

Concerns Regarding the Implementation of Statewide Social Emotional Standards in Ohio

Karen R. Effrem, MD
President - Education Liberty Watch
National Education Issues Chairman - Eagle Forum
Executive Director - Florida Stop Common Core Coalition

Although there is a strong push to expand social emotional learning via standards, curriculum, and assessments from foundations, corporations, and the federal government, there are many problems. Here are some of the numerous issues with doing so based on the conclusions from the recently released analysis published by the Pioneer Institute, “Social-Emotional Learning: K–12 Education as New Age Nanny State”¹ that includes detailed discussion and many references supporting those conclusions.

There is no expert consensus on the definition of SEL - SEL is described by the Collaborative for Academic, Social and Emotional Learning (CASEL), the nation’s leading SEL proponent organization, as “the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”²

Yet, one of many SEL experts with the same view, behavioral science professor, Clark McKown, (president of his own SEL assessment company) said in 2017, “To create SEL standards and assess progress toward those standards presupposes that we agree about what SEL is. Yet neither researchers nor practitioners nor policymakers have come to such a consensus.”³

This lack of consensus has existed over many years. A statement very similar to Dr. McKown’s: “Broad parameters for determining socioemotional outcomes are not clearly defined,” was in a 2005 national report on infant and early childhood SEL,⁴ showing that the problem of defining these characteristics and standards is longstanding.

The research is decidedly mixed or even negative about the supposed benefits of SEL, especially with respect to academic achievement⁵

¹ Karen Effrem and Jane Robbins, “Social-Emotional Learning: K–12 Education as New Age Nanny State,” Pioneer Institute (March, 2019), available at <http://pioneerinstitute.org/download/social-emotional-learning-k-12-education-as-new-age-nanny-state/>

² See <https://casel.org/what-is-sel/>.

³ Clark McKown, “Social-Emotional Assessment, Performance, and Standards,” *The Future of Children* (Princeton-Brookings: Spring, 2017), available at https://futureofchildren.princeton.edu/sites/futureofchildren/files/media/foc_spring_vol27_no1_for_web_0_0.pdf, p. 157.

⁴ National Center for Infant and Early Childhood Health Policy, “Addressing Social Emotional Development and Infant Mental Health in Early Childhood Systems” (2005), available at <http://files.eric.ed.gov/fulltext/ED496853.pdf>.

⁵ See Effrem and Robbins, *supra* note 1, pp. 19-22 for more detailed references.

Despite repeated glowing claims by proponents that SEL will improve academic achievement,⁶ the science is just not persuasive. SEL experts admit the research results are “mixed” and “key ingredients” for SEL to improve achievement are missing.⁷ The use of functional MRI studies to undergird the “brain science” of SEL has been debunked,⁸ as has the benefit of the “growth mindset.”⁹

Regarding preschool SEL skills predicting future academic success, an international team of researchers found that academic skills of math, reading and attention have the greatest predictive power and that “measures of socioemotional behaviors... were generally insignificant predictors of later academic performance...”¹⁰ Also, despite the presence of national and state pre-K SEL standards in every state for almost 20 years, there is still no evidence that preschool improves educational achievement either via Head Start¹¹ or state pre-K programs.¹²

The teaching and assessing of SEL by untrained or minimally trained school personnel, as well as the linking of SEL to violence and suicide prevention via mental-health screening can lead to many problems such as biased or inaccurate assessment based on subjective criteria, improper referrals, diagnosis and over-treatment with potentially harmful medications.

These issues have increased due to alarm over recent school shootings. But the hastily drafted laws and policies in Florida, Texas, and other states implementing a type of “mental health first aid” to identify potentially violent students (SEL on steroids) — could have serious unintended consequences.

⁶ The Aspen Institute National Commission on Social, Emotional, and Academic Development, “From a Nation at Risk to a Nation at Hope” (Jan. 15, 2019), available at http://nationathope.org/wp-content/uploads/2018_aspen_nal-report_full_webversion.pdf.

⁷ Oregon State University, “Social emotional learning interventions show promise, warrant further study,” Science Daily (May 31, 2017), available at <https://www.sciencedaily.com/releases/2017/05/170531133232.htm>.

