



THE VOTER

THE LEAGUE OF WOMEN VOTERS OF CENTRAL YAVAPAI COUNTY

LWVCYC@gmail.com

P. O. Box 11538, Prescott, AZ 86304-1538

November 2011

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League of Women Voters of
Central Yavapai County

The Role of Federal Government in Education - A National Study Part II: Funding & Equity

Saturday, November 12, 2011

9:00 a.m. – 11:30 a.m.

Las Fuentes Resort Village

1035 Scott Drive, Prescott, AZ 86301

- What are the outcomes of unfunded mandates and funded mandates?
- Perspective on categorical funding vs. general funding?
- What role should the federal government have in early childhood education?
- What are the advantages and disadvantages of competitively based grants in education?
- How could we achieve equity in education?



LWVCYC Website: <http://centrallyavapai.az.lwvnet.org>

President's Message



Greetings Central Yavapai League members!

National League's legislative priorities are sometimes lost in the focus on both local and State issues, so I think it is helpful to remind you of these priorities. They are as follows:

- Clean Air Defense
- Health Care Defense
- Money in Elections (campaign finance reform)
- Voter Registration and Election Administration

The Arizona League is involved in all of these topics at a state level, whereas our local program looks at a different set of issues. However, the local positions all fall within the purview of National League positions, so there is a continuum of program focus.

Please start thinking about any studies that you feel our League needs to take on, or any revisions that need to be made to national positions as we will have a Program Planning session on January 14, 2012. We will be reviewing National and Local positions at that time, and your input is important to ensure a balanced process.

Finally, a quick reminder that program planning may be followed by studies, which allow us to come to consensus, which allows us to advocate for our positions. See you on January 14, when we will also have an update on public transportation in the Central Yavapai region.

Vicky McLane, President

Don't Miss Part II of the LWVUS Study The Role of Federal Government in Public Education

Our meeting on November 12th will be the second of two meetings concerning the national study on public education. Our last meeting concerned itself with common core standards. This meeting will focus on funding and equity. In order to prepare yourself you may want to:

- Review the national background material which was sent to you last month.
- Study the consensus questions in this Voter.
- Refer to the "Glossary" in this Voter.

THANKS TO THE PUBLIC EDUCATION COMMITTEE!

Studies do not happen unless some members are willing to attend meetings, plan and work hard during preparations and the meetings. The members who fulfilled this role for the national public education study are: Anne and Ben Jacobson, Juliana Goswick and Terri Farneti. THANK YOU.

Alice Harris , Chair

LWVUS Study: Part II

The Role of Federal Government in Public Education

CONSENSUS QUESTIONS

(partial list for November 12 meeting)

Funding and Equity

10. In the past most of the Elementary and Secondary Education Act (ESEA) funding has been non-competitive based on need. All/Any Schools that prove they fall under the federal guidelines for funding receive those funds. However, competitive grants are now being proposed to states/districts who meet certain federal requirements, such as Race to the Top. Which would be appropriate: (choose one)
- Non-competitive funding for all applicants meeting requirements
 - A combination of non-competitive and competitive grants
 - Competitive grants only
 - No federal funding
11. If the federal government's role is the concern of the "common good" then: (choose one)
- Mandates only should be sanctioned.
 - Mandates and funding should both be provided.
 - Funding should be provided through grants only.
 - A combination of funded mandates and grants should apply.
 - No mandates should be required and limited grants for innovation available.
12. Equity in public education means equitable access to: (Rank order)
- high quality teaching/learning
 - adequate and current learning materials
 - clean and well maintained physical facilities
 - food and health care
 - safe and secure neighborhoods
 - secure housing
13. Currently Elementary and Secondary Education Act (ESEA) funding is considered "categorical" rather than for general use. This means that it can only be used with special populations for special purposes. ESEA should remain targeted toward poverty and special needs.
Strongly agree Agree No consensus Disagree Strongly disagree
14. The federal government has a role in supporting early childhood education, birth to 5, for all children?
Strongly agree Agree No consensus Disagree Strongly disagree
15. Federal support for early childhood education programs (e.g. Head Start, Title I, Special Education, Early Start) should include funding for parent, education and support regarding child development, child health and nutrition, and access to other supportive services, such as mental health as needed.
Strongly agree Agree No consensus Disagree Strongly disagree

GLOSSARY OF TERMS

Adequacy of Funding: This is an attempt to define the cost of an education, which would use research and identified methods to enable a high percentage of students to reach or exceed mandated performance levels.

