

HOW THE QUESTIONS IN THE ZOGBY POLL WERE DEVELOPED

Five types of questions were included in the Zogby survey. All 29 questions in the survey were developed to introduce a minimum level of bias.

Fourteen questions asked parents their level of approval for comprehensive sex education. The questions asked verbatim components of the Guidelines for Comprehensive Sexuality Education. These guidelines, developed in 1990 by the Sexuality Information and Education Council of the United States (in conjunction with the Centers for Disease Control and Prevention [CDC], the National School Boards Association, Planned Parenthood and others) represent the foundation of comprehensive or abstinence-first sex education. In short, these guidelines detail what comprehensive sex education wants children and adolescents to learn. When organizations such as Planned Parenthood, SIECUS, the Alan Guttmacher Institute, and Advocates for Youth lobby Congress, state legislatures and school boards on behalf of comprehensive sex education, it is these guidelines that they have in mind. (See questions 7 through 20.)

Six questions asked parents their level of approval for character-based, abstinence-until-marriage sex education. These questions asked verbatim portions from the National Guidelines for Sexuality and Character Education. These guidelines, developed in 1996 by the Medical Institute for Sexual Health, are considered by many abstinence groups to represent the foundation for abstinence education. (See questions 1 through 6.)

Four questions asked parents their level of approval for comprehensive sex education curricula promoted for years by the Centers for Disease Control and Prevention (CDC). The questions paraphrased teaching material from these curricula. (See questions 25 through 28.)

Four questions reflect different aspects of comprehensive sex education not specifically covered by other questions. (See questions 21, 23, 24 and 29.)

One question asked parents their level of approval for comprehensive sex education using the type of vague, innocuous wording typically used in the past by groups attempting to show parental approval for comprehensive sex education. This question was included for benchmark purposes. (See question 22.)

MAJOR FINDING

Parents overwhelmingly reject comprehensive sex education when they are asked questions that deal specifically with the topics included in comprehensive sex education.

	Percent of parents who approve or strongly approve	Percent of parents who disapprove or strongly disapprove
Comprehensive or abstinence-first sex education guidelines	25.0	61.1
Character-based, abstinence-sex education guidelines	73.5	16.3
CDC-promoted comprehensive sex education curricula	13.9	75.3
Misc. aspects of comprehensive sex education	22.4	68.1

By a 4.6 to 1 margin, parents approve or strongly approve of abstinence sex education. By a 2.4 to 1 margin, parents disapprove or strongly disapprove of comprehensive sex education. By a 5.3 to 1 margin, parents disapprove or strongly disapprove of the information contained in comprehensive sex education curricula that have been promoted by the CDC.

All demographic groupings strongly disapprove of comprehensive sex education, although the strongest opposition was found

among non-white minority parents (Hispanics and Asians) and among parents who identified themselves as born-again Christians.

All demographic groups disapprove of comprehensive sex education curricula that have been promoted by the CDC.

FINDINGS ON SPECIFIC QUESTIONS

By a 4.4 to 1 margin, parents disapprove or strongly disapprove of teaching young people that homosexual love relationships can be as satisfying as are heterosexual relationships. (See question 14.)

It appears that parents have a more mixed opinion on the matter of having children taught factual or biological information (see questions 13, 18 and 19, for example). However, opposition from parents seems to increase substantially if a connection is perceived between their children and sexual activity.

When it comes to allowing teens to obtain contraception without parental approval, parents much more strongly disapprove when their own children are involved. About 46 percent of parents either strongly disapprove or disapprove of the idea that teens could obtain contraception without the permission of a parent. (See question 27.) However, when this question was personalized, about 70 percent of parents either strongly disapprove or disapprove of their child being able to obtain contraception without their knowledge or approval. (See question 29.)

CONGRATULATING SENATOR MIKE BISHOP

HON. MIKE ROGERS

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. ROGERS of Michigan. Mr. Speaker, I rise today to congratulate Michigan State Senator Mike Bishop on earning the 2003 Credit Union National Association's National Desjardins Youth Financial Education Award. His dedication and desire to work for the improvement of our state is a model for all state legislators.

Senator Bishop is a 1989 graduate of the University of Michigan and a 1993 graduate of the Detroit College of Law. He is a practicing attorney for Booth & Patterson, P.C., a licensed real estate broker and president/owner of Freedom Realty, Inc., and Pro Management, Inc.

Senator Bishop served two terms in the Michigan House of Representatives, and now serves as Assistant Majority Leader while representing Michigan's 12th district in the Michigan State Senate.

The National Desjardins Youth Financial Education Award was bestowed upon Senator Bishop for his sponsorship of HB 5327, a bill designed to promote financial education in grades K-12. With hard work and determination, then-Representative Bishop promoted this bill in such a way that it was passed by both the House and the Senate, with only one dissenting vote in the House and none in the Senate. Senator Bishop's legislation, now law, will help ensure that children will be educated in financial responsibility, and as a result will be better prepared for life.

Mr. Speaker, Senator Bishop's record of service and the fruits of his labor speak for themselves. He has served the state of Michigan well, and has done much to provide for its

future. This award is a well-deserved token of the respect that is due him for his efforts. Therefore, I ask my colleagues to join with me in thanking him for his commitment to excellence and his desire to benefit others through public service. I would also like to ask my colleagues to join me in wishing him good fortune in his new role as a State Senator.

INTRODUCTION OF FULL FUNDING FOR IDEA NOW ACT OF 2003

HON. JOHN B. LARSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. LARSON of Connecticut. Mr. Speaker, I rise today to introduce a bill that will put an end to the embarrassing legacy that the federal government has created for itself in failing to fully fund our children's education and saddling the states with tens of billions in unfunded mandates. I refer of course to the failure of the federal government to provide for mandatory full funding for the special education program—or IDEA.

Currently, the federal government does not meet the financial obligations for special education it committed to in 1975 when the "Education for all Handicapped Children Act" (renamed Individuals with Disabilities Education Act in 1990) was first passed by Congress. This shortfall places an onerous financial burden on local communities who must find alternate resources, such as higher property taxes, to fund special education.

The Individuals with Disabilities Education Act (IDEA) is a civil rights statute that provides funding to states and helps states fulfill their constitutional obligation to provide a public education for all children with disabilities. IDEA serves more than six and a half million children today. Underlying IDEA is the basic principle that states and school districts must make available a free and appropriate public education (FAPE) to children with disabilities between the ages of 3 and 21, and must be educated with children who are not disabled "to the maximum extent appropriate."

Since 1975, Congress has authorized a federal commitment to special education funding at a level of 40 percent of the average per pupil expenditure (APPE) on special education services. However, Congress has only appropriated funds to meet between 5 and 16 percent of the APPE, with FY2002 appropriations setting a record at 16.5 percent, or about \$7.5 billion. But that is still only little more than a third of the so far embarrassingly unfulfilled, Federal commitment to our children. This has resulted in great burdens being placed on our school districts. For example, in the 2001-02 school year, the last completed school year, the town of Berlin, Connecticut spent \$4,721,372 on special education, with all but \$361,543 locally funded. This is outrageously short of the oft-stated goal of 40 percent federal financing. One can only begin to imagine the burden IDEA requirements, in the absence of federal funding, impose on our local school districts. We are literally forcing our schools to rob from Peter's education to pay for Paul's when we should fully fund both.

And now with passage of the Omnibus Appropriations Bill for Fiscal Year 2003, funding will go up about \$1.4 billion. There will be a