



Director's Newsletter



NEA is working to provide great public schools

October 2015

nea NATIONAL EDUCATION ASSOCIATION
Great Public Schools for Every Child

NEA supports Clinton

Primary endorsement gets approval from enough affiliates

Education Secretary Duncan resigns—

U.S. Secretary of Education Arne Duncan announced Oct. 2 that he would leave the Obama Cabinet in December after nearly seven years in the embattled position. The NEA expressed frustration with Duncan for nearly his entire tenure as secretary. The Representative Assembly introduced resolutions criticizing Duncan's waiver program—Race to the Top—emphasized testing as a way of improving schools. Items were introduced at every RA since 2010 and culminated with a resolution calling for his resignation in 2014. “The Department’s failed education agenda focused on more high-stakes testing, grading and pitting public school students against each other based on test scores,” read the resolution. Obama said deputy secretary John B. King Jr. will fill in as the “acting secretary.”



DUNCAN

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NEA photo

Hillary Clinton answers questions at a “town hall”-style meeting with NEA board members, presidents, and other leaders on Oct. 3 in Washington D.C.

The NEA endorsed Hillary Clinton in the Democratic primary on Oct. 3 with 75 percent approval from the board of directors and an 82 percent vote from the PAC Council.

Following over a month of discussions and two meetings with the candidate, the board on Saturday surpassed the 58 percent needed for a primary endorsement with a vote of 118 in favor, 40 against, and eight abstentions.

Two days earlier, the PAC Council, which is made up of state affiliate presidents and the leaders of other internal groups, moved the endorsement ahead with an even-larger vote. Affiliates get votes based on the amount they contributed the prior year to the NEA Fund for Children and Public Education. Six affiliates abstained from that weighted vote, including two of the biggest, California and New Jersey.

Immediately after the vote, NEA president Lily Eskelsen Garcia addressed the media. She gave credit to the other two Democratic candidates who had participated in NEA’s primary selection process, Sen. Bernie Sanders and former Gov. Martin O’Malley. “We had three good friends to choose from,” Garcia said. “So when you interview them and you have to pick one, it’s hard.”

Garcia announced at the end of August that she was going to bring Clinton’s name forward for primary support. “I want to be inside that White House and tell them what to do with testing and charter schools,” she said.

Although all three candidates scored very high on their voting records on education issues, Garcia was

See **CLINTON**, page 6

Chronology of an NEA endorsement

Early Spring

NEA questionnaire sent to all viable candidates who filed to run for president as a Democrat, Republican, or third party.

April-May

Democrats Hillary Clinton, Martin O’Malley, and Bernie Sanders return questionnaires.

June

Clinton, O’Malley, Sanders do a one-hour, videotaped interview with NEA president Lily Eskelsen Garcia. Video posted on NEA website for all members to view.

July

• Excerpts of videos of all three

candidates shown to the 8,000 Representative Assembly delegates in Orlando.

• Delegates pass NBI 79 requiring that NEA reach out to candidates in all parties before considering a primary endorsement.

August

No other candidates choose to fill out an NEA questionnaire or participate in the union’s process.

Late August

President Garcia decides to bring Clinton’s name forward for consideration as a primary endorsement.

See **CHRONOLOGY**, page 6



NEA holds Q&A with candidate Clinton

The following are excerpts of some of the 13 questions that Hillary Clinton fielded during her “town hall” meeting with NEA leaders on Oct. 3 in Washington D.C.

Q: **Judy Harris, Oregon interim director:** If ESEA is not reauthorized by this session of Congress, will you guarantee the NEA members that you will work with leaders in Congress to introduce legislation and that this legislation will be introduced within the first 100 days of your term?

A: Yes.

Q: **Gretchen Washington, Ohio director and special education teacher:** I sat with my special needs students while they took 17 hours of testing ... I don't want to sit with my children as they throw up, and I had to be a cheerleader ... Just want to know what you feel about this?

A: I really believe that the amount of testing, the emphasis on testing, is really misguided, because I don't think it produces the kind of learning that we're supposed to be trying to achieve.

Q: **Reed Scott-Schwalbach, Oregon director:** How will you work to the best of your ability to overcome Citizens United?

