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## Lunch with the League Dot Kearns

### Historical Perspective of the Federal Role in Public Education

Tuesday, October 18, 2011, 12:00 noon

Holy Trinity Episcopal Church, Haywood Duke Meeting Room  
607 N. Greene St. near downtown Greensboro

*The program is free. Reservations are necessary if you'd like to have lunch at a cost of \$10.00 per person. Make lunch reservations by **Monday, October 10** by Email to [lwvptmail@gmail.com](mailto:lwvptmail@gmail.com) (subject: Reserve) or 643-2131. If you are paying by check, please write your check, in advance, to LWVPT. If you are coming only for the program, please let us know, if possible, so that the appropriate number of seats are available.*

Dot Kearns, a valued member of the LWVPT and our community will be the keynote speaker at our October 18th Lunch with the League. Dot has a B.A. in Sociology, a Teaching Degree in History and a Masters Degree in Education from UNCG.

She was a social worker with the *Department of Social Services (DSS)* and the *High Point Kindergarten for Handicapped Children*, She was a substitute teacher and taught kindergarten while her three children were in elementary school. She served on the High Point Board of Education from 1972-82 and on the Guilford County Board of Commissioners from 1982-90. She served on the merged Guilford County Board Of Education from 1992-2008.

"Public education has been my passion for most of my life. I truly believe that the effective, equitable education of our young for the world they will live in is the most critical challenge our nation -- our Democracy--faces. Thus, I'm deeply grateful that the national LWV is guiding Leagues across the nation in this important study."



After Ms. Kearns speaks, a panel of Education Roundtable members will provide information about the topics to be discussed at the Consensus meetings on Tuesday, October 25 and November 1 in the Sternberger-Tannenbaum room of the Central Library from 6:30--9:00 p.m. The panel members are: Glenda Clark, Willie Taylor, and Marie Davenport .

**Glenda Clark** is a senior Political Science major at North Carolina A & T State University. She and her husband, Toney, have a son and daughter. **Willie Taylor** retired from the Greensboro College faculty after nearly 40 years in higher education. Since retirement she has been actively involved in the Greensboro Public Library, serving on the Board of Trustees and Friends Board. She also serves on the Board of Trustees of Triad Stage and on the Women in Leadership and Philanthropy Council at Virginia Tech.

*Continued on p. 5*

**Voter Impact**  
 LEAGUE OF WOMEN VOTERS OF THE  
 PIEDMONT TRIAD  
 PO BOX 9721 GREENSBORO, NC 27429  
 PHONE: 336-274-0202  
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## Email

If you would like to receive news and announcements via email, please send a message to [lwvptmail@gmail.com](mailto:lwvptmail@gmail.com).

## VOTER IMPACT NEWS

Voter Impact (PDF format) is currently emailed to all members and elected officials with email addresses. If you have an email address and you are not receiving the VI via email, please check your spam folder. Be certain to add the [lwvptmail@gmail.com](mailto:lwvptmail@gmail.com) to your list of acceptable email addresses. If you would like to comment on format, please send email to the same address. **Remember** to check the web page once a week or more for new information and for archived copies of Voter Impact. The web page address runs at the bottom of VI pages.

## Board of Directors, LWVPT 2011-2012 Management Team

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## Membership and Dues

The LWVPT's fiscal year runs from July to June. Dues are \$56 for the first member and \$28 for each additional member in a household. Any citizen, 18 years or older, may join the LWVPT. Non-citizens and those younger than 18 may join as associate members. Send dues to LWVPT, POB 9721, Greensboro NC 27429.

**To date 91 members have paid their dues.**

**The 2011-12 Membership Handbook and League Bylaws have been sent electronically to the membership. If you do not have internet access and would like a hard copy of these documents, please notify the League Membership Chair at 855-9399.**

**Marikay Abuzuaiter, Director**  
[abuzuaiter@aol.com](mailto:abuzuaiter@aol.com)

**Cassandra Rogers, Director**  
[crogers32@triad.rr.com](mailto:crogers32@triad.rr.com)

**Whitney Vanderwerff, Director—Immigration Reform**  
[na4nvp@aol.com](mailto:na4nvp@aol.com)



*Marlene Pratto thanks the League for the lovely card, notes, and gift card.*

**Grazie**

Everything underlined in Voter Impact is meant to be a link to an internet site or to an email address. You just need to click on it. The links should appear in blue to you. Some people may not be able to this. Hopefully, we will learn why and fix it for the next issue.