Adequate Yearly Progress: This is a statewide accountability system, negotiated separately by every state with the U.S. Dept. of Education and mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress.

Assessments (Formative vs. Summative):

- **Summative Assessments** are given periodically to determine at a particular point in time what students know and do not know in order to make a decision or determine a grade. Many associate summative assessments only with standardized tests such as state assessments, but they are also used as an important part of district and classroom programs.
- **Formative Assessments** are part of the instructional process. When incorporated into classroom practice, they provide the information needed to adjust teaching and learning while they are happening. In this sense, formative assessments inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

Common Core Standards: The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The initiative is sponsored by the National Governors Association and the Council of Chief State School Officers. As such, the initiative is a national one and neither developed nor funded by the federal government.

Compensatory education: Compensatory education is a legal term used to describe future educational services which courts award to a special needs student under the Individuals with Disabilities Education Improvement Act of 2004 when a school district has failed to provide a free and appropriate public education that meets their needs.

Cut scores: The cut score on a test (or on multiple tests) is the score that separates test takers into various categories, such as a passing score and a failing score, or a selected score and a rejected score. For example, the cut score on most state driving exams is 70%, meaning that anything below that score is a failing grade, and anything above that score is a passing grade.

Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB): The Act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a national curriculum. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the Act, the funds are authorized for professional development, instructional materials, and resources to support educational programs and parental involvement promotion. The Act was originally authorized through 1970; however, the government has reauthorized the Act periodically since its enactment. The current reauthorization of ESEA is the No Child Left Behind Act of 2001, named and proposed by President George W. Bush. The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses and telephone listings when requested.

Equity of funding: An attempt to equalize educational opportunities by sharing resources with equal access across schools.

Equity vs. Equality: Equity connotes fairness, rather than equal funding because there is a growing awareness that some students are more expensive to educate than others. Some educators talk about “equity of opportunity” and “opportunity to learn,” ideas that deal with access to what is deemed necessary to have an equal opportunity, opportunities that are often denied children of poverty.

English Language Learner (ELL) has replaced the term ESL English as Second Language learner. These are students who do not have English as their first language.

Federal vs. National Initiatives refers to both mandates and funding. A **national** program is one that was developed by a national organization. For example the Common Core Standards were developed by an initiative of the Nat'l Governors Assoc. and the Council of Chief State School Officers, and neither was required, promoted or funded by the federal government. **Federal** refers to those programs that are funded and/or mandated by the federal government. For this study, the Common Core Standards are a national initiative, but the federal government has required it for the grant program, “Race to the Top.” There have long been national standards developed by professional organizations like the Nat'l Council of Teachers of Math, English, etc. But to date, there have not been federal standards.

Formula Grant Programs are noncompetitive awards based on a predetermined formula. These programs are sometimes referred to as state-administered programs.

Funding (Categorical vs. General): Categorical funding refers to the funding under the ESEA which is awarded to districts with specified populations of high needs learners, for example Native Americans, special needs, poverty, etc. General funding is awarded for all children regardless of economic or social category.

Gross Domestic Product (GDP) is the market value of all goods and services produced in a country over a period of time.

Individuals with Disabilities Education Improvement Act of 2004 is a U.S. federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 18 or 21 in cases that involve 13 specified categories of disability. The current law is the reauthorization of the Individuals with Disabilities Education Act of 1997 commonly referred to as IDEA.

Norm-referenced Tests vs. Criterion-referenced Tests: Norm-referenced tests are those that are interpreted by rank ordering of children so that on a particular test children are compared to their peers, typically with percentile scores. Criterion-referenced tests are interpreted by comparing student scores to certain objectives or criteria.

Peer-reviewed journal is an academic journal edited by acknowledged experts in the broad field. When an article is submitted, an editor sends it to people who are specialists researching the topic addressed in the paper. Based on their feedback, the editor tells the prospective author whether the article is accepted for publication. Some articles are returned for revisions and may be resubmitted to the approval process.

Pedagogical: referring to the process of teaching

Race to the Top: Race to the Top is a \$4.35 billion US. Department of Education program designed to spur reforms in state and local district K-12 education. It is funded by the ED Recovery Act as

part of the American Recovery and Reinvestment Act of 2009 and was announced by President Obama and Secretary of Education Arne Duncan on July 24, 2009.

Racial Achievement Gap: This terminology describes differences in educational performance between groups of students compared by race or ethnicity.

