



IN LEAGUE REPORTER

THE LEAGUE OF WOMEN VOTERS OF ST. LOUIS

8706 Manchester Road, Ste. 104,

St Louis, MO 63144

314.961.6869

www.lwvstl.org

OCTOBER 2011

LEAGUE LAUNCHES CLEAN AIR PROMISE CAMPAIGN

The League of Women Voters of the United States has officially joined the **Clean Air Promise** campaign. Members who attended the Meet and Greet with the president, Elisabeth MacNamara, when she was here in August, will remember her discussion of this effort. This promise seeks to “renew America’s promise to protect clean air and public health.” The website www.cleanairpromise.org presents individuals from various states and cities telling of their experiences with pollution and the resulting diseases. Click on Missouri and view the numbers: the impact of air pollution and the 2010 impact of power plant pollution in Missouri. In addition, there is the helpful information about the health protecting regulations House Leaders are planning to block and the resulting repercussions if they are curbed.

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Lifesaving regulations do not kill jobs – they protect people

Air pollution regulations subject to repeal	Premature deaths that would occur annually if repealed	Hospitalizations avoided annually if repealed
Smog limits	12,000	21,000
Reduction of mercury and other toxics from power plants	17,000	12,200
Reduction of cross-state air pollution	34,000	19,000
Reduction of mercury and other toxic pollution from industrial boilers	2,600	4,348
Reduction of toxic pollution from large cement kilns	2,500	1,740
Yearly lives lost and hospitalizations caused if rules blocked	68,100	52,000

Source: Environmental Protection Agency; Smog: <http://www.epa.gov/glo/pdfs/fs20100106ria.pdf>; Power plants: <http://yosemite.epa.gov/opa/admpress.nsf/bd4379a92ceceac8525735900400c27/ce4e98e6f281cdcd852578b60059ce19?OpenDocument>; Cross-state air pollution reductions: <http://www.epa.gov/crossstaterule/>; Industrial boilers: <http://www.epa.gov/airquality/combustion/docs/overviewfinal.pdf>; Cement kilns: http://www.epa.gov/ttn/atw/pcem/pcem_fs_080910.pdf.

CALENDAR of EVENTS

Sat. Oct. 1st	9:30-11:30am	Education Committee	League Office
Sat. Oct. 8-Thurs	Oct. 13th	Unit Meetings	See Page 6
Tues. Oct. 11	7:00 pm	Environmental Quality Comm.	League Office
Thurs. Oct. 13	10:30 am	Health Care Comm.	Cape Albeon
Fri. Oct. 14th	10:00 am	International Relations Comm.	St Louis Co. Lib HQ
Mon. Oct. 17th	3:00 pm	New & Prospective Member Tea	Sydell Shayer’s Home
Wed. Oct 19th	6:00 pm	LWVSTL Board Meeting	League Office
Sat. Oct. 22nd	7:00 pm	UN Day Celebration	COCA Institute, U City



MESSAGE FROM THE PRESIDENTS

KICKOFF LAUNCHES BUSY FALL

It was good to see so many of you at the Fall Kickoff last week. Our speaker, Dr. Kathleen Sullivan Brown, framed the Equity in Funding of Education issue perfectly for our study consensus meetings in October and November. It was good to be able to say “thank you” to Barbara Elbrecht for her work on the League Tailgate Sale and Phil Sutin, formerly of the Post-Dispatch, for his partnership with us on 5 Voters Guides. Thanks to Eve Golden and the staff at Orlando’s we enjoyed a wonderful dinner. We were delighted to see so much animated conversation that continued after the event was over.

We have a number of good projects to work on this year. If you didn’t get to sign up at the Kickoff, it is not too late to roll up your sleeves and join in. Kathleen Kelly and 4 other Leaguers are starting to work on our public program “What Does it Mean to Provide for the Common Good.” Becky Clausen is starting our local study on reexamining the relationships between St. Louis City and St. Louis County. Nancy Thompson is heading up the LWV US Privatization Study. And there are committees: Environmental Quality, Health Care, Death Penalty Abolition, Education, New Members, and International Relations.

