



THE VOTER

THE LEAGUE OF WOMEN VOTERS OF CENTRAL YAVAPAI COUNTY

LWVCYC@gmail.com P. O. Box 11538, Prescott, AZ 86304-1538 May 2013

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OF
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The League of Women Voters presents:

Teen Violence: Realities and Resources

Panelists: Carol Kibbe,



Beth Dunn

and

Betsy Tismeer

**What about bullying, teen suicide, and high risk behavior?
How can we help our young people?**

Open to the Public

Saturday, May 25

9 AM - Social; 9:30 - Program

Las Fuentes Lower Level Community Room

1035 Scott Drive, Prescott

LWVCYC Website: <http://goo.gl/5R9xU>



President's Message

We, as a new board, have started the new LWVCYC year with our **planning retreat**, and we accomplished so much. These wonderful, bright women were practically performing mental-telepathy as they anticipated all they had to absorb. There will be announcements in this issue and throughout the summer issues regarding the plans and changes, so please be diligent and make our Voter part of your summer reading. There will be too much to miss.

One change that we know some of you were hoping would happen is that starting in September, we are **changing the General Meeting dates** from the 3rd Saturday of each month to **the 1st Saturday**. We hope this will work better for all of you. The time and place will remain the same. Occasionally, we will plan a different venue for special meetings.

We have set the year's calendar for our **Program presentations**. We will give you a complete list as soon as the speakers confirm, and in the meantime we will post the first few months in this issue. There are some exciting meetings coming. They will be of the quality you will be eager to share with your friends, and they will be glad they came.

The LWVAZ Convention will be held May 18 and 19 in Tucson, and we have three delegates going from our local league, Terri Farneti, Sandra Goodwin, and as the President's Alternate, Dale Domzalski. I will be sorry to miss it, but I am so proud to be attending the graduations of two of our grandsons from the University of Kansas.

In **Membership News**, we have decided to again do an "early bird raffle" for all members who renew their dues before June 15th. We will be collecting your dues at the May meeting on the 25th, or you may mail your check to our address posted on the back of this issue. Just be sure it postmarks by 6/15 so you qualify. As it was last year, it will be worth competing for the raffle prize, so don't forget your checkbook, or send it in right away. Regarding **other membership news**, due to unforeseen circumstances we have a vacancy in the newly filled 2nd Vice President Membership board position. We would appreciate any consideration you can give to this very worthwhile endeavor. You would have the complete team support of the board and my personal thanks. If you are at all interested, please contact me at yohara@cableone.net or call me at 928-708-0608 and we'll talk.

Today things aren't going well for Clean Elections. By the time you read this issue, the results will be in from the legislature and we will know. These are sad days of governance. We really need to rally together and do our part through this great organization called LWV. Join me in some very positive work in the coming year.

I'll see you at the May 25th meeting at Las Fuentes Resort at 9:00 a.m. Until then...

Vicky O'Hara

President, LWVCYC

Get ready to help register voters for the fall Prescott election! Call Dale Domzalski if you are interested in attending the training session. Once the date is confirmed she will contact you. domzalski@cableone.net 928-237-9093.

Teen Violence: Realities and Resources

May 25 General Meeting

Please join us in a thought provoking discussion regarding our community youth at the last LWVCYC General Meeting before Summer Break. On Saturday, May 25th, we will begin with social time at 9 AM, followed by a panel discussion and questions at 9:30. The location is the Lower Level Community Room at Las Fuentes, 1035 Scott Drive, Prescott. This is open to the public – bring a friend!

Panelists Betsy Tismeer, Beth Dunn, and Carol Kibbee will discuss “Teen Violence: Realities and Resources.”

