

The Kansas Voter



August 2011

League of Women Voters of Kansas

Working together...for Kansas

Two-Year Study of State Finance Position

■ A New Look at State and National Positions

by *Ernestine Krehbiel*

LWVK Convention in Emporia voted to do a two-year study of the League of Women Voters of Kansas' position on state finance. The study was proposed by the LWVK Board.

Current national and state League positions in this area:

LWVUS Position: Support a federal tax system that is fair and equitable; provides adequate resources for government programs; progressive overall; relies primarily on a broad-based income tax; and responsible deficit policies.

LWVK Position on State Finance: Support a broad-based state tax system that has diverse sources of revenue and that is equitable, provides adequate revenue and is effectively and economically administered. [1993 LWVK Positions]

Specific LWVK State-level positions(s) the resolution supports: education, criminal justice, election administration, natural resources, equal opportunity, medical indigence, mental health care, children at risk, and meeting basic human needs.

Urgency: Because of a \$492 million dollar deficit in the state budget, many painful cuts have been implemented — cutting from funds for schools, social services, courts and prisons to name only a

few. There are many government functions which the current administration considers not state government's job at this time. What is more, currently, the governor hopes to eliminate the corporate income tax, reduce income taxes and replace lost revenues with sales taxes that will shift the tax burden and destroy much of the progressivity that currently exists. Our State's mix of revenue sources is failing to meet our standards for equity, adequacy and consistency with economic goals and for adequate financial support for other LWVK positions.

2011-2013 Resolution adopted at the 2011 LWVK Convention in Emporia: Re-study the League of Women Voters of Kansas' Position on State Taxes and Finance of government services.

RESOLVED by the delegates to the Annual 2011 Convention of the League of Women voters of Kansas in Emporia, Kansas on April 30, 2011, that the LWVK undertake a two-year re-study of our current position on Kansas Finance and tax structure to consider the consequences of the current tax structure and the proposed state taxing changes and ascertain how the LWVK position needs to be changed or maintained to meet the values of the League of Women Voters.

RESOLVED that while the current study commences, the League of Women Voters of Kansas continue to stand publically with other respected organizations that have voiced their concern for adequate state funding for needed government services. 3

President's Message

by *Ernestine Krehbiel*

Kansans are facing some of the most difficult issues we've dealt with in a long time. The governor's budget and plans will shift the tax burden and make tremendous cuts to SRS, Medicaid, mental health facilities and services, schools, prisons and juvenile justice programs, etc. Add that with funding cuts, the courts will find it far more difficult to deliver appropriate and speedy justice and that there are forces trying to add partisanship to the way Court of Appeals judges are chosen.



LWVK President Ernestine Krehbiel

Choice and other rights of women to receive all kinds of medical services have taken a blow. Yet in this tight budget time, money had to be allocated by the AG to fight in court for bizarre clinic rules (a janitor's closet MUST be 8 ft X 10 ft in a clinic that does abortions but not in a clinic that

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Where Does Your PMP Go?

Year 2010–2011: \$30.00 to LWVUS, \$18 to LWVK

At the National Level

- Represents the League on national positions before the US Congress and Executive Branch through
 - Lobby corps of approximately 33 members
 - UN representative as part of their NGO mission
 - Coordinating educational materials on current issues
 - Working in 13 coalitions
 - Assisting Leagues to contact federal officials on national priority issues
 - Press releases and info to national media and public statements.
- Helps local Leagues to overcome their membership and leadership difficulties with new initiatives such as the Shur Fellowship Program.
- Provides training and grants to leagues for innovative projects and national emphases.
- Coordinates committee work and research for national studies to be shared with local leagues such as the new Privatization study and the Federal Role in Education study.
- Provides outreach to media and general public to obtain visibility for League efforts and views including help with press releases.
- Holds educational conferences on national topics.
- Provides membership/field support including responding to over 30,000 emails and calls from members each year.
- Administers over 300 state and local League education funds.
- Communicates weekly through the Leaders' updates; administers 15 electronic "discussion lists"
- Produces publications such as Impact on Issues.
- Holds national conventions and councils.