Standards and Curriculum:

- **Content Standards** establish the goals of learning whereas curriculum is the “how” to implement the standards or goals with specific materials and instruction to correspond to the standards. The Common Core Standards initiative is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform. The initiative, sponsored by the National Governors Association and the Council of Chief State School Officers, was announced on June 1, 2009. The initiatives stated purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- **Performance Standards** determine how much of the content standards a student must know in order to reach a particular level, such as “proficient.”
- **Curriculum** is an education plan that spells out which goals and objectives will be achieved, how to achieve those goals and what topics should be covered as well as the methods and materials to be used for learning and evaluation. Neither the original Elementary and Secondary Education Act nor President Obama’s Blueprint supports federal development of curriculum.

Revamped ratings surprising for many Arizona schools

Condensed from Arizona Republic Oct. 12, 2011

Letter grades released Oct. 12 by the Arizona Department of Education use a new method for measuring school success, in which the formula puts more weight on how much [students](#) improve and less on their level of performance. The change essentially means the state is redefining what makes a school outstanding. The goal is to motivate schools to push average and advanced students to improve and to recognize schools that help lagging students catch up.

You may find individual school letter grades and labels at

<http://www.azcentral.com/news/education/school-scores.php>

The letter grades of A, B, C, D or F won't become the sole ratings until 2013. They were released along with the traditional “legacy label” ratings, in which schools receive one of six ratings: excelling, highly performing, performing plus, performing, underperforming or failing. Under legacy labels, schools are rated mainly on the percentage of students who passed AIMS (Arizona's Instrument to Measure Standards) exam each year.

Under letter grades, half the rating will be based on the percentage of students who improved their scores on AIMS, regardless of whether they passed the exam.

A total of 1,501 schools were graded. Small schools (those with fewer than 125 students), schools with only kindergarten through second grade, and alternative schools did not get a letter grade this time. State officials are still devising a formula that can fairly measure academic growth in these schools.

The first results delivered plenty of surprises. An analysis of the results found that 30 percent of 291 schools labeled "excelling" failed to earn the top A grade under the new measure. Lower on the scale,

161 schools that were given the middle ranking, "performing plus," or the next ranking below, "performing," got a D grade.

The letter grades are being phased in to give schools time to make changes to improve their grade. The new method will encourage schools to push high- and moderate-achieving students harder; the method also gives more credit to schools where lagging students make rapid academic progress. Schools that get a D for three consecutive years will earn an F and get state intervention. That is similar to the label system, in which schools that get "underperforming" three years in a row are labeled "failing."

By 2015, a new, tougher national exam is expected to replace the AIMS test. Arizona students will join peers across the country in taking a uniform set of tests as the nation moves to replace individual state-created exams.

Arizona is leading a trend toward using five consecutive years of test scores to create a sophisticated method to track the growth of individual student scores across the state. The scores are then compared with the growth of students in each school who have a similar history of AIMS scores. Arizona's version of the growth method was first used in Colorado and developed for this state by the Arizona Charter Schools Association and the Arizona State Board for Charter Schools with help from private and public grants.

For most charter and district schools, a label is a marketing tool. Each school is competing to keep and attract students and the federal and state money each one brings to a school.

Read more: <http://www.azcentral.com/news/articles/2011/10/12/20111012arizona-schools-revamped-ratings-surprising.html#ixzz1acE28FPg>

LEAGUE PRINCIPLES AT WORK

When League members and friends contribute to the community in ways that demonstrate League Principles, we like to recognize them in the VOTER column "League Principles at Work." You can find the Principles on the inside back cover of your membership handbook. If you wish to suggest a League member to recognize for his or her service to the community, please contact Betsy Barnes at betsybarnes@cableone.net.

COMMUNITY JUVENILE JUSTICE COMMITTEE and JUVENILE COURT INSTITUTE KATHIE RIEDER

In 2001 Kathie Rieder read about a training program for volunteers for the Community Juvenile Justice Committee (CJJC). The Yavapai County Juvenile Justice Court, through its Community Advisory Board, operates several community committees throughout the county who meet with juvenile offenders for the purpose of determining sanctions for their offenses and to offer available community resources to assist the juveniles' rehabilitation. The court-appointed committee, composed of volunteers appointed by the Court, provides advice, directs the consequences to youth who have been charged with an offense, discusses the nature of the offense, and develops appropriate resolutions and interventions.

After participating for a number of years on this committee, Kathie decided to pursue the program further by volunteering at the Juvenile Justice Center by participating in a 10-week training program at the Juvenile Court Institute (JCI). Deciding she would like to mentor a juvenile in detention, she took a two-day class on Motivational Interviewing and is now participating in a 5-week training (1/2 day a week) in Substance Abuse Coaching.

