

# ADVOCATE

THE OFFICIAL PUBLICATION OF THE ARIZONA EDUCATION ASSOCIATION

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**WHERE  
ARE  
OUR  
PAY  
RAISES?**



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Roxanne Lopez, Silver Apple winner and PTA Teacher of the Year, speaking at the #PayNotPeanuts rally: "Teachers are walking out the door because they're fed up."

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*keeping  
the promise  
of quality public education*

Arizona  
Education  
Association

# IN SOLIDARITY by Joe Thomas



**It's time.**

A chart can illustrate how many dollars have been taken from our schools, but you know what those cuts feel like. Arizona has the 3rd highest class size and the lowest paid elementary teachers in the nation. Policymakers have decimated the ranks of our Education Support Professionals (ESP) through budget cuts, and they did so with indifference, referring to our ESP sisters and brothers as unnecessary “education bureaucrats.”

Governor Ducey’s own blue-ribbon panel, the Classrooms First Council, conceded that it’s not a matter of reallocating the dollars in our meager schools’ budgets. Our students and schools “require additional funding,” they concluded. The Arizona Town Hall recently completed its months-long engagement of Arizona’s citizens around public education funding. Their summary? “Increased state funding is urgently needed.”

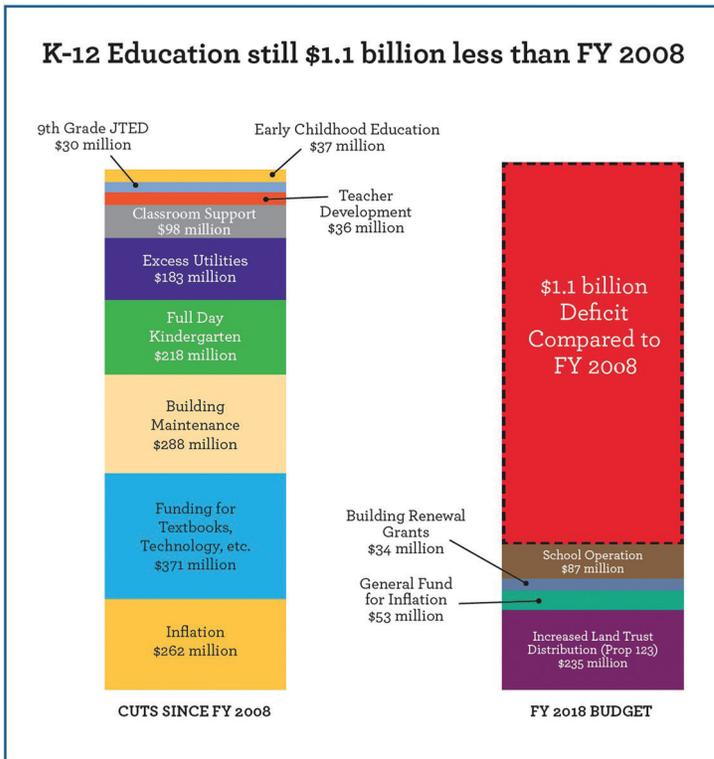
**It's time.**

AEA members are done waiting for a governor or a majority legislature who prioritize corporate tax cuts above our students. We must rise up and stand alongside parents, business and community leaders, and others who realize we must do more for our students and schools.

Enjoy your Holiday break. Rest up. We have work to do.

**It's time.** ■

Joseph H. Thomas, President  
Arizona Education Association



Arizona  
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Association

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## AEA Support for Dreamers and DACAmented Educators and Students

We received many positive responses from members about the work the AEA Latino Outreach cadre is doing for our students and colleagues affected by the repeal of deportation protections for Deferred Action for Childhood Arrivals (DACA) in the United States. Thank you for your support!

Thank you for your representation and standing with our students!

**Harriet Sandberg**  
*AEA Retired member*

You have our complete support and prayers that DACA is restored by Congress.

**Stacy and Jaime Garcia**  
*Alhambra EA members*

I am a retired high school counselor. My job was made very difficult when we taught our career and college units in the classrooms. We were often dumbstruck when students would raise their hand and tell all of us that they were undocumented. Some would ask where they could go to get a Social Security number, which was needed for most college applications. I had students apply to our district's cosmetology program, but were later shocked to learn in that program that they would not be able to obtain a license and work in a salon in Arizona if they were undocumented.

Many days I came home in tears. Our message to students has always been, "You can do anything you want if you work hard and go to college or get specialized training". Quite often I felt like a hypocrite. We went to our administrators for moral support and better wording. They did not have any answers. So, we relied on our local community college, Paradise Valley CC, for support. They were awesome. They helped us help the students, and they came to many of our programs in person to make direct connections and to provide encouragement and solutions.

I retired in 2013, but my heart is still with the students. I go back every spring and administer the AP exams. I see former students in my neighborhood and at the grocery store. I think your voice, along with others who have experienced similar things, will really help people understand the complexities of the situation. Bravo! ■

**Janet Prouty**  
*AEA Retired member*

## WRITE US!

Readers are encouraged to state opinions or make comments in letters that will be considered for publication in this column. The editor reserves the right to edit lengthy letters representing a balance of viewpoints. Generally, letters will not be published without the names of their writers and local associations.

Send letters to:

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AEA Advocate  
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Phoenix, AZ 85004

Contact  
sheenae.shannon@  
arizonaaea.org



# Teachers Demand Pay, Not Peanuts from Governor

## Where Are Our Pay Raises?

October 20, 2017, education advocates and community groups stood behind teachers as they expressed outrage over Governor Doug Ducey giving his staff up to 20 percent salary increases after teachers only received a one-time, one-percent stipend from the state.

Arizona Education Association (AEA) President **Joe Thomas** spoke at a press conference and demanded the governor give teachers a 20 percent raise, also. “Governor Ducey gave hope to teachers in this state when he promised them raises in his state of the state address, but instead the state only offered a one-time, one-percent bonus because the governor said that was all he could afford. Now, to find out that he gave his own staff huge raises, some as high as 20 percent, is a slap in the face to teachers in this state.”

In January 2017, the governor originally proposed a 0.4 percent salary increase for teachers. AEA and the AZ Schools Now coalition pushed for a 4 percent raise, citing available money in the state budget. The Arizona Legislature and Governor Ducey passed a budget without any permanent raises for teachers, instead offering a one-percent stipend for teachers, and nothing for education support professionals, including school nurses, counselors, librarians, and more.

“A one percent bonus amounts to about \$400 for teachers in my district,” says Madison Traditional Academy kindergarten

teacher **Amy Ball**. “I work with a teacher who is a single mother of two school-age boys. She has to add water to her milk each week to make it go further, and the governor’s one percent bonus will barely cover one month of groceries for her. She is constantly stressed and in fear that something will go wrong with her car, house, or one of her boys, because she doesn’t know how she will be able to tighten her purse strings more to handle it. It’s hard to keep teachers in Arizona like my friend, who could move closer to family in New Mexico and make \$15,000 more.”

“We have had years of neglect by politicians like Governor Ducey who have created a huge gap in teacher pay,” says AEA Vice President **Marisol Garcia**. “So much neglect, that even with a 20 percent pay increase of teacher salaries, their salaries would be barely competitive with surrounding states and still well below the national average. Also, a 20 percent teacher salary increase is in line with Achieve60AZ’s Arizona Education Progress Meter’s goal of having elementary teacher salaries at the national average in 5 years.”

“At a time when Arizona is ranked as the worst state in the nation for teachers,” says Thomas. “This latest insult shows that addressing the state’s teacher shortage is not a priority for Arizona’s governor. Maybe it’s time we stood behind teachers rather than trust politicians like Ducey to solve this crisis. I trust parents and teachers to work together to find solutions far more than I trust politicians.” →

# #PayNotPeanuts Rally

Arizona teachers have expressed outrage over the lack of respect given to our state's educators after news that Governor Ducey gave his staff hefty salary increases after giving teachers only a 1% stipend this year. Arizona has some of the lowest teacher salaries in the nation, and this latest insult shows that addressing the state's teacher shortage crisis is not a priority for Arizona's governor. Following AEA's press conference, the Arizona Parent Teacher Association hosted a rally at the Capitol highlighting teachers who are demanding to be paid what they're worth — not the mere peanuts offered by Governor Ducey. Check out the hashtag #PayNotPeanuts for social media coverage.



# 2018 Legislative and Policy Agenda

## Goals

1. Advance sound education policy supporting high standards for teaching and learning and ensuring access to a high-quality education for all Arizona students. Commit to the recruitment and retention of professionally certified, highly-effective educators for all classrooms.
2. Restore necessary funding for public education and fully invest in the future of Arizona's children.
3. Advocate for fairness and respect of public education and all public education employees.
4. Protect and strengthen a fair and secure retirement system for current, retired and future school employees.

## Quality Teaching and Learning

### *AEA advocates for policies that:*

- Promote a statewide systemic approach to quality teaching and learning including: highly-effective teacher preparation programs and certification; professional development; mentoring and induction; career development pathways; and compensation structures.
- Promote equity and excellence for all students by providing flexibility in the Structured English Immersion (SEI) models for English Language Learners (ELL), including replacement of the SEI four-hour model with a research-based language development curriculum. Provide funding to meet the needs of all ELL students and content educators.
- Remove high-stakes consequences tied to mandated assessment data, including: Local Education Agency (LEA), school, and individual ratings of effectiveness (i.e., A-F accountability system and results-based funding); evaluations; compensation structures; and personnel decisions.
- Support legislation affirming instruction as the primary duty of teachers.
- Recognize teachers as professionals and ensure them the autonomy to deliver a flexible curriculum and make classroom-based decisions to meet the needs of their students.

### **SUBSCRIBE TO THE AEA LEGISLATIVE UPDATE**

Get the latest from the AEA Lobbyist on changes to education policy and funding and receive alerts to take action on legislation that impacts Arizona's students and public school employees.

Visit [arizona.aea.org/legislativeupdate](http://arizona.aea.org/legislativeupdate).

## Public Education Funding

### *AEA advocates for policies that:*

- Prevent the Arizona Legislature and Governor from diverting revenue away from public schools through tax cuts, tax credits and vouchers (i.e., empowerment scholarship accounts and student tuition organizations).
- Provide immediate and significant public education funding (FY2019) focused on equity and closing the opportunity gap for all students to meet the needs of our public schools in Arizona as follows:
  - a. Attract and retain a workforce of professionally certified teachers with competitive compensation and support.
  - b. Provide critical resources for classrooms such as support services, supplies, updated textbooks, and technology.
  - c. Fund school building maintenance and repairs to give students safe, clean and functional places to learn.
- Identify mid-term and long-term funding sources and revenue streams for Arizona public schools.
- Invest in school readiness via early childhood and Pre-Kindergarten through Third Grade educational programs, including state-funded full day kindergarten.
- Provide career and technical education funding to assist students in preparing to enter the workforce.

## Fair Employment Rights

### *AEA advocates for policies that:*

- Strengthen teacher employment rights relating to contract dates, Reduction In Force (RIF) process, salaries, nonrenewal notices and association work.
- Establish due process rights for education support professionals (classified employees).
- Provide for fair and relevant evaluation systems that:
  - a. include educator input and a clear appeal process;
  - b. support professional development and growth;
  - c. promote quality teaching and learning; and
  - d. use various data points that reflect the course of instruction.

