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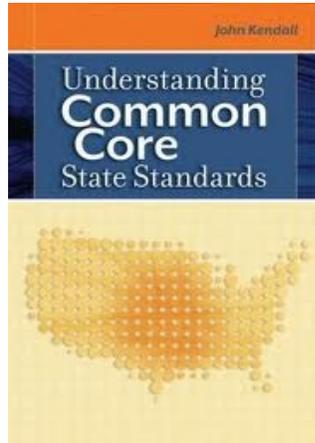
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FOR 91 years the League of Women Voters has been respected as the one of the leading organizations with **IMPACT** across the United States. Nationally respected, locally engaged, our volunteers work on a non partisan basis to understand issues and encourage informed and active participation by our nation's citizens.

LWVUS Study: Role of the Federal Government in Public Education, Part 1



October 15, 2011

Dr. Lee Droegemueller, Professor, University of West Florida

Tryon Branch Library, Langley Ave.
Coffee 9:15 am - Program 9:45 am
(Note: new starting time.)

Dr. Lee Droegemueller, Education Resource person for the Education study presentation October 15th, is a retired faculty member at the University of West Florida in the College of Professional Studies and currently teaches on a part-time basis. He earned an Ed.D. in Educational

Leadership and Curriculum & Instruction from the University of Arizona and has worked over the years as a college professor, K-12 teacher, Commissioner of Education for the State of Kansas, and Superintendent of Schools in Rosemount, Minnesota. During that time some of his work dealt with educational assessment, accreditation, and improvement of schools. Dr. Droegemueller's current activities focus on technology in education and on the development of organizational change and systems design.

Claudia Brown-Curry, Chair of the Education Committee, has been working on this study, along with committee members Barbara Goggins, Vivian Faircloth, and other Leaguers and friends. We will begin the meeting by reviewing the purpose of the study and the consensus process. The first part of the study on October 15th will address the *Historical Perspectives* and *Common Core Standards*. Please bring your copy of the VOTER to the meeting.

The scope of the Education Study is broad and includes the following areas under the role of the federal government in public education (pre-K 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 culminating position will address only those issues delineated in the scope.

Although the study focuses on the federal government, the original intent of the study included the Common Core Standards. These were written and funded by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO). Historically we have always had national standards written by the teaching organizations such as the National Council of Teachers of Math and the National Council of Teachers of English. However, the discussion here will focus upon how these new standards called Common Core State Standards will be used by the federal government.

The Education study material may be found on www.LWVPBA.org or www.LWV.org. Click on *For Members, Project and Programs* and finally *Public Education*.

Continued on page 4 **Background Papers...**



Co-Presidents Paula Montgomery (L)
and Rosemary Hays-Thomas (R)

Co-President's Message

As this is written, informal protests are arising all over the country but particularly on Wall Street. The protestors seem to have a variety of concerns but at the core of the protests is a sense of frustration and anger over the increasing concentration of wealth in the hands of a small percent of very wealthy people, and the apparent inability or unwillingness of our political system to address this issue effectively. According to former Sec. of Labor Robert Reich ("Aftershock," 2010), this wealth disparity parallels the economic situation in 1928, just before the Great Depression. It is amplified now by the results of financial decisions that led to the collapse of the housing market. As a group, those of moderate resources no longer have the ability to purchase at the level required to keep our economy growing.

Locally we see signs of this same economic climate. The Manna Food Bank has issued crisis calls based on increasing demand for its services. The local news is filled with reports about the increasing presence of panhandlers seeking donations on our streets and the inability of local government to deal with this. The local transit workers are in difficult negotiations with the European-based management company that holds the contract with Escambia County; economic issues, along with concerns about safety, working conditions, and the treatment of employees, are at the basis of this dispute. Rallies are being organized on both ends of the political spectrum and give a sense of the level of frustration felt by many in our community.

What can be done? Because the League is nonpartisan and does not support parties or candidates, our organization cannot advocate for particular political positions. However, among the positions adopted by the Florida League is the following statement of Social Policy:

*Secure equal rights and equal opportunity for all.
Promote social and economic justice and the health
and safety of all Americans.*

As an organization, we can look for opportunities to enact this position. As individuals, each of us can act in ways that support those in need of help but also attempt to change the economic structure that is creating such distress.

During the month of October our League will begin its program meetings for the Education Study, which is a National League undertaking. Our October program meeting will feature *Dr. Lee Droegemuller* of the University of West Florida who will help us to understand the issues underlying some of our consensus questions. A second consensus meeting will be held in November.

