

THE

VOICE

The Nebraska State Education Association ❖ May 2014



MILLENNIALS

&



BOOMERS & X-ERS: BRIDGING THE GENERATIONS



Upcoming Assignments

Teacher Appreciation Day Tuesday, May 6

■ **What:** A day set aside to honor America's educators.

■ **Details:** Thank your favorite teacher or teaching colleague. NEA has the resources to help at: nea.org/grants/teacherday

Election Day! Tuesday, May 13

■ **What:** Key races in the Legislature and for governor could set education policy for many years.

■ **Details:** Set an example for your students and vote. Learn about candidates on Pages 20-24.



Leadership Institute June 16-19

■ **What:** Train for three days to prepare for a larger role in your association.

■ **Details:** Expenses paid for members, this event should be on your bucket list. Call or e-mail Jan Anderson at 1-800-742-0047 or: jan.anderson@nsea.org



Loan Forgiveness!

Legislature Adds Dollars to Loan Forgiveness; You Can Apply Now!

Spread the word – and don't miss out: the State of Nebraska's loan forgiveness plan for teachers is a good deal.

The Nebraska Legislature approved LB967, which added \$200,000 to the state's Enhancing Excellence in Teaching Program – loan forgiveness – for the 2014-15 fiscal year. With the added cash, there is \$1.2 million available.

NSEA pushed hard for the extra dollars during the legislative session.

The program allows those teachers enrolled in a graduate program to apply on an annual basis for a loan of \$175 per credit hour, up to a maximum of \$3,000. Applicants can secure loans annually for up to five consecutive years.

Applicants must be employed as a certificated teacher in an approved/credited school and be enrolled in an approved graduate program at an eligible institution. Applicants must also complete a degree in: a shortage area; curriculum and instruction; a subject area in which a teaching endorsement is already held; or obtain a graduate degree that will result in an additional endorsement which a school administrator believes will be beneficial to the students of the school.

NSEA members are urged to apply for the loan forgiveness program. For details, or to apply, go to this website:

education.ne.gov/EducatorPrep

Chadron Educators Receive \$5,000 Grant

Chadron State College Professor Dr. William Roweton and co-applicant, Dr. Linda Brown, have received a \$5,000 Learning & Leadership Grant from the NEA Foundation to produce six self-paced instructional modules that will examine fundamental program assessment concepts to assist educators in rural schools. The web-based modules will reinforce psychometric knowledge and skills and emphasize regional availability

and relevance. The finished modules will be hosted on the servers of the local Educational Service Unit.

The grant was announced in April by the NEA Foundation.

The NEA Foundation awards grants to educators three times a year. The next grant deadline is June 1. Application forms and a video with step-by-step application instructions can be found at:

neafoundation.org

Cover Story:

Millennials are the future of your Association, and many were present at NSEA's Delegate Assembly in Kearney last month. Top row, from left, Devin Garcia, Lewiston; Amber Lewis, Kearney; Manny Andazola, Lexington; Jessica Hughes, Lincoln. Second row, from left: Jill Kimbrough, Grand Island; Sean Carlson, Millard; Dene Oglesby, Ralston; Jac Carlson, Omaha. Third row: Jose Hernandez, Norfolk; Jaime Jones, Omaha; Josh Hennagir, Millard; Diana Rodas, Lexington. Fourth row: Brittany Firley, Newman Grove; Andy Isaacson, Papillion-LaVista; Rachel Howe, Omaha; Tommie Leaders, University of Nebraska-Omaha. For details, turn to

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The Vision to Aim High



**NSEA President
Nancy Fulton**

Sculptor, painter, architect and poet Michelangelo said “The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Our Association’s aim is a great public education for every student – a lofty goal to be sure. It is a vision – clearly stated in our Mission Statement – of which we should be proud.

