

PTA Supports ACA 4

Proposal Would Lower Two-Thirds Majority Requirement for Approval of a Local Parcel Tax

Last month the California State PTA took a support position on **ACA 4** (Simitian), a bill that proposes to amend the California Constitution to allow local school districts to approve a local parcel tax with a fifty-five percent majority rather than the two-thirds majority currently required. If approved by the legislature, ACA 4 would be placed on a future statewide election ballot. The bill is co-sponsored by the California School Boards Association and the Association of California School Administrators.

A local parcel tax is a flat tax usually assessed per lot of land, regardless of market value. It is an example of a non-*ad valorem* tax, a tax unrelated to property value. In 1978 Proposition 13, which removed the ability of school districts to ask voters to raise property taxes for schools, authorized these special taxes.

ACA 4 will give school districts much-needed flexibility in raising local educational funds and will help them raise the money they need to maintain a quality education. By lowering the threshold from two-thirds to fifty-five percent, more school districts will be able to successfully pass a local parcel tax. Between 1983 and 2001 school districts held 278 parcel tax elections, usually for specific projects. Of these, 142 won the necessary two-thirds vote, while another 102 achieved a majority vote.

Given the State's current financial crisis, school districts are facing potentially severe cutbacks in funding. It is unlikely that the State will be able to provide adequate funds in the foreseeable future. In addition to helping local communities raise revenues for their schools, ACA 4 will also give communities more power to fund those programs that are important to them. In the past school districts have used money generated through the parcel tax to fund local priorities, such as to enhance instructional programs, hire additional teachers, and support libraries, music and arts programs.

Cecelia Mansfield, Director of Legislation

islaters introduced the following number of bills by the deadline:

Assembly: 1,697

Senate: 1,032

Budget Stalemate Continues

Current Year Decisions Stalled

The extraordinary session of the Legislature called by Governor Davis in December has ground to a halt. The package of mid-year budget cuts passed by the Legislature are double-joined to a bill, AX1 4 (Wesson) that would clarify the trigger for returning the Vehicle License Fee to the 1998 level. The Governor has threatened to veto the package because he objects to increasing the Vehicle License Fee. At this time the bills have not been sent to the Governor for action, and there is no indication that any settlement is near. In an effort to revive stalled budget negotiations, the Senate last week approved additional cuts to state programs and removed the car tax increase as a condition for achieving those cuts -- but Assembly Speaker Wesson says he is still committed to the car tax reimbursements to local governments and that the Assembly is unlikely to vote on the Senate cuts without it.

In the meantime Governor Davis' budget proposal for 2003-04 was unveiled on January 10. It includes increased taxes, more cuts, and continued shifts and deferrals of expenditures. The Governor's K-12 education budget proposal takes into account growth in student population, but does not grant the statutory COLA, the cost-of-living adjustment. Funding for selected categorical programs would be reduced and support for year-round calendars would be phased out. A controversial recommendation would remove more than \$138 million in property taxes that currently go to "Basic Aid" districts, and would eliminate the state's basic aid payment to those districts as well. The Governor is also proposing to transfer childcare programs from the state to

More Than 2500 Bills Introduced

Friday, February 21, was the deadline for the introduction of bills in the 2003 legislative session. Leg-

the counties. That proposed realignment is also very controversial.

The independent Legislative Analyst Elizabeth Hill released her analysis of the Governor's proposed 2003-04 budget on February 19, along with recommendations on closing the huge budget gap. The next day attendees at the California State PTA Legislation Conference in Sacramento heard from a bipartisan panel of experts on the budget. Panelists included Brad Williams, the LAO's Sr. Economist, and budget staff from the Senate and Assembly. They all agreed that the outlook for a state budget is exceedingly gloomy. Information on both the current year budget cuts and the 2003-04 State Budget is available at www.dof.ca.gov, www.lao.ca.gov, and at www.cpb.org.

It is very early in the process, with the Assembly and Senate Budget Committees just beginning to schedule hearings. The one bright spot is that a small group of Democratic and Republican Assembly members have been meeting to begin a bipartisan dialog on how to work together to find solutions to the immediate State Budget crisis as well as more long-term solutions to the underlying structural problems. Members of the bipartisan group include Republicans Keith Richman (Northridge), Tom Harman (Huntington Beach), Patricia Bates (Laguna Niguel), Lynn Daucher (Brea), and Robert Pacheco (Walnut), and Democrats Joe Canciamilla (Pittsburg), Patty Berg (Eureka), Lou Correa (Anaheim), John Dutra (Fremont), Alan Lowenthal (Long Beach), and Lois Wolk (Davis).

