



US FORUM CONNECTION

Volume 2/ Issue 5/ Winter, 2022

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US FORUM

Barbara Bostwick Quinn, Chair (NY)
barbarabquinn@rochester.rr.com

Representatives
Daphne Cagle, SW (CA)
usforumswrep@gmail.com

Karen Walton, SE (SC)
Kwserforum@gmail.com

Sally Nyhus, NW (MN)
slnyhusdkg@gmail.com

Carol LaPolice, NE (MA)
Carol.lapolicy@comcast.net

US Forum Discusses Food Insecurity at International Convention, Saturday, July 15th at 2pm.



Natalie Jayroe

We are pleased to have Natalie Jayroe of the Second Harvest Food Bank of Greater New Orleans and Acadiana address the Forum on the issue of Food Insecurity. Natalie Jayroe is the president and CEO of the Second Harvest Food Bank, having worked with food banks in Founder, Board and Executive capacities for 23 years. In 2007, she was named one of City Business' Women of the Year. In 2008 she received Mazon's Irving Cramer Award and was a graduate of the New Orleans Regional Leadership Institute. She was named a Young Leadership Council Role Model and City Business Money Maker in 2011, and participated in the Leadership Louisiana class of 2012. Natalie currently serves on the Policy Engagement and Advocacy Committee for Feeding America and on the Board of Directors of the New Orleans Regional Leadership Institute.

Food Insecurity

Second Harvest Food Bank of Greater New Orleans and Acadiana

- 1 in 5 New Orleanians are food insecure and 1 in 4 participates in SNAP or 64% of children in Orleans Parish are income-eligible for federal nutrition programs (incomes at or below 185% of the poverty line) [1]. 42% of African Americans report living with obesity as compared to 30% of Whites in Louisiana [2]



1 in 7 people face hunger. **1 in 5 children** face hunger.

Facts about hunger in America

- According to the USDA, more than 38 million people, including 12 million children, in the United States are food insecure.
- The pandemic has increased food insecurity among families with children and communities of color, who already faced hunger at much higher rates before the pandemic.
- Every community in the country is home to families who face hunger. But rural communities are especially hard hit by hunger.

- Many households that experience food insecurity do not qualify for federal nutrition programs and visit their local food banks and other food programs for extra support.
- Hunger in African American, Latino, and Native American communities is higher because of systemic racial injustice. To achieve a hunger-free America, we must address the root causes of hunger and structural and systemic inequities.

Resolution to be presented at US Forum

Pat Bennett-Forman Washington State Organization President, came to the US Forum with a resolution developed by the Washington State Organization concerning Mental Health. A committee was assembled to review the resolution and make recommendations to the forum about the adoption of the resolution. Serving on the committee were Karen Walton, SE Representative, Carol LaPolice, NE Representative, Pat Bennett-Forman, Washington State Organization President, Susan Fritts, Immediate Past President Washington State Organization and Washington US Forum Representative, Nancy Sheng Chapter President and Washington State Leadership Development Committee, Marge Lofstrom Chair of Washington State Education Policy and Legislative Committee, and Daphne Cagle, SW Representative who chaired the committee. The Mental Health Review Committee recommended to the US Forum Steering Committee that the resolution be presented to the members at the US Forum on Saturday, July 16 at 2pm to be voted on. The focus of this resolution is mental health and particularly the mental health of teachers.

Proposed Resolution: On Recognizing Mental Health Issues for Educational Staff and Promoting Support Services

Whereas, the DKG mission is to promote educational excellence through actions that advance the professional interest of women in education and inform members of current economic, social, political and educational issues so that they may participate effectively in a world society; and

Whereas, youth mental health issues have risen over the last decade to the point of having been declared “a national emergency”¹ for which U.S. Surgeon General Admiral Murthy has called for “a swift and coordinated response”²; and

Whereas, the current state of mental health among children, youth and educators in this nation imperils goals for educational excellence and the professional interests of women educators; and

Whereas, mental health concerns are not restricted to students, though their needs are significant, but also impact school-based staff, administrators and school board members; and

Whereas, school-based services account for the sole treatment to over 35% of adolescents diagnosed with mental health disorders³ and 70-80% of services to students of color,⁴ the youth mental health crisis has placed increased demands on educators, resulting in over two-thirds feeling emotionally exhausted and noting negative impact on job performance⁵; and

Whereas, COVID precautions, school closures, on-line teaching, cancellation of extra-curricular and motivational activities, and other pandemic related demands have placed tremendous stress on educators, with data showing 37% of educators have generalized anxiety disorder symptoms as compared to pre-pandemic levels of 12%⁶; and