⁸ Anders Eklund, Thomas E. Nichols, & Hans Knutsson, “Cluster failure: Why fMRI inferences for spatial extent have inflated false-positive rates,” *Proceedings of the National Academies of Science* (June 28, 2016), available at <http://www.pnas.org/content/early/2016/06/27/1602413113>

⁹ Victoria Sisk, Alexander Burgoyne, Jingze Sun, Jennifer Butler, & Brooke Macnamara, “To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses,” *Psychological Science* (2018; 29 (4)), available at <https://journals.sagepub.com/doi/abs/10.1177/0956797617739704?journalCode=pssa&%3e=> p. 549, as discussed in Jane Robbins, “Will Altering Growth Mindsets Improve Student Performance? Research Says No.” *Truth in American Education* (May 29, 2018), available at <https://truthinamericaneducation.com/education-reform/will-altering-growth-mindsets-improve-student-performance-research-says-no/>.

¹⁰ Greg Duncan, et al., “School Readiness and Later Achievement,” *Developmental Psychology* (2007, Volume 43, No. 6), available at <https://www.apa.org/pubs/journals/releases/dev-4361428.pdf>, p. 1428.

¹¹ See, e.g., U.S. Department of Health & Human Services, Office of Planning, Research & Development, *Third Grade Follow-up to the Head Start Impact Study: Final Report* (Dec. 21, 2012), available at <https://www.acf.hhs.gov/opre/resource/third-grade-follow-up-to-the-head-start-impact-study-final-report>, and more than a dozen other studies and reports collated and quoted in Karen Effrem, “Head Start Effectiveness Research from the U.S. Department of Health and Human Services,” *Education Liberty Watch* (2017), available at <http://edlibertywatch.org/wp-content/uploads/2017/07/Effectiveness-Research-from-the-U.pdf>.

¹² Karen Effrem, “Compilation & Analysis of Early Childhood Research Regarding Effect, Fade Out, Academic & Emotional Harm” *Education Liberty Watch* (2019 Update) available at <http://edlibertywatch.org/wp-content/uploads/2019/02/Updated-Preschool-Compilation-2019.pdf>.

A highly trained psychiatrist, who extensively studied the Sandy Hook shooter said after the Parkland massacre, “But unfortunately, it’s impossible for any of us to predict who is going to go from being troubled and isolated to actually harming others...Because we’ll misidentify some who aren’t bad guys, and we’ll fail to identify others who may become bad guys.”¹³ Based on this admission, teachers and other minimally trained school staff are unqualified to recognize and modify students’ emotional states, and are even less capable of assessing students’ mental health.

One of the frequently used mental screening tools called TeenScreen has an absurdly high 84% false positive rate¹⁴ leading to much over-diagnosis and over treatment. Dr. Mark Olfson, TeenScreen’s scientific director and great proponent of mental screening testified last summer to the Federal School Safety Commission. Apparently not realizing or not admitting the connection between increased screening with these spurious assessments and over-treatment, he said, “the overall increase in youth psychotropic medication use [is] occurring among those with less severe or no impairment.”¹⁵ Many drugs used to prevent suicide and violence actually cause those very problems.¹⁶

Another SEL method using a “wide net” approach is Positive Behavioral Interventions and Supports (PBIS).¹⁷ PBIS is a tiered program that begins with monitoring the attitudes and behaviors of the entire student population and advances toward intensified “interventions” as the staff determines children need more “help.” The literature on PBIS includes little to no discussion of how the universal or at-risk behaviors are chosen; what sensitive, personally identifiable information is collected on children for the various tiers; how children’s attitudes, values, and beliefs are modified; and what outcome data is included in children’s lifelong data dossiers. Also, the phrase “parental consent” rarely, if ever, appears on PBIS explanatory websites. A PBIS website admits the almost completely experimental nature of the program.¹⁸

There is significant evidence of indoctrination and erosion of freedom of conscience via government-established SEL norms for the attitudes, values, and beliefs of freeborn American citizens that greatly harms parental autonomy.¹⁹

¹³ Melissa Healy, “What the Florida school shooting reveals about the gaps in our mental health system,” *Los Angeles Times* (Feb. 26, 2018), available at <http://www.latimes.com/science/sciencenow/la-sci-sn-Florida-shooter-psychology-20180226-htlstory.html>.

¹⁴ David Shaffer, Michelle Scott, Holly Wilcox, Carey Maslow, Roger Hicks, Christopher P. Lucas, Robin Garfinkel, & Steven Greenwald, “The Columbia Suicide Screen: Validity and Reliability of a Screen for Youth Suicide and Depression,” *Journal of the American Academy of Child and Adolescent Psychiatry* (Jan. 2004 Vol. 43(1)), available at <http://edlibertywatch.org/wp-content/uploads/2019/02/Shaffer-Validity-Reliability-2004.pdf>.

