co-Chair of Rainy Day Patriots  
Ann Eubank – Chair, Alabama Legislative Watchdogs  
Becky Gerritson - Wetumpka Tea Party

### Alaska

Barbara Haney, PhD - Alaskans Against Common Core  
Alaska Representative – Lora Reinbold

### Arizona

\*Jennifer Reynolds – Arizonans Against Common Core  
\*Gina Ray - Opt Out Arizona

### Arkansas

Jennifer Helms, PhD, RN – President, Arkansans for Education Freedom

### Connecticut

Deborah Stevenson - Legal counsel, Connecticut Parental Rights Coalition

### California

Orlean Koehle – President, California Eagle Forum  
Darcy Brandon – Californians United Against Common Core  
Susi Khan, Linda Cone, & Lorrie Kaylor – Faithful Christian Servants  
Darcy Brandon – Citizens for Quality Education  
Kori Peterson - Area Director, Southern CA Concerned Women for America of California

### Colorado

Cheri Kiesecker - Core Concerns  
Cathy Gardino – Coloradoans Against Common Core  
Anita Stapleton - Stop Common Core Colorado  
Jayne Schindler – President, Colorado Eagle Forum  
Barbara Hernandez - Lamar Colorado Chapter ACT for America

### Delaware

Kevin Ohlandt, Refuse the Test Delaware  
Kevin Ohlandt - Delaware Against the Common Core

### Florida

Karen R. Effrem, MD – Executive Director, Florida Stop Common Core Coalition  
Pat Andrews – President, Florida Eagle Forum  
Mark Andrews – Heartland Research Corporation  
Stacie Clark, Debbie Higgenbotham, and Meredith Mears – Founders, FL Parents RISE  
Lory Baxley – Lake County Against Common Core  
Charlotte Greenberg – President, Independent Voices for Better Education  
Catherine Baer – Chairwoman, The Tea Party Network  
Joseph T. Doyle, MD--Naples Patriots  
Laura Oose McCreary – Founder, United for Florida Children  
Heide Janshon - Founder, Common Core Discussion Group of Pasco County  
Lynne Sherrer – Stop Common Core Southeast Florida  
Keith Flaugh – Florida Citizens Alliance  
Marguerite Cavanaugh – Florida Eagle Forum Sun Country

Nathalie Tomcak, Emma Jane Miller, Nancy Fogle, & Becky Bryant – Researching American Education

Mark Gotz – St. Lucie 9/12 Tea Party

Raymond Johnson II – Biblical Concepts Ministries

## Georgia

Teri Sasseville – Founder, Georgians to Stop Common Core

Meg Norris, EdS – Founder, Opt Out Georgia

Christina Owen – President, Georgia Eagle Forum

Tanya Ditty – State Director, Concerned Women for America of Georgia

Dr. Patricia Daugherty - Conservative Republican Women of Northeast Georgia

Jack Smith – Liberty Group Tea Party

Carolyn Henderson – Chairman, Carroll County Tea Party

Roberta Magnasco--ACT4Georgia

Barbara Schmader--SW GA Republican Women

Kathy S. Hildebrand – President, Conservative Republican Women of North Atlanta

Conrad Quagliaroli - Cherokee Tea Party Patriots

Julianne Thompson, Pat Tippet, Kay Godwin - Capitol Coalition of Conservative Leaders of GA

Jeanne Seaver - Chariman & President, Georgia Grassroots Coalition

Kay Godwin & Pat Tippet - Georgia Conservatives in Action

Georgia Senator William Ligon

## Hawaii

Barbara J. Ferraro - State Director, Concerned Women for America of Hawaii

## Idaho

Stephanie Zimmerman – Idahoans for Local Education

Robert Neugebauer - Gem State Patriots

Tammy Nichols - Idaho Eagle Forum

Mandy Baker - Mini-Cassia Citizens Against Common Core

Maureen Paterson - Chair, Citizens Empowering Education

## Illinois

Debbie Leininger - State Director, Concerned Women for America of Illinois

## Indiana

Erin Tuttle and Heather Crossin – Hoosiers Against Common Core

David Read - Chairman of the Education Committee for The Central Indiana Coalition of Tea Parties and

President of the Tea Party of Hamilton County

## Iowa

Shane Vander Hart and Leslie Beck – Iowa RestorEd

Tamara Scott - State Director, Concerned Women for America of Iowa

## Kansas

Lisa Heusers, Shirley Koehn, Courtney Rankin, Rosy Schmidt - Kansans Against Common Core

Lynne Taylor - Northwest Kansas Against Common Core

Barbara Saldivar - State Director, Concerned Women for America of Kansas

## Louisiana

Anna Arthurs & Terri Timmcke – Stop CC Coalition of Louisiana

Sancha N. Smith - State Director, Concerned Women for America of Louisiana

## Maine

Heidi Sampson – No Common Core Maine

Donna Dodge – Mainers Against Common Core

Emily Talmage - Stop Proficiency/Competency-Based Education!