We encourage all our members to attend the program meeting on October 15 to learn about the Federal role in Education and a proposal for Common Core Standards. At this meeting, we will take consensus on the first set of questions. Everyone is welcome to attend the meeting, but only League members may participate in the consensus portion of the meeting.

Our Voter Service committee has been working hard on materials that will be part of our campaign to educate voters about the major changes in voting law that have been enacted by our Legislature. Ostensibly designed to address "voter fraud," these changes will make it more difficult for thousands of Floridians to cast their votes. League stands ready to do what we can to assist the public under this new reality, without conducting voter registration drives that have been our signature activity for years. To see how you can help, or for further information, contact Janet deLorge or any Board member.

Rosemary

The Detroit News

Editorial Page

Tuesday, May 19, 1959

Detroit for the next three days plays host to some remarkable and, we think, pretty important women. They are the delegates to the biennial Michigan state convention of the League of Women Voters.

We think they're important for very practical, selfish, reasons: They plow the fields of public opinion that we help to sow. Their job and their dedication is to be informed as citizens. Being informed, they become interested, and becoming interested, they take an increasingly active part in civic affairs.

Without such a cultivated desire to know, neither newspapers nor any other channel of communication could, in fact, communicate. As newspapermen, we are grateful and wish them warm welcome and success in planning their truly formidable programs of self- and community education for the two years ahead. ... [They] have so charmingly proved that the home in which a woman properly has her place is her town, her state, her country, her world.

Charmingly shared,

Mary Howarth

LWV Oakland Area Michigan



Co-President Rosemary Hays-Thomas
with League lobbyist Ben Wilcox.

The League of Women Voters and the Florida Legislature 2011 and Beyond

Andrea Walker
723-2112

Ben Wilcox, lobbyist for the League of Women Voters of Florida, spoke at the local League's September meeting. He stated he has participated in 35 legislative sessions in Florida and humorously admits this fact begs the question, "What's wrong with me?"

The most recent immigration bill, supported by the governor, would have included tougher standards and increased the role of law enforcement in immigration. However, Senators John Thrasher and J.D. Alexander had opposing views on the immigration issue. While Thrasher supported stricter standards, Alexander characterized the immigrants as hard-working, family oriented, religious people and strongly opposed the legislation. The bill did not pass; however Wilcox expects immigration to come up again during the 2012 legislative session.

Wilcox described three issues, opposed by the League, which passed in the session. The was leadership funds, the unlimited contributions legislative leaders can raise during the session. Last year, Governor Crist vetoed this law. However, legislators overrode the veto this year. The League vigorously opposed this action as such unlimited funding amounts to legalized political bribery.

Second was the bad elections bill, which has three components:

- *Third party registration* Groups, which conduct volunteer voter registration, become subject to burdensome requirements including fines of \$50 for a registration form not returned to the Supervisor of Elections within 48 hours.
- *Changes in Early Voting* Early voting is reduced from 15 to 8 days. Each Supervisor has the option to reduce early voting to six hours rather than twelve each day. In addition, early voting may not be held on Sunday.
- *Address changes* The bill prohibits people who have moved to a different county from changing their address at the polls. This had been a simple procedure and will likely have a serious effect on college students.

Taxpayer Bill of Rights (TABOR)

Wilcox discussed the Taxpayer Bill of Rights (TABOR), a legislative-initiated constitutional amendment which will be on the November 2012 ballot. TABOR would place revenue caps on the state as tax increases would be tied to population increases and inflation. Wilcox reminded the audience that

Florida is already a low tax state and a revenue cap is not needed. Once passed, it would be very difficult to get the 60% vote required to remove it from the Constitution.

According to Wilcox, the growth management laws have been weakened. The burden is now on citizens to hold developers accountable rather than having strong environmental regulations statewide.

The legislature did a major overhaul of Medicaid in Florida. Participants must now enroll in HMOs. Changes in Medicaid are based on pilot programs conducted in the state and there is disagreement as to whether or not the program is working.