Cecelia Mansfield, Director of Legislation

Education a Top Priority with Voters

A quality public education is the number-one priority for American voters, according to a survey released by the Public Education Network (PEN) and Education Week. Survey respondents rated protecting and strengthening education a greater concern than health care, terrorism, national security, Social Security, and job creation. Some highlights of the survey include:

- * By a two-to-one margin, voters said they were more worried about cuts to education and health care than their taxes going up.
- * Education was the top priority area voters wanted to hold harmless from state budget cuts. Fifty four

percent ranked education the highest spending priority. Healthcare was ranked second by 32 percent.

* The more serious the budget deficit, the more likely voters were to place public education programs as those they wanted to see protected. In states with extremely serious deficits, 63 percent of voters wanted to see education protected from budget cuts.

* Seventy-one percent of voters want their state legislator to play a greater role in advocating for a quality public education.

More information about the poll, is available on the Public Education Network's website at <http://www.publiceducation.org/doc/NationalPollPressRelease.doc>.

From Assessment to the Master Plan: Legislators Introduce Education Bills

The California State PTA has taken action on several education bills that were introduced before the February 21 deadline for introduction of new bills. One of these bills, **AB 36** (Wyland) is similar to a bill PTA supported last year, **AB 2676** also authored by Assemblyman Wyland. **AB 36** would encourage school boards to discuss and analyze STAR test results at an open public meeting. The good news is the author embraced a PTA suggested amendment that would include analysis of test scores by subgroup, as well as by school and grade level. The federal No Child Left Behind Act also requires schools to disaggregate test scores by subgroup. The PTA amendment appears in the February 24 version of **AB 36**.

PTA also voted to take support positions on **AB 96** (Bermudez) and **SB 5** (Karnette). **AB 96** would simply change the words "low-performing" to "high-priority" when referring to these schools in the Education Code. Assemblyman Bermudez believes students who attend a school designated as "low-performing" will be discouraged from performing well, whereas students in schools labeled "high-priority" will have more confidence in their performance. PTA believes every child is entitled to a safe and positive school climate, which provides for the emotional safety of all students, and supports and recognizes each person's efforts to achieve his or her full potential. Senator's Karnette's **SB 5** would require the State Department of Education to adopt

content standards for teaching foreign language in grades 1-12. PTA recognizes that mastery of a foreign language is becoming increasingly important in today's global society and believes the adoption of content standards will lead to the improvement of academic performance and will ensure an age-appropriate foreign language curriculum, a uniformity of expectations at all grade levels, and continuity from one grade level to the next. AB 36, AB 96 and SB 5 are scheduled to be heard by the respective Education Committees in March.

Several bills that would implement recommendations of the Master Plan for Education have been introduced. **SB 6** (Alpert) would make substantive changes to state school governance structures. Changes would include, among other provisions, establishment of a Chief Education Officer, appointed by the Governor, who would be responsible for the operation of the Department of Education. The bill would also establish a California Education Commission, chaired by the Superintendent of Public Instruction, which would be responsible for the collection and analysis of education data. The Governor would have ultimate fiscal responsibility for public education in California. The State Board of Education would be responsible for establishing education policy and for advising the Governor. The California State PTA, until recently, had little authority to take a position on state education governance issues. However, in January, the Board of Managers approved a new position statement, "Public Involvement in School Governance" and in May delegates to the annual convention will be asked to approve an expanded legislation plank that addresses school governance. PTA currently has a watch position on SB 6 while the Legislation Action Committee studies provisions of the bill. Legislation Consultant Harriet Borson is working as the legislative advocate on this bill.

Arts Legislation Up-Date

SMARTS: New PTA/CAAE Arts Bill Introduced

The PTA's latest effort to support arts education in our schools is now in the legislature!! It is called **SB 469**, a bill introduced by Senator Jack Scott on February 20, 2003. This bill would make it clear that state instructional materials funding can be used to support adopted instructional materials in the arts. This is our third effort supporting instructional materials legislation. Thanks to PTA members throughout the state, the California State PTA has been highly successful in focusing the attention of policy makers on the importance of the arts to education and to the lives of our children. This time, the California State PTA is co-sponsoring the bill with the

tion on SB 6 while the Legislation Action Committee studies provisions of the bill. Legislation Consultant Harriet Borson is working as the legislative advocate on this bill.