## Maryland

Cindy Rose - Stop Common Core in Maryland

Cindy Rose - I Refused PARCC Maryland

## Massachusetts

Shannon Dahlstrom - Stop Common Core Massachusetts

Donna Colorio - Common Core Forum

Danielle Cook - MA Parents Interested in Common Core

## Michigan

Karen Braun - Michigan Freedom to Learn Coalition

Deborah DeBacker, Melanie Kurdys & Tamara Carlone - Stop Common Core in Michigan Inc.

Shane Trejo – Michigan Tenth Amendment Center

\*Ben Di Ponio - Tea Party Patriots of West Oakland County

## Minnesota

Linda French Bell, Chris Daniels, & Jennifer Black-Allen - Minnesotans Against Common Core

Anne Taylor, Kersten Schulz, & Linda French Bell - Refuse the Tests Minnesota

Lois Milnar – Vice President, Minnesota Eagle Forum

## Missouri

Dr. Mary Byrne, Gretchen Logue, & Ann Gassel - Missouri Coalition Against Common Core

Bev Ehlen - State Director, Concerned Women for America of Missouri

Haven Howard - Area Director, South, Concerned Women for America of Missouri

Debra Kohn - Area Director, St. Louis, Concerned Women for America of Missouri

Jill Noble - Area Director, Kansas City, Concerned Women for America of Missouri

Sherry Kuttenkuler - Area Director, Central Missouri, Concerned Women for America of Missouri

Stacy Shore, Jill Carter, & Jill Noble - Missouri Moms Against Common Core

## Montana

Rep. Debra Lamm – Montanans Against Common Core

Kari Zeier - State Director, Concerned Women for America of Montana

## Nebraska

Brenda Vosik – Director, Nebraska Family Forum

Gina Miller – Nebraskans Against Common Core

## Nevada

Karen Briske - Nevada Parents & Teachers STOP Common Core

Christina Leventis - Stop Common Core in Nevada

Diana Orrock - National Committeewoman for Nevada

## New Hampshire

Ann Marie Banfield – Cornerstone Action

## New Jersey

Michael Bohr - New Jersey Stop Common Core

Diane Bagdy - Grandma's Cause Because Grandma Cares

Michael Bohr - Sussex County Stop Common Core

Janice Lenox – Concerned Citizens of Southern New Jersey

Michael Bohr - Byram Township Stop Common Core

Diane Bagdy - Crossing Lines to Fight Common Core

Rose Wakemen – Gloucester County Tea Party

Michael Bohr - Committee to Combat Common Core Curriculum C5

Rob Riehl - Tea Party Patriots of Southern New Jersey : Lower Township and the Cape Mays Chapter

Carolee Adams – President, New Jersey Eagle Forum

Kim Barron – Bergen County Stop Common Core

#### New York

Glen Dalgleish & Yvonne Gasperino - Stop Common Core in New York State

Michelle Earle-Parent Advocate, Stop Common Core in the Fingerlakes, NY

Deborah Torres – New York Guardians

Kevin Kelly & Michelle Earle - Dutchess County against Common Core

Elaine Coleman - Stop Common Core in Yonkers

Michelle Earle - Opt out Geneva, NY

Valerie DiCaprio - Stop Common Core Long Island

Sharon Nuffer & Tara & Devin Fricano – Parent Advocates NY

Alethea Marsh – Randolph Parents Against Common Core

Anne Lavallo - Wappingers Central School District Board of Education, as an individual

#### North Carolina

Lynne Taylor – NC Preserving Integrity and Excellence

Dee Park - Moore TEA Citizens Founder and Rally America Patriot

A.P. Dillon - StopCommonCoreNC.org

Sheri Miller, State Director, Concerned Women for America of North Carolina

#### North Dakota

Kathleen Coad O’Brien, Leah Peterson, Stacey Castleman, & Amy Jirsa Smith – Stop Common Core in North Dakota

