

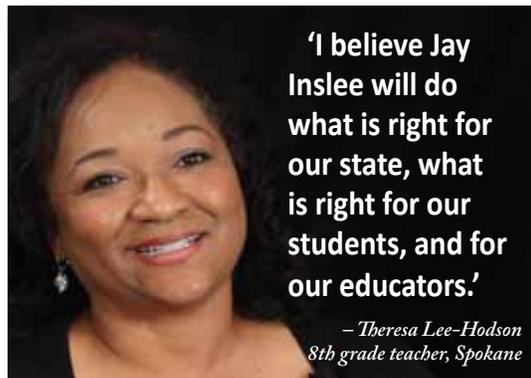
**Our decisions  
today will affect  
the Class of 2020  
and beyond.**

Our public schools, and our rights as employees to speak out for students, are under attack. But WEA members are as committed to ensuring that our students get the best education possible, now and in the future. That's why it's critical to realize that the attacks on workers' rights in Wisconsin, Michigan, Idaho, Arizona, Ohio and elsewhere around the nation are not just distant events, but a blueprint of what will happen here depending on the outcome of Washington's governor's race. The attacks here have already surfaced with the attempted health-care takeover this spring, but WEA members rallied in their local communities and prevented the worst of the changes. The message from school employees in other states: recognize the seriousness of this coordinated attack now, before the governor's election, and fight to protect your schools, your students and your voice as middle-class workers.

## McKenna's attacks on educators get personal

Theresa Lee-Hodson would be a great teacher to offer state Attorney General Rob McKenna a lesson in classing up his politics.

"I don't want to say anything negative about the other person because I don't believe in negative campaigning," Lee-Hodson said as an aside during last month's WEA Representative Assembly in Spokane. But her good example didn't stop McKenna from openly mocking her a few days later as he stepped up his attack on workers' rights during a speech at the state Republican convention.



"There's a clip with an interview of a teacher (in a WEA video) who says, quote, 'I support Jay Inslee because of fear,'" McKenna told his supporters.

"Isn't it striking that these union leaders, who are supposed to be concerned about our children ... are more concerned about their jobs and about fear and their union than they are about the kids?" McKenna continued.

So who is this supposedly selfish "union leader" that McKenna pointedly disparaged, and why didn't he explain to his supporters the *real* reason she's afraid?

Theresa Lee-Hodson is an eighth-grade history and a ninth-grade economics teacher. She has dedicated her career to

helping students in Bethel. She is a fiercely independent voter with a Catholic upbringing. A fiscally conservative small-business owner. A military veteran. A college graduate. A self-described patriot.

"If you threaten what makes our country so wonderful which is this idea that people fought for, that every – *every* – child has a right to a free public education — you threaten that, and you threaten our democracy," Lee-Hodson said.

"I used to be a Republican precinct committeeman, so this is never easy for me. But the reason I support Jay Inslee is that right now our public education system is being threatened. It's under attack," she said. "I don't want to be negative about McKenna but I'm just going to have to say it: I'm afraid. I support Jay Inslee because of fear. I'm really concerned about what I've heard from McKenna. ... I believe Jay Inslee will do what is right for our state, what is right for our students, and for our educators. I don't think McKenna will. I don't think that the other side has the best interests of our students at heart. From what I've heard, what I've read, it's just impossible for me to believe anything good will come from McKenna becoming our next governor."

She is no stranger to the political process, and has long since grown disgusted by political attacks like McKenna's, but she keeps her focus on her students.

"I will support Jay Inslee," Lee-Hodson says. "I will make the phone calls. I will do the door-belling. I'm really worried about our public education system."

*Learn more about who Jay Inslee is, and why he's won the support of classroom educators, on page 4.*

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# Legislators in Olympia tackle HEALTH CARE, EVALUATIONS, FUNDING



After a 60-day regular session and a 30-day special session, the Washington Legislature finally adjourned in the early morning hours of April 11. For public education, the results were mixed:

- ◆ Legislators passed a state budget plan that, for the first time in three years, did not cut funding for K-12 schools or higher education. Yet lawmakers eliminated Initiative 728, the class-size reduction measure voters approved in 2000.
- ◆ With strong opposition from WEA members, charter school legislation failed (again). Yet legislators passed a new teacher and principal evaluation law that was written behind closed doors and with no input from actual classroom teachers.
- ◆ WEA members defeated the proposed state takeover of K-12 health care and the corresponding loss of local bargaining rights. Yet legislators passed a confusing health care law that didn't address the real inequities in health care funding.