While that vision is timeless, reaching that vision is a constant challenge. As we move deeper into the digital age, we must be open to change in order to rise to those challenges. The very nature of our work demands that we be on the cutting edge of progress, and progress, of course, means constant change.

from parents, the public and elected officials rise to the top? Are fewer test days and more time to teach our top priorities? How about accountability for appropriate state standards? Do we deserve competitive salaries and more support for new, as well as veteran, teachers?

I am certain you have many other suggestions.

Ill-Advised Directives

Educators must be involved in creation of this coming vision, and that is why I so appreciate Sen. Sullivan’s invitation to participate. Without the involvement of educators, we risk a “vision” of ill-advised directives imposed upon us by those who do not teach. Thus, we need your voice and the voice of all public school educators.

So now is the time for us to take our place at the table with issues like education reform, testing and accountability. It is time to engage members to send our ideas and messages to legislators and policymakers, to let them know that we will lead our profession, that we know what works best in the classroom.

As part of that process, we must reach out and listen to our Millennial Generation colleagues, as well as former members and those who have never been members. Together, we can teach them about the value of membership, we can build a stronger and more effective Association for all. Together, we can help policymakers not only “aim high” but aim in the right direction as they craft a new and exciting vision for education in Nebraska.

When I began teaching, the torch handed to me burned strong and bright. I believe that by standing together and building on our already formidable Association and our already effective public school system here in Nebraska, we will be able to pass a strong and brightly lit torch on to the next generation of educators.

Thanks, colleagues, and aim high.

“

...we can help policymakers not only ‘aim high’ but aim in the right direction as they craft a new and exciting vision for education in Nebraska.

”

Reshaping Education

In that regard, educators have a unique opportunity this year. The Legislature’s Education Committee chair, Sen. Kate Sullivan, has invited NSEA to work with the committee to provide input on a visioning process for public education, pre-school through college, in Nebraska. This pivotal study, approved by state senators in April, will significantly influence public education, our students and our work as educators well into the future. I am quite pleased that Sen. Sullivan has sought our participation.

As the visioning process begins to gain steam, I will seek your thoughts and input. We at NSEA are already conducting focus groups with members to discuss and discover the issues and goals important to you. We don’t plan to stop at that. Watch for surveys and other opportunities that will enable you to provide your view of what public education should look like in the years ahead. Your input will also tell us how we can work toward that goal of reshaping education.

Should our priorities focus on smaller class size? Is professional development and mentoring for new teachers important? Does support

Finding Nebraska’s Great Public Schools (GPS)

NSEA members from around the state appear or are mentioned in this issue. Look for:

- Brady Page 18
- Chadron State College Page 2
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- Grand Island Page 1, 5, 7

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- Ralston Page 1, 12
- Sidney Page 5
- University of Neb.-Omaha Page 1
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- Wilber-Clatonia Page 7



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Nickels Files for Ed Board

Former Teacher Seeks State Office

Maureen Nickels, a 26-year teacher with the Grand Island Public Schools, has filed for election to District 6 of the Nebraska State Board of Education.

Lynn Cronk, Grand Island, the current District 6 representative, chose not to seek re-election. District 6 covers a swath of central Nebraska counties from Kansas to the South Dakota border.

Nickels taught in Grand Island while Cronk was on the Grand Island Public Schools Board of Education, and credits Cronk with being a board leader and visionary.

“As a parent, taxpayer and former teacher, I very much appreciate Lynn’s willingness to advocate for policies that improve student achievement,” said Nickels.

Additional Resources

Nickels said among priorities, if elected, will be to ensure that local communities, not federal bureaucrats, decide what is right for their schools.

“I believe decisions are best left to local communities, taxpayers, teachers and elected school boards – not bureaucrats in Washington, D.C.,” she said.

Nickels said priorities also include advocating for additional resources for



The Candidate: Maureen Nickels hands filing papers to Deputy Secretary of State Neal Erickson. Nickels, a 26-year classroom teacher, seeks election to the State Board of Education in District 6, a broad Kansas-to-South Dakota swath of central Nebraska.

rural school districts to create quality early childhood education programs, and incentives for additional family-school-community partnerships.