## Retirement System

### *AEA advocates for policies that:*

- Sustain and protect a Defined Benefit plan for public employees.

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*The 2018 AEA Legislative and Policy Agenda is approved by the AEA Board of Directors. It is based on the public policy statements in the AEA Legislative Platform adopted by the 2017 AEA Delegate Assembly.*



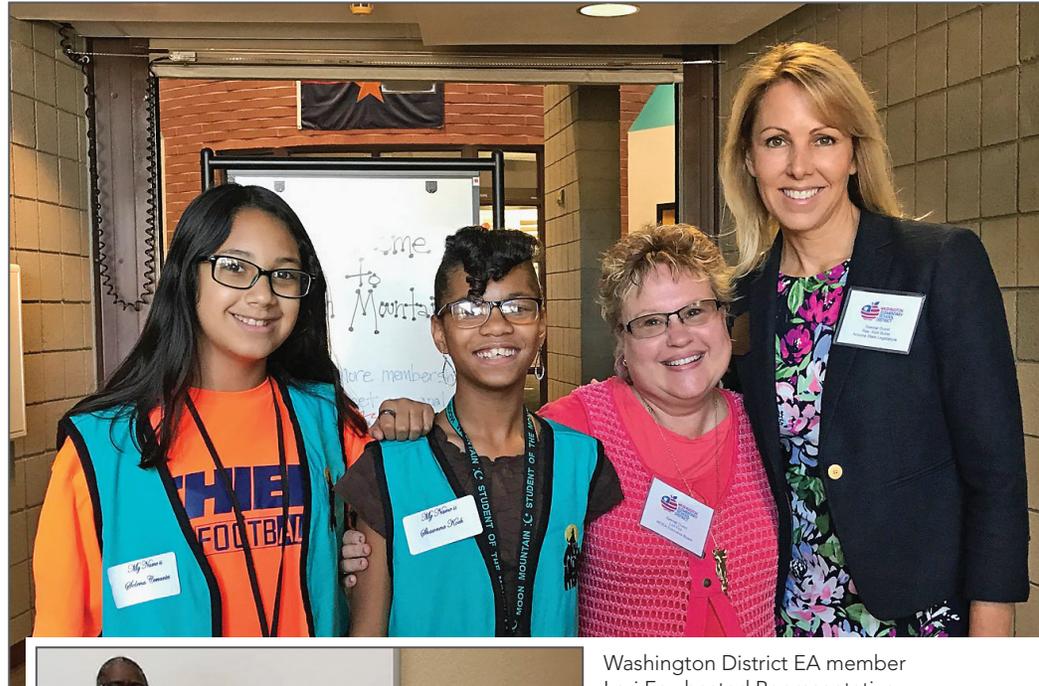
# Arizona State Legislators Join Public School Teachers for a Day

This past September, Arizona State Legislators from all thirty districts were invited to shadow local public school teachers for a day.

The experience these legislators had with teachers leading grades Pre-Kindergarten through 12th grade is part of the Arizona Educational Foundation (AEF)'s Take Your Legislator to School Initiative (TYLTS) in partnership with the Arizona Education Association (AEA) and Arizona K12 Center. In its fourth year, AEF has seen hundreds of teachers jump at the chance to invite their Senator or Representative into the classroom.

"This program helps to build a bridge between the education community and state lawmakers. Shadowing a teacher for a day gives Arizona's legislators a better understanding of what is happening at public schools in their legislative district. We are hopeful these visits result in beneficial, sustainable partnerships," said AEF Executive Director Bobbie O'Boyle.

AEF worked closely with the Arizona K12 Center and the Arizona Education Association to facilitate the partnerships. Teachers and legislators were matched based on legislative district. The shadowing and time spent between teachers and legislators was unique to each pair.



Washington District EA member Lori Fox hosted Representative Kelli Butler at Moon Mountain Elementary.

From left to right: Dr. Michael Crudder, Lisa Lifer, Rep. Paul Boyer, Tamara Boylan, and Linda Palles-Thompson during Rep. Boyer's visit to Peoria Unified School District's Copperwood Elementary school.

Senator Sean Bowie visited Albie Ettinger's classroom at Kyrene de la Mariposa.



Paradise Valley EA member Mike Vargas hosted Heather Carter from District 15.

# eSWAG Brings New Educator Bazaar to Tucson

This past September, Sunnyside Education Association (SEA) hosted a New Educator Bazaar with Educators Soaring With Aspiring Goals (eSWAG), AEA's program to support early career educators.

The bazaar was held at Los Ranchitos School in Tucson and provided free classroom supplies to teachers new to the profession and members of their professional association. SEA members volunteered their time to collect donated items in Tucson, sort the materials, and host the bazaar. Veteran and retired teachers from Tucson and Marana say they were happy to provide supplies to new teachers and saw it as a way to give back to the next generation. Many new teachers who attended the event were grateful the Association was looking out for them and supporting them in those difficult first few weeks.

If you would like to learn more about eSWAG, please contact [aeaeswag@gmail.com](mailto:aeaeswag@gmail.com).



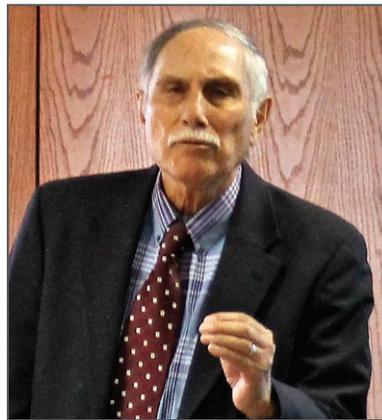
**eSWAG** **BAZAAR**  
Educators Soaring  
With Aspiring Goals **for New  
Educators**



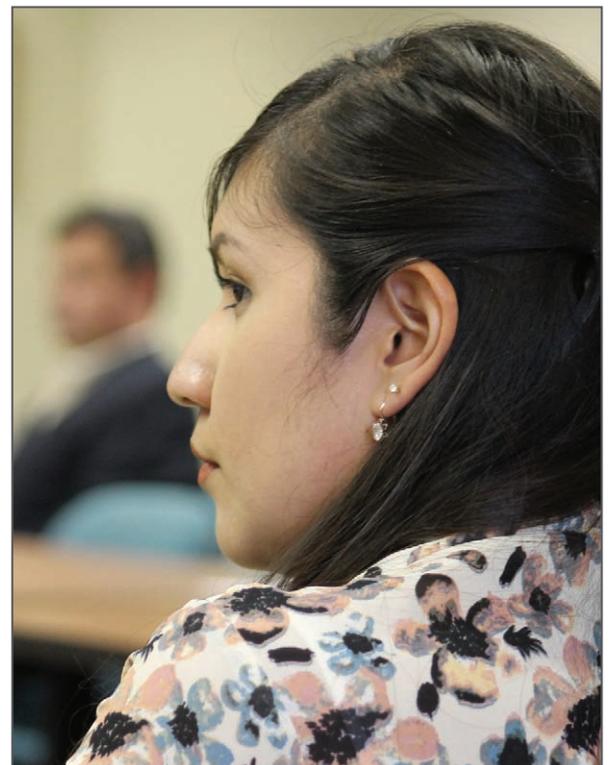
# Public Policy Forums

**A**EA recently held two lunch and learn roundtable discussions with state legislators, community partners, and educators to lead conversations critical to student success in Arizona.

The first forum, Promoting the Educational Success of English Learners in Arizona, focused on ways we can close the opportunity gap for low-income and English learners. Dr. Gene Garcia, Ph.D., a nationally recognized expert on early childhood education and bilingual development, facilitated the conversation held at AEA headquarters on September 27. During this forum, Dr. Garcia will share key findings from a recent report, Promoting the Educational Success of Children and Youth Learning English: Promising Futures.



Dr. Gene Garcia, Ph.D





The second forum focused on student test data and teacher evaluations. Dr. Audrey Beardsley, an Arizona State University professor and national expert in teacher evaluations, presented research on the ineffectiveness of teacher evaluations primarily based on standardized test scores. Dr. Beardsley has been called as an expert witness in cases where states have been sued for their over-reliance on data in teacher evaluations, specifically for the use of data that is outside of the control of the classroom teacher like a state standardized test.

Arizona is facing a severe teacher shortage crisis and one of the factors outside of pay is a stressful work environment. AEA has heard from many members about the pressure they are under from high-stakes testing. The Arizona teacher evaluation framework heavily weighs student data (often AzMERIT) in the performance of the classroom teacher. AEA is taking steps to educate policy makers about the research around this flawed policy as a way of addressing the teacher shortage for our state.



Dr. Audrey Beardsley



# New AEA Member Winners!

This past summer all new members who joined at the beginning of the school year during the new employee orientations held August – September, were entered into a statewide drawing for a \$250 gift card! Winners were announced in October and presented their prize by local association leaders. Congratulations to the lucky new members listed below. It pays to be a member!



Jeri Randall, Buckeye EA



Jose Ybarra, Chandler EA



Annette Moncibaez  
Clarkdale-Jerome EA



Julie Bradshaw, Marana EA

Julie was extremely excited about winning.

Two weeks into the semester, she was reassigned from 4th grade to Kindergarten and she took a lot of time prepping for the year as a new teacher.



Tatum Kaiser, Paradise Valley EA

Tatum told us how happy she was to come to work every day and how much she enjoyed her students - her love and enthusiasm for teaching was so inspiring!



Ray Montana, Tucson EA



Mark Carter, Phoenix UHS CTA



Juliana Lombardi, Scottsdale EA



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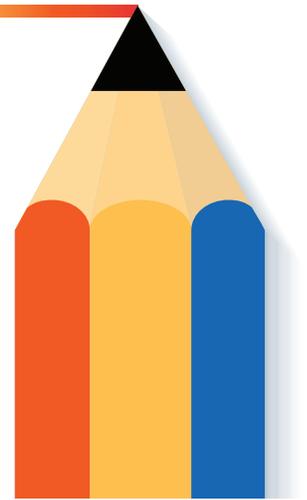
PROFESSIONAL

# Awards & Grants

*The Arizona Education Association and the AEA Foundation for Teaching & Learning offer grants and awards that support excellence in education, fund innovative teaching projects, and provide scholarships to education students.*

All applications are available online at [www.arizonaaea.org/foundation](http://www.arizonaaea.org/foundation).

Annual Award & Annual Grant applications due March 1.



# Annual Awards

## Christa McAuliffe “I Touch the Future, I Teach” Award



**PURPOSE:** The AEA awards an educator who is recognized by their peers as an educator who inspires them and makes them proud to be a teacher. Named for Christa McAuliffe, the first American civilian—and teacher—in space, this award honors an Arizona educator. The state winner becomes AEA’s entrant in the NEA Foundation Award for Teaching Excellence competition.

**ELIGIBILITY:** The nominee, nominated by a peer, must be an AEA member who exemplifies excellence in teaching by advancing student learning, addressing issues of cultural diversity, advocating for the profession, providing leadership among colleagues, being a lifelong learner, and using creative or innovative ideas.

