



AMERICAN Teacher

THE NATIONAL PUBLICATION OF THE AMERICAN FEDERATION OF TEACHERS

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Raise your voices

RANDI WEINGARTEN, AFT President

YOU CAN'T BLAME educators for believing that some politicians think they should be seen in their classrooms but not heard outside of them. That's the objective of legislative efforts to strip teachers and other public employees of a voice in their work. It is what happens when top-down policies are foisted upon teachers without their input. And that was the message conveyed to Chicago's teachers, whose efforts to secure the conditions they and their students need were rebuffed until they spoke out on the picket lines. But we know that educators' voices need to be heard—not just in schools but also at the bargaining table and at the ballot box.

Electing leaders who support strong public schools, democratic rights and broadly shared economic opportunity is essential to achieving a better America. Many factors affect the direction of the country, but the upcoming elections will greatly influence whether workers will have a voice at work and whether communities can unite to promote the common good, as the Chicago teachers' strike did earlier this fall.

This presidential election presents a choice between starkly different visions for the future of our country. The candidates are poles apart when it comes to economic fairness, restoring the middle class, and the importance of public institutions. Americans will choose between a candidate who tries to divide communities and who disparages 47 percent of the country by saying these people expect a handout, and a president who believes not only in personal responsibility, but also that we are all in it together. The choice we make on Nov. 6 will affect the country for years to come.

Mitt Romney has repeatedly assailed teachers and our unions, even saying he would

take actions that would deprive us of our constitutionally protected rights of free speech and association. Romney says he would preserve the U.S. Department of Education only so he'd have a club to beat back unions. And if Romney gets his way, he would bar teachers unions from making political contributions.

You can see the choices the Romney/Ryan ticket favors when it comes to the federal budget. Rather than investments in public schools, Mitt Romney supports opt-outs, including private tuition vouchers, which have been tried and studied for decades but fail to help students achieve. He opposes reducing class size, claiming that those who advocate for reductions are trying to add more members to teachers unions. He supports his running mate's budget that would slash education funding by 20 percent, including cuts to Head Start and Pell Grants.

Romney would extend the Bush-era tax cuts for the very wealthy, yet supports Paul Ryan's plan that would turn Medicare into a voucher system and would double out-of-pocket costs for seniors. Romney supported attempts to end collective bargaining in New Hampshire, Ohio and Wisconsin, and he tried to end it in his own state of Massachusetts. This is a candidate who wants to wipe us off the map.

President Obama has fought for economic opportunity for all Americans. He supports making corporations and the very wealthiest Americans pay their fair share of taxes, and he would extend tax cuts for middle-class families. His stimulus efforts in 2009 were a

lifeline for public education and public services, preserving 300,000 jobs in public schools alone. He has expanded funding for early learning programs and is working to make college more affordable. President Obama, against unrelenting opposition, passed the Affordable Care Act, which Romney says he would repeal. Although we have not agreed with everything the Obama administration has done, particularly its em-

Electing leaders who support strong public schools, democratic rights and broadly shared economic opportunity is essential to achieving a better America.

phasis in education policy on measurement and competition, the door is open—and we have been heard.

Perhaps nothing illustrates the mindset that "teachers should be seen but not heard" better than an exchange between Mitt Romney and a teacher at a campaign event in Colorado. Romney extolled the virtues of private schools and vouchers, and criticized public schools and teachers unions. When the teacher sought to offer her perspective, Romney shot back: "I didn't ask you a question."

Mitt Romney may not want to hear what America's educators have to say, but we will make our voices heard on Nov. 6 and beyond. We will continue to stand up and speak up about what it takes to provide all children with a high-quality public education that prepares them for fulfilling lives. Our members and our union are a powerful force for fairness, opportunity and quality public institutions—for our members and those we serve. I urge you to vote for candidates who share this vision.



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Partnering to improve schools and resources for educators

School visits highlight community partnerships, Share My Lesson

AFT PRESIDENT Randi Weingarten went back to school at the end of August with visits to schools and members in Cleveland and Berea, Ohio, and Albuquerque and Rio Rancho, N.M. In both states, she saw examples of how local unions and communities are working together on behalf of schools and students. The AFT president also met with a group of members and leaders in New York state. And she heard glowing reviews from members who are using the AFT's new Share My Lesson website for educators.

In Ohio, Weingarten met with about 20 community activists, including faith leaders and representatives of citywide coalitions, and saw examples of local unions partnering with their communities to improve education.

In Ohio, the Rev. Timothy Eppinger, pastor of God's Tabernacle of Faith Church in Warrensville Heights, described a coalition that has launched a long-term approach to career pathways in STEM (science, technology, engi-

The Share My Lesson website has been a great hit with educators looking for teaching materials and other resources.



NYST PHOTO



JANET CENTURY

neering and math) fields. The coalition has rounded up 100 businesses, from the Cleveland Clinic to law firms, and set up paths to college in which students can shadow professionals on the job, work at summer internships, get mentoring and earn scholarships.

The AFT president also visited Roehm Middle School in Berea where she dropped in on several classrooms, including that of eighth-grade math teacher Brooke Schlather, who was excited about the union's Share My Lesson initiative, a global network of educators who share strategies online. "I spend so much time looking for materials online," Schlather said. "This will help."

Solution-driven unionism in action

Weingarten has spent a lot of time talking about "solution-driven unionism" since she first discussed the concept at the union's national convention in July. In Albuquerque, N.M., she saw a great example of what that concept can mean in practice.

At Emerson Elementary School, Weingarten and other AFT leaders in New Mexico were among the first visitors to a school that had begun the school year just two weeks earlier with a new principal, some new staff and a new focus on integrating the Common Core State Standards into the curriculum.

While the effort to turn around Emerson, a school with a mostly Hispanic and Native American student population, officially began at the start of this school year, it was the culmination of months of collaboration among the Albuquerque Teachers Federation, the school district and outside researchers.

The national AFT is committed to finding



NYST PHOTO

solutions to improving schools that help not only the students but also the broader community, Weingarten said. "This is a concrete example of that theory in action."

Common Core standards and how they will change what teachers do in the classroom came up later in the day, when teachers and educational assistants gathered for a demonstration of Share My Lesson.

The Share My Lesson site, which includes more than 200,000 resources across grade levels and subject areas, has a section devoted to the Common Core. In New York state, Weingarten and New York State United Teachers president Richard Iannuzzi met with educators to encourage them to take a look at the free service, spread the word and help expand offerings. "Our whole strategy here is to try to help, to fill some of the void at a time of great austerity," Weingarten said.

"What's great about this is it's a living document, with the ability to keep adding content and adjusting as we go along," added Iannuzzi, an AFT vice president.

Top: President Weingarten visits a classroom in Berea, Ohio. Above: Educators from New York state sport their brand new AFT T-shirts.

AFT VOICES



How has the fixation on testing affected learning in your classroom?

IT'S YOUR VOICE We want to hear from you on issues throughout the year! Visit www.aft.org/voices today where you can respond to this and other questions.

Register at www.sharemylesson.com for free access to teaching resources, and to share your own great ideas.

Should high school students have a later start to the school day?


YES

More sleep means improved academic performance

BY RUSSELL ROSENBERG

EXPERTS AGREE that sleep deprivation has a significant negative impact on school performance. Attention, memory, problem-solving ability and mood are optimal when students have adequate sleep. With sleep needs of about nine hours per night, and a sleep clock in the brain naturally geared toward staying up later, early school start times are a major contributing factor to chronic sleep deprivation in adolescents.

Numerous studies have demonstrated that delayed school start times are associated with increased total sleep and improved academic performance. Dr. Kyla Wahlstrom studied the impact of changing school start times from 7:15 a.m. to 8:40 a.m. on 18,000 students in the Minneapolis Public School District. Results showed improved grades, increased attendance among ninth-through 11th-graders, decreased student-reporter depression and fewer dropouts.

Another study, by Dr. Amy Wolfson, demonstrated that seventh- and eighth-graders attending an early-starting middle school must wake up earlier but do not go to bed earlier to ensure adequate sleep. These students get significantly less sleep than their peers at a later-starting school. The study also revealed that students at the schools with early start times were tardy four times more frequently, and eighth-graders at the early-starting school had lower grades than those at the later-starting school.

Moving school start times is one step in a larger picture of ensuring that adolescents get the sleep they need. It is important for students to know about their sleep needs and have the skills to make a conscious effort to obtain adequate sleep. Like adults, teens assume they are expected to function with a sleep debt. We could be better role models in that regard. Teachers, parents and administrators should embrace the later start times given the positive impact they have on students.

For more information on school start times and other sleep issues, visit the National Sleep Foundation at www.sleepfoundation.org.

Russell Rosenberg, Ph.D., is a board-certified sleep specialist and chairman of the National Sleep Foundation, a nonprofit organization supporting public education regarding sleep health and safety and sleep-related research.


NO

Changing start times creates new problems

BY MICHAEL MONACO

ALTHOUGH I'M now in college, and have more control over my personal sleep schedule, I still vividly remember my early mornings in high school—and before that, middle school. From seventh grade on, I was awake early, whether to catch a bus or just make it before the first bell. There were always mornings when I wished I could sleep later. But I understand now—and I did back then—it's not that simple. School start times are part of a complex system, both inside the school system and in the local community, and to make what seems like such a simple change causes a cascade of effects.

In economics, there's a concept called an "externality," which is a benefit or cost not directly transmitted through price—in other words, it indirectly affects a third party. Changing high school start times triggers a series of negative externalities: Later start times would put more

buses on the roads closer to rush hour, exacerbating traffic. School start times affect families' child care arrangements, school transportation budgets, and whether students can work part time.

One of my major concerns when I was in high school was the effect late starts could have on after-school activities. As it was, with a start time of 7:20 a.m., I sometimes wouldn't get home from swim team practices, workouts and study sessions until 7 p.m. Not every student

ran such a schedule, but if later start times discourage students from participating in extracurricular activities, and make it harder for students to be active in the sports, clubs and study groups that are such an important—and beneficial—part of high school, then the negative externalities outweigh any possible positive impact.

There's a saying, derived from a concept in chaos theory, about how the flap of a butterfly's wings can cause a hurricane in another part of the world. Changing school start times can have this "butterfly effect," sparking unintended consequences throughout a community. Could the system be better? Maybe. But will changing school start times alone fix the inherent problems? No. Changing school start times would just make the entire complex system of a county or district even worse.

Michael Monaco is a sophomore at the College of William and Mary. He attended Hayfield Secondary School in Fairfax County, Va., where start times were hotly debated, and a proposal to change start times was rejected.



WEIGH IN!

We want to hear your thoughts on the current "Speak Out" question. Go to www.aft.org/speakout to cast your vote.



In the last issue of *American Teacher*, our "Speak Out" question was:

Should the high school dropout age be raised to 18?

ONLINE POLL RESULTS

75% YES

25% NO

"I can solve the dropout problem in five minutes: In order to have a driver's license, one must either be enrolled in school and passing with a 2.0 GPA, or be 18 years old."

PEGGY LEVERTON

Corvallis (Mont.) Faculty Group

"Many students who were almost impossible to teach at age 16 are ready and willing to do whatever it takes to graduate when they are 18."

KEN CHRISTY

Texas AFT

"Raising the dropout age to 18 will not compel those at risk for dropping out to attend school."

JIM BARNHILL

Minneapolis Federation of Teachers

"We should let them go at 16, put the money into adult education and tell them to come back when they get tired of saying, 'Would you like fries with that?'"

RICH POOLE

Rochester (N.H.) Federation of Teachers

Share My Lesson: Your one-stop shop for ideas



IN JUST A FEW months, AFT's newest resource for educators, **ShareMyLesson.com**, has grown to more than 250,000 free resources in a single location.

Share My Lesson provides strategies, tips and lessons. The platform allows educators to collaborate across their districts and even across the world. Forums allow educators to reach out and discuss lessons, teaching strategies and classroom management. You can share resources related to specific events, holidays and heritage months.

If you haven't already signed on, don't delay! Anyone who registers at **ShareMyLesson.com** before Oct. 31 is automatically enrolled in a drawing. One randomly selected winner will receive \$5,000 to pay off outstanding student loan debt (the winner's or his or her child's loan). If you don't have loans, you will receive a \$3,500 Visa cash card if you win.

As we enter a season of big changes in school (Common Core standards), big events for America (the presidential election) and the holiday season, we wanted to highlight how Share My Lesson can help you tap into what's going on.

Common Core

One of the greatest features of Share My Lesson is the ability for educators to download and share resources specifically aligned to the Common Core State Standards. Just as impor-

tant, teachers can upload and tag their own resources that fit the CCSS. While this part of the process is still in its infancy, the Share My Lesson team has worked long and hard to create an index for mathematics and English language arts.

In the Common Core math index, <http://tinyurl.com/cm8t36y>, educators can look at specific benchmarks for each grade, as well as exemplary lesson plans under that alignment.

Looking for a great resource to help your fourth-graders apply area and perimeter formulas for rectangles in the real world (benchmark: 4.MD.3)? Try this resource on perimeters: <http://tinyurl.com/8c3zjds>.

Under the Common Core English language arts index, <http://tinyurl.com/ch2hu4v>, educators can look up specific benchmarks for students and see model classroom resources under these categories.

