

LWV[®] League of Women Voters *of the* Monterey Peninsula

VOTER

September 2011, Volume 83, Number 10

General Meeting, Wednesday, September 14, 2011 **Monterey County Sheriff Miller on Public Safety Issues**

Monterey County Sheriff Scott Miller will speak about serious public safety issues here in Monterey County. Topics will include: new approaches to combat gang violence; what "prison realignment" means to your neighborhood; jail overcrowding and what we're doing about it; and the implications of shrinking state and local budgets on your safety.

Sheriff Miller will also discuss the pros and cons of electing a sheriff and hold a question and answer session with the audience.

Miller was elected Sheriff in November 2010, after coming out of retirement to defeat two-term incumbent **Mike Kanalakis**. He began his law enforcement career in 1976 as a **deputy sheriff in Santa Clara County**; spent 17 years with the

Salinas Police Department; and served six years as **Pacific Grove's Chief of Police** before retiring in 2003.

In 2004, Miller was elected to the **Pacific Grove City Council** and served a four year term, including two years as Mayor Pro Tempore.

Miller holds a Masters Degree in Management from **California State Polytechnic University, Pomona**, is a graduate of the **Federal Bureau of Investigation (FBI) National Academy**, and the **California Peace Officers Standards and Training (POST) Command College**. He is a third generation Pacific Grove resident.

Melanie Billig HBillig@sbcglobal.net

LWVMP General Meeting Luncheon

(General Meetings are held the 2nd Wednesday of each month)

Lunch begins 12 noon / Presentation starts 12:30

\$20 per person for lunch

(salad buffet, hot/cold entrée, beverage, dessert)

Reservations are a must for lunch!

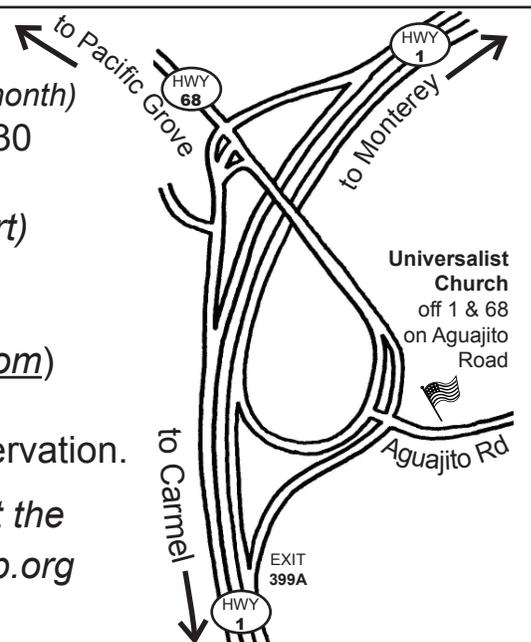
Contact Lorita Fisher

(phone 375-8301 or e-mail GLFisher@redshift.com)

Please pay at the door for lunch.

Lecture at 12:30 is **FREE** and does not require a reservation.

LWVMP General Luncheon Meetings are held at the
Unitarian Universalist Church <http://uucmp.org>
490 Aguajito Road / Carmel CA 93923



LWVMP

Officers

President

Bev Bean 484-2451
BeverlyGB@gmail.com

Vice-President

Vicki Gilfix 622-9510
gilfix@att.net

Secretary

Jean Donnelly 372-3599
jeanmdonnelly@comcast.net

Directors

Government

George Riley 645-9914
georgetriley@gmail.com

Membership

Tamara Harris 649-3865
TBHarris146@aol.com

Natural Resources

Janet Brennan 659-2090
JanetB@montereybay.com

Public Relations

Melanie Billig 626-3826
HBillig@sbcglobal.net

Social Policy

Open for nomination

State & National Action

Anne Bell 626-4761
Anne-Bell@comcast.net

Voters Service

Dennis Mar 372-9388
DennisRMar3@yahoo.com

Webmaster

Robin Tokmakian 655-5047
trillerud@mindspring.com

At Large

Carole Dawson 647-8845
carole@dawsonmonterey.com
Sylvia Shih 484-9747
58eugenia58@gmail.com
Talma Taormina 375-1477
talma@pacbell.com