The Legislation Action Committee will review this month another bill sponsored by the Joint Committee to Develop a Master Plan for Education, **AB 242** (Liu). AB 242 addresses teacher credentialing issues and seeks to

- prohibit waivers allowing teachers to be assigned to teaching positions outside their specific subject matter areas;
- require teacher preparation activities to focus on teaching children with diverse needs, ethnicities, nationalities, and languages; and
- phase out employment of teachers holding emergency permits or pre-intern certificates.

In the coming weeks, PTA will study education bills ranging in content from pupil testing, charter schools, curriculum, staff development and supplemental instruction, to school finance and school facilities. One bill of particular interest is **AB 356** (Hancock), which addresses pupil assessment. AB 356 would delete the rewards and sanctions provisions of the Public Schools Accountability Act of 1999, would exclude pupils in the second grade from the Standardized Testing and Reporting (STAR) program requirements, and would repeal passage of the High School Exit Exam as a requirement for receiving a diploma of graduation from a California public high school.

Ann Desmond, Education Advocate

California Alliance for Arts Education. Recognizing budget issues, this bill does not call for any additional funding.

Please let Senator Jack Scott know you appreciate his efforts to support arts education. You can contact his Capitol office at State Capitol, Room 2057, Sacramento, CA 95814, (916) 445-5976, Fax (916) 324-7543, senator.scott@sen.ca.gov.

Here is the language (in italics) proposed to be added to existing instructional materials law: 60242. (a) The state board shall encumber the fund for the purpose of establishing an allowance for each school district, which may reflect increases or decreases in enrollment, that the district may use for the following purposes:

- (1) To purchase instructional materials adopted by the state board pursuant to Section 60200 for kindergarten and grades 1 to 8, inclusive, or by the governing board pursuant to Section 60400 for grades 9

to 12, inclusive. A school district may purchase with funds received pursuant to Chapter 3.25 (commencing with Section 60420) instructional materials for the visual and performing arts, foreign language, and health if those materials are adopted by the state board pursuant to Section 60200 for kindergarten and grades 1 to 8, inclusive, or by the governing board pursuant to Section 60400 for grades 9 to 12, inclusive, and if the school district certifies that it has provided each pupil with a standards-aligned textbook or basic instructional materials in reading/language arts, mathematics, history/social science, and science.

The California State PTA has adopted a support position on **SCR 5**, which would acknowledge and support standards-based instruction in the visual and performing arts in all California public schools, pre-kindergarten through grade 12. This resolution, also authored by Senator Scott, is scheduled to be heard March 12, 2003, in Senate Education.

The California State PTA has adopted a support position on **HR 9**, a resolution to declare March "Arts Education Month". This resolution, introduced by Assembly Member Marco Firebaugh, states that the Legislature declares March 2003 Arts Education Month and "encourages all educational communities to celebrate the arts with meaningful pupil activities and programs that demonstrate learning and understanding in the visual and performing arts, and urges all residents to become interested in and give full support to quality school arts programs for children and youth." Please also let Assembly Member Firebaugh know you appreciated his efforts to support arts education in our schools. You can contact him at his capitol office, State Capitol, P.O.

Obesity Epidemic Strikes California Children

We know that in California, 27.5% of our children are overweight and that four out of ten are unfit. There are probably many causes for the epidemic in childhood obesity in California and in the nation; and there are many approaches that need to be taken to solve the problem. Action needs to be taken and is being taken in families, in schools and school districts, in local communities, and in Sacramento.

California State PTA will be closely monitoring bills that address action in the following general subject areas:

- In nutrition and nutrition education, the California State PTA has taken a support position on **SB 65**

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Carol Kocivar, Education Advocate

Master Plan Committee Welcomes New Members

The Joint Committee to Develop a Master Plan for Education has welcomed several new members to replace members who left the Legislature at the end of the 2002 session. The new members include:

- Senator Jack Scott
- Assembly Member Jackie Goldberg, co-vice chair
- Assembly Member Greg Aghazarian
- Assembly Member Judy Chu,
- Assembly Member Darrel Steinberg
- Assembly Member Mark Wyland.