## Glossary (A compendium of words and phrases useful for understanding our education study) League of Women Voters Consensus Study on Education

**Adequacy of funding:** This is an attempt to define the cost of an education, which would use research and identified methods to enable a high percentage of students to reach or exceed mandated performance levels.

**Adequate Yearly Progress (AYP):** This is a statewide accountability system, negotiated separately by every state with the U.S. Department of Education and mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress.

### Assessments (Formative vs. Summative):

**Summative Assessments** are given periodically to determine at a particular point in time what students know and do not know in order to make a decision or determine a grade. Many associate summative assessments only with standardized tests such as state assessments, but they are also used as an important part of district and classroom programs.

**Formative Assessments** are part of the instructional process. When incorporated into classroom practice, they provide the information needed to adjust teaching and learning while they are happening. In this sense, formative assessments inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

**Common Core Standards (CCS):** The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The initiative is sponsored by the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO). As such, the initiative is a national one and neither developed nor funded by the federal government.

**A Compensatory education:** A Compensatory education is a legal term used to describe future educational services which courts award to a special needs student under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) when a school district has failed to provide a free and appropriate public education that meets their needs.

**Cut scores:** The cut score on a test (or on multiple tests) is the score that separates test takers into various categories, such as a passing score and a failing score, or a selected score and a rejected score. For example, the cut score on most state driving exams is 70%, meaning that anything below that score is a failing grade, and anything above that score is a passing grade.

**de facto:** in effect; for all intents and purposes

**Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB):** The Act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a [national curriculum](#). It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the Act, the funds are authorized for professional development, instructional materials, resources to support educational programs and parental involvement promotion. The Act was originally authorized through 1970; however, the government has reauthorized the Act periodically since its enactment. The current reauthorization of ESEA is the [No Child Left Behind Act](#) of 2001, named and proposed by President [George W. Bush](#). The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses and telephone listings when requested.

**Equity of funding:** An attempt to equalize educational opportunities by sharing resources with equal access across schools.

**Equity vs. Equality:** Equity connotes fairness, rather than equal funding because there is a growing awareness that some students are more expensive to educate than others. Some educators talk about “equity of opportunity” and “opportunity to learn,” ideas that deal with access to what is deemed necessary to have an equal opportunity, opportunities that are often denied children of poverty.



*Continued on next page*

**English Language Learner (ELL)** has replaced the term ESL English as Second Language learner. These are students who do not have English as their first language.

**Federal vs. National Initiatives** refers to both mandates and funding. A national program is one that was developed by a national organization. For example the Common Core Standards were developed by an initiative of the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO), and neither was required, promoted or funded by the federal government. Federal refers to those programs that are funded and/or mandated by the federal government. For this study, the Common Core Standards are a national initiative, but the federal government has required it for the grant program, “Race to the Top.” There have long been national standards developed by professional organizations like the National Council of Teacher of Math, English, etc. But to date, there have not been federal standards.

**Formula Grant Programs** are noncompetitive awards based on a predetermined formula. These programs are sometimes referred to as state-administered programs.

**Funding (Categorical vs. General):** Categorical funding refers to the funding under the Elementary and Secondary Act which is awarded to districts with specified populations of high needs learners, for example Native Americans, special needs, poverty, etc. General funding is awarded for all children regardless of economic or social category.

**GDP: Gross Domestic Product** is the market value of all goods and services produced in a country over a period of time.

**Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)** is a [United States federal law](#) that governs how states and public agencies provide early intervention, [special education](#), and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 18 or 21 in cases that involve 13 specified categories of disability. The current law is the reauthorization of the Individuals with Disabilities Education Act of 1997 commonly referred to as IDEA.

**Norm-referenced Tests vs. Criterion-referenced Tests:** Norm-referenced tests are those that are interpreted by rank ordering children so that on a particular test children are compared to their peers, typically with percentile scores. Criterion-referenced tests are interpreted by comparing student scores to certain objectives or criteria.