You will be hearing more from your unit leaders about our efforts to get League members and the public to sign the “Clean Air Promise”, a LWV US and LWV Missouri effort. We are continuing our advocacy efforts to make sure that 100% of the monies from the local transit funds go to transit. And we are keeping an eye on the Voter I.D. state constitutional amendment efforts.

We are starting to plan for what looks to be a very challenging 2012 election season, starting with Presidential Preference and April local elections. We are working with our sister Missouri Leagues to put up Vote 411 and cover as many races as possible; and we are reviewing our candidate forum procedures to make sure we are ready to meet the voters’ needs and what ever challenges may come!

Here’s what you can do. **Call the office and volunteer to work on one of the programs, studies, or committees. Commit to coming to the LWV Missouri Fall Conference in Sedalia on Saturday, November 4th. Save the date for the Holiday Luncheon on December 10th. Make sure you attend your unit meetings in October and November for the Education Study consensus process. Invite a prospective member to the New and Prospective Members Tea at Sydell Shayer’s house on Monday, October 17th.**

Thank you for what you bring to the League. Together we can do great things!

Linda C. McDaniel

Kathleen Farrell

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆
☆ *“Be bold. If* ☆
☆ *you’re going* ☆
☆ *to make an* ☆
☆ *error, make* ☆
☆ *a doozy, and* ☆
☆ *don’t be* ☆
☆ *afraid to hit* ☆
☆ *the ball.”* ☆
☆ *Billie Jean* ☆
☆ *King* ☆
☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

There’s Nothing Like a Good Silent Auction for the Holidays!

Remember those silent auctions we had several years ago at the Holiday Luncheon? It is time for another one so that Leaguers and their friends can do their holiday shopping and maybe pick up a present or two for themselves! Do you have some good things around the house that you could donate to the cause? Know a local business that would donate goods or services that would support the League? Love to put gift baskets together in handsome packages?

This project is for you. Our Holiday Luncheon is **December 10th**. We will begin collecting **desirable items** now. Call the office to volunteer to put together the auction items and help with this one time sale. In the past we have made over \$1,000

***New and Prospective Members
Are Invited To
An Afternoon Tea and Reception***

At the home of
Sydell Shayer, 709 Champeix Lane
St. Louis, MO 63141
Monday, October 17, 2011
3:00 to 4:30 pm



This event is specifically for new members who have joined The League of Women Voters in the last year and for prospective members who are interested in the League.

New and prospective members will have the opportunity to meet several League members, enjoy an elegant tea and reception, and learn more about our programs, unit meetings, and committees.

If you have friends who are interested in joining the League or in learning more about the organization, please let us know and the membership committee will send them an invitation.

Pat Jones, Membership Chair 314-842-9383 or PatJones@lwwstl.org

Directions: From 270 take Ladue Rd west 1.4 miles to Chasselle. Right on Chasselle.

At 2nd circle, turn right on Champiex, 5th house on the right. White house with red sculpture.

The United Nations Association of Saint Louis
Presents **“THE UN IN EVERYONE’S INTEREST”**
Commemorating the Anniversary of the UN

Saturday, October 22, 2011

Center of Creative Arts (COCA)

524 Trinity Avenue University City, MO 63130

Hors d'oeuvres and Networking – 7:00pm Program 8:00 pm

\$20 General Admission –Reservations can be made online at [http://](http://unday2011.eventbrite.com/)

unday2011.eventbrite.com/

For more details, call 314.558.1391 or email Yolanda Alover at alovoryoli@gmail.com.

Join members and guests of the United Nations Association of Saint Louis for this year’s UN Day celebration “The UN in Everyone’s Interest” as we explore how the UN advances its work through civil society, government and business. Keynote speaker Marianne Frapwell, Development Officer of Meds and Food for Kids, will discuss Dr. Patricia Wolff’s organization and its projects in Haiti to save young lives and how these efforts advance the UN Millennium Development Goals.

PIPELINE TO PUBLIC OFFICE — SUE SHEAR INSTITUTE

2 DAY WORKSHOP, NOVEMBER 11-12, 2011

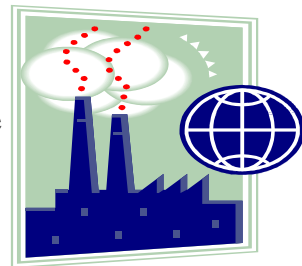
Www.umsl.edu/sueshear or call Raina Traore-Gress 314.516.5974

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ENVIRONMENTAL QUALITY

The next meeting of the EQ Committee will be Tuesday October 11 at the League Office at 7:00 pm. Dessert will be provided. We continue to look at Environmental Issues and Sustainability. Contact EQ Chair, Mickey Croyle (mcroyle@wustl.edu or 314-395-7876) with suggestions or questions.