Betsy Tismeer is a Licensed Marriage and Family Counselor in private practice in Prescott who specializes in working with high risk adolescents and their families. She will discuss the Teen Identity and their struggles to find a place in our community. Tismeer, RN, LMFT, has a degree in Nursing from Duke University and is a member of a Prescott area mental health task force examining ways to prevent violence and suicide among teenagers. Screening, training and fostering an atmosphere of emotional safety and support (ie, anti-bullying programs, anonymous reporting of questionable behavior) in schools and families are critical components of a program to address these issues. Ms Tismeer will discuss the latest research on such programs, warning signs of adolescents at risk of suicide or violence and what is being planned to address these issues in our community.



Beth Dunn is a licensed professional counselor with 20 years of experience working with children and families. She will focus on the issue of bullying and the consequences of rapid networking through social media. Beth provides workshops on issues including working with ADHD, parenting challenging children and bullying. She is currently working for Yavapai County providing counseling services to rural schools.

Carol H. Kibbee is a Licensed Professional Counselor who has a private psychotherapy practice in Prescott. She works with children, adolescents and families affected by trauma. She also works with adults dealing with issues of depression, anxiety, trauma, abuse, complex PTSD, grief and loss. Carol is certified in EMDR (eye movement desensitization and reprocessing) and is an Approved Consultant for the International Association of EMDR. She is also a member of the steering committee for EMDR’s Humanitarian Assistance Program’s Trauma Recovery Network in Arizona. She developed a youth at risk violence prevention program for the Arizona Department of Health Services and trained trainers state-wide on offering expressive writing programs to reduce aggression and boost self concept in at-risk youth.

2013 LWVCYC Annual Meeting Election and Installation of Officers



Consider joining our New Board....

Front: Chris Adams, Secretary; Vicky O'Hara, President; Juliana Goswick, 1st Vice President (Program)
Back: Nancy Shugrue, Director (Inhouse Communications); Lindsay Bell, Treasurer; Dale Domzalski, Director (Voter Services). The proposed slate of officers was modified and elected at the Annual Meeting April 20.

B .J. Forshee accepted the position of 2nd Vice President (Membership) and Chair of a study of financing public education, but later resigned, citing her commitment to growing involvement in Speak Out Prescott. This leaves the position of our 2nd Vice President open. Membership offers opportunities for **fun** contacts with existing and prospective members; please consider whether this is the place for **YOU!** **If so, give President Vicky O'Hara a call.**

Upon examination of existing State League positions on education, under which the LWVCYC can work locally, it was determined that the League already has sufficient basis for action on local education issues. Instead, the League will have several meetings during the upcoming year to update members and the public about current situations in education in the Quad City Area.

A League Tradition.....Voter Registration

A voter registration training session is being planned. This training is for any member interested in the voter registration process, or for those who want an update on 2013 procedures/requirements. Please contact Dale Domzalski if you are interested in attending the training session. Once the date is confirmed she will contact you. domzalski@cableone.net 928-237-9093.

Tentative Calendar (subject to change)

General meetings open to the public will be held on the first Saturday of the month, beginning in September. We will continue at Las Fuentes for most meetings.

Board meetings will be at Vicky O'Hara's at 8:30 AM the Thursday following the general meeting.

Social meetings: The Annual Business Meeting/Luncheon will move to May. December will be social only, with a Holiday Luncheon.

Thursday, June 6	Board Meeting	
Thursday, July 11	Board Meeting	
Late July/early Aug.	Forum for Prescott Mayor and City Council candidates	
Thursday, Aug. 8	Board Meeting	
Saturday, Sept. 7	General Meeting	Funding of Education
Thursday, Sept. 12	Board Meeting	
Saturday, Oct. 5	General Meeting	Gun Regulations
Thursday, Oct. 10	Board Meeting	
Saturday, Nov. 2	General Meeting	Poverty and Hunger
Thursday, Nov. 7	Board Meeting	
Saturday, Dec. 7	Members Only	Holiday Luncheon
Thursday, Dec. 12	Board Meeting	
Saturday, Jan. 4	General Meeting	Local and State Program Planning
Thursday, Jan. 9	Board Meeting	
January TBA	Meet and Greet	Non-Profits and Government Officials
Saturday, Febr. 1	General Meeting	ALEC and Common Cause
Thursday, Febr. 6	Board Meeting	
Saturday, Mar. 1	General Meeting	Legislative Update
Thursday, Mar. 6	Board Meeting	
Saturday, Apr. 5	General Meeting	Poverty and Hunger
Thursday, Apr. 10	Board Meeting	
Saturday, May. 3	Members Only	Annual Meeting and Luncheon
May TBA	Board Retreat	