League member Pam Tetreault also serves on a CJJC committee and has taken JCI training.

The Juvenile Court is eager for volunteers to work with the Juveniles who are in detention, as many of them have no one to visit them or to be a role model. The program is personally rewarding and open to anyone interested in participating as a volunteer; if interested, please contact:

SALLY SALISBURY
JUVENILE COURT SERVICES VOLUNTEER COORDINATOR
960 Division Street, Prescott, AZ 86301
928 0442-5670
ssalisbu@courts.as.gov

NEW FRIENDS AND MEMBERS

LWVCYC welcomes two new friends:

Sharon Groves
5883 Coriander Ct.
Prescott, AZ 86305
273-2403
sgroves@gmail.com

B.J. Forshee
183 Morning Glow Way
Prescott 86303
445-8845
ateaa4uw@gmail.com

We now have biographies for some of our new members. Welcome to LWVCYC!

Mary Mallory 6819 Perth Ct., Prescott Valley AZ 86314
553-8896 kmmallory2000@yahoo.com

I was born in Long Beach, CA in 1959. My Father served in the Army for 23 years; he was a POW of the Bataan Death March for 3½ years during WWII. I have researched my family serving all the way back to the Civil War. I graduated from Milikan High School in Long Beach, CA, and continued on to Long Beach City College for about 2 years.

My husband and I have been married for 18 years. We are a blended family with four sons. Two serve in the military; one is Afghanistan right now and one just returned from being there. Our other two sons live in the San Diego area and have business of their own. Kirk and I have five grandchildren.

We have lived in Arizona for about 12 years now. I have been employed with Albertsons LLC for 20 years. Most of my career has been in Customer Service. I am a Operations Customer Service Manager for Albertsons now. Since I truly love being with people and helping them, this is a great position for me. I have done a program with Albertson called "Cookies for the Troops;" the store in Prescott Valley has been able to ship almost 400,000 freshly baked cookies to our military in the last nine years. This great Quad City area has been amazing in this and together we have really been able to have great support to our Troops.

I recently was elected to the Prescott Valley Town Council and my term with this is four years. This is an amazing opportunity for me and I am very blessed to be able to serve the PEOPLE in a larger arena.

Zene Krogh 1716 Alpine Meadows Ln. #1606 Prescott, AZ. 86303
928-445-8058 Zene@q.com

I spent my earliest years in Wisconsin and then moved to the East Coast-- Boston and Washington, DC -- where I went to college, married and raised two children. I then decided to go to graduate school and received a MSW (Masters in Social Work) in 1990 at the age of 53. I worked as a Hospice Social Worker for 6 years and found it both challenging and gratifying.

It then seemed time for a change, so I decided to move to Prescott in 1998. Though I didn't know anyone, the town -- its size, location and beauty -- was very appealing. It turned out to be easy to make new friends, as there were many new people from other places, retiring here.

Initially, most of my time, was spent taking art classes at YC and working as a volunteer for the Friends of Yavapai College Art. Currently, I keep busy with yoga classes, walking, bridge and reading. For several years, I have thought about joining the League and now seems an appropriate time. I have become very interested in public policy issues as well as local politics and feel that through the League, I will become better educated, and thereby, better able to arrive at more informed positions.

Pat O'Hara 1739 Tatum Place, Prescott AZ 86301
708-0608 vohara@cableone.net

Dr. O'Hara is currently the Owner-Principal of Kaaterskill Exploration which was founded in 1982 in Prescott Arizona. He holds B.A. and M.A. degrees in geology from Queens College CUNY, and a Ph.D. in geology from Arizona State University. Recently he served for five years on the Board of Governors for the Arizona Department of Mines and Mineral Resources.

At Kaaterskill Exploration, Dr. O'Hara is responsible for developing geochemical exploration programs for the mining industry, and conducting a research and development program in geochemistry and microscopic techniques that model geochemical processes from the macro to the nano-scale. This research has led to the publication with numerous co-authors of seventy-six papers in the scientific literature.

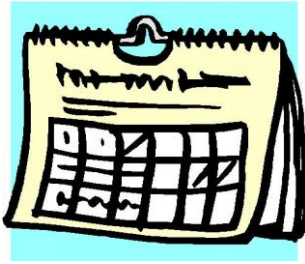
Pat is married to Vicky O'Hara, our current Vice President for Program. They have five children and ten grandchildren. They also love to travel.

