



Vol. XXVI No. I

# The Palo Alto VOTER

The League of Women Voters of Palo Alto

September 2011

## Fall Kick-Off Meeting\*

LWVPA and the Sixth District PTA invite you to hear

## Professor Linda Darling-Hammond



### “The Flat World and Education”

Dr. Darling-Hammond is the Stanford University Charles E. Ducommun Professor of Education and Co-Director of the Stanford Center for Opportunity Policy in Education. She serves on the U.S. Department of Education’s Equity and Excellence Commission. Her latest book is *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*.

**Tuesday, September 20, 7-9 pm**

**Haymarket Theatre, Palo Alto High School**

50 Embarcadero Road at El Camino Real, Palo Alto 94301

Free and open to the public.

New League members are encouraged to attend!

Please R.S.V.P. by September 16 - (650) 327-9148

Cosponsors include the Leagues of Women Voters of South San Mateo County, Los Altos/Mountain View, Cupertino/Sunnyvale, San Jose/Santa Clara, and Southwest Santa Clara Valley

***\*This is a perfect tie-in to our current study on the Federal Role in Public Education!***

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*The League is a broadly based, nonpartisan political organization that encourages informed and involved participation in government through voters service, and influences public policy through education and advocacy.*

## President's Message



As I write this message my thoughts are focusing on the right to vote. This has been a long and hard fought struggle for minorities, including women, in America. Last year we celebrated the 90<sup>th</sup> Anniversary of the passage of the 19<sup>th</sup> Amendment and the founding of the League of Women Voters in 1920. This year we are celebrating 100 years of Women's Suffrage in California. The western states led the way as state after state gave women voting rights until sufficient numbers made it possible to amend the U. S. Constitution.

Today these hard-won voting rights are being threatened once again.

There has been a wide-spread effort to make voting more restricted by requiring photo ID cards at polling places. Efforts by the LWVUS, many state leagues and others have resulted in the defeat of twelve voter ID bills in 2011. However, eight states have passed new suppression bills this year, so our work continues.

The purported reason for ID requirements is to avoid voter fraud. However, voter fraud has been found to be insignificant.

California does not require a voter ID at the polls, except for newly registered voters. But a CA Driver's License or ID or the last four digits of a social security number are required on the Voter Registration Form. Thus, the ID requirements in California are not of the scale enacted in some other states.

The League of Women Voters advocates for the integrity of the vote, and we support laws that require proper voter identification at the time of registration and proper identification at the polling place for a first-time voter.

Rest assured that your Palo Alto League, along with the League of Women Voters of the United States, as well as other state and local leagues, is actively guarding the rights of all citizens to vote. After all, it is the reason for our existence.

*Mary Alice Thornton*

**LWV of Palo Alto: Officers, Directors, Off -Board Roster (650) 327-9148, [www.lwvpaloalto.org/](http://www.lwvpaloalto.org/)**

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## July and August 2011 Board Meeting Summaries

At its **July Meeting**, your board accepted the end of the year balances for the FY 2010-2011 budget.

The board also learned that:

- Mayor Espinosa will speak at the Summer Social on August 16.
- The September Kick-Off Meeting will feature Linda Darling-Hammond as speaker and be co-sponsored by the Sixth District PTA (Santa Clara County).
- The Education Committee will have unit meetings on five topics which have been summarized in the *VOTER*. Consensus questions will be in the *VOTER*.
- The Winter Luncheon will be held December 10. Bill Johnson, publisher of the Palo Alto Weekly, will be the speaker.
- Dates of LWVPA activities around the possible election in November were discussed but not yet set.



At its **August Meeting**, your board took the following actions:

- Accepted the Treasurer's Report.
- Approved joining four other County Leagues in sending a letter to the County Board of Supervisors to recommend voter registration support actions.
- Approved preparing Pros and Cons and a Voters Guide to inform voters about the November election's City ballot issues. Debate and pros and cons meetings will be held in early October.
- Approved a letter to the Palo Alto City Council on the necessity of making adequate space available at Council meetings and study sessions for the public to attend to comply with the Brown Act.
- Approved funding for a new CPU and external hard drive.

The board also learned that:

- Final arrangements are underway for the Summer Social at the Garden Court Hotel on August 16.
- The September 20 Kickoff Meeting featuring Linda Darling-Hammond as speaker will take place at the Haymarket Theatre at Palo Alto High School.