**AWARD:** A permanent plaque bearing the names of each year’s recipient is displayed at AEA headquarters in Phoenix. The honoree receives a \$1,000 cash award. Presentation of the award and plaque is made at the AEA Foundation’s Salute to Excellence ceremony. The NEA Foundation offers a \$25,000 honorarium for the national honoree.

## ESpecially for Kids Award

**PURPOSE:** The AEA recognizes extraordinary efforts by education support professionals on behalf of public education.

**ELIGIBILITY:** All current Education Support Professional (ESP) members of an AEA local affiliate who have been AEA members for at least three years as of January 15 of the award year are eligible. Nominees must be an “active” member at the time of selection. Individuals must be nominated by their local association affiliate, either a wall-to-wall or ESP affiliate.

**AWARD:** A permanent plaque bearing the names of each year’s recipient is displayed at AEA headquarters in Phoenix. The honoree receives a \$1,000 cash award. Presentation of the award and plaque is made at the AEA Foundation’s Salute to Excellence ceremony.

## Human and Civil Rights Award

**PURPOSE:** The AEA recognizes leadership in promoting ethnic minority participation in the Association, programs or activities that lead to improved human relations, efforts that lead to improvement in school district support of human and civil rights, or successful implementation of human and civil rights in Arizona education.

**ELIGIBILITY:** Any AEA member or a current or past Arizona resident who worked in the state.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. The honoree receives a \$1,000 cash award. Presentation of the award and plaque is made at the AEA Foundation’s Salute to Excellence ceremony.

### Affirmative Action Award

**PURPOSE:** The AEA Affirmative Action Award honors leadership in increasing the number of ethnic minority students choosing to enter teaching, efforts that improve school-district hiring practices and increased minority employment, and successful implementation of affirmative action policies within school districts.

**ELIGIBILITY:** Any AEA member, AEA local association, or Arizona public school district may be candidates for this award.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. Presentation of the award, a plaque, is made at the AEA Foundation’s Salute to Excellence ceremony.

### Diversity Award

**PURPOSE:** The AEA Diversity Award recognizes excellence in teaching or promoting diversity, tolerance, and respect for humankind through an instructional program or curriculum.

**ELIGIBILITY:** Any AEA member or team of AEA members may be nominated for this award.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. Presentation of the award, a plaque, is made at the AEA Foundation’s Salute to Excellence ceremony.

### Partners in Education Award

**PURPOSE:** The AEA honors those who support neighborhood schools. The award honors corporations, local businesses, individuals, or community groups that exhibit exemplary support for local public schools.

**ELIGIBILITY:** Local association presidents accept nominations from members, but select only one nominee per year. All qualified nominees earn Partners in Education Awards.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. Presentation of the award, a plaque, is made at the AEA Foundation’s Salute to Excellence ceremony.

### Presidential Award for Excellence in Education News Coverage

**PURPOSE:** The AEA recognizes print, radio, and television reporters for exceptional work in covering education issues and events.

**ELIGIBILITY:** Local association presidents nominate media outlets or reporters for their performance. More than one nomination is allowed. The AEA President selects the final award winners, though all who qualify are honored.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. Presentation of the award, a plaque, is made at the AEA Foundation’s Salute to Excellence ceremony.

### Public Relations Partner Award

**PURPOSE:** The AEA honors an exceptional school public relations person who has demonstrated a strong relationship between the district, the local association, and the community and whose efforts have improved the public’s understanding about public schools.

**ELIGIBILITY:** Local association president nominates the PR person from their district.

**AWARD:** The honoree is featured in the AEA Salute to Excellence award booklet and on the AEA website. Presentation of the award, a plaque, is made at the AEA Foundation’s Salute to Excellence ceremony.

### School Bell Award

**PURPOSE:** AEA presents the School Bell Award to honor excellence in local association communications.

**ELIGIBILITY:** Applicants are honored for quality in content, balance of coverage, style, appearance, and Association advocacy in their work to share the Association’s message with various audiences.

**AWARD:** Winners receive a gift card and certificate of appreciation. →

# Open Grants

## National Board Certification Scholarship

**PURPOSE:** The AEA Foundation for Teaching & Learning offers scholarships to teaching professionals who pursue National Board Certification, the highest professional achievement in teaching. Applicants are encouraged to utilize all available financial resources to offset their National Board Certification fees.

**ELIGIBILITY:** Preference will be given to AEA members (but others can apply) enrolled in at least one of the Arizona K12 Center NBCT programs, have contributed personal funds to program components and submitted an application to the NBPTS.

## Mary Kay Haviland Angel Fund

**PURPOSE:** The Mary Kay Haviland Angel Fund offers direct assistance to an individual student with educational or personal needs. Grants may be used to purchase items that improve an individual student's school learning or academic performance.

# Annual Grants

## Nell Wilcoxon Scholarship

**PURPOSE:** This AEA Foundation for Teaching & Learning scholarship helps defray tuition costs to pursue a teaching career.

**ELIGIBILITY:** Scholarships are available to AEA members or their immediate family.

## LIFT Grant

**PURPOSE:** AEA Learning Improvement through Faculty Teams (LIFT) Grants are given for the purpose of enhancing student learning through the collaboration of faculty, who may include support professionals.

**ELIGIBILITY:** Each project must be initiated, implemented, and directed by teams of at least two AEA members.

## Promise Grant

**PURPOSE:** Promise Grants support members' small projects that are in the spirit of AEA's mission—"Keeping the Promise of Quality Public Education"—and address one of AEA's Strategic Objectives.

**ELIGIBILITY:** Each project must be initiated and implemented by an AEA member. Grants may be

**ELIGIBILITY:** Any school employee may apply on behalf of an individual student, who is under the professional charge of the requesting school employee.

## Professional Development Grant

**PURPOSE:** The Professional Development Grant is offered to further the teaching profession through leadership development, craft and skill improvement, or collaborative learning with colleagues.

**ELIGIBILITY:** Any full-time teacher or education support professional currently employed in an Arizona K-12 public school.

## Allen W. Sayler Fine Arts Grant

**PURPOSE:** This grant offers scholarships to develop an appreciation of fine arts and to enrich the lives of children by seeking way to support students in music, drama, dance and art.

**ELIGIBILITY:** Any organization or public school employee that offers fine arts program opportunities to under-served, public school students in Arizona public school.

awarded for a broad range of projects that are designed to further one of the strategic objectives and ultimately improve student learning.

## Diversity Grant

**PURPOSE:** The AEA Diversity Grant offers opportunities to develop and pursue instructional programs or curriculum that promote diversity, tolerance, and respect for humankind.

**ELIGIBILITY:** The program must be initiated and implemented by an AEA member or team of AEA members.

## GSA Encouragement Grant

**PURPOSE:** Gay-Straight Alliance (GSA) Encouragement Grants offer opportunities for Gay-Straight Alliances in Arizona to pursue their mission of improving the school climate for all students, regardless of sexual orientation or gender identity/ expression.

**ELIGIBILITY:** Each project must be initiated and implemented by an Arizona GSA that is registered with the GLSEN (Gay, Lesbian and Straight Education Network). It is preferred that the club sponsor be an AEA member. ■

# ESPecially for Kids Award

*This award recognizes extraordinary efforts by classified education support professionals on behalf of public education. The ESPecially for Kids recipient will receive a \$1,000 cash award.*

## ELIGIBILITY:

All current Education Support Professional (ESP) members of an AEA local affiliate who have been AEA members for at least three years as of January 15 of the award year are eligible. Nominees must be an “active” member at the time of selection. Individuals must be nominated by their local association affiliate, either a wall-to-wall or ESP affiliate.

## GUIDELINES:

The AEA Board of Directors or a designated committee or subcommittee will read and rate all nominations. Its members may also conduct follow-up interviews by phone or in person with nominees or references.

## CRITERIA:

**Nominations will be judged according to the following five criteria:**

### Professional Practice

Worksite responsibilities and professional achievements the nominee has made in his/her field; must include at least one example of how the nominee directly impacts student success in his/her school or workplace.

### Member Advocacy and Association Involvement

Evidence of leadership, creativity and innovation in advocating for members, for the profession and for public education; evidence of involvement in NEA or its affiliates and how it contributes to professional success; evidence that the nominee is active in member recruitment and encouraging colleagues to be more involved members.

### Community Engagement

Details on how the nominee is involved in promoting public education within the community through charitable projects and activities and examples of how that involvement has benefited students, families and other members.

### Personal Achievement

A description of the nominee’s personal and/or professional goals; what they have done or are doing to meet these goals; how his/her growth and goals benefit students, members and/or the community; advice they would give to a colleague entering the profession.

### Enhancement of ESP Image

Details of how the nominee’s activities have enhanced the image of ESP at the worksite, in the association and in the community.



# ESPecially for Kids Award

1. Nominee's name \_\_\_\_\_  
 Nominee's Local Association \_\_\_\_\_  
 Nominee's address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
 Home Phone (\_\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_\_) \_\_\_\_\_  
 Position \_\_\_\_\_

Responses to questions 2-4 may be handwritten or typed and attached to the nomination form.

2. Describe the nominee's contribution to the learning environment of the school or the working conditions for employees beyond the daily routine of activities and job responsibilities.

\_\_\_\_\_

\_\_\_\_\_

3. What specific group(s) within the school community are effected by the actions of the nominee?

\_\_\_\_\_

\_\_\_\_\_

4. Thoroughly describe the contributions to the local association, support of fellow employees, and/or the student population.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List the names, positions and phone numbers of at least two people who are willing to be contacted as references about the nominee.

1. \_\_\_\_\_

2. \_\_\_\_\_

Name of nominee's local association president \_\_\_\_\_

This nominee is and has been a member of AEA for three years in good standing.

Signature of local president \_\_\_\_\_

## DEADLINE: MARCH 1

**MAIL**  
**ESP Award**  
 Attn: Chris Mayer  
 Arizona Education Association  
 345 East Palm Lane  
 Phoenix, AZ 85004

**EMAIL**  
 chris.mayer@arizonaaea.org  
**FAX**  
 602-240-6887

# I Belong because...

## Cheryl Nickelson



*Paradise Valley Support  
Employee Association*

“I belong to AEA to help make a better work environment for myself and my coworkers, because the happier people are in their work setting, then the better it is for our students.”

## Daron Gonzales



*Tempe Elementary Education  
Association*

“I belong to AEA because we really work to serve students and staff members and it makes my school a great place to work and learn.”

Visit [arizonaaea.org/ibelong](http://arizonaaea.org/ibelong)  
and tell us why you belong  
to the Arizona Education  
Association!

# Balsz Education Association Vice President Named as 2018 Arizona Teacher of the Year



**A**EA congratulates **Josh Meibos**, physical education teacher at David Crockett Elementary School, on being named the 2018 Arizona Teacher of the Year. Meibos was recognized at the annual Arizona Educational Foundation (AEF) Teacher of the Year Awards Luncheon held at The Arizona Grand Resort before more than 500 attendees, including Arizona educators, elected officials, and business leaders.