A: Literally, the very first day of my campaign I said that was one of my highest priorities. ... I will not appoint Supreme Court justices, because I do think we'll get three appointments in the next presidency. ... I will not appoint them unless they care more about securing a citizen's right to vote than a corporation's right to buy advertising. ... If we cannot end Citizens United's pernicious, corrupting effect on politics, I will lead the charge for a constitutional amendment to overturn it.

Q: **Tripp Jeffers, North Carolina director:** If you receive our endorsement, what will you do to distance yourself, or even condemn the ideas of those neoliberal, corporate reformers who we believe are attacking public education possibly with the ultimate goal of privatizing it?

A: Well, I agree with your diagnosis. ... There are people who have the libertarian view that we need to end public education. They want to destroy public education. They want to destroy every public service. I think they are not only foolish, but they are dangerous. Then there's a group of

reformers who may mean well, but they are totally disconnected from knowing teachers who know the names of the students in your class. And then there are the for-profit people who don't care whether it's public or private as long as they can make money on it. ... I'm on the side of teachers. I want to look at what the research says works. I'm sick of people selling products and fads that make no difference in your work. I love the dashboard idea that the NEA has proposed. ... I want to have real information in real time that real teachers and others can go to and see “does this work or doesn't this work?”

Q: **Deanna Nicosia-Jones, New Jersey director:** Will you make a commitment to come back to D.C. and if Lily gives you the date, see us at the Representative Assembly this coming July?

A: Absolutely. I'll be there. Give me that date as soon as you can. But I want to say a quick word to the fifth-grade teacher from New Jersey. Imagine teaching in a state where your governor says he wants to punch you and the union that represents you. We have got to end this rhetoric, this insulting, this extraordinary hostility that people in public life show. I obviously try to stand against it, mitigate against it, stop it, but what on earth are they thinking? The first lesson you learn at the beginning of kindergarten is how to get along with people. I think the NEA should be doing a report card: “Does not play well with others.”

Q: **Gerri Franco, New Mexico director:** We only have a few minutes, sometimes to talk to members, sometimes two minutes or less. If you had two minutes to make your case, what would you say?

A: I have a lifetime of experience in advocating for kids, working with teachers, being a good partner to educators, going back to my days in Arkansas, going through my time in the Senate. You don't have to guess about where I am. You can see where I have been and where I will be, and I've already said that I will not make any policies or important decisions about education without literally having teachers in the room and listening to the advice and the ideas that you have to help me be a better president for education. I think my record and my ideas are really far ahead of anybody else running in this campaign because it's rooted in long-time experience about what I have done. I think that's important because you can go back and talk to your fellow members and tell them what I've said here, but more than that, what I've done. I wrote a book, “It Takes a Village,” because I think you've got to have a community supporting the raising of children. There is nothing, as I said in the beginning, more important than the family, other than the school. I know that, and I will stand up for it.

Q: **Bob Hoffman, retired director from South Dakota:** The focus on standards has been lost in the recent



Hillary Clinton poses with NEA leaders after her meeting at the NEA building on Oct. 3.

NEA photo



Maury Koffman photo

Hillary Clinton answers questions at a “town hall”-style meeting with NEA board members, presidents, and other leaders on Oct. 3 in Washington D.C. NEA president Lily Eskelsen Garcia moderated.

confusion about Common Core and testing. What can you do to bring back world-class skills as a priority in education?

A: I know that the Common Core idea to have high standards was one that was supported when it began. ...

What I saw was that when the standards came out, people started to implement them in a way that pushed testing and teacher accountability instead of trying to come up with ways like you did to help teachers, educators, and others understand how they were going to make these world class standards. It was just such a lost opportunity. ... What should we do to try to re-establish the idea that there really is a very important place for standards that everybody aims for? ... We’ve got to have standards, but they have to be teacher driven, expert educator created standards, and then you need programs that help people understand how to use those standards.

Q: **Karen Schuett, California director.** You said that we would be at the table, that NEA would be at the table, and I’d like to know the specifics of how that would happen, and when that will and happen?