Legislators who are returning to the Committee include:

- Senator Dede Alpert, chair of the Joint Committee
- Senator Richard Alarcon,
- Senator Betty Karnette
- Senator Pete Knight,
- Senator Bruce McPherson
- Senator Kevin Murray
- Senator Charles Poochigian
- Senator John Vasconcellos
- Assembly Member Lynn Daucher,
- Assembly Member Carol Liu, co-vice chair
- Assembly Member George Nakano
- Assembly Member Sarah Reyes

(Torlakson), which seeks to require a school board to conduct a hearing when planning to sign a non-exclusive contract with a soda vending machine company. In the coming months, PTA will be considering our position on several more bills dealing with nutrition education curricula, and nutritional standards in meals offered in childcare centers.

- In the area of physical education, activity, and fitness, the California State PTA has taken a support position on **SB 78** (Torlakson), which encourages extracurricular physical fitness programs and clubs at schools.

Because some children are already at increased risk for diseases associated with obesity, such as Type II diabetes, State PTA will be studying bills that take action in the area of health screenings. We will soon be taking a position on **AB 165** (Chan), which would require the School Accountability Report Card to include information about the availabil-

ity of credentialed school nurses to provide parents and the community with information about how their school district is fulfilling its obligation to give diligent care to the health and physical development of pupils.

We need to understand the seductive effects of advertising- how children, as well as adults, are made the targets of these intensive marketing campaigns promoting soda, fast foods, high calorie snacks, and passive leisure time activities including TV, movies, and video games. PTA will be paying particular attention to the upcoming informational hearings that Senator Deborah Ortiz intends to conduct regarding these matters.

The National School Lunch Program and School Breakfast Program serve 2.7 million and 900,000 California children, respectively, each day. **The Pupil Nutrition, Health, and Achievement Act of 2001**, signed by Governor Davis, will improve schools' ability to promote good nutrition by strengthening nutritional standards in elementary schools and eliminating meal-time sodas in middle schools. However, the law requires an increase in the state's allocation for school meals before the agreed-upon standards can be put into practice. Given the state's fiscal crisis, legislators and the Governor will be challenged to determine how best to follow through on their commitment to strong nutritional standards for schools even with fewer opportunities for funding expansions. The State PTA will continue to urge the Legislature to invest in healthier school meals by increasing funding by 10 cents per meal.

Despite the obesity epidemic, many children arrive at school hungry. We will continue to join with our partners to see to it that every child who needs a school breakfast, has access to one. 2000 schools lack a school breakfast program and one million low-income children in California do not participate in the school breakfast program. PTA will be watching for legislation in this session that would encourage school districts to ensure all schools have a school breakfast program.

Michael Butler, Health Advocate

Bill Would Define Mental Abuse of Children

The California State PTA Legislation Action Committee has taken a support position on **AB 111** (Corbett), which addresses child abuse and mental suffering. AB 111 adds mental and emotional abuse to the definition of child victimization. The defini-

tion currently includes physical abuse, neglect, and sexual abuse. The bill lists nine indicators of mental and emotional abuse, so that those trained to deal with child abuse can recognize the symptoms of mental and emotional suffering. This kind of abuse can cripple and handicap a child behaviorally, intellectually and emotionally.

Peggy Dial, Community Concerns Advocate



Class Size Reduction: How Many Kids Will It Take to Balance the Budget?

As predicted, new Class Size Reduction (CSR) legislation continues to be introduced as school districts grapple with budget cuts. The big budget issue facing school districts is that CSR is a voluntary *incentive* program, and in many districts, the incentive money does not cover the full cost of implementation. Districts get extra money to keep classes small. If classes exceed the cap, districts lose money.

A growing number of bills have been introduced to address this issue. Proponents of these bills use the terms "flexibility" and "soft caps" to describe going over the existing 20:1 teacher to student ratio. They also use the term "Class Size REDUCTION" while at the same time INCREASING class size.

In March 2002, the California PTA State Board of Managers reaffirmed the PTA's strong commitment to no more than 20 children in each kindergarten through third grade class based on extensive research that shows smaller classes help young children do better in school. Based on this position, PTA has thus far taken OPPOSE positions on:

- **AB 42** (Daucher), as amended on January 16, 2003, would determine average class size on a school site basis provided the ratio of pupils to teacher in any class included in the average does not exceed the 20 to 1 ratio by more than two pupils
- **AB 212** (Maze) would not prohibit the class size from exceeding 24 pupils on a particular day, if the average class size for the school year does not exceed 24.