Josh Meibos  
Vice President  
Balsz EA

The annual Teacher of the Year program is the premier event of the Arizona Educational Foundation (AEF), a statewide nonprofit organization that promotes and awards the exceptional efforts being made in Arizona public schools.

As AEF™ Arizona Teacher of the Year, Meibos will compete for the title of National Teacher of the Year, the opportunity meet President Donald Trump and Vice President Mike Pence, and attend international space camp in Huntsville, Ala. She will also receive a host of awards and recognition including a \$15,000 cash award, professional speech training, and a full scholarship toward an advanced degree at Argosy University.

“This is a good opportunity for me to advocate not only for my content area of physical education,” says Meibos, “But also for men in elementary teaching roles, and the overall current climate of teaching in Arizona.”

“It is an honor to celebrate great teachers in our state with my colleagues and the community. Josh and the Ambassadors are incredible examples of the tireless work done by teachers day in and day out in classrooms across Arizona,” said Executive Director of AEF, Bobbie O’Boyle.

“Thanks to our generous sponsors and donors, the Arizona Educational Foundation continues to be able to provide this distinguished award for the 35th consecutive year.”

Additionally, AEF named its four Teacher of the Year finalists, called “Ambassadors for Excellence,” who will serve with Meibos as spokespersons for their profession, advocating for excellence in the classroom by making presentations statewide to education, civic, government and professional organizations.

## The four 2018 Ambassadors for Excellence are:



Amy Ball  
President  
Madison District  
Classroom Teachers  
Association



Allison Davis  
Member  
Chandler Education  
Association



Justean Palmer  
Member  
Dysart Education  
Association



Erica Davis  
Chandler Unified  
School District



**2018 ARIZONA  
TEACHER  
OF THE YEAR  
AMBASSADORS**

**Amy Ball**, Kindergarten Teacher at Madison Traditional Academy of Madison Elementary School District in Phoenix and president of the Madison District Classroom Teachers Association

**Allison Davis**, Kindergarten Teacher at Knox Gifted Academy of Chandler Unified School District and member of the Chandler Education Association

**Justean Palmer**, Fifth Grade Math Teacher at Canyon Ridge School of Dysart Unified School District in Surprise and member of the Dysart Education Association

Erica Davis, Twelfth Grade English Teacher at Basha High School of Chandler Unified School District.

In addition, Sierra Vista Classroom Teachers Association member and 5th grade Huachuca Mountain Elementary School teacher **Brenda Kilmurray** and Osborn Education Association member and 6th grade Spanish Immersion Clarendon Elementary School teacher **Ruth Ruiz** were also honored among the top ten teachers at the luncheon.

# Kyrene Educator Receives California Casualty Award for Teaching Excellence

*Kinora Hernandez to be recognized by California Casualty and the NEA Foundation at 2018 Washington DC Awards Gala*

**Kinora Hernandez**, structured English immersion coach at Kyrene de las Manitas Elementary School in Tempe, Arizona, is one of 38 public educators receiving the prestigious California Casualty Award for Teaching Excellence.

On October 27, 2017, Kyrene Education Association and AEA Board member Kinora Hernandez was presented with a \$650 check and flowers during a surprise faculty meeting at Kyrene de las Manitas from California Casualty Account Relations Manager Jill Strandquist.

Hernandez will also be honored at the NEA Foundation's Salute to Excellence in Education Gala to be held in Washington, DC on February 9, 2018.

The California Casualty Awards for Teaching Excellence are unique: in addition to being recognized for excellence in instructional and professional practice, awardees are nominated by their peers – their NEA state affiliate – for their dedication to the profession, community engagement, professional development, attention to diversity, and advocacy for fellow educators.

Hernandez said that the most important strategy she gives to the classroom teachers she coaches is to build a relationship with their ELL students and share the joy of learning.



“I try to instill the love of learning into my students. Learning takes place when the students are engaged and can relate to what they are learning,” she added.

Each year, the Salute to Excellence in Education Gala draws almost 1,000 supporters of public education, and thousands more online, to applaud these awardees. At the gala, the educators are truly the stars, celebrated throughout

the night with music, performances, videos, and more. The evening gives educators well-deserved recognition for their hard work, personal dedication, and profound influence. During the festivities, which will be streamed at [www.neafoundation.org](http://www.neafoundation.org), the nation's top educator will be revealed.

“These outstanding educators are innovators, challengers, and global thinkers,” said Harriet Sanford, NEA Foundation President and CEO. “We are delighted that California Casualty joins us once again in expressing our shared admiration and thanks for their work.”

“The California Casualty awardees are the architects of our nation's future,” said Beau Brown, California Casualty CEO. “We are thrilled for the opportunity to honor them with the California Casualty Awards for Teaching Excellence.”

## Three AEA Members Named Outstanding Latino Teachers

Congratulations to Osborn Education Association President **Alexis Aguirre**, Mesa Education Association member **Guadalupe Cota**, and Alhambra District Education Association member **Rafael Vazquez** for being selected for the 2017 Esperanza Latino Teacher Award by Chicanos Por La Causa. This prestigious award celebrates outstanding educators who are the hope for future generations. The Esperanza Latino Teacher Award is the only awards program that highlights outstanding Latino educators throughout Arizona. Aguirre, Cota, and Vazquez were honored at a celebration in October at the Grand Canyon University Arena for overcoming obstacles in their lives to make a difference in the lives of Arizona's children.





# Dreamers Welcome Here

By AEA Vice President Marisol Garcia

It was September 5. Donald Trump chose Attorney General Jeff Sessions to announce the end of DACA, the Deferred Action for Childhood Arrivals program. As he rescinded the popular and effective program for aspiring new Americans, he also demonized my students. A local reporter wanted to know why I, as a teacher, was participating in a protest at the Immigration and Customs Enforcement building in Phoenix.

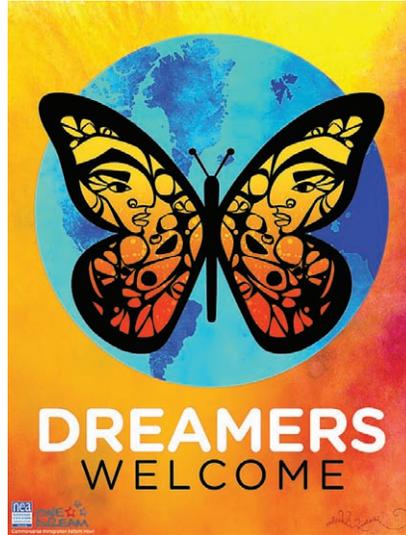
“I would honestly just ask our president, attorney general, or anyone with the power to impact the well-being of my students and their families to meet just one of them,” I said. “Just speak to any one of my beautiful, passionate, committed, and patriotic students. Allow them to share their goals in life, and their pure perseverance is felt just by listening to their stories.”

Tired of protesting and crying about so much lately – Trump’s pardon of former Maricopa County Sheriff Joe Arpaio; tear-gassing of my friends and colleagues at a rally; the sight of emboldened Nazi-sympathizers and White supremacists in Charlottesville – I could cry no more. My tears turned to anger.

I have become that mom whose kids the Trump administration has maligned and directly attacked. My “kids,” my students, have been threatened. That’s why I protested on September 5, and that’s why I will keep raising my voice to protest decisions that are incongruent with this country and my profession, decisions that will deny my students the educational opportunities they rightly deserve.

Take Mario Garcia (I won’t reveal his real name to protect his identity), my former student. Mario is serving in the military. On the day of the DACA announcement, he called me in a panic. Startled, he had just heard the news. He is a Dreamer, a DACA recipient, proudly protecting our nation overseas. He is also my former student. The decision will turn his life upside down. I did not know what to say, what to do, or what to tell him.

I have been an educator for 13 years, and I proudly teach in the Isaac Elementary school district. Our district is 97 percent Mexican American, full of amazing, empowered, articulate, students who commit daily to bettering themselves and embodying the dreams of their parents. The extreme poverty in my school district is at times shocking and many of our students lack necessities. To help their families, these children take on adult responsibilities that force them to grow up faster than any child ever should; but they are lucky, because they are surrounded by their families’ hope and love. This spirit is also a part of the culture we promote in our classrooms. I was honored to be the local president of the Isaac District Education



Association and have the opportunity to work with amazing men and women who serve in many roles within their schools and personify the word “commitment.” I remain in awe of the educators who show up every day to guide and challenge our students. These dedicated professionals instill in each child the desire to learn and the passion to have dreams, and to believe they can make their dreams come true.

This district, this community, and these students have persevered despite the deplorable actions and deeds of former Sheriff Joe Arpaio and his supporters. His infamous tent city – the one he erected as a symbol of his so-called toughness – sat near the public school where I teach.

But unfortunately, the end of DACA has empowered law enforcement to harass our families and emboldened the unbalanced, angry individual who leads our nation to target our community – and my students. Previously, some of my students’ family members were caught in the sweeping raids carried out by former Sheriff Arpaio, ripping families apart and leaving shattered lives throughout our schools. We know this feeling, we have been through this before. We have become the protectors of our community, willingly. Our students, their families, and all of us as educators have the scars to prove it.

Like educators across the nation, we see these open wounds and scars, and they serve as harsh lessons of the harm that institutional racism and lack of empathy can cause. But they are also a source of empowerment. Like moms protecting their kids, we are educators protecting our students, and we are everywhere.

After the DACA decision settled in my mind, and after I cried, I composed myself and I said to Mario, this is what we are going to do. We are going to roll up our sleeves and we are going to fight like hell for you and for the more than 800,000 Dreamers and their families. We will do whatever it takes to protect you and our kids. You see, I’m a believer in that how America treats our immigrants reflects the values that define us as a nation. Aspiring Americans like Mario deserve the certainty and permanent protections that the Dream Act provides. I told Mario that America welcomes Dreamers like him and their many talents. When we embrace their contributions, the future is brighter for all of us.

Ending DACA tramples these core American values. That’s why we need Congress to act now and pass the Dream Act – for people like Mario and many others like him.

Want to support Dreamers like Mario? Visit [neeedjustice.org](http://neeedjustice.org) to learn how you can help.

# Ethnic Studies Victories in Arizona Come at Critical Time for the State and Country

By Kate Snyder

**T**he beginning of session at Pima Community College this year was also the official launch of the Department of Ethnic, Gender & Transborder Studies. After many years of hard work by faculty, staff, students, and community members, there was a sense of celebration at this achievement.

“This department didn’t come together overnight. It is the culmination of many years and even generations of struggle, work and building, of not letting setbacks be the end, and of not letting incremental gains stop us from striving for more,” said **Francisca James Hernández**, Ph.D., Head of the new Department and member of the Pima Community College Education Association.



The opening of the Ethnic, Gender & Transborder Studies Department coincided with the reversal of a 2012 court ruling which essentially banned as unconstitutional the teaching of Mexican-American Studies in Arizona K-12 classrooms. The federal judge who reversed the ruling found that it violated students’ constitutional rights and that those who worked to end Mexican American Studies were “motivated by racial animus” and “by a desire to advance a political agenda by capitalizing on race-based fears.”

The Arizona law at the root of the court case only targeted Mexican-American Studies in the Tucson Unified School District. The two Republicans who advanced the bill claimed the classes were stoking racial tension and “radicalizing students.” Evidence points to just the opposite. The teaching of ethnic studies increases student academic engagement and positive student outcomes.