With everything from evaluations to health care at stake, WEA members played a big role in Olympia this year. More than 800 members traveled to the capital and lobbied their legislators in person. Nearly 10,000 emailed their lawmakers. Another 4,000 attended back-home health care rallies. Others doorbelled in their legislative districts, and many called the legislative hotline or wrote postcards to their legislators.

WEA provided support by running full-page ads in several daily newspapers and airing three statewide radio ads. Plus, thousands of WEA members received live and automated calls and postcards on the health care issue.

While the results were mixed, the outcome would have been very different without WEA's advocacy. Looking back at the 2012 legislative session, some things are clear:

- ◆ Political deals sometimes get made in secret without input from the people affected.
- ◆ Big, powerful corporations usually get their way.
- ◆ The state's revenue system is inadequate.

- ◆ The state is failing to fund K-12 education as required by the state Constitution.
- ◆ Maintaining the status quo isn't realistic.
- ◆ The pressure for government "reform" will continue.
- ◆ Lawmakers want more centralized state control over education.
- ◆ When WEA members care about an issue, they take action – and their advocacy makes a difference.

Looking ahead, we can anticipate:

- ◆ A charter school ballot initiative funded by very rich businesspeople.
- ◆ A battle over teacher compensation, including merit pay and the elimination of local bargaining over salaries.
- ◆ Pressure on the Legislature to comply with the state Supreme Court's McCleary ruling, which ordered lawmakers to fully fund basic K-12 education by 2018.
- ◆ Continued attacks by the Public School Employees union, which deliberately tried to undermine and discredit WEA during the fight over health care.

And mostly importantly, throughout the 2012 election cycle and into the 2013 legislative session, the future of public education in Washington largely rests with WEA members.

*Read the end of session report compiled by WEA's lobbyists at [www.washingtonea.org/content/docs/gr/eos.pdf](http://www.washingtonea.org/content/docs/gr/eos.pdf)*

*Nearly 600 WEA members, parents, administrators, students and other friends of public education gathered in Olympia for a Day of Action to let legislators know Washington can't afford any more cuts to public education. The Nov. 28, 2011 events led to record number member lobby visits, local gatherings and future "Wear Red" days throughout the legislative session to further highlight the political games in Olympia over school employee health insurance.*



*WEA members joined Idaho educators across the bridge from Clarkston to Lewiston in a show of solidarity on Nov. 28, 2011.*

## Jay Inslee AT A GLANCE

Born 1951, grew up in White Center; father and brother worked as teachers.

Married his high school sweetheart, Trudi; lived and worked in Eastern Washington nearly 20 years and the couple raised three sons in the Yakima Valley.

Started his career in public service with a successful eighth attempt to pass a school construction bond (after seven community tries had failed). Later represented Eastern Washington in the state Legislature and in Congress, before moving back to the Puget Sound region and winning re-election in 1998.

**Education proposals:** Inslee applauds existing innovative schools in Washington and believes those programs should be expanded; he does not advocate for charter schools. He says higher standards should apply not just to classroom educators but all partners. He wants to focus more resources on early learning programs and on high-needs schools to boost graduation rates to 90 percent by 2020. He would increase school funding by getting the state economy back on track and closing tax loopholes.

**Key policy differences:** Inslee supports a continued voice for educators and middle class workers by preserving contract rights and collective bargaining. Rob McKenna favors allowing charter schools, would not use seniority for hiring and firing, would not increase pay when educators earn advanced degrees, and tells supporters that increased funding isn't the answer.



*Investing in education and job training programs that match growth industries in our state will revitalize our state's economy, says WEA-PAC recommended gubernatorial candidate Jay Inslee. Such programs will give students the skills they need to compete in a high-tech economy, and foster the development of cutting-edge businesses in Washington.*

## Education approach puts Inslee ahead

Who's voice should be heard on behalf of our schools and students?

It's not a question of party politics. Should it be educators or outsiders? Out-of-state corporations or middle class workers who have dedicated their lives to helping students?

That's what's at stake in a key primary showing Aug. 7, and the general election Nov. 6: Should educators lose their voice over important issues of class size, collaboration, teaching quality, education reform, wages and benefits? Should schools become the next profit centers for big corporations?

"It's not a Democrat-Republican thing. It's about values, and about retaining our collective bargaining rights," says Denise Hogg, a kindergarten teacher in Kennewick. "Already our class sizes are too large. Our pay isn't off the charts. Everything we have is going to be gone. Our health care. Our class size. ... This really *is* going to affect your job."

The election pits Jay Inslee, a Democrat, against Attorney General Rob McKenna, a Republican.