Nominating Committee

Marilyn Maxner, Philomine Smith

Off-Board Positions

Treasurer

Marilyn Maxner 649-0335
montmm@aol.com

Luncheon Logistics

Lorita Fisher 375-8301
GLFisher@redshift.com

Video Webmaster

Bob Evans 372-8323
BobEvans13@me.com

Newsletter Editor

Regina Doyle 375-4496
ReginaDoyle@aol.com

The PRESIDENT'S Message

The League of Women Voters of the Monterey Peninsula has been active through the summer months with planning and action (read "**Where the Action Is**," page 4). The new and returning Board of Directors met on June 18 at my home to plan for our League year (September 2011 through June 2012).

Board Organization

Welcome to our new Directors: **Melanie Billig (Public Relations)** and **Talma Taormina (At Large)** and thanks to all those valuable members who are continuing on the board.

Committee appointments include the **Executive Committee: Janet Brennan, Vicki Gilfix, George Riley, Robin Tokmakian** and myself, **Beverly Bean**; the **Budget Committee: Carole Dawson, Marilyn Maxner** and **Dennis Mar**; **Financial Planning: Nancy Green, Dennis Mar** and **Anne McGowan**; the **Handbook: Tamara Harris** and **Marilyn Maxner**; the **Nominating Committee (from the Board): Anne Bell** and **Dennis Mar** and (elected): **Marilyn Maxner** and **Phil Smith**.

Robin and Tamara agreed to serve on the **Merger Study Committee** being formed by the **LWV of the Salinas Valley**. Dennis will head the **Voter Service Committee**. A new **Audit Committee** was appointed: **Sylvia Shih** and **Kemay Eoyang** will conduct an audit and file it by November 15.

The **LWVMP Board** will continue to meet on the fourth Wednesday of the month at 1 pm at Mariposa Hall, and start on August 24. Our "**Lunch and Learn with the League**" meetings will continue at the Unitarian Universalist Church on the second Wednesday at noon.

Vicki Gilfix will continue to coordinate the lunch menu with **Jeffrey's** and her goal is to keep it interesting and within budget. The **Natural Resources Committee** has changed its meeting to the second Thursday of the month at noon. We completed our plans for the topics and organizers for the lunch meetings for the year. After our prodigious labors we adjourned to a fantastic potluck feast!



Education Study

On July 7, the first meeting to organizing our participation in the **LWVUS Education Study** was held. We are very lucky to have a member with fantastic education credentials

who is passionate about the topic: ***The Role of the Federal Government in Public Education (K-12)***. She is **Resa Foss**, and she will organize the speakers for our panel discussion at the November L&L meeting. **Vicki Gilfix** agreed to chair the study group and I will serve as secretary. The other members are **Dennis Mar** and **Sylvia Shih**. Thanks to Resa for providing us print copies of the LWVUS study documents.

We are providing the background information to the membership so that we can hold meaningful discussions and consensus in November. Therefore we will have one or more summary articles in each issue of The Voter until then, plus commentary and related consensus questions, starting on page 5.

The longer background articles are available at the LWVUS website. You can find them at www.lwv.org and then click on "FOR MEMBERS"; then in the left column click on "Projects and Programs" and then in the left column under Projects and Programs click on "Public Education." For those who don't like to click and would like a print copy of the articles, please contact Vicki at (831) 622-9510.

The November L&L meeting will be followed by discussion and consensus at our tables, on the first section of questions, led by study group members. We will have discussion and take consensus on the second section of questions the following day, Thursday, November 10 at noon at Mariposa Hall.

I have learned much from these readings, which I would not have known without the League study process. I hope you will join in the study process—thinking about and discussing these issues and sharing your thoughts is an interesting and enjoyable part of being "In League."