At the State Level

- Finances State League studies
- Holds state conventions and councils to provide opportunities for local Leagues to share ideas and receive new inspiration and information.
- Holds statewide League Day meetings in spring.
- Establishes cooperative agreements with media outlets for statewide candidate debates and sponsors debates each election season.
- Maintains state office for central processing for all communications between Leagues, members and the public.
- Maintains state website to provide LWV news on all levels.
- Maintains a legislative liaison to keep all members informed on legislative issues.
- Supports member volunteers to attend the Legislature when it is in session as well as issue action alerts to members and testimony at the legislature on LWV positions.
- Holds membership in statewide organizations such as Kansas Voter Coalition (a coalition of a number of good government groups that lobbies the state legislature on behalf of voting rights for all citizens) or Kansas Mental Health Coalition.
- Provides funds for League president to attend National and State conventions to learn and bring information back to state along with other important LWV and coalition programs throughout the year.
- Administers League endowment and education funds.³ (LWVK. July, 2011)

President's Message

continued

puts a person under anesthesia for surgery?) Then, of course, there will be the approximate \$3 million for state-provided photo ID (not included in the budget) for all who don't have one and later Kansas birth certificates

will need to be provided free when the 2013 requirement kicks in with proof of citizenship.

■Opposition to Kansas Voter ID Law What Now?

At the Convention in Emporia, a resolution was passed giving the Board authority to go forward as it deemed necessary in trying to reverse the Ks Voter ID and Citizenship Proof law. We have consulted with the LWV US attorney, Lloyd Leonard, and several voter and justice advocacy foundations and have formed a small committee to investigate what steps LWVK should take. First, we are watching closely the case of the similar AZ law (also authored by Kris Kobach), challenged by the Arizona League, which is in the 9th Circuit Court of Appeals now. It is very similar to the KS law; so if it is declared null and void, it will do the same for parts of the Ks. law.

■**Redistricting** It is easy for citizens to miss the significance of the every-ten-year re-districting. Sadly, at the public forum in Wichita, there were no other public speakers except the League's Betty Ladwig. Dolores Furtado (Johnson Co. LWV) is chairing our redistricting "watchdog" role with a good committee but we are up against a difficult time when the public does not pay attention or understand what can happen to democracy if we don't watch.

■National Study – Role of Federal Government In Education

Be sure you go to www.LWVK.org to read the documents for our national League study. We've put them there for your easy access. The consensus is due by NOVEMBER 30 so local Leagues will have to work to fit in your study in time to deal with the questions that are elsewhere in this VOTER.

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Can You...

- Mentor a new member?
- Help with voter registration?
- Let the board know your great ideas?
- Get involved with the local Observer Corps?
- Lobby or write testimony for LWVK Lobbyists?
- Keep board informed by following a topic in Legislature and national news?
- Carry LWV info; Approach a friend about becoming a member?
- Contribute to the fundraising drive or any time?
- Become a sustaining member?
- Get involved in one of the Local, State or National Studies:

LWVK- Who Pays: Kansas Tax Structure, or

LWVUS studies on the Role of the Federal Government in Education or Privatization of Government Services. 3



Pictured, from left, are LWVUS President Elisabeth McNamara, Denae Lyons (Wichita), Linda N. Johnson (Leavenworth), Ellen Miller (Johnson County), Kay Hale (Lawrence), and Penny Van Vleet (LWV WA), our Shur fellow national leadership training coach for Kansas. Van Vleet will lead the Membership Recruitment Training in Manhattan, Kansas August 26-27.

LWVUS Council 2011: *Be Visible, Be Effective*

The theme of National Council, attended by Carol Jacobson of Lawrence, chair of the LWVK tax study, and President Ernestine Krehbiel, was "The Big Picture: Anticipating the Future—The Difference is Leadership." The goal for 2012 is "Be Visible and be Effective."

It was a three-day working meeting with state representatives developing their state's plan for advocacy and education through use of social media for the 2012 election. The target population is younger voters – college age and high school.

LWVUS had run controversial TV Ads supporting clean air legislation: The June 17th opening session was devoted to addressing the television ads that targeted Claire McCaskill (D-MO) and Scott Brown (R-MASS) for their lack of support for clean air legislation and its role in curbing health problems, especially in young children. Both voted on April 6 for an amendment to suspend any action by

the Environmental Protection Agency under the Clean Air Act regarding carbon dioxide or methane for two years, except in respect to auto emissions.