Editorial: Arizona has devalued education far too long

The Daily Courier, 5/4/2013

The state of public education is a major problem in Arizona in need of some major solutions. Perhaps that was no more apparent than late last week here in Prescott.

On Tuesday, hundreds of community members crammed into Abia Judd Elementary School with one unified voice to tell Arizona Secretary of State Ken Bennett that the state must prioritize the quality of our public ed. Arizona has provided no funds statewide for school building repair since 2009 or for textbooks since in 2008. "I'm embarrassed and frustrated that Arizona is in this situation," Bennett told the concerned crowd. "We cannot afford to continue to keep school funding at present levels."

One day later, we learned that Prescott Unified School District is bracing for more than \$1 million in cuts, which could amount to as many as eight full-time teachers and support staff. And the possibility of closing a district school is likely being discussed somewhere.

Bear in mind that PUSD has done everything it can possibly do to deal with an impossible budget situation. The district has cut 74 positions in just the past four years. District teachers, for whom the concept of a wage raise has been in mothballs for years, earn a salary \$6,000 below the state's average, and \$17,000 less than the national average.

We will not support any further cuts. Anyone who keeps beating the tired drum of "cut more" is someone who simply does not know what they are talking about. Anyone who claims that throwing more money at public ed isn't the solution has no basis for that belief given that, you know, we've never, ever actually thrown money at Arizona public education.

Such judgmental conclusions come not from someone who has even a working knowledge of public education, nor an appreciation for its value and role in a community, but from a person showcasing an ironic lack of education.

The government cannot and should not run our lives. But that is not a category for public ed. Valuing a literate population and training our youth for their futures are essential investments in a community. Public education is public service. In any other form, public service is honored in communities. On the other hand, for far too long now, public service in education has been regarded merely a drain on a budget dragged through a visionless political process.

Enough.

We're glad that Secretary Bennett agrees with the rest of us. We challenge him to turn talk at a town meeting into a plan of action, especially as he gears up for a gubernatorial run in 2014 - a move that threatens either to put him in a position of enacting real change, or becoming a greater part of that visionless political process.

Increasing funding for public education is the most significant issue in Arizona. How significant? According to educationbug.org, an online resource tracking state-by-state education, there are 1.1 million Arizona students enrolled in 2,000-plus public schools throughout almost 600 districts that employ more 95,000 total staff members, including nearly 48,000 full-time teachers.

We've all identified the problem. Now get to work.

No Rich Child Left Behind

Taken from an article by SEAN F. REARDON, Javier Jaén Opinionater: The Great Divide April 27, 2013
The Great Divide is a series about inequality in the New York Times

Here's a fact that may not surprise you: the children of the rich perform better in school, on average, than children from middle-class or poor families. Students growing up in richer families have better grades and higher standardized test scores, on average, than poorer students; they also have higher rates of participation in extracurricular activities and school leadership positions, higher graduation rates and higher rates of college enrollment and completion.

Whether you think it deeply unjust, lamentable but inevitable, or obvious and unproblematic, this is hardly news. It is true in most societies and has been true in the United States for at least as long as we have thought to ask the question and had sufficient data to verify the answer.

What is news is that in the United States over the last few decades these differences in educational success between high- and lower-income students have grown substantially. The rich-poor gap in scores on standardized math and reading tests is about 40 percent larger now than it was 30 years ago.