Looking for an instructional strategy to help your sixth-graders conduct short research projects to answer a question (benchmark: W.6.7.)? Try this great resource on how to improve research skills using effective key words, courtesy of the Teaching Channel: <http://tinyurl.com/9sup7dl>.

We encourage you to check out the Common Core section of Share My Lesson. You will not be disappointed. Promise.

Elections

The presidential election provides opportunities for teachers to discuss the democratic process, political parties, U.S. presidents and more. Share My Lesson offers ideas to engage

students in thinking about the election process as well as related topics under civics and government.

"Becoming a Voter" is designed for older students and can help you teach them how voting and voter registration work. In one particular lesson, students learn how and when to register following their states' voting requirements: <http://tinyurl.com/8msqnqx>.

Looking for a great way to get younger students thinking about Election Day? Well, look no further. Sesame Street has an excellent short video: <http://tinyurl.com/8rc8x77>.

If you already are reviewing the electoral process and want to test your students' general electoral knowledge, here's a nice little quiz to make sure they understand some of the main concepts: <http://tinyurl.com/8kexzlk>.



American Indian Heritage Month

November generally brings to mind turkey and football, but it's also a time to remember the great history of this nation. Since 1990, November has been recognized as National American Indian Heritage Month.

Although many students understand that this land was inhabited well before the first settlers arrived, they remain unaware of the rich history

associated with the Native American tribes. Share My Lesson offers resources and activities for all ages.

Use them to teach students about how November came to be American Indian Heritage Month, and to provide students with background on challenges various tribes have faced. The resource includes links to the Bureau of Indian Affairs website, which offers governmental, environmental and cultural resources: <http://tinyurl.com/9n7tlue>.

Use this quick and easy quiz on American Indians as a way to check students' basic understanding of Native American history and culture: <http://tinyurl.com/8eqkmud>.



Thanksgiving

To help younger children understand why we celebrate Thanksgiving, this resource offers a lesson plan for educators who want to incorporate art along with history. It also includes a fill-in-the-blank short story of the first pilgrims' voyage from England: <http://tinyurl.com/9gwya8p>.

Here is an alternative resource for teaching young students about the life of a pilgrim. This Web quest requires students to work in small groups to learn about the voyage aboard the Mayflower: <http://tinyurl.com/8sx22xt>.

HAVE A FAVORITE online resource you'd like Tools for Teachers to highlight? Send your recommendations to edissues@aft.org. Your submission could win you a Share My Lesson T-shirt.





Standing up for their students and each other

Chicago members backed by parents and the community

WITH IMPRESSIVE SOLIDARITY and unprecedented support from parents and the community, teachers and paraprofessionals represented by the Chicago Teachers Union struck for nine days beginning Sept. 10, returning to the classroom only after their

voices had been heard and the union's bargaining team had reached a tentative agreement with the school district.

"No one wants to strike, and no one strikes without cause," AFT president Randi Weingarten said at the outset of the strike. "In this instance, it comes on the heels of numerous steps that left CTU members feeling disrespected, not the least of which was the district's unilateral decision to strip teachers and paraprofessionals of an agreed-upon 4 percent raise. The strike comes only after long and intense negotiations failed to lead to an agreement that would give CTU members the tools they need to help all their students succeed."

On Sept. 18, CTU's House of Delegates voted overwhelmingly to suspend the strike following an extensive discussion of the proposed tentative agreement. (At press time, Chicago Teachers Union members had ratified the new three-year contract, with 79 percent voting in favor.)

"This agreement guarantees that Chicago teachers, paraprofessionals and clinicians will return to the classroom knowing that their schools and community are strengthened because their voices and experience have been respected," Weingarten said. "And parents can send their kids

to school knowing that their teachers fought for the resources children need to succeed, including having textbooks on



AFT president Randi Weingarten, above, rallies the striking Chicago teachers.

time and investments in art, music, physical education and other subjects that expand and enrich children's minds."

After the strike ended, CTU officers visited schools across the city to discuss the tentative agreement with members and answer their questions about it.

The document "was forged amid a backdrop that saw a broad cross section of parents and other Chicagoans join teachers, paraprofessionals and clinicians in calling for a fair, substantive contract that gives educators and students the tools they need to succeed," added Weingarten, who said CTU president and AFT vice president Karen Lewis and her leadership team "represented their members well and made clear that their concerns go beyond wages and benefits to include all the issues affecting their students' education."

"It was heartening to see the level of support for CTU members from parents and community members who share the simple yet powerful belief that education is more than tests and test prep," Weingarten said.

During the strike, the CTU and its members received support and encouragement, as well as financial contributions, from AFT affiliates and members across the country.



CTU president Karen Lewis, above left, fires up union members and their supporters in downtown Chicago.

Union, community partners join forces to drive school reform

AFT will team up with parent and community groups for a series of town hall meetings

TO ADVANCE A REFORM agenda that is driven by the community and educators, the AFT will team up with parent and community groups to hold a series of town hall meetings, teach-ins, workshops, and other events in cities across the nation. This initiative was spurred by the collective action of parents, teachers and community groups in Chicago to win the tools and conditions needed to help all kids succeed.

These efforts, which will take place in Chicago, Cleveland, Houston, New Orleans, New York City, Philadelphia, Pittsburgh, San Francisco, St. Paul, Tampa and elsewhere, will empower teachers, parents, students and community members to act collectively in spearheading public school reform. Their voices are crucial in providing all children with the high-quality education they deserve.

"Real public education reform comes from the bottom up, with teachers, parents and communities working together to help all children thrive," AFT president Randi Weingarten says. "That's community-driven reform. And that's how we can make every school a school where

parents want to send their kids and teachers want to teach."

In too many districts, teachers and parents have been shut out of the debate over how to transform public schools; the discussion instead has focused on top-down reforms that rely on testing and accountability instead of teaching and learning, and on closing down instead of fixing neighborhood schools. And harmful budget cuts have taken teachers out of the classroom; increased class sizes; and slashed art, music, physical education, libraries, and other critical subjects and services that help children learn and grow.

"We cannot have true education reform without the voices of students, parents, teachers and the community," says Ocyntia Williams, parent leader and secretary of the New York City Coalition for Educational Justice. "It's time to face up to the failures of the top-down, corporate-driven reform agenda."



MICHAEL CAMPBELL

Community partners at a Sept. 21 meeting in Washington, D.C., where the reform initiative was announced, included Brent A. Wilkes, executive director of the League of United Latin American Citizens; Richard Gray from the Annenberg Institute; and Melissa Erickson, parent leader, Hillsborough (Fla.) Alliance for Public Schools. A vision statement to drive community-driven reform is available at <http://go.aft.org/communityinfo>.

TEACHERS' LOUNGE

TEXT DEE DEE RE is a writing mnemonic developed by high school teacher **Jennifer Christiansen of Chazy, N.Y.**, to help students who are weak in developing evidence to support a thesis; they use the letters as a guide to paragraph/body writing. **T** is for thesis statement; **EX** is explain thesis; **T** is transition; **D** is detail; **E** is example; **E** is elaborate (repeat with another detail). **RE** is restate the thesis in different words. "I have used this with struggling learners in high school with instant results," Christiansen says, adding that it's "a useful scaffold for developing richer explanations and connecting to a thesis. Applications are possible for Common Core writing across disciplines."

STAR POWER Middle school science teacher **Thomas Hoolihan of Getzville, N.Y.**, has a great idea to use at the beginning of the school year when you're trying to get to know the names of 125 kids. He passes out precut stars and has students write a quality that describes them on each of the star's five rays. Then each child describes his or her star to the rest of the class. "We all get some great background about each student and learn their names at the same time,"

Hoolihan says. The stars are then displayed on a classroom wall.



COULTERINDUSTRIES.COM

EVER WISH YOU HAD A CLONE? As a second-grade science teacher, **David Higley of Edina, Minn.**, teaches an active array of projects, experiments and procedures. "My document camera is invaluable in this effort," he says. "Before class, I prepare a video of myself explaining the procedure

HAVE A TIP TO SHARE?

Submissions to "Teachers' Lounge" can be made online at www.aft.org/teacherslounge or sent in care of *American Teacher*. We will pay \$40 for each idea published.



using this camera. Then in class, I press 'play' while I walk around and individually help students. With this tool, I am my own co-teacher," he explains, adding that the method also works well with sub plans. "The students get 'me' as a teacher, even when I'm not there."

BOOKS ON THE CHEAP! In a cash-poor district where teachers have started to bring in their own copy paper, getting class sets of books is not an option, says seventh-grade language arts teacher **Sherri Daley of Norwalk, Conn.** She discovered Project Gutenberg (www.gutenberg.org), which offers free online books. "There are thousands of titles, and the kids love to read books on their computers and phones," Daley says. "I make one class copy of shorter novellas, like *The Metamorphosis* and *Call of the Wild*. What a find."

Education systems abroad have lessons we can learn

New international comparison has a wealth of data on schools and teachers

THE LATEST ANNUAL report on education from the Organization for Economic Cooperation and Development contains a wealth of information about the United States and other OECD member states—and it reveals some troubling trends about how our school system stacks up.

Education at a Glance 2012 analyzes the education systems of the 34 OECD member countries as well as Argentina, Brazil, China, India, Indonesia, Russia, Saudi Arabia and South Africa. “It is imperative that we actually apply the successful lessons of other countries and develop education reforms with teachers based on evidence and high-quality standards,” AFT president Randi Weingarten says.

“The voluminous data from this and other international comparisons can point the way for educational efforts that help all students and teachers succeed.”

Unfortunately, the report shows that other countries are making better progress than the United States in several key education indicators.

While the number of college graduates in the United States has increased modestly in recent years, for example, we now rank only 14th in the world in this category as other countries have dramatically increased their graduation figures. In 1995, the United States ranked second in college graduates, behind only New Zealand.

One continuing challenge in the United States has been to increase the number of college graduates coming from families where neither parent finished college. Only Canada and New Zealand do worse in this category. However, if one or both parents are college graduates, U.S. students are very likely to graduate, as well.

At the other end of the education system, the United States ranks only 28th among the



“This report is yet another clarion call to focus on what works to improve student achievement, not waste time and money on policies that have no track record of success.”

—RANDI WEINGARTEN, AFT president

countries studied in the percent of 4-year-olds enrolled in early childhood education: 69 percent vs. the OECD average of 81 percent.

The report also contains some revealing data on the teacher workforce and salaries and working conditions. Despite spending levels on education that are around the OECD average for elementary and secondary education, our salaries compare poorly.

Overall, U.S. teacher salaries rank 12th. Moreover, the difference between what teachers and other college graduates earn here is especially pronounced. An elementary school teacher in the United States, for example, earns 67 percent of the average college graduate’s salary; the overall OECD figure is 82 percent.

Even more striking are the differences in the amount of time U.S. teachers spend in front of the classroom compared with their counterparts abroad. Only teachers in Argentina put in substantially more hours. The report notes that U.S. teachers, depending on school level, spend 53-57 percent of their time teaching, while teachers in other countries spend 39-47 percent. In other countries, the extra time is spent on activities such as lesson planning, grading, professional development and staff meetings.

Weingarten points out another contrast: While most U.S. education decisions are made by school districts, most OECD countries leave those decisions to the people closest to the students—the professionals in each school.

In many ways, she adds, the report’s findings support the major components of the AFT’s Quality Education Agenda (available on the AFT website), which include focusing on high-quality teaching, using data to inform improvement and not as a punitive stick, providing educators with more voice in school decisions, recognizing the importance of partnerships with parents and community, and providing a robust, standards-based curriculum.

“This report is yet another clarion call to focus on what works to improve student achievement,” Weingarten says, “not waste time and money on policies that have no track record of success.”



Ground Game

AFT members are staffing phone banks and going door to door in an effort to help re-elect President Obama

WHAT WILL BE THE FATE of the Patient Protection and Affordable Care Act and the millions of Americans who now have healthcare coverage under this legislation? Will young people and families continue to have access to Pell Grants and other college tuition assistance? And will right-wing governors and other elected officials feel emboldened to go after the bargaining rights of teachers and other public employees in a naked attempt to silence their voices?



An enthusiastic group of AFT members and other unionists prepare to go door to door in Northern Virginia.

LOYD WOLF

These are questions that AFT members and others are pondering as they prepare to go to the polls on Nov. 6. Put simply, it's a choice between President Obama's vision of an America that cares for all of its people—the young, the old, the middle class and the most vulnerable—and a country whose guiding principle is survival of the fittest.

It's a clear and stark choice for members like Cleveland special education teacher L'Taundra Everhart who vividly recalls last year's fight to overturn legislation that would have stripped Ohio's educators, firefighters, police officers and other public employees of their bargaining rights. It's critical that anti-union, anti-worker laws like the one eventually overturned in Ohio don't become widespread, Everhart asserts. "You have to have informed voters" and elect candidates who will stop these laws from proliferating, says Everhart, who has regularly participated in the door-to-door canvassing and phone banking organized by the Cleveland Teachers Union and the city's other unions.

Nlandu Kisenda, a paraprofessional at a high school in Northern Virginia, joined other members of the Fairfax Federation of Teachers in late September for a day of canvassing on behalf of President Obama.