The League has supported clean air policy since the inception of EPA, using action alerts to LWV members asking for support and lobbying Congress for clean air legislation.

The LWVUS would have targeted all senators who opposed the bill, but did not have the money. McCaskill and Brown were chosen because they were seen as backing away from their initial support of the EPA position on clean air, at a time when hard-fought-for legislation on many LWVUS positions is being eroded.

The ads mentioned the two senators by name, one Republican and one Democrat. Discussion ensued on whether or not this was a "League-like" way to do ads. After National gave their rationale for the ads, delegates spoke in an open

microphone session. The LWV Mass. president stated they were caught completely off guard and submitted several "directions to the board" requiring prior notice of such ads.

Some state representatives expressed dismay at this new tactic. Others supported the action because the action was non-partisan and focused on the issue. New Mexico delegates said they do not name individuals, but send out voter information stating, "Your Senator voted against..."

Council's focus was on effective use of media, especially social media. (I asked how we define "effectiveness." Some said they didn't know. National staff, including President Elisabeth MacNamara, said, "Media hits." By the session's end most saw media hits as the answer to my question.)

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Consensus Questions for National Education Study

The Education Study scope is broad and includes the following areas under the role of the federal government in public education (preK through grade 12): the history, funding, and equity issues which are addressed under the Elementary and Secondary Education Act, and the common core standards/assessments which are required for many federal grant programs but are national, not federal. The resulting position will address only those issues delineated in the scope.

Because the consensus is due to the national office by November 30, we urge you to check the background materials on the national web site, which are also accessible via the LWVK site, and study these issues before attending League meetings to discuss them. You will be asked your opinions on the following consensus questions.

1. The current role of the federal government in public education is: Much too small, too small, about right, too large, or 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.

This looks like an easy question but will be very important in forming a strong position for future action.

3. A quality public education is important to perpetuate a strong and viable democracy: Strongly agree,

Agree, No consensus, Disagree, or Strongly disagree

Common Core Standards

Common Core Standards and the related assessments are an important part of the study with one section devoted just to this. Make sure members clearly understand that these are national standards, developed by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO) and are not a federal government mandate, even though acceptance of the standards was a requirement to qualify for "Race to the Top" funding. Remember this is a national study and the question is how these should relate to national programs. This is not the place for a discussion of "our state math standards are better than these," however tempting it may be. Background on pages 3 and 4 of the "Common Core Standards and Assessments" research paper will help with understanding.

Educational standards define the knowledge and skills students should possess at critical points in their educational career.

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.

There is a logical progression from standards to assessments based on these standards to curriculum aligned with the standards and tests. How much of a role do we think the federal government should have in this continuum? (see pdf page 3 of Common Core Standards paper)

4. Currently the governors and state education officers have developed Common Core Standards that are

national but not federal. Should the standards be mandated of the states in order to obtain federal funding? (Choose one)

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

This is a key follow-up question to the previous one. If your group rejects the national standards, then the answer will be easy. If they accept the common core standards, then this will be an important discussion. Pages 7-9 of the "Common Core Standards" paper discuss the assessments that are being developed. The first question is simply—are these assessments needed, and the second question is how should they be utilized? Here you may want to discuss the comparisons of states that are published by different organizations each year and how they are usually based on different tests in different states. There is also room for discussion of the costs of these tests and whether those costs should be fully covered if mandated. Be sure to also consider the costs of tests originated by the state and local districts. (see pdf pages 1-6 Common Core Standards)

5. Should there be a national assessment aligned with the common cores standards? Yes | No
 - a. If Yes, Should implementation be voluntary or federally mandated? (choose one)

1. Voluntary
2. Mandated
3. Mandated, if fully funded

- b. If No, what other accountability measures might you suggest? (choose one)

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Education Consensus Questions *continued*

1. Continue to allow the states to develop their own assessments.

2. Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the Stanford Achievement Test or Iowa Test of Basic Skills.