¹⁵ Federal School Safety Commission Hearing Transcript (July 11, 2018), available at <https://www2.ed.gov/documents/school-safety/transcript-07-11-2018.pdf>, pp. 38–40.

¹⁶ Karen Effrem, “Ineffectiveness and Harm of Psychiatric Medications” Education Liberty Watch (2019 update) available at <http://edlibertywatch.org/wp-content/uploads/2018/10/Lack-of-Effectiveness-and-Harm-of-Psychiatric-Medication.pdf>

¹⁷ Karen Effrem, “PBIS: Behind the Feds’ Wacky Scheme to Modify Children’s Behavior,” *The National Pulse* (Sept. 6, 2017), available at <https://thenationalpulse.com/commentary/pbis-behind-feds-wacky-scheme-modify-childrens-behavior/>.

¹⁸ OSEP Technical Assistance Center, “SWPBS and Mental Health” (2018), available at <https://www.pbis.org/research/swpbs-mental-health>.

¹⁹ See Effrem and Robbins, *supra* note 1, pp. 28-31 for more detailed references.

The expansion of SEL and mental screening also implicates issues of political correctness and freedom of conscience. For instance, after the Parkland shooting, a Louisiana student was labeled potentially violent and had his home searched by law enforcement merely for commenting in a classroom that the mathematical square root symbol looked like a gun.²⁰ A high-school student who completed an assignment arguing against gun control was reportedly suspended and forced to undergo mental screening when school officials found his assigned video on a thumb drive.²¹ And during research on diagnoses considered for inclusion in the most recent edition of psychiatry's Diagnostic and Statistical Manual, prisoners in the California prison system were "treated" with anti-psychotics, Soviet-style, for "extreme racism" and other perceived prejudices that were considered delusional disorders.²²

SEL causes erosion of student data privacy by collection of highly sensitive social-emotional information, in many cases without consent, and resulting in non-consensual exposure of such data to either authorized or unauthorized third parties.

The Aspen SEL Commission report called for "intentionally teach[ing] specific skills and competencies and infus[ing] them in academic content and in all aspects of the school setting (recess, lunchroom, hallways, extracurricular activities), not just in stand alone programs or lessons," data from all those realms will have to be collected to justify program funding. As it turns out, an education-technology company has already developed software to allow bus drivers, janitors, cafeteria workers, and other staffers to monitor the emotional states of students in all areas of school.²³ So with this technology, the plague of amateur psychoanalysis in schools will spread further.

When discussing the fine-grained data generated as students interact with SEL software, the calculation becomes even more troubling. For one thing, it's not clear that such "data exhaust" is even an "education record" subject to the Family Education Rights and Privacy Act's minimal protections. (One corporation boasted of a staggering number of up to ten million data points collected per student per day.²⁴) Also, the data may belong to the corporate vendor rather than the student or the school. It becomes part of the great cloud-based data supermarket, where brokers buy and sell reams of information to be combined with other data streams and used for purposes unimagined by innocent students and their families.²⁵ The FBI is already issuing public service announcements about the dangers to student and family data privacy related to education technology.²⁶

²⁰ Emily Zanotti, "Louisiana Student Investigated After Suggesting Square Root Symbol 'Looked Like a Gun,'" *The Daily Wire* (Feb. 25, 2018), available at <https://www.dailywire.com/news/27551/louisiana-student-investigated-after-suggesting-emily-zanotti>

²¹ William Goldman, "Anti-gun-control video project gets H.S. student suspended," *NJ.com* (Sept. 29, 2016), available at https://www.nj.com/somerset/index.ssf/2016/09/high_school_student_reportedly_suspended_for_anti.html.

²² Shankar Vedantam, "Psychiatry Ponders Whether Extreme Bias Can Be an Illness," *Washington Post* (Dec. 10, 2005), available at <http://www.washingtonpost.com/wpdyn/content/article/2005/12/09/AR2005120901938.html?referrer=emailarticle>.

²³ Karen Effrem and Jane Robbins, "Goodbye, Privacy? How New EdTech Is Turning Students Into Lab Rats" *The American Spectator* (June 29, 2018) available at <https://spectator.org/goodbye-privacy-how-new-edtech-is-turning-students-into-lab-rats/>.