Mickey Croyle, Chair

EDUCATION COMMITTEE



The Education Committee will be presenting their study of the Role of Government in Education, specifically the **Funding** issues, to all units in October. The committee will meet on Saturday, Oct. 1st from 9:30-11:30 am at the League Office to finalize plans.

Marty Ott, Chair

HEALTH CARE COMMITTEE

The Health Care Committee will meet at Cape Albeon on Thursday, October 13th, at 10:30 am in the private dining room. This month we will develop a plan for educating the public as to the components of the Health Care Act of 2011. Call Katharine Kilpatric at 636.861.7148 if you have any questions relating to directions to the meeting place or if you plan to attend. Cape Albeon from Highway 270 and Dougherty Ferry: go west on Dougherty Ferry to Lake Bend Drive, (after you cross Big Bend) left on Lake Bend Drive and you are there.



Katharine Kilpatric, Chair

INTERNATIONAL RELATIONS COMMITTEE



The International Relations Committee will meet on Friday, October 14th, at 10 am at the St Louis County Library Headquarters. All are welcome.

Judith Smart, Chair

Reducing Our Environmental Footprint as the LWVSTL

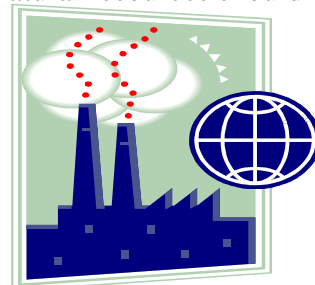
As we plan meetings and events for the League and other organizations we should strive to reduce our impact on the environment. We should be incorporating environmental considerations throughout the planning and implementation process to minimize the negative impact on the environment. Some suggestions include:

- ◆ Encourage attendees to bring a travel cup to reduce the need for disposal cups. For larger meetings, utilize paper cups that can be recycled rather than Styrofoam cups. Have a single stream recycling container available to increase recycling. Do not forget to reuse the coffee grounds and tea in landscaping or the compost pile.
- ◆ Have pitchers of water available rather than individual bottles of water.
- ◆ Serve locally grown or organic food if possible. (Locally grown is usually within 100 mile radius.) Donate extra food and refreshments to local shelters or food banks.
- ◆ Use on-line invitations and reservations. Utilize a phone tree for members who do not have access to email so that everyone is included..
- ◆ Collect and reuse plastic nametag holders.
- ◆ Use reusable or recyclable signage.
- ◆ Minimize travel requirements.
- ◆ Shorter distances equal less environmental impact. Reduce transportation impact by use of public transport, and use/encourage car pooling.
- ◆ Place information on CD or online to cut down on handouts. Individual committee chairman can forward to the League office minutes of meetings, meeting information etc that can be placed on the webpage under the individual committee.

The League of Women Voters of the United States position states that natural resources should be managed as interrelated parts of life-supporting ecosystem.

Resources should be conserved and protected to assure their future availability. Remember to reduce, reuse, and recycle as you plan and organize events and meetings. Small steps taken each day help to sustain our fragile environment.

Mickey Croyle, EQ Chair



WOMEN'S ENVIRONMENTAL LEAGUE

October Unit Meetings will center on the financial aspects of the **Education Study**, presented by the study committee, headed by Marty Ott.

REMEMBER TO BRING THE INSERT/PAPERS CONCERNING THE EDUCATION STUDY !!!

CHESTERFIELD/CREVE COEUR

Thursday, October 13th
9:30 am
Noon salad lunch

HOME OF SYDELL SHAYER
709 Champeix Lane
314.434.5116
Leader: Marion Stuvland
636.391.7589

Directions: From 270 take Ladue Rd west 1.4 miles to Chasselle. Right on Chasselle. At 2nd circle, turn right on Champiex, 5th house on the right. White house with red sculpture.