**Peer-reviewed journal** is an academic journal edited by acknowledged experts in the broad field. When an article is submitted, an editor sends it to people who are specialists researching the topic addressed in the paper. Based on their feedback, the editor tells the prospective author whether the article is accepted for publication. Some articles are returned for revisions and may be resubmitted to the approval process.

**Pedagogical:** referring to the process of teaching

**Race to the Top:** Race to the Top, abbreviated R2T, RTTT or RIT, is a \$4.35 billion [U.S. Department of Education](#) program designed to spur reforms in state and local district K-12 education. It is funded by the ED Recovery Act as part of the [American Recovery and Reinvestment Act of 2009](#) and was announced by President [Barack Obama](#) and Secretary of Education [Arne Duncan](#) on July 24, 2009.

**Racial Achievement Gap:** This terminology describes differences in educational performance between groups of students compared by race or ethnicity.

**Standards and Curriculum:**

**Content standards** establish the goals of learning whereas curriculum is the “how” to implement the standards or goals with specific materials and instruction to correspond to the standards. The Common Core Standards initiative is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of [standards-based education reform](#). The initiative, sponsored by the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO), was announced on June 1, 2009. The initiative's stated purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

**Performance standards** determine how much of the content standards a student must know in order to reach a particular level, such as “proficient.”

**Curriculum** is an educational plan that spells out which goals and objectives will be achieved, how to achieve those goals and what topics should be covered as well as the methods and materials to be used for learning and evaluation. Neither the original Elementary and Secondary Education Act nor President Obama’s Blueprint supports federal development of curriculum.

*See Common Acronyms and Abbreviations on P. 5.*



## Common Acronyms/Abbreviations

ACT:	American College Test
AERA:	American Educational Research Association
APA:	American Psychological Association
AYP:	Adequate Yearly Progress
Blueprint:	<i>A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act</i>
BIA:	Bureau of Indian Affairs
BIE:	Bureau of Indian Education
CCR:	College and Career Readiness
CCSI:	Common Core Standards Initiative
CCSSO:	Council of Chief State School Officers
CSSRS:	Center for Study of Small Rural Schools
ELA:	English Language Arts
ELL:	English Language Learners
ESEA:	Elementary and Secondary Education Act
FAPE:	Free and Appropriate Education
HUD:	U.S. Department of Housing and Urban Development
IDEA:	Individuals with Disabilities Education Act of 1997
IDEIA:	Individuals with Disabilities Education Improvement Act of 2004
IEP:	Individualized Education Program
K-12:	Kindergarten through Grade 12
LEA:	Local Education Agency
LRE:	Least Restrictive Environment
NAEP:	National Assessment of Education Progress
NCES:	National Center for Education Statistics
NCLB:	No Child Left Behind
NCME:	National Council on Measurement in Education
NGA:	National Governor's Association
OME:	Office of Migratory Education
PARCC:	Partnership for Assessment of Readiness for College and Careers
RTTT:	Race to the Top
SBAC:	SMARTER Balanced Assessment Consortium
SEA:	State Education Agencies
UNICEF:	United Nations International Children's Emergency Fund
U.S.C:	United States Code
USDE:	United States Department of Education

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**Marie Davenport** is currently serving as a University Supervisor with the *College of Education at Western Carolina University* working with student teachers. Previously she was the director of a *Transition to Teaching* grant and adjunct faculty with the *College of Education at Stephen F. Austin State University*. She began her career in education with the *Pasadena Independent School District* in Texas where she served as a teacher and administrator. She has an earned Ed.D. in Educational Leadership from *Stephen F. Austin State University* and an MBA from *Clarian University of Pennsylvania*.

Other Education Round Table members are Kay Doost and Robin Lane. **Kay Doost** has been involved in education since she graduated college in 1962. She has taught, been a principal and done one-on-one tutoring with students of virtually all ages. While all areas of education are of concern, Kay is particularly interested in the creative work of students.

**Robin Lane** is a Pediatric Nurse Practitioner with a special interest in advocating for the needs of children. She has been a public health nurse, a school nurse, a primary care provider and educator during her 35 year career. Her volunteer work in the PTA during the years her three children were enrolled in the former *Greensboro Public Schools* strengthened her belief that strong public schools are vital to our future.