"Jay Inslee is the total package," says Ken Hays, an elementary special education teacher in Richland. "He's a native son of Washington. He has lived on both the East and the West sides. His dad was a teacher. He's represented our state in Congress. He includes us in the conversation

as teachers. He supports collective bargaining. He supports small class sizes. He supports full-funding for education."

In addition, Inslee has a proven history of visiting classrooms, talking face-to-face with educators, and seeking the opinions of frontline school employees about how to make today's schools even better. McKenna has steered clear of WEA members, including agreeing to a candidate interview and then cancelling shortly beforehand.

"I support Jay Inslee because Jay Inslee includes *me* in the conversation," Hays adds. "His opponent has not even addressed the teachers. ... Why would I support someone who ignores 82,000 educators in the state?"

At the heart of the education race is the nationwide attack on public workers' rights, led by Republican candidates and their billionaire backers. Washington is viewed as the next key battleground in that assault, but Inslee has repeatedly pledged to stand on the side of middle-class workers — and to support continued contract bargaining rights.

"When I'm governor, the virus of Wisconsin is not going to come into the state of Washington," Inslee tells educators. "Collective bargaining has been a bedrock of the middle class in this state. And the issue in this governor's race is whether we're going to *have* a middle class."

**Help your PAC  
preserve what's  
at stake for  
Washington's  
public schools and  
employees.**

As a WEA-PAC member, you are already in the know.

- You know the importance of preserving what works for our students;
- You know that important policy decisions impacting you each day are made in Olympia; and
- You know that elected officials hold the future of public schools in their hands.

Thank you for being a WEA-PAC member.

As one of 30,000 in WEA-PAC, you understand how critical the 2012 elections are for our students and our schools.

Will you support WEA-PAC with \$20.12 for 2012?

Imagine what we can do together if 30,000 members each give \$20.12 (or more, of course). We did the math -- our PAC would grow by nearly \$600,000.

Consider what is at stake and PAC up our power today. Visit [www.OurVoiceWashingtonEA.org/wea-pac](http://www.OurVoiceWashingtonEA.org/wea-pac).

**McKenna's anti-educator agenda**

McKenna's increasingly open war on educators will mean lower wages and fewer benefits for school employees, but more importantly, little or no voice in classroom policies and decisions. He recently mocked an African-American Republican teacher, who supports workers' rights (*see page 2*) and who understood it is students who lose when educators are denied their right to argue for smaller classes, reasonable limits on high-stakes testing, and other policies that impact our schools daily.

McKenna's record on school funding is also of concern. He tells educators that "we need to fully fund public schools." But his message is different when speaking to party loyalists. "We've (already) doubled the amount we spend per-pupil," McKenna argued to supporters. "We've stepped up the amount we spend in ways that can only be described as generous, I think."

McKenna was willing to use taxpayer dollars to appeal a Tim Eyman initiative that would *cut* revenue for schools, but remained silent when voter-approved initiatives on class size and COLA were under fire. He remains linked to big-business initiatives, including his support for charter schools, performance pay and the elimination of seniority.

Inslee, on the other hand, thinks the state can pursue innovative teaching within the existing school system. Creativity, choice, flexibility and innovation already abound in today's schools, under current laws and in partnership with existing contracts between districts and the union.

McKenna's donors include \$10,000 from Koch Brother-affiliated donors, including \$6,400 from one of the donors to the Koch Brothers' infamous \$1 Million Donor Club; \$3,200 from "Tea Party Star" and Nebraska Attorney General Jim Bruning — he was endorsed by Citizens United (yes, the Citizens United behind limitless corporate campaign spending); and \$1,600 from Tesoro Companies, Inc., an oil refinery company that was fined \$2.3 million in 2010 for its Anacortes refinery explosion that killed seven workers.

Inslee has spent much of his time on the campaign trail re-introducing himself to local voters.

"My Dad was a teacher at Garfield and Sealth high schools. My Mom worked at Sears Roebuck," Inslee recounts. "They taught me to respect learning. I got here because I was fortunate to have some great teachers. ... Those people are why I'm in a position to be able to help the community today. ... My three kids have gone to public school (and) they've had some fantastic teachers."

Inslee says critics who vilify educators are missing the real culprit, reckless Wall Street banks that created America's economic collapse. He is focused on rebuilding our state economy with green jobs to increase the tax base that supports our schools.

"I'm running for governor because we know we've got great teaching, we've got great schools, but the status quo is not good enough. We know the economy is changing rapidly. We know we have a lot more kids who have needs that demand innovative ways to teach them, and I'm running for governor because I want to help teachers and principals and parents really embrace the changes that we can make."