ST LOUIS CITY

Saturday, October 8th
10:30 am

TRINITY CHURCH
Euclid and Washington
Contact: Betty Ann Gilbert
314.925.8251

THURSDAY EVENING UNIT

Thursday, October 13th
7:00 pm

LEAGUE OFFICE
8706 Manchester Rd, Suite 104
Leader: Esther Clark
314.416.0366

UNIVERSITY CITY/CLAYTON

Tuesday, October 11th
9:15 am coffee
9:30 am

HOME OF CAROL PORTMAN
155 N Hanley Rd
Leader: Carol Portman
314.726.3269

Directions: Southwest corner Hanley and Pershing. If no space in front of building, park on Pershing.

WEBSTER/KIRKWOOD

Wednesday, October 12th
9:30 am

HOME OF K WENTZIEN
227 S Maple St., Webster Groves, 63119
314.961.0894
Leader: Mary Long
314.849.7045

Directions: Maple runs between Lockwood and Big Bend

UNIT MEMBERS

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TRIBUTES & MEMORIALS

In memory of Joan Shifter from Betty Ann Gilbert to LWV St. Louis.

VOLUNTEER CORNER

It is fall and time for another League new year to begin. Thanks to the following who contributed time and effort since our last newsletter: Doris Buzzell, Esther Clark, Jim Clark, Janice Dahl, Sue Dellbringge, Kathleen Farrell, Agnes Garino, Betty Ann Gilbert, Eve Golden, Mickey Hall, Barbara Harris, Pat Jones, Mary Long, Linda McDaniel, Nancy Miller, Cindy Mitchell, Marty Ott, Carol Portman, Louise Reeves, Jean Srenco, and if I have neglected to mention anyone, please let us know and we will acknowledge you in the next newsletter.

If you are willing to volunteer some time, please contact our volunteer coordinator, Barbara Harris at 314.968.3609 or email Barbara at IMBJH@charter.net



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From the Executive Director's Desk - Anna Mennerick

Did you know that Missouri first held a presidential preference primary election in 1988? Prior to that Missouri had a caucus system. During the special session, legislators are considering the caucus option, along with changing the date of Missouri's presidential preference primary. No decision was final by press time. All of us have the opportunity to get to know the candidates vying for party nomination and weigh their qualification against the performance of the sitting president. Want to learn more about evaluating candidates? The League has resources I would be happy to send you.

LWVUS ROLE OF THE FEDERAL GOVERNMENT IN PUBLIC EDUCATION CONSENSUS STUDY 2011-2012

Role of the Federal Government in Public Education Consensus Study, Part 1 – Equity and Funding, will be presented at the October Unit Meetings. Please check the In League Reporter for your preferred date, time and location – “Mark your Calendar”. The enclosed materials are provided so you may prepare for this consensus discussion. If you are receiving this electronically, please print and bring a copy with you to the Unit meeting. If receiving by mail, please REMOVE, SAVE AND BRING TO THE UNIT MEETING. A limited number of copies of the Consensus Questions will be made available.

Education Consensus Study LWVSTL Committee: Marty Ott, chair; Rosalie Brasch, Doris Buzzell, Bob Elgin, Joan Esserman, Mary Beth Reynolds, and Pat Soraghan.

CONTENTS:

- Historical Timeline
- Equity and Funding
- Special Education and Early Childhood Education
- Common Acronyms
- Consensus Questions: General and Equity and Funding

Role of the Federal Government in Public Education Consensus Study, Part 2 –Common Core Standards, will be presented at the November Unit Meetings. Please check the In League Reporter for your preferred date, time and location.

ROLE OF FEDERAL GOVERNMENT IN EDUCATION HISTORICAL PERSPECTIVE – TIME LINE

- 1785 Land Ordinance of 1785 and Northwest Ordinance or 1787
After the Revolutionary War the Western Territories between the Appalachian Mountains and the Mississippi River was surveyed and divided into 6 square-mile townships. One square mile of each township was set aside for a public school.
- 1789 United States Constitution
The preamble states that goals include promoting the general Welfare and securing the blessings of Liberty. These general concepts become part of the constitutional basis for a federal role in public education.
- 1791 The 10th Amendment
“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or the people. Since education is not one of the powers identified, it was delegated to the state and local level.
- 1812 Congressional authorization for the state of Missouri
Act of June 4, 1812 stated that “Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools, and the means of education, shall be encouraged and provided for”.
- 1820 Missouri admitted into the Union
Act of Congress included the provision that “Schools and the means of education shall forever be encouraged in this state---“.
- 1862 Morrill Acts of 1862 and 1890
These acts provided land and monies to establish Land-Grant colleges which would offer a vocational and liberal education to the working class.