## Public Education Roundtable:

LWVPT is pursuing the study of the Federal Role in Public Education commissioned by the National League. We urge you to participate in the presentations by the local study group which will in turn form the basis of the position on public education for the National League. See page 1 and the calendar for information about the consensus meetings. Please come.



### Summary of Legislation and Funding for the Education Of Children Who are Disadvantaged

We will take a broad view of K-12 student groups. We will review definition on membership, pertinent federal education laws, data on demographics, and achievement and challenges for the group. We will also look at the proposals made in *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* (March 2010) to see how educational needs are addressed.

[Legislation and Funding for the Education Of Children Who are Disadvantaged](#) by Patricia O'Brien Libutti, PhD

Summaries of the articles below were in the September Voter Impact. You may want to read the entire articles (the files are downloadable PDF files):

[Role Of Federal Government In Public Education: Historical Perspectives](#) by Carolyn Jefferson-Jenkins and Margaret Hawkins Hill

[Funding and Equity Issues](#) by Jean Pierce

[Early Childhood Education, Equity and Funding](#) by Pat Aaron

[Common Core Standards and Assessments](#) by Janelle L. Rivers, PhD

2011 Education Summit

Wednesday, November 9 7:30 am

Koury Convention Center

Keynote Speaker: [Jim Goodnight](#), CEO of SAS,

*The World's Leading Business Analytics Software Vendor*

"Education is critical to the success of people, companies and nations."

More information is available from the [Guilford Educational Alliance](#).

## LWVPT Conducts Candidate Forums

After a very successful Greensboro Mayoral Candidate Forum at Lunch with the League on September 20, the LWVPT conducted a forum for Greensboro City Council at-large candidates on Monday evening, September 26 from 7 – 9 p.m. at the Reynolds Family Center on the campus of Greensboro College. An estimated 100 people from across the city attended the forum.

Fourteen women and men are seeking the three at-large seats on the Greensboro City Council. Eleven of the fourteen candidates participated in the forum: Wayne Abraham, Mari-kay Abuzuaiter, Jean Brown, Clarence Easter, Cyndy Hayworth, Yvonne Johnson, Chris Lawyer, Sal Leone, Marlano Pridgen, Danny Thompson and Nancy Vaughan. Thoughtful and provocative questions presented in written form by those in attendance were asked of the candidates. Many of the questions addressed the status of the economy and candidates' ideas for spurring economic development and encouraging job creation. When asked what they believed to be important to move our city forward, the overwhelming majority of candidates stated that there is an urgent need for council members to rectify the divisiveness on council and within the city, exercise transparency in decision making, provide for greater citizen involvement in government, and show respect for all speakers before council whether or not members agreed with the speakers. Most of the candidates stated that they would vote to return speakers from the floor to the beginning of the council's agenda.

The citizens of Greensboro have a strong pool of knowledgeable and effective candidates to select from this year. It is incumbent upon each of us to attend forums, read the papers and follow the news media, and speak personally with the candidates to educate ourselves as to their position on the issues that the League stands for. And of greatest importance is for all of us to cast our vote as well as to encourage our families, neighbors and all citizens of Greensboro to vote in the primary election on October 11 and again in the general election on November 8.

View [a video](#) (this is a very long video and it takes a long time to download from YouTube.) of the Mayoral Candidate Forum from Lunch with the League on September 20. For more information on the at large candidates forum on September 26, read the [YES Weekly article](#) and the [Rhino Times article](#). You can also access this information and a list of candidate forums from the League website [lvvpt.org](http://lvvpt.org)



*Four of the five candidates for Mayor: Brandon Cone, Chris Phillips, Tom Phillips, Robbie Perkins*

## Recycling

Jade Aveda accepts bottle caps AND jar lids that are not usually recyclable. If you have been throwing away your juice and water bottle caps, and the lids to your peanut butter jars, you do not have to anymore. Clean them and bring to Lunch with the League. Jade Aveda sends the clean caps and lids to one of two places for recycling and reuse in making the bottles they use. Collect your lids and caps and place in a bag of some sort before bringing them to a League meeting. We will place the caps in clear plastic to take to Jade. If you collect at some other place, please place clean caps and lids in clear plastic bags and take to Jade.

Jade Aveda, 3326 W. Friendly Ave, No. 103, Greensboro, 27410. 336-292-5555. The location is in the Shops at Friendly, just west of Friendly Shopping Center.