A: What I would like to see happen is that starting very soon, I ask Lily to set up consultations and opportunities to bring NEA folks together to start providing advice to me, and to start planning for me, because, as I said earlier, I don’t want to get in to the White House and then look around and say, “Let’s start.” I want to get in to the White House and begin to run, because I know I don’t have a whole lot of time to get some big changes through. I want to be well prepared. I want to understand, whether it’s testing or world class standards, whatever the issues might be, what is the consensus that I can get from NEA

that will influence and inform my thinking, not just in the campaign, but in the White House.

Q: **Robin Courier, Minnesota director.** What is your strategy to connect to the middle class, and how can I help you so that I can get you back in the White House?

A: I don’t mean to be partisan or personal, but our economy does better when we have a Democrat in the White House. If you just look back over these last 35 years, each of our Democratic presidents inherited economic problems from their Republican predecessors. And for those of you that are Republican or independent, I hope I can make this case to you because ... I want to do what works. I’m not in to ideology. I’m not partisanship for the sake of partisanship. ... Middle class families deserve a raise. And what I’m going to do, starting at the bottom and raising the minimum wage, because nobody who works full time should still be in poverty. ... I laid out my economic policies, and I believe in strong growth, in fair growth, and in long-term growth, but one of the ways that we could do more to help people get into and stay in the middle class is finally getting equal pay for equal work for women. This to me is a no brainer, and the Republicans attack me for doing what they call playing the gender card when I say I’m in favor of equal pay for equal work. If that’s playing the gender card, then deal me in.”

Q: **Chelsey Herrig, NEA student program chair.** Do you support Teach For America’s practice to provide 6 to 8 week training on how to be an educator?

A: There was an argument for Teach for America, but I think we’ve

Candidate statistics

Survey of NEA members

Clinton 46 percent

Sanders 22 percent

Biden 10 percent

* Conducted August 6-12 using cell/landlines
Random sample of 2,000 NEA members.
Margin of error +/- 2 percent

National polls

Clinton 41 percent

Sanders 27 percent

Biden 20 percent

* From RealClearPolitics which uses an average of numerous different polls.

Minority Democratic voters

Clinton 57 percent

Sanders 13 percent

Biden 21 percent

* From ABC on Sept. 10

Female Democratic voters

Clinton 45 percent

Sanders 23 percent

Biden 13 percent

* From Quinnipiac on Sept. 21

Campaign strength

	Clinton	Sanders	Biden
Raised through Q3	\$75m	\$40m	\$0
Paid staff	140	102	0
Governors spt.	12	0	0
Senators spt	36	0	0
House mem. spt.	160	0	0
Super delegates	440	0*	0*
Super pac formed	Yes	No	No

* No super delegates announced

Information provided by NEA President Lily Eskelsen Garcia prior to the Oct. 1 and 3 meetings of the PAC Council and NEA board.

learned a lot about how difficult it is for people with 6 to 8 weeks training to manage a classroom, to be able to really teach in a way that inspires and produces results. I have a different take on this. I have something called the New College Compact to make it possible for anybody to go to a four-year public college or university without borrowing money for tuition. If you do public service, and I consider teaching public service, you will have a lot of that debt forgiven depending on how many years you serve as a public school teacher.

In her closing remarks, Clinton said that she would be flying to New York that evening to be on Saturday Night Live.

NEA stays focused on ESEA

When Speaker John Boehner announced Sept. 25 that he would leave the House at the end of October, the chances for the reauthorization of ESEA seemed to diminish. But all hope is not lost.

Mary Kusler, NEA's director of government relations, told the board of directors, "Talks have picked up since he announced his resignation."

And top lawmakers confirmed Kusler's thoughts. Sen. Lisa Murkowski, R-Alaska and member of the Senate's Health, Education, Labor and Pensions committee, said she is optimistic that Congress will complete the conference process by the end of the year. Other board members reported that their members of Congress said they expect the Every Child Achieves Act—the name given to this new reauthorization—to move ahead, with or without Boehner at the helm.

Both the Senate and the House passed laws reauthorizing the Elementary and Secondary Education Act in July. NEA prefers the Senate's version, known as S. 1177. But the bill from the House (H.R. 5) has to be considered, too.