To make this trend concrete, consider two children, one from a family with income of \$165,000 and one from a family with income of \$15,000. These incomes are at the 90th and 10th percentiles of the income distribution nationally, meaning that 10 percent of children today grow up in families with incomes below \$15,000 and 10 percent grow up in families with incomes above \$165,000.

In the 1980s, on an 800-point SAT-type test scale, the average difference in test scores between two such children would have been about 90 points; today it is 125 points. This is almost twice as large as the 70-point test score gap between white and black children. Family income is now a better predictor of children's success in school than race.

The same pattern is evident in other, more tangible, measures of educational success, like college completion. In a study similar to mine, Martha J. Bailey and Susan M. Dynarski, economists at the University of Michigan, found that the proportion of students from upper-income families who earn a bachelor's degree has increased by 18 percentage points over a 20-year period, while the completion rate of poor students has grown by only 4 points.

These widening disparities are not confined to academic outcomes: new research by the Harvard political scientist Robert D. Putnam and his colleagues shows that the rich-poor gaps in student participation in sports, extracurricular activities, volunteer work and church attendance have grown sharply as well.

Can schools provide children a way out of poverty? Whatever we've been doing in our schools, it hasn't reduced educational inequality between children from upper- and lower-income families.

The most potent development over the past three decades is that the test scores of children from high-income families have increased very rapidly. Before 1980, affluent students had little advantage over middle-class students in academic performance; most of the socioeconomic disparity in academics was between the middle class and the poor. But the rich now outperform the middle class by as much as the middle class outperform the poor. Just as the incomes of the affluent have grown much more rapidly than those of the middle class over the last few decades, so, too, have most of the gains in educational success accrued to the children of the rich.

Before we can figure out what's happening here, let's dispel a few myths.

The income gap in academic achievement is not growing because the test scores of poor students are dropping or because our schools are in decline. In fact, average test scores on the National Assessment of Educational Progress, the so-called Nation's Report Card, have been rising — substantially in math and very slowly in reading — since the 1970s. The average 9-year-old today has math skills equal to those her parents had at age 11, a two-year improvement in a single generation. The gains are not as large in reading and they are not as large for older students, but there is no evidence that average test scores have declined over the last three decades for any age or economic group.

The widening income disparity in academic achievement is not a result of widening racial gaps in achievement, either. The achievement gaps between blacks and whites, and Hispanic and non-Hispanic whites have been narrowing slowly over the last two decades, trends that actually keep the yawning gap between higher- and lower-income students from getting even wider. If we look at the test scores of white students only, we find the same growing gap between high- and low-income children as we see in the population as a whole.

It may seem counterintuitive, but schools don't seem to produce much of the disparity in test scores between high- and low-income students. We know this because children from rich and poor families score very differently on school readiness tests when they enter kindergarten, and this gap grows by less than 10 percent between kindergarten and high school. There is some evidence that achievement gaps between high- and low-income students actually narrow during the nine-month school year, but they widen again in the summer months.

That isn't to say that there aren't important differences in quality between schools serving low- and high-income students — there certainly are — but they appear to do less to reinforce the trends than conventional wisdom would have us believe.

If not the usual suspects, what's going on? It boils down to this: The academic gap is widening because rich students are increasingly entering kindergarten much better prepared to succeed in school than middle-class students. This difference in preparation persists through elementary and high school.

My research suggests that one part of the explanation for this is rising income inequality. As you may have heard, the incomes of the rich have grown faster over the last 30 years than the incomes of the middle class and the poor. Money helps families provide cognitively stimulating experiences for their young children because it provides more stable home environments, more time for parents to read to their children, access to higher-quality child care and preschool and — in places like New York City, where 4-year-old children take tests to determine entry into gifted and talented programs — access to preschool test preparation tutors or the time to serve as tutors themselves.