## Health Care Roundtable News

Work continues as we spread the word about the Affordable Care Act (ACA). Members of the Roundtable who have signed up as speakers (we encourage you to join us!) have now reached over 150 of our fellow citizens in groups large and small, with more to follow. Our 30 minute talk features a video from the Kaiser Family Foundation (*Health Reform Hits Main Street*, available at <http://healthreform.kff.org/The-Animation.aspx>) and an explanation of provisions of the law that are now in effect. Please contact Robin Lane at [robin7.lane@gmail.com](mailto:robin7.lane@gmail.com) to join our roundtable email list or to schedule a presentation.

We are very excited about plans to have T. R. Reid come to Greensboro on November 17, 2011 and are participating in the planning with the representatives from the *Cone Health Foundation* and the *Greensboro Public Library*, including LWVPT members Whitney Vanderwerff and Steve Sumerford (for more information see the announcement from Whitney Vanderwerff on page 9 of this VI). Many, many exciting events are in the works which will connect the written word (books by award-winning journalist T.R. Reid, author of *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care* and Lionel Shriver's *So Much for That*) with personal experience in a variety of venues. Stay tuned!

Here are some recommended links which will give you all the background you need to be an informed participant in the discussions that will result from the many community events now being scheduled:

For an amazing review of the issues that led to the ACA (some solved, some still waiting for the fix) read this booklet from the League of Women Voters of Arizona (especially pages 7 -13):

<http://norman.ok.lwvnet.org/files/LWVAZHealthIssuesBooklet.pdf>

Or put "Health Care Issues behind Health Reform LWV Arizona" into your search bar.

To read a review of T.R. Reid's book, which will give you a great summary of what he discovered about health care around the world, go to: <http://www.nytimes.com/2009/09/15/health/15book.html> . Or to locate the article yourself, put "One Journey, one injury, ten countries TR Reid" into your search bar.

For a quick look at Reid's Five Myths about health care in the rest of the world, try this link:

<http://www.washingtonpost.com/wp-dyn/content/article/2009/08/21/AR2009082101778.html> Or to locate the article yourself, put "TR Reid five myths about health care in the rest of the world" into your search bar.

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## Census Report on Voting

The US Census Bureau is out with its biennial post-election survey of who voted. You can see breakdowns of [voting \(and not voting\) in the 2010 election](#) by race, gender, education level, occupation, and so forth, often by state. For example, nationally, people in families that earned \$100,000 or more were twice as likely to vote in 2010 as those in families earning less than \$20,000. Social science researchers take [this series of reports](#) very seriously, but they come with an important caveat. People like to say they vote even when they don't, so beware: In North Carolina, for example, three million people said they voted in 2010, but the State Board of Elections figures show only 2.7 million ballots were actually casts – that's a 10% overstatement by your friends and neighbors. On the other hand, many people don't realize they are still registered to vote even though they haven't done so in years; the Census poll shows 4.4 million North Carolinians said they are registered but there are about one million more in active registration status. Despite these problems, the dramatic differences in rates based on education, age and income are telling. Any way you cut the numbers, we have a long way to go to compete with the level of voter participation in states like Maine, Minnesota, Oregon and Iowa.

<http://www.democracy-nc.org/>

## Anti-Racism Workshops by the Racial Equity Institute , co-sponsored by the Partnership Project, Inc.

When: October 20-21 (Thu-Fri).

Place: Mt Zion Baptist Church, 1301 Alamance Church Road, Greensboro 27406

Cost: \$275 for individuals, \$225 for groups of 3 more, \$175 students and seniors.

Contact Jennifer Schaal for more details, [jenniferschaal@juno.com](mailto:jenniferschaal@juno.com)

*LWV of the Piedmont Triad Nonpartisan Policy 2011-2012*  
*Board approved September 12, 2011*

The League of Women Voters does not support or oppose any political party or candidate. However, the LWVPT board values the many skills and types of experience that individual board members bring to the League, including those learned in public life through elective or appointive office. In fact, involvement in the public and political life of this country is something that the League of Women Voters recommends for all citizens and other members of the public.

