

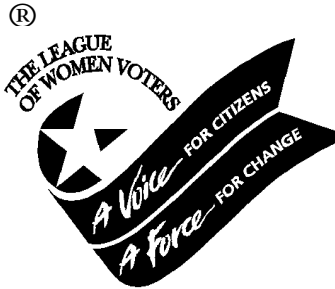


# CASCADE ECHOES

League of Women Voters of Deschutes County



League of Women Voters, a nonpartisan political organization encourages informed and active participation of citizens in government and influences public policy through education and advocacy



### WEB SITES

Local

[www.lwvdeschutes.org/index.htm](http://www.lwvdeschutes.org/index.htm)

State

[www.lwvor.org](http://www.lwvor.org)

National

[www.lwv.org](http://www.lwv.org)

Nationwide Election Information

[www.VOTE411.org](http://www.VOTE411.org)

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## CALENDAR FOR OCTOBER AND NOVEMBER 2011

### OCTOBER

**Please note** that there is a *new venue for the First Thursday Luncheons, BOSTON'S RESTAURANT.* There is no cost to hear the speakers; however those wanting lunch should arrive about 11:00 a.m. and order off the menu. The speakers will begin at noon and allow time for questions from the audience. **No reservations are needed.** This event is open to the general public.

**6 FIRST THURSDAY LUNCHEON , Representative for District 54 Jason Conger**, will be speaking about the last Legislative session from the perspective of a new legislator, especially any bills that affected Education (our local study for last year and this year). 11:00 a.m. to 1:00 pm and is held at **Boston's Restaurant, 61276 S Hwy 97, Bend (just south of the Factory Stores).**

**13 Board Meeting 10AM at the County Building. All members welcome.**

**20 MEMBERSHIP CONSENSUS MEETING – PART TWO of FEDERAL ROLE IN PUBLIC EDUCATION** at 10:30 am at the home of Marie and Pat Gibson, 19530 Mammoth Drive, Bend. More information on pages

### NOVEMBER

**3 FIRST THURSDAY LUNCHEON**, Speakers: Tammy Baney, Robin Henderson, and Scott Johnson Topic: Health Care Coalition

**10 Board Meeting 10AM at the County Building. All members welcome.**

### THE BOARD OF DIRECTORS 2011-2012 THE LEAGUE OF WOMEN VOTERS OF DESCHUTES COUNTY

<i>President.....</i>	<i>Nancy Ruel.....</i>	<i>593-7493</i>
<i>Vice President.....</i>	<i>Dolores Ellis.....</i>	<i>617-5901</i>
<i>Treasurer.....</i>	<i>Sara Langton.....</i>	<i>382-5158</i>
<i>Secretary.....</i>	<i>Geri Hauser.....</i>	<i>389-9163</i>
<i>ECHOES publisher.....</i>	<i>Denise Mahoney.....</i>	<i>389-9846</i>
<i>Membership.....</i>	<i>Dalyte Hartsough.....</i>	<i>322-0469.</i>
<i>Program (state, nat'l, local).....</i>	<i>Marie Gibson.....</i>	<i>385-9227</i>
<i>Voters Service.....</i>	<i>Susie Penhollow.....</i>	<i>382-2724</i>
<i>First Thursday.....</i>	<i>AndreaBlum.....</i>	<i>389-6990</i>
<i>Public Relations.....</i>	<i>Kim Smith,.....</i>	<i>382-2660</i>
<i>Special Events.....</i>	<i>Eve McFarland,.....</i>	<i>389-5682</i>

## Luncheon Speaker

### Issues Representative Conger will be discussing:

Reflections on the legislative session from the perspective of a first time legislator

Accomplishments of the last session

Issues that were left to be handled by the next legislative session

New legislation impacting education in Oregon

The Central Oregon Health Council and how it's work will merge with State and Federal Health Care laws

### Representative Jason Conger A Brief Biography

Jason was elected to the Oregon House of Representatives in 2010, and recently finished his first session as a legislator.

Jason is a partner in the law firm Miller Nash and specializes in mergers and acquisitions, corporate, securities, and venture capital law. He is a co-founder of Cornerstone Realty Holdings, an acquirer of value added multifamily properties, and is a member of the board of directors of Pixelsilk, Inc., a search active content management software company. While earning his JD at Harvard Law School, he served as a teaching fellow in the Harvard University Department of Government and the Berkman Center for Internet and Society. He was also an adjunct professor at the University of San Diego School of Law.

Throughout his career Jason has helped small and large businesses alike to grow and thrive - creating opportunity, innovation, new job opportunities and economic strength. Today, Jason practices law in Bend, volunteer's time with his church and local community groups, takes an active role in the lives of his five children, and proudly serves the citizens of Bend as their representative in the Oregon Legislature.

A BIG THANK YOU to these members paid as of 9/15/11:

Betty-Marie Baker	Bonnie Armbruster
Jodie Barram	Andrea Blum
Bill Bodden	Cathy Casebolt
Carl Casebolt	Carol Cavoretto
Mary Cope	Anita Elliott
Carl Elliott	Dolores Ellis
Marie Gibson	Pat Gibson
Anne Goldner	Fran Greenlee
Dalyte Hartsough	Don Hartsough
Geri Hauser	Nansie Jensen
Mona Kirk	Sara Langton
Denise Mahoney	Eve McFarland
Jeanne Moeller	Susie Penhollow
Jacqui Pennock	Joanne Richter
Peaches Rogers	Conrad Ruel
Nancy Ruel	Virginia Sheldon
Kim Smith	Maureen Vega
Susan Woodward	

Please contact Dalyte Hartsough at 541-322-0469

if you feel your name should be included in the list but isn't there.

