The Lay of the Land

Two years and $200 million in school cuts later, the state is still in the midst of our money woes and the budget axe is, again, pounding on our schoolhouse doors. While you may be saying you heard this refrain last year, there are markedly sharp differences this year.

The Times They are a’Changin’

A year ago, there were federal stimulus monies still available to buffer the cuts, including $65 million in education jobs money. This money arrived in late August, just in time to overcome a 3.2% cut in state funding and stop school employee layoffs from happening at the start of this school year. Today, we are out of federal stimulus money and no more is coming from DC.

Last year, we were successful in expanding the conversation from only CUTS to more revenue which led to a hike in tobacco tax and others, which have added more dollars into the coffers. Today, we want to continue that expanded conversation so we can fund our schools sufficiently but there is little, if any, political will from the Governor or legislators to do so.

Dueling Budgets

The above scenarios have resulted in three education budgets up for discussion and debate in the formulation of what will eventually be the school funding for the 2011-2012 school year. The Legislative Finance Committee and the Legislative Education Study Committee have come out with quite similar proposals that put the largest hurt on school employees in balancing the budget.

Their proposals cut $88 million from school budgets by:

- Continuing to take the 1.5% from employees’ checks to pay part of NM’s retirement portion.
- Taking an extra 1.75% from employees’ checks for the same purpose.
- Cutting a paid work day from employees’ contracts in the next school year.
- Again, underfunding instructional materials, enrollment growth, and fixed costs.

At the onset, the Governor’s budget is better for public education as it proposes to cut our schools by $30 million. She does this by:

- Continuing to take the 1.5% from employees’ paychecks.
- Requiring an additional 2% from all public employees’ paychecks for the same purpose.
- Exempting “teachers and instructional assistants” from the 2% and not hurt the classroom.
- Requiring that the $30 million come from school administration and not hurt the classroom.

What is “Administration”??

When the political campaign was raging, promises from both sides were “NO Cuts to our Schools.” Since then, a fallback position has emerged — “NO Cuts to the Classroom.” This mantra is quickly gaining popularity and rolls off the tongue as easily as “No Child Left Behind” but clarity is lacking on what exactly is considered administration, what exactly makes up the “classroom,” and who exactly will be considered a “teacher” or “instructional Assistant.” When people start talking about lopping off “Administration” few realize that school counselors, nurses, and other ancillary professionals are under the administrative line items of a school budget.

So, can we do away with a counselor and NOT hurt the classroom? Can we do away with those who tend to their health needs, cook their meals, clean and sanitize their learning environments and NOT hurt the classroom? We, along with many others, are actively pushing for more information on who or what is in jeopardy when the Governor speaks of cutting “Administration.”

Battling on Many Fronts

As you read this, the legislative session is in its final three weeks. Over 1200 bills have been introduced and while most of our focus is on the budget, we are closely following many other pieces of legislation dealing with social promotion, reading requirements, the size of schools and school districts, our retirement system, tuition tax credits, our health insurance systems, and employee rights to name a few. It is important for you to get the most up-to-date information from our website, www.nea-nm.org every night by clicking on the latest legislative update at the top of the homepage.
We Choose Our Direction

As we approach the celebration of NEA’s Read Across America, we should note these words from Dr. Seuss. “You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You’re on your own. And you know what you know. And YOU are the one who’ll decide where to go...” (Oh, the Places You’ll Go!) We really do have the opportunity to choose our direction for public education. We are the ones who must set the direction – we’re the experts and we must decide what needs to be done and then work to accomplish that.

So what is it that we know works? Certainly we need effective teachers who know the content and understand how students learn. We must set high standards and hold high expectations for all our students and share them with students and parents. We need to identify students who are having difficulty and provide early, age-appropriate interventions, including longer school days and years for students who need extra time along with in-school programs to help them succeed. Smaller class sizes are certainly important, and mixed age groupings can make a positive difference for many students. Sufficient supplies and materials, meaningful professional development based on teacher needs, time to collaborate, time to examine the data and make decisions on each student’s needs are all critical.