Nevertheless, the LWVPT board believes that some basic limitations on board members' political activity, while they are serving in this capacity, are necessary to protect the nonpartisanship of the League as an organization. Other than in their official capacity, the President\* and Voter Service chair shall not engage in any political activity, partisan or nonpartisan, including attending political fund-raising events. All board members have a special responsibility to see that their activities do not create a partisan impression of the LWVPT. The nominating committee shall talk to prospective board members about the implications of this nonpartisan policy.

In order to balance these goals, the LWVPT board adopts the following policy. This policy shall be reviewed and amended or readopted by the LWVPT board at the beginning of each fiscal year at board orientation.

1. **Elected Office.** A board member shall not run for, or hold, any partisan elective office at any level of government. A board member may run for or hold a local nonpartisan elective office, after consultation with and approval by the LWVPT board.
2. **Political Party Office.** A board member shall not serve in any official position in a political party at any level of government.
3. **Campaign Contributions.** A board member shall not make any contributions to partisan campaigns or candidates at any level (federal, state, and local) of government.
4. **Political Campaigns.** A board member shall not chair a political campaign or administer fund raising for a political campaign, chair a campaign event, be a spokesperson for, or endorse a candidate, sign nominating petitions, or work in any other significant way in the campaign of a candidate for a partisan office at any level of government.  
In order to become an informed voter, board members are encouraged to attend (but not host) coffees or forums to learn more about candidates' positions. She/he should not identify herself/himself as a board member.
5. **Social and Other Media.** A board member shall not indicate her/his political affiliations or candidate preferences at any level of government in the media, including on social networking sites or other public venues **that also** identify her/him as a member of the LWVPT board.
6. **Family Members.** The political candidacy of a spouse or immediate relative of a board member shall be considered separate and distinct from the activities of the board member.
7. **Yard Signs.** Displaying candidate signs in the yard should be avoided. Referenda signs that do not conflict with LWV policy positions can be displayed in yards.
8. **Additional Clarification.** Board members shall present questions about specific situations to the LWVPT board where the foregoing policies do not resolve the question.

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\* *President will mean Management Team or President.*

**OCTOBER 18, 2011, 12:00 NOON**  
**RESERVE YOUR LUNCH BY OCTOBER 10**  
**LET US KNOW IF YOU ARE ATTENDING WITHOUT EATING AS WELL.**



## Immigration Roundtable

Top Ten Immigration Myths and Facts Prepared by the National Immigration Forum, June 2003

### Myth #1 Immigrants don't pay taxes

#### Fact #1 - Immigrants pay taxes

**FACT** - All immigrants pay taxes, whether income, property, sales, or other. As far as income tax payments go, sources vary in their accounts, but a range of studies find that immigrants pay between \$90 and \$140 billion a year in federal, state, and local taxes. Even undocumented immigrants pay income taxes, as evidenced by the Social Security Administration's "suspense file" (taxes that cannot be matched to workers' names and social security numbers), which grew \$20 billion between 1990 and 1998.

**SOURCE** - National Academy of Sciences, Cato Institute, Urban Institute, Social Security Administration

### Myth #2 Immigrants come here to take welfare

#### Fact #2 - Immigrants come to work and reunite with family members

**FACT** - Immigrants come to work and reunite with family members. Immigrant labor force participation is consistently higher than native-born, and immigrant workers make up a larger share of the U.S. labor force (12.4%) than they do the U.S. population (11.5%). Moreover, the ratio between immigrant use of public benefits and the amount of taxes they pay is consistently favorable to the U.S., unless the "study" was undertaken by an anti-immigrant group. In one estimate, immigrants earn about \$240 billion a year, pay about \$90 billion a year in taxes, and use about \$5 billion in public benefits. In another cut of the data, immigrant tax payments total \$20 to \$30 billion more than the amount of government services they use.

**SOURCE** - American Immigration Lawyers Association, Urban Institute

\* Due to welfare reform, legal immigrants are severely restricted from accessing public benefits, and undocumented immigrants are even further precluded from anything other than emergency services. Anti-immigrant groups skew these figures by including programs used by U.S. citizen children of immigrants in their definition of immigrant welfare use, among other tactics.