Next Lunch & Learn

I hope to see many of you at Lunch and Learn on September 14 when you will have the opportunity to have a question and answer session with Monterey County Sheriff Scott Miller (see page 1).
Beverly Bean BeverlyGB@gmail.com

September 2011 Program Calendar

Natural Resources Committee

THURSDAY,* September 8

noon to 1:30pm

**(Natural Resources has changed from the first Wednesday of each month to the second Thursday of each month)*

Mariposa Hall, 801 Lighthouse, Monterey

Contact: **Janet Brennan**,

JanetB@montereybay.com

General Meeting:

Lunch & Learn

WEDNESDAY, September 14

(second Wednesday of each month)

lunch 12 noon / presentation 12:30pm

Monterey County Sheriff

Scott Miller

Unitarian Universalist Church

Junction Hwys 1 & 68

490 Aguajito Road

Contact: **Lorita Fisher**, 375-8301

LWVMP Board Meeting

WEDNESDAY, September 28, 1:00pm

(fourth Wednesday of each month)

Mariposa Hall, 801 Lighthouse, Monterey

Contact: **Beverly Bean**, 484-2451

BeverlyGB@gmail.com

twitter 

Twitter User?

Follow @lwvmp to get notification of League meetings and actions on issues!

The League of Women Voters of the Monterey Peninsula

The Voter is published September through May

Deadline: second Saturday of the month

Send e-articles information and/or updates to

Regina Doyle, LWVMP Voter Editor

ReginaDoyle@aol.com

or mail to: LWVMP, PO Box 1995

Monterey, CA 93942-1995

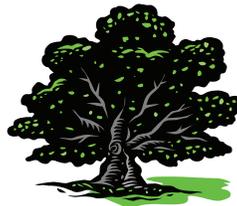
WHERE THE ACTION IS!

This has been a busy summer for the League. We have acted on four major issues related to water, land use, regional government and hazardous substances.

Regional Desalination Project

We testified before the **California Coastal Commission** on the application for a slant test well for the project recommending that approval be delayed until major issues are resolved. We described our participation in the planning effort from its inception and described our efforts to develop an alternative plan. We said The League and others consistently objected to the following Regional Project deficiencies:

- Lack of direct representation for Monterey Peninsula water users (called “ratepayers” by the CPUC)
- Lack of transparency in developing and approving the purchase and settlement agreements
- Failure to adequately address groundwater rights for coastal wells to pump feedwater for the desalination plant
- Exportation of groundwater from the **Salinas Valley Groundwater Basin (SVGB)** in violation of state law (the **Monterey County Water Resources Agency Act**, which is part of the state water code) that prohibits such export
- Unanalyzed and unmitigated significant impacts of the proposed coastal wells on North County water supplies
- Uncertainty regarding the availability of desalinated water to meet regulatory requirements because of the need to retain freshwater extracted from the SVGB within the Salinas Valley
- Failure of the desalination project to offset its greenhouse gas emissions
- The near total reliance on the costly desalinated water while virtually ignoring other less-costly and environmentally superior options such as expanded aquifer storage and recovery and a groundwater replenishment program similar to the one



functioning in Orange County

We think fundamental issues related to the Regional Desalination Project should be resolved before the project, including the test wells, moves forward and any more funds are expended on a program that appears in jeopardy.

Issues requiring immediate resolution include:

- The serious conflict of interest matter with regard to the **Monterey County Water Resources Agency** director **Steve Collins** which has jeopardized the water purchase and settlement agreements approved by the CPUC
- Groundwater rights to the pumping of feedwater for the desalination plant
- Exportation of water from the **Salinas Valley Groundwater Basin** in light of the state law prohibiting such exportation
- Financing options, and
- Litigation challenging the Regional Desalination Project raising issues of CEQA violations, illegal and harmful appropriation of groundwater and violation of the prohibition on groundwater export from the Salinas basin

At its meeting on August 12, the California Coastal Commission voted unanimously to continue the hearing on the project until conflict of interest and water rights issues are resolved.