*Submitted by Gretchen Hillard, Secretary*

## LWV Palo Alto League Day: The Federal Role in Public Education

**Join us for discussion and consensus on a new LWVUS position on the Federal Role in Public Education.**

**Saturday, October 15 - 9 am - 2 pm**

**Moldaw Residences, 899 E. Charleston, Palo Alto - Free valet parking**

**\$10.00 for lunch and refreshments**

**Please RSVP (650) 327-9148 by October 12**



The consensus questions will be in the October *VOTER*. Two more articles on this issue are on the following pages. Four articles were printed in the June/July and August issues of the *VOTER* and are on our website at <http://lwvpaloalto.org/Study.html>

This was written long ago, still relevant today . . .

*"Before any great things are accomplished, a memorable change must be made in the system of education, and knowledge must become so general as to raise the lower ranks of society nearer to the higher. The education of a nation, instead of being confined to a few schools and universities for the instruction of the few, must become the national care and expense for the formation of the many."*

*John Adams' letters*

*Submitted by Doris Petersen, Chair, Study Committee for the Federal Role in Public Education*

## **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.

### **Timeline of Major Federal Programs for Early Childhood up to 2010**

<b>Title</b>	<b>Year</b>	<b>Purpose</b>
Head Start	1965	Funded by U.S. Dept. of Health and Human Services to provide children from low-income families free access to early education. It also includes children who are 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 2 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 to 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.

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**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.

### References

Heckman, J.J. (2010, December). Invest in early childhood development: Reduce deficits, strengthen the economy. Retrieved from <http://www.heckmanequation.org>

Education Liberty Watch (March 20, 2011). Retrieved from <http://edlibertywatch.org/2011/03/studies-on-effectiveness-of-early-childhood-programs/>

Read more contrasting viewpoints:  
<http://www.brighthub.com/education/early-childhood/http://edlibertywatch.org/2011/03/studies-on-effectiveness-of-early-childhood-programs/d/articles/47611.aspx#ixzz1FZSLiX8>

*Produced by the LWVUS The Education Study: The Role of the Federal Government in Public Education*

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

In 1965, the Elementary and Secondary Education Act (ESEA) was passed by Congress. ESEA was the center of President Johnson’s War on Poverty and was influenced by the Civil Rights Act of 1964. 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). The upcoming reauthorization of ESEA will also influence how IDEIA is administered and practiced.

IDEIA has four sections that cover the Free and Appropriate Education (FAPE) of 6.6 million disabled children who are age 0-21.

- Part A (General Provisions)
- Part B (Assistance for Education of All Children with Disabilities)
- Part C (Infants and Toddlers with Disabilities)
- Part D (National Activities to Improve Education of Children with Disabilities)

*Continued on page 6*

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## Mandates in Special Education Funding

Funding requires adherence to the federal mandates. The most important mandate is the zero-reject policy, under which no child is turned away from educational services. To qualify for special education service, a student must be classified with one (or more) of 13 disabilities now covered by IDEA. The definition of “a child with a disability” is found in the United States Code, Title 29 1401(3) (A):

3) *The term ‘child with a disability’ means a child— (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) Who, by reason thereof, needs special education and related services.*

The federal government demands that states submit plans for the distribution of monies to local agencies for direct instructional programming that adhere to federal mandates. Under each state’s laws, an Individualized Educational Program (IEP) is constructed for each child receiving services. The purpose of an IEP is to assure the student of a FAPE, as ensured by law. The child is to be placed in the Least Restrictive Environment (LRE) for education.

In order to qualify for federal funds, state and local agencies are bound to federal guidelines to specify identification procedures and the placement of disabled children. State grant applications for federal funds must include a plan for distribution of the funds to local education agencies (LEAs), as well as sufficient time for the general public to review and comment on the state plan. LEAs receive allotments from the state for their district special education needs. The shortfall in funding then needs to be addressed by the local education agencies.

### Current Funding Challenges

Federal Underfunding: *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. There were federal funds covering from 8 to 10 percent of the cost to states ten years ago, according to Katsiyannis, et al. (2001). The FY 2012 U.S. Department of Education Budget lists 17 percent as the current figure, with an estimated \$1,765 cost per pupil. The allotment has increased 1.7 percent in the FY 2012.

Increasing enrollment: Special education enrollment has grown, from **3.8 million** in 1973 to **6.6 million** in 2011. Federal special education support increases for FY 2012 are held at 1.7 percent over FY 2011.