Next year's legislative session begins in January, with Senator Haridopoulos serving as president of the Senate. Redistricting will be finalized during the session and legislators who 'play ball' will receive good districts. The budget, education, and health care all become bargaining chips in this process. The public is rightfully skeptical. The overriding message is that people want their districts to comply with Amendments 5 and 6. The legislature must stop using taxpayer funds to fight the will of the people. ◇



New Molino Branch Library

W e s t F l o r i d a P u b l i c L i b r a r y U p d a t e

Molino Branch Library

A new library is coming to North Escambia County! If all goes as planned, West Florida Public Library will open its new Molino Branch next year. The library will feature: A children's area, computer & internet access, study room, reading area, books, movies and music

The renovated 16,000 square foot facility will also include a community center and museum of Molino history. To help residents, a new building will be added to house the tax collector and property appraiser offices.

The old Molino School opened in 1939 and closed in 2003, when the new Molino Park Elementary School consolidated Barrineau Park Elementary and Molino Elementary.

Born Learning Trail

The Born Learning trail is a fun, easy way to use outings to build learning critical for school readiness. It consists of ten stops with expert-approved learning games, each with fun and easy activities for children and adults to do together.

The Trail at Bryan Park is adjacent to Tryon Branch Library on Langley Avenue. ◇

THE HISTORY OF FEDERAL GOVERNMENT IN PUBLIC EDUCATION: WHERE HAVE WE BEEN AND HOW DID WE GET HERE?

Where Have We Been?

From the very beginning of our Republic, a well-educated citizenry was thought to be essential to protect liberty and the general welfare of the people. Even before the Constitution was established, the Land Ordinance of 1785 and the Northwest Ordinance of 1787 included responsibilities of the nation for an education system. Education has long been considered a national concern by the federal government. Through federal action, education has been encouraged and financially supported from the first Northwest Ordinance in 1785 to the present. Article 1, Section 8 of the Constitution granted Congress the power to lay and collect taxes to provide for the general welfare of the United States. It is under this "general welfare" clause that the federal government has assumed the power to initiate educational activity in its own right and to participate jointly with states, agencies and individuals in educational activities.

During the first century of our new nation, Congress granted more than 77 million acres of the public domain as an endowment for the support of public schools through tracts ceded to the states. In 1841, Congress passed an act that granted 500,000 acres to eight states and later increased land grants to a total of 19 states. The federal government also granted money, such as distributions of surplus federal revenue and reimbursements for war expenses, to states. Though Congress rarely prescribed that

such funds be used only for schools, education continued to be one of the largest expenses of state and local governments so the states used federal funds whenever possible for education.

Two of our constitutional amendments played an important role in public education. In 1791, the 10th Amendment stated, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Public education was not mentioned as one of those federal powers, and so historically has been delegated to the local and state governments.

In 1868, the 14th Amendment guaranteed rights to all citizens by stating, "all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens in the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law."

Included below is a brief historical overview of federal involvement in public education.

History of the Role of the Federal Government in Public Education: Timeline

Event	Date	Explanation
Land Ordinance & Northwest Ordinance	1785/1787	Requirement of a system of public education to be established in each township formed under a specified formula. Regulated monies raised via taxes and selling or renting land.
Land Grants	1841/1848	Congress granted 77+ million acres of land in the public domain as endowments for support of schools. Federal government also granted surplus money to states for public education.
Early philosophy – first six presidents		Discussion of a national university and urging of federal involvement in public education. Seen as critical to preparation for citizenship in a republican form of government.
First Morrill Act otherwise known as the Land Grant Act	1862	Donated public lands to states to be used for the endowment to support and maintain at least one college with specific purpose of teaching branches of agriculture, mechanic arts and industrial education.
The original Department (Office) of Education established	1867	Began to collect data – information on schools and teaching that would help states establish effective school systems.
Second Morrill Act	1890	Gave the Office of Education responsibility for administering support for the original system of land-grant colleges.
Smith-Hughes Act	1917	Promoted vocational schools
Lanham Act	1941	Eased the burden on communities affected by presence of military and federal installations: payments to school districts.
Impact Aid laws	1950	
GI Bill	1944	Provided post secondary education assistance to GIs returning from World War II
George-Barden Act	1946	Provided funding for agricultural, industrial and home economics training for