We have heard a lot about “The Florida Model.” While there are concerns about some of the reforms, many of the positive supports were implemented and did make a difference for students. Schools that received poor grades were provided additional funds, more reading specialists and more quality professional development for teachers. Schools that weren’t doing well were given more help and support rather than simply labeled as failing schools. Certainly the research is mixed on the results of these reforms; however, we can be quite confident that implementing these supports will make a positive difference for kids. But they require funding, not cuts; more time, not less; enforcement of class size limits, not waivers. Assessment needs to be meaningful and provide useful, timely information rather than be used as an unrealistic and inaccurate measure of schools and teachers.

As we approach the final weeks of the legislative session, it’s important that we continue to use the brains in our heads to share what we know. How can you do that? “Be who you are and say what you feel, because those who mind don’t matter, and those who matter don’t mind.” (Dr. Seuss). So share your stories and be advocates for our public schools!

Here are some tips:

- **Know the issues** – do your homework and stay informed by checking the legislative updates at [www.nea-nm.org](http://www.nea-nm.org).

- **Share what you know with your colleagues, friends and family.** Tell them what your students need. Ask them to stand up for our public schools. Don’t complain about your administrators or colleagues to your neighbors: remember you are representing our public schools and the educators who work in them.

- **Contact your legislators regularly!** Go to our website and you’ll find easy directions for doing so. Help your legislator know why you support or oppose proposed legislation. Share your own experiences, thoughts and feelings about those issues important to you as well as relevant information you know from your colleagues. Remember, you are the expert on education issues. Legislators often don’t understand the complexities of the classroom or of student learning, so be the teacher!

- **Look for areas of common interest and shared values with your legislator and build on those.** Invite them to your classroom to read to your class for NEA’s Read Across America, teach a lesson or share the challenges of being a legislator.

- **Remember to always be credible and stick with the facts.** We can disagree on issues and interpret those facts in very different ways than legislators, but we should always be professional and courteous.

- **When you can, come to Santa Fe to lobby at the Capitol.** It makes such a difference when you are there watching the legislators and talking to them in person when you are able to do so.

It’s up to each of us to steer public education in the right direction. We must step up to the challenge and advocate for our students and our professional well-being! Our students are worth it and we are worth it! “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” (The Lorax)

Sharon Morgan

President Profile: Cobre NEA Co-President Part 1

Cheryl Holland

Cobre NEA represents the teachers in a town named for the copper that comes out of its open pit mines that are known for the infamous labor strife which embroiled the town in the 1950’s and whose union and community members were immortalized in the movie, “Salt of the Earth”. Leading the NEA local for her fourth year is Cheryl Holland, a nineteen-year veteran teacher of Family and Consumer Science and Social Studies at the middle school. She holds both a Bachelor’s and a Master’s degree in teaching from Western New Mexico University in nearby Silver City.

When asked what led her to teaching, she easily and immediately answers, “Nothing is more important than our nation’s youth! I love learning and feeling the satisfaction of seeing others learn!” She decided to serve as local president because “…Advocacy for school employees, those who work hard and sacrifice daily for our youth, is extremely important in a society where the education system is under attack.”

The strengths she brings to her job as local president are: Passion for social justice and the educational process, along with the knowledge and experience gained from NEA local and state involvement over the last ten years, including participation in NEA-NM’s Emerging Leader Cadre. This year she has been working on increasing communication between her leaders and the members and she, along with her bargaining team, were successful in settling their bargaining agreement. Relaxation for her comes from reading motivational, upbeat material, by being a positive support system for her NEA colleagues across NM, and by staying in communication with many of them through social media. Certainly, this is very much in line with her comment, “I became an NEA member because professionals are members of professional organizations for personal growth and networking.”
It’s the End of the World as We Know It

By Charles Bowyer

In 1987 the rock group R.E.M. had a hit entitled, “It’s the end of the world as we know it (and I feel fine.)” For such an apocalyptic theme, the song had a rather cheery tune. As I write this column our brothers and sisters of the Wisconsin Education Association Council must feel a little like 1984 and that 1987 song title have merged. Tens of thousands of them are in the streets of Madison fighting for the life of their Union and for what they thought was settled law in formerly progressive Wisconsin, the right of public employees to bargain collectively. Since anti-union Republicans control both houses of their legislature and their Governor’s Mansion the consequences of the 2010 election may be that their battle will be lost, and at least in the short term they won’t feel fine.