Whereas, 73% of teachers report frequent job-related stress compared to 40% of other working adults and 27% of educators have symptoms consistent with a diagnosis of clinical depression (compared to 10% of other adults)⁷; and

Whereas, only 6% of teachers received counseling support from their schools⁸ and only 16% report school or district mental health benefits as adequate⁹; and

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Whereas, gun violence in schools continues to place mental and physical stress on educational staff (and students) with documented impact long after the actual tragedy resembling secondary traumatic stress and even post-traumatic stress disorder¹⁰; and

Whereas, the proliferation of misinformation and politicizing of curriculum decisions and instruction has led to a sharp increase in bullying, threats, assaults and other violence aimed at educators, administrators and school board officials¹¹; and

Whereas, the cumulative effect of mental health stress has caused a significant rise in the number of educators considering leaving the profession with 57% of educators seriously worried about burnout¹² and 53% thinking more about leaving the profession than they did before the pandemic¹³; and

Whereas, the decline in the number of available educators will have serious negative impacts on student achievement and well-being for years to come; and

Whereas, legislation has been introduced in both houses of Congress to increase mental health-supports for students (HR721/SB1841; HR1475/S1795; HR4198, HR3572/S1811), but none has addressed such support for educators;

Therefore, be it

Resolved that the key women educator organization, The Delta Kappa Gamma Society International, U.S. Forum members (1) educate themselves on the issues and needs related to mental health for educational staff through study, workshops, and other avenues; and

Resolved that the key women educator organization, The Delta Kappa Gamma Society International, U.S. Forum members (2) inform members of current legislation related to mental health services for educators so that they may take appropriate actions; and

Resolved that the key women educator organization, The Delta Kappa Gamma Society International, U.S. Forum members (3) promote destigmatization of mental illness through dissemination of information on successful school-based treatment programs, supports and other resources; and

Resolved that the key women educator organization, The Delta Kappa Gamma Society International, U.S. Forum members (4) engage in a wide range of activities that demonstrate emotional support for educators;

Be it further **resolved** that the US Forum Steering Committee monitor implementation of the activities stated above and issue a report summarizing activities at the next US Forum meeting (2024).

The Forum is offering a zoom meeting to discuss the resolution on July 5 at 7pm EST. Members can register at

Register in advance for this meeting:

<https://us02web.zoom.us/meeting/register/tZIsde2qrjotGtwHUPkuzuLOkYVd3nk9oPd2>

Questions and comments can be directed to Daphne Cagle at usforumswrep@gmail.com

Daphne Cagle, NW Representative

Candidates for US Forum Steering Committee 2022-24 Steering Committee Chair



Daphne Cagle, Alpha Eta, California State Organization

I served as Southwest Representative for four years. I currently serve as US Forum Vice-Chairman. I selected speakers, organized, promoted, and moderated webinars which were attended by numerous members. I selected speakers for regional conferences and the National Legislative Seminar. I wrote articles and sent out information to members.

Daphne Cagle



Darlene Cook, Alpha, Oregon State Organization

A highlight of my first Regional Conference was the US Forum Session. Since then, I have attended all Forum Sessions at regional and international events, and four National Legislative Seminars in Washington DC. I served as our State Forum Contact for six years and Northwest Regional Representative from 2014-2018.

Darlene Cook



Carol Lindscott, Alpha Sigma, Washington State Organization

As a long-time advocate (since Junior High serving as a Page) for others including women, children, and education, I find the US Forum a good fit with my interests and passion for the legislative process. I attended multiple US Forum sessions, workshops, and NLS events often working behind the scenes. Meeting with congressional representatives in supporting educational policy makes a difference - even one person at a time. Attending CTAUN conferences impacted how and with whom I engage in legislative issues. Sharing my legislative experiences and encouraging participation with my state, chapters, and region has been an honor.

Carol Lindscott

Candidates for Northwest Representative



Darlene Cook, Alpha, Oregon State Organization

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Nancy Sheng

Nancy Sheng, Lambda, Washington State Organization

2021 US Forum (Portland) and NLS 2022 (DC). Our Washington state delegation met with staff from Senator Patty Murray and Congressmen/women Larsen, Kilmer and Jayapal. We presented a resolution, On Recognizing Mental Health Issues for Educational Staff and Promoting Support Services to them. We hope to present this document at the 2022 US Forum in New Orleans and we also hope to initiate relevant legislation at both state and federal levels.

Candidates for Southwest Representative



Francoise Bell

Françoise Bell, Gamma Maui, Hawaii State Organization

My experience in US Forum activities is through attending Hawai'i regional DKG legislative advocacy events. I am an advocate for diversity, equity and inclusion and welcome the opportunity to learn more about what legislative actions my chapter and region can take to support the rights of women, children in education.