NEA wants a final bill that includes the "opportunity dashboard," reduces the focus on high-stakes testing, and maintains the elevated voice of

educators in the new law. A conference committee has not yet been named officially, but staff members for the education committees in both chambers are already working on language. If a conference bill passes both the House and Senate, it would still require a signature from President Obama to become law.

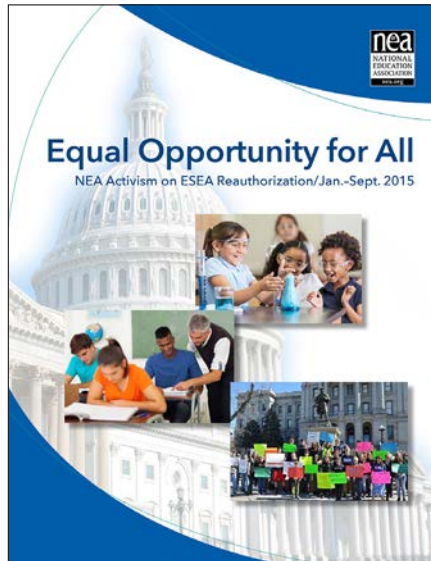
America's education system is still officially governed by the 2001 No Child Left Behind Act—the name given to the current authorization of ESEA. However, since 2010, President Obama has authorized waivers to the law under a program called Race to the Top.

NEA has been lobbying hard for passage of the reauthorization. A booklet detailing the highlights of this work is available at nea.org. The passage of the Senate bill by an 81-17 margin with a very open amendment process has given some lawmakers hope that Congress can still work in a bipartisan manner.

Under the Senate's version of the ECAA, accountability would decouple the link between test scores and high-stakes consequences. States would receive a lot more freedom to come up with solutions that work for them. NEA's "opportunity dashboard" is a new way to look at accountability by providing detailed information about a school that is struggling. The proposal calls for a team of experts to work with educators at a struggling to school to come up with real solutions that better address the unique challenges of individual schools.



BOEHNER



Past 'Dreamers' pave the way

When it comes to Hispanic activists, it's not easy to find someone with a longer resume than Juan Andrade, Jr.

Wearing his signature cowboy hat, Andrade spoke to the NEA board of directors on Oct. 2 in English. But he's better known for the time when he was a Texas physics teacher and dared to speak to his students in Spanish.

In the early 1970s, Andrade chose to speak Spanish because when he spoke English his students didn't understand quite as well. Unfortunately, it was illegal for teachers at that time to speak anything other than English in Texas schools, unless they were in a foreign language class.

A policeman came to Andrade's house, and soon he became known as an activist who would fight for his students to get the best education. He kept speaking up, and soon there were rumors that his house was going to be firebombed. Eventually, he resettled in Chicago where he went on to a distinguished career as a political commentator.

As he looks back at the civil rights movement, now almost 50 years ago, he compares



ANDRADE

the activists of that time to today's Dreamers. "I was born into a generation of dreamers," he said. "We lost our land, but had the right to vote."

The forced Americanization of the Southwest was something Andrade experienced first hand. He remembers paying a poll tax to vote of \$1.75. "Mexicans are very smart," he said. "We know there is nobody running for office worth \$1.75."

But he always knew there was a difference between home and school. At home he spoke Spanish, and at school he spoke English.

"I decided long ago that in my life, if I had to live with laws that were wrong, they are meant to be challenged," he said. "If they are wrong, we violate them."

Andrade went on to found the United States Hispanic Leadership Institute in the early 1980s in Chicago. Since then, he has worked to inspire Hispanic youth and fight against discrimination.

"The dreamers of that period, my generation, have left a trail for our new dreamers of today," he said. "We can say that this generation has created 3 million Latino-owned businesses."

Andrade's goal is to help this generation of Hispanic youth to be the best educated ever. "Today's dreamers. Their destiny has ordained them as the guardians of our rights."

Representative Assembly

Proposed changes to RA's standing rules

President Lily Eskelsen Garcia proposed three changes to the standing rules at the Representative Assembly. The proposals will go to the Committee on the Constitution, Bylaws, and Rules, and full report on the impact will be available at the February board meeting.