- 1867 Office of Education formed
The purpose was to gather information to develop effective school systems and later to administer the land-grant colleges.
- 1868 14th Amendment
This amendment guarantees all citizens the right to equal protection of the laws; and is a constitutional basis for the federal role in education.
- 1896 Plessy vs. Ferguson
In this case the Supreme Court decided that racially segregated schools were constitutional. This was the law of the land for the next 70 years.
- 1941 Lanahan Act and Impact Aid laws of 1950
Financial resources were given to school districts burdened by military and federal instillation.
- 1944 G I Bill
College financial aid was given to eight million veterans.
- 1954 Brown vs. Board of Education
The Supreme Court decided that separate-but-equal racially-segregated schools were unconstitutional.
- 1958 National Defense Education Act (NDEA)
This act providing graduate fellowships for teaching science, math and foreign languages was passed after Russia launched its Sputnik space craft.
- 1965 Elementary and Secondary Education Act (ESEA)
The Title 1 section provided federal aid to disadvantaged students. The act also addressed professional development, instructional materials, and promotion of parental involvement.
- 1975 Education for All Handicapped Children Act
Later reauthorized as Individuals with Disabilities Education Act (IDEA).
Reauthorized in 2004 as Individuals with Disabilities Education Improvement Act (IDEIA).
- 1980 Department of Education
This became a cabinet level agency.
- 1991 Goals 2000
The federal focus in education evolved around issues of national standards, assessment, choice, vouchers and tax credits for private and parochial schools as well as public schools, and closing the gap in student achievement.
- 2001 No Child Left Behind (NCLB)
This was a reauthorization of the ESEA. It focused on student testing and sanctions for schools that did not make adequate progress in annual test scores.
- 2009 President Obama's Blueprint for Reform – Reauthorization of ESEA.

Race to the Top: Grants awarded to states with innovative ideas that accepted the Common Core Standards.

THE ROLE OF THE FEDERAL GOVERNMENT IN PUBLIC EDUCATION: FUNDING AND EQUITY

Public school funding comes from many sources – federal, state and local taxes as well as grants provided by both governmental and nongovernmental agencies. The federal government adds less than 10 percent to local education budgets, yet it contributes significantly to the rules for how the funding is used. Additionally, the United States invests 5 percent of the GDP in public education. Nearly half of the K-12 education funding in the United States is intended to come from the states, drawn from a combination of income taxes, fees and other taxes. However, some states resemble Illinois, where the state’s share is only 27 percent. The remainder usually comes from local property taxes.

EQUITY

States that rely heavily on property taxes to fund education tend to have large inequities in school funding, which mirror the inequity of wealth in society-at-large. Hurst (2007) noted that inequities in wealth stem from the fact that wealthy people earn much of their income from investments and/or inherited funds, while the poor earn all of their income from jobs and they spend it on food, shelter, transportation, etc. In the United States, the wealthiest 20 percent own 84 percent of the total wealth.

Inequities in school funding reflect housing patterns. During the past 50 years since *Brown vs. Board of Education*, schools have become re-segregated (Ladson-Billings, 2006). Currently, three-fourths of the Black and Latino/a students attend schools that are predominately non-white.

ADEQUACY

Since, 1990, rather than looking at equity, most lawsuits have focused on adequacy—whether a state is providing local districts with just enough funding and resources to give all students a basic education. Odden and Picus (2008) developed a model calculating the cost of an adequate education. They defined an adequate education as one that includes factors such as a full-day kindergarten, core class sizes of 15 for grades K-3, 25 for grades 4-6 and specialist teachers. The cost of an adequate education varies. For instance, more money is needed to educate students from impoverished communities and students with special needs.