Whispering Oaks

The League opposed the **Whispering Oaks project** on the former Fort Ord based on the elimination of over 4,000 oak trees and the availability of alternative locations for the **Monterey-Salinas Transit (MST)** facility. Even though the **Planning Commission** opposed the project on a rare unanimous vote, it was approved by the **Monterey County Board of Supervisors**. Sufficient signatures have been collected to put the issue before the voters. That Board has the option of rescinding its approval or placing the matter on the ballot. If it goes to the voters, the

vote will be in June 2012. Even though the **Fort Ord Reuse Authority (FORA) Plan** designates another location for the MST facility, the MST Board was persuaded by the **Monterey County Redevelopment Agency** to swap its site for one at the proposed Whispering Oaks business park. The swap would allow the **Monterey Downs project** (a proposed horse park and major residential subdivision) to be built without an adjacent incompatible use—the MST facility.

Efforts to Abolish AMBAG

The **Leagues of Women Voters of Santa Cruz County, Monterey Peninsula and Salinas Valley** sent a letter to the **Association of Monterey Bay Area Governments** with copies to cities, counties and many special districts regarding efforts to change or eliminate the regional planning functions of AMBAG. We described our long-standing support for regional planning for land use, transportation and air quality and urged the Board to make every effort to assure that those functions continue within the region while addressing short-comings of the existing organization that may exist.

Resolution Against the Use of Methyl Iodide in Monterey County

Our League approved a letter to the Board of Supervisors urging adoption of a resolution opposing use of methyl iodide in the County. Methyl iodide is the proposed replacement chemical for the banned ozone-depleting chemical methyl bromide. Methyl iodide is a known carcinogen, neurotoxin, and thyroid toxin, which can also disrupt fetal development, cause miscarriages and contaminate groundwater. It was nevertheless approved under lobbying pressure from the chemical manufacturer **Arysta LifeScience**. The letter requires approval of the **Salinas Valley League** since it is a countywide issue. LWVSV postponed a decision supporting the letter pending consideration by its members.

Visit the League website to read the full text of the letters.

Janet Brennan JanetB@montereybay.com

THE EDUCATION STUDY

© 2011 by the League of Women Voters of the United States

*As mentioned by **Beverly Bean** on page 2, our League is participating in the US League's Education Study. Following are the first two background documents and the consensus questions for your understanding of the issues.*

*Right now, the plan is to do the first half of the consensus meeting following our **November 9th Lunch & Learn** meeting. All are encouraged to stay and participate. The second half will be conducted on **November 10th at Mariposa Hall** from 1 to 3pm.*

Vicki Gilfix, Education Study Group Chair
gilfix@att.net



The History of the Federal Government in Public Education: Where Have We Been and How Did We Get Here?

Where Have We Been?

From the very beginning of our Republic, a well-educated citizenry was thought to be essential to protect liberty and the general welfare of the people. Even before the Constitution was established, the Land Ordinance of 1785 and the Northwest Ordinance of 1787 included responsibilities of the nation for an education system. Education has long been considered a national concern by the federal government.

Through federal action, education has been encouraged and financially supported from the first Northwest Ordinance in 1785 to the present. Article 1, Section 8 of the Constitution granted Congress the power to lay and collect taxes to provide for the general welfare of the United States. It is under this "general welfare" clause that the federal government has assumed the power to initiate educational activity in its own right and to participate jointly with states, agencies and individuals in educational activities.

During the first century of our new nation, Congress granted more than 77 million acres of the public domain as an endowment for the support of public schools through tracts ceded to the states. In 1841, Congress passed an act that granted 500,000 acres to eight states and later increased land grants to a total of 19 states. The federal government also granted money, such as distributions of surplus federal revenue and reimbursements for war expenses, to states. Though Congress rarely prescribed that such funds be used only for schools, education continued to be one of the largest expenses of state and local governments so the states used federal funds whenever possible for education.

Two of our constitutional amendments played an important role in public education. In 1791, the 10th Amendment stated, *“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 to the people.”* Public education was not mentioned as one of those federal powers, and so historically has been delegated to the local and state governments.

In 1868, the 14th Amendment guaranteed rights to all citizens by stating, *“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens in the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law.”*

Included below is a brief historical overview of federal involvement in public education.

