



League of Women Voters of Greater Las Cruces

A Study of Local Public Education in the City of Las Cruces (2010-2011)

Committee Members

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Scope: Review the current local League education position, last amended in 1999, to determine if it is adequate and reflects the current situation in the Las Cruces Public School District. In addition, points of interest (e.g., funding, curriculum, educational structure, to name a few) were identified for inclusion in the study.

LWVGLC Current Position: Education (1998, amended 1999)

The League of Women Voters of Greater Las Cruces supports a system of public education. This system should establish as important goals for all students the development of the nature of democracy and citizen responsibilities, the ability to think critically, and the acquisition of skills necessary to continue to learn and to function as adults in a complex society.

The League of Women Voters of Greater Las Cruces supports the participation of parents in the education process. Involvement of individual parents and groups of parents in their children's education and in the school system should be actively and consistently encouraged by the school district. This encouragement should include outreach to those parents who may have limited experience interacting with the schools.

The League of Women Voters of Greater Las Cruces supports a school system structured so students with equivalent needs have equal access to services. Efforts should be made to ensure that access does not vary with respect to factors such as the age and geographic location of the facility. The League believes that the federal government should provide to the states either complete funding or substantial funding for all federal mandates in the area of special education.

Study Process:

1. Literature search – general education issues
2. Local public education system – K-12
 - a. Interviewed individuals of interest, the stakeholders
 - b. Identified topic papers for in-depth review (Core Curriculum, charter schools, testing assessment and teacher performance.)
 - c. Read seminal books (Diane Ravitch and Linda Darling-Hammond)
 - d. Wrote papers
3. Educate members – Unit Meetings – 10-11:30 a.m.

- a. State and Federal Government regulations & how they impact our local schools – July 18
Good Samaritan Social Center, Conference Room
 - b. Education reform movement and its relevance to our local school system – July 25
 - c. It takes a community to build good schools – August 1
Unitarian Universalist Church, 2000 S. Solano Dr.
4. Consensus: Mutual agreement of League members arrived at through discussion. Everyone has an opportunity to express their viewpoints, and the issue is examined from all sides. Members discuss the pros and cons until it becomes apparent that consensus had/has not been reached. The study committee analyzes the consensus responses and, using this information, creates a position statement.
- Study Committee members create consensus questions.
 - These will be presented at the September Lunch with a Leader.
 - Committee members will write up proposed position.
 - Board will approve proposed position.
 - Advocacy follows approval.
 - Members will adopt position at Annual Meeting.