But rising income inequality explains, at best, half of the increase in the rich-poor academic achievement gap. It's not just that the rich have more money than they used to, it's that they are using it differently. High-income families are increasingly focusing their resources — their money, time and knowledge of what it takes to be successful in school — on their children's cognitive development and educational success. They are doing this because educational success is much more important than it used to be, even for the rich.

With a college degree insufficient to ensure a high-income job, or even a job as a barista, parents are now investing more time and money in their children's cognitive development from the earliest ages. Though middle-class and poor families are also increasing the time and money they invest in their children, they are not doing so as quickly or as deeply as the rich.

The amount of time parents spend with their children has grown twice as fast since 1975 among college-educated parents as it has among less-educated parents. The economists Garey Ramey and Valerie A. Ramey of the University of California, San Diego, call this escalation of early childhood investment

“the rug rat race,” a phrase that nicely captures the growing perception that early childhood experiences are central to winning a lifelong educational and economic competition.

Much of our public conversation about education is focused on the wrong culprits: we blame failing schools and the behavior of the poor for trends that are really the result of deepening income inequality and the behavior of the rich.

We’re also slow to understand what’s happening, I think, because the nature of the problem — a growing educational gap between the rich and the middle class — is unfamiliar. After all, for much of the last 50 years our national conversation about educational inequality has focused almost exclusively on strategies for reducing inequalities between the educational successes of the poor and the middle class, and it has relied on programs aimed at the poor, like Head Start and Title I.

Meanwhile, not only are the children of the rich doing better in school than even the children of the middle class, but the changing economy means that school success is increasingly necessary to future economic success, a worrisome mutual reinforcement of trends that is making our society more socially and economically immobile.

We need to start talking about this. Strangely, the rapid growth in the rich-poor educational gap provides a ray of hope: if the relationship between family income and educational success can change this rapidly, then it is not an immutable, inevitable pattern. What changed once can change again. Policy choices matter more than we have recently been taught to think.

So how can we move toward a society in which educational success is not so strongly linked to family background? Maybe we should take a lesson from the rich and invest much more heavily as a society in our children’s educational opportunities from the day they are born. Investments in early-childhood education pay very high societal dividends. That means investing in developing high-quality child care and preschool that is available to poor and middle-class children. It also means recruiting and training a cadre of skilled preschool teachers and child care providers. These are not new ideas, but we have to stop talking about how expensive and difficult they are to implement and just get on with it.

But we need to do much more than expand and improve preschool and child care. There is a lot of discussion these days about investing in teachers and “improving teacher quality,” but improving the quality of our parenting and of our children’s earliest environments may be even more important. Let’s invest in parents so they can better invest in their children.

This means finding ways of helping parents become better teachers themselves. This might include strategies to support working families so that they can read to their children more often.. It also means expanding programs like the Nurse-Family Partnership that have proved to be effective at helping single parents educate their children; but we also need to pay for research to develop new resources for single parents.

It might also mean greater business and government support for maternity and paternity leave and day care so that the middle class and the poor can get some of the educational benefits that the early academic intervention of the rich provides their children. Fundamentally, it means rethinking our still-persistent notion that educational problems should be solved by schools alone.

The more we do to ensure that all children have similar cognitively stimulating early childhood experiences, the less we will have to worry about failing schools. This in turn will enable us to let our schools focus on teaching the skills — how to solve complex problems, how to think critically and how to collaborate — essential to a growing economy and a lively democracy.

Sean F. Reardon is a professor of education and sociology at Stanford.

What “Social Welfare” Work Do Tea Party Groups Perform? Does Karl Rove hold bake sales?

By [Brian Palmer](#), Slate Magazine, Posted Thursday, May 16, 2013

President Obama demanded and received the resignation of the acting commissioner of the IRS on Wednesday. The agency gave special scrutiny to conservative groups applying for 501(c)(4) status, which is reserved for “social welfare” organizations. Many Explainer readers have asked the obvious question: What social welfare functions do Tea Party groups perform?