"I do not want to lose our voice," says Janie White, an office manager and Renton education support professional who supports Inslee. "Our health care is very important. A lot of our ESPs are working in our jobs — besides for the children — for our health care. We need that. If we have McKenna, we will not be having any type of collective bargaining, period."

Michelle Morris, a Tacoma fifth-grade teacher, knows some of her colleagues are not usually political, but says this is the year to get out and support Inslee.

"As long as the funding that determines how we do our job and the services we're able to provide for our students is tied to those politicians making those decisions for us, we *have* to be politically active," Morris says. "The state of our education system is at risk. Our whole collective bargaining rights, union rights, are at risk. We have to do something. We have to support the candidate who supports us, the candidate who has proven to be pro-education."



*Last month Inslee told delegates at WEA's annual Representative Assembly in Spokane that he is focused on improving lives through education. He reiterated his opposition to charters saying, "I won't turn schools over to private entities with no accountability to local boards and local communities."*



# Real Connections

*Rogers High Achievement Gap Intervention Specialist Janele Garnett says students must “see themselves” in the adults who are at school.*

*A Spokane high school uses a federal grant to help boost student achievement and raise student aspirations and success levels ... on their terms.*

Spokane’s Rogers High School uses federal School Improvement Grant (SIG) money to hire a team of five people whose sole responsibility is to engage students.

“The program works because it helps me come to school and makes me want to do my work and graduate on time and go to a good college and do something with my life,” RHS Sophomore Steve Cavitt says.

“They just put effort into us and let it be known that we have people here who care about us and that’s just great for all of us,” recent graduate Stephanie Salazar says.

The “they” Salazar talks about are five people with the fancy title, Achievement Gap Intervention Specialists. They are a team that works one-on-one with students who are disengaged or who may be struggling with school. One of them, Julius DeFour, says it is his dream job. He says this is the work he loves because he has time to help guide students to find out who they are.

“To find that charismatic person who

understands and supports school and bridges that understanding with the community — that’s the person I’m looking for,” says Rogers High Assistant Principal Mary Templeton. “You look at our team and they are young. They’re energetic. They’re passionate. They’re hopeful and they have a zest for life that is obvious and the kids are drawn to them.”

“When he first came to us he said ‘Oh hi. I just started working here. I’m Gabriel. I’m meeting all the Hispanic kids.’ It was pretty cool because he’s young and we can relate to him,” Sophomore Teresa Flores says. “He started a little group after school where we can hang out and talk to him about anything, our problems, and do our work if we need help.”

Each of the achievement gap intervention specialists works with 45-60 students — far fewer than what a guidance counselor would typically be assigned. The team at Rogers meet often with school counselors to make sure they are all working together to help students make it through high school in four years. Each specialist works specifically with a certain group of students —



*Idella King says she works to help students see themselves in a different light.*

one with English as a Second Language students, one with Native American students, one with African-American male students, one with African-American female students and one with students who are Hispanic.

"I'm kind of the conduit between the school and the parents and I'm the person who really gets to know them," says Jen O'Halloran who works with students who are new to the country.

"A lot of the children are bi-racial and so they don't get to see themselves in the staff," team member Janelle Garnett says. "I am the only African American woman on staff here and Idella (another team member) is the only Native American."

"Education institutions were a form of assimilation at one time and so now we're asking Native families to trust us and to come into the school. Having someone like me here gives them the chance to understand the benefits," Idella King says.

"They need to know that they're not invisible. It's amazing how many students pop by our office that we don't even work with. They just want to say hello," Gabriel Chavez Garcia says.

"If you're having a rough day or something, you can go down and talk for five minutes. It can change your attitude about things," says student Alec Hopkins. "He (Chavez Garcia) listens to you. When you talk to your English teacher or someone like that, she has so many kids to deal with and he really focuses on you."

"When we first met," Salazar says, "I was really nervous and Gabriel asked me if I wanted to graduate and I said I did but that I didn't think I was going to make it and he said he'd help me and he was very positive."

The program is centered on the students

setting goals for themselves. The intervention specialists are a consistent presence in the students' lives checking in with them and helping them to reflect on the goals they have set.

"Because this is kind of a pilot program, we all are coming with our own creativity," DeFour says. "We collaborate a lot and we talk a lot about things that we might be challenged by as well as our successes."

"The only thing that stays consistent about my day is the morning greeting in the hallways and lunch where we take time to see the kids in action," King says. Other times, she is helping students make up tests, talking with them about family issues and so on. Garnett says she might sit next to a student in class for a while just to let her know that someone wants her to be at school.