She said she will work to ensure that Central Nebraska schools get their fair share of resources.

“We pay a great deal of property, sales and income tax dollars to support quality education for our children. I want to make sure that our schools are getting their fair share.”

Nickels has spent the past 14 years as an organizational specialist for NSEA.

Sidney’s Higuchi Was Panhandle Rep

Wilbert “Wil” Higuchi, 83, longtime NSEA board member from the Panhandle District, a teacher at Sidney, and advocate for education and educators at all levels, died April 13 at Sidney.

Born in Honolulu, he attended the University of Hawaii before learning of a program that brought him to Chadron State Teacher’s College where he earned a bachelor’s degree in education. After duty with the Army in Korea, he served as Director of



Higuchi

Education for the Armed Forces in Northern Japan.

He returned to Nebraska and began teaching science at Sidney in 1967. He sponsored the National Honor Society and Science Club, and coached volleyball. He was a scorer and timer at wrestling matches, and attended football and basketball games. He retired in 1996.

Survivors include two daughters and four siblings. Memorials are to the Sidney High Science Club.

What’s Going on in Kansas?

Kansas Educators Lose Due Process

Kansas lawmakers have eliminated due process for teachers in that state, removing protections established in a 1957 Kansas Supreme Court case.

The state’s Senate voted 22-16 to eliminate due process in the first days of April. Following a marathon weekend of debate – with the statehouse crowded with teachers urging the bill’s defeat – the Kansas House voted 63-57 late on a Sunday to remove the protections.

Many Kansas teachers had been at the statehouse until 4 a.m. that morning, watching discussion on the legislation.

The due process language was part of a bill that added \$129 million to the state education budget to satisfy a court ruling addressing funding inequities. The bill also gives tax breaks to corporations that give to private school scholarships.

Due process provides that an employee cannot be fired without cause. With NSEA support, Nebraska senators placed due process language for educators in state statute in 1980.

Kansas Tax Cuts ‘Utterly Fail’ to Deliver

The Center on Budget & Policy Priorities says that tax cuts enacted by the Kansas Legislature in 2012 resulted in a revenue drop of 9 percent when most other states saw increases in revenues.

The tax cut, called “one of the largest tax cuts of any state ever” by the Washington Post, provides less than promising short-term results, said the CBPP.

“Promises of immediate economic improvement have utterly failed to materialize,” wrote CBPP researchers Michael Leachman and Chris Mai.

The report drew expected pushback from Kansas Gov. Sam Brownback’s office, but the Post called the report “unusually harsh for the CBPP, which despite criticisms of liberalism often produces detailed, fair policy analyses.”

The Post reported that the drop in state revenues was matched by a drop in school funding. Meanwhile, a year ago, 18 states raised general funding per student relative to inflation, while 29 more states did so this year.

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2014-15 Executive Team: NSEA members at the 2014 Delegate Assembly elected these educators to lead NSEA's Executive Committee. From left, Wilber-Clatonia's Nancy Fulton was re-elected for a second term as president; Jenni Absalon, Lincoln, was elected vice president; Grand Island's Deb Gnuse was elected to fill the remainder of Absalon's term on the NEA Board of Directors; and John Heineman, Lincoln, was elected to a second term on the NEA Board of Directors.

'Bigger, Better' is Ahead

Delegates Re-Elect Fulton, Hear from Gubernatorial Candidates

A modestly different team of four educators will lead NSEA in 2014-15, as the Association works to convey to members trends in standards and instructional practices.

Those items, as well as a study of the Millennial Generation, were the highlights of the Association's 153rd Delegate Assembly. Nearly 300 members took part in the Assembly, held in Kearney April 11-12.