		high school students
National Defense Education Act	1958	In response to Soviet Sputnik. NDEA included support for loans to college students in science, mathematics and foreign languages.
Elementary and Secondary Education Act	1965	Established comprehensive set of programs including Title I of federal aid to disadvantaged.
Title IX	1972	Prohibited discrimination in education based on gender.
Section 504 of the Rehabilitation Act	1973	Prohibited discrimination based on disability.
Department of Education cabinet level agency	1980	Recognized the important role of public education in our country.
Educational Testing Service (ETS) and NAEP	1983	Federal government transferred responsibility for administering the National Assessment of Educational Progress (NAEP) to ETS: the nation's report card.
Nation at Risk	1983	Report indicating that the USA was falling behind in education achievement.
President G.H. Bush	1989-1992	'Indian Education Bill of Rights' K-12 Drug awareness model Advisory committee on Hispanic education America 2000 education reform program Work began on national standards
President W. Clinton	1993-1999	Academics 2000 offered grant to states / local school districts for innovation. Teach for America.
President G.W. Bush	2001-2008	Reauthorization of ESEA –No Child Left Behind.
President Barack Obama	2009 -	President Obama's Blueprint for Reform – Reauthorization of ESEA. Race to the Top: Grants awarded to states with innovative ideas that accepted the Common Core Standards.

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Common Core Standards

Students who move from one part of the United States to another during their K-12 school careers are likely to encounter substantial variations in requirements for graduation. The Common Core Standards Initiative (CCSI, 2010) stated: "We need standards to ensure that all students, no matter where they live, are prepared for success in post secondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students."

Currently, standards for student performance vary widely by state. The roots of current state-to-state inconsistencies lie in the fact that public education in the United States has traditionally been a local responsibility. However, textbook publishers have created something of a "de facto" national curriculum, based on market needs. Consequently, many textbooks from major publishers have reflected the curricular choices that were made by educational groups in the largest states. Some publishers do create textbooks and other curricula for smaller markets.



Rothman (2009) summarized the efforts of various groups to create common standards across the United States. Initial efforts to foster development of national standards and a related system of assessments in the core subject areas began in the early 1990's through awarding grants to a dozen national organizations.

The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) launched the Common Core State Standards initiative in March 2009 after the nation's governors agreed in concept to adopt a uniform set of standards. The final report was issued on June 2, 2010 (NGA, 2010), and, by early 2011, 40 states have adopted the Standards. The adopting states are currently aligning them to their own state standards.

The Fordham Institute (Carmichael, et al. 2010) reported that the Common Core standards received high marks when compared to state standards across the country. The Institute suggests that Common Core Standards represent an opportunity for creating consistency and raising standards in all states.

Assessments

The implementation of the federal No Child Left Behind Act of 2001 has created a 50-state and 50-test environment in public education. As a result state-to-state expectations and performances vary greatly. States publish annual reports of Adequate Yearly Progress (AYP), which are required by federal law, but the meaning of “proficient” in those reports can vary widely from one state to another (Cronin, et al. 2007).

Larger testing companies market a variety of norm-referenced standardized tests. However, they are designed to rank students, rather than to determine how well students have mastered curricular objectives as criterion-referenced tests would do. The National Assessment of Educational Progress (NAEP) publishes results that are technically adequate for state-to-state (and international) comparisons, but that assessment is not designed to produce individual student scores. NAEP requires a large sample of students to produce results. Most school systems are too small to qualify for testing that would produce local NAEP results. The tradition of local governance has led to inconsistent requirements and standards for student performance across the country. Thus, in 2010, the United States does not have a consistent set of academic assessments for grades K-12.

Two coalitions, together representing 44 states and the District of Columbia, won a U.S. Department of Education competition for \$330 million dollars federal aid to design “comprehensive assessment systems” aligned to the Common Core and designed to measure whether students are on track for college and career success. The awards, announced in September 2010, were divided between the Partnership for Assessment of Readiness for College and Careers (PARCC), comprised of 26 states receiving \$170 million, and the SMARTER Balanced Assessment Consortium that comprises 31 states and received \$160 million. At least 12 states participated in both coalitions and are waiting to decide which assessment system will best meet their needs. An advantage of having assessments that are used in more than one state is that results from all participating states could be compared.

Why not national standards or assessments?

The most common arguments against adopting the Common Core Standards for K-12 center on two issues: 1) the cost and difficulty of changing the existing curriculum and assessments and (2) the sovereignty of states in issues related to education and local control. Governor Rick Perry of Texas stated that the Race to the Top funding would only generate a one-time amount of \$75 per student, yet cost Texas taxpayers an additional \$3 million. A third argument is that the individual state standards might be more rigorous. However, states that adopt the Common Core are permitted to add 15 percent

more in content.