### Myth #3 Immigrants send all their money back to their home countries

#### Fact #3 - Immigrants and their businesses contribute \$162 billion in tax revenue

**FACT** - In addition to the consumer spending of immigrant households, immigrants and their businesses contribute \$162 billion in tax revenue to U.S. federal, state, and local governments. While it is true that immigrants remit billions of dollars a year to their home countries, this is one of the most targeted and effective forms of direct foreign investment.

**SOURCE** - Cato Institute, Inter-American Development Bank

### Myth #4 Immigrants take jobs and opportunity away from Americans

#### Fact #4 - Immigrant entrepreneurs create jobs for U.S. and foreign workers

**FACT** - The largest wave of immigration to the U.S. since the early 1900s coincided with our lowest national unemployment rate and fastest economic growth. Immigrant entrepreneurs create jobs for U.S. and foreign workers, and foreign-born students allow many U.S. graduate programs to keep their doors open. While there has been no comprehensive study done of immigrant-owned businesses, we have countless examples: in Silicon Valley, companies begun by Chinese and Indian immigrants generated more than \$19.5 billion in sales and nearly 73,000 jobs in 2000.

**SOURCE** - Brookings Institution

### Myth #5 Immigrants are a drain on the U.S. Economy

#### Fact #5 - Immigrants fill jobs in key sectors, start their own businesses, and contribute to the economy

**FACT** - During the 1990s, half of all new workers were foreign-born, filling gaps left by native-born workers in both the high- and low-skill ends of the spectrum. Immigrants fill jobs in key sectors, start their own businesses, and contribute to a thriving economy. The net benefit of immigration to the U.S. is nearly \$10 billion annually. As Alan Greenspan points out, 70% of immigrants arrive in prime working age. That means we haven't spent a penny on their education, yet they are transplanted into our workforce and will contribute \$500 billion toward our social security system over the next 20 years.

**SOURCE** - National Academy of Sciences, Center for Labor Market Studies at Northeastern University, Federal Reserve

### Myth #6 Immigrants don't want to learn English or become Americans

#### Fact #6 - Within ten years of arrival, more than 75% of immigrants speak English

**FACT** - Within ten years of arrival, more than 75% of immigrants speak English well; moreover, demand for English classes at the adult level far exceeds supply. Greater than 33% of immigrants are naturalized citizens; given increased immigration in the 1990s, this figure will rise as more legal permanent residents become eligible for naturalization in the coming years. The number of immigrants naturalizing spiked sharply after two events: enactment of immigration and welfare reform laws in 1996, and the terrorist attacks in 2001.

**SOURCE** - U.S. Census Bureau, U.S. Department of Homeland Security (Bureau of Citizenship and Immigration Services)

*Continued on next page*

**Myth # 7 Today's immigrants are different from those of 100 years ago****Fact #7 - Today's immigrants are not that different than those of 100 years ago**

**FACT** - The percentage of the U.S. population that is foreign-born now stands at 11.5%; in the early 20th century it was approximately 15%. Similar to accusations about today's immigrants, those of 100 years ago initially often settled in mono-ethnic neighborhoods, spoke their native languages, and built up newspapers and businesses that catered to their fellow émigrés. They also experienced the same types of discrimination that today's immigrants face, and integrated within American culture at a similar rate. If we view history objectively, we remember that every new wave of immigrants has been met with suspicion and doubt and yet, ultimately, every past wave of immigrants has been vindicated and saluted.

**SOURCE** - U.S. Census Bureau

**Myth #8 Most immigrants cross the border illegally****Fact #8 - Most immigrants come to the US legally**

**FACT** - Around 75% have legal permanent (immigrant) visas; of the 25% that are undocumented, 40% overstayed temporary (nonimmigrant) visas.

**SOURCE** - INS Statistical Yearbook

**Myth # 9 Weak U.S. Border enforcement has lead to high undocumented immigration****Fact #9 - Despite more strongly enforced US border security, the number of undocumented immigrants has not decreased**

**FACT** - From 1986 to 1998, the Border Patrol's budget increased sixfold and the number of agents stationed on our southwest border doubled to 8,500. The Border Patrol also toughened its enforcement strategy, heavily fortifying typical urban entry points and pushing migrants into dangerous desert areas, in hopes of deterring crossings. Instead, the undocumented immigrant population doubled in that timeframe, to 8 million—despite the legalization of nearly 3 million immigrants after the enactment of the Immigration Reform and Control Act in 1986. Insufficient legal avenues for immigrants to enter the U.S., compared with the number of jobs available to them, have created this current conundrum.