Her reasons for supporting the president are very personal. "My daughter is going to college because of federal student aid programs," Kisenda says. "She can't borrow the money from her parents," a suggestion Romney has made. "I don't have money for that. There are a lot of smart

students out there whose parents are poor."

President Obama's support for early childhood education programs and his effort to pass the American Jobs Act, which would rehire laid-off educators and rebuild the nation's infrastructure and crumbling schools, are among the issues driving AFT members to actively support his re-election.

Thousands of AFT activists—from AFT Pennsylvania to the Florida Education Association to the California Federation of Teachers and everyone in between—are talking to friends and family about what's at stake this election.

And in Wisconsin, Cynthia Wynn, president of the Wisconsin State Public Defender Association, has volunteered at the Obama for America phone bank in her Milwaukee neighborhood. As a public defender, Wynn wants to preserve the social safety

President Obama has consistently supported Medicare and other programs that millions of Americans depend upon.



PETE SOUZA/WHITE HOUSE PHOTO



PHOTOS BY JANET CENTURY

Above: Cleveland Teachers Union members staff a CTU phone bank that also got help from AFT president Randi Weingarten, far right photo.

net, and is concerned about Medicaid, the Affordable Care Act and services for the mentally ill. “I’m also very concerned about the horrible positions the Republican Party has taken on women’s issues,” she says.

Sandy Jacobs, an occupational therapist and member of the Wisconsin Federation of Nurses and Health Professionals, was actively involved in the effort this past spring to recall Wisconsin Gov. Scott Walker, and says it energized a lot of union members and other progressives who weren’t politically active previously. “I think they woke a sleeping gi-

Continued on page 22

“You have to have informed voters.”

—L’Taundra Everhart,
Cleveland teacher

COMPARE THE CANDIDATES

THIS ELECTION DAY, Nov. 6, AFT members face a critical choice about the future of our country. Important issues define this election—economic fairness, restoring the middle class, the future of our public schools, and the right of employees to have a voice in the workplace.

President Obama and **Joe Biden** have a track record of fighting for the middle class, standing up for workers’ rights and protecting Medicare and Social Security; their priorities stand in sharp contrast to the agenda of **Mitt Romney** and **Paul Ryan**.

Jobs and the Economy

Mitt Romney and **Paul Ryan** opposed the Obama administration’s emergency loans to the U.S. auto industry that ultimately saved 1.4 million jobs. And Romney and Ryan have repeated their intention to cut funding for police officers, firefighters and teachers.

By contrast, **President Obama** entered office determined to pull our economy out of the worst recession since the Great Depression. He not only helped save 1.4 million jobs in the auto industry, but also championed the American Recovery and Reinvestment Act protecting critical public services, and saving or creating approximately 400,000 education and public service jobs.

Romney and **Ryan** would increase taxes on the middle class by \$1,300 per family while providing millionaires with an average

annual tax break of more than \$200,000.

President Obama supports making corporations and the richest 2 percent of Americans pay their fair share, and would extend tax cuts for middle-class families.

Workers’ Voice

Mitt Romney has a demonstrated record of trying to break unions, both as governor of Massachusetts and as CEO of Bain Capital. He supported efforts in New Hampshire, Ohio and Wisconsin to end collective bargaining for public employees, and he promises to use the U.S. Department of Education to “push back” against teachers unions.

President Obama opposed the attacks on workers in New Hampshire, Ohio and Wisconsin, and he supports public employee collective bargaining.

Education

Romney and **Ryan** want to cut education funding by 20 percent, and they oppose efforts to reduce class sizes. The Obama administration provided more than \$25 billion to keep educators on the job and

class sizes from growing, and to protect against cuts in courses and programs.

Under the **Romney-Ryan** budget plan, 1 million fewer students would be eligible for Pell Grants over the next 10 years, greatly restricting higher education access. **President Obama** doubled funding for Pell Grants, resulting in 3 million new grant recipients.

Healthcare and Medicare

Mitt Romney has vowed to repeal the Obama administration’s landmark Patient Protection and Affordable Care Act, which would leave more than 30 million Americans without insurance, and permit insurance companies to deny healthcare coverage to people who have pre-existing conditions.

Romney supports a plan that would voucherize Medicare, doubling out-of-pocket costs for seniors. **President Obama** opposes efforts to turn Medicare into a voucher, and has expanded coverage for seniors by closing the Medicare “doughnut hole,” thereby making prescription drugs more affordable.

On issue after issue, the choice is clear. **That is why the AFT has endorsed the re-election of President Barack Obama.**

BALLOT INITIATIVES

AFT MEMBERS AND AFFILIATES are actively supporting or opposing a number of state-level ballot initiatives. Here are some of the major initiatives and the position of state affiliates.

CALIFORNIA

Yes on Proposition 30

PROPOSITION 30 will begin to reverse the decline of funding to public education and services that has undermined California's future. It would increase income tax rates on individual incomes above \$250,000 per year, and modestly increase the state sales tax by one-quarter of a cent to provide desperately needed revenues to rebuild schools and services.

No on Proposition 32

PROPOSITION 32 claims to be about "stopping special interests," but the measure would actually give more power to the wealthy and well-connected to influence elections, control government and weaken the state's middle class, while drastically reducing the ability of unions to represent their members and address workers' needs through the political process.

FLORIDA

No on Amendment 3

AMENDMENT 3 would severely limit the amount of revenue the state could spend on services, using a formula that would lead to drastic cuts for schools, healthcare, roads and other vital services.

No on Amendment 5

THIS AMENDMENT was placed on the ballot by Republican leaders in the Legislature, and it would tip the balance of power of the three branches of state government. A "no" vote would maintain the current method of selecting justices for the Florida Supreme Court by allowing the governor to make appointments without legislative approval, continue to require a two-thirds

vote to repeal statewide judicial rules adopted by the Supreme Court, and continue to require that files on judges remain confidential unless needed for use in consideration of impeachment.

No on Amendment 8

AMENDMENT 8, the so-called religious freedom amendment isn't about religious freedom at all. Amendment 8 would allow the government to provide tax dollars to any group or sect claiming to be a religious organization, undermining the separation of church and state provision in the Florida Constitution, and taking precious resources out of public schools.

MICHIGAN

No on Proposal 1

PROPOSAL 1 would authorize the governor to appoint an emergency manager to make decisions in financially distressed communities or school districts. This appointed manager would have the power to void or change contracts, sell assets, and essentially dismiss local elected officials or school boards.

Yes on Proposal 2

PROPOSAL 2 would guarantee the right to join a union and collectively bargain with public and private employers regarding wages, hours, working conditions and other terms of employment without interference from the state Legislature.

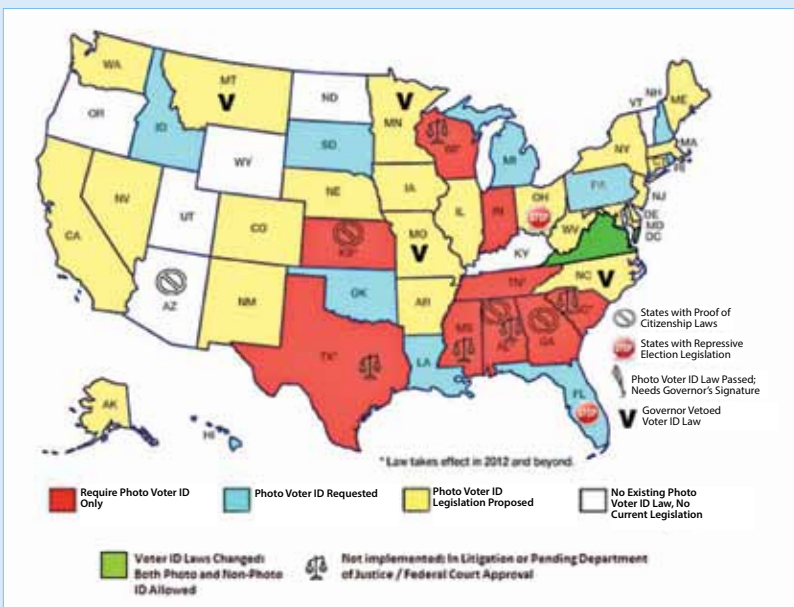
No on Proposal 5

PROPOSAL 5 would amend the constitution to require a two-thirds majority vote of the Legislature, or a statewide vote of the people at a November election, to impose new or additional taxes, expand the base of taxation or increase the tax rate. If approved, as few as 13 state senators could stop any tax legislation. No tax increase would ever be passed again, leading to less funding for schools, universities and local communities.

Members of Florida's Broward Teachers Union get the word out.



BROWARD TEACHERS UNION



Suppressing voters

VOTER SUPPRESSION LAWS are surfacing in state Capitols nationwide in an attempt to limit access to the polls. These attacks are coordinated to silence voters who support workers' issues—voters who disproportionately do not have a driver's license or photo ID, including the elderly and students, or those who hold down more than one job to make ends meet and therefore have difficulty getting to the polls. Voter suppression laws intimidate eligible voters and weaken our democracy.

This is an incredibly important election, and we want to make sure everyone has the chance to cast a ballot. If you have any questions about specific voting laws in your state, visit www.aft.org/election2012/#vote.

To see an interactive map of the voting changes, visit www.mapofshame.com.

Voting Record

of the 112th Congress

THE 2010 MIDTERM ELECTIONS produced a newly divided Congress, as Republicans regained control of the House of Representatives while Democrats maintained a slim majority in the Senate. From the outset of the 112th Congress, it was clear that both parties' agendas were drawn up with an eye toward the rapidly approaching 2012 presidential election and hopes of gaining control of Congress or, at a minimum, maintaining control of their respective houses. These dynamics set the stage for one of the most polarized and least productive congressional sessions in U.S. history. In fact, during the first session of the 112th Congress, the House and the Senate each passed fewer bills than any Congress since 1947, when the compilation of statistics about lawmaking activity began.

The record of the current Congress stands in marked contrast to its predecessor. On the brink of a recession that was nearing the depths of the Great Depression, Democratic majorities in the House and Senate worked with then newly elected president Barack Obama to pass the American Recovery and Reinvestment Act (ARRA). This plan assisted struggling Americans and eased draconian cuts to public services at the state and local levels, helping bring the country back from the brink of economic disaster. The ARRA prevented layoffs of thousands of educators and other public employees. The previous Congress also passed the Patient Protection and Affordable Care Act (ACA), which made historic reforms to our healthcare system in the face of fierce Republican opposition.

For the 112th Congress, partisanship has been the strategy of choice. In the House, the leadership has worked to obstruct, block or undo most, if not all, of the president's progressive and proactive agenda. As its first order of business after regaining control of the House, the Republican majority voted to repeal the ACA, subsequently voting to repeal all or part of it more than 30 times. Repealing the ACA would, among other things, cause 1.2 million young adults to lose healthcare coverage, cause 2.7 million senior citizens to pay more for prescription drugs, and make it easier for private insurance companies to deny coverage or limit care. A similar effort in the Senate to repeal the ACA failed.

As part of an ideological push to reduce the role of

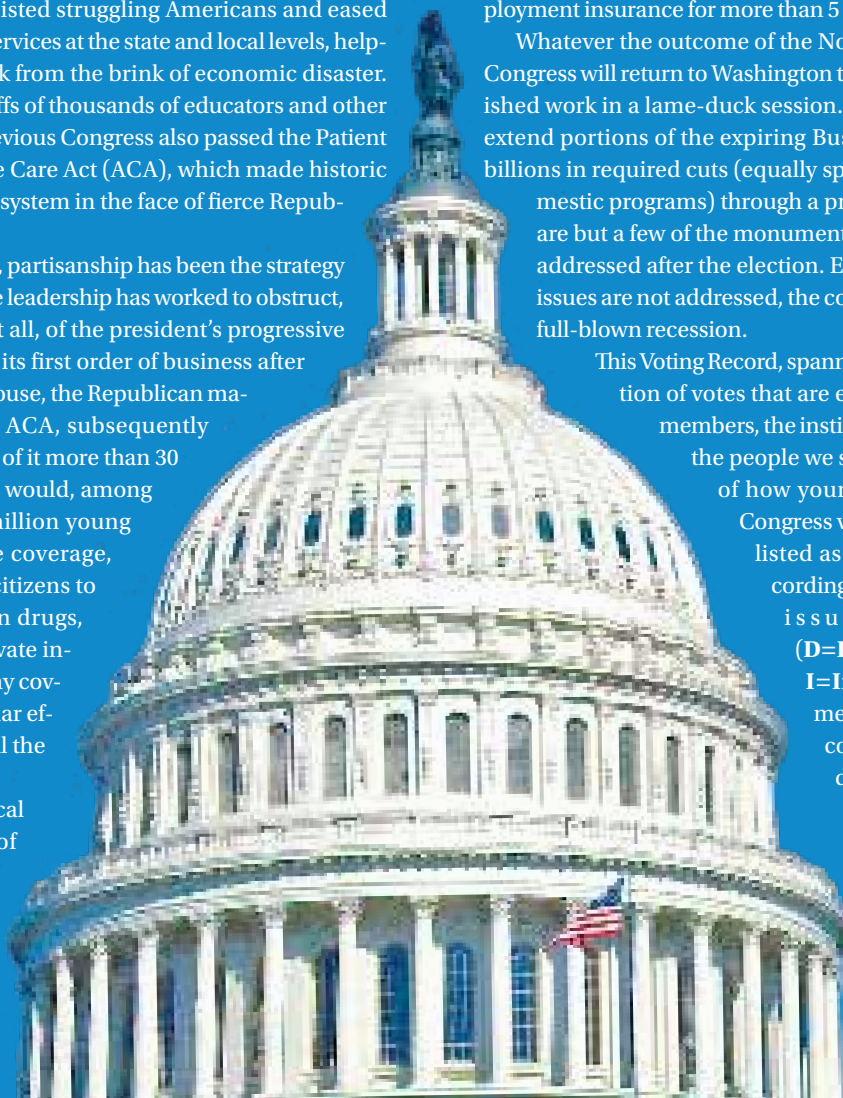
the federal government, the House of Representatives in spring 2011 passed the budget authored by Rep. Paul Ryan (R-Wis.). If enacted, this budget would cut education and programs serving low-income Americans while replacing the traditional Medicare program with a federal voucher plan. The "Ryan Plan," which was approved by the House again in 2012, also offered additional tax cuts to wealthy individuals and corporations.