Maintenance of effort: Because of severe financial straits, more states are applying for waivers to the spending requirement by the federal government for special education funding. The waiver, called a Maintenance of Effort (MOE) has not been easily obtained and involves holding a spending pattern based on the previous year. Waivers were given to Iowa, West Virginia, and Kansas last year; waivers are pending for New Jersey, South Carolina and Alabama (Shah, 2011).

Inclusion and training: Currently, ninety-five percent of disabled children are educated in inclusive classrooms, the rest being educated in separate classes, institutions or at home. An increase in inclusion practices is a strong possibility for fund-strapped districts (Shah, 2011). The balancing act – attention to finances, while providing for children’s needs – continues to be precarious, and it is also critical to provide teachers with quality in-service training.

### References

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- Shah, N. (2011, February 14). States expected to seek special education funding waivers. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2011/02/09/20speced.h30.html>
- U.S. Department of Education. Fiscal Year 2012 Budget Overview. Supporting Individuals with Disabilities. Retrieved from <http://www2.ed.gov/about/overview/budget/budget12/summary/edlite-section2b.html>
- U.S. Department of Education, National Center for Education Statistics. Digest of Education Statistics. Chapter 2, Table 45. Children 3 to 21 years served under Individuals with Disabilities Education Act, Part B, by type of disability: Selected years, 1976 through 2008-09. Retrieved from [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_045.asp?referrer=list](http://nces.ed.gov/programs/digest/d10/tables/dt10_045.asp?referrer=list)
- U.S. Department of Education (2004). Retrieved from <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.



## Special Education Legislation Milestones

<i>DECADE</i>	<i>CASE/LEGISLATION</i>	<i>RESULT</i>
1950	1954: <i>Brown v. Board of Education</i>	Paved the way for special needs children to receive better education, but at this time children were still denied an education based on their disability.
1960	Bureau of Education for Handicapped Created.  1965: Elementary and Secondary Education Act became law.	No funding for handicapped under federal or state law.  Amendment to original ESEA Title IV – Aid to handicapped children.
1970	1972: <i>PARC v Pennsylvania</i> and <i>Mills v. Board of Education</i>  1973: Section 504 of the Rehabilitation Act became law.  1974: Family Educational Rights and Privacy Act (FERPA) became law.  1975: Education for All Handicapped Children Act (EAHCA) became law.	Ruled: Disabled have equal rights.  Protected disabled individuals from discrimination due to disability.  Parents gained access to all information maintained by a school district on their students.  Free appropriate public education for all handicapped students.
1980	1986: Addition of <i>Handicapped Children's Protection Act</i> to EAHCA.	Mandated that all school students and parents have rights under both Section 504 and EAHCA.
1990	1990: EAHCA amended and called <i>Individuals with Education Disabilities Act (IDEA)</i> .  1996: IDEA reauthorized.	IDEA reauthorized. Additions include students to be included in state and national assessments, inclusion (Least Restrictive Environment, LRE). Regular classroom teachers now required to take part in an Individual Education Plan (IEP) team.
2000	2001: No Child Left Behind became the title of the Elementary and Secondary Education Act.  2004: Reauthorization of IDEA (P.L. 101-476) now called IDEIA.	Accountability at state and local levels required. School districts are required to provide more instruction and interventions to help prevent enrollment in special education. Response to Intervention (RTI) gains momentum as a screening tool. Students are expected to take responsibility for their behavior and are subject to the same rules as the rest of the students.

*Produced by the LWVUS The Education Study: The Role of the Federal Government in Public Education*

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## From our Action Chair



### LWVPA: Action Report

**Palo Alto City Council Conference Room too small for public meetings.** The LWVPA Board sent a letter to Mayor Espinosa and City Council members asking that future study sessions of the full Council not be held in the Council Conference Room.

The letter notes that the Conference Room is not large enough to hold the full Council plus staff, and members of a commission, department or task force, and still leave adequate space for the public to attend to satisfy the intent of the Brown Act. Once the room becomes fully occupied, the public is discouraged from entering the room, as was demonstrated at a recent Infrastructure Blue Ribbon Commission study session on July 18. Only eight spaces were left for the public to sit for that public meeting. There would have been only four spaces for the public had all members of the Commission been present. Our letter is posted at [www.lwvpaloalto.org](http://www.lwvpaloalto.org) under Advocacy.

**Housing Element.** Last spring, LWVPA asked the City of Palo Alto Planning and Transportation Commission to give high priority to completion of the pending and much overdue Housing Element. Since then, the Housing Element has disappeared off the public radar screen, as well as any future public meeting schedule. We are trying to determine the status of this important document that the City is required to submit to the State or risk the loss of State funding for some City infrastructure projects.