"We're seeing a gain in credits. We're seeing a gain in GPA and we're seeing a gain in attendance," Templeton says.

"What I do a lot is question them," Chavez Garcia says. "Why are you dressing the way you dress? Why are you listening to that music? They've been able to really listen and pay attention and reflect."

The reflection goes further than the students. Earlier this year, when Chavez Garcia held a family night at school, he prepared a flier to distribute in Spanish. He gave extra fliers to some of the staff who do not speak Spanish to make them aware of the discomfort some of the families feel when they receive materials in English.

"I wasn't planning on going to college," Salazar says. "I didn't know Hispanics really went to college but Gabriel said there is family out there and I said all right, I'll do it."

"I will be the first one in my family to graduate college," Cavitt says. And what is fascinating about the students who work with the specialists is that they have set their goals farther out. Cavitt says he will graduate college and he is just completing his sophomore year.

*Left to right:  
Janelle Garnett,  
Idella King,  
Gabriel Chavez Garcia,  
Jen O'Halloran and  
Julius DeFour.*





**Federal Offices**

**PRESIDENT OF THE UNITED STATES\***

Barack Obama

**U.S. HOUSE OF REPRESENTATIVES\***

District 1 ..... Suzan DelBene  
 District 2 ..... Rick Larsen  
 District 6 ..... Derek Kilmer  
 District 7 ..... Jim McDermott  
 District 8 ..... Dave Reichert  
 District 9 ..... Adam Smith  
 District 10 ..... Denny Heck

**U.S. SENATE\***

Maria Cantwell

*\* Candidates for federal office are recommended by the NEA Fund for Children and Public Education.*

**Statewide Measures / Offices**

**STATEWIDE OFFICES**

Governor..... Jay Inslee  
 Attorney General..... Bob Ferguson  
 Commissioner of Public Lands ..... Peter Goldmark  
 Insurance Commissioner ..... Mike Kreidler  
 Secretary of State..... Kim Wyman  
 State Auditor..... Craig Pridemore  
 State Treasurer..... Jim McIntire

**STATE COURT OF APPEALS DISTRICT 2, DIVISION 2**

Brendan Williams

**STATEWIDE BALLOT MEASURES**

Referendum 74 (Marriage Equality): APPROVE  
 Initiative 1185 (Eyman's latest): NO  
 Initiative 1240 (Charter Schools): NO

**2012 WEA-PAC recommended candidates for state Legislature**

DISTRICT	POSITION	CANDIDATE
District 1	House Pos. 1.....	Derek Stanford
	House Pos. 2.....	Luís Moscoso
	Senate .....	Rosemary McAuliffe
District 2	House Pos. 1 .....	Gary Alexander
	Senate .....	Bruce Lachney
District 11	House Pos. 1 .....	Zack Hudgins
	House Pos. 2 .....	Bobby Virk
	Senate .....	Bob Hasegawa
District 21	House Pos. 2 .....	Marko Liias
District 23	House Pos. 1 .....	Sherry Appleton
District 24	House Pos. 1 .....	Kevin Van De Wege
District 25	House Pos. 1 .....	Dawn Morrell
	House Pos. 2 .....	William "Bill" Hilton
	Senate .....	Bruce Dammeier
District 27	House Pos. 1 .....	Laurie Jinkins
	House Pos. 2 .....	Lauren Walker
	Senate .....	Jeannie Darnielle
District 28	House Pos. 1 .....	Eric Choiniere
	House Pos. 2 .....	Tami Green
District 29	House Pos. 1 .....	Ben Lawver
	House Pos. 2 .....	Steve Kirby
District 32	House Pos. 1 .....	Cindy Ryu
	House Pos. 2 .....	Ruth Kagi
District 33	House Pos. 1 .....	Tina Orwall
	House Pos. 2 .....	Dave Upthegrove
District 36	House Pos. 2 .....	Noel Frame
District 41	House Pos. 1 .....	Marcie Maxwell
District 46	House Pos. 1 .....	Gerry Pollet
	House Pos. 2 .....	Dusty Hoerler
District 47	House Pos. 1 .....	Bud Sizemore
	House Pos. 2 .....	Pat Sullivan
District 49	House Pos. 1 .....	Sharon Wylie
	House Pos. 2 .....	Jim Moeller
	Senate .....	Annette Cleveland

*Recommendations reported as of June 14, 2012. For a complete listing, visit [www.OurVoiceWashingtonEA.org/elections](http://www.OurVoiceWashingtonEA.org/elections).*