FUNDING PRIORITIES

When schools are not funded adequately, this has a long-lasting impact. For instance, Darling-Hammond (2010) noted that dropouts cost the country at least \$200 billion a year in lost wages and taxes, costs for social services and crime. Since the 1980s, national investments have spent three times more on the prison system than on education. Data show that the national average for educating a child is \$9500, while it costs \$43,000 per year to keep a person incarcerated. With 5 percent of the world’s population in the United States, we house 25 percent of the world criminals (Kang & Hong, 2008).

NO CHILD LEFT BEHIND (NCLB)

In 2001, President George W. Bush signed the reauthorization of Elementary and Secondary Education Act, “No Child Left Behind,” which was intended to close achievement gaps, particularly for minority children. However, data from the National Assessment of Educational Progress (NAEP) reveal that scores were higher in math and reading for minority students before NCLB. One provision of NCLB permitted parents to remove a student from a low-performing school and transfer to

another, better performing school. They would receive a voucher which would pay some of the cost of attending another school – public or private. Additionally, courts and education agencies stepped in to “remediate.” The sanctions imposed by NCLB had the effect of punishing or threatening punishment to low-performing schools and teachers, sending them the message that they were incompetent and that they should not have the right to make decisions about how to educate students. Studies (Reeve, 2009) showed that threatening public schools and teachers with punishment had harmful effects on students who remained in the public schools.

Supporters of NCLB appreciate the increase in accountability for schools and teachers as well as the focus on low scoring sub-groups. Critics of NCLB decry the lack of federal funding for many of the Act’s mandates, the emphasis on penalties, the reliance on standardized tests, and the lack of attention to gifted students as well as to subjects such as science, social studies and the arts. One goal of NCLB has been to offer choice to parents whose children attend poorly performing schools. However, large-scale studies of voucher school students have revealed little difference in their performance compared to public school students with similar backgrounds, and having vouchers has not raised the performance of the most needy students (Rouse & Barrows, 2009). Furthermore, many (Holland, 2011) argue that the NCLB goal of 95 percent of students meeting state standards in reading and math by 2014 is unrealistic.

RACE TO THE TOP (RTTT)

Race to the Top was signed into law by President Barack Obama in 2009. This program shifted the basis of awarding funds to emphasize competition. Competitive grants reward reform planned in the winning states. Funding is flexible as long as states demonstrate grant dollars are aligned with the agenda outlined in their winning applications. Only twelve states received funding through RttT.

Two of the requirements met by states that received RttT funding were (1) improving teacher and principal effectiveness based on performance and (2) lifting the cap on the number of charter schools that could be created.

While both these funding requirements can be effective, neither is foolproof, and each addresses only one part of the problems schools face. For instance, research studies show that promising increased pay based on teacher effectiveness is not an effective incentive. Furthermore, research showed there is a problem when teacher performance evaluation is based only on student scores in standardized tests (Springer et. al. 2010).

Although there is no question that some charter schools are effective, they have not been the panacea many expected. They were originally proposed as an opportunity for educators to test research-supported methods for reaching hard-to-educate children, and some have done quite well. However, a large-scale research study funded by pro-charter advocates revealed that only 17 percent of the 2403 charter schools had significantly more growth in test scores compared to traditional public schools, and, in fact, 37 percent showed significantly less growth (Center for Research on Education Outcomes, 2009). Furthermore, many charter schools do not admit and/or retain students who need increased support, e.g., students from impoverished communities and students with special needs.

The progress of the U.S. Department of Education’s Equity and Excellence commissions can be tracked through <http://www2.ed.gov/about/bdscomm/list/eec/index.html>.

ROLE OF THE FEDERAL GOVERNMENT IN PUBLIC EDUCATION: LEGISLATION AND FUNDING FOR THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS AND EARLY CHILDHOOD EDUCATION

The children who were covered by ESEA in 1965 included those who were disabled and covered by an amendment to the original ESEA (Title IV – Aid to handicapped children).

Within the next decade, the education of disabled children was funded by a separate law; the Education for All Handicapped Children Act of 1975 (EAHCA). Over a 35-year span, the law was reauthorized and became the Individuals with Disabilities Education Act (IDEA), the latest of which was reauthorized in 2004 and called the Individuals with Disabilities Education Improvement Act (IDEIA).