- **AB 228** (Leslie) would not prohibit class size from exceeding 22 pupils on any particular day, if the average class size for the school year does not exceed 20. Average class size is a school site average.

PTA has sent this explanation to the above legislators on our position: "The PTA believes there should be no more than 20 students per teacher in grades K-3 based on extensive research that shows that smaller classes help young children do better in school. We further believe "class size" MEANS class size, not a 'school site' average or a 'district' average. PTA members certainly understand the severity of the budget crisis facing California and the expressed need for additional flexibility in CSR. But we cannot support legislation that would effectively INCREASE the number of children in K-3 classes. We also understand the difficulty that school sites face because children do not come to school in neat little packages of 20. We all know that children don't come to school in neat little packages of 20 or 21 or 22 or 23 or 24. Wherever that line is drawn, there will be someone who bumps up against it. We look forward to working with you and your staff to carefully explore other options --*including changing the grade level priority order of implementation*-- that meet our shared goals of flexibility for the Class Size Reduction Program and do not encourage the increase of class size above 20."

PTA also opposes **ABX1 5** (Daucher), Class Size Reduction, saying we believe policy changes proposed to Class Size Reduction should not be considered in the Special Session.

Additional bills class size reduction bills introduced include:

- **SB 837** (Alarcon) would authorize a school district participating in CSR to increase the permissible class size ratio to an average class size of 25 pupils per each class if the teacher assigned to the class holds a valid teaching credential and is not serving pursuant to a waiver, emergency permit, pre-intern certificate, or an intern certificate or credential.
- **SBX1 10** (Sher and Scott) would additionally establish the Class Size Reduction Flexibility Alternative Program in which participating school districts that certify that participating classes are taught by a fully and properly credentialed teacher, are provided funding for each class in kindergarten and any of grades 1 to 3, inclusive, in which the annual average class size is 22 pupils to 1 teacher, provided that the school site annual average class size does not exceed a class size ratio of 20 pupils to 1 teacher.
- **AB 1477** (Nakano.) appears to be a spot bill.
- **SB 556** (Sher) appears to be a spot bill.

- **AB 1377** (Benoit) would authorize the State Allocation Board to allocate up to an unspecified sum from the Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998 to provide school facility grants to eligible school districts.

The California Department of Education maintains a class size reduction web site **at**

<http://www.cde.ca.gov/classsize/>.

For Frequently Asked Questions about Class Size Reduction, go to

<http://www.cde.ca.gov/classsize/sy0203/question.pdf>

Carol Kocivar, Education Advocate

(Note: Additional information regarding Class Size Reduction can be found on page 8.)

DC Corner

Congress Adopts Federal FY 2003 Budget

More than four months after the October 1, 2002, start of fiscal year 2003 Congress finally approved the appropriations package that provides funding for the Departments of Labor, Health and Human Services, and Education. The overall total for discretionary spending is increased to \$397.4 billion, an amount higher than was proposed by either the House (\$400 million increase) or the Senate (\$2.4 billion increase).

Highlights of the agreement of interest to National PTA include:

- Title I, which provides compensatory education for low-achieving children, will receive an increase of \$1.4 billion.
- The Individuals with Disabilities Education Act (IDEA), which assists states and school districts with the cost of educating children with disabilities, will also receive a \$1.4 billion increase.
- Teacher quality state grants are increased by \$100 million.
- English language learning grants (formerly bilingual education), Impact Aid, and smaller learning communities all will receive increases above 2002 levels.
- Funding is restored for many education programs, including parent information resource centers, school counseling, rural education, community technology centers, and teacher technology training. Exempt from the arbitrary across-the-board cuts were funding for Head Start, the Supplemental Food Program for Women, Infants, and Children (WIC).

National PTA strongly supports the increase, although it is below the \$6.5 billion increase we supported. But PTA is disappointed with the across-the-board cuts to other programs, in part to pay for the education increases. National PTA opposes cuts made in one education or child-related program to pay for an increase in another.