History of the Role of the Federal Government in Public Education: Timeline

Land Ordinance & Northwest Ordinance (1785/1787)

Requirement of a system of public education to

be established in each township formed under a specified formula. Regulated monies raised via taxes and selling or renting land.

Land Grants (1841/1848)

Congress granted 77+ million acres of land in the public domain as endowments for support of schools. Federal government also granted surplus money to states for public education.

Early Philosophy—first six presidents

Discussion of a national university and urging of federal involvement in public education. Seen as critical to preparation for citizenship in a republican form of government.

First Morrill Act (otherwise known as the Land Grant Act) (1862)

Donated public lands to states to be used for the endowment to support and maintain at least one college with specific purpose of teaching branches of agriculture, mechanic arts and industrial education.

The Original Department (Office) of Education Established (1867)

Began to collect data – information on schools and teaching that would help states establish effective school systems.

Second Morrill Act (1890)

Gave the Office of Education responsibility for administering support for the original system of land-grant colleges. Smith-Hughes Act 1917 Promoted vocational schools

Lanham Act (1941) / Impact Aid Laws (1950)

Eased the burden on communities affected by presence of military and federal installations: payments to school districts.

GI Bill (1944)

Provided post secondary education assistance to GIs returning from World War II

George-Barden Act (1946)

Funding for agricultural, industrial and home economics training for high school students

National Defense Education Act (1958)

In response to Soviet Sputnik. NDEA included support for loans to college students in science, mathematics and foreign languages.

Elementary & Secondary Education Act (1965)

Established comprehensive set of programs including Title I of federal aid to disadvantaged.

Title IX (1972)

Prohibited discrimination in education based on gender.

Section 504 of the Rehabilitation Act (1973)

Prohibited discrimination based on disability.

Department of Education - Cabinet Level Agency (1980)

Recognized the important role of public education in our country.

Educational Testing Service (ETS) and NAEP (1983)

Federal government transferred responsibility for administering the National Assessment of Educational Progress (NAEP) to ETS: the nation's report card.

Nation at Risk (1983)

Report indicating that the USA was falling behind in education achievement.

President G.H. Bush (1989-1992)

“Indian Education Bill of Rights”
K-12 Drug awareness model
Advisory committee on Hispanic education
America 2000 education reform program
Work began on national standards

President W. Clinton (1993-1999)

Academics 2000 offered grant to states / local school districts for innovation. Teach for America.

President G.W. Bush (2001-2008)

Reauthorization of ESEA –No Child Left Behind.

President Barack Obama (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.

(For article references, visit www.lwvus.org)



The Role of the Federal Government In Public Education: Where Are We Now and the Impact Upon Early Childhood Education

The United States has changed dramatically since the early debates on public schools. The responsibility for education for the common good shifted from mainly local control to state control. Now, in 2011, attention is coming from the federal government and national organizations to control standards.

Congress is currently in a debate and stalemate over the reauthorization of the Elementary and Secondary Education Act (1965 ESEA, reauthorized as “No Child Left Behind” in 2001). Major issues include the purpose and role of the federal government in public education.

Pro: An increased role of the federal government in education ensures equal education opportunities for all children across the country, so that we will be better prepared to compete globally. The federal government has always had a part in distributing funding to state and local school districts for specific needs, so there will be more consistency across the districts and states.

Con: Education has traditionally been a local and state issue. An increased role of the federal government will add to the number of unfunded federal mandates (laws passed with no monetary support). Decisions at the local level best serve the needs of students in the local area.

Funding for Early Childhood Education

This Brief covers the reasons for the federal role in public education relating to early childhood, the importance of parent education, and the pros and cons related to federal intervention in early childhood education.

The National Association for the Education of Young Children (NAEYC) creates standards and guidance for early childhood providers across the country. Their position statements promote and endorse an integrated, well-financed system of early care and education for the learning and development of all children, including children in poverty.

Major Federal Programs for Early Childhood up to 2010: Timeline

Head Start (1965)

Funded by US Department of Health & Human Services, provides children from low-income families free access to early education. Also includes children at risk and with disabilities.