As this column is prepared, our 2011 Legislative Session has just reached the halfway point. November 2010 had consequences for NEA-New Mexico as well. The progressive caucus in our state House of Representatives was decimated as eight incumbent Democratic Members were defeated. That puts many rights we took for granted in play just like in Wisconsin. We are fighting to maintain the integrity of our school employee due process rights, against schemes to spend public dollars on private and religious schools, against efforts to undermine your retirement system, and for funding that doesn’t leave our public schools in ruins. I recently told an Associated Press reporter that “policy makers are saying do more, do more with less, do it better and by the way feel less rewarded for it because we’re cutting your pay.” However, we are working to find common ground with our new Republican Governor and Secretary of Education and to rebuild school finances devastated by the worst economic times since the Great Depression. We know, with a strong, large, and committed membership we can do both.

However the consequences of November 2010 and the various battles will not end on March 19 when the Legislature adjourns. The battles will move to your local districts and school boards where budget and program cuts will be made along with decisions that may greatly reduce your job protections and due process.

From now to March 31, 2011, NEA-NM is working with your local to strengthen your voice in your local as you enter this year’s bargaining and strengthen our voice as we deal with threats to your rights in meetings with PED and others. That strength comes from increasing our numbers and bringing more people into NEA membership.

Your local is planning NOW on how to bring more members in and YOU can help.

• You know who the potential members are at your worksite.
• You know which of your colleagues understand the need for unity in these critical times.
• You know who would be a positive and welcome addition to our Union.

So,

• Make a list of those potential members and call your local president.
• Better yet, talk with your AR at work, go visit these potential members together and sign them up yourselves.
• After all, membership is EVERYBODY’S business.

We may not have to be in the streets by tens of thousands the way public employees in Wisconsin are just yet, but we do have to prove that adversity strengthens, not weakens, our Union. Performing these small tasks to build membership can be the most effective thing you do. If you do, our numbers and collective action can build the resolve of our friends in policy making positions and convince our adversaries of our tenacity. As we enter NEA-New Mexico’s 125th anniversary year, just as when we created the public schools, established a retirement system, created employee due process, and passed a public employee collective bargaining act, the world changing can be on our terms, not someone else’s!

If you help your Local Association and NEA-New Mexico grow stronger you’ll be glad you did…and so will those new members, because we’re better together.

It’s NOT just an Attack on your Paycheck Anymore…

FIGHT BACK AND STAND UP!

Sign up a colleague! More members means a stronger voice.
The Spring Membership Campaign kicks off in March.

Get details from your local Association.
Believe it or not you can and do make a difference.
Stay in touch and be on top of what’s going on by visiting www.nea-nm.org.
We are in this together!
Member Mentions

NEA-New Mexico congratulates three members who were recently honored by the Public Education Commission and the Public Education Department:

James Dickerson
Member of NEA-Las Cruces, was presented a 2010 Milken Family Foundation National Educator Award. He is a second-grade teacher at Cesar Chavez Elementary where he has also established a “Caught Being Good” Program to encourage positive behavior and also a “Café”, a special setting for parents to come have lunch with their children. He will receive an all-expense paid trip to the Milken Educator Forum in Los Angeles and where he will be awarded his unrestricted $25,000 cash prize.

Diana Fesmire
Member of NEA-Alamogordo, was named as the 2011 New Mexico Teacher of the Year. She teaches sixth-grade math at Chaparral Middle School. She is the 2008 recipient of the Presidential Award for Excellence in Math Teaching and was chosen by Senator Bingaman to testify before Congress this past fall on math and science education. She now qualifies as NM’s entrant for National Teacher of the Year and a trip to Washington, DC.