²⁴ Jose Ferreira, "Education Datapalooza," U.S. Office of Education Technology (Nov. 3, 2012), available at https://www.youtube.com/watch?time_continue=107&v=Lr7Z7ysDluQ at 1:45.

²⁵ Leonie Haimson & Cheri Kiesecker, "The Astonishing Amount of Data Being Collected About Your Children," *Washington Post* (Nov. 12, 2015), available at https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/the-astonishing-amount-of-data-being-collected-about-your-children/?utm_term=.cead4edf6db5.

²⁶ Public Service Announcement, "Education Technologies: Data Collection and Unsecured Systems Could Pose Risks to Students," Federal Bureau of Investigation (Sept. 13, 2018), available at <https://www.ic3.gov/media/2018/180913.aspx>.

SEL has been infused into Common Core, resulting in psychologically manipulative standards rather than the promised clear, rigorous academic math and English standards.

As admitted by the U.S. Department of Education and national stakeholder groups and evidenced by the following quotes, SEL is an integral part of the Common Core State Standards. Common Core is proving to be a massive failure academically,²⁷ and SEL further dilutes the already sub-standard academic education resulting from those standards.

- [US DOE](#): "In national policy, there is increasing attention on *21st-century competencies (which encompass a range of noncognitive factors, including grit), and persistence is now part of the Common Core State Standards for Mathematics*"²⁸ (emphasis added).
- [National Association of State Boards of Education](#): "*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*"²⁹ (emphasis added).

A significant number of Common Core standards contain the type of SEL elements referenced in these quotes.³⁰ The following example comes from the English Language Arts (ELA) standards in writing for second-grade students:

Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.³¹

This standard expects second-graders to understand their own thoughts and feelings as well as those of others around them and to understand and demonstrate the sophisticated psychological concept of "closure"—while they are still learning to read. Nancy Orme of the Anchorage School District cited this standard as corresponding to socioemotional learning standards for "Self-Awareness" that require students to "demonstrate awareness of their emotions"; "recognize and label emotions/feelings"; and "describe their emotions and feelings and the situations that cause them (triggers)."³² Apparently second-graders are expected to demonstrate social-emotional skills that elude many adults.

²⁷ See Theodor Rebarber and Neal McCluskey, "Common Core, School Choice & Rethinking Standards-Based Reform" Pioneer Institute (Sept. 2018) available at https://pioneerinstitute.org/common_core/study-finds-declining-student-achievement-and-increased-harm-to-school-choice-since-common-core/ R.J. Milgram, S. Stotsky, "Lowering the Bar: How Common Core Math Fails to Prepare High School Students for STEM," Pioneer Institute, (2013) available at

<http://pioneerinstitute.org/download/lowering-the-bar-how-common-core-math-fails-to-prepare-high-school-students-for-stem>; Williamson Evers and Ze'ev Wurman "California's Common Core Mistake" (5/9/18) Hoover Institute available at <https://www.hoover.org/research/californias-common-core-mistake>; Sandra Stotsky, "Is Common Core Racist?" (5/9/18) New Boston Post available at <https://newbostonpost.com/2018/05/09/is-common-core-racist-check-out-the-results/>

²⁸ U.S. Department of Education Office of Educational Technology, *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century* (Feb. 2013), removed from <http://www.ed.gov/edblogs/technology/les/2013/02/OET-Draft-Grit-Report-2-17-13.pdf>, archived at <http://www.flstopccoalition.org/les/F038A914-6B60-454B-9BA4-93824C875903--DD84DFEE-E1AC-449B-9E68-3F986DE43D34/> .

²⁹ National Association of State Boards of Education, "Social- Emotional Learning — From Practice to Policy" (Oct. 2013), available at <http://www.nasbe.org/wp-content/uploads/FPP-Social-Emotional-Learning.pdf> , p. 6.

³⁰ Karen Effrem, "Comments on the Psychological and Developmental Aspects of Florida's Common Core Standards," The Florida Stop Common Core Coalition (Oct. 31, 2013), available at <http://www.flstopccoalition.org/files/17118850-7282-444A-9A03-98E0B18082A2--885F5547-B1F3-4967-A304-4974D5D0994C/written-standards-testimony.pdf>.

³¹ The Common Core State Standards Initiative, "English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects" (June 2, 2010), available at http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf, p. 19, Literacy.W.2.3.