**SOURCE** - Cato Institute

**Myth #10 The war on terrorism can be won through immigration restrictions****Fact #10 - The war on terrorism cannot be won through immigration restrictions**

**FACT** - No security expert since September 11th, 2001 has said that restrictive immigration measures would have prevented the terrorist attacks—instead, the key is good use of good intelligence. Most of the 9/11 hijackers were here on legal visas. Since 9/11, the myriad of measures targeting immigrants in the name of national security have netted no terrorism prosecutions. In fact, several of these measures could have the opposite effect and actually make us less safe, as targeted communities of immigrants are afraid to come forward with information.

**SOURCE** - Newspaper articles, various security experts, and think tanks

**What is consensus:?**

It is easier to say what consensus is not, than what it is. Consensus is not a vote; rather consensus is mutual agreement of League members arrived at through discussion. During discussion everyone has an opportunity to express their viewpoints, and the issue is examined from all sides. Consensus questions, created by the appropriate study committee and approved by the Board, provide structure for the meeting. Members discuss the pros and cons until it becomes apparent that consensus has/has not been reached on each question. The study committee analyses the consensus responses and using this information, creates a position statement.

**If you have an announcement for Lunch with the League meetings, bring copies of your announcement on paper, preferably colored paper. Your announcement will be placed at the check-in tables.**

*“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.”*

## Mark your calendar now...

**Oct 10** Make your reservation for Lunch on Oct 18

**Oct 11** Municipal Primary Greensboro and some other cities/towns

**Oct 18** Lunch with the League, *Historical Perspective's of the Federal Role in Public Education*.

**Oct 20-21** Anti-Racism Workshop

**Oct 24** United Nations Day

**Oct 25** Consensus meeting for League members on education: Funding and Equity, Greensboro Central Library, 219 N. Church St, Sternberger-Tannenbaum room, 6:30 p.m.– 9:00 p.m.

**Nov 1** Great Decisions Discussion Group, Friends Home Guilford, First Floor Living Room, 2:30 p.m.

**Nov 1** Consensus meeting for League members on education: Common Core and Assessment, Greensboro Central Library, 219 N. Church St, Sternberger-Tannenbaum room, 6:30 pm– 9:00 pm

**Nov 8** Municipal Election Greensboro and some other cities/towns

**Nov 9** Education Summit, Koury Convention Center, 7:30 a.m.

**Nov 15** Lunch with the League, Understanding Secure Communities

**Nov 17** T.R. Reid, Odeon Auditorium, Coliseum Complex, 6 p.m.-8 p.m.

UNICEF continues to raise funds by October Trick or Treating. This year there is an online Halloween Party. There are other ideas as well. If you are interested, try this site: <http://www.unicefcostumeparty.org/>

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• **Please bring your comments about Voter Impact (VI) to the next lunch meeting. Leave this paper on the table and we will pick it up.**

• What do you like the best?

• The least?

• Is VI too hard to read?

• What should be added?

• What should be left out?

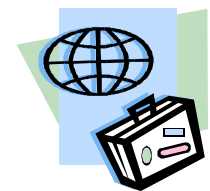
• Do you print or read it on the screen?

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## Decoding the Affordable Care Act (ACA)

Come and hear one of the country's finest journalists, T.R. Reid, as he demystifies health care reform. His talk will be followed by a panel and audience discussion. The event is free and on November 17 (see calendar). This event is sponsored by the Cone Health Foundation, the Greensboro Public Library, and WFDD. Suggested reading; T.R. Reid, *The Healing of American, A Global Quest for Better, Cheaper, and Fairer Health Care*, Penguin Paperback, 2010. A short article appeared in the Washington Post in 2009. You may read it online. T.R Reid, [Five Myths about Health Care in the Rest of the World](#).



If you are a member of the LWVPT, watch your paper mail for an invitation from the Cone Health Foundation. Something special is in the works.

## GREAT DECISIONS

A group of League members meets monthly to discuss Great Decisions topics at 2:30 p.m. on the first Tuesday of each month in the Friends Home Guilford, First Floor Living Room. Contact Marilyn White (315-7689) with questions and for topics information.