Despite historic cuts to state budgets and a stubbornly high unemployment rate, House and Senate Republicans blocked efforts in their respective chambers to bring up the American Jobs Act (AJA). The AJA represents the president's plan to grow the economy by investing in repairing and upgrading our crumbling infrastructure and creating as many as 2 million new jobs. The AJA also would have provided funding to keep hundreds of thousands of firefighters, police officers and educators on the job.

Despite the logjam in the 112th Congress, there were some victories for working Americans—including a vote to prevent interest rates on student loans from doubling and a vote to extend unemployment insurance for more than 5 million jobless Americans.

Whatever the outcome of the November elections, the 112th Congress will return to Washington to complete some of its unfinished work in a lame-duck session. Decisions about whether to extend portions of the expiring Bush tax cuts and how to avert billions in required cuts (equally split between defense and domestic programs) through a process called "sequestration" are but a few of the monumental issues that will need to be addressed after the election. Economists warn that if these issues are not addressed, the country risks falling back into a full-blown recession.

This Voting Record, spanning 2010-12, contains a selection of votes that are especially important for AFT members, the institutions in which we work and the people we serve. It provides a summary of how your elected representatives in Congress voted on key issues. Votes are listed as **right (R)** or **wrong (W)** according to the AFT position on each issue. Party affiliation (**D=Democrat, R=Republican or I=Independent**) follows each member's name. The Voting Record was prepared by the AFT department of legislation. It is available online at www.aft.org/votes.



House Votes

1. **Repealing Healthcare Reform:** House Republicans made repealing the Patient Protection and Affordable Care Act (ACA) their first priority after winning the majority in the 2010 elections. The ACA, as signed by President Obama, improves access to affordable healthcare coverage and provides consumer protections. If the ACA were repealed, 1.2 million young adults would lose healthcare coverage, and 2.7 million senior citizens would have to pay more for prescription drugs and would lose free preventive services. In addition, a repeal would end measures to control healthcare costs and to prevent private insurance companies from denying coverage or limiting care. A bill to repeal the ACA, H.R. 2, was passed by the House on Jan. 19, 2011, by a vote of 245-189. **A no vote is a right vote.**
2. **Spending Cuts:** The vote on this resolution required that the fiscal year 2011 budget reduce federal spending to 2008 levels. This action translated into massive cuts to education, healthcare, environmental programs, workplace safety measures, enforcement of wage protections and other AFT priority programs. The resolution was passed by the House on Jan. 25, 2011, by a vote of 256-165. **A no vote is a right vote.**
3. **National Labor Relations Board:** Rep. Tom Price (R-Ga.) offered an amendment to H.R. 1, a continuing resolution to fund the federal government, which would defund the National Labor Relations Board for the remainder of 2011. This would further the Republican attack on workers' rights and protections. The amendment failed on Feb. 17, 2011, by a vote of 176-250. **A no vote is a right vote.**
4. **For-Profit Education:** Reps. John Kline (R-Minn.) and Virginia Foxx (R-N.C.) offered an amendment to H.R. 1, a continuing resolution to fund the federal government, that would have blocked the implementation of the "gainful employment" regulations proposed by the Obama administration. These commonsense regulations were aimed at ensuring that all students in career-education programs end up in productive jobs and are not burdened with unmanageable student loan debt. The regulations sought to protect students and taxpayers from widespread fraudulent abuses that have been well-documented in the higher education for-profit sector. The amendment passed 289-136 on Feb. 18, 2011. **A no vote is a right vote.**
5. **Davis-Bacon Wage Protections:** The federal prevailing wage law, Davis-Bacon, ensures that workers on federally funded construction projects are paid comparably to local "prevailing wage" rates. It prevents contractors from low-balling bids and undercutting local workers. Rep. Steve King (R-Iowa) offered an amendment to H.R. 1, a continuing resolution to fund the federal government, that would have repealed the Davis-Bacon prevailing wage law. The amendment failed on Feb. 19, 2011, by a vote of 189-233. **A no vote is a right vote.**
6. **D.C. Private School Vouchers:** The Scholarships for Opportunity and Results Act (H.R. 471), sponsored by Speaker John Boehner (R-Ohio), would reauthorize the District of Columbia private school voucher program. Federal reports released from 2007 to 2010 clearly documented the problems with the program and its lack of effectiveness. H.R. 471 passed 225-195 on March 30, 2011. **A no vote is a right vote.**
7. **Ryan Budget:** The AFT opposed the budget authored by Rep. Paul Ryan (R-Wis.) for fiscal year 2012. The budget, H.Con.Res. 34, would cut \$6.2 trillion in government spending over the next 10 years, with two-thirds of the proposed cuts made in education and programs serving low-income Americans. The plan also would destroy the traditional Medicare program, replacing it with a federal voucher plan, and convert Medicaid into a block grant that would threaten healthcare coverage for 14 million seniors and people with disabilities, and 30 million children. The Ryan budget passed 236-193 on April 15, 2011. **A no vote is a right vote.**
8. **Fair Union Elections:** Despite its name, the Workforce Democracy and Fairness Act (H.R. 3094) would give companies more power to erode union support. H.R. 3094 would open the door to a host of obstacles to forming a union, such as longer delays in elections, rampant employer intimidation against employees interested in forming a union, and retaliatory job losses for workers interested in organizing. H.R. 3094 passed in the House by a vote of 235-188 on Nov. 30, 2011. **A no vote is a right vote.**
9. **Ryan Budget II:** The AFT opposed the budget authored by Rep. Paul Ryan (R-Wis.) for fiscal year 2013. The budget, H.Con.Res. 112, prioritized tax breaks for upper-income Americans and corporations, while dramatically cutting discretionary funds that support education, training and health initiatives that are essential to educating our children and helping our economy grow. The budget included specific proposals in the area of financial aid that would make obtaining a higher education more difficult and expensive. In particular, the budget allowed for the federal student loan interest rate to double from 3.4 percent to 6.8 percent. The budget moved to destroy the traditional Medicare program by privatizing and "voucherizing" it, and by raising the Medicare eligibility age from 65 to 67. The Ryan budget passed 228-191 on March 29, 2012. **A no vote is a right vote.**
10. **Student Loan Interest:** The AFT opposed H.R. 4628, the Interest Rate Reduction Act, introduced to extend low student loan interest rates for another year, because the bill would pay for it by eliminating a fund included in the Patient Protection and Affordable Care Act that helps ensure women receive affordable and critical preventive healthcare like breast cancer and cervical cancer screenings, and helps community health centers provide child immunizations. Democrats proposed freezing the rate at 3.4 percent for a year and offsetting the nearly \$6 billion cost by ending tax loopholes that benefit wealthy shareholders and corporations. H.R. 4628 passed in the House by a 215-195 vote on April 27, 2012. **A no vote is a right vote.**

VOTE KEY:
 R Member's position agrees with AFT position
 W Member's position disagrees with AFT position
 X Member did not cast a yea or nay vote
 I Member was ineligible to vote
 P Member voted present

	Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest
Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
ALABAMA										
Aderholt (R)	W	W	W	W	W	W	W	W	W	W
Bachus, S. (R)	W	W	W	W	W	W	W	W	W	W
Bonner (R)	W	W	W	W	W	W	W	W	W	W
Brooks (R)	W	W	W	W	W	W	W	W	W	W
Roby (R)	W	W	W	W	W	W	W	W	W	W
Rogers, Mike D. (R)	W	W	W	W	W	W	W	W	W	W
Sewell (D)	R	R	R	R	R	R	R	R	R	R
ALASKA										
Young, D. (R)	W	W	W	W	R	W	W	R	W	W
AMERICAN SAMOA										
Faleomavaega (D)	I	I	I	I	I	I	I	I	I	I
ARIZONA										
Flake (R)	W	W	W	W	W	W	W	W	W	R
Franks, T. (R)	W	W	W	W	W	W	W	W	W	R
Giffords (D)	X	X	X	X	X	X	X	I	I	I
Gosar (R)	W	W	W	W	W	W	W	W	W	R
Grijalva (D)	R	R	R	R	R	R	R	R	R	R
Pastor (D)	R	R	R	W	R	R	R	R	R	R
Quayle (R)	W	W	W	X	X	W	W	W	W	R
Schweikert (R)	W	W	X	W	W	W	W	W	W	R
ARKANSAS										
Crawford (R)	W	W	W	W	W	W	W	W	W	W
Griffin (R)	W	W	W	W	W	W	W	W	W	W
Ross, M. (D)	W	W	R	W	R	R	R	X	R	R
Womack (R)	W	W	W	W	W	W	W	W	W	W
CALIFORNIA										
Baca (D)	R	R	R	W	R	R	R	R	R	R
Bass, K. (D)	R	R	R	R	R	R	R	R	R	R
Becerra (D)	R	R	R	R	R	R	R	R	R	R
Berman (D)	R	R	R	R	R	R	R	R	R	R
Bilbray (R)	W	W	W	W	W	W	W	W	W	W
Bono Mack (R)	W	W	W	W	W	W	W	W	W	W
Calvert (R)	W	W	W	W	W	W	W	W	W	W
Campbell (R)	W	W	W	W	X	W	W	W	W	W
Capps (D)	R	R	R	R	R	R	R	R	R	R
Cardoza (D)	R	R	R	W	R	R	R	R	R	X
Chu (D)	R	R	R	R	R	R	R	R	R	R
Costa (D)	R	W	R	W	R	R	R	R	R	X
Davis, S. (D)	R	R	R	R	R	R	R	R	R	R
Denham (R)	W	W	W	W	W	W	W	W	W	W
Dreier (R)	W	W	W	W	W	W	X	W	W	W
Eshoo (D)	R	R	R	R	R	R	R	R	R	R
Farr (D)	R	R	R	R	R	R	R	R	R	X
Filner (D)	R	R	R	W	R	R	R	X	X	X
Gallegly (R)	W	W	W	W	W	W	W	W	W	W
Garamendi (D)	R	R	R	R	R	R	R	R	R	R
Hahn (D)	I	I	I	I	I	I	I	R	R	R
Harman (D)	R	R	X	R	X	I	I	I	I	I
Herger (R)	W	W	W	W	X	W	W	W	W	W
Honda (D)	R	X	R	R	R	R	R	R	R	R
Hunter (R)	W	W	W	W	X	W	W	W	W	W
Issa (R)	W	W	W	W	W	W	W	W	W	W
Lee (D)	R	R	R	R	R	R	R	R	R	R
Lewis, Jerry (R)	W	W	W	W	W	W	W	W	W	W
Lofgren (D)	R	R	R	R	R	R	R	R	R	R
Lungren (R)	W	W	W	W	W	W	W	W	W	W

	Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest
Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
ALABAMA										
Matsui (D)	R	R	R	R	R	R	R	R	R	R
McCarthy, K. (R)	W	W	W	W	W	W	W	W	W	W
McClintock (R)	W	W	W	W	W	W	W	W	W	R
McKeon (R)	W	W	W	W	W	W	W	W	W	W
McNerney (D)	R	R	R	R	R	R	R	R	R	R
Miller, George (D)	R	R	R	R	R	R	R	R	R	R
Miller, Gary (R)	W	W	W	W	W	W	W	W	W	W
Napolitano (D)	R	R	R	R	R	R	R	R	R	R
Nunes (R)	W	W	W	W	W	W	W	W	X	W
Pelosi (D)	R	R	R	W	R	R	R	X	R	R
Richardson (D)	R	R	R	R	R	R	R	R	R	R
Rohrabacher (R)	W	W	W	R	W	W	W	W	W	W
Roybal-Allard (D)	R	R	R	R	R	R	R	R	R	R
Royce (R)	W	W	W	W	W	W	W	W	W	W
Sánchez, Linda (D)	R	R	R	R	R	R	R	R	R	R
Sanchez, Loretta (D)	R	R	R	W	R	R	R	R	R	R
Schiff (D)	R	R	R	R	R	R	R	R	R	R
Sherman (D)	R	R	R	R	R	R	R	R	R	R
Speier (D)	R	R	R	R	R	R	R	R	R	R
Stark (D)	R	R	R	X	R	R	R	R	R	R
Thompson, M. (D)	R	R	R	R	R	R	R	R	R	R
Waters (D)	R	X	R	R	R	R	R	R	R	R
Waxman (D)	R	R	R	R	R	R	R	R	R	R
Woolsey (D)	R	R	R	R	R	R	R	R	R	R
COLORADO										
Coffman (R)	W	W	W	W	W	W	W	W	W	W
DeGette (D)	R	R	R	R	R	R	R	R	R	R
Gardner (R)	W	W	W	W	W	W	W	W	W	W
Lamborn (R)	W	W	W	W	W	W	W	W	W	R
Perlmutter (D)	R	R	R	W	R	R	R	R	R	R
Polis (D)	R	R	R	R	R	R	R	R	R	R
Tipton (R)	W	W	W	W	W	W	W	W	W	W
CONNECTICUT										
Courtney (D)	R	R	R	R	R	R	R	R	R	R
DeLauro (D)	R	R	R	R	R	R	R	R	R	R
Himes (D)	R	R	R	R	R	R	R	R	R	R
Larson, J. (D)	R	R	R	R	R	R	R	R	R	R
Murphy, C. (D)	R	R	R	R	R	R	R	R	R	R
DELAWARE										
Carney (D)	R	R	R	R	R	R	R	R	R	R
DISTRICT OF COLUMBIA										
Norton (D)	I	I	I	I	I	I	I	I	I	I
FLORIDA										
Adams (R)	W	W	W	W	W	W	W	W	W	W
Bilirakis (R)	W	W	W	W	W	W	W	W	W	W
Brown, C. (D)	R	R	R	R	R	R	R	R	R	R
Buchanan (R)	W	W	W	W	W	W	W	W	W	W
Castor (D)	R	R	R	W	R	R	R	R	R	R
Crenshaw (R)	W	W	W	W	W	W	W	W	W	W
Deutch (D)	R	R	R	W	R	R	R	R	R	R
Diaz-Balart (R)	W	W	W	W	W	W	W	W	W	W
Hastings, A. (D)	R	R	R	R	R	R	R	R	R	R
Mack (R)	W	W	W	W	W	W	X	X	W	W
Mica (R)	W	W	W	W	X	W	W	W	W	W
Miller, J. (R)	W	W	W	W	W	W	W	W	W	R
Nugent (R)	W	W	W	W	W	W	W	W	W	W
Posey (R)	W	W	W	W	W	W	W	W	W	W

	Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest
Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
ALABAMA										
Rivera (R)	W	W	R	W	R	W	W	W	W	W
Rooney (R)	W	W	W	W	W	W	W	W	W	W
Ros-Lehtinen (R)	W	X	R	W	R	W	W	W	W	W
Ross, D. (R)	W	W	W	W	W	W	W	W	W	W
Southerland (R)	W	W	W	W	W	W	W	W	W	W
Stearns (R)	W	W	W	W	W	W	W	W	W	W
Wasserman Schultz (D)	R	R	R	W	R	R	R	X	R	R
Webster (R)	W	W	W	W	W	W	W	W	W	W
Nunes, A. (R)	W	W	W	W	W	W	W	W	W	W
Wilson, F. (D)	R	R	R	W	X	R	R	R	R	R
Young, C.W. (R)	W	W	W	W	W	W	W	W	W	W
GEORGIA										
Barrow (D)	R	W	R	W	R	R	R	W	R	W
Bishop, S. (D)	R	R	R	R	R	R	R	R	R	R
Broun (R)	W	W	X	W	W	W	W	X	R	R
Gingrey (R)	W	W	W	X	W	W	W	W	W	W
Graves, T. (R)	W	W	W	W	W	W	W	W	W	R
Johnson, H. (D)	R	R	R	R	R	R	R	R	R	R
Kingston (R)	W	W	W	W	W	W	W	W	W	X
Lewis, John (D)	R	R	R	R	R	R	R	R	R	R
Price, T. (R)	W	W	W	W	W	W	W	W	W	R
Scott, A. (R)	W	W	W	W	W	W	W	W	W	W
Scott, D. (D)	R	R	R	W	R	R	R	R	R	R
Westmoreland, L. (R)	W	W	W	W	W	W	W	W	W	R
Woodall (R)	W	W	W	W	W	W	W	W	W	R
GUAM										
Bordallo (D)	I	I	I	I	I	I	I	I	I	I
HAWAII										
Hanabusa (D)	R	R	R	R	R	R	R	R	R	R
Hirono (D)	R	R	R	R	R	R	R	R	R	X
IDAHO										

	IOWA											KANSAS											KENTUCKY											LOUISIANA											MAINE											MARYLAND											MASSACHUSETTS											MICHIGAN																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10	Vote Number:	1	2	3	4	5	6	7	8	9	10																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N	AFT Position:	N	N	N	N	N	N	N	N	N	N																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest		Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest		Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest		Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest		Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest		Repealing Healthcare Reform	Spending Cuts	National Labor Relations Board	For-Profit Education	Davis-Bacon Wage Protections	D.C. Private School Vouchers	Ryan Budget	Fair Union Elections	Ryan Budget II	Student Loan Interest																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Donnelly (D)	R	W	R	W	R	R	R	R	R	W	Benishek (R)	W	W	W	W	W	W	W	W	W	W	LoBiondo (R)	W	W	R	W	R	R	W	R	W	W	Heinrich (D)	R	R	R	W	R	R	R	R	R	R	Hanna (R)	W	W	W	W	W	W	W	W	W	W	Luján (D)	R	R	R	R	R	R	R	R	R	R	Hayworth (R)	W	W	W	W	W	W	W	W	W	W	King, S. (R)	W	W	W	W	W	W	W	W	W	W	Walz (D)	R	R	R	W	R	R	R	R	R	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	King, S. (R)	W	W	R	W	W	W	W	W	W	W	Walberg (R)	W	W	R	W	W	W	W	W	W	R	Latham (R)	W	W	R	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Loeb sack (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Huelskamp (R)	W	W	W	W	W	W	W	W	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Jenkins (R)	W	W	W	W	W	W	W	W	W	X	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Pompeo (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Yoder (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Chandler (D)	R	W	R	W	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Davis, G. (R)	W	W	W	W	W	W	W	W	W	X	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Guthrie (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Rogers, H. (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Whitfield (R)	W	W	R	W	W	W	W	W	W	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Yarmuth (D)	R	R	R	W	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Alexander, R. (R)	W	W	W	W	R	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Boustany (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Cassidy (R)	W	W	W	W	W	W	W	W	W	X	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Fleming (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Landry, J. (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Richmond (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Scalise (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Michaud (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Pingree (D)	R	R	R	R	R	X	R	R	X	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Bartlett (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Cummings (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Edwards (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Harris (R)	W	W	W	W	W	W	W	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Hoyer (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Ruppertsberger (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Sarbanes (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Van Hollen (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Amodei (R)	I	I	I	I	I	I	I	W	W	W	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Capuano (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Frank, B. (D)	R	X	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	0 Keating (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Lynch (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Markey (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	McGovern (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Neal (D)	R	X	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Olver (D)	R	R	R	R	R	X	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Tierney (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Tsongas (D)	R	R	R	R	R	R	R	R	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R	Amash (R)	W	W	W	W	W	W	W	W	R	R	Walters (R)	W	W	R	W	W	W	W	W	W	W	McCarthy, C. (D)	R	R	R	W	R	R	R	R	R	R

Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
Watt (D)	R	R	R	R	R	R	R	R	X	R
NORTH DAKOTA										
Berg (R)	W	W	W	W	W	W	W	W	W	W
NORTHERN MARIANA ISLANDS										
Sablán (D)	I	I	I	I	I	I	I	I	I	I
OHIO										
Austria (R)	W	W	W	W	W	W	W	W	W	W
Boehner (R)	W	X	X	X	X	X	X	X	X	W
Chabot (R)	W	W	W	W	W	W	W	W	W	W
Fudge (D)	R	R	R	R	R	R	R	R	R	R
Gibbs, B. (R)	W	W	W	W	W	W	W	W	W	W
Johnson, B. (R)	W	W	R	W	W	W	W	W	W	W
Jordan (R)	W	W	W	W	W	W	W	W	W	W
Kaptur (D)	R	X	R	R	R	R	R	R	R	R
Kucinich (D)	R	R	R	R	R	R	R	R	R	R
LaTourette (R)	W	W	R	W	W	R	W	R	W	R
Latta (R)	W	W	W	W	W	W	W	W	W	W
Renacci (R)	W	W	W	W	W	W	W	W	W	W
Ryan, T. (D)	R	R	R	W	R	R	R	R	R	R
Schmidt (R)	W	W	W	W	R	W	W	W	W	W
Stivers (R)	W	W	R	W	R	W	W	W	W	W
Sutton (D)	R	R	R	R	R	R	R	R	R	R
Tiberi (R)	W	W	R	W	R	W	W	W	W	W
Turner (R)	W	W	R	W	R	W	W	W	W	W
OKLAHOMA										
Boren (D)	W	W	R	W	R	R	R	W	R	W
Cole (R)	W	W	W	W	W	W	W	W	W	W
Lankford (R)	W	W	W	W	W	W	W	W	W	W
Lucas (R)	W	W	W	W	W	W	W	W	W	W
Sullivan (R)	W	W	X	W	W	W	W	W	W	W
OREGON										
Blumenauer (D)	R	R	R	R	R	R	R	R	R	X
Bonamici (D)	I	I	I	I	I	I	I	I	R	R
DeFazio (D)	R	R	R	R	R	R	R	R	R	R
Schrader (D)	R	R	R	R	R	R	R	R	R	R
Walden (R)	W	W	R	W	R	W	W	W	W	W
Wu (D)	R	R	R	R	R	R	R	I	I	I
PENNSYLVANIA										
Altmore (D)	R	W	R	W	R	R	R	R	R	R
Barletta (R)	W	W	R	W	W	W	W	W	W	W
Brady, R. (D)	R	R	R	R	R	R	R	R	R	R
Critz (D)	R	R	R	W	R	R	R	R	R	R
Dent (R)	W	W	R	W	W	W	W	W	W	W
Doyle (D)	R	R	R	W	R	R	R	R	R	R
Fattah (D)	R	R	R	R	R	R	R	R	R	R
Fitzpatrick (R)	W	W	R	W	R	W	W	W	W	W
Gerlach (R)	W	W	R	W	R	W	W	W	W	W
Holden (D)	R	W	R	W	R	R	R	R	R	X
Kelly (R)	W	W	R	W	R	W	W	W	W	W
Marino (R)	W	W	W	W	W	W	W	W	W	X
Meehan (R)	W	W	R	X	R	W	W	W	W	W
Murphy, T. (R)	W	W	R	W	R	W	W	W	W	R
Pitts (R)	W	W	W	W	W	W	W	W	W	W
Platts (R)	W	W	W	W	X	W	W	R	W	W
Schwartz (D)	R	R	R	R	R	R	R	R	R	R
Shuster (R)	W	W	X	W	W	W	W	W	W	W
Thompson, G. (R)	W	W	W	W	W	W	W	W	W	W

Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
PUERTO RICO										
Pierluisi (D)	I	I	I	I	I	I	I	I	I	I
RHODE ISLAND										
Cicilline (D)	R	R	R	R	R	R	R	R	R	R
Langevin (D)	R	R	R	R	R	R	R	R	R	R
SOUTH CAROLINA										
Clyburn (D)	R	R	R	R	R	R	R	R	R	R
Duncan (R)	W	W	W	W	W	W	W	W	W	R
Gowdy (R)	W	W	W	W	W	W	W	W	W	R
Mulvaney (R)	W	W	W	W	W	W	W	W	W	R
Scott, T. (R)	W	W	W	W	W	W	W	W	W	W
Wilson, J. (R)	W	W	W	W	W	W	W	W	W	R
SOUTH DAKOTA										
Noem (R)	W	W	W	W	W	W	W	W	W	W
TENNESSEE										
Black, D. (R)	W	W	W	W	W	W	W	W	W	R
Blackburn, M. (R)	W	W	W	W	W	W	W	W	W	W
Cohen (D)	R	R	R	R	R	R	R	R	R	R
Cooper (D)	R	W	R	R	R	R	R	W	R	R
DesJarlais (R)	W	W	W	W	W	W	W	W	W	W
Duncan (R)	W	W	W	W	W	W	W	W	W	R
Fincher (R)	W	W	W	W	W	W	W	W	W	R
Fleischmann (R)	W	W	W	W	W	W	W	W	W	W
Roe (R)	W	W	W	W	W	W	W	W	W	W
TEXAS										
Barton (R)	W	W	W	W	W	X	W	W	R	W
Brady, K. (R)	W	W	W	W	W	W	W	W	W	W
Burgess (R)	W	W	W	W	W	W	W	W	W	W
Canseco (R)	W	W	W	W	W	W	W	W	X	W
Carter (R)	W	W	W	W	W	W	W	W	W	W
Conaway (R)	W	W	W	W	W	W	W	W	W	W
Cuellar (D)	R	R	R	W	R	R	R	W	R	R
Culberson (R)	W	W	W	W	W	W	W	W	W	W
Doggett (D)	R	R	R	R	R	R	R	R	R	R
Farenthold (R)	W	W	R	W	R	W	W	W	W	W
Flores (R)	W	W	W	W	W	W	W	W	W	W
Gohmert (R)	W	W	W	X	W	W	W	W	W	W
Gonzalez (D)	R	R	R	R	R	R	R	R	R	R
Granger (R)	W	W	W	W	W	W	W	W	W	W
Green, A. (D)	R	R	R	R	R	R	R	R	R	R
Green, G. (D)	R	X	R	R	R	R	R	R	R	R
Hall, R. (R)	W	W	W	W	W	W	W	W	W	W
Hensarling (R)	W	W	W	W	W	W	W	W	W	W
Hinojosa (D)	R	R	R	R	X	R	R	R	R	X
Jackson Lee (D)	R	R	R	R	R	R	R	R	R	R
Johnson, S. (R)	W	W	W	W	W	W	W	W	W	W
Johnson, E. (D)	R	R	R	R	R	R	R	R	R	R
Marchant (R)	W	W	W	W	W	W	W	W	W	W
McCaul (R)	W	W	W	R	W	W	W	W	W	W
Neugebauer (R)	W	W	W	W	W	W	W	W	W	R
Olson (R)	W	W	W	W	W	W	W	W	W	W
Paul, Ron (R)	W	W	W	X	R	R	X	X	X	X
Poe (R)	W	W	W	W	W	W	W	W	W	W
Reyes (D)	R	R	R	W	R	R	R	R	R	R
Sessions, P. (R)	W	W	W	W	W	W	W	W	W	W
Smith, Lamar (R)	W	W	W	X	W	W	W	W	W	W
Thornberry (R)	W	W	W	W	W	W	W	W	W	W