Delegates also heard from NSEA-recommended gubernatorial candidates Chuck Hasebrook and Jon Bruning.

In addition to re-electing Wilber-Clatonia Education Association's Nancy Fulton to a second three-year term as NSEA president, delegates approved nine New Business Items, made minor revisions to the Association's Bylaws and revised several standing Resolutions, which are the Association's guiding principles.

Fulton was excited about the prospects of a second term.

"The first term was productive. I'm hoping for bigger and better work on behalf of Nebraska children and teachers in the coming three years," she said.

One of the projects Fulton will tackle will focus on membership in the ranks of teachers in the Millennial Generation. Members of that generation are joining the

Association at a decent rate, but not quite at the rate of their Baby Boomer and Generation X predecessors. Fulton started the discussion of reaching Millennials by inviting generational expert Jeff Kallay to speak to delegates.

Kallay is the CEO and co-founder of Render Experiences, an Atlanta-based consulting firm that works with colleges and universities to attract students.

Defined roughly as those born between 1980 and 2001, Millennials are bright, idealistic, team-oriented and quite capable, he said. At the same time, their parents have cherished, pampered, celebrated and protected their Millennial children (see story on Page 12). Kallay has been awed by the collaborative work of Millennials.

"If you put them in groups, they will blow you away with what they can do," said Kallay.

Hasebrook, Bruning Visit

In brief addresses, Democrat Chuck Hasebrook and Republican Jon Bruning spoke to delegates. Both have been recommended by NSEA members to advance beyond the May 13 Primary Election (see story, page 22).

"The best investment we can make is to expand pre-school and early childhood edu-



The Educator's Friend: President Nancy Fulton presented NSEA's highest award, the Friend of Education, to retired Nebraska Commissioner of Education, Dr. Roger Breed.

STAND STRONG TOGETHER

NSEA DELEGATE ASSEMBLY 2014 | KEARNEY



Awards galore! NEA Director John Heineman of Lincoln handed out awards to, from left, 2014 Education Support Professional of the Year Shannon Lauby, Overton; 2014 Rookie of the Year Kristen Demuth, Elkhorn; and Teaching Excellence Award recipient Judith Stucky, Westside. Stucky was unable to attend, and Westside President Alan Bone accepted on her behalf.

cation,” said Haasebrook, who also vowed to defend the Commission on Industrial Relations and defined benefit retirement plan.

Bruning lauded teachers and said “you know what works in your schools. You don’t need the federal government telling you how to teach or how to test.”

‘Steadfast Dedication’

Delegates also elected Lincoln’s Jenni Absalon to a three-year term as vice president. Norfolk’s Leann Widhalm did not seek a second term. Grand Island’s Deb Gnuse was elected to fill the remaining two years on Absalon’s term as a member of the National Education Association’s Board of Directors. Lincoln’s John Heineman was elected to a second three-year term on the NEA board.

Among those honored for their work in education at the annual Horace Mann Awards Program was Dr. Roger Breed, former superintendent at Axtell and Elkhorn, and for five years Nebraska’s Commissioner of Education.

In presenting NSEA’s highest honor, the Friend of Education, Fulton thanked Breed for leading the state through the implementation of statewide reading, math and science tests; establishment of a new and unique accountability system; and his service as co-chair of the Nebraska P-16 Initiative, among other works.

“Throughout his career, he always kept students – and teachers – at the forefront of his work,” said Fulton. “The state of Nebraska and our public schools have benefited greatly from his steadfast dedication to children and education.”

Other awards, including the Education Support Professional of the Year, Rookie of the Year and Teaching Excellence Award were presented.

Committee Proposals

Three New Business Items were proposed by the Association’s Ad Hoc Committee on Nebraska Standards.

The committee asked that the Association work to keep members informed about national trends in standards, assessment, instructional practices, accountability and implementation of new curriculum to meet common core regs.

