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PRESS RELEASE

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**State Education Leaders Say Common Core Will Go Forward in their States,
New Report from Center on Education Policy finds**

Concern is high, however, about funding and support for Common Core implementation

WASHINGTON, D.C. — July 24, 2013— Education officials in a majority of states that have adopted the Common Core State Standards say it is unlikely that their state will reverse, limit, or change its decision to adopt the standards this year or next, a new report finds. The data, which come from a recent survey, also found that very few of the state leaders said that overcoming resistance to the standards posed a major challenge in their state.

The data were released today in “Year 3 of Implementing the Common Core State Standards: State Education Agencies Views on the Federal Role” by the Center on Education Policy (CEP) at The George Washington University. Forty states responded to the CEP survey about the Common Core State Standards (CCSS). The survey was administered in the spring of 2013. To date, 45 states and the District of Columbia have adopted the CCSS, in both English language arts and math. The survey respondents included 39 states that have adopted these standards in both subjects and one that has adopted the English language arts standards only.

“What we found is that, while there might be resistance to the Common Core, it isn’t coming from state education agencies,” said CEP’s Executive Director Maria Ferguson. “State leaders are more focused on finding resources and guidance to carry out the demanding steps required for full implementation.” Most of the 40 states that responded to the CEP survey also indicated support for particular legislative changes to the Elementary and Secondary Education Act (ESEA) that would directly assist state and district efforts to transition to the CCSS.

The Administration has been criticized by some for being too involved in or heavy-handed in its encouragement of the state-initiated and state-led standards through federal initiatives like Race to the Top and the No Child Left Behind waivers. But only two states in the CEP survey reported that they did not want any federal assistance with

CCSS implementation. Thirty states or more responded that their efforts to transition to the new standards would be helped by changes to ESEA, accompanied by funding, for activities such as state and local implementation activities around the Common Core, CCSS-related professional development for teachers and principals, and implementing the soon-to-be released assessments aligned to the CCSS.

“It is pretty clear that state leaders see the federal government as having a role to play in Common Core implementation. Exactly what that role is and how that support is structured moving forward will represent a key decision point for both the Common Core and any future ESEA reauthorization,” said Ferguson.

The CEP study found that 30 states favored legislative revisions to the Title I of ESEA—which supports education services for low-performing students in high-poverty schools—to help teachers in Title I schools teach CCSS content. Additionally, 29 states expressed support for revisions to Title III—which funds instructional services for English language learners—to help teachers of ELL students teach the content of the new standards.

“With many states still recovering from the recession, state leaders may view the federal dollars associated with the legislative changes as a means to provide them with needed funds to implement the Common Core,” said CEP’s Deputy Director Diane Stark Rentner.

The report can be accessed free of charge at www.cep-dc.org.

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Based in Washington, D.C., and founded in 1995 by Jack Jennings, the Center on Education Policy at The George Washington University is a national advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. The Center does not represent special interests. Instead, it helps citizens make sense of conflicting opinions and perceptions about public education and create conditions that will lead to better public schools. interests.