Ethnic Studies is vital to a thriving community. It teaches you that democracy and equality are a social struggle. And it gives you some intellectual and practical organizing tools on how to go about creating greater social justice and social equality,” said Hernández. “We have people in powerful positions who have no understanding of the social heritage where they live and we need to educate them and build these bridges.

The initial legislation and court ruling served as a spark for organizing at Pima which already had in place Ethnic Studies faculty who taught a variety of courses, but were not an official department. Following the passage of the legislation in 2010, faculty, staff, students, and the community were engaged in an organized week of programs focused on ethnic studies. There were 22 events over 4 days which drew over 500 people.

This Ethnic Studies Week was so successful in bringing together thoughtful community discussions that the faculty who helped organized it revived the concept during the past two years as a series of Spring Summits. The Summit crowd size doubled from 2016 to 2017.

Members of the community who attended noted: “It is important to have public discourse regarding these topics. It is imperative and I applaud Pima CC for inviting the community to engage in learning and development.”

“Congratulations on the continued success of all your efforts over the course of many years. One step closer to bringing the full manifestation to life.”

“It had the most positive and engaged atmosphere of any event I have attended at Pima.”

“Finally, there are people at PCC who are talking about the intersectionality of multiple identities!”

“Having a supportive administration and community, a strong faculty, and engaged students are critical for creating a new department like this. But our struggle isn’t over. To continue to exist we need to reach out to our local community and across the state and even to the legislature to defend our gains and ensure we are supported. We need to make sure everyone understands how critical Ethnic Studies is to building a successful community and future,” said Hernández.

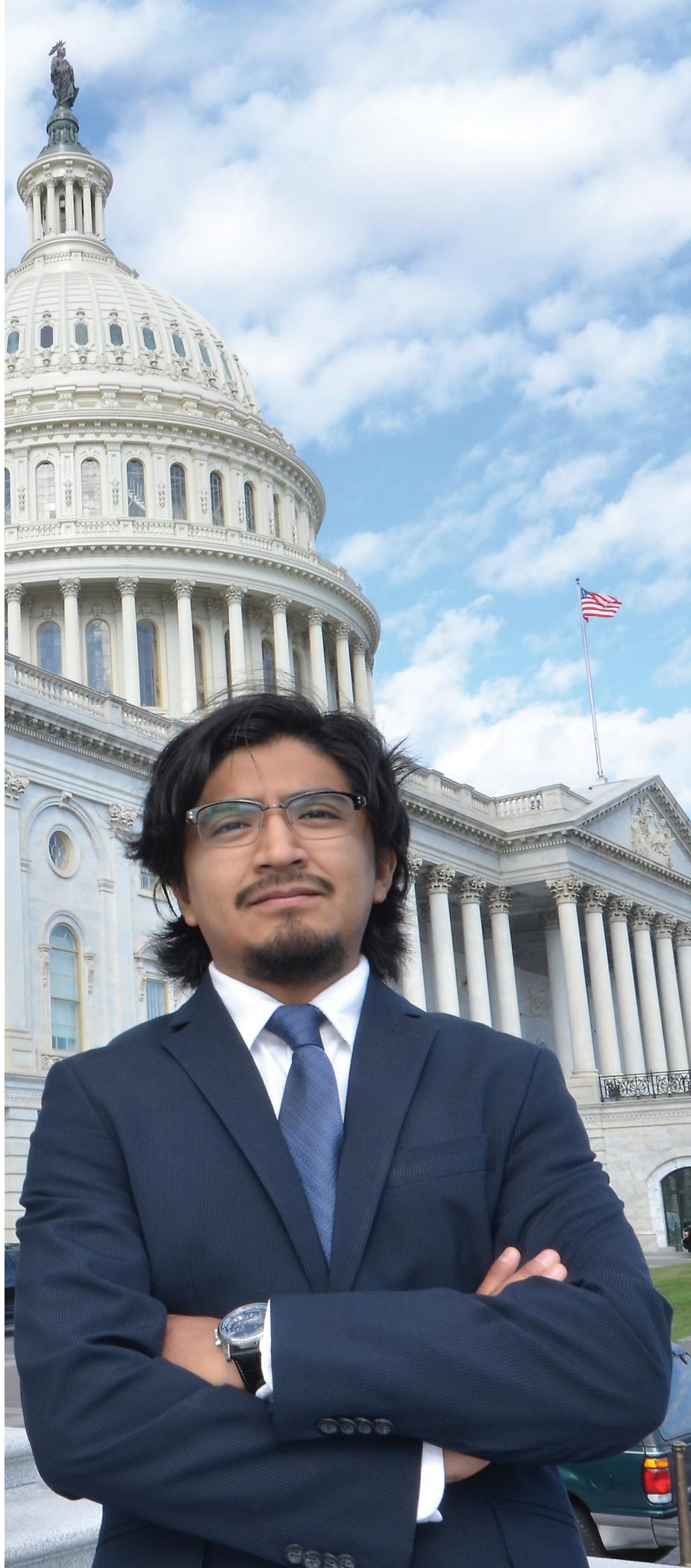
# DACAmented Educators and Students to Congress: Pass the Dream Act Now

*NEA and AFT continue to urge Congress to fight for Dreamers and their families*

**T**his past October, DACAmented educators and students today joined House Democratic Whip Steny Hoyer (D-MD), Rep. Lucille Roybal-Allard (D-CA), Rep. Michelle Lujan Grisham (D-NM), Rep. Judy Chu as well as leaders from the National Education Association and the American Federation of Teachers, to highlight the impact of the White House's decision to rescind DACA. Phoenix Union Classified Education Association member **Hugo Arreola**, along with other DACAmented educators and students Lee-Ann Graham and Vicente Rodriguez, also urged Congress to fight for Dreamers and pass the bipartisan Dream Act of 2017.

“Dreamers and DACA recipients — aspiring young Americans, our neighbors, our students, and, yes, 20,000 of our colleagues in education — deserve the certainty and protections the Dream Act provides,” said NEA President **Lily Eskelsen García**. “We will continue to raise our voices in a collective chorus to defend and protect them. It’s time to pass the Dream Act of 2017.”

Ninety seven percent of DACA recipients are currently employed or enrolled in school according to a recent survey. More than a third of Dreamers are between the ages of 16 and 20. A Center for American Progress analysis, based on a survey of





Phoenix Union Classified EA member Hugo Arreola speaks at an NEA Dream Act press event at the U.S. Capitol.



more than 3,000 DACA recipients in 46 states, found that 45 percent of them are in school, and of those who are in school, 72 percent are pursuing a bachelor's degree or higher.

“Young, aspiring Americans contributing to our culture and economy should not be targeted for deportation,” said AFT Executive Vice President Mary Cathryn Ricker. “And yet, the Trump administration’s decision to rescind

DACA protections for hundreds of thousands of students, teachers, nurses and other members of our communities introduces that threat and puts immigrant communities in a constant state of fear. The AFT will do everything to support and protect our students, our colleagues, our neighbors—regardless of their immigration status and we will stand and advocate alongside all our partners just as committed.”

The decision to end DACA is jeopardizing the lives and futures of the 800,000 participants in the program, including 20,000 educators working with students in our nation’s public schools today. Many are consumed by stress and anxiety about what the future holds for them, their families, and their students as well. →

## Social Justice

“As a DACAmented educator and a student, I see the fear in the students in my school as a result of the White House’s decision to rescind DACA,” said Hugo Arreola, a DACAmented educator from Phoenix, Arizona. “There is a lot of confusion and panic because we do not know what the future holds. We feel exposed. The Dream Act will go a long way towards providing Dreamers the certainty we deserve as we continue to contribute to the country we call home. We are Americans in every way except for our immigration status. It’s time for Congress to permanently fix that.”

“It is imperative to understand that there are real and different life experiences for DACA recipients, just as there are for Americans,” said Lee-Ann Graham, a DACAmented student and paraprofessional from New York. “Advocating for the rights of immigrants has been a priority for myself well before President Trump’s election and latest actions. Much of the history of the United States is a history of immigrants coming to this country and defeating overwhelming conditions and tyrannical powers. And so we have persevered. It has been my mission to advocate on behalf of DACA students and undocumented immigrants so they don’t feel isolated, afraid or unsure about their futures. We cannot allow the lives of these individuals to be upended just to score political points. I urge Congress to take immediate action and pass the Dream Act of 2017.”

“My dream is to become a teacher,” said Vicente Rodriguez, a DACAmented student and educator from Inland Empire, California. “For the past seven years, I’ve worked hard toward this goal, taking courses at a community college while working minimum wage jobs to cover tuition and support my family. The day President Trump rescinded DACA, it seemed like my dream of becoming a teacher was being yanked out from under me. I have less than two years left with DACA and I will not surrender—I’ve



2016 NEA Social Justice Award Finalist Hugo Arreola with NEA President Lily Eskelsen García after meeting with members of Congress at the U.S. Capitol.

worked too hard, come too far, and sacrificed too much to give up now. I will continue to fight for the undocumented. Congress: it’s time you fight for us.”

The National Education Association’s three million members and the 50 million students they serve are in the middle of a proactive sustained grassroots campaign to urge Congress to pass the Dream Act of 2017.

Thus far, members of NEA and the public have taken nearly 60,000 actions—calls, emails, postcards, and meetings—into Congressional offices since the campaign’s inception. In addition, NEA launched a mass migration of messages to Congress on the wings of digital butterfly

postcards. Butterflies are becoming a recognizable symbol of the beauty of migration and signify transformation and freedom. This art aims to substitute images and words of fear with visions of our shared humanity.

Visit [dreamers.neadjustice.org](http://dreamers.neadjustice.org) to learn more about the butterfly campaign and to send a postcard to Congress. ■

*Be part of the largest democratic body in the world!*

# Be a Delegate to the 2018 NEA-RA

**A**lmost 100 AEA members become a part of the world's largest deliberative body—8,000 strong—when they are elected by their colleagues to represent them at the NEA Representative Assembly each year. The NEA-RA is the governing body of the 3 million members of NEA. The 2018 annual meeting, to be held June 30-July 5 in Minneapolis, MN, sets objectives, passes a budget, determines direction and votes on guiding principles for the Association, the largest professional organization and union in the country.

You can be part of this exciting process by running as an AEA statewide delegate; regional delegate; retired delegate; or as a delegate representing your local association. Nominate yourself to be a statewide, regional, or retired delegate by completing the form on page 32. To run as a candidate representing your local, contact your local president. Local elections are usually held in the early spring, but vary from local to local.

AEA-Retired members may be eligible for up to three delegates, depending on the January 15, 2018 membership figures.

AEA is allotted a certain number of delegate positions based on the size of statewide membership. NEA-AEA Active members will vote for at least one Statewide Delegate and 14 Regional Delegates depending on the January 15, 2018 membership figures. In the

event a candidate is elected to both a regional and statewide position, he or she must declare within ten days of official notification which position the candidate will accept. If a delegate fails to respond within ten days of the date of the official notification, he or she will be declared elected as a regional delegate.