3. Suggest that districts use a portfolio type of assessment where student projects and activities would be scored holistically

A potentially logical next step could be to develop a national curriculum that would meet the standards and be aligned with the assessment tools. Carefully consider this in light of answers to the two previous questions and strive for a consistent answer. What should the federal role be? Is this different from a national role that is not mandated? (see pdf page 11 Common Core Standards and Glossary)

6. National standards should lead to: (choose one)

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

This question concerns the current two consortia who have won \$3.5 million to develop assessments that follow the Common Core State Standards by 2014. This is where streams get mixed, as they have received a federal grant to prepare assessments based on national standards. What should be the goal(s) of these groups? (see pdf page 7 Common Core Standards)

7. What role should the national assessment consortia play in student evaluation? (Rank order)

- Provide an assessment system that is aligned to the Common Core

Standards.

b. Provide comparison data showing progress toward reaching Common Core Standards.

c. Provide criteria for determining readiness for college and careers.

d. Provide information to students, parents, teachers and school districts about student achievement.

e. Provide diagnostic information on each child.

This question focuses upon the purpose of a national assessment program. The purpose of any mandated, nationally normed (see Glossary) test has been much debated. This goes to the much debated parts of NCLB, to value-added statistical models for evaluation of teachers, merit pay and similar topics often in the news. Be prepared here for discussion that may be highly charged. But it is important to know if we have consensus on these items. (pdf pages 8-11 Common Core Standards)

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

a. Data should be "norm referenced" (where students are ranked) for district comparison only.

b. Data should be "criterion referenced" and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level.

c. Data should be used to determine "cut" scores knowing if students have mastered requirements for special grade levels.

9. Information from nationally required assessment data should be used to (Choose one):

- Sanction schools not measuring up to the specific levels

b. Reward schools that achieve high scores

c. Rank teachers based on student test score data

d. Reward teachers who have exemplary scores

e. Inform districts how their population compares to others similar to theirs.

If you are taking consensus in two sessions this would be the end of session one. This is the time to go back and review the first question with this group and to check that the recorded consensus is that agreed upon by your members.

Funding and Equity

This part of the study deals more with the traditional federal involvement in public education and how it has evolved. You might want to briefly review the history paper and Timetable posted on the lwv.org website. Allow time to fully discuss these questions: whether members think federal funds should be distributed mostly based on need, population and enrollment or they should be given only to those who best qualify for competitive grants. How should mandates and funding be related, or should they? What should the relationship be? One example of a mandate attached to funding was the requirement to lift the cap on the number of charter schools to qualify for Race to the Top funding. This is an area that will require time. (pdf pages 7-8 Equity and funding)

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. *continued on page 6*

Education Consensus Questions *continued*

Which would be appropriate: (choose one)

- Non-competitive funding for all applicants meeting requirements
- A combination of non-competitive and competitive grants
- Competitive grants only
- No federal funding

Mandates are not always a bad thing. Integration was a mandate, so was Title IX (gender equity). Most school administrators would emphasize the need for federal mandates to be federally funded. Some are; some, like Head Start, are only expected to do what the funding allows. Others, such as Special Education, have never been fully funded. Think carefully about this one. What is the “common good?” (see pdf pages 3-5 Equity and Funding)

- If the federal government’s role is the concern of the “common good” then: (choose one)
 - Mandates only should be sanctioned.
 - Mandates and funding should both be provided.
 - Funding should be provided through grants only.
 - A combination of funded mandates and grants should apply.
 - No mandates should be required and limited grants for innovation available.

Equity is a word that has had an evolving definition (see Glossary). It is not the same as equal funding as there is a growing awareness that some students are more expensive to educate than others. Others talk about “adequacy,” “equity of opportunity,” and “opportunity to learn” – ideas that deal with access to what is deemed necessary in order to have an equal opportunity, opportunities that are often denied children of poverty. While not all of these may be considered the responsibility of the local educational system, is it a federal responsibility to tackle them? Is it a

local responsibility? Should these non-academic issues be considered? This is more fully discussed early in the “Equity and Funding” paper. (see pdf pages 3-4 and 8-10 Equity and Funding)

- Equity in public education means equitable access to: (Rank order)
 - high quality teaching/learning
 - adequate and current learning materials
 - clean and well maintained physical facilities
 - food and health care
 - safe and secure neighborhoods
 - secure housing

Traditionally all federal funding has been aimed at special groups, those that were deemed underserved by Elementary and Secondary Education Act (ESEA) authorizers. These may be minorities -- those with disabilities, living in poverty, not speaking English as a primary language or with other identifying characteristics. Each population and its justification are discussed in the paper on special populations. Many of these numbers are growing nationwide, and funding does not always keep up with the growth. The question is, should this funding still be targeted to individual groups? Or should it be either block granted, where it can be used for multiple purposes, and/or blended into the general fund? (see pdf pages 1-4 Equity and Funding and all pages of Special Populations on Equity and Funding)

- 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, or Strongly disagree.