Garcia's three proposed changes include:

- One, eliminate the ability of a speaker to speak for their delegation and receive three minutes. All speakers would get two minutes under this proposal.

- Two, eliminate the rule that requires points of information to come before debate, and instead rotate a speaking order of one in favor, one against, and one point of information.

- Three, eliminate the requirement that motions to suspend the rules are debatable, and revert to the previous method where these motions cannot be debated. This rule came about last year to allow members who had their NBI bundled and referred to a committee, the opportunity to speak.

All three proposals have been turned over to the CCB for review. The chair, Tim Graham, will report to the board at the February meeting, and at that time the board could take positions.

Board gets first look at NEA 360

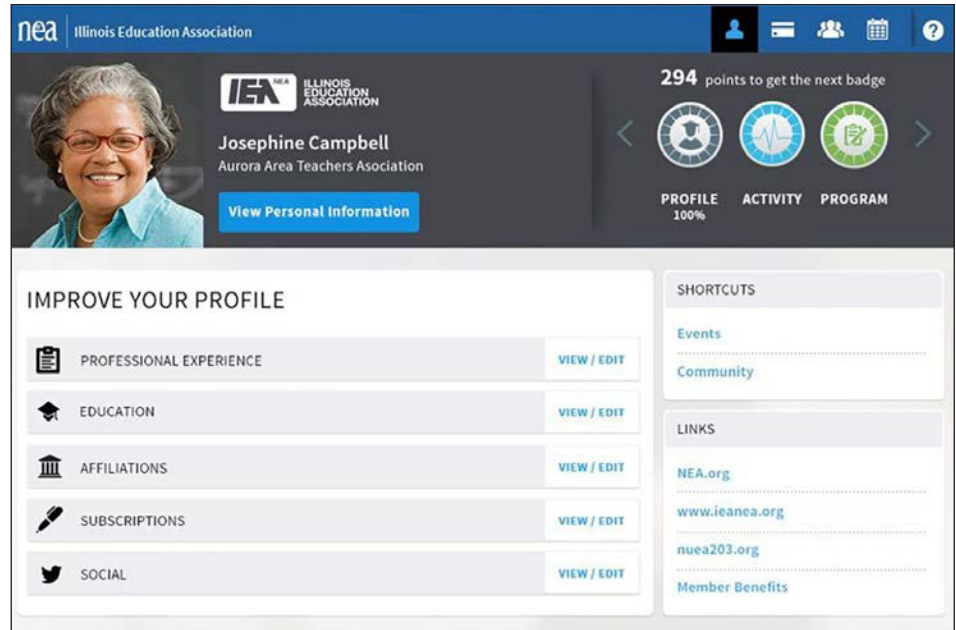
Open House puts new data platform on display for members

NEA Board members and others in leadership positions got their first glimpse of the highly anticipated NEA 360 project at a special “open house” event at NEA Headquarters on Sept. 30.

In May, the NEA board authorized spending up to \$1 million from the contingency fund for further development of this new computer management system, designed to help NEA connect all of its data systems.

“This is our way of connecting with members in a way like never before,” said NEA Vice President Becky Pringle. “This will allow us to understand who are members are, what drives them, what they are passionate about. More importantly, it will allow them to connect to each other. We will finally be able to leverage the true power of our three million members.”

During the open house, guests got “hands on” demonstrations of the new NEA 360 products. Although most members will see this new product through EdCommunities, leaders will have greatly enhanced ability to analyze member data. All of the products are available on multiple platforms – including PC, Apple, tablet, and hand held devices.



Visitors saw mock ups of what home screens may look like and played in the sandbox – i.e. experience the user interface – where they were able to witness some of the capabilities of this data system: including the simplicity of data input, the ability to track participation (by job classification, Association positions held, work-site location), its interface with the Voter Activation Network (VAN), expanded surveying capabilities, and digital marketing opportunities.

For the five state affiliates who have volunteered to pilot NEA 360, the expected “go-live date” is Spring 2016. Those affiliates are Colorado, Delaware, Illinois, Indiana, and Tennessee. The second phase roll out is anticipated at some point during the 2016-17 school year for the following states: Arizona, Idaho, Maryland, Minnesota, Nebraska, North Carolina, Ohio, Oregon, South Dakota, Texas, Washington, and Wyoming.