Even Start Title I, Part B (1988)

Integrated early childhood education to low-income parents for children birth through age 7, integrating adult education and early childhood learning with family literacy programs.

Early Head Start (1995)

Funded programs for low-income families supporting two generations, usually mothers and infants and toddlers.

Title I of Elementary and Secondary Education Act (ESEA)

(many revisions since 1965)

Local education agencies apply to state agencies for approval of the program that is subsequently funded by the federal government.

No Child Left Behind (NCLB) (2001)

Promotes the use of Title I, Part A, to fund pre-school programs, recognizing the importance of preparing children for entering school with

language, cognitive and early reading skills.

Early Reading First (2002)

Extends the goals of NCLB under Reading First to preschoolers.

Special Education Preschool Grants and State Grants Programs 3-5 (2002)

Part of Individuals with Disabilities Education Act (IDEA) funding for preschool students ages 3-5.

Special Education Grants for Infants and Families (2007)

Part C of IDEA (birth to 2 for children with disabilities)

Child Care Development Fund (CCDF)

(many revisions since 1990)

The Child Care and Development Fund assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining child care so they can work or attend training/education.

Pros: From an economic standpoint, achieving equity builds lasting value. Heckman's (2010) research shows that inequality in the development of human capabilities produces negative social and economic outcomes at every level and can be prevented by the proper investment in people. Early childhood education, particularly for disadvantaged children and their families, levels the playing field to provide equal opportunities for success.

Every dollar invested in early childhood education returns ten cents on the dollar annually for the life of a child, a 10 percent per year return on investments. Furthermore, solid economic returns are possible, providing investments come early and are comprehensive, cohesive, and sustained over time, because it shapes the future and builds equity. Heckman warns that investing later chains us to fixing the missed opportunities of the past that are very costly. Heckman's research clearly documents the impact of quality

early childhood education upon later success in school, and beyond, in health and in economic advantages for society in general.

Cons: Reasons against the federal involvement in early childhood basically come from providers of childcare centers as well as legislators. Some argue that universal preschool will be too expensive to support and that it will take away funding for K-12 grades. Educators who own and manage private preschools raise concerns that parents will choose “free” preschools instead of private ones.

(For article references, visit www.lwvus.org)

**Planning to Update Your Will?
Consider including a gift for the
LWV Education Fund
or our local LWV Monterey Bay
to strengthen the pillars of
our democracy for years to come.**

If you wish to set up a gift that provides income, e.g., a charitable gift annuity, please contact any of our Officers (see list page 2), e-mail LWVMPca@yahoo.com, or leave a message at 648-VOTE.

 **PUBLIC EDUCATION STUDY
CONSENSUS QUESTION** 
© 2011 by the League of Women Voters of the United States

This copy of the consensus questions is intended as a working copy only.

Responses submitted using this document WILL NOT be accepted.

This document will be used to facilitate the LWVMP consensus meeting (see page 5) and to keep an unofficial copy of our responses when submitting our League’s official response online.

For information contact Vicki Gilfix, Education Study Group Chair at 622-9510 or gilfix@att.net

GENERAL 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

Please share any comments your League has concerning the topics covered in the General Consensus Questions (250 word maximum).

COMMON CORE STANDARDS

4. Currently the governors and state education officers have developed Common Core Standards that are national but not federal. Should the standards be mandated of the states in order to obtain federal funding?

(Choose one)

- a. Special grant programs such as Race to the Top
- b. All programs under Elementary and Secondary Education Act where the needs qualify for funding
- c. All programs receiving federal funding from any source
- d. All of the above
- e. None of the above

5. Should there be a national assessment aligned with the common cores standards?

YES / NO

If Yes, should implementation be voluntary or federally mandated?

(Choose one)

- a. Voluntary
- b. Mandated
- c. Mandated, if fully funded

If No, what other accountability measures might you suggest?

