



STATEMENTS OF OPPOSITION TO H.R. 5, THE GOP'S LETTING STUDENTS DOWN ACT

H.R. 5 lets our students down and takes American public education backwards. The bill fails to build the excellent, world-class public education system our economy needs and our students deserve. For this reason, it is opposed by an extraordinary cross-section of business, labor, civil rights, students with disabilities, and other child advocacy, and education groups:

*H.R. 5 “would undermine the long-standing purpose of the Elementary and Secondary Education Act (ESEA) by dismantling 45 years of legislative policy committed to ensuring that disadvantaged children are provided a high-quality education that allows them to compete on a level playing field with their more advantaged peers.” **The American Federation of Teachers (AFT)***

*“The Chamber believes that in order to close the achievement gap, states must adopt rigorous, college- and career-ready content standards and assessments. However, H.R. 5 lacks such a requirement. Without explicitly including that the standards must be “college- and career-ready,” the legislation could inadvertently result in the lowering of expectations for school and student achievement, as well as impede state-led efforts already underway.” **The U.S. Chamber of Commerce***

*“...this bill [H.R.5] is not an update; it is a rollback. It undermines the core American value of equal opportunity in education embodied in *Brown v. Board of Education*. Specifically, it abandons accountability for the achievement and learning gains of subgroups of disadvantaged students who for generations have been harmed by low academic expectations.” **Coalition of civil rights, disability and education organizations in opposition to H.R. 5***

*“The bill [H.R. 5] would dramatically alter the academic landscape for students with disabilities, jeopardizing their ability to graduate from high school, go to college and obtain employment.” **The National Center for Learning Disabilities (NCLD)***

*H.R. 5 “undercuts another key principle of ESEA in allowing funds generated by specific groups of students to be spent on other students under the “alternative uses” authority in section 1002. Funds allocated for English learners or Native American students, for example, could be used for activities unrelated to meeting their needs. This is not the type of flexibility sought by the Great City Schools.” **The Council of Greater City Schools (CGCS)***