Linda Thorson - State Director, Concerned Women for America of North Dakota

#### Ohio

Heidi Huber – Ohioans for Local Control

Jenny Sanderson McKeigue & Mary Capella - Stop Common Core in Ohio

Dr. Kelly Kohls - President, Ohio School Boards Leadership Council

Shannon Saltsman & Jenny Sanderson McKeigue - Stop Common Core in Olmstead Falls, Ohio

Roy Wagner - Ohioans against Common Core

Mark Kenney and Lynne Taylor - Ohio United Against Common Core

#### Oklahoma

Jenni White – Restore Oklahoma Public Education

Tracey Montgomery - State Coordinator, Parental Rights.Org

#### Oregon

Andrew Beach- Parent advocate and an Oregon district Board of Education member, as an individual

#### Pennsylvania

Traci Ramey - Communications Director, Pennsylvanians Restoring Education

Marilyn Reed - Founding Member, Pennsylvanians Against Common Core

Richard Felice – PA Opt Out Campaign

Carolyn Bulitta – Chester County Against Common Core

#### Rhode Island

Jean Patrick Lehane- Administrator, Stop Common Core in Rhode Island

#### South Carolina

Sheri Few – President, South Carolina Parents Involved in Education

Tonya Shellnut – State Director, Concerned Women for America of South Carolina

Senator Larry K. Grooms

## South Dakota

Mary Scheel-Buysse - South Dakotans Against Common Core  
Tonchi Weaver - SD Citizens For Liberty, Inc.  
Linda Schauer - State Director, Concerned Women for America of South Dakota

## Tennessee

Lauri Day – Founder, Education Matters Institute  
Bobbie Patray – President, Tennessee Eagle Forum  
Karen Bracken – Founder, Tennessee Against Common Core  
Dan Rawls – President, Tea party of Tennessee  
Mark West – Chattanooga Tea Party  
Lynn Moss - Co-Founding Board Member, MidSouth Tea Party  
Lauri Day – Education Matters Institute, Tennessee

## Texas

Cathie Adams – President, Texas Eagle Forum  
Ann Hettinger - State Director, Concerned Women for America of Texas  
Mary Smith - Area Director, North Texas, Concerned Women for America of Texas  
Beverly Uhlmer Roberts - Area Director, South Texas, Concerned Women for America of Texas  
Frank Mayo - President, Texans for Superior Education  
Steven F. Hotze, M.D. - President, Conservative Republicans of Texas

## Utah

Jenny Baker - Founder, Gathering Families  
Jakell Sullivan - Co-Founder, Return to Parental Rights  
Christel Lane Swasey – Utahns Against Common Core  
Gary Thompson, Psy.D - CoFounder, Early Life Child Psychology & Education Center, Inc.  
Paula Hill – Member, Alpine School District Board of Education, ASD1, as an individual  
Wendy Hart – Member, Alpine School District Board of Education, ASD2, as an individual  
Brian Halliday – Member, Alpine School District Board of Education, ASD4, as an individual

## Virginia

Janet Robey - State Director, Concerned Women for America of Virginia  
Ginni Thomas – President, Liberty Consulting

## Washington

Karen Larsen, Breann Treffrey, Leah Huck, Janie Romine, Mindy Stewart, & Angela Gesacion -  
Washington State Against Common Core  
Mike Leuzzi, Angela Gesacion - Pierce-Thurston Co Common Core Concerned Citizens  
Karen Larsen - South King Co Citizens Opposed to Common Core  
Angie Dutcher and Susan Bella - East King Co for Common Sense not Common Core  
Breann Treffrey and Mindy Stewart - Spokane WA Against Common Core  
Janie Romine - Tri-Cities WA Citizens Against Common Core  
Shannon Cardinale - Whatcom-Skagit-Island Common Core Issues  
Debra Fisher and Lisa Pennington - Southwest WA Against Common Core  
J.R. Wilson - Stop Common Core in Washington State

## West Virginia

Angela Summers – WV Against Common Core  
Fred Dailey - WV Constitutional Advocates  
Melody Potter - Republican National Committeewoman for WV

Wisconsin

Jeffrey Horn – Stop Common Core Wisconsin

Kim Simac - State Director, Concerned Women for America of Wisconsin

Wyoming

Christy Young Hooley - Wyoming Citizens Opposing Common Core

NOTE: Due to continued support new signatures denoted by an asterisk have been added to this letter since its original release on October 13<sup>th</sup>