³² Pamela Orme, "Social Emotional Learning in Common Core State Standards" (Nov. 15, 2012), available at <http://www.youtube.com/watch?v=ZZMhn-9SRoA>, starting at 1:23.

SEL and accompanying personality profiling is being used in competency-based education/personalized learning to influence students' post-secondary plans based on government- and business-determined needs, instead of the aspirations and desires of students and their families.

The American School Counselors Association admits, "*Mindsets & behaviors align with specific standards from the Common Core State Standards through connections at the competency level*" (emphasis added).³³ These standards will be used to promote and change attitudes, values and beliefs not necessarily of students' and parents' choosing, diluting academics, harming parental autonomy further, and expanding the idea of education as workforce preparation instead of creating active, informed citizens.

Anthony Carnevale, of the National Center on Education and the Economy, and other proponents of the corporate/government education and workforce model argue that it's the job of public schools to assess "values and personality traits"³⁴ and align them to prospective career paths in the service to business. The Aspen report also repeatedly links SEL to "career readiness" including discussion of the Mindset Scholars Network that is developing SEL curricula aligned to "college- and career-ready standards (i.e., Common Core)."³⁵ This standardization of SEL templates and their alignment to national Common Core standards – using "affective data mining"³⁶ and "data tags"³⁷ to inculcate government-determined "social, emotional, and academic knowledge and skills" that Aspen says high school graduates "need to be prepared for success in school, the workforce, and life."³⁸ Yet in the American system, government has no authority to determine the destinies of its citizens.

SEL is extremely expensive, despite not yet being extensively implemented in a time of tight education budgets, teacher shortages, infrastructure issues, etc. with no evidence of cost effectiveness.

³³ Eric Sparks, "Change Behaviors by Changing Mindsets," American School Counselor Association (Nov. 1, 2014), available at <https://www.schoolcounselor.org/magazine/blogs/november-december-2014/change-behaviors-by-changing-mindsets>.

³⁴ Anthony Carnevale, "The Education and Labor departments were made for each other," *Washington Post* (June 22, 2018), available at https://www.washingtonpost.com/news/grade-point/wp/2018/06/22/the-education-and-labor-departments-were-made-for-each-other/?utm_term=.05c2731486de.

³⁵ See the Aspen Commission Report, *supra* note 6, p. 66.

³⁶ See U.S. Department of Education Office of Educational Technology, *Expanding Evidence: Approaches to Learning in a Digital World* (2013), available at <https://tech.ed.gov/wp-content/uploads/2014/11/Expanding-Evidence.pdf>, which says, "Another example of groundbreaking work in building adaptive learning systems involves measuring and responding to motivational and affective factors as students work with digital learning systems."

³⁷ Peter Greene, "Why CCSS Can't be Decoupled," *Curmudgucation* (March 24, 2014), available at <https://curmudgucation.blogspot.com/2014/03/why-ccss-cant-be-decoupled.html>.

³⁸ See the Aspen Commission Report, *supra* note 6, p. 33

Enormous sums are being poured into SEL in public schools. One 2017 study by a pro-SEL organization estimated that K-12 public-school systems spend approximately \$640 million each year on specific programming and practices designed to instill SEL.³⁹ Teachers also reported that they spend about eight percent of their time on SEL, which would translate into another \$30 billion annual investment. Any movement that is claiming such a substantial share of resources should be able to show some kind of evidence that it is effective. Yet one proponent researcher admitted, “Are early childhood SEL interventions cost-effective? The short answer is that it’s too soon to be sure.”⁴⁰ This is despite preschool SEL standards having been in place in most states for nearly two decades.

There is significant risk of more federal overreach as has occurred with No Child Left Behind, the Every Student Succeeds Act, and Race to the Top/Common Core.

Proponent organizations like the Aspen SEL Commission are trying to simultaneously convince the public and policymakers that there will be no federal overreach with SEL – that their report “should not be mistaken for an invitation to federal policymakers” to intervene⁴¹ and then ever so helpfully listing 111 different programs in seven different federal departments plus the National Corporation for Public Service that can be “leveraged” to expand SEL programs throughout the nation.⁴² That is not local control.

Recommendations:

Because of all of these problems and more, we strongly recommend the following:

First, cease expansion of SEL standards, programs, assessments, and data collection, via repeal of federal statutory language and taxpayer funding that encourage such activities (along with encouragement of states to do the same).