### LWVUS: Clean Air as a Public Health Issue

With its potent and respected voice, the League of Women Voters will continue our campaign aimed at changing the debate over the Clean Air Act to one focused on protecting public health. The central component of this action will be a “Clean Air Promise.” In partnership with environmental and public health organizations and the Partnership Project, the League will ask members of Congress, other elected officials, key community leaders and the public to sign the “Clean Air Promise.” This campaign is meant to focus the attention of members of Congress, opinion leaders and the public on the promise, and the public health concerns on which it is based. This will be a great opportunity not only to have an impact on an issue area we care deeply about, but also to help build visibility for the League.

The League’s campaign will incorporate three core elements:

1. Visibility Efforts for the “Clean Air Promise.”
2. The “Clean Air Promise.”
3. Stories about individuals harmed by air pollution.

To set the stage for the “Clean Air Promise” (see below) and to bring the public health message to the public, the LWV will engage in paid media advertising and outreach. To read the entire article go to [www.lwv.org](http://www.lwv.org) and to learn more about the Clean Air Promise, visit <http://peoplenotpolluters.org/>

#### The Clean Air Promise

*I promise to protect America's children and families from dangerous air pollution.*

*Because toxics and pollutants such as mercury, smog, carbon, and soot cause thousands of hospital visits, asthma attacks, and even deaths,*

*I will support clean air policies and other protections that scientists and public health experts have recommended to the EPA to safeguard our air quality.*

### LWVC: Redistricting

Assembly District 24, Senate District 13 and Congressional District 18 are the new districts that include Palo Alto, as drawn by the **California Citizens Redistricting Commission**. There is a dramatic change to the shapes of our districts. There are no more gangly, rabbit-like district shapes, and Assembly Districts nest into Senate districts. The final drafts were published on July 29, and the final vote of the Commission will have happened on August 15<sup>th</sup>. The work of the Citizens Redistricting Commission is finished. The new district lines could be challenged in

court or could yet be taken to referendum. Let us hope the process is complete. View our district in detail at <http://wedrawthelines.ca.gov>

“It was an amazing transparent process.” Janis R. Hirohama, former President of the LWVC said, "Of all the League’s accomplishments during my four years as state president, **I am proudest of redistricting reform.** During that time, we played a leading role in getting a reform measure on the ballot, campaigning for its successful passage in 2008, and making sure the new redistricting process works the way it is supposed to. Our work on **this issue shows the power of the League as a force for good government and civic engagement.** I am grateful that the League gave me the opportunity to help make redistricting reform a reality in California."

## LWVC Legislative Action

**AB 1148: California DISCLOSE Act.** LWVC announced recently that it supports the California DISCLOSE Act. Authored by Assemblymember Julia Brownly and sponsored by the California Clean Money Campaign, AB 1148 will lift the veil on political spending so that voters can make informed decisions and give proper weight to different speakers and messages.

The LWVC has also taken positions on 40 other Legislative bills this session, covering water, redistricting, the electoral process, housing and more. Four of particular interest:

**AB 459: Electoral College: interstate compact.** Signed by the Governor on August 8. (*See story on page 10.*)

**AB 685: State Water Policy.** “It is the policy of the state that every human being has the right to clean affordable and accessible water for consumption.” The bill passed the Assembly and was scheduled for the Senate Appropriations Committee on August 15.

**SB 810: Single Payer Health Care.** Failed to meet the spring deadline but is listed as a two-year bill.

**SB 184:** Allows cities and counties to establish **inclusionary housing ordinances.** It failed the spring deadline but is a two-year bill. LWVC is involved in a grass roots lobbying campaign to support this bill made necessary by a court decision.

For more information on the positions of the State League on current legislation, go to [www.lwvc.org](http://www.lwvc.org) and click on Act Now! and then on the Bill Status Report.

*Submitted by Phyllis Cassel*



### Two City Ballot Measures for the November 8 election

The Palo Alto City Council voted to place two initiatives on the ballot for the November 8 special election:

- Initiative to undedicate ten acres of existing parkland in Byxbee Park for the exclusive purpose of building a processing facility for yard trimmings, food waste and other organic materials.

- Initiative to amend the City Charter Amendment to eliminate the requirement that public safety employee disputes be resolved through binding interest arbitration.



Plans are underway for our League to prepare and publish written pros and cons materials and for pros and cons voter education meetings on these two local ballot measures. In addition, we plan to schedule a debate on the initiative concerning the undedication of ten acres of parkland in Byxbee Park.