Vote Number:	1	2	3	4	5	6	7	8	9	10
AFT Position:	N	N	N	N	N	N	N	N	N	N
UTAH										
Bishop, R. (R)	W	W	W	W	W	W	W	W	W	W
Chaffetz (R)	W	W	W	W	W	W	W	W	W	W
Matheson (D)	R	W	R	W	R	R	R	W	R	W
VERMONT										
Welch (D)	R	R	R	R	R	R	R	R	R	R
VIRGIN ISLANDS										
Christensen (D)	I	I	I	I	I	I	I	I	I	I
VIRGINIA										
Cantor (R)	W	W	W	W	W	W	W	W	W	W
Connolly (D)	R	R	R	W	R	R	R	R	R	R
Forbes (R)	W	W	W	W	W	W	W	W	W	W
Goodlatte (R)	W	W	W	W	W	W	W	W	W	W
Griffith (R)	W	W	W	W	R	W	W	W	W	W
Hurt (R)	W	W	W	W	W	W	W	W	W	W
Moran, James (D)	R	R	R	R	R	R	R	R	R	R
Rigell (R)	W	W	W	W	W	W	W	W	W	W
Scott, R. (D)	R	R	R	W	R	R	R	R	R	R
Wittman (R)	W	W	X	W	W	W	W	W	W	W
Wolf (R)	W	W	W	W	W	W	W	W	W	W
WASHINGTON										
Dicks (D)	R	R	R	R	R	R	R	R	R	X
Hastings, D. (R)	W	W	W	W	W	W	W	W	W	W
Herrera Beutler (R)	W	W	R	W	W	W	W	W	W	W
Inslee (D)	R	R	R	R	R	R	R	R	I	I
Larsen, R. (D)	R	R	R	R	R	R	R	R	R	R
McDermott (D)	R	R	R	R	R	R	R	R	R	R
McMorris Rodgers (R)	W	W	W	W	W	W	W	W	W	W
Reichert (R)	W	W	R	W	R	X	W	W	W	W
Smith,										

Senate Votes

- 1. Repealing Healthcare Reform:** Senate Minority Leader Mitch McConnell (R-Ky.) offered an amendment to S. 223, the FAA Air Transportation Modernization and Safety Improvement Act, which would have repealed the Patient Protection and Affordable Care Act (ACA). The ACA is an important law that expands access to affordable health insurance coverage to 32 million previously uninsured Americans (including young adults and children), lowers drug costs and provides consumer protections. The amendment also would have repealed aid for community colleges and investments in Pell Grants. The amendment was rejected 47-51 on Feb. 2, 2011. **A no vote is a right vote.**
- 2. Davis-Bacon Wage Protections:** During consideration of the FAA reauthorization bill, S. 223, Sen. Rand Paul (R-Ky.) offered an amendment to ban the use of funds for the Davis-Bacon wage protections. The Davis-Bacon Act provides that workers on public construction projects are paid a wage comparable to the local "prevailing wage" rate. Repealing Davis-Bacon would make it easier for contractors to low-ball bids and would undercut opportunities for skilled and trained workers. Sen. John Rockefeller (D-W.Va.) offered an amendment to table Sen. Paul's amendment on Feb. 3, 2011, and the Rockefeller amendment passed by a vote of 55-42. **A yes vote is a right vote.**
- 3. Funding for Medicare/Medicaid/Higher Education:** This budget proposal for fiscal year 2012, which reflects the policies of Rep. Paul Ryan (R-Wis.), gave more to those who needed it the least and froze domestic spending at unrealistically low levels. This budget proposal would have slashed funding for Medicaid, privatized Medicare, and cut funding for critical education and social programs by \$250 billion over the next 10 years. The Senate rejected the budget 40-57 on May 25, 2011. **A no vote is a right vote.**
- 4. American Jobs Act:** To counter state budget cuts, President Obama proposed the American Jobs Act (AJA) to create as many as 2 million new jobs, prevent 280,000 teachers from being laid off and rehire other educators who had lost their jobs. It also extended

unemployment insurance benefits to 5 million jobless Americans and provided investments in infrastructure repair. Republicans succeeded in blocking passage of the bill when a motion to end debate failed to get the necessary 60 votes on Oct. 11, 2011. The final vote on the AJA was 50-49. **A yes vote is a right vote.**

- 5. Teacher/First Responder Jobs:** The Teachers and First Responders Back to Work Act provided \$30 billion to help school districts prevent 280,000 additional teacher layoffs next year, hire additional school staff, and/or rehire the tens of thousands of teachers and other school employees who lost their jobs during the past three years. It also included \$5 billion to keep thousands of police officers and firefighters on the job. Like the previous vote on the American Jobs Act, Republicans successfully blocked consideration of the bill when a Democratic effort to gain the 60 votes necessary to proceed to the bill failed 50-50 on Oct. 20, 2011. **A yes vote is a right vote.**
- 6. Infrastructure/Jobs:** On Nov. 3, 2011, the Senate considered a bill that would provide \$50 billion for transportation and infrastructure systems, plus \$10 billion for a national infrastructure bank to further support investments. It was rejected by a vote of 51-40. **A yes vote is a right vote.**
- 7. Education Funding:** H.R. 2055, the Consolidated Appropriations Act, provided small increases for special education and Title I programs, preserved the maximum Pell Grant award, and continued or increased funding for key programs. The bill passed 67-32 on Dec. 17, 2011. **A yes vote is a right vote.**

VOTE KEY:

- R Member's position agrees with AFT position
- W Member's position disagrees with AFT position
- X Member did not cast a yea or nay vote
- I Member was ineligible to vote
- P Member voted present

	Repealing Healthcare Reform	Davis-Bacon Wage Protections	Medicare/Medicaid/Higher Ed	American Jobs Act	Teacher/First Responder Jobs	Infrastructure/Jobs	Education Funding
Vote Number:	1	2	3	4	5	6	7
AFT Position:	N	Y	N	Y	Y	Y	Y
ALABAMA							
Sessions, J. (R)	W	W	W	W	W	W	W
Shelby (R)	W	W	W	W	W	W	W
ALASKA							
Begich (D)	R	R	R	R	R	R	R
Murkowski (R)	W	R	R	W	W	W	R
ARIZONA							
Kyl (R)	W	W	W	W	W	W	W
McCain (R)	W	W	W	W	W	W	W
ARKANSAS							
Boozman (R)	W	W	W	W	W	W	R
Pryor (D)	R	R	R	R	W	R	R
CALIFORNIA							
Boxer (D)	R	R	R	R	R	R	R
Feinstein (D)	R	R	R	R	R	R	R
COLORADO							
Bennet (D)	R	R	R	R	R	R	R
Udall, Mark (D)	R	R	R	R	R	R	R
CONNECTICUT							
Blumenthal (D)	R	R	R	R	R	R	R
Lieberman (I)	X	R	R	R	W	W	R
DELAWARE							
Carper (D)	R	R	R	R	R	R	R
Coons (D)	R	R	R	R	R	R	R
FLORIDA							
Nelson, Bill (D)	R	R	R	R	R	R	R
Rubio (R)	W	W	W	W	W	W	W
GEORGIA							
Chambliss (R)	W	W	W	W	W	W	R
Isakson (R)	W	W	W	W	W	W	R
HAWAII							
Akaka (D)	R	R	R	R	R	R	R
Inouye (D)	R	R	R	R	R	R	R
IDAHO							
Crapo (R)	W	W	W	W	W	W	W
Risch (R)	W	W	W	W	W	W	W
ILLINOIS							
Durbin (D)	R	R	R	R	R	R	R
Kirk (R)	W	R	W	W	W	W	W
INDIANA							
Coats (R)	W	W	W	W	W	W	W
Lugar (R)	W	W	W	W	W	W	W
IOWA							
Grassley (R)	W	W	W	W	W	W	W
Harkin (D)	R	R	R	R	R	R	R
KANSAS							
Moran, Jerry (R)	W	W	W	W	W	W	W
Roberts (R)	W	W	X	W	W	W	R
KENTUCKY							
McConnell (R)	W	W	W	W	W	W	W
Paul, Rand (R)	W	W	R	W	W	W	X
LOUISIANA							
Landrieu, M. (D)	R	R	R	R	R	R	R
Vitter (R)	W	W	W	W	W	W	W
MAINE							
Collins (R)	W	W	R	W	W	W	R
Snowe (R)	W	W	R	W	W	W	W

	1	2	3	4	5	6	7
Vote Number:	1	2	3	4	5	6	7
AFT Position:	N	Y	N	Y	Y	Y	Y
MARYLAND							
Cardin (D)	R	R	R	R	R	R	R
Mikulski (D)	R	R	R	R	R	R	R
MASSACHUSETTS							
Brown, Scott (R)	W	W	R	W	W	W	R
Kerry (D)	R	R	R	R	R	R	R
MICHIGAN							
Levin, C. (D)	R	R	R	R	R	R	R
Stabenow (D)	R	R	R	R	R	R	R
MINNESOTA							
Franken (D)	R	R	R	R	R	R	R
Klobuchar (D)	R	R	R	R	R	R	R
MISSISSIPPI							
Cochran (R)	W	W	W	W	W	W	R
Wicker (R)	W	W	W	W	W	W	R
MISSOURI							
Blunt (R)	W	W	W	W	W	W	R
McCaskill (D)	R	R	R	R	R	R	W
MONTANA							
Baucus, M. (D)	R	R	R	R	R	R	R
Tester (D)	R	R	R	W	R	R	R
NEBRASKA							
Johanns (R)	W	R	W	W	W	W	R
Nelson, Ben (D)	R	R	R	W	W	W	R
NEVADA							
Ensign (R)	W	W	I	I	I	I	I
Heller (R)	I	I	W	W	W	W	R
Reid, H. (D)	R	R	R	W	R	R	R
NEW HAMPSHIRE							
Ayotte (R)	W	W	W	W	W	W	W
Shaheen (D)	R	R	R	R	R	R	R
NEW JERSEY							
Lautenberg (D)	R	R	R	R	R	R	R
Menendez (D)	R	R	R	R	R	R	R
NEW MEXICO							
Bingaman (D)	R	R	R	R	R	R	R
Udall, T. (D)	R	R	R	R	R	R	R
NEW YORK							
Gillibrand (D)	R	R	R	R	R	R	R
Schumer (D)	R	R	X	R	R	R	R
NORTH CAROLINA							
Burr (R)	W	W	W	W	W	W	W
Hagan (D)	R	R	R	R	R	R	R
NORTH DAKOTA							
Conrad (D)	R	R	R	R	R	R	R
Hoeven (R)	W	W	W	W	W	W	R
OHIO							
Brown, Sherrod (D)	R	R	R	R	R	R	R
Portman (R)	W	W	W	W	W	W	W
OKLAHOMA							
Coburn (R)	W	X	W	X	W	W	W
Inhofe (R)	W	W	W	W	W	W	W
OREGON							
Merkley (D)	R	R	R	R	R	R	R
Wyden (D)	R	R	R	R	R	R	R
PENNSYLVANIA							
Casey (D)	R	R	R	R	R	R	R
Toomey (R)	W	W	W	W	W	W	W

	1	2	3	4	5	6	7
Vote Number:	1	2	3	4	5	6	7
AFT Position:	N	Y	N	Y	Y	Y	Y
RHODE ISLAND							
Reed, J. (D)	R	R	R	R	R	R	R
Whitehouse (D)	R	R	R	R	R	R	R
SOUTH CAROLINA							
DeMint (R)	W	W	W	W	W	W	W
Graham (R)	W	W	W	W	W	W	R
SOUTH DAKOTA							
Johnson, Tim (D)	R	R	R	R	R	R	R
Thune (R)	W	W	W	W	W	W	W
TENNESSEE							
Alexander, L. (R)	W	W	W	W	W	W	R
Corker (R)	W	W	W	W	W	W	W
TEXAS							
Cornyn (R)	W	W	W	W	W	W	W
Hutchison (R)	W	W	X	W	W	W	R
UTAH							
Hatch (R)	W	X	W	W	W	W	W
Lee, M. (R)	W	W	W	W	W	W	W
VERMONT							
Leahy (D)	R	R	R	R	R	R	R
Sanders (I)	R	R	R	R	R	R	W
VIRGINIA							
Warner (D)	X	X	R	R	R	R	R
Webb (D)	R	R	R	R	R	R	R
WASHINGTON							
Cantwell (D)	R	R	R	R	R	R	R
Murray (D)	R	R	R	R	R	R	R
WEST VIRGINIA							
Manchin (D)	R	R	R	R	R	R	R
Rockefeller (D)	R	R	R	R	R	R	R
WISCONSIN							
Johnson, R. (R)	W	W	W	W	W	W	W
Kohl (D)	R	R	R	R	R	R	R
WYOMING							
Barrasso (R)	W	W	W	W	W	W	W
Enzi (R)	W	W	W	W	W	W	W

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Elections Matter

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EVERY VOTE COUNTS

Diplomas Now nurtures the whole child

Team approach helps Detroit students stay in class and succeed in school



PHOTOS BY JIM WEST

City Year staff like Joel Gullickson are a key part of keeping students at Detroit Prep engaged in learning.