The committee also asked that NSEA develop the capacity of local associations to advocate for professional partnerships in determining best instructional practices, curriculum selection/development, and implementation so students become profi-



Service and Outreach! O’Neill member Gary Hostert, above, received NSEA’s Community Service Award for 2014, recognizing the service he provides to his community. NSEA Vice President Leann Widhalm, Norfolk, presented. Widhalm also presented Local Public Relations Awards to the Lincoln Education Association’s Dan Studer and Jenni Absalon, above right, and to Papillion-LaVista’s Melissa Hansen, at right. The award recognizes outstanding local association communication with members and the public.



cient on Nebraska’s “College and Career Ready Standards.”

The committee also asked to continue another year, reporting to the NSEA Board of Directors no later than March 15, 2015. Delegates approved all New Business Items (see Page 9).

Delegates also approved a \$4 dues increase for 2014-15.

Support Fine Arts, Physical Education

Delegates made generally slight changes to the Standing Resolutions, which guide the Association’s work.

Among those changes: an expansion of Resolution C-5, which deals with student behavior, and Resolution C-9, which deals with safe learning environments and bullying. Both updates strengthen language, call for written plans and procedures within school districts that allow teachers to maintain orderly classroom management, and ensure safe schools.

Two new resolutions were also approved, and call for support for fine arts and physical education.

What Lies Ahead

Standards, Instruction, 'Visioning' on Agenda

Members at NSEA's annual Delegate Assembly approved nine New Business Items (NBIs), which direct completion of specified projects in the coming year. The NBIs approved were:

NBI 1: Pledge of Allegiance

Propose that the Pledge of Allegiance be recited at the beginning of NSEA Board meetings and at Delegate Assembly (proposed by Edward Ventura Jr., Omaha).

NBI 2: Trends in Standards

The NSEA shall use NSEA's monthly magazine, The Voice, and other media sources to keep the membership informed about national trends in Standards, Assessment, Instructional Practices, Accountability, and Implementation of new curriculum to meet the "Common Core State Standards." NSEA will also keep members apprised as to how this "national trend" is being manifested in Nebraska with Nebraska's "College and Career ready Standards" (Proposed by the NSEA Ad Hoc Committee on Nebraska Standards).

NBI 3: Best Instructional Practices

The NSEA, through its current staff and leadership, will develop the capacity of local affiliates to advocate for members' professional partnerships in determining best instructional practices, curriculum selection/development, and implementation so students become proficient on Nebraska's "College and Career Ready Standards" (Proposed by the NSEA Ad Hoc Committee on Nebraska Standards).

NBI 4: Committee on Standards

The NSEA will extend the ad hoc Committee on Nebraska Standards through the 2014-15 Association year, and direct it to focus on issues related to gathering and analyzing data from local associations on current practices used to implement curriculum and compare the data gathered against research based practices for professional development and implementation. Use the data analyzed to provide recommendations to the NSEA Board of Directors no later than March 1, 2015, on how Nebraska can improve the statewide professional development delivery system and align that system to the implementation of "College and Career Ready Student Standards" (Proposed by the NSEA Ad Hoc Committee on Nebraska Standards).

NBI 5: Ethnic/Minority Leadership

The NSEA leadership will seek funding and conduct a series of focus groups to further explore strategies for increasing and sustaining ethnic and minority leader-



ship at the state, district, and local levels of the Association. Through this process, the NSEA Board will determine effective capacity-building approaches that strengthen, renew and restore ethnic and minority involvement and leadership in the Association (Proposed by the NSEA Board of Directors).

NBI 6: Visioning Process

The Nebraska Legislature is set to approve a 'visioning process' that will establish long-term goals and priorities for the state's education system, pre-kindergarten through college. In support of that process, NSEA resolves to support, in particular, goals and priorities that would:

- Allow teachers the time to teach;
- Provide incentives to school districts to encourage educators to seek advanced degrees, endorsements and professional development to strengthen teaching skills;
- Continue and expand the Enhancing Excellence in Teaching forgivable loan program; and
- Expand mentoring opportunities for early-in-their-career teachers. (Proposed by the NSEA Board of Directors).