Denajo Kanner 1828 Ryan Ct., Prescott AZ 86301
445-1511 denajo2@yahoo.com

I was born in Brooklyn, NY, but moved to Los Angeles when I was 8 years old. My father died when I was quite young, and my mother raised her three children by herself. I was an original latch-key kid! I received a B.A. degree in English from UCLA. After that, I worked simultaneously in healthcare (at the UCLA Medical Center) and labor. In the 1980s, I helped organize the University of California system and was the original president of my clerical local union. I currently work from home as a scopist, which is a term of art for someone who edits court reporters' transcripts. I receive and return my work via email, so my job affords me the ability to live wherever I want while continuing to do what I do for a living. My job goes with me when I move!

In 1996, I moved out of the sprawling metropolis that is Los Angeles and have, since that time, found myself moving to smaller and smaller communities. I landed in Prescott in 2003 and have enjoyed every single day that I have lived here. The people are friendly; the community, welcoming; and the climate, the best in the country!

I joined the League because I feel the work they do is extremely and increasingly important. Education and knowledge are key to effecting the kind of change I would like to see in our society. I believe that the more people know, the better decisions they will make.



Calendar of Events

Saturday, November 12

LWVUS Study: The Role of The Federal Government in Public Education II

Tuesday, November 15

LWVCYC Board, 5:30 PM

Wednesday, December 7

Non-Profit Meet and Greet

Tuesday, December 13

LWVCYC Board, 5:30 PM

Saturday, January 14,

Program Planning, Transportation Talk

Tuesday, January 17

LWVCYC Board, 5:30 PM

Saturday, February 11,

Water

Tuesday, February 21

LWVCYC Board, 5:30 PM

Tuesday, February 28, 2012

Presidential Preference Primary

Saturday, March 10, 2012

Legislative Update

Tuesday, March 20

LWVCYC Board, 5:30 PM

Saturday, April 14, 2012

Annual Meeting and Speaker

Tuesday, April 17

LWVCYC Board, 5:30 PM

Saturday, May 12, 2012

LWVUS Study and Consensus: The impact of privatizing government services on local communities

To be arranged

LWVCYC Board Retreat

Week of July 30, 2012

Candidate Forum

Tuesday, August 28, 2012

Primary Election

Tuesday, November 6, 2012

General Election

DUES!!!!

Yes, it's time for you to send in your DUES! You may pay at our next meeting, or send \$55 (individual) or \$82.50 (household) with the Membership Registration Form on the next page to
LWVCYC, PO Box 11538 Prescott, AZ 86304-1538

**IMPORTANT WEBSITE
REFERENCES**

LWVUS Website
www.lwv.org

LWVAZ Website
www.lwvaz.org

LWVCYC Website
<http://centrallyavapai.az.lwvnet.org/>

We recommend that you check these out monthly, or more often. Lots of good information! Bookmark them to save on typing, or go to lwvaz.org, where there are links to click on. Or Google LWVCYC!

Our website includes current and past VOTERS, Pros and Cons of Ballot Initiatives, Directory of Elected Officials, and other great material.

Reminder – Members are always welcome to attend Board meetings. Regular meeting times will be on the calendar.

To request placement of an item on the Board agenda and/or to receive the Board agenda packet, contact the LWVCYC President a week in advance.

LWV MEMBERSHIP REGISTRATION

2011-2012

Dues cover membership through June 30, 2012.

Name: _____

Address: _____

City/Zip: _____

Phone: _____ Fax: _____

Email: _____

Please check type of membership:

_____ \$55/Yr Individual Membership

_____ \$82.50/Yr Household Membership

Plus

\$_____ Contribution to League (not tax deductible)

\$_____ *Contribution to Education Fund (tax deductible)

*Please make donations to LWVAZ Education Fund by separate check, to preserve tax deductibility. This supports our Webpage and Voter Service activities. Thank you!

Both new and renewal members, please include this form with your check. Thank you!

New: _____ Renewal: _____

Membership in the LWV is open to any person 18 and over who subscribes to the purposes and policies of the LWVUS. These dues for 2011-2012 cover payment for local (\$15.30), state (\$10), and national (\$29.70) memberships.

OR

Be a "Friend" of LWVCYC:

_____ \$50/Yr Individual or _____ \$75/Yr Household
(open to businesses and individuals)

Please mail this form and all checks to:

**LWVCYC
PO Box 11538 Prescott, AZ 86304-1538**



**League of Women Voters
of Central Yavapai County
P.O. Box 11538
Prescott, AZ 86304-1538**

A nonpartisan membership organization, the League of Women Voters neither supports nor opposes political parties or candidates, but encourages informed and active participation in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy.