



UTAH
EDUCATION
ASSOCIATION



NEA Brings 'Read Across America' event to Utah
Page 6



Membership Has Never Been More Important
Page 7

UEA Action

The Voice of the Unified Education Profession in Utah
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Federal Stimulus—With NEA Support—Softens Impact of Revenue Shortfall

Six Percent Net Cut for Public Ed in FY2010

Tough economic times forced lawmakers to slash the public education budget for next school year by about 17 percent. Fortunately, passage of education funding in the federal economic stimulus package allowed for “backfill” with one-time money. The net result is a cut to the FY2010 public education budget of about 6 percent.

“There’s no question that if it weren’t for our friends at the National Education Association and the thousands of NEA members contacting Congress to secure education funding in the federal stimulus package, (public education) would be in a much more dire situation today,” said UEA President Kim Campbell. The American Recovery and Reinvestment Act, passed by Congress in Febru-

ary, helped the state of Utah avoid severe public education cuts due to a floundering economy and state revenue shortfalls.

Utah Gov. Jon Huntsman Jr., in a pre-legislative meeting with the UEA Legislative Team, said he would welcome the stimulus money as a way to lessen the impact of budget cuts on Utah classrooms. His proposed budget reflected those feelings.

Were it not for the lobbying efforts of National Education Association members throughout the country, the education-related money in the federal stimulus package would have been removed. According to the NEA, more than 50,000 e-mails and 250 face-to-face visits with members of Congress

ensured that education jobs would be protected in the final legislation.

The Office of the Legislative Fiscal Analyst estimates Utah will receive \$566 million for education, with some funds targeted for specific programs such as Title I grants (\$49.5 million), Title I school improvement (\$13.1 million), Special Education IDEA (\$105.5 million), education technology (\$3.2 million), school lunch equipment (\$0.9 million) and homeless student assistance (\$1 million).

The largest single line item in the stimulus package for Utah is the Education Fiscal Stabilization



Teachers Mary Lamb (center) and Celeste Simmons from Hillsdale Elementary in Granite School District, meet with Rep. Kory Holdaway (R-Taylorsville) during UEA’s Educator Day on the Hill March 6.



UEA Legislative Team members Susan Kuziak (left) and Courtney White confer with freshman legislator and Jordan UniServ Director Rep. Laura Black (D-Sandy) during the 2009 General Legislative Session.

fund (\$392.6 million). The purpose of this fund is to restore “the level of state support provided through the (elementary and secondary education funding formulas) to the greater of FY2008 or FY2009 level.” Much of the stimulus money coming to Utah will be used to shore up the 2008-09, 2009-10, and 2010-11 public education budgets.

Earlier in the session, lawmakers cut the current year (FY2009) public education budget by 10.7 percent from what was approved during the 2008 General Session. After “backfilling” with one-time money, the overall reduction to public education for FY2009 is 2.9 percent, with most decisions on where to make the cuts left to local school districts.

After seeing the lack of conversation about ways to minimize cuts to public education, the

See **BUDGET** page 3

Transforming the Utah Education Association

“The important thing is this: to be willing at any moment to sacrifice what we are for what we could become.”

—Charles DuBois

From time to time, it is necessary and healthy for an organization to examine its structure, policies, products and services. That’s what the Utah Education Association is attempting to do through its ongoing “Transformation” project.

In the spring of 2008, following the successful defeat of private school vouchers, the UEA Board of Directors assigned Mark Mickelsen, the Association’s new executive director, to begin collecting data from UEA stakeholders – members, leaders and staff – that could be used in the development of a plan for the future of the statewide organization.



Transformation Team members Jay Blain, Nancy Pereira, Sue Porter and Julie Seeley share ideas in a group breakout session. The Team’s 23 members are charged with developing a plan to help the UEA reach its strategic goals.

From May through November 2008, UEA members, UniServ and UEA staff, local education association leaders, and the UEA Board of Directors were interviewed and/or completed written and online surveys in which they were asked to share their vision for the Association, identify UEA strengths and weaknesses, and weigh in on which products and services should be added, maintained or eliminated.

After examining the initial data, Mickelsen presented a vision for the organization – a vision involving five specific goals:

1. An Association that embraces meaningful changes, programs, partnerships

and activities that will make a significant difference in the lives of our members.

2. An Association that embraces a culture of

See **TRANSFORMATION** page 4

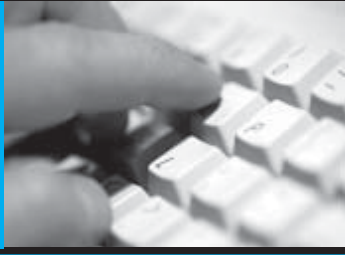
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Thoughts & Opinions



Get Involved in Your Organization



Thoughts from
UEA Vice President
Ellen Thompson

Together We Can Weather the Storm

By **Kim Campbell**
UEA President

The dinner guests were sitting around the table conversing. One man, a wealthy business owner, decided to expound on his negative view of teachers. He opined, "It's true what they say about teachers: 'Those who can, do; those who can't, teach.'" He added, "I make a very good living," and went on to describe in detail his monetary accomplishments. At the end of his lengthy inventory, he turned to the only teacher in the room, and asked, "What do you make?"



UEA President
Kim Campbell

The teacher, who had a reputation of honesty, replied, "You want to know what I make?"

"I make kids work harder than they ever thought they could. I make 35 kids sit up and pay attention. I make them show their work in math and hide it all in their essays."

"I make kids wonder. I make them question. I make them apologize and mean it. I make them write. I make them read and I make them think."

"I make them appreciate music and art and the joy of performance so their lives are rich and full of culture so they take pride in their own talents and accomplishments and appreciate the talents and accomplishments of others."

"I make them understand that they each have a special place in this world where they can be successful and contribute to society. And, to those special few who express an interest in teaching, I make them understand that if they have the brains, the courage and the stamina, that they should follow their heart and teach. And, I tell each one of them that if someone ever tries to judge you by what you make, you tell them—I make a difference."

That story has made the rounds on the internet but illustrates the point of this article. As education

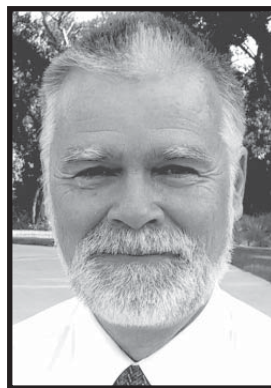
professionals, we have the responsibility to make a difference both in and out of the classroom. We know when we make a difference in the classroom. We know the signs—a student's eyes light up, the paper reflects the suggestions, the chronically absent student starts showing up, etc.

What about out of the classroom? Our responsibilities as professionals extend beyond the classroom door. This is where our professional association comes in. I love those old AARP commercials of someone calling the president to fix a problem and ending with, "If it were this simple, you wouldn't need us." Together we can do what an individual cannot do. Every decision affecting our classroom is a decision by an elected official—everything from curriculum to class size—and to affect these decisions we need the influence of

See **KIM CAMPBELL** page 5



Jesse DeHay



Ryan Anderson

Thoughts from NEA Directors
Jesse DeHay & Ryan Anderson

Shift happens! Sometimes shift happens because, like an earthquake along a fault line, fractures go to the core of what we believe... and we believe that investment in our public schools is a long-term investment in our Nation's future. In our January *UEA Action* article, we encouraged your personal involvement in our Association's Transformation process (see "Transforming the Utah Education Association," page 1). Our individual engagement is essential to create "Great Public Schools for Every Student."

On Thursday, Feb. 5, when we were back in Washington, D.C., we picked up a copy of *Roll Call* "The Newspaper of Capitol Hill since 1955" (a deal at \$3.75...we picked up a read and recycled copy for free). We read from "Stimulus Faces Rough Ride in Senate" that "Sen. Patty Murray (D-Wash.)...noted the unusual speed with which the bill is moving through both chambers of Congress and the extraordinary cooperation between the two branches of government that such movement requires." In "Stimulus Faces Knife" we further read, "Senate Democratic leaders had been content to let moderate Sens. Ben Nelson (D-Neb.) and Sen. Susan Collins (R-Maine) draft proposed cuts, but are worried that some GOP lawmakers involved in the effort also want to target funding for education programs."

That targeting happened, and as we were on Capitol Hill that day we heard that among the possible 200 amendments set to filibuster progress on the "Stimulus Package," the Nelson/Collins amendment had been changed and was set to "gut" the education funding previously approved by the House of Representatives. That day, NEA's Government Relations staff, Board of Directors and state affiliate leaders were mobilizing to defeat what was looking like

As the 58th Utah State Legislature finished its work, we find ourselves just a few short weeks from the meeting of the governing body of the UEA. The very first meeting of the UEA House of Delegates was held in 1918 with a similar structure to what we have now.

The UEA House hasn't always been the same experience through the years. During part of our history, the House met twice a year. There were times when delegates coming to the House were lodged in the homes of educators in the area. But no matter when the House was meeting or who was attending, the UEA House of Delegates has had the same important mission—to set the direction for the UEA for the upcoming year.

This year's House, with a potential 475 delegates, will address the UEA Legislative Platform and Priorities. They will take action on bills, amendments to resolutions, new business items and the UEA budget. Any member of the Association can become involved whether a delegate to the House or not. The official language says, "All bills, amendments, resolutions and new business items may be proposed by any member, local association, the Board of Directors, committee, task force or membership organization of the Utah Education Association." So maybe this is the year that you should get involved. You can get the information and help you need from your UEA Board Member, your UniServ or local.

The first and preferred filing deadline to submit your ideas is Thursday, March 26. However, if you are reading this article after that date, know that items can still be submitted at the open hearing on Friday, April 17. Of course, the later date doesn't allow the delegates as much time to become knowledgeable on your issue, but either way, you are invited to get involved.

This invitation should probably come with a warning: you might get hooked! The work of the Association is outlined by our documents. Then we go forward to protect and fight for public education, public educators and students of public schools. It is a vital work that brings its own reward. Be a part of crafting our future. Become an active participant in the UEA House of Delegates.

another underfunded education package. Throughout Thursday and Friday we mobilized members to either keep the education funding at the suggested level or "kill" the bill altogether.

However, as NEA's Government Relations staff watched and listened to senators' news interviews Friday night, a different approach became apparent. So, on Saturday morning, we made calls and sent e-mails to our states to pass the bill with suggested modifications. In 48 hours, we had mobilized and made more than 250 visits to Congressional offices and generated 50,000 e-mails and phone calls. Those contacts continued over the next week until the stimulus package was passed. What other professional association could amass so much trustworthy statistically factual information and organize so many experts in so little time for our Nation's children? Who else would advocate so strongly for such a selfless cause?

From NEA's and UEA's "shift" to a "positive agenda," we witnessed both in Washington, D.C., and with our own state association's member engagement (like UEA's Educator Day on the Hill activities) such a legitimate sense of empowerment, by being secure with information, listened to and regarded for our educational expertise. It has been said "the best way to predict the future is to help create it" and from what we have witnessed, active member involvement helped "shift happen." Therefore, ask not what your Association can do for you, but rather what you can do in association with others.

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Legislative Summary



BUDGET . . . (continued from page 1)

UEA started an advertising campaign urging Utah legislators to find ways to support public school classrooms. The ads ran on KSL-TV during evening newscasts from late February through the end of the Legislative session.

Utah's 2009 Teacher of the Year, Sharon Gallagher-Fishbaugh, was featured in the ads which encouraged legislators to bond, use federal stimulus money and tap into the state's rainy-day funds. View the ads online at www.utea.org.

In an effort to boost effectiveness in communicating with legislators and with its members this legislative session, the UEA initiated several new programs in 2009:

Educator Day on the Hill—

Nearly 100 educators joined the UEA Legislative Team, UniServ directors and local presidents during six "Educator Day on the Hill" meetings held throughout the legislative session. Participating educators engaged in lobbying and became familiar with the legislative process.

"The experience was very educational," said Lee Claycomb, teacher at West Haven Elementary, who spoke at length with Sen. Chris Butters (R-West Jordan) about one

of his bills. "I was able to explain to (Sen. Butters) why I oppose SB48 and share some information about why I think it's a bad idea."

"We would always hear legislators say, 'I know what the UEA thinks, but I want to hear from a real teacher,'" noted Legislative Team member Vik Arnold. "Educator Day on the Hill gave us an opportunity to expose our lawmakers to some of our excellent teachers and also to provide teachers a deeper understanding of the political process. From what we've heard, it was very successful."

'UEA Under the Dome'—

The UEA launched a new website dedicated to the 2009 Legislative Session at www.utea.org/politics. The site was designed as part of a coordinated effort to keep UEA members and friends of public education informed and engaged in the legislative process.

Included on the website was a regular update from UEA President Kim Campbell, links to relevant legislative information and daily media updates.

"The new site was very helpful for me and for (the Jordan Education Association) members," said JEA President Robin Frodge. "It was nice to be able to access all the relevant legislative information in one place."

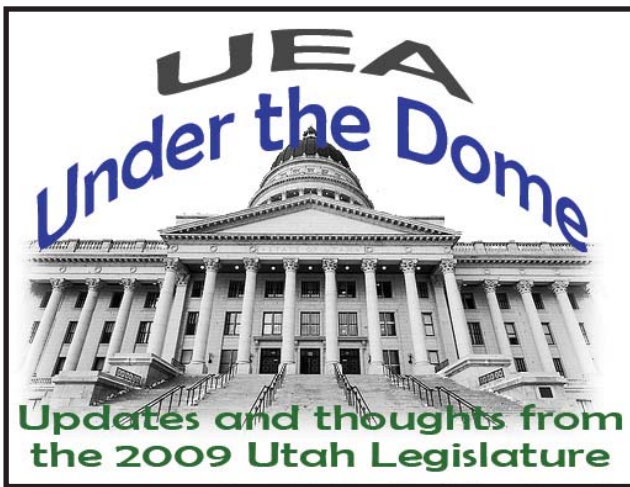
'Take Action' Center—

At the online 'Take Action' Center, UEA members were able to quickly and easily generate talking points and contact their legislators on urgent issues. Three issues were placed on the center this session: the budget, SB77: Grants for Licensed Teacher Amendments and SB48: Teacher Licensing by Competency. Nearly 1,600 e-mails to legislators were generated through the center on these three topics.

UEA Legislative Team—

This year's UEA Legislative Team included

individuals with many years of teacher advocacy experience: President Kim Campbell, Vice President Ellen Thompson, Executive Director Mark Mickelsen, Director of Government Relations Vik Arnold, Director of Legislative Services Courtney White and former Executive Director Susan Kuziak. In addition, Communications and Public Relations Director Mike Kelley provided communications support from the UEA office, along with many other members of the building and field staff.



Teachers Stephanie McGaughey (center) and Elizabeth Carlin from Dee Elementary in Ogden School District, meet with Rep. Brad Dee (R-Ogden) during UEA's Educator Day on the Hill March 6.

Session Highlights

Huge budget shortfalls meant many new education initiatives were rejected and few passed in 2009. In the end, the 2009 Legislature:

- ☞ Passed HB264 (Menlove) clarifying the purpose of the Educator Evaluation Law, and adding provisions related to the importance of mentoring for new educators.
- ☞ Passed HB328 (Hughes) allocating \$300,000 for a one-year pilot teacher compensation program based on student achievement, observed instructional quality and patron satisfaction in a couple of elementary schools (funding was obtained by reducing the math/science teacher salary supplement program started just last year).
- ☞ Rejected HB381 (Herrod), which would have prohibited school districts from paying employees for association leave.
- ☞ Did not allow discussion in the Senate on HJR13: Resolution on Teacher Performance Pay (Paulsen), a "common sense" measure that passed unanimously in the House.
- ☞ Voted down SB48 (Butters), the "take-a-test-and-teach" bill, which would have allowed anyone to take a subject matter test and obtain a Utah teaching license and weakened the teaching profession.
- ☞ Rejected SB77 (Butters) that would have given the American Board for Certification of Teacher Excellence certification equal status with the more rigorous and prestigious National Board Certified Teacher credential.
- ☞ Rejected SB159 (Stephenson) to give grants to schools for implementing the Singapore Math program.
- ☞ Did not vote on a SB195 (Liljenquist) that would have suspended the 1.5 percent state 401(k) match for all state employees.
- ☞ Voted down SB199 (Bramble), ostensibly providing "equal access" to schools for all parent groups, but widely seen as a direct assault on the PTA.
- ☞ Once again voted down SB241 (Madsen), the so-called "65 percent deception" that narrowly defines and limits education expenditures.

Key: Action favored(☞)/opposed(☞) by UEA.

FY2010 Public Ed Budget Overview

The Utah Legislature approved a FY2010 public education budget that includes the following:

- An overall 6 percent net budget cut, 17 percent ongoing cut before one-time backfill;
- No change in the FY2009 WPU value of \$2,577;
- \$53 million to fund enrollment growth of 13,494 new students, but no funding for "below-the-line" growth of about \$20 to \$30 million;
- \$148.3 million for the educator salary adjustment (same as last year) with no increase for growth;
- Elimination of \$77.6 million in Quality Teaching Block Grants (NOTE: This does not automatically mean Quality Teaching days are eliminated—Legislators stated a number of times this was merely a "cut mechanism" and whatever budget cuts occur at the local level should be shared by all employees. The Association will be working to that end.);
- \$10 million for classroom supplies (same as last year);
- \$300,000 one-time for a pilot program for performance pay, taken from the math/science teacher salary supplement program started last year;
- Elimination of the remaining \$5 million appropriated last year for performance pay (\$15 million had previously been cut), leaving no funding for the program;
- \$580,000 for USDB salary adjustments;
- Elimination of the moratorium on charter school funding growth after 2010;
- No funding for the Singapore math pilot program;
- An increase in the basic levy rate from .00125 to .001303; and
- \$5 million of minimum school program FY2009 non-lapsing balances allocated for \$1,000 signing bonuses for new educators in FY2010.



More than 100 educators from around the state participated in six UEA Educator Day on the Hill events, which included meeting with legislators and briefing sessions held on Capitol Hill during the 2009 General Legislative Session.

UEA Transformation

TRANSFORMATION . . . (continued from page 1)

collaboration in which we honor service at all levels, remove internal barriers and always work together to plan and carry out our collective goals.

- An Association that supports capacity-building efforts for both staff and governance, with particular attention paid to recruiting and retaining new educators as Association leaders.
- An Association that advances the well-being of its members through strong, bargained agreements; powerful employee advocacy; and effective and well-planned organizing, image and political campaigns.
- An Association that promotes excellence in teaching and student achievement.

In the fall of 2008, the UEA Board appointed a "Transformation Team," whose members represent all stakeholder groups within the UEA (see list below).

The team came together for the first time in November 2008 to begin examining, in specific detail, the data collected earlier from the UEA stakeholder groups. The specific task they were given focused on the development of a plan to help the Association reach its four Strategic Goals, which are:

- Advance the Well-Being of Members.
- Strengthen the Teaching Profession.
- Engage in Meaningful Partnerships that Promote Quality Public Schools.
- Build Organizational Capacity.

Through the data analysis phase of the Transformation, which took four months, the team identified 13 "theme" areas – priorities that emerged from the stakeholder

data. These theme areas are:

- Membership
- Engagement
- Being Pro-Active
- Assessment
- Leadership
- Image
- Listening to Members
- Communication
- Technology
- Advocacy
- Unity
- Systems
- New Teachers

In examining each of the 13 areas, team members were asked to define and clarify the themes. Five questions guided the sub-groups:



Transformation Team members have been meeting since November 2008 to examine, in specific detail, the data collected earlier from the UEA stakeholder groups.

- What should we hold on to and value about public schools?
- What should we hold on to and value in our Association?
- What should the UEA look like to meet the needs of educator members and to help students in the 21st Century?
- How do we change our behavior, communications and systems to move our organization forward?
- What UEA services, products and image make the most sense this year? Next year?

The next phase of the Transformation work involves preparing the first draft of the prospectus (preliminary basis for the overall plan) that will help the Association reach its strategic goals. Team members will be divided into two groups. One group will examine the policies and structure of the Association. The other will look at services and how those services will be delivered to members.

Once the first draft of the prospectus is prepared, it will be presented to the UEA stakeholders for feedback, questions and input. This data (information) will drive the second round of adjustments and edits, and will guide the development of a proposed transformation plan for the Association reaching its strategic goals.

The goal is that a final plan can be presented to UEA members in the fall of 2009.

Steps in the Transformation Process

The Transformation Team is currently in the "Data Analysis" phase and will soon move to the "Feedback" phase.



Transformation Team Members

Following are the UEA Transformation Team members appointed by the UEA Board to represent all stakeholder groups within the Association. If you would like to provide input to the Transformation process, please contact the team member representing your stakeholder group (shown left to right, followed by the stakeholder group they represent).

- Caroline Barrington (Carbon) – Rural Local Education Associations
- Rick Harrison (Tooele) – Rural Local Education Associations
- Julie Seeley (Duchesne) – Rural Local Education Associations
- Kathleen Wagner (Washington) – Rural Local Education Associations
- Karen Smith (Murray) – Urban Local Education Associations
- Robin Frodge (Jordan) – Urban Local Education Associations



- Jay Blain (Granite), Urban Local Education Associations
- Dave Van Langeveld (Davis) – Urban Local Education Associations
- Mike Gowans (Alpine) – Urban Local Education Associations
- Sue Porter (Color Country) – Rural and Urban UniServ Directors
- Rick Palmer (Ogden-Weber) – Rural and Urban UniServ Directors
- Mary Jones (Jordan/Granite) – UniServ Administrative Assistants



- Rick Pruitt (High Desert) – Rural UEA Board
- Ellen Thompson (Davis) – Urban UEA Board
- Ryan Anderson (High Desert) – NEA
- Rosemary Salazar (Ogden) – Ethnic Minority Representative
- Lynne Romney (Salt Lake City) – Retired Representative
- Julie Seeley (Eastern) – UEA Council of Local Presidents



- Teri Tillotson (Granite) – New Educator Representative
- Kim Campbell (Northern) – UEA Leadership Team
- Mark Mickelsen – UEA Administration
- Courtney White – UEA Program Staff
- Nancy Pereira – UEA Middle Management Staff
- Holly Scheuermann – UEA Associate Staff



Issues & Action



KIM CAMPBELL . . . (continued from page 2)

large numbers of engaged members at every level. The happenings of the past few months are a great example of how we, the members of the Association working together at all three levels of our organization, can make a significant difference in public policy.

As the federal stimulus package (the *American Recovery and Reinvestment Act*) started to take shape, the NEA was there on a daily basis to ensure that education was an integral part of this eco-

nommic recovery bill. Much of the rationale for including education as part of this “jobs” bill was the compilation of research the NEA collected that we have been citing in our “Invest in Public Schools” campaign here in Utah. Facts like, “Investment in public education creates or retains many different kinds of jobs in every community, thereby creating a ripple effect of economic growth for small businesses in these same communities.”

In the tenuous days before the bill passed, association members from around the country made thousands of contacts with congressional delegations encouraging them to consider public educa-

tion as an important investment in America’s economic future and as a tool for economic recovery. These contacts and the NEA’s work in Washington were instrumental in keeping education as a major focus of the bill.

In turn, the stimulus package softened the blow of brutal proposed cuts here in Utah by taking a proposed 17 percent cut to an approximate 6 percent cut. The UEA legislative team and numerous UEA members encouraged legislators and the governor to minimize the impact of the economic downturn on our public schools by using the stimulus money to “backfill” budget cuts and to bond for roads and buildings.

Now work begins at the local level to ensure that educators do not shoulder the burden of these cuts alone and to minimize the impact on jobs and positions, employee benefits and programs for students. These are tough economic times, but working together we can make a difference—we already have. Please stay informed and involved and supportive of association efforts.

Together we can weather this economic storm.

Foundation Programs Support Teachers and Students

The Children At Risk Foundation, the UEA’s non-profit foundation, is having a banner year in its efforts to support Utah’s teachers and students. Here are a couple of examples:

Good Neighbors for Good Schools—

Along with agents from State Farm Insurance and the Utah Jazz, the Foundation sponsors the Good Neighbors for Good Schools grant program that awards \$200 grants to teachers for supplies and classroom projects. Grant money comes from the generous donations of individual participating State Farm agents who, over the last 10 years, have contributed more than \$380,000 to help Utah’s classrooms.

This year, teachers submitted about 1,200 Good Neighbors for Good Schools grant applications. The Foundation administers the grant program and the Utah Jazz, as a business partner of State Farm, randomly selects and announces grant winners during half-time of every Jazz game. State Farm agents then deliver the grants to the selected teachers.

Good Neighbors for Good Schools’ partners anticipate nearly 200 teachers will receive grants this year. Grant recipients are encouraged to acknowledge the generous efforts of the State Farm agents with letters of appreciation. Also, as in years past, the Foundation will be offering individual and collaborative grants for UEA members in the Spring.

A+ Tutoring—

The Children At Risk Foundation embarked on a new venture in January by qualifying as a Supplemental Educational Services (SES) provider under a federal government No Child Left Behind Act (NCLB) tutoring grant. With this SES status, the Foundation established a subsidiary called A+ Tutoring and selected former UEA President Pat Rusk to be the program coordinator. A+

Tutoring secured a contract with Jordan District’s Midvale Elementary School to provide after-school tutoring and hired 15 Midvale teachers to tutor nearly 100 students that signed up. The teachers tutor math and reading in small groups of six to seven children for two, 90-minute sessions each week for 12 weeks.

The program, which began in January, is a win-win-win situation. The students receive tutoring help in their own school by highly qualified teachers they know. The teachers get a well-paying after-school job doing what they love. The school gets an additional boost to help them meet AYP in the future. According to Scott Berryessa, Children At Risk Foundation president, the Foundation hopes to replicate this project next year for schools in other districts that may qualify.



Students in the UEA Children At Risk Foundation’s A+ Tutoring program at Midvale Elementary School select prizes for perfect attendance.



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Issues & Action



NEA Read Across America 2009

Discovery Gateway Hosts Event

NEA National Reading Program Visits Utah

Utah was selected as one of 19 venues nationwide to host a NEA Read Across America event. About 500 students from three elementary schools participated: Scera Park in Alpine District, Granger in Granite District and Northlake in Tooele District.

NEA Executive Committee members Carolyn Crowder and Mark Cebulski helped host and coordinate the event along with NEA and UEA staff. Staff at the Discovery Gateway Children's Museum in Salt Lake City, where the event was held, also participated.

The event featured guest readers, Cat in the Hat appearances, entertainment, snacks, gifts and much more. Celebrity readers included Salt Lake County Sherriff Jim Winder, news anchor Mary Nickles and members of the Runnin' Utes football team, among others.

"Many of the students attending were from Title I schools and have not had the opportunity to visit a facility like the Discovery Gateway or hear celebrated people from our community discuss the importance of reading," said UEA President Kim Campbell. "Seeing the excitement in the eyes of those kids and their desire to learn reminded me once again why we do what we do...why the battle to provide a quality education for all children is so critically important."

As a surprise at the event, each participating school received a check for \$1,000 from the NEA to use for library books.



Members of the undefeated University of Utah football team visited with students.



Each participating school received a \$1,000 check from the NEA for their school library.



Several celebrity guest readers participated including KUTV News anchor Mary Nickles.



Kim Campbell leads students in a 'Reading Pledge' along with NEA Executive Committee member Carolyn Crowder.



Nearly 500 students from three schools attended.



NEA Executive Committee Members Mark Cebulski and Carolyn Crowder were among guests participating in the event.

Hard Times – A Time to Be United

by Michael T. McCoy, UEA General Counsel

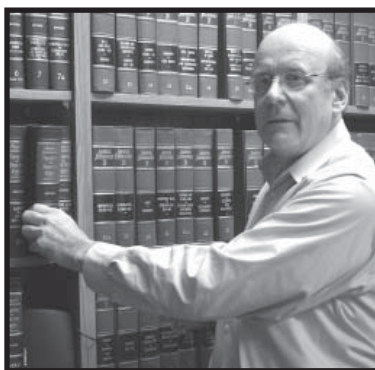
Daily, the news is a stream of layoffs, cut-backs, down markets and foreclosures. The recession is likely to be deep; most economists predict it will also be long. Unemployment may reach 10 percent. In a sense, education seems recession-proof—there are always kids to teach needing teachers to teach them. Still, education is not entirely recession proof. For the most part, teachers' salaries will be held at or near 2008-09 levels. The challenge will be maintaining the status quo for insurance and retirement benefits.

Many districts anticipate they can reduce costs through retirements and postponing hiring new teachers. The obvious result will be increased class size. Districts' plans may be frustrated by the economy. Teachers who planned to retire this year may be taking a wait-and-see attitude. Not as many teachers may retire this year as they wait to see what happens to the economy and inflation. If teachers at the top of the salary schedule do not retire as anticipated, there will be less "savings" than planned.

If the recession continues into 2010, as most experts anticipate it will, states and local governments will be strapped for revenues. Utah legislators and school boards are already thinking about next year. A lot of "what ifs" are being discussed. We know the rate of contribution to the Utah State Retirement System is likely to be increased. The money will come from the general fund thereby reducing the amount of money available for other areas (unless the legislature offsets the increase by requiring a contribution from individuals). If the recession continues, revenues will decline while the demand for government expenditures for unemployment, health care, aid to the aged, blind, disabled and families with dependent children will increase.

With luck, educators who want to remain employed will remain employed.

However, teachers should not sit back waiting to see what happens. It's always best to plan for the worst and hope for the best. Teachers should know their rights if they are laid-off. Their association can help by providing (1) unemployment insurance advice, (2) information on the new COBRA law (right to purchase insurance up to 18 months after termination at a reduced rate), and (3) the rights of laid-off employees and employees whose working hours are reduced.



UEA Attorney Michael T. McCoy

Most districts have policies defining how employees are to be laid-off (reduction-in-force policies). Almost all RIF policies have some form of reverse seniority as the basis for reducing the number of employees employed by a school district. Local associations should check the lay-off language to make certain it's clear. Only a few districts have a "right-of-recall" provision in their policies. A "right-of-recall" provision generally provides RIFed employees a right to fill any vacancy for which they are reasonably qualified that occurs within a certain period of time after they are laid-off. Generally, the recall period is 12 to 24 months after the date of

lay-off. The UEA has provided model language to all of its local presidents and UniServ directors describing a good "right-of-recall" policy.

Local associations should insist in this year's negotiations that local boards of education negotiate a policy requiring the local association be notified of any possible RIFs prior to the time a decision is made. The association and district administrators should consult and negotiate in good faith all possible ways and means to avoid RIFs.

UEA members and local association leaders should consider all possibilities as we move into the 2009-10 school year. Board policies and agreements negotiated between your association and your school board need to be carefully reviewed. The teacher's bargaining team needs to work closely with the board's bargaining team to reduce costs, but while reducing costs, we must also protect teachers' salaries, benefits, jobs and retirement. Only through strength in numbers can we protect your salary, your benefits, your job and your retirement. This year, more than ever, your local association and the UEA need to be proactive. By joining and working together, by uniting in our common cause, we will survive this recession as we have survived earlier adversities. But we can only do this if we are united with one voice, one organization, one cause.

For more information about teacher rights, visit:

www.utea.org/educatorResources/educatorRights/index.htm

UEA/NEA Benefits



Benefits for UEA Members

Whether for the Advocacy or for the Savings...

It's Never Been More Important to Belong to Your Local Education Association

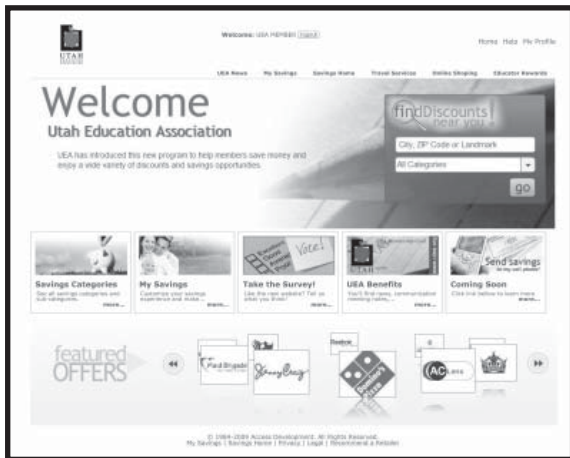
Now more than ever, it's important to be a member of the Utah Education Association. While districts across the state struggle to implement severe budget cuts, educators need the strongest voice possible to protect jobs and to maintain programs that serve students.

Educators who belong to UEA choose to join with others, locally and across the nation, who are committed to advancing the teaching profession and advocating for our public schools. Members have liability protection and a cadre of professionals to assist them if problems arise. Association membership ensures that your interests are represented. Your local UEA organization is recognized as the sole bargaining agent and will work to ensure employees' rights—your rights—are protected.

Don't be left on your own. It has never been more important to belong to the NEA/UEA. When you belong, everyone benefits and all educators have a stronger voice.

Everyday Purchases, Extraordinary Savings

In addition to being part of a team focused on advancing the teaching profession, UEA members also enjoy money-saving options galore! UEA membership includes the NEA Member Benefits program,



The UEA 'Members Only' website, accessible from www.utea.org, is your source for exclusive NEA and UEA/Access discounts.

offering health and financial services, insurance plans, professional development opportunities and money-saving discounts. Members can also save on everyday purchases available through the UEA/Access partnership. Tens-of-thousands of merchant discounts can be found via the 'Members Only' website.

Your UEA membership card is your ticket to these money-saving discounts. Visit www.utea.org to get started. Look for the 'Members Only' section for both NEA Member Benefits and UEA/Access programs.

Save on Spring Apparel

When times are tight, most of us turn our focus more carefully to basic needs, like clothing, for ourselves and for our families. Luckily for Access members, there's a better way to stretch your budget further. Remember to use your Access card to save on top clothing brands everywhere.

"For many employees—but especially in the education world—maintaining a professional appearance in the workplace is an occupational necessity," says Emily Hayes, Director of Education at Access Development. "That's why we at Access do all we can to help alleviate some of that budgetary strain."

Access helps you save on business and casual apparel, no matter where you live. For example, you can print coupons that can be redeemed in-store at places like LOFT, Van Heusen and New York & Company. Or if you prefer, you can also shop online for several premium brands like Eddie Bauer and Coldwater Creek.

And the savings don't stop there. You can dress the whole family for less at Target.com, The Children's Place, Footlocker.com and more with your Access card. Plus, you can always search in your ZIP code for participating local shops and boutiques.

This spring, you don't have to choose between sacrificing your cash and sacrificing your basic needs. Enjoy a little more of both with your Access card.



For NEA Member Benefits information, call 1-800-637-4636 or visit www.neamb.com.

59 is the average retirement age for NEA members.

Will you be ready?



FIVE-MINUTE RETIREMENT CHECKUP

Retirement may come sooner than you expect. Will you be ready? The NEA Five-Minute Retirement Checkup will help you understand if you are planning appropriately and provide you with the **tools you need** to get started or improve your current retirement plan. **Just five minutes.** Well worth it, considering it may make a difference in your life for years.

Find out now, visit neamb.com/5toRetire



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UEA People



Sara A. Jones Joins Association Professional Staff

Sara A. Jones has joined the UEA Professional Staff as Director of Educational Excellence and Community Outreach. Jones has more than 10 years of experience in teaching, program development and educational research. She co-authored research projects for the National Science Foundation, IBM, the Kellogg Foundation and the U.S. Department of Commerce.



Sara Jones

Jones holds a Ph.D. in Political Science from Claremont Graduate University, a master's degree in International Relations from Claremont Graduate University, and a bachelor's degree in Political Science from the University of California, San Diego. She received her teaching credential in Social Studies at Chapman University. Most recently, Jones served as an assistant professor of Government at Morehead State University, Morehead, Kentucky. She also taught in the Social Studies Department at Dublin High School, Dublin, California where she was a California Teachers Association member.

In her position at the UEA, Jones will provide expertise and work with elected leaders and staff to develop Association positions and programmatic activities related to critical education issues. She will also help develop an Educational Excellence Plan for the Association. Jones will serve as liaison to the Curriculum Committee of the Utah State Office of Education, the state's National Board Certified Teacher (NBCT) group, the UEA Teaching & Learning Committee, and the UEA Special Education Task Force.

Jones will coordinate UEA Convention activities and professional development sessions. On the political front, she will be co-liaison to U-PAC, working with Government Relations Director Vik Arnold, and will work with local and state Association political action committees to identify and recruit pro-education candidates to help implement the UEA Educational Excellence Plan.

KUDOS

Honoring Utah Educators & UEA Members

[Great Public Schools Celebration](#)

Utah Jazz and UEA Honor Local Educators



UEA and the Utah Jazz honored four educators during halftime at a Jazz game Feb. 17 as part of the Great Public Schools Celebration. Pictured (left to right) are Utah Jazz President Randy Rigby; UEA Communications and Public Relations Director Mike Kelley; Canyon Junior High School teacher Jalayne Engberg; Valley Elementary School teachers Carolyn Hogge, Michelle Evans and Rebecca Warnes; and UEA President Kim Campbell.

Sixth-grade students at Valley Elementary School in Huntsville experience firsthand how the real job market operates. They apply for jobs, earn money, pay for goods and make financial plans. They even learn how to use a bank account, start a business and participate in local government.

The project, called "EconoMe," is part of a virtual experience developed and implemented by teachers Michelle Evans, Carolyn Hogge and Rebecca Warnes. The EconoMe program was selected as this year's winner of the Utah Jazz/UEA Great Public Schools Celebration award in the category of outstanding educational program.

Also chosen was Jalayne Engberg of Canyon View Junior High, Orem, as this year's winner in the outstanding educator category. Through her tireless efforts, sports programs that benefit the visually impaired have improved throughout Utah. Engberg has worked with the Utah Federation for the Blind to help produce international-level competitive teams in goal ball, a team sport designed for blind athletes. She has also developed a summer athletic program that allows visually-impaired students to participate in a wide variety of sports such as running, beeper baseball, judo and rock climbing.

"We congratulate these teachers on the excellent work they do," said UEA President Kim Campbell. "They are a shining example of the exceptional work happening in public schools all around Utah. We are also grateful to the Utah Jazz for their continued support of Utah schools and the Great Public Schools Celebration award program."

The Utah Jazz and the UEA established the Great Public Schools Celebration awards in 2007 to recognize the exceptional accomplishments in Utah public schools. From November 2008 through January 2009, educators were asked to nominate outstanding educators and educational programs that help students, teachers and their schools. Winners were selected from these nominations.

On Feb. 17, the winners were honored during halftime at a Utah Jazz game. In addition to Jazz tickets for themselves and a guest, each award recipient received a dinner certificate, a basketball signed by Jazz players, an award plaque and a visit from the Jazz Bear to their school.

Everyday Purchases. EXTRAORDINARY SAVINGS.

Armed with your UEA/Access card, you can save enough on everyday necessities that you can MORE than offset the cost of your dues.

HOW MUCH CAN YOU SAVE?				
PURCHASES*	HOW OFTEN?	TYPICAL SAVINGS PER PURCHASE	PURCHASES PER YEAR	YEARLY SAVINGS
ENTERTAINMENT				
DVD Rentals	2 purchases/month	\$4	24	\$96
Movie Passes	4 tickets/month	\$2	48	\$96
EVERYDAY NEEDS & SERVICES				
Apparel	4 outfits/year	\$25	4	\$100
Cell Phone Service	1 bill/month	\$10	12	\$120
Auto Service (2 cars)	6 oil changes/year	\$5	6	\$30
Dry Cleaning	2 trips/month	\$2	24	\$48
Beauty Supplies	4 purchases/year	\$5	4	\$20
FOOD				
Dining—Lunch	1 meal/week	\$3	52	\$156
Dining—Dinner	2 meals/month	\$5	24	\$120
Pizza	2 purchases/month	\$8	24	\$192
TRAVEL & LEISURE				
Hotel Stays	7 nights/year	\$25	7	\$175
Theme Parks	4 passes/year	\$10	4	\$40
TOTAL SAVINGS:				\$1,193

*Based on a typical family of four

NOTE TO SELF:
Save at Target.com, Blockbuster, Sprint, Meineke, and more.

Check out www.utea.org and discover over 250,000 shops and stores just waiting to save you money. Because, if you have to pay for something anyway, why not save a couple bucks in the process? Those couple of bucks can really add up!