AT DETROIT COLLEGIATE Preparatory High School, if you fall down, someone will catch you.

In fact, a whole team of adults—teachers, administrators, even social workers—will be there to help.

“If it takes a village to raise a child, they actually bring the village to the child,” says Thomas Van Hulle, the school transformation facilitator and a member of the Detroit Federation of Teachers.

Detroit Prep is a pioneer of Diplomas Now, a school improvement program supported by the school district and funded through i3 (Investing in Innovation) and the PepsiCo Foundation. The research-based reform initiative has as partners three national leaders in supporting schools: City Year, Communities in Schools, and Talent Development (a model developed by Johns Hopkins University that provides a curriculum and professional development).

The DFT initiated Diplomas Now in Detroit after an AFT TEACH conference presentation on its success in other cities. The program, says DFT president and AFT vice president Keith Johnson, gives teachers the autonomy they need to innovate new ways to address “intrinsic cultural inhibitors” like truancy, transiency and lack of academic focus.

Research shows that students in grades 6-9 with poor attendance, poor behavior

and/or failing grades have only a 25 percent chance of graduating. To catch them before they fail, Diplomas Now uses Johns Hopkins’ Talent Development model, with an “early warning” team monitoring system to identify struggling students, and a curriculum that includes “school success courses” such as Freshmen Seminar and Mastering Middle Grades. In addition, young “near peers” from City Year tutor, coach, mentor and inspire students to stay engaged at school. Finally, an on-site coordinator guides high-needs students to everything from anger management to food supplements, transportation solutions and help paying utility bills.

“Other reform models will talk about smaller class sizes that will fix everything, or smaller schools, or differentiated instruction,” says Van Hulle. Diplomas Now actually provides the human capital to address the basic needs of the students.

That made all the difference for one chronically absent student. “She would come maybe three days in a row, and then we wouldn’t see her for three weeks,” says Jada Frank, a Detroit Prep teacher and DFT member. “In your everyday hustle and bustle, you may recognize that you’re not seeing a student, but you may not have time to make a phone call.” So City Year, an AmeriCorps-affiliated federal program that

puts young people to work for a year in high-needs urban areas, kicked in: One of the City Year members called the girl’s home, and learned she was responsible for getting a younger sibling to school. After the school helped her family arrange alternate transportation, the student has been in school, on time, and her grades have gone up.

Another student not only was missing school, but also behaved as if she didn’t care. Staff launched an intervention, showering the family with phone calls—not to report bad behavior, but to praise the positive, letting Mom know when the daughter showed up on time, supported a classmate or did well on at test.

“All of a sudden, the student was one of the first kids here, every day, at school, on time,” says Ricardo Martin, principal at Detroit Prep. “She did a complete turnaround.”

“Our mantra is ‘nagging and nurturing,’” says Van Hulle, reminding students to complete assignments, to tuck in a shirt or remember a change in the bus schedule, for example. And everyone participates.

“It’s completely collaborative,” says Martin. Teachers have a voice, “so that as we move forward, everyone is on the same page.”

City Year workers are especially effective, pulling students out for extra help so teachers needn’t interrupt class lessons, and enthusiastically leading special activities like

Continued on page 26



Blue blazers signify academic commitment as ninth-graders complete their first year at Detroit Prep.

American Teacher: 100 years as a voice for the AFT

IN 1912, EDUCATORS NATIONWIDE BEGAN READING A NEWSPAPER that suggested teachers should form a union; the publication also expressed support for peer review and smaller class sizes. It called for free breakfasts and lunches for students, and stressed the need to repair poorly constructed school buildings. That newspaper was the forebear of the publication you hold in your hands.



1916

nated with teachers across the country. The newspaper adopted the slogan “Democracy in Education, Education in Democracy” to make the point that teachers must be treated democratically if they were to teach students about democracy. In other words, the system must practice what it teaches.

The newspaper grew in circulation and, in 1913, the editors decided it was time to urge teachers in New York City to form a union. The February 1913 issue called for teachers and like-minded “citizens to organize an association which shall have for its objects improved working conditions for teachers and better educational results for children.” This led to the formation of the New York Teachers’ League. Teachers in cities like Chicago, who already had a union, extended their solidarity. The call to unionize gave hope to educators in cities that had no union.

In 1916, eight teachers union locals united to form the American Federation of Teachers—and made the *American Teacher* its official publication.

After World War I, anti-unionism swept the country. Many teachers were forced to sign yellow-dog contracts, which barred them from joining unions. AFT membership and revenues declined so severely that *American Teacher* stopped publishing.



1942

Today’s *American Teacher* continues to advocate for many of the same reforms it promoted 100 years ago.

Launched by a group of forward-thinking New York City teachers, the earliest issues of *American Teacher* primarily addressed the paternal, top-down mindset of administrators in the city’s public schools. The topic reso-

It would not reappear until September 1926.

By the Great Depression, the paper not only was reflecting the goals of the AFT as a union fighting for bread-and-butter issues, but also was becoming an advocate for school improvement and social change. *American Teacher* articles tackled topics such as tenure, the inequality of a tax system that was crippling districts nationwide, as well as racial and religious discrimination in the United States and the dangers of fascism in Europe.

During World War II, the paper took on a decidedly patriotic tone to support the war effort. *American Teacher* also reminded readers of social ills here at home, such as discrimination. Every issue included updates about the nation’s problems as well as the progress of the nascent civil rights movement.

When Carl Megel became president of the AFT in the 1950s, he turned most of the operation of *American Teacher* over to a public relations company, which continued to cover AFT priorities, the importance of collective bargaining, and the civil rights movement. Nonetheless, the paper took a turn toward the bland. It was not until collective bargaining became a reality in the 1960s that *American Teacher* received a face-lift which included more energetic and thought-provoking columns. Every issue featured articles about bargaining elections and the newest members to join the AFT. The paper quickly became recognized as a leading source of information on the sudden and impressive rise of teachers unions.

In the late 1970s, under the leadership of legendary AFT president Albert Shanker, *American Teacher* took another editorial turn that continues to this day. The paper began to focus on organizing, political power, education reform and professional development for members. It covered the AFT’s new constituencies—nurses, public employees and paraprofessionals, and became the go-to publication for education re-



American Teacher from 1967-1992.

formers, with articles on classroom resources, peer review programs, overcrowded and crumbling schools, and the impact of AIDS.

For 100 years, *American Teacher* has covered virtually every significant development in education, the AFT and our society in general. That proud legacy continues. The publication remains the voice of the AFT, a source of news and resources for educators, and an advocate for the schools, students and communities our members serve.

—DAN GOLODNER, AFT archivist

A collaborative effort to revitalize a struggling community

Reconnecting McDowell making progress on its long-term goals

IN THE NINE MONTHS since the public-private partnership Reconnecting McDowell was launched, much progress has been made toward the long-term goal of revitalizing the West Virginia county's struggling education system and community services that have been ravaged by decades of economic decline.

"McDowell County is slowly but surely becoming reconnected on a variety of fronts, thanks to the collaborative work of more than 100 partners and friends," says AFT president Randi Weingarten. "When the partnership was launched, I said McDowell is an American story that deserves a new chapter. We are now working chapter by chapter and are committed to completing the book over the next few years."

Reconnecting McDowell was announced in December 2011 by the AFT, former West Virginia first lady Gayle Manchin, West Virginia Gov. Earl Ray Tomblin and 40 partners from labor, businesses, foundations, government and nonprofit organizations. The partnership agreed to work on McDowell's intersecting problems of underperforming schools, poverty, inadequate access to technology and transportation, housing shortages, limited medical services and an economy that has caused high unemployment.

Reconnecting McDowell's goal—to rein-



Left: A ribbon-cutting for homes built with support from the Reconnecting McDowell project. Above: Students at roundtable discussion.

vigorate low-performing schools and address the complex problems caused by chronic poverty—could become a template for other struggling communities.

"Teachers need resources and training to do their jobs, as well as access to housing in order to even consider filling teaching vacancies. Students need access to 21st-century technology and other tools to be prepared for the real world. Families need conveniently located health and social services and job opportunities," Weingarten says.

"The AFT, with its members, must work with communities to solve the problems facing all of us. We call it solution-driven unionism, and there's no better example of what that means than Reconnecting McDowell."

"This is a marathon, not a sprint, to fully realize the goals of the partnership," says Manchin, who chairs the Reconnecting McDowell governance board.

Here are highlights from the Reconnecting McDowell accomplishments to date:

- VH1 Save the Music Foundation has provided Mount View High School with \$30,000 worth of musical instruments.
- Verizon and West Virginia first lady Joanne Tomblin presented a \$50,000 check to First Book to continue its book distribution efforts to all children in McDowell and to establish 10 family reading centers in the county.
- Gov. Earl Ray Tomblin and Shentel Communications announced a \$9 million investment to wire 10,000 McDowell homes for the Internet. New fiber optic lines are expected to be in every McDowell school by Oct. 1.
- The state Supreme Court announced a new McDowell County Juvenile Drug Court that will help provide offenders who have alcohol or drug abuse problems with intensive individualized treatment and counseling.
- The state Legislature passed the McDowell County Innovation Zone Pilot Project, to give the county the flexibility to use cutting-edge strategies to raise academic achievement.
- The Legislature also passed the Teacher-in-Residence bill, setting up a partnership with Concord University to create a program in which prospective teachers in their senior year would fill vacant teacher positions under intensive supervision and mentoring.
- Frontier Communications committed \$100,000 to partner with Globaloria for online learning projects.
- The Council of Southern Mountains built the first two of five new affordable homes—the first publicly funded housing built in the county in 20 years.

Vermont health professionals honored for work in Haiti



PHOTOS BY RUSS CURTIS

Mari Cordes, at left above, president of the Vermont Federation of Nurses and Health Professionals, and former president Jennifer Henry accept the AFT's human rights award.

AFTER SEEING the destruction and death caused by the devastating earthquake that struck Haiti in January 2010, many members of the Vermont Federation of Nurses and Health Professionals volunteered to be part of the medical relief effort in Haiti.

The VFNHP made a long-term commitment to Haiti by establishing a union-run health clinic for women and children in Port-au-Prince. For their work on behalf of the Haitian people, the AFT Healthcare local received the Bayard Rustin Human Rights Award during the AFT convention in late July.

White House honors Champions of Change for their work in schools and the community

Three AFT members receive prestigious award

DAZZLE BLUE. Clean Green. Feverish Pink. These are the energizing colors that surround students at Savoy Elementary School in Washington, D.C., thanks to art teacher and AFT member Kristen Hayes and the team of student, staff, faculty, parent and community volunteers who helped her paint the walls of her school. Hayes, along with two other AFT members, was recently honored by the White House as a Champion of Change.

Integrating art into any learning experience helps engage students and move them toward success in every subject, said Hayes. Her project, “Color Is Life,” teaches children creative thinking, color theory and color’s role in cultural expression, plus the kids get the benefits from the color alone: “Strategically planned color schemes have been proven to facilitate improvements in test scores, reduce absenteeism for students and faculty, and increase unity among peers,” said Hayes. “Color celebrates diversity and promotes a greater sense of security for students.”

Hayes’ efforts were recognized in two ways this year: Before Champions of Change, her school was named a Turnaround Arts Initiative School, one of just eight low-performing schools selected for an infusion of music, visual arts, dance and drama programming designed to increase student engagement through the arts.

Hayes joined David Cicarella, president of the New Haven (Conn.) Federation of Teachers; AFT member Edward Wiest, a math teacher at Plenty Coups High School on the Crow Reservation in Pryor, Mont.; and other education leaders named Champions of Change at a White House ceremony Aug. 21, where they were recognized for helping implement dramatic changes to improve stu-

dent outcomes and close achievement gaps.