A California-oriented analysis of the federal FY2003 budget, prepared by the California Institute research staff, is available at

<http://www.calinst.org/pubs/omn03c.htm>

- Barriers that limit the possibilities for children with disabilities to perform at higher standards of performance are eliminated;
- Parent involvement in the education of children with disabilities, parent rights, and due process protections are preserved;
- Quality professional development opportunities are provided to all personnel who are involved in educating children with disabilities, and policies to recruit, hire, and train additional special education teachers are created; and
- School choice programs are not presented as alternatives to an appropriate public education.

Betty DeFea, Federal Advocate

PTA Member Action Counts!

Participants in the Member-to-Member Network received an alert from National PTA that asked them to contact their elected officials in the House and Senate and ask for an increase in funding for education. In the weeks prior to adoption of the federal FY 2003 budget bill, PTA members across the country sent nearly 1000 electronic letters to their representatives on Capitol Hill. Many of these came from California.

National PTA's attention will now shift to the FY 2004 budget process. PTA's goal in 2004 will be to continue to build upon the increases to education so that states and schools have adequate funding to provide high-quality education opportunities for all children. Stay tuned!

Work on IDEA Reauthorization Continues

U.S. Secretary of Education Rod Paige has released a set of principles that highlights four areas that the Department of Education believes to be crucial in the reauthorization of IDEA:

- Strengthen school accountability for results;
- Simplify paperwork for states and communities, and increase flexibility for all;
- Target federal education dollars to implement research-based practices that have been proven to help students with disabilities learn; and
- Increase school choice options for parents.

National PTA supports these overall principles. National PTA will also seek mandatory full funding for IDEA and will work to assure that:

CSR Implementation and Loss of Funding: Advice from the CDE web site:

Throughout the school year, and especially during the annual independent audits of the K-3 Class Size Reduction (CSR) program, there has been confusion regarding implementation of the grade level priorities. Questions arise regarding at what level failure to adhere to those priorities constitutes a loss of funding - and to what degree. The purpose of this message is to clarify the grade level priority provisions of the CSR program.

Education Code Section 52124(b) establishes the order in which the grade levels at a school site must be reduced when implementing the CSR program. If only one grade level is being reduced at a school site, it must be 1st grade. If only two grade levels are being reduced, they must be 1st and 2nd grades. The "first priority" grades are 1st and 2nd grade, while the "second priority" grades are 3rd and Kindergarten.

Education Code Section 52124(d) requires participants to certify their actual participation in the program (e.g., submit the J-7CSR), and requires the State Controller to recover overpaid CSR funds by reducing the next monthly principal apportionment payment. This section specifically refers to the recovery (loss) of funds for each class that exceeds 20. It does not direct the Controller to recover funds for entire grade levels.

What this means in practical terms is that, should a class in any grade (K-3) exceed 20.44, CSR funding will be lost for that class only. Funding will not be lost for any other qualified CSR classes, regardless of grade level.

If you have any question regarding this information, please contact Lynn Piccoli by e-mail at lpiccoli@cde.ca.gov or by phone at (916) 323-3926.

Follow-up Studies in Tennessee on Class Size Reduction

Follow up studies have shown that small classes in the early grades (K-3) produce significant long-term benefits through high school. Students in small classes are more likely to go to college, have higher graduation rates, and do better in school. One important “preliminary” finding is that while class size reduction is expensive, the cost in the long run of NOT reducing class size would “likely result in greater social and economic expenditures.”

Basic Information about Class Size Reduction (from the California Department of Education)

In 2001-02, 881 districts participated (99%) - 6 districts did not participate.

- Kindergarten 436,647 pupils (96%) in 21,999 classes
- Grade 1: 480,416 pupils (98%) in 22,028 classes
- Grade 2: 477,350 pupils (97%) in 21,555 classes
- Grade 3: 451,030 pupils (92%) in 21,209 classes
- Comb. Classes: 8,233 pupils in 11,741 classes

Legislation Conference: Kudos

More than 90 PTA members from throughout California participated in the annual California State PTA Legislation Conference held in Sacramento February 18-20, 2003. Participants spent two days listening to speakers, attending a “Congressional Insight” workshop, meeting with PTA advocates, and visiting their legislative representatives. The evaluations from the Legislation Conference were overwhelmingly positive. The response to the Congressional Insight simulation was very gratifying, in spite of an equipment glitch and a sleep-deprived presenter who had to overcome major storm-related hurdles to be with us. Many thanks go to all those who helped to make this event possible, and especially to all the attendees for their enthusiastic participation.

See you next year...

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