Much current educational research emphasizes the role of early childhood education in giving all children an even start when entering kindergarten. The question here is the role of the federal government: Should it play a role in extending this to all children? (see pdf pages 1-5 Early Childhood)

14. The federal government has a role in supporting early childhood education, birth to 5, for all children. Strongly agree, Agree, No consensus, Disagree, or 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.

Strongly Agree, Agree, No consensus, Disagree, or Strongly Disagree.

b. This funding should be extended to :

All children, only those with special needs, or special needs first 3

President’s Message *continued*

■LWVK Study - Who Should Pay: Kansas Taxes.

We are beginning the state study (led by Carol Jacobson). I hope all Leagues will put a program in their calendars about that. We are re-studying this issue though we have a position on which we can continue to advocate in the legislature in the spring. However, with such a hodgepodge of exemptions and with the governor proposing to eliminate all corporate income taxes, LWVK needs to study the impact of these in order to be able to speak in specifics. 3

Resolutions from Convention

Delegates to LWVK Convention 2012 passed resolutions on the following topics:

■Ensure transparent redistricting

– urging that the Kansas Legislature provide for redistricting that is transparent to the public, and that the House of Representatives appoint a redistricting committee promptly.

■Amend Campaign Finance Act to require disclosure

– urging that the Kansas Legislature amend the Kansas Campaign Finance Act to:

Require disclosure of funding sources for campaigns, including retention elections, and

Require disclosure of funding sources for the election advertisements commonly called “issue ads” and “robo calls.”

■Keep the Judicial Performance Commission

[Part A] – urging the Kansas Legislature to retain the current law for judicial selection for the Court of Appeals with the commission interview/selection of nominees from which the governor chooses an appointment.

The League also strongly supports the provision in the Kansas Constitution that provides for appointment of the members of the Kansas Supreme Court by the governor from a pool of candidates interviewed and recommended by a nominating commission.

[Part B] – urging the House of Representatives of the Legislature of the State of Kansas to oppose HB 2396 which would abolish the Judicial Performance Commission; and urges the Kansas Senate to maintain its support and funding of the work of the Judicial Performance Commission.

■Increase judicial diversity –

urging the Judicial Selection Commissions and the electorate in judicial districts with elected judges to make great effort to move the judicial selection in our state to more closely match the ethnic and gender diversity

of Kansas to increase confidence that the concept of a “jury of one’s peers” will be reflected generally in the composition of our courts.

■Empowering LWVK Board to decide whether to challenge legislation in HB 2067 regarding voter identification and proof of citizenship

– resolving that the Board of Directors of the LWVK shall establish a small working group charged to formulate for the Board’s decision a recommendation and a plan of action regarding whether the LWVK should participate in a legal challenge to statutes in HB 2067 (also known as the Kansas SAFE Act) requiring Kansas voters to provide proof of citizenship prior to voting and to show valid photo identification at each election, and that the LWVK identify and implement strategies to continue to facilitate and promote voter registration and participation in elections in accordance with these laws.

Directions to the LWVK Board for the 2011-2012 year:

[1] Increase citizen involvement and improve citizen effectiveness in the upcoming round of redistricting;

[2] Be proactive and partner with other stakeholders, including civic and grass roots organizations, media, and legislators for the purpose of monitoring the redistricting process requiring openness; and.

[3] Seek to apply essential principles enumerated by the Pocantico Redistricting Conference agreeing to focus throughout the redistricting process on engaging the public and good government organizations and thereby minimize partisan gerrymandering in 2011-2012. 3

Council Report *continued*

National apologized for the lack of notice to Mass. and Missouri and said they will develop a process and work closely with state presidents. They

acknowledged the press results were mixed but air pollution issues were “in the news.” Benefits from the ads include visibility of the LWV as a supporter of clean air and contacts from other Senators and House of Representative members seeking to work more closely with the League in the future. While it was indicated that the funding came primarily from the clean air coalition of which the League is a member, donors who funded the ads will be named along with other donors in the year-end report. **A Summary Comment:** “We got front page in the NY Times and the attention on the Hill of those who disregarded us in the past, but we didn’t do enough at the state level in conjunction with the Leagues.”