Nominees must complete the Delegate Nomination Form on page 32 and must submit it on or before 5 PM on January 19, 2018. Forms may be submitted via mail, hand delivery, fax, or email. Please see the instructions on page 32.

**Ethnic minority members are especially encouraged to run for AEA leadership positions.**

## Regional Delegates:

Please look for your local association's name and the corresponding Election District (A through N) before completing your nomination form.

## IMPORTANT: Voting Process



AEA members will vote online for their 2018 NEA-RA Statewide, Regional, and Retired delegate representatives. Online voting will open on March 5, 2018 and close on April 10, 2018. Individuals may request paper ballots to cast their votes during this period.

If you have questions about online voting, please contact Chris Mayer, staff liaison to the AEA Elections Committee at 602-264-1774 or 800-352-5411, ext. 143.

## AEA Elections Timeline

### November 2017-January 2018

- Nominations accepted for NEA-RA delegates (statewide, regional, retired, local)
- Local associations should conduct a call for nominations for local delegate positions to the AEA Delegate Assembly and NEA-RA

### 2018

#### January 19

Deadline for NEA-RA statewide, regional, and retired delegate nominations

#### February 5-9

AEA Delegate Assembly election reports emailed to local presidents

#### March 1

NEA State Director and NEA Alternate State Director nominations

Deadline for AEA Board of Director nomination publication

#### March 5-April 10

Online voting available to all members for NEA-RA statewide, regional, and retired candidates

#### March 27

Deadline to report 2018 Delegate Assembly elected delegates

#### April 10

Deadline to report 2018 NEA-RA local association elected delegates and successors

#### May 11-12

2018 Delegate Assembly, Scottsdale Resort

#### June 30-July 5

2018 NEA-RA, Minneapolis, MN

# Association Governance



National Education Association (NEA)

## 2018 Representative Assembly Statewide, Regional, or Retired Delegate *Nomination Form*

For nomination of self or another Arizona Education Association/National Education Association Active, Life or NEA-Retired member to the NEA Representative Assembly

Nomination Form must be submitted to the Arizona Education Association headquarters on or before 5 PM, January 19, 2018. Nomination Forms submitted after 5 PM on January 19, 2018, will not be accepted.

Candidate \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Local Association \_\_\_\_\_ Home Email \_\_\_\_\_

Telephone (H) \_\_\_\_\_ (W) \_\_\_\_\_

- Candidate for the office of:
- NEA Statewide Delegate    Term: One Year
  - NEA Regional Delegate    Election District \_\_\_\_\_    Term: One Year
  - NEA-Retired Delegate    Term: One Year

### See election districts, page 33

Candidates for National Education Association Statewide, Regional, or Retired Delegates may submit a statement NOT TO EXCEED THE 50-WORD LIMIT to be distributed to eligible voters. Please attach the candidate statement to this form.

In all campaign statements, the articles "a," "an," "to," and "NEA," "AEA," and the local association name or abbreviation shall be counted as a single word. Campaign statements that exceed appropriate limitations will be cut by striking complete sentences from the end of the statement until the statement meets the word limit.

The Arizona Education Association candidates for Statewide, Regional, or Retired Delegates may provide a current photo, if it is to be published with their statement. Photos will not be returned. The Arizona Education Association does not maintain a photo file from year to year.

The undersigned has read and approved the attached statements about the candidate.

\_\_\_\_\_  
Signature of Nominator (Optional)

\_\_\_\_\_  
Signature of Candidate (Candidate must sign)

**Nomination form  
and statement must be  
submitted on or before 5 PM  
on January 19, 2018.**

Nomination form may be submitted via mail, hand-delivery, fax, or email to:  
AEA Elections Committee  
345 E. Palm Lane, Phoenix, AZ 85004  
FAX: (602) 240-6887  
Email: [chris.mayer@arizonaaea.org](mailto:chris.mayer@arizonaaea.org)

# NEA Representative Assembly

## *Election Districts for 2018 NEA-RA Regional Delegates*

*Members will elect 1 Regional Delegate from each Election District, unless otherwise noted.*

### **Election District A**

ASU (Tempe)  
Kyrene EA  
Kyrene ESPA  
Paradise Valley SEA  
Tempe Classified Assn  
Tempe Elementary EA

### **Election District B**

Balsz  
Chandler EA  
ESP of Chandler  
Gilbert EA

### **Election District C**

Apache Junction EA  
Combs EA  
Coolidge EA  
Florence EA  
Fountain Hills EA  
Higley EA  
Maricopa EA  
Mobile Elem  
Queen Creek EA  
Scottsdale EA  
Scottsdale SPA  
Stanfield EA

### **Election District D**

EV Inst of Tech EA  
Mesa EA  
MESPA  
Tempe Secondary EA

### **Election District E 2 Regional Delegates**

Deer Valley EA  
Peoria EA  
Phoenix UHSD CEA  
Phoenix UHSD CTA

### **Election District F**

Paradise Valley EA

### **Election District G**

Glendale (Elem) EA  
Glendale Union EA  
Madison District CTA  
Washington Dist EA

### **Election District H**

Alhambra Dist EA  
Cartwright EA  
Creighton EA  
Fowler Dist TA  
Isaac Dist EA  
Phoenix Elem CTA

Phoenix Elem ESP Assn  
Roosevelt EA  
Wilson Elem CTA

### **Election District J**

Agua Fria Dist EA  
Buckeye ASE-UHS  
Buckeye EA  
Deer Valley ESPA  
Dysart EA  
Dysart ESP  
EA of Avondale  
Laveen EA  
Liberty CTA  
Litchfield Dist EA  
Littleton EA  
Murphy EA  
Osborn EA  
Pendergast Elem EA  
Peoria ESP  
Riverside EA  
Saddle Mountain EA  
Tolleson EA  
Tolleson UHSD EA  
Union EA

### **Election District K**

Ash Fork EA  
Bagdad EA  
Beaver Creek EA  
Blue Ridge EA  
Bullhead City Elem  
Camp Verde EA  
Canon Elementary  
Cave Creek EA  
Cedar EA  
Chinle EA  
Chino Valley EA  
Clarkdale-Jerome EA  
Coconino Comm Coll  
Colorado River EA  
Concho EA  
Cottonwood Oak Creek EA  
Flagstaff EA  
Flagstaff Ed Supt Assn  
Fredonia-Moccasin EA  
Ganado EA  
Globe EA  
Grand Canyon EA  
Hayden-Winkelman EA  
Heber-Overgaard EA  
Holbrook EA  
Humboldt EA  
Joseph City CTA

Kayenta EA  
Kingman EA  
Lake Havasu City EA  
Littlefield EA  
Maine Consolidated EA  
Mayer EA  
Miami Area EA  
Mingus Union EA  
Northern Ariz Univ  
Page EA  
Payson EA  
Pinon EA  
Prescott CEA  
Prescott EA  
Red Mesa EA  
Round Valley EA  
San Carlos EA  
Sanders EA  
Sedona EA  
Seligman EA  
Show Low EA  
Snowflake EA  
St Johns EA  
Superior EA  
Support Staff Cave Creek  
Tonto Basin Elem  
Tuba City Unified EA  
Whiteriver EA  
Williams EA  
Window Rock EA  
Winslow EA  
Young EA

### **Election District L**

Amphitheater EA  
Casa Grande EA  
Casa Grande Elem EA  
Casa Grande UHSSSA  
Eloy EA  
Flowing Wells EA  
Marana EA  
Marana ESP  
Sunnyside CEA  
Sunnyside EA

### **Election District M**

Tucson EA

### **Election District N**

AEA/Ariz Western Coll  
Aguila Elem  
Altar Valley EA  
Antelope EA  
Arizona Sch DBEA

Ash Creek EA  
Benson EA  
Bisbee EA  
Bouse Elementary  
Catalina Foothills EA  
Clifton EA  
Cochise Elem  
College Faculty Assn of  
Pinal Co  
Congress Elementary  
Continental EA  
Crane EA  
Dateland Elem TA  
Double Adobe EA  
Douglas EA  
Duncan Unif  
Eastern Arizona EA  
Educ Assn of Ajo  
Elfrida Elem  
Ft Huachuca EA  
Ft Thomas EA  
Gadsden EA  
Gila Bend EA  
Hackberry Elem  
Indian Oasis CTA  
Mammoth-San Manuel  
CTA  
Mammoth-San Manuel  
ESP  
Maricopa Cnty Comm  
Coll Dist EA  
Maricopa Cnty Rgnl Dist  
Mary C. O'Brien  
McNeal Elementary  
Mohave Valley EA  
Mohawk Valley EA  
Morenci EA  
Morristown Elem  
Naco EA  
Nadaburg EA  
Nogales ESPA

Oracle EA  
Palominas Elem  
Patagonia Elem Assn  
Patagonia UHS ACT  
Pearce Elem  
Phoenix Day School  
Picacho Educ Group  
Pima Accom Dist  
Pima Comm Coll EA  
Prof Educ of Nogales  
Prof Educ of Parker  
Quartzsite  
Ray EA  
Sacaton EA  
Safford EA  
Sahuarita EA  
San Simon Unif  
Santa Cruz Elem (#28)  
Santa Cruz Eloy EA (#8)  
Santa Cruz Valley EA (#35)  
Sierra Vista CTA  
Sierra Vista ESPA  
Solomonville EA  
Somerton EA  
Sonoita EA  
St David Professional Assn  
Tanque Verde TA  
Thatcher  
Toltec EA  
Tombstone Dist #1 EA  
Topock Elem  
Tri Valley EA  
Univ Arizona  
Vail EA  
Wickenburg EA  
Willcox EA  
Yuma ESS  
Yuma Elem EA  
Yuma Elem ESP  
Yuma Union EA  
Yuma Union ESP

## **Student Delegate to NEA-RA**

The Arizona Education Association's student members of the National Education Association-Student Program (NEA-SP) will elect one delegate to the National Education Association Representative Assembly. Delegate entitlement will be determined by membership as of March 15, 2018. At that time, the Arizona Education Association's Elections Committee will proceed with the nomination and election processes to elect Arizona's Student Delegate.

# Nomination Procedures for AEA Board of Directors

## NEA State Director and NEA Alternate State Director

The AEA Constitution, Article IV, Section 2, states that

*“Candidates seeking election to a position as an AEA Officer, State Director of the National Education Association, Alternate State Director of the National Education Association and any individual who may wish to seek an AEA officer position that could become available (vacant) through the election of a current AEA officer to a different AEA officer position, shall file in writing a statement of candidacy with the AEA Executive Director.*

*The filing shall include the office the candidate is seeking and shall be filed no later than March 1 of the year in which the election is to take place. In the event that March 1 falls on a weekend or holiday, the next business day shall apply.*

*Individuals failing to file a statement of candidacy by the March 1 deadline shall not be eligible to seek the positions listed above in the elections to be held in the year following the March 1 deadline.*

*In the event that no candidate files for one or more of the positions listed above by the March 1 deadline, the Delegate Assembly may accept nomination for that position(s) during a regular meeting of the Delegate Assembly*

*Candidates for these offices shall have their names placed before the delegates on the first day of the annual meeting.”*

Candidates for NEA State Director and NEA Alternate State Director must submit their completed Nomination Form, AEA Advocate page 36, no later than 5 p.m. on March 1, 2018 via mail, hand-delivery, fax, or email.