Native students know plenty about diversity

Long hair and braids are probably the first things that people notice about Bill Mendoza, the executive director of the White House Initiative on American Indian and Alaska Native Education. But that image and the stereotypes it evokes are only half the story.

Mendoza told the NEA board of directors that there are many lessons to be learned by considering what Native Americans have experienced and the ongoing fight for recognition. As an Oglala-Sicangu Lakota who grew up on the Pine Ridge and Rosebud Sioux reservations in South Dakota, Mendoza knows what it is like to be stereotyped, and he also knows what it's like to be invisible.

“When you say Native American you speak of the plight of the unrecognized tribes,” he said. “The challenges to us as a nation couldn't be more representative of what we face as a world.”

Natives know the challenge of not fitting in. “Talk to a Native American and you find out really quick that diversity didn't just fall into our lap,” Mendoza said. “Folks, we were diverse for thousands of years. ... We have walked and talked of living in harmony forever.”

Since 2011, Mendoza has worked to spread that message inside the White House. With one or more tribes in 33 states, it's a challenging job. But what makes it even harder is that 50-70 percent Natives live off reservation, and 93 percent of Natives are educated outside of reservations.

“Ninety-five percent of Native students attend schools where they are

less than 10 percent of the population,” Mendoza said. “That makes us invisible.”

Mendoza's own children go to school in Washington D.C., and he said it's been a challenge. His children have experienced bullying and teasing for their culture. When his oldest child attended first grade, he came in wearing long hair, braids and earrings—traditional items for the Lakota.

He and his wife met with the teachers, principal and counselor. As he said, “we had to go in and present,” so that the adults in the school would understand. “We got to a place where everything was good,” Mendoza said. “Then principal left, the teacher left, the counselor left, then we're starting all over again with my 7-year-old.”

At one point, Mendoza said it made him angry. “I was ready to go in and give all the white kids the stink eye,” because of the way his son was treated.

“And when I walked in there, something happened that I didn't expect,” he said. “That child was an El Salvadorian, an Arab or African. When I thought I had a white kid they were Ukrainian.”

“What hit me then and resonated with me,” he told the NEA board. “It's not just about my children. It's about your children, too.”

And if the problems for children aren't hard enough, it's also hard for Native parents, he said. When Native parents go to talk to school boards, it isn't easy for them.

“They don't show up to those,” Mendoza said. “They don't speak the same language.” He suggested districts find unique strategies to reach out and use small group dialogue when possible.



MENDOZA

CLINTON: Primary endorsement doesn't come without opposition

Continued from Page 1

persuaded to select Clinton because of the length of her advocacy career. In her twenties, Clinton volunteered with the Children's Defense Fund going door-to-door for special education students.

"The folks that we fight for, she started fighting for as a young kid," Garcia said. "And she has the best chance to win."

"We are going to have a very different relationship with the next president of the United States of America," Garcia said. "We now have a candidate in our corner as the Democratic nominee."

Prior to the vote to endorse on Oct. 3, Clinton addressed state presidents, board members, and the leaders of NEA's constituent groups in a "town hall" style meeting.

"There is nothing more important than doing everything we can to empower you to be able to lift up our kids," Clinton said. "I want to be your president. I want to be your student's president. I want to get up every day in the White House and try to figure out what I can do that day to make it possible for more kids from preschool through college to live up to their God given potential."

But the endorsement didn't come without opposition.

The board of directors and state presidents spent an hour on a conference call with Clinton on Sept. 16. She was asked her position on charter schools, corporate reform of the public education process, poverty, and testing.

Some presidents and directors said Clinton's remarks were not specific enough. Others complained that Sen. Bernie Sanders had better positions on some issues. Still others said it was just too early to do an endorsement and members were not ready.

Some debate centered specifically around the NEA Representative Assembly in Orlando in July. The issue of endorsement did come up at the meeting with 8,000 delegates, and some thought that

NEA had pledged not to do an endorsement.

The apparent confusion came from a statement made by Garcia that NEA would not do an "early endorsement." An "early endorsement" is different than a "primary endorsement." In 2011, the NEA did an early endorsement for President Barack Obama while he was running for his second term in office.