**Dates for the pros and cons meetings and the debate are not yet set, but please expect these to be in early October. They will be announced in the October *VOTER* and on our website.**

*Submitted by Phyllis Cassel*

Want to see the October *VOTER* before you receive it in the mail? You can take a **sneak peek** of the *VOTER* online in color <http://lwvpaloalto.org/VOTER.html> (click on “current issue”) after September 20.



## Welcome Carol Bechtold to the board!

Carol's portfolio is Program Planning, so you can thank her for the wonderful events we will be having this year. Carol has lived in the Bay Area since she was 7 years old and in Palo Alto since 1967. She went back to college when her two sons were grown and received a BA in Psychology. After graduating, she became a paralegal and worked for the Santa Clara County Public Defenders office until 2002.

Carol joined the League because she was very interested in what has been going on in our country and thought she could help to make a difference in some of the things she thinks have been going wrong. Her hobbies include photography, reading, listening to music and a deep love of art. She also enjoys designing projects around her home and re-landscaping her front and back yards.

*Submitted by Bonnie Packer*

## Senior Mobility Forum on Transportation and Aging

Wednesday, September 21 - 1:30 to 3 pm

**Berkeley Public Library  
3rd floor community meeting room  
2090 Kittredge Street, Berkeley**

Sponsored by the League of Women Voters of the Bay Area and the League of Women Voters of Berkeley-Albany-Emeryville

For more information, call (510) 839-1608

The League of Women Voters and friends are invited to the



**fall kick-off of the Peninsula Chapter of the World Affairs Council on**

**Sunday, September 11**

**The Peace Corps at 50 - Making a Difference**

with **Dr. Peter Grothe**, former Foreign Policy Advisor to Senator Hubert Humphrey and Deputy Director of the UN Division of the Peace Corps, and a panel of 3 former Peace Corps volunteers.

**75 Tuscaloosa Ave., Atherton**

**Check in: 2:30 pm; Program: 3:00 pm; hors d'oeuvres/wine reception: 4:30 pm.**

World Affairs Council Members: \$10;  
Non-members: \$15; Students: \$5.  
Pre-paid reservations required by September 8.  
Call (415) 293-4600.

For more information, call Carol Stevens  
(650) 494-0757



Governor Brown has signed the **National Popular Vote** bill, AB 459, which was supported by LWVC and LWVUS.

California now joins Hawaii, Illinois, Maryland, Massachusetts, New Jersey, Vermont, Washington and the District of Columbia who have already passed the legislation.

The National Popular Vote bill would guarantee the Presidency to the candidate who receives the most popular votes in the entire United States. The bill preserves the Electoral College, while ensuring that *every* vote in *every* state will matter in *every* presidential election. The National Popular Vote law has been enacted by states possessing 132 electoral votes — 49% of the 270 electoral votes needed to activate it.

Once states representing a majority of electoral votes (270) have passed it, it will go into effect.

More information including endorsements, editorials and the comprehensive answer book, *Every Vote Equal* is available at [www.nationalpopularvote.org](http://www.nationalpopularvote.org)

The LWVUS maintains an email list open to advocates in all states. Resource sharing and little email traffic....[lwvnpv-subscribe@yahoogleroups.com](mailto:lwvnpv-subscribe@yahoogleroups.com).

*Submitted by Bonnie Packer and Phyllis Cassel*

**The VOTER welcomes articles from you. Please submit them to: [lwvpaoffice@gmail.com](mailto:lwvpaoffice@gmail.com) or [bbpacker@comcast.net](mailto:bbpacker@comcast.net) no later than the first Monday after the first Tuesday of each month, but earlier submissions are most appreciated.**

**Welcome New Member!**

**Elinor Wilner**

We are delighted that you have joined the League!



Thanks to **Mitzi Henderson** for helping to organize the mailing party for the August *VOTER* and to **Mitzi Henderson, Liela Shoheit, Jerry Foley, Janet Creelman, Isabel Arabian, Geri Stewart and Ruth Consul** for helping to assemble that issue. And a very special thanks to **Ruth Consul** for helping to bring the *VOTERS* to the post office!

Also thanks to **Sally Probst, Betty Gerard and Trina Lovercheck** for their careful proofreading of this issue of the *VOTER*.