For those who are intending to be included in the list it is never to late to join! See below.

### 2011-12 DUES UNCHANGED!

Good News: Membership dues will remain the same as last year and the need for your support is also unchanged: **\$65 per individual member and \$32.50 for a second member in the same household.** The League needs your support to continue to provide community educational meetings, such as Candidate forums, First Thursday luncheons and the *We Represent You* publication, which is an up-to-date directory of elected officials from our area.

Make out the check to LWVDC and send it to:

Sara Langton, Treasurer  
61327 Rock Bluff Lane  
Bend, OR, 97702

The fiscal year for LWVDC begins in July so if you have paid your dues since July, 1, 2011, you are paid up for the year.

Thank you for the support!



## **The Role Of The Federal Government In Public Education: Equity And Funding**

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>.

### **References**

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## **CONSENSUS MEETING ON THE FEDERAL ROLE IN PUBLIC EDUCATION PART TWO**

This meeting is the second part of our participation in the LWVUS study, The Federal Role in Public Education. At our September meeting we focused on Common Core Standards. This month we will be discussing and hopefully reaching consensus on the questions related to Federal Funding and Equity in Public Education.

Every member is urged to participate, so please join us.

**WHEN** - Thursday, October 20<sup>th</sup> at 10:30 am

**WHERE** - at the home of Marie and Pat Gibson, 19530 Mammoth Drive, Bend.

Email: [jpgmig@gmail.com](mailto:jpgmig@gmail.com) and phone: 541-385-9227.

Bring a sack lunch and we'll supply beverages and dessert.

**Directions to Gibson's**: From the roundabout at Reed Market Road/Mt. Washington/14<sup>th</sup> St/ Century, go South [towards the mountains] onto Century Drive. You'll then pass an entrance to Mount Bachelor village on your left. Your next left is Mammoth Drive (there is a center turn lane). Take Mammoth Dr as it meanders, go through the gate and through the intersection at the top of the hill. Continue past the tennis courts on your right until the cul-de-sac on your right. At the entrance to the cul-de-sac is a sign post that includes our number on it – 19530. Our home is the middle one.

**Once again, our committee members will lead us through the questions. They include Bonnie Armbruster, Anita Elliott, Carl Elliott, Don Hartsough, and Nancy Ruel. Dalyle Hartsough is our Recorder. We hope you will have time to read the background material in this Echoes, and review the questions below. Please bring this issue with you.**

### **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

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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

**In the wrapup of our discussion we will revisit the major questions that introduce this study:**

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.

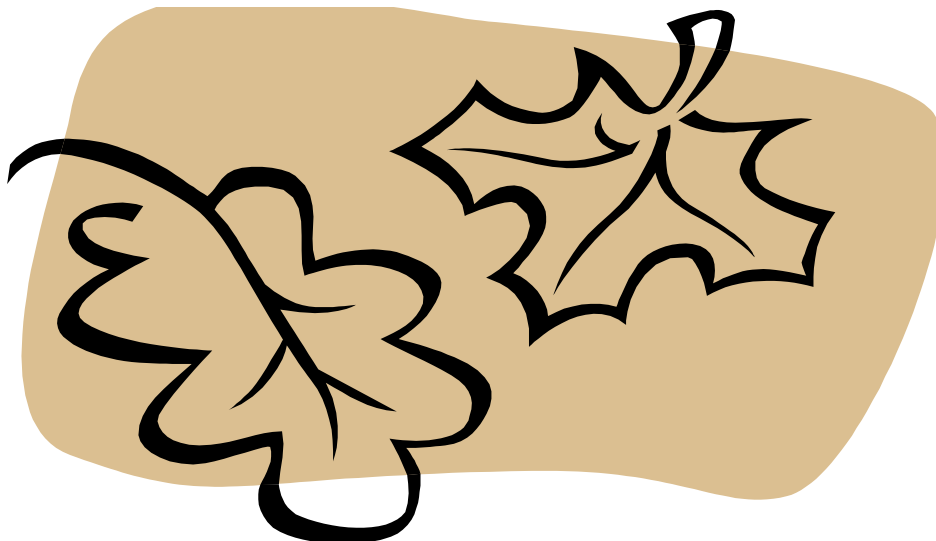
c. To mandate Common Core Standards for all students K-12.

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 NOTE NEW LOCATION OF THE LUNCHEON**

LEAGUE OF WOMEN VOTERS OF DESCHUTES COUNTY

**FIRST THURSDAY LUNCHEON**

**OCTOBER 6, 2011**

***Jason Conger,***

***Representative for District 54***

will be speaking about the last Legislative session from the perspective of a new legislator, especially any bills that affected Education (our local study for last year and this year).

11:00 a.m. to 1:00 pm

at ***Boston 's Restaurant, 61276 S Hwy 97,***  
***Bend (just south of the Factory Stores).***