³⁹ Sara Bartolino Krachman & Bob LaRocca, “The Scale of Our Investment in Social-Emotional Learning,” *Transforming Education* (Sept. 2017), p. 4, available at <https://www.transformingeducation.org/wp-content/uploads/2017/10/Inspire-Paper-Transforming-Ed-FINAL-2.pdf>; Sara Bartolino Krachman & Bob LaRocca, “A Data-Informed Approach to Social-Emotional Learning: Policy Recommendations for State and Local Leaders,” *Transforming Education* (May 2018), p. 5, available at <https://www.transformingeducation.org/wp-content/uploads/2018/05/TE-April-2018-Paper-April-2018-FINAL-v3.pdf>.

⁴⁰ Megan McClelland, Shauna Tominey, Sara Schmitt, & Robert Duncan, “SEL Interventions in Early Childhood,” *The Future of Children* (Princeton-Brookings: Spring, 2017), available at https://futureofchildren.princeton.edu/sites/futureofchildren/files/media/foc_spring_vol27_no1_for_web_0_0.pdf, p. 33.

⁴¹ Frederick Hess and Tim Shriver, “Whole Child Education: The Era of False Choices Needs to End,” *Real Clear Education* (Jan. 16, 2019), available at https://www.realcleareducation.com/articles/2019/01/16/whole_child_education_the_era_of_false_choices_needs_to_end_110307.html.

⁴² John Bridgeland, Gene Wilhoit, Steve Canavero, James Comer, Linda Darling-Hammond, Camille A. Farrington, Pedro A. Noguera, James Shelton, Timothy Shriver, and Ross Wiener, “A Policy Agenda in Support of How Learning Happens,” Aspen National Commission on Social Emotional and Academic Learning (Accessed March 29, 2019) available at http://nationathope.org/wp-content/uploads/aspen_policy_final_withappendices_web_optimized.pdf

Second, because no government, foundation, or corporate program can substitute for the love and nurture of families, SEL programs should be replaced with policies that encourage two-parent family formation. This would drastically reduce the tragically high rates of student behavior problems, gun use, delinquency, imprisonment,⁴³ and poor academic performance⁴⁴ among fatherless children. Hundreds, if not thousands, of studies have shown the correlation between fatherlessness and these types of problems affecting children and youth,⁴⁵ yet SEL proponents routinely ignore this research.

Finally, because the government and its schools should exercise a degree of humility about what they can reasonably accomplish (not to mention whether their attempts at social engineering could actually exacerbate these problems by further usurping parental roles), schools should return to their roots: instilling traditional academic knowledge. Public schools can thus avoid teaching sterile aphorisms unmoored from any enduring moral or ethical foundations in an increasingly secular world brought about by delving into the vague term “values.” Teaching a student to accomplish something academically based on timeless books and disciplines will do wonders for his social-emotional welfare.

⁴³ For statistics on fatherlessness and crimes rates, see “Effects of Fatherless Families on Crime Rates” (Accessed Jan. 20, 2019), available at http://marripedia.org/effects_of_family_structure_on_crime. For citations showing that fatherless youth are 1) 279 percent increased more likely to carry a gun; 2) have externalizing behavior problems as early as one year of age; 3) have a four-fold greater poverty rate; and a four-fold greater infant-mortality rate; see Fatherhood Factor, “Stats” (Accessed Jan. 13, 2019), available at <https://fatherhoodfactor.com/us-fatherless-statistics/>.

⁴⁴ The importance of family structure was illuminated by Professor William Jeynes of the University of California at Santa Barbara, in his review of data from more than 20,000 African-American and Hispanic high-school students via the National Educational Longitudinal Survey. Jeynes found the spectacular result that two-parent families and religious observance actually erase the achievement gap. African-American and Hispanic students from intact families with high levels of religiosity scored as well as all white students on most achievement measures, and higher than their African-American and Hispanic counterparts without intact families or high religiosity. This is something that more than \$2 trillion dollars and 50 years of federal education interference have never come close to achieving. [See William Jeynes, “The Effects of Black and Hispanic 12th Graders Living in Intact Families and Being Religious on Their Academic Achievement,” *Urban Education* (Jan. 2003), abstract available at <https://eric.ed.gov/?q=%22Jeynes+William+H.%22&pg=2&id=EJ663866>

⁴⁵ There is a wealth of other research on this subject at <http://Marripedia.org>.