Another concern is the potential to use scores from the student assessments as a major component of teacher evaluations and merit pay plans, an idea that has popular appeal. (TIME, 2010). In August 2010, ten of the nation’s premier educational researchers (Baker, Barton, Darling-Hammond, Haertel, Ladd, Linn, Ravitch, Rothstein, Shavelson & Shepard, 2010) co-authored a report that cautioned against relying on student test scores as a major indicator for evaluating teachers, citing the technical problems associated with using scores from standardized student assessments in value-added statistical models.

Does the United States need a national curriculum?

The U.S. Department of Education presents the view that, since the developers of the Common Core Standards and the proposed assessments have been groups with state representation rather than the federal government, neither program is a federal initiative. (U.S. Department of Education, 2010, March 13). In March 2011, the Albert Shanker Institute issued a call for common curriculum guidelines (Albert Shanker Institute, 2011; Gewertz, C. 2011, March). This document voices the concern that common assessments are being developed from the common standards with no curriculum in between. In May 2011, another group published an article with a different view: “Closing the Door on Innovation: Why One National Curriculum is Bad for America” (2011), discussed by Gewertz, C. (2011, May). The article also cites the prohibition against a federal curriculum contained in the 1965 ESEA.

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Gewertz, C. (March 7, 2011). Leaders call for shared curriculum guidelines. Retrieved from <http://www.edweek.org/ew/articles/2011/03/09/23curriculum.h30.html?tkn=SONFPm%2FzvbaH3lJupk0%2FYdzDaTb7O0ajGL04&cmp=clp-edweek>

Gewertz, C. (May 9, 2011). Conservative 'Manifesto'

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The LWVUS Education Study Committee members researched and wrote background papers to help Leagues members and the public be educated about the role of the federal government in public education issues. For more information: www.lwv.org or www.lwvpba.org

Calendar



October

11 Tuesday, 5:30 pm **Board Meeting** at Paula Montgomery's, 641 Connell Dr. Members always welcome to attend.

General Meeting
Saturday, October 15, 2011

Coffee 9:15 am - Program 9:45 am

LWVUS Study: Role of the Federal Government in Public Education, Part I
Dr. Lee Droegemueller, Professor, University of West Florida

New Tryon Branch Library, 1200 Langley Ave.
Note: new starting time.

25 Tuesday, 10 am **International Relations Committee**, Azalea Trace Auditorium; *Sanctions and*

Blasts Shared Curriculum, Tests. Retrieved from http://blogs.edweek.org/edweek/curriculum/2011/05/conservative_manifestoblasts.html

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Nonproliferation. Sanctions have been created to curb nations in violation of international law, especially agreements concerning nuclear nonproliferation. How successfully have sanctions been applied against past violators? For further information, contact Gene Feicht at 479-3352 or gfl at students.uwf.edu.

25 Tuesday, 5:30 pm **Natural Resources Committee**, downtown library conference room (Gregory and Spring Streets). For more information contact Mary Gutierrez, gutmry at cox.net.

November

1 Tuesday, **Board Meeting** - 5:30 pm Board Meeting at new Tryon Branch Public Library, 1200 Langley Ave. Members welcome to attend.

6 Sunday, **Rehabilitation Study Committee**, 2:00 pm at Janet deLorge's, 2928 Sundance Dr., Cantonment, 607-9170.

19 Saturday, **General Meeting**, Tryon Branch Library, 9:15 am coffee & 9:45 program. Part II of the LWVUS Study: Role of the Federal Government in Public Education.

Welcome New Member!

Michelle Reese

[*Editor's Note:* Mailing addressees, phone numbers and email addresses can be found on the League roster. Email addresses will use the word 'at' instead of @ for your internet protection.]

Diversity Mission Statement

The League of Women Voters of the Pensacola Bay Area will promote in all aspects of the League's activities, a philosophy of inclusion that reflects the diverse composition and issues of the community.



It's easy! Just send your check to:

League of Women Voters, P O Box 2023,
Pensacola FL, 32513

\$55 Individual membership

\$27.50 each additional household member

\$27.50 student membership

Here's my extra contribution to the League \$ _____

My separate Education Fund contribution \$ _____

(Tax deductible contributions require a separate check written to LWVF Ed Fund and sent to the treasurer.)

I'm renewing my membership

Name(s) _____

Address _____

Home Phone _____ Business Phone _____

Email Address _____

**Come to the Education Study
discussion and consensus
this Saturday, October 15th !**



League of Women Voters
of the Pensacola Bay Area
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