(Choose one)

- a. Continue to allow the states to develop their own assessments
- b. Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the Stanford Achievement Test or Iowa Test of Basic Skills
- c. Suggest that districts use a portfolio type of assessment where student projects and activities would be scored holistically

6. National standards should lead to:

(Choose one)

- a. A nationally mandated curriculum to be aligned to the national standards and assessments
- b. A national curriculum that is only suggested but not mandated
- c. A suggested structure for states and local education agencies to develop their own curriculum
- d. No national curriculum

7. What role should the national assessment consortia play in student evaluation?

(Rank order)

- a. Provide an assessment system that is aligned to the Common Core Standards
- b. Provide comparison data showing progress toward reaching Common Core Standards
- c. Provide criteria for determining readiness for college and careers
- d. Provide information to students, parents, teachers and school districts about student

achievement

- e. Provide diagnostic information on each child

8. Data from the national assessments are often difficult for parents, teachers and others to understand. If we have a national assessment, what information is most important to be reported to parents, teachers, students and the community?

(Choose one)

- a. Data should be “norm referenced” (where students are ranked) for district comparison only
- b. Data should be “criterion referenced” and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level
- c. Data should be used to determine “cut” scores knowing if students have mastered requirements for special grade levels

9. Information from nationally required assessment data should be used to:

(Choose one)

- a. Sanction schools not measuring up to the specific levels
- b. Reward schools that achieve high scores
- c. Rank teachers based on student test score data
- d. Reward teachers who have exemplary scores
- e. Inform districts how their population compares to others similar to theirs

Please share any comments your League has concerning the topics covered in the Common Core Standards Questions (250 word maximum).

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)

- 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

11. 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. A combination of funded mandates and grants should apply
- e. No mandates should be required and limited grants for innovation available

12. 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

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

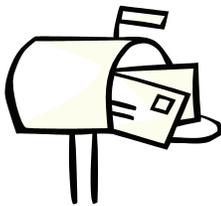
14. The federal government has a role in supporting early childhood education, birth to 5, for all children?

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.

- a. Strongly agree / Agree / No consensus / Disagree / Strongly disagree
- b. This funding should be extended to:
All children / Only those with special needs
special needs first

Please share any comments your League has concerning the topics covered in the Funding and Equity Questions (250 word maximum)



Membership renewal letters were mailed in early July. Did you get one?
We encourage a prompt response!

Also, please continue to bring a friend as a guest to Lunch & Learn meetings: recruit new members whenever you can. I will be happy to send League material to anyone who is interested in joining.

Thank You! **Tamara Harris**, LWVMP
Membership Director, TBHarris146@aol.com

DEMOCRACY IS NOT A SPECTATOR SPORT



“THE LEAGUE OF WOMEN VOTERS, A NONPARTISAN POLITICAL ORGANIZATION, ENCOURAGES INFORMED AND ACTIVE PARTICIPATION IN GOVERNMENT, WORKS TO INCREASE UNDERSTANDING OF MAJOR PUBLIC POLICY ISSUES, AND INFLUENCES PUBLIC POLICY THROUGH EDUCATION AND ADVOCACY.”



Monterey Peninsula VOTER

published nine times per year

**League of Women Voters
of the *Monterey Peninsula***

PO Box 1995 Monterey CA 93942

**Non-Profit Org.
U.S. POSTAGE PAID
Monterey, CA
Permit No. 115**

RETURN SERVICE REQUESTED



Lunch & Learn with the League

Date: **Wednesday, September 14, 2011**
Time: **12 noon lunch / 12:30 panel**
Topic: ***"Public Safety with the Monterey County Sheriff"***

Speaker **Scott Miller, Monterey County Sheriff** will talk about serious public safety issues including: new approaches to combat gang violence; what "prison realignment" means to your neighborhood; jail overcrowding and what is being done about it; and the implications of shrinking state and local budgets on safety. There will be a question and answer session with the audience.

See page 1 for details about the speaker and on attending the lecture & luncheon

Featured speakers or panels begin at 12:30 and meetings end at 2pm (there is no cost and reservations are not required to just attend the program portion of the meeting).

Lunch and Learn meetings are held at the Unitarian Universalist Church,
490 Aquajito Road, Carmel, CA (junction of Highways 68 and 1).