Linda Perl

Linda Perl, Chi, Arizona State Organization

The US Forum activities I have attended are the sessions at International Conventions and Regionals. I read the newsletter and follow up on legislation. I resend the US Forum newsletter to Chi Chapter members, highlighting areas to read. I had plans to attend US Forum in Washington D.C., 2020, but it was cancelled because of Covid. This year, family plans and obligations prevented me from attending the US Forum in Washington D.C. I am a retired Government, Economics, and American History teacher. Throughout the years, I have been to Washington visiting the Arizona Senators, and I am involved with local government. Being a part of the Steering Committee to plan the next Washington D.C. US Forum and to inform DKG members of legislation and trends in education will be an adventurous, rewarding experience.

Candidate Northeast Representative

The were no applications as of the May 31, 2022. Nominations may come from the floor.

Candidate for Southeast Representative



Peggy Monroe

Peggy Monroe, Alpha Rho, Tennessee State Organization

I am a 39-year retired educator. Under my administration, our county got its first contract. I have served both as a member and state chairman of the Tennessee Delta Kappa Gamma legislative committee. I sponsored a state forum for educators to meet their legislatures and submit questions on education. We then visited the state capital and lobbied for education issues.

I am on my second term as southern division legislative chairman for the national American Legion Auxiliary. I submit monthly bulletins on Veteran issues to 14 southeastern states and give reports to national. that I received the most outstanding legislative program of the American Legion Auxiliary in the Southeast.

I am a former state president of the Tennessee Federation of Democratic Women where we promote women, children, and education issues.

Voting for Members of the 2022-24 US Forum Steering Committee will take place at the Convention at 2pm. All members present at the meeting will be able to vote.

The 2020-22 US Forum Election Committee

Terry Flood Kopple, Chair/NE tkopple001@comcast.net

Dr. Stacy Potter, SE dspotter4707@gmail.com

Sherri Wagemann, NW sherriwagemannndkg1@gmail.com

Susan Halliday, SW shalliday3@gmail.com



Education Issues

Report examines efforts to curb learning loss

Few efforts worked over the past two years to help curb learning loss associated with the pandemic, according to a Government Accountability Office report. The GAO found that 60% of teachers doing remote instruction said students had more trouble understanding, and remote learning was challenged by conditions at home.

Evie Blad. "Teachers Struggled to Stem 'Learning Loss' During Pandemic, GAO Finds." *Education Week*. May 12, 2022

<https://www.edweek.org/teaching-learning/teachers-struggled-to-stem-learning-loss-during-pandemic-gao-finds/2022/05>

[fids/2022/05](https://www.edweek.org/teaching-learning/teachers-struggled-to-stem-learning-loss-during-pandemic-gao-finds/2022/05)

The need to teach digital citizenship

Despite growing up as digital natives, some educators say students still need lessons and guidance on digital citizenship. The foundation of digital citizenship is safety, and schools can build from there.

Alexandra Frost. "Building the Themes of Digital Citizenship into Instruction and Business Planning." *Ed Tech*. May 16, 2022

<https://edtechmagazine.com/k12/article/2022/05/building-themes-digital-citizenship-instruction-and-business-planning-perfcon>

Educators: History lessons best step against racism

The mass shooting in Buffalo put a spotlight on what students should be taught about our history of discrimination and violence against marginalized communities. The News Literacy Project has called on educators to incorporate news literacy lessons into their teaching to help young people better recognize conspiracy theories so they can better understand, recognize and resist that psychological appeal.

Educators and advocates pointed to the value of historical thinking, weighing sources of evidence and scrutinizing their validity. Related skills include media, news and digital literacy.

Alia Wong and Romina Ruiz-Goiriena. "Educators say history lesson is best dam against racist tide." *USA TODAY*. May 19, 2022

<https://rochesterdemocrat-ny.newsmemory.com?selDate=20220519&goTo=A01&artid=6>

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UNESCO: Low education funding worsens gender equity

Inadequate funding for education in developing countries has led to many teachers, most of whom are women, losing jobs or seeing their pay decline while girls in those regions often get less access to electronic devices and less time to support their studies, says UNESCO researcher Priyadarshani Joshi. "Education is one of the most cost-effective ways to train or empower women, to empower their communities," Joshi notes.

"Education is important, 'but the money does not seem to add up,' says UNESCO." *CNBC*. May 12, 2022

<https://www.cnb.com/2022/05/13/unesco-says-money-spent-on-education-doesnt-match-its-importance.html>

Federal communities of practice will support learning

The U.S.E.D. plans to help school systems accelerate learning by establishing communities of practice, one of which will support preparedness for kindergartners.