Key Points from the three days:

- Women’s voices will determine what happens in the next election.
- 50 percent of voters are unmarried women
- People are anti-politics, not anti-government.
- Streamline the League’s processes.
- Consensus questions for League studies – use multiple-choice.

Questions for the States:

- How do we make ourselves heard above the din?
- How can we be relevant in today’s society?
- What are we willing to do to be effective?

All Leagues are urged to make their web site friendly for the public to see what the League is about – have a second page, site or Facebook page for members.

Voter Registration:

•National is working with Federal agencies to get federal \$\$ for voter registration. Some Leagues go to state fairs, often using partner organizations to staff registration booths.

•Use of the very effective VOTE411 will be available for 2012.

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Council Report *continued*

Media Messages:

"The LWV also wants a secure voter system but we cannot support any legislation that makes it difficult for citizens to vote."

"We will make no law to abridge voter rights."

Increasing Membership:

•Partner with other groups: College and high school groups, Muslim groups, University Women's groups, professional groups.

•Lunches – bring friends

•Dinner meetings – every one is welcome.

•Offer child care

Note: September 17th requirement for colleges and universities receiving federal funds to have access to acknowledge Constitution Day on campus – register voters?

Fundraising:

"You need to do the three things your mother taught you not to do:

- 1) Talk to people you don't know;
- 2) Brag about yourself, and
- 3) Ask for money."

Individuals are the largest group of donors in the US. Look at and use past records of major donors to museums, local philanthropies, etc.

Use effective "asks": "We need to educate voters," not "we need money for voter guides." "We need to train the next generation of leaders." "Keep democracy alive." Use negative news as a call to contact donors.

Notes from Presenters Celinda Lake, President of Lake Research Partners (economy, health care the environment, and education) and Tammy Gordon, AARP Senior Advisor and Director of Social Communications and Strategy.

•Frame the message: Facts don't matter, it's values. Words matter. People don't reject the frame, they reject the facts. People don't believe science either.

•Change the message, e.g., Get rid of "voter fraud." Call it "voter suppression."

•Personal stories are powerful.

•Tell stories to embrace the ideas we want to share. "Nobody ever marched on Washington because of a pie chart."

•Anticipate what people will say/object to, and put together a fact sheet.

•Prepare news releases in advance, both pro and con, to be quickly updated and sent.

•Use low-cost post cards for key announcements – check bulk mail costs at places like caf@ press, vistaprint, snapfish, tinyprints.com, shutterfly.com

•National will pull media lists in your area for your League.

Social Media/college and high school voters:

•News blogs should update every day, at least once a week.

•People don't believe refutation on social media so call out errors quickly.

•Prompt people to respond by asking them to do something: "Please share this with your friends." Ask question: "What do you think?"

•Need to be able to handle criticism. Let others process these people. Ultimately ban some.

•Twitter is faster than a blog. Blogging is dominated by men. Women dominate Twitter. Check out Democracy blog at lwwk.org

•The way to learn to use social media is to play around with it. Find help at Lynda.com, Mashables.com. (both require subscriptions)

•Definition of success is number of users.

•People need to hear the message seven times.

•Have kids design web pages, etc. (High school, grade school projects). Show movies on-line:

•LWVCA offers webinars to teach you how to use League EasyWeb to create your League's web site. 3

Note These Dates

i Aug. 26-27, LWVUS Membership Recruitment Initiative training for Kansas Leagues in Manhattan.

i Sept. 24, League Day at the Capital Plaza Hotel in Topeka, 8:30 a.m. to 3:00 p.m.

i Feb. 15, 2012, League Day at the Capitol at Kansas Bar Association

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The *Kansas Voter* is published by the League of Women Voters of Kansas, a nonpartisan political organization that encourages informed and active participation of citizens in government. The League works to influence public policy through education and advocacy. LWVK is affiliated with the League of Women Voters of the United States and with local Leagues in Kansas communities.

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www.lwwk.org