## Regional Directors, Alternate Regional Directors, At-Large Directors, and Alternate At-Large Directors

Nominations for Regional Directors, Alternate Regional Directors, At-Large Director, and Alternate At-Large Directors may be submitted any time prior to the closing of nominations on Friday, May 11, 2018 at the AEA Delegate Assembly.

Regional Director, Alternate Regional Director, At-Large Director, and Alternate At-Large Director nominees who wish their candidate statement and/or photo published in the AEA Advocate and the Delegate Assembly materials should submit their nomination form for publication to the AEA Elections Committee by 5 p.m. on March 1, 2018.

**Ethnic minority members are especially encouraged to run for AEA leadership positions.**

## Delegates to the AEA Delegate Assembly May Elect

On May 11-12, 2018, delegates to the 2018 AEA Delegate Assembly may elect the AEA Board of Director positions as listed. Each position would complete the term as indicated.

And, if needed\*, a proportional membership representation of Education Support Professional At-Large Directors, Ethnic Minority At-Large Directors, and corresponding Alternate At-Large Director may need to be elected.

### Open Positions

#### NEA State Director, 3-year term

#### NEA Alternate State Director, 3-year term

#### Regional Director, 3-year term

- One (1) Region 2 Director
- Two (2) Region 3 Directors
- Two (2) Region 5 Directors
- One (1) Region 6 Director
- One (1) Region 7 Director
- One (1) Region 8 Director
- One (1) Region 9 Director
- One (1) Region 11 Director
- One (1) Region 12 Director
- One (1) Region 13 Director

#### At-Large Director, 3-year term

- One (1) ESP At-Large Director
- One (1) Ethnic Minority At-Large Director\*
- One (1) Ethnic Minority Alternate At-Large Director\*

#### Alternate Directors, 3-year term

- One (1) Region 1 Alternate
- One (1) Region 3 Alternate
- One (1) Region 5 Alternate
- One (1) Region 6 Alternate
- One (1) Region 7 Alternate
- One (1) Region 8 Alternate
- One (1) Region 9 Alternate
- One (1) Region 11 Alternate
- One (1) Region 12 Alternate
- One (1) Region 13 Alternate

\*If needed.

# Governance Regions for 2017-2018

## Region 01

Tucson EA

## Region 02

Apache Junction EA  
EV Inst of Tech EA  
Fountain Hills EA  
Mesa EA  
Mesa  
Scottsdale EA  
Scottsdale SPA

## Region 03

Phoenix UHSD CEA  
Phoenix UHSD CTA

## Region 04

Cave Creek EA  
Deer Valley EA  
Deer Valley ESPA  
Maricopa Cnty Rgnl Dist  
Morristown Elementary  
Nadaburg EA  
Paradise Valley EA  
Paradise Valley SEA  
Support Staff Cave Creek  
Wickenburg EA

## Region 05

Dysart EA  
Dysart ESP  
Glendale (Elem) EA  
Glendale Union EA  
Peoria EA  
Peoria ESP  
Washington Dist EA

## Region 06

Alhambra Dist EA  
Creighton EA  
Fowler Dist TA  
Isaac Dist EA  
Laveen EA  
Madison Dist CTA  
Murphy EA  
Osborn EA  
Phoenix Elem CTA  
Phoenix Elem ESPA  
Roosevelt EA  
Wilson Elem CTA

## Region 07

Agua Fria Dist EA  
Arizona Sch DBEA  
Balsz  
Buckeye Assn of Sch Empl-UHS  
Buckeye EA

Cartwright EA  
EA of Avondale  
EA of Ajo  
Liberty CTA  
Litchfield Dist EA  
Littleton EA  
Pendergast Elem EA  
Phoenix Day School  
Riverside EA  
Saddle Mountain EA  
Tolleson EA  
Tolleson UHSD EA  
Union EA

## Region 08

Chandler EA  
ESP of Chandler  
Gilbert EA

## Region 09

Kyrene EA  
Kyrene ESPA  
Tempe Elementary EA

## Region 10

Casa Grande EA  
Casa Grande Elem EA  
Casa Grande UHSSA  
College Faculty Assn of Pinal Co  
Combs EA  
Coolidge EA  
Duncan Unif  
Florence EA  
Globe EA  
Hayden-Winkelman EA  
Higley EA  
Maricopa Cnty Comm Coll  
Dist EA  
Maricopa EA  
Mary C. O'Brien  
Miami Area EA  
Queen Creek EA  
Ray EA  
Sacaton EA  
San Carlos EA  
Stanfield EA  
Superior EA  
Tempe Classified Assn  
Tempe Secondary EA  
Toltec EA

## Region 11

Beaver Creek EA  
Blue Ridge EA  
Bullhead City Elem  
Camp Verde EA

Cedar EA  
Chinle EA  
Chino Valley EA  
Clarkdale-Jerome EA  
Coconino Comm Coll  
Colorado River EA  
Concho EA  
Cottonwood Oak  
Creek EA  
Flagstaff ESA  
Flagstaff EA  
Fredonia-Moccasin EA  
Ganado EA  
Heber-Overgaard EA  
Holbrook EA  
Humboldt EA  
Joseph City CTA  
Kayenta EA  
Kingman EA  
Lake Havasu City EA  
Littlefield EA  
Mayer EA  
Mingus Union EA  
Northern Ariz Univ  
Page EA  
Payson EA  
Pinon EA  
Prescott CEA  
Prescott EA  
Prof Educators of  
Parker  
Red Mesa EA  
Round Valley EA  
Sanders EA  
Sedona EA  
Seligman EA  
Show Low EA  
Snowflake EA  
Tuba City Unified EA  
Williams EA  
Window Rock EA  
Winslow EA  
Young EA

## Region 12

AEA/Ariz Western Coll  
Altar Valley EA  
Benson EA  
Bisbee EA  
Crane EA  
Double Adobe EA  
Douglas EA  
Ft Huachuca EA  
Ft Thomas EA

Gadsden EA  
Indian Oasis CTA  
Mohave Valley EA  
Morenci EA  
Naco EA  
Nogales ESPA  
Palominas Elem  
Patagonia UHS ACT  
Pearce Elem  
Pima Accom Dist  
Prof Educ of Nogales  
Quartzsite  
Sahuarita EA  
Santa Cruz Elem #28  
Santa Cruz Eloy EA (#8)  
Santa Cruz Valley EA (#35)  
Sierra Vista CTA  
Sierra Vista ESPA  
Solomonville EA  
Somerton EA  
Tanque Verde TA  
Tombstone Dist #1 EA  
Tri Valley EA  
Vail EA  
Willcox EA  
Yuma Elem EA  
Yuma Elem ESP  
Yuma Union EA  
Yuma Union ESP

## Region 13

Amphitheater EA  
Catalina Foothills EA  
Continental EA  
Flowing Wells EA  
Mammoth-San Manuel CTA  
Mammoth-San Manuel ESP  
Marana EA  
Marana ESP  
Oracle EA  
Picacho Educ Group  
Pima Comm Coll EA  
Sunnyside CEA  
Sunnyside EA  
Univ Arizona

# Association Governance

Arizona Education Association (AEA)

## Board of Directors' *Nomination Form*

Candidate \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Local Association \_\_\_\_\_ Home Email \_\_\_\_\_

Telephone (H) \_\_\_\_\_ (W) \_\_\_\_\_

For the 2018 Board of Directors' election, please review page 34 for open positions. Candidate for the office of:

- |  |   |
|--|---|
| <input type="checkbox"/> Region _____ Director           | <input type="checkbox"/> AEA Education Support Professional At-Large Director |
| <input type="checkbox"/> Region _____ Alternate Director | <input type="checkbox"/> AEA Ethnic Minority At-Large Director                |
| <input type="checkbox"/> NEA State Director              | <input type="checkbox"/> AEA Ethnic Minority Alternate At-Large Director      |
| <input type="checkbox"/> NEA Alternate State Director    |   |

Candidates may submit a campaign statement not to exceed 250 words. In all campaign statements, the articles "a," "an," "to," and "NEA," "AEA," and the local association name or abbreviation shall be counted as a single word. Campaign statements that exceed appropriate limitations will be cut by striking complete sentences from the end of the statement until the statement meets the word limit. Please submit your candidate statement on a separate sheet of paper. The AEA candidates may provide a current photo, if it is to be published with their statement. Photos will not be returned or maintained for future years.

I Accept *Signature of the Candidate is mandatory.* \_\_\_\_\_ Date \_\_\_\_\_

### Biographical Data (Optional)

School District Where Employed \_\_\_\_\_ Years Employed \_\_\_\_\_

Employment Position \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_

Total Years of Educational Employment \_\_\_\_\_ Number of Years as AEA Member \_\_\_\_\_ As NEA Member \_\_\_\_\_

Higher Education Degrees Held \_\_\_\_\_

List (up to 3) the most important elective positions held in local, state and/or national education associations.

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

List (up to 3) the most important appointive positions held in local, state and/or national education associations.

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

List (up to 3) the most important non-education positions held.

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

\_\_\_\_\_ Year(s) \_\_\_\_\_

NEA State Director and NEA Alternate State Director nominations must be submitted by 5 PM on March 1, 2018. All other Board of Directors' nominations can be submitted by 5 PM on March 1, 2018, for publication and delegate distribution purposes.

Nomination form may be submitted via mail, hand-delivery, fax, or email to:  
AEA Elections Committee  
345 E. Palm Lane, Phoenix, AZ 85004  
FAX: (602) 240-6887 | Email: [chris.mayer@arizonaea.org](mailto:chris.mayer@arizonaea.org)



# RESOURCES

## Teacher Opportunities

### LEADERSHIP AND LEARNING GRANTS

The NEA Foundation supports NEA and AEA members with \$2,000 and \$5,000 grants for classroom projects or professional development.

These Learning & Leadership grants support AEA members who are public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Educational grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

With the new school year upon us, now's a great time for members to begin brainstorming grant project ideas. The next deadline to apply is February 1, 2018. Apply online at [neafoundation.org/pages/learning-leadership-grants](http://neafoundation.org/pages/learning-leadership-grants).

### AEA ED CAMP

Ed Camps are participatory events organized by educators for educators. Participants will share strategies and collaborate to identify new resources. Participants bring their favorite, most successful instructional strategies in their subject area to share. Participants are divided by subject area or grade level and spend time:

- Sharing and discussing instructional strategies to give your class a boost of novelty.
- Time to explore and discuss online resources.
- Create professional connections.

AEA Ed CAMP will be held on February 10, 2018, at the AEA Region A Office, at 6873 N. Oracle Road, in Tucson. This training is free for AEA members and \$20 for nonmembers. Register for the 9 a.m. – 12 p.m. session at [www.regonline.com/edcampAM021018](http://www.regonline.com/edcampAM021018). Register for the 12 – 4 p.m. session at [www.regonline.com/edcampPM021018](http://www.regonline.com/edcampPM021018).