Catherine Smith
Member of NEA-NM Retired, was honored at her last meeting as an elected member of the NM Public Education Commission; a position she has held since it was the State Board of Education and from which she was selected by her colleagues to serve as Chair of both. She was a teacher and administrator in the Cobre Schools and a staunch NEA leader throughout her career. She was NEA-NM President from 1973-75 and was the first woman to serve as NEA Director on the national board from 1976-1982. She continues to serve as Parliamentarian at NEA-NM’s Delegate Council.

“Here Comes the Storyteller”*
Poster features NEA-NM Read Across America Chair, Joe Hayes.

It’s that time of year to dust off your red and white hats, shop for green eggs and ham, make a run of all the Seuss books in your library and celebrate NEA’s Read Across America. Just take a look at this issue’s centerfold poster, ready for you to display in your classroom, hallway, or cafeteria. It features New Mexico’s renowned storyteller, Joe Hayes who brings his own collection of southwestern books to this annual celebration of literacy. So, if all the Seuss books are gone, look for some of Joe’s books, such as; “The Lovesick Skunk,” “Juan Verdad,” “Clever Women,” “Baila, Nana, Baila,” and the appropriately titled, “Tell Me a Cuento.”

Let’s get ready to celebrate reading on March 2nd (and every day) because:

You’re Never too Old
Too Wacky or Wild
To Pick up a Book
And Read with a Child.

*Also a Joe Hayes book
Back to the Basics of Classroom Management

On my very first day of teaching, a veteran colleague told me “It only takes one student to ruin your day.” I laughed, but soon discovered that statement to be extremely true. I was a rookie with no student teaching experience who started working at a high school two months into the year. Because my classes had been taught by numerous substitute teachers, the students didn’t even believe that I was their “real” teacher. Adding to my challenge, the students were almost entirely male in a technology education elective course where dangerous tools were being used. I had to learn classroom management fast!

I was determined not to be one of the many teachers who leave the profession after just a few years in the classroom. Instead I developed many useful classroom management strategies and through the years, I have never stopped experimenting with new discipline methods. And no matter how long I teach, I always go back to the basics when it comes to how to handle my classroom. The main principles of classroom management I find to be successful are:

- Establish Control
- Create Effective Discipline Policies
- Build Rapport
- Determine the Needs of Problem Students

Establish Control

The more discipline problems a teacher faces in his or her classroom the less effective the instruction becomes. Creating an environment optimized for learning is accomplished by establishing control in the classroom. Of course, there is no better time to set the tone for the class, and your expectations as a teacher, than during the first few weeks of school.

The start of the school year is a great opportunity to address poor behavior and send the message that it will not be tolerated. You need to assert your authority in the proper way. The worst possible thing to do is to ignore misbehavior because you want to seem cool or because you think it will just go away. That is rarely the case, and once control is lost, it is very difficult to get it back.

Establishing control of the classroom at the beginning of the year will make your job easier, but it doesn’t mean your work is done. Classroom management is an ongoing process; it can be difficult to sustain because it requires attention to detail on a daily basis. Just because students abide by the rules in the fall doesn’t mean they won’t test the boundaries later in the year.

Create Effective Discipline Policies

An effective discipline policy asserts your authority and ensures that all students will be treated equally. It is important that each student know the teacher’s expectations.

On the first day of school I tell my students my classroom rules and policies. I identify specific misbehaviors that will not be tolerated, and I am also very clear about what the consequences will be if rules are broken (first offense—detention; second offense—call parent or guardian; third offense—submit an incident report to the administration). They understand that more serious incidents such as fighting or bullying will be immediately handled by the administration.

Build Rapport

It would be wonderful if students simply did what they are supposed to do because teachers are authority figures. But today’s reality is that students must respect you (they would say “like you”) before they obey you. That’s why building rapport may be the most important principle of classroom management.

Effective classroom management will never be achieved by forcing or coercing a student to learn or behave properly. If a student believes that you have his or her best interests at heart, the parent will assist in modifying the child’s behavior.