They educate you on the dangers of big government. In its application for 501(c)(4) status, Karl Rove’s Crossroads GPS claimed it would spend 20 percent of its resources on research, 30 percent to influence policy, and 50 percent on educating the public on such issues as the national debt, health care, and pension reform. The conservative Center for Individual Freedom told the IRS its education efforts would focus on “promoting individual freedom and constitutional protection.” Liberal 501(c)(4)s also claim to be primarily educational. America’s Families First, for example, claims to educate the public on “creating jobs for the middle class” and “improving public education.”

Public education, even regarding political issues, constitutes social welfare as the IRS understands the term. The agency doesn’t require 501(c)(4) groups to hold bake sales for the school marching band or walks for cancer research. Those sorts of activities are undertaken by charities, which typically organize under 501(c)(3) of the Internal Revenue Code. By the agency’s own admission, social welfare is a “very broad category,” and it undoubtedly includes issue advocacy. In the IRS’s view, pro-choice and anti-abortion groups are both working to improve public welfare.

The challenge is determining when public education efforts become electioneering, which is not considered social welfare work and can constitute only a minor portion of a 501(c)(4) group’s activities. The IRS has a multi-prong test, including such factors as whether the advocacy occurs close to an election, whether an advertisement mentions a candidate by name, and whether the group has a long-standing position on an issue. (Christian churches, which are typically 501(c)(3) organizations and barred from political advocacy, are allowed to engage in anti-abortion campaigning, for example, because their opposition didn’t emerge simply for purposes of defeating individual political candidates.)

Although this so-called “facts and circumstances” test is murky, most tax experts think it would be workable if the IRS had the resources to enforce it. In practice, political 501(c)(4) groups on both sides of the ideological divide flagrantly violate the anti-electioneering rule, and the IRS only rarely responds. Just before the 2010 election, for example, Crossroads GPS ran a television advertisement accusing Pennsylvania Rep. Joe Sestak of voting to “gut Medicare” and “raise taxes over \$5 billion.” During the same election season, the left-leaning Women’s Voices Women Vote Action Fund ran an ad claiming that Colorado Senate candidate Ken Buck “refused to prosecute an admitted rapist” as district attorney. Political 501(c)(4) groups claim that such advertisements constitute social welfare work rather than campaigning because they don’t explicitly call on viewers to vote a certain way. That’s why so many recent ads have ended with statements like “Tell Ken Buck Colorado women deserve respect” rather than “vote against Ken Buck.”

Explainer thanks Donald Tobin of the Ohio State University Moritz College of Law.

Additional information:

The League of Women Voters is a 501(c)4 organization.

The Educational Fund of the League of Women Voters is a 501(c)3 organization.

IMPORTANT WEBSITE REFERENCES

LWVUS Website
www.lwv.org

LWVAZ Website
www.lwvaz.org

LWVCYC Website
<http://centralvavapai.az.lwvnet.org/>
OR: <http://goo.gl/HxKph>

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, and other great material. You can also find us on Facebook and Twitter.

Reminder – Members are always welcome to attend Board meetings, which are the Thursday following a General Meeting, at 8:30 AM at the home of President Vicky O’Hara.

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
2013-2014

Membership in the LWV is open to any person 18 and over who subscribes to the purposes and policies of the LWVUS. Dues for 2013-2014 cover payment for local (\$11.00), state (\$13), and national (\$31.00) memberships.

Name: _____

Address: _____

City/Zip: _____

Phone: _____ Fax: _____

Email: _____

Note type of membership, and make check to “LWVCYC”:

_____ \$55/Yr Individual Membership

_____ \$82.50/Yr Household Membership

Plus suggested donation:

\$_____ Contribution to League (not tax deductible)

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

*Donations to the LWVAZ Education Fund must be made 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.

New: _____ Renewal: _____

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

**Time to renew your membership!
All Members and Friends renewing by June 15
Will have their names entered into a drawing
For a special prize!**



**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.