Only the RA can do a full endorsement of a candidate, but a primary endorsement can be done with a vote of the state presidents and the board.

Delegates to the Orlando RA in July also passed a new business item requiring that the NEA attempt to engage with all presidential candidates before considering a primary endorsement. The issue at that time was that despite attempts prior to the RA, only Clinton, Sanders, and O'Malley had answered NEA's questionnaire.

NEA hired a Republican strategist to reach out to the nearly 16 Republican candidates, but none would even speak with the NEA. Garcia said that she believed that NBI 79 had been accomplished by the end of July and that it was clear that if NEA was going to engage in any primaries, it was only going to be with Democrats. She then made her choice for Clinton.

After the phone conference with Clinton, Garcia decided to ask Clinton to attend the October board meeting in person after hearing members say, "I want to hear her say that in person." Clinton accepted the invitation to do a one-hour town hall style meeting with the board, presidents, and leaders of internal constituency groups, before the final vote on Oct. 3.

Clinton opened the town hall by saying, "I would be honored to earn your recommendation because I want to be a good partner as a president with you." She also promised, "I will never make a decision (about education) without a teacher in the room."

Continued from Page 1

September

- Executive committee members make personal phone calls to all presidents and board members to discuss the process and get a feeling for whether there is support for the proposal.

- All state affiliate presidents, board members, and constituent group leaders invited to participate in a phone meeting with Clinton on Sept. 16. Nine questions were asked in the hour-long conversation.

- Garcia announces on Sept. 29 that she has invited Clinton to attend a "roundtable conversation" with NEA leaders on Oct. 3.

October

- NEA's PAC Council votes in favor of the primary endorsement for Clinton on Oct. 1. The council, made up of state affiliate presidents and the leaders of NEA's top constituent groups, uses a "weighted" vote system where state's that give the most money to the NEA Fund for Children and Public Education. Two of the largest affiliates, California and New Jersey, abstain.

- Clinton comes to NEA for a "town hall"-style meeting with the NEA board of directors, presidents, and constituent leaders on Oct. 3. In an hour-long conversation, Clinton answers 13 questions.

- NEA board of directors vote in favor of Clinton, 118-40 with eight abstentions, completing the primary endorsement process. The 75 percent majority clears the required threshold of 58 percent.

Board business & reports

Vice President

Vice President **Becky Pringle** announced the six recommendations from the Accountability Task Force. Pringle also updated the board on progress on NBI C and D.

Pringle took the most pride, however, in NBI B. She said, "When NBI B passed unanimously (at the RA in Orlando) it had to be one of the proudest moments of my life as an NEA member." NBI B calls for NEA to take a stand against institutional racism. Pringle made a point of visiting individual committees and pressing them to make progress on this NBI. "I know that if the educators of American take this on, we will change this culture," she said.

General Counsel

NEA's chief attorney, **Alice O'Brien** reported on active cases dealing with topics including teacher tenure, ethnic studies, vouchers, teacher evaluations, union dues, and exempt salaries. She also provided an update on the Supreme Court case *Friedrichs v. CTA*. Arguments are scheduled to be heard later this month or in November. The court will answer two questions: 1) Should *Abood v. Detroit Board of Education* (1977) be overruled? and 2) are public-sector "agency shop" arrangements invalid under the First Amendment. Some 24 amicus briefs have been filed by right-wing advocacy groups. In addition, two governors and 18 attorneys general have said they support overruling the law. CTA, working with NEA, will have **David Frederick** argue the case before the court. NEA

continues to believe that public employees with unions should pay a reduced "fair share" fee to cover the cost of bargaining and representation.

Human & Civil Rights

Nominations for the NEA Human and Civil Rights Champions awards are due by Dec. 10. NEA gives out 12 awards in a variety of categories. Go to www.nea.org/hcraawards for more information.

Board Elections

The NEA board elected three members to the Program and Budget Committee: **Robert Rodriguez**, California; **Amy Simpson**, Wyoming; and **Josh Brown**, Iowa. The board also elected **Tim Parker**, Alaska, to continue to serve on Great Public Schools fund oversight committee, which is in charge of grant GPS grants.