- If you do keep a student for detention, briefly discuss the infraction. Don’t assume that the child knows why what he or she did was wrong.
- Help students to see the connection between behaving properly and their chances for academic success.
- With younger students, have them complete a “detention log” activity sheet that includes the following questions:
  - How did I misbehave?
  - How could I have handled the situation differently?
  - What can my teacher do to help me behave better in the future?
  - In the future I will ________ to avoid any further detentions.
- Utilize the resources within the school (school psychologists, guidance counselors, coaches, etc.) to help with disciplining at-risk students.

...Continued on Page 8

Effective Discipline Policy Strategies:

- Make rules clear and concise.
- Consequences must fit the offense (the penalty should not be too severe or too light).
- Be committed to following your policies and don’t make empty threats:
  - If a detention is assigned, write down the student’s name, date, and offense. Immediately, he/she will realize you are serious and fully expect him/her to attend your detention.
  - If you tell a student you will e-mail or call his/her parent, make sure you do it.
- When contacting a parent, try to gain the parent as an ally by following these steps:
  - Introduce yourself clearly.
  - State the behavior problem, and describe your response.
  - Explain what you want to happen (and why) and how the parent can help.
  - Throughout the conversation, make it clear that you are acting in their child’s best interest. You may want to mention something that the child does well.
  - Give the parent an opportunity to ask questions. Try to gain a commitment that the parent will assist in modifying the child’s behavior.
- Determine the Needs of Problem Students

Strategies to Establish Control Include:

- Create a seating chart for students on day one, and if needed, change seats throughout the year.
- Be as organized as possible as you present a lesson. A seamless lesson provides students with little down time, and therefore, fewer chances to misbehave.
- Greet students as they enter the room and give them direction right away (“sit in your seats,” “take out your homework,” “find your folder,” etc.).
- Identify the leaders in the class and gain their respect. The behavior of kids that the other students admire sets the tone for the class. These students may even help you by telling classmates to “quiet down” or by modeling good behavior.
- Never argue with a student when addressing misbehavior. Arguing sends the message that students are your equal and that is not the case.
- Use the “broken record” technique:
  - Give the student a direction, such as “Please have a seat.”
  - Be sure to use “Please” and “Thank you.” Impolite behavior on your part simply gives the student license to behave badly.
  - Don’t argue with the students if they disobey.
  - Repeat the direction two times, and then give the student a choice, such as “Sit in your seat please or you will receive detention for failure to follow the teacher’s directions.”
  - Let the student take the responsibility for his or her actions by choosing to take a detention. Most of the time students will want to avoid the consequence.
- Use positive/praise directions by recognizing students who are following directions, such as “I see Stephen has his book out and so does Marc—good job.”

NEA-NM: Great Public Schools Begin With Us!

March/April 2011 5
Over 150 NEA-New Mexico members attended the annual Delegate Council in Albuquerque to set our legislative agenda, receive reports from the Public School Insurance Authority and the Education Retirement Board, recognize a variety of award winners and conduct other business of the Association.

To see more pictures of you or your friends and colleagues visit our website at www.nea-nm.org and click on photo gallery.

NEA-New Mexico’s highest award is induction into NEA-NM’s Hall of Fame. This year’s inductees were honored in Albuquerque at a reception held the evening before Delegate Council. Pictured from left to right are: Eduardo Holguin, NEA-Las Cruces; Patricia McGhee, Deming Education Association; Sandra Burk, Deming Education Association; Lydia Lawson, Hobbs-NEA; Elma Samora, Artesia Education Association; and Patty Jo Dooley (Sharon’s sister) and her daughter (Sharon’s niece) received a posthumous award on behalf of Sharon Bolton, Bloomfield Education Association; and Nancy Arcangeli, Raton Education Association.

More Hall of Fame reception pictures can be found at www.nea-nm.org by clicking on Photogallery.
Legislative Training & Reception

If ever there is a time for NEA-NM members to be seen and heard it is this 60 day legislative session. Close to 100 members from around the state attended the annual training and lobbying opportunity in Santa Fe on January 26, 2011. Members also met with their legislators that evening at NEA-NM Headquarters at the annual Legislative Reception. Everything was kept in the school family as the catering was done by Luna Community College in Las Vegas, NM and the entertainment was provided by Mariachi Estrella, a student group from the Santa Fe Youth Symphony.