To qualify for special education service, a student must be classified with one (or more) of 13 disabilities now covered by IDEIA.

The Education for All Handicapped Children Act (1975) included legislation for funding local programs through state distribution of 40 percent of the cost. “Full funding” (40 percent) has never happened; the actual amount has varied. The FY 2012 U.S. Department of Education Budget lists 17 percent as the current figure, with an estimated \$1,765 cost per pupil.

Special education enrollment has grown, from **3.8 million** in 1973 to **6.6 million** in 2011.

Traditionally, all federal money has been considered categorical aimed at special groups, those that were deemed to be underserved by ESEA, rather than for general use. These special groups may be minorities – those with disabilities, living in poverty, non-English language learners, or others with identifying characteristics. Many of these are growing nationwide, and funding does not always keep up with the growth.

EARLY CHILDHOOD EDUCATION

Origins of the Early Childhood program began with Head Start in 1965, a part of the Elementary and Secondary Education Act (ESEA). This program was funded by the United States Dept. of Health and Human Services. Its purpose was to assist low-income families and children through some at-risk areas. Title 1 (ESEA) also has programs for early childhood education. The money varies from state to state. Local education agencies apply to state agencies for approval of the program that is subsequently funded by the federal government. Reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001, called No Child Left Behind (NCLB), was signed into law. It promotes use of Title 1, Part A, funds for pre-schools, emphasizing the importance of preparing children for entering school with language development and cognitive and early readiness skills.



Researched and Reported by: The Role of the Federal Government in Public Education Study Committee

Consensus Questions

1. The current role of the federal government in public education is
 Much too small too small about right too large much too large

2. What should be the role of the federal government in public education? (Rank)
 - a. To ensure that all students preK-12 receive a quality education.
 - b. To develop accountability measures that will study the progress of all students so that they achieve adequate yearly progress.
 - c. To mandate Common Core Standards for all students K-12.
 - d. To monitor state efforts for funding
 - e. To measure teacher effectiveness through test data.

3. A quality public education is important to perpetuate a strong and viable democracy.
 Strongly agree Agree No consensus Disagree Strongly disagree

Funding and Equity

1. 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)
 - a. Non-competitive funding for all applicants meeting requirements
 - b. A combination of non-competitive and competitive grants
 - c. Competitive grants only
 - d. No federal funding

2. If the federal government's role is the concern of the "common good" then: (choose one)
 - a. Mandates only should be sanctioned.
 - b. Mandates and funding should both be provided.
 - c. Funding should be provided through grants only.
 - d. Combination of funded mandates and grants should apply.
 - e. No mandates should be required and limited grants for innovation available

3. Equity in public education means equitable access to: (Rank order)
 - a. high quality teaching/learning
 - b. adequate and current learning materials
 - c. clean and well maintained physical facilities
 - d. food and health care
 - e. safe and secure neighborhoods
 - f. secure housing



4. 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

5. 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

- 6a. 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.

a. Strongly Agree Agree No consensus Disagree Strongly Disagree

- 6b. This funding should be extended to:

All children only those with special needs special needs first

Common Acronyms/Abbreviations

AYP:	Adequate Yearly Progress
CCSI:	Common Core Standards Initiative
CCSSO:	Council of Chief State School Officers
ELA:	English Language Arts
ELL:	English Language Learners
ESEA:	Elementary and Secondary Education Act
IDEA:	Individuals with Disabilities Education Act – 1997
IDEIA:	Individuals with Disabilities Improvement Act – 2004
IEP:	Individualized Education Program
LEA:	Local Education Agency
NAEP:	National Assessment of Education Progress
NDEA:	National Defense Education Act
NLCB:	No Child Left Behind
NGA:	National Governor’s Association
RTTT:	Race to the Top
SBAC:	Smarter Balanced Assessment Consortium
SEA:	State Education Agencies
USDE:	United States Department of Education



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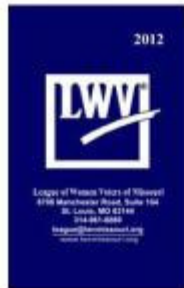
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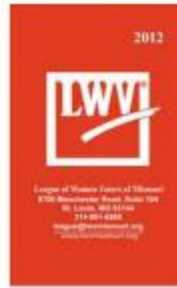
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