In Connecticut, Cicarella led a collaborative reform effort to develop a teacher evaluation system that respects classroom teachers, and gives them the help they need to improve their work. The program, created in cooperation with the union, the mayor and the school superintendent, also allows for increased teacher input and flexibility and provides wraparound services to help students be ready to learn.

“I had seen too many well-intentioned educational plans fail due to a lack of cooperation and communication,” said Cicarella, who made sure the changes he helped craft were written into the collective bargaining agreement. With finger-pointing and blame set aside, everyone in New Haven can work together for positive change. Ever the team player, Cicarella said, “While I’m thrilled to receive this high honor, I prefer to accept it as a group award for the collaborative efforts we made to improve teaching and learning.”

Wiest, who has been a teacher for 29 years, also worked closely with management to improve education on the Crow Reservation. Plenty Coups High School is one of three schools enrolled in the state’s Schools of Promise Initiative, a three-year, \$11.5 million project aimed at turning around the state’s lowest-performing schools. Already, with instructional changes and access to wrap-around services, math and reading scores have soared.

Wiest helped set up community meetings, went on home visits, identified at-risk students and connected them to services like mental health counseling, drug and alcohol abuse counseling, and tutoring. He focused on the students’ strengths—resilience, humor, dreams and a strong sense of commu-



Above, Kristen Hayes on the cover of *Principal* magazine; right, Edward Wiest; bottom, David Cicarella.



COURTESY EDWARD WIEST

nity and cultural heritage. Teachers started after-school programs and clubs, and local culture became a part of the classroom experience.

“I learned long ago in my teaching career that one individual can make a difference,” said Weist. “Now I am learning the power of ‘together.’ To effect long-term positive change in low-income, low-performing schools takes the combined efforts of all the stakeholders. Together, we can do it.”



THOMAS GIROIR



NIJME RINALDI NUIN



Lynette Thomas with her colleagues at St. Martinville Primary School in Louisiana, left, and on “Chopped,” above.

FOOD NETWORK

AFT Hero on ‘Chopped’

FOOD SERVICE WORKER and this year’s AFT paraprofessionals and school-related personnel Everyday Hero Lynette Thomas recently competed on the TV show “Chopped.” Thomas, a member of the St. Martin (La.) Federation of Teachers and School Employees, was runner-up on the show, which aired Sept. 25. She and the other “lunch ladies” who competed each received \$5,000 for their schools.



Ground Game

Continued from page 9

ant, and that's a good thing."

Bruce Ewan teaches economics at Wayne County Community College in Michigan where he is active in the WCCC Federation of Teachers. He is mobilizing colleagues to vote



JANET CENTURY

Retiree Tom Luvison has been a regular at the CTU phone bank.

and talk to others members one-on-one. The conversations are about re-electing Obama, and especially important in Michigan, about passing Proposal 2, which guarantees collective bargaining rights in the state constitution.

In a number of states, including Florida, New Hampshire and Ohio, the political outreach efforts of AFT members and other unionists have been supplemented by those of members of the New York State United Teachers, many of whom have traveled to those battleground states to assist in get-out-the-vote efforts.

Retirees are fired up

Retiree Tom Luvison spends most afternoons helping manage a phone bank at the Cleveland Teachers Union offices. In addition to the usual issues that concern seniors—healthcare, Medicare, a decent retirement—Luvison wants to help preserve the middle class for his grandchildren.

"We are at a crossroads," he says. "Do we want a progressive agenda that cares for the majority of people and tries to include them in social programs which promote the general welfare?" Or,

Luvison asks, do we want a Romney administration that would steer the country toward privatization and an attitude he describes as "you have to survive on your own"?

The way Ken Goodfriend sees it, this year's election is about choosing between two very different views of the future—especially when it comes to healthcare for seniors.

Goodfriend, a retired member of the United Federation of Teachers in New York City, is concerned that under "a President Romney," changes made to Medicare and other healthcare programs would have a negative effect on senior citizens.

Goodfriend, who now lives in Boca Raton, Fla., is an active member of his Florida retiree chapter. He's been helping to coordinate the chapter's phone banks and letter-writing campaign, where he and his colleagues are encouraging other retirees to vote for President Obama either by using the "early voting" option or by casting absentee ballots.

In states across the country, AFT members are actively working in local and state campaigns and, of course, the presidential election to get out the vote for candidates who support working Americans and the middle class.

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Early childhood educators reach out to the community



PHOTOS BY ARMANDO ARORIZO

EVEN BEFORE the educators responsible for our youngest learners got a national shout-out from President Obama at the Democratic National Convention, the Early Childhood Federation of Teachers in Los Angeles County was busy reaching out to its own community.

The AFT local co-sponsored a back-to-school community fair that drew hundreds of families to a neighborhood park in August. There, AFT members handed out about a

thousand school bags: lunch totes to preschoolers and backpacks stuffed with school supplies to older children.

The members also distributed AFT brochures on Colorín Colorado, autism, science and helping children learn to read.

Nearly 30 unions, businesses and education agencies, along with some elected officials—all part of a new coalition called Brighter Futures Start Now—sponsored the fair. A

Members distributed 1,000 school bags to kids in L.A.

group of union healthcare workers called La Salud Empieza Aquí, or Health Starts Here, conducted free health screenings for about 100 people.

The Early Childhood Federation of Teachers represents about 1,200 teachers, associate teachers and support staff who provide early childhood education through Head Start programs in Los Angeles County, which includes the city of Los Angeles and more than 80 other towns and cities. The AFT affiliate has added dozens of new members over the past year and created a buzz this past summer by offering three professional development classes, including AFT-sponsored first-aid training.

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The financial challenge facing women

BY DON KUEHN

AT SOME TIME in their lives, 80 to 90 percent of all women will be solely responsible for their finances. Blame the divorce rate or the higher mortality rate among men, but handling finances will become a major concern for women who are their household's chief financial officer.

Surveys show that women as a group lack the confidence needed to tackle the challenge of financial planning. Chauvinistic? A gross generalization? Maybe, but it is backed up by studies, like one by Hearts and Wallets and another by Prudential, which show that women are consistently less confident than men in their understanding of financial products, their ability to make financial decisions and their perceptions of their current economic standing.

Hearts and Wallets found 49 percent of women say they are "very inexperienced" with investing. Their financial responsibili-

ties are growing faster than their knowledge. Given the increasing role women play in society—as professionals, as the primary breadwinners in many households and as the dominant gender in old age—this situation has to change.

Who's at fault? Traditional gender roles, particularly among baby boomers, are a factor. But the financial services industry has only recently noticed that women seek and gather information differently than men do. Advisers need to drop the jargon, end the stereotypes, and junk the assumptions about women and finance. They need to make information relatable to women's lives and families.

The information is out there, and it is incumbent on all wage earners (regardless of gender) to learn as much as they can about the "economic ecology": how to make money, how to conserve it, how to grow it, and how and when to harvest it.

Go to the Internet and search for terms like "fixed-income investments" or "no-load mutual funds." If you think you might be in

over your head, turn to a "fee only" certified financial planner for help. Commit to making this the year you take charge of learning as much as possible about your own economic ecology.

Peg Downey, a certified financial planner, was quoted in a recent *USA Today* article, saying, "There is a big general problem about women feeling insecure about their finances, not knowing where to get help, being too conservative and then facing retirement alone and underfunded."

We can't have a majority of our citizens impoverished in old age just because their anxiety, lack of confidence or frustration blocked them from becoming financially literate. Each of us has the responsibility to provide the gold for our "golden years."

It's *your money*, and the sooner you take control of it, the better.

Don Kuehn is a retired AFT senior national representative. For specific advice relative to your personal situation, consult competent legal, tax or financial counsel. Comments and questions can be sent to dkuehn60@yahoo.com.

For an expanded version of this article, go to: www.aft.org/publications/your_money.



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Q#1: "What will happen to my income if I am disabled during my working years?"

True	False	
	✓	"I'm covered by my employer."
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	✓	"Social Security will take care of me."
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	✓	"My family can go a long time without my paycheck."

Q#2: Which statements about the AFT Disability Income Insurance Program are correct?

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✓		"Protects up to 60% of my income for just a few dollars a week."
✓		"Provides coverage on and off the job."
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Diplomas Now nurtures the whole child

Continued from page 18

last year's spelling bee, when they dressed as the rappers "Major Words" and "TheoSaurus."

Proven success

All of this really works. At Walter L. Cohen High School in New Orleans, attendance and course performance improved, and suspensions dropped by 40 percent in just one year, after Diplomas Now was implemented in 2009. At C.A. Johnson High School in Columbia, S.C., it took just one semester for math grades to rise for 60 percent of the students; in addition, literacy grades went up for 44 percent of the students, and 78 percent of them had higher attendance. Detroit Prep, which opened in 2011-12, expects similar results.

Diplomas Now operates in more than 40 schools in urban areas across the country, and Detroit plans on adding around a dozen



JIM WEST

more in the next two years. This year, two K-8 schools (Noble Elementary and Middle School and Clippert Academy) adopted the system, and Johnson envisions a network of K-8 and high schools that supports students throughout the area.

As long as students can find at least one

person in their school who will help them stay on track and in class, someone who can reach out when they start to struggle, says Frank, "that makes a whole world of difference."

Thomas Van Hulle gets to know Detroit Collegiate Preparatory students.

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ECOLITERACY Young people are inheriting a world damaged by years of environmental abuse, but can also be empowered to turn it all around—if we teach them. The book, *Ecoliterate: How Educators Are Cultivating Emotional, Social and Ecological Intelligence*, by Daniel Goleman, Lisa Bennett and Zenobia Barlow (Jossey-Bass, \$24.95), presents inspiring examples of how to engage communities in sustainability practices, and include students with innovative solutions to ecological crises, as they learn to make the world a better place.



SEE ME AFTER CLASS First-year teachers don't need "chicken soup for the teacher's soul," says author and United Teachers of Dade member Roxanna Elden: They need hard liquor. With disarming humor, Elden's supremely practical book, *See Me After Class: Advice for Teachers by Teachers* (Kaplan Publishing, \$13.99), includes firsthand accounts from the trenches and helps new recruits figure out what no college prep class taught: what to do when a parent curses you out in front of the children, for example, or how to handle a heartbreakingly low-performing student. Even veteran teachers will learn a few things—or at the very least, enjoy a fresh, funny look at the pain as well as the joy of teaching.

COMPETING FOR KNOWLEDGE How knowledgeable are your middle school students? Find out with American Scholastic Achievement League's Scholastic Challenge, which allows them to compete online with students from other schools. The competition involves 100 multiple-choice questions in a one-hour timed session; content covers general knowledge, language and literature, history and geography, science and math. In addition to bragging rights, individuals or school teams win trophies, plaques, medals and certificates to show off to their schoolmates. See www.schoolschallenge.com.

BITE OF SCIENCE The Center for Excellence in Education is launching a Teacher Enrichment Program designed to provide interdisciplinary STEM (science, technology, engineering and math) resources to teachers. So far, a clearinghouse of websites with activities, videos and other content includes material from places like the Society of Women Engineers, Edutopia for science, and the National Center for Science Education. Three states (Illinois, Indiana and Virginia) have Bite of Science-Dinner with a Scientist programs, pairing teachers with



working scientists for free dinner and academic presentations. The program continues next year in California and Texas. Still to come: Lab Bench, an interactive Web page with video and lab activities; the STEM teaching blog; and live roundtable discussions hosted by scientists. Go to www.cee.org.



REALITY CLASSROOM When teachers in Washington, D.C., said they wanted good examples of effective teaching, their school district responded with a video library of their top teachers in action. Most of the material is available only to D.C. school teachers, but a few stellar examples, each vetted by master educators and professionally filmed in a reality-TV style, are on display for any teacher looking for real-life instances

of teaching success. Visit <http://dcps.dc.gov/DCPS/realitypd>.

GET ADOPTED A new survey shows that 91 percent of teachers buy basic school supplies for their students, verifying what teachers already know: When state resources are missing, teachers reach into their own pockets to fill the gap. And it's not just school supplies. Teachers also purchase warm clothing, food and toiletries. The non-profit AdoptASchool.org can help. The free service matches classrooms to community donors, ensuring that funds go directly to teachers, who can purchase the most appropriate resources for their specific classrooms. See www.adoptaschool.org.

PLAY THE ELECTION Students in grades 7-12 can dive into election-year politics with Play the Election, a free, collaborative, online tool that uses games and interactive materials to teach them about the Electoral College, battleground states and campaign politics. The program, developed by Rand McNally, follows Common Core State Standards, and is supplemented by an essay contest, called "Dear Mr. President," in which young people write about the issues most important to them. See www.bit.ly/RhtWG8.

peace first prize



GIVE PEACE A CHANCE The AFT has partnered with Peace First (www.peacefirst.org), a nonprofit organization building a nationwide effort to find and support youthful peacemakers. In coming weeks, Peace First Prizes will begin taking nominations of young people, ages 8-22, whose peacemaking efforts or activities have shown initiative, courage and positive influence. Winners will receive a \$50,000 Peace First Fellowship over two years to further their peacemaking work. The group also will launch the Peace First Digital Activity Center, which will include its signature curriculum, games and activities. Some Peace First lesson plans can now be found on the Share My Lesson website (www.sharemylesson.com).

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