Didn’t make this lobbying opportunity? Well, take a look at the back page of this issue and find out how to help our legislative cause in these final weeks of the legislature. Help Us Help YOU! 

In Memoriam: Farewell to a Friend

Bobbie Davis

She was as vibrant as her bright red hair and as smooth as her slow drawl. She was a peacemaker and yet never one to shy away from the battle of the day on behalf of her students and her NEA members. NEA-New Mexico Retired’s third President, Bobbie Davis, passed away in early December. She spent her lifetime dedicated to her school work and her NEA work. She served in various capacities for the Roswell Education Association, the NEA-NM Southeast Region, a member of the NEA-NM Board of Directors, and as NEA Alternate Director to the NEA national Board. We again send our deepest condolences to her husband and our colleague, Jack Davis and the entire Davis family. 😢
Back to the Basics of Classroom Management (Continued)

Strategies to build rapport include:

- Show students that you are a real person:
  - Have pictures of your pets or kids on your desk.
  - Post banners or pendants from your favorite sports teams around the classroom.
  - Talk about your hobbies.
  - Use some humor within lessons.
- Observe your students to learn more about them.
  - See which students are friendly with each other.
  - Give students compliments about their clothes or a new haircut.
  - Find out what sports they play or what clubs they belong to.
- Attend or chaperone school events (athletics, dances, concerts, etc.).

One Final Note: be careful not to overstep the boundaries of a student/teacher relationship. And while it is often younger teachers who cross the line with students, it really has little to do with your age. Sometimes students view teachers as their peers and say inappropriate things. Simply respond by saying, “I might be friendly but I am not your friend, I am your teacher.”

he/she will want to behave properly and do well in the class. If they believe you are doing your best to make the class relevant and interesting, they are more likely to do what you ask.

Get to know your students a little bit. Not only will it help you make a connection with each of them, you’ll find that learning the different personalities of students is vital to managing a classroom. Future conflicts can be avoided if you know a little bit about your students and observe how they interact with others within your classroom.

I believe that a huge step in building rapport with my students is getting involved in school events. That’s right—what I do outside my classroom helps me in the classroom. When I first started teaching, I attended a freshman football game and it paid off immensely. I could tell my students were excited that I came to see them play and I felt that it changed our relationship in the classroom. Taking an interest in what they like to do may just cause them to view you—and your class—differently.

Determine the Needs of Problem Students

Remember that one student who could ruin your whole day? Because that day can turn into a week or even a month, it’s important to determine the underlying needs of problem students who continually exhibit poor behaviors.

I once had a student who repeatedly used profanity toward his classmates and even he. He was always negative and angry. This was surprising because he was a good student in the beginning of the school year and his behavior seemed to change overnight. I disciplined the student based on my classroom rules, but his behavior did not change. Finally, I called the parent again and asked why the student might be acting inappropriately. I found out that the student’s parents were recently separated and the child was not accepting it very well. I then referred the student to the proper counselors at school and the poor behavior stopped as quickly as it had started. Remember that most teenagers haven’t learned the skills to cope with stress and therefore exhibit inappropriate behavior when something is really bothering them.

If you do learn something serious about a student, remember that you are not a counselor. Contact parents, school psychologists, guidance counselors, and/or coaches to assist the child and correct his behavior.

Classroom management is an essential element in student learning and sustaining academic achievement. The principles of establishing control, creating effective discipline policy, building rapport, and determining the needs of problem students must all be implemented to achieve optimum results. And finally, don’t be discouraged when students do misbehave, even if you have incorporated all of these strategies. Human beings of all ages misbehave—it’s how we react to it that counts.

Ryan Del Guercio is in his ninth year at West Orange High School. He has a bachelor’s degree in sociology (crime and social control) and a master’s degree in technology education, both from West Virginia University. You can reach him at RDelGuercio@wohoe.org.
Tell your wallet to bring a friend

As NEA members, we need to stick together. So don’t keep all the savings available from neamb.com a secret. Tell a fellow member, and their wallet will thank you. And if you haven’t discovered the savings for yourself, you owe it to your own wallet to check out the deals for members on everything from refrigerators to refinancing.