*Submitted by Bonnie Packer, VOTER editor*



**LWVPA Book Group**

**Friday, September 9, 10 am-noon, at Ursula Moore's home**

We are reading *The Big Burn: Teddy Roosevelt & the Fire that Saved America*, by **Timothy Egan**, winner of the National Book Award for *The Worst Hard Time*, which spins a tremendous tale. He brings a touching humanity to this story of valor and cowardice in the face of a national catastrophe. A tragedy that cemented Teddy Roosevelt's legacy as the president who saved the wild places.

Come, and join us! Everyone welcome.

For more information on this meeting and future meetings of the Book Group, please contact Doris Petersen at 326-0409, [petersendoris@earthlink.net](mailto:petersendoris@earthlink.net).

*Submitted by Doris Petersen*

**Membership Renewal Reminder**

*The Thunder God went for a ride  
Upon his favorite filly.  
"I'm Thor!", he cried.  
The horse replied,  
"You forgot your thaddle, thilly!"* -[Sue Johnson](#)



**And did you remember your membership renewal and interest survey?** We're sorely missing some, so if you haven't sent them yet, please do so now! Thank you.

*Submitted by Karen Sundback, Membership Chair*



**It's easy to join the LWVPA —Do it now! You will be glad you did.**

**Joining at the local level makes you a member at all levels:**

**National, State, Bay Area and Palo Alto.**

**Men are encouraged to join. Dues grants are available.**

**For more information, call the League office (650) 327-9148**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone (day) \_\_\_\_\_ (evening) \_\_\_\_\_ email \_\_\_\_\_

**Annual membership: \$70. Additional membership, same address: \$35. Student membership: \$35. Mail check with this form to LWVPA, 953 Industrial Ave., Suite 113, Palo Alto, CA 94303**

League of Women Voters of Palo Alto  
953 Industrial Avenue, Suite 113  
Palo Alto, CA 94303  
(650) 327-9148

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## How to contact your elected officials:

### UNITED STATES

**President Obama** (202) 456-1414  
<http://www.whitehouse.gov/CONTACT/>  
**Senator Feinstein** (415) 393-0707  
<http://feinstein.senate.gov> - click "email me"  
**Senator Boxer** (415) 403-0100  
<http://boxer.senate.gov/contact/email/policy.cfm>  
**Rep. Anna Eshoo** (650) 323-2984  
<http://eshoo.house.gov/>

### CALIFORNIA

**Governor Jerry Brown** (916) 445-2841  
<http://gov.ca.gov/interact>  
**Senator Joe Simitian** (650) 688-6384  
<http://www.senatorsimitian.com/main/contact>  
**Assemblyman Rich Gordon** (650) 691-2121  
<http://asmdc.org/members/a21/>

### SANTA CLARA COUNTY

Supervisor Liz Kniss (650) 965-8737  
[liz.kniss@bos.sccgov.org](mailto:liz.kniss@bos.sccgov.org)

### LWVC GUIDE TO GOVERNMENT

Locate your elected officials with your street address  
<http://www.guidetogovernment.org/>

## CALENDAR

**Tue Sep 6, 7 - 9:30 pm**  
**LWVPA Board Meeting**  
Mary Alice Thornton

**Fri Sep 9, 10am - 12 pm**  
**Book Group**  
Ursula Moore

**Mon Sep 12, VOTER Deadline**

**Mon Sep 12, 2:30 - 5 pm**  
**Education Study Committee**  
Moldaw Residences

**Wed Sep 14, 10 am**  
**County Council**  
First Republic Bank, Los Altos

**Thu Sep 15, 12 pm**  
**Interleague Network/South**  
LWVPA Atrium

**Tue Sep 20, 7 - 9 pm**  
**Kick-Off Meeting:**  
**Linda Darling-Hammond**  
PALY, Haymarket Theatre

**Wed Sep 21, 1:30 - 3 pm**  
**Senior Mobility Forum**  
Berkeley Public Library

**Fri Sep 23, 9 - 10 am**  
**VOTER Mailing Party**  
Channing House

**Mon Sep 26, 2:30 - 5 pm**  
**Education Study Committee**  
Moldaw Residences

**Tue Oct 4, 7 - 9:30 pm**  
**LWVPA Board Meeting**  
Karen Sundback

**Mon Oct 10, VOTER Deadline**

**Tue Oct 11, 2 pm**  
**Housing Committee**  
Sally Probst

**Sat Oct 15, 9 - 2 pm**  
**LWVPA Day, Education Study**  
Moldaw Residences

**Fri Oct 21, 9 - 10 am**  
**VOTER Mailing Party**  
Channing House

**Tue Nov 1, 7 - 9:30 pm**  
**LWVPA Board Meeting**  
Betty Gerard