Kara Arundel. "Ed Dept announces communities of practice to accelerate learning, support kindergartners." *K-12 Dive*. December 3, 2021

<https://www.k12dive.com/news/communities-of-practices-charged-with-accelerating-learning/610921/>

Paraprofessionals, classroom backbones, get low pay & little support

Paraprofessionals often find better pay and benefits in other fields. Paraprofessionals are known as the backbones of the classroom for their work supporting student learning and well-being. But they report feeling underpaid and overworked, a perennial issue that's getting worse as inflation soars and schools struggle to fully staff classrooms.

Madeline Wil. "Paraprofessionals: As the 'Backbones' of the Classroom, They Get Low Pay, Little Support." *Education Week*. June 15, 2022

https://www.edweek.org/leadership/paraprofessionals-as-the-backbones-of-the-classroom-they-get-low-pay-little-support/2022/06?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=4517725&UUID=dcf379af08119fa8d853cdc6f688bfca

Impact of remote learning

Research has found that students learned less in remote environments during the start of the pandemic than in person, but those discrepancies varied based on factors such as location and economic considerations. However, graduation rates were not heavily affected, notes researcher Douglas Harris of Tulane University, and school leaders are implementing programs and initiatives to make up for missed learning and to improve education in the future.

Cory Turner. "6 things we've learned about how the pandemic disrupted learning." *National Public Radio/All Things Considered*. June 22, 2022

<https://www.npr.org/2022/06/22/1105970186/pandemic-learning-loss-findings>

STEM careers are top choice for Gen Z

STEM fields are the leading career choice for US HS and college students, according to a survey of 11,000 students conducted by the National Society of High School Scholars. Findings also show 25% of students plan to remain in their first full-time job for a year or less, and 82% intend to have an internship before they land their first job.

Kristal Kuykendall. "STEM Fields are Top Choice for Gen Z Students, New NSHSS Survey Shows." *T.H.E. Journal*. June 21, 2022

<https://thejournal.com/articles/2022/06/21/stem-fields-are-top-choice-for-students-according-to-new-nshss-survey.aspx>

Current Legislation to Follow

H.R. 721 Mental Health Services for Students Act of 2021

This bill provides specific statutory authority for the Project AWARE (Advancing Wellness and Resiliency in Education) State Educational Agency Grant Program that is administered by the Substance Abuse and Mental Health Services Administration. The program supports school-based mental health services, including screening, treatment, and outreach programs. Sponsor: Rep. Napolitano, Grace F. D/CA-32

Action: Passed House 5/12/21.Latest Action: Senate 5/13/21 Received in Senate and Read twice and referred to the Committee on Health, Education, Labor and Pensions.

HR 7780 Mental Health Matters Act 05/16/2022 Sponsor: Rep. Mark De Saulnier (D-CA). The purpose of this bill is to lend support for the behavioral needs of students and youth, invest in the school-based behavioral health workforce, and ensure access to mental health and substance use disorder benefits. **Current Status: The committees assigned to this bill sent it to the House or Senate as a whole for consideration May 18, 2022.**

HR 604 Reopen and Rebuild America’s Schools Act of 2021 1/28/2021 Sponsor: Rep. Robert “Bobby” Scott (D-VA). The purpose of this bill is to provide for the long-term improvement of public-school facilities, and for other purposes. **Current Status: The committees assigned to this bill sent it to the House or Senate as a whole for consideration May 18, 2022.**

S 4369 Safe Schools Act 6/9/2022 Sponsor: Sen. Roger Marshall (R-KS). This bill allows States and local educational agencies to use any remaining COVID-19 elementary and secondary school emergency relief funds for school security measures. **Current Status: Introduced on June 9, 2022.**

H.R. 5703: Post-Disaster Mental Health Response Act Sponsor: Rep. Pressley Ayanna (D-MA). The bill establishes a Crisis Counseling Program which is available to address the mental health needs of people for up to nine months after they experience a natural disaster. The program is funded by grants from FEMA (the Federal Emergency Management Agency) and run by states, territories, and tribes. The program is activated in areas after a presidential major disaster declaration. **Introduced in the House on 4/28/22**

Keep Updated on Federal Bills and Committee Action

Congress.gov is a great resource. You can manage areas of interest by signing up for Monday alerts. This short video connection shows you how to sign up: <https://www.congress.gov/help/tips/managing-alerts>

Congressional Information

Information regarding your Senators and congressional House Representatives can be found at **Congress.gov**. You have access to their committee assignments, and pertinent information along with upcoming committee reports and bills introduced. It is a valuable source for all.

Opinion: Your voice matters! Write your senators and congress members regarding promoting any of the bills listed. For every 5 constituents they hear from action is taken.



DKG Website <https://www.dkgusforum.com/>