Register to start saving at [neamb.com](http://neamb.com)

When it comes to finding the best value in Auto and Home insurance, turn to a program that knows you and the challenges that educators face.

Get a rate comparison today
Call 1-888-744-9717
www.calcas.com/NEANM

NEA Auto & Home Insurance Program provided by California Casualty
Keleher and McLeod Scholarship Award

All eligible NEA-NM certificated and educational support members are invited to submit an application for the Keleher and McLeod Distinguished Scholarship Award for 2011. The award is presented yearly to a NEA-New Mexico member or members who will be attending school at the University of New Mexico.

The Keleher and McLeod Law Firm created an endowment at the University of New Mexico, earnings from which are to assist an NEA-NM member or members in furthering their education each summer. The firm represented the Public Service Company of New Mexico in a lawsuit against several natural gas producers in the San Juan Basin in the early 1980’s. The seven original plaintiffs in the suit included five NEA-NM leaders who, with the support of the Association, desired to see the price of natural gas reduced for residential customers and school districts.

The NEA-NM Education Issues Committee has been designated as the body to choose the scholarship recipient(s). The scholarship will consist of a sum to cover the cost of summer school tuition and books for coursework that will be beneficial to school employees in the performance of their jobs. Deadline for submission is April 26, 2011.

(This form can be downloaded at www.nea-nm.org)

APPLICATION

NAME ____________________________

ADDRESS __________________________

LOCAL ASSOCIATION __________________________

PHONE (home and/or cell) __________________________

How long have you been a school employee? __________________________

Where, and in what capacity? __________________________

What is your current position? __________________________

How long have you been an NEA-NM member? __________________________

For what coursework will you be enrolling at UNM? __________________________

Are you working toward a degree? __________________________

If so, what degree? __________________________

Have you been selected into a graduate program? __________________________

If so, what program? __________________________

University of New Mexico Student ID: __________________________

Will you be returning to your current employment position next year? __________________________

If no, where and in what capacity do you expect to be employed next year? __________________________

Is this your first application for the NEA-NM/Keleher and McLeod Distinguished Scholarship Award? __________________________

If not, when did you last apply? __________________________

Please provide your total estimated cost for tuition, books and any other anticipated costs. __________________________

On a separate page, please state why you are applying for this scholarship. Include any information you think will help the NEA-NM Education Issues Committee make its decisions/selections. Please use no more than one typewritten page. You may also attach a resume.

Guidelines for the Scholarship:

• To be eligible, applicants must attend UNM or one of its branches (Valencia, Los Alamos, Taos, and Gallup).
• Scholarship funds may be used to pay for UNM on-line courses, but will not be adjusted to cover any additional fees associated with on-line coursework.
• Scholarship funds may not be used for coursework at other institutions even though credits may be transferred to UNM later.
• NEA-NM will notify recipients and the scholarship office at UNM as soon as the recipient(s) is selected.

Completed applications and supporting documentation are due at NEA-NM Albuquerque Office, April 26, 2011. Send application to: Julie Gonzales, NEA-NM, 4223 Montgomery Blvd. NE, Albuquerque, NM 87109.
Help Us Help YOU!

Go to www.nea-nm.org and check our latest legislative update so you can take our suggested actions in contacting your legislators on the important, time-sensitive votes they will be taking in committees and on the floors of both chambers.

Remember, it’s as easy as clicking on “Legislative Advocacy” on the left column of our home page and then clicking on “Contact Legislators.”

In less than a minute you can send a message to your legislators by merely entering your zip code. Help us help YOU by adding your voice and opinion from home throughout the session and by getting your fellow members and colleagues to do the same.

It’s fast, it’s easy and it’s needed if we are to be successful in doing what’s best for our public schools and public school employees.

CAPITOL ALERT

This legislative session we will be using this banner to pass on important information that we need your help and immediate action on. Be a hero, save the day and help make a difference for our public schools and public school employees.

Where to go...

www.nea-nm.org

...when you need to know!

Help Us Help YOU!