### DISCOVERE COLLABORATION GRANTS OVERVIEW

Need funding for an engineering outreach program? DiscoverE Collaboration Grants provide funding to support programs that engage youth in the engineering community with hands-on learning. Eligible programs will be led by a group of at least three partnering organizations. Apply online at [discovere.org/about-us/outreach-grants/collaboration-grants](http://discovere.org/about-us/outreach-grants/collaboration-grants). →

## Money Available for School Athletic Programs in Arizona from California Casualty



**California Casualty**  
Auto and Home Insurance

The race for a **2018 Thomas R. Brown Athletics Grant from California Casualty** is now on. Public high schools and middle schools in Arizona that are in need of financial help for their sports programs are urged to apply at [www.calcasathleticsgrant.com](http://www.calcasathleticsgrant.com). Applications must be received by January 15, 2018 for consideration for the 2017/2018 academic year. Qualifying teams can score up to \$3,000.

Last year, two Arizona schools, Cholla Middle School (Washington District) and Lake Havasu High School, each received \$1,000 and were among 79 public middle and high schools from 33 states that shared \$83,000 in athletic grants from California Casualty. Many of the schools face economic challenges and have experienced financial reductions to their sports programs. Cholla Middle School used the funds to replace aging volleyball uniforms and Lake Havasu High School purchased football equipment and uniforms.

# RESOURCES



## Teacher Opportunities

### HOENNY CENTER PROJECT AWARDS FOR TEACHERS

The Hoenny Center studies preK-12 peer teaching and wants proposals for classroom action research projects that focus a) on peer teachers' motivations, teaching strategies, and rewards; and/or b) on classroom techniques that professional educators use to improve peer teaching by students. Inquiries should be sent to [teachers@hoennycenter.org](mailto:teachers@hoennycenter.org) with "TeachersCount" in the subject line. Visit [www.hoennycenter.org/content/research-project-grants](http://www.hoennycenter.org/content/research-project-grants) for more information.

### NATIONAL GEOGRAPHIC IN THE FIELD

Teacher grants are given directly to educators to facilitate their work in promoting and increasing geographic literacy in the classroom, school, district, and/or community. Teacher grant applications are accepted from any current teacher or administrator in an accredited K-12 school within the United States and Canada. Projects that have outreach to urban areas are particularly encouraged. Visit [nationalgeographic.org/grants](http://nationalgeographic.org/grants) for more information.

## NEA Micro-Credentials

Micro-credentials are a competency based recognition that can be issued for formal and informal professional learning experiences to support educators developing skills and acquiring knowledge to improve classroom practices that support student success.

### To Get Started:

- Go to [nea.certificationbank.com](http://nea.certificationbank.com)
- Make an account
- Browse for topics that interest you
- View the micro-credentials by clicking on the image
- Click "Apply" when you are ready to start

### NEA Micro-Credentials Topics Include:

- Bully and Sexual Harassment Prevention
- Working with English Language Learners
- Creating Safe School Spaces for LGBTQ Student
- I Can Do it-Classroom Management
- ESSA-Opportunity and Voice
- Cooperating Teacher
- Early Career Educator (InTASC)
- National Board Five Core Propositions

## Student Opportunities

### STUDENT ACHIEVEMENT GRANTS

The NEA Foundation provides AEA members with grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. Apply online by February 1, 2018 at [neafoundation.org/pages/nea-student-achievement-grants](http://neafoundation.org/pages/nea-student-achievement-grants).

### LEXUS ECO CHALLENGE STEM CONTEST

Each year, the LEXUS Eco Challenge encourages students in grades 6-12 to generate real-world solutions to environmental issues. To participate, teacher leaders form teams of 5-10 students. Each team then selects an environmental issue that impacts their community and develops an action plan for tackling the issue. For more information, visit [lexus.scholastic.com/challenges](http://lexus.scholastic.com/challenges).

## Free or Inexpensive

### DIGITAL CITIZENSHIP CURRICULUM FROM GOOGLE

Google recently released Be Internet Awesome at [beinternetawesome.withgoogle.com](http://beinternetawesome.withgoogle.com), a digital citizenship learning framework for designed for kids. The program features a curriculum, learning resources, and games that help younger students learn how to be safe online. Be sure to see Interland, a game that allows students to complete missions related to web safety.

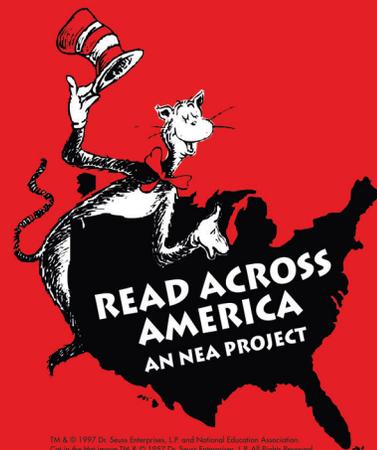
### FREE ACTIVITIES FOR TEACHING SCIENCE AND MATH WITH MUSIC

[MathScienceMusic.org](http://MathScienceMusic.org), a new website from the Thelonious Monk Institute of Jazz and the NYU MusEDLab, features free resources to help teachers incorporate music in science and math lessons. The activities and apps are designed for all students, kindergarten through college. Subjects covered include geometry and physics, among many others, and all lessons teach students about the strong relationship between music and STEM learning.

**“You’re Never Too Old,  
Too Wacky, Too Wild,  
To Pick Up A Book  
And Read To A Child.”**

Share your love of reading on  
**NEA’s Read Across America Day**  
**March 2, 2018**

[www.nea.org/readacross](http://www.nea.org/readacross)



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[www.nea.org/readacross](http://www.nea.org/readacross)



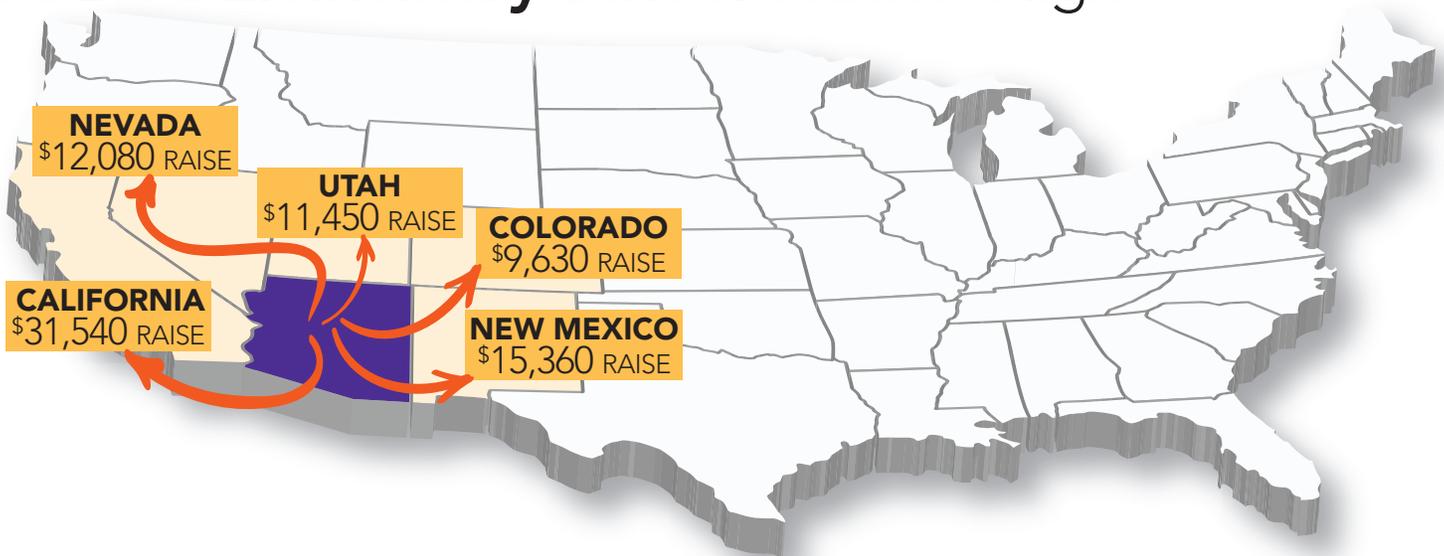


What is being said about...

# AZ Teacher Salaries

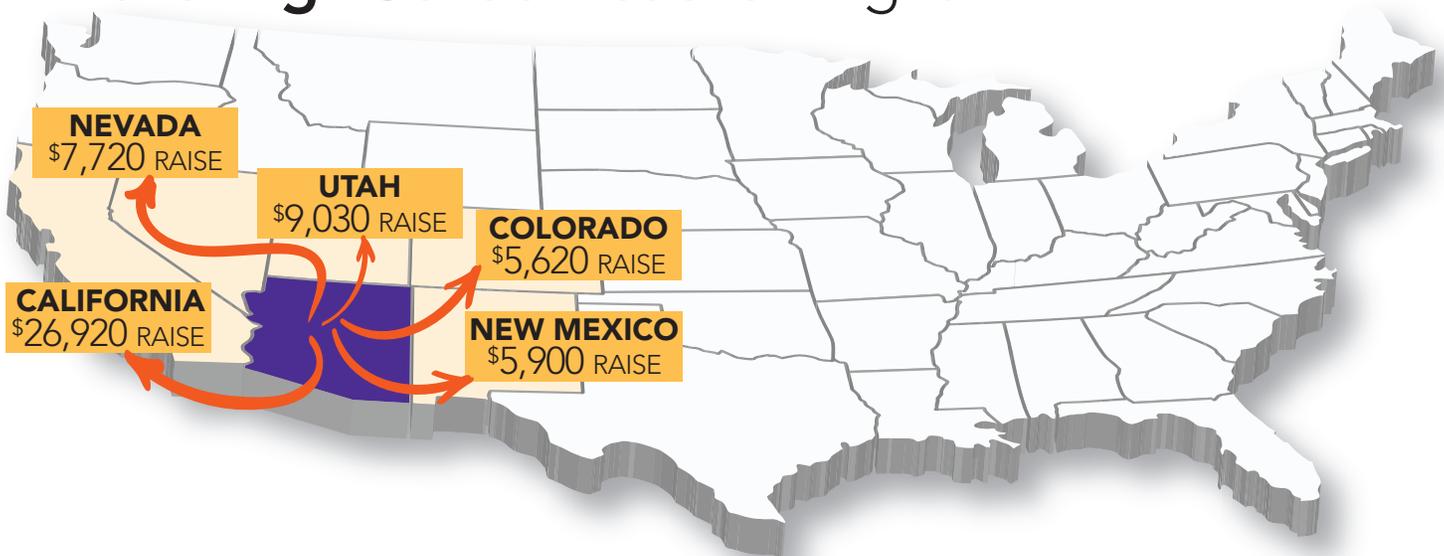


## Arizona **Elementary School** Teacher Flight



Source: Bureau of labor statistics mean annual salary for kindergarten and elementary school teachers, excluding special education. <https://www.bls.gov/oes/current/oes252021.htm#st>

## Arizona **High School** Teacher Flight



Source: Bureau of labor statistics mean annual salary for high school teachers, excluding special and career/technical education. <https://www.bls.gov/oes/current/oes252031.htm#st>