NBI 7: Education Trust Fund

The NSEA's Government Relations team will cause introduction of legislation to create an Education Trust Fund in the 2015 session of the legislature (Proposed by the NSEA Board of Directors).

NBI 8: EMAC Vote

The NSEA Board of Directors will appoint an ad hoc committee including the NSEA vice president, the Ethnic and Minority Affairs Committee chair, and a majority of EMAC-recommended NSEA members to investigate the potential of having a minority at-large board member elected by active membership (Proposed by Ginger Rogers, Sasha Cervantes, Tracy Hartman-Bradley and Susan Loney, Omaha).




NBI 9: Board Structure and Vote

NSEA will create an ad hoc Committee to examine board structures that would allow all delegates to Delegate Assembly to vote for all general officers of the association. The Committee shall include representatives of all NSEA membership categories. A recommendation for a structure to allow all delegates to vote for all general officers of the association, as well as any changes in Bylaws that would be needed to implement any proposed change, shall be presented to the 2015 Delegate Assembly for consideration and action (Proposed by Roger Rea, NSEA-Retired, Omaha).

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ACCT 858-01	Managerial Accounting Systems	ENG 803-01	Descriptive Linguistics	TE 804	Curriculum Development in
ART 800P-01	Drawing	ENG 851P-01	Literature of Puritanism & Early	TE 805P	Multicultural Education (2 sections)
ART 826-01	Non-Western Art History		American Nationalism		Overview of Assistive Technology
ART 850A-D-01	Painting (1, 2, 3, 4 cr. hrs.)	FORL 810-01	Second Language Acquisition		(2 sections)
ART 855-01	Art Education in American Culture	FORL 870P-01	TESOL	TE 807P-01	Multiple Intelligences:
ART 856-01	Visual Culture & Studio Practice	FORL 872P-01	Foreign Language Pedagogy		Theories into Practice
ART 860-01	Seminar in Art Criticism & Philosophy	FSID 850P-01	The Aging Adult	TE 808P-01	Human Relations
ART 873-01	Modern Art History	FSID 886P-01	Families in Crisis	TE 809P-01	Curriculum Implementation
BIOL 820	Introduction to Graduate Study	HIST 848-01	ST: Sports History	TE 815P-01	The Effective Teacher: Enhancing
	(2 sections)	HIST 848-02	ST: Popular Music		Classroom Instruction
BIOL 830P-01	ST: Bioethics of HeLa Cells	HIST 848	ST: Civil Rights (2 sections)	TE 825-01	English Language Learners (ELL):
BIOL 830P-02	ST: Advanced Plant Taxonomy	HIST 848-05	ST: Reconstruction		Culture, Civil Rights, and Advocacy
BIOL 830P-03	ST: Immunology	HIST 848-06	ST: National Parks	TE 832-01	Professional Skills & Knowledge II
BIOL 830P-04	ST: Evolutionary Perspectives in Medicine	HIST 849-01	ST: Vikings	TE 845-01	Contemporary Theory & Practice
BIOL 830P-05	ST: Avian Life History	HIST 849-02	ST: World War II in Asia		in Reading
BIOL 830P-06	ST: Zoonotic & Neglected Tropical Diseases	HIST 849	ST: Holocaust (2 sections)	TE 848-01	Assessment & Remediation in
BIOL 831A-01	Biological Research:	HIST 849-04	ST: Medieval Europe		Elementary School Mathematics
	Hypothesis & Justification	HIST 849-06	ST: Soviet Stalinism	TE 850-01	Elementary School Curriculum
BIOL 831B-01	Biological Research: Methodology	HIST 894-01	Intro to Thesis	TE 853A-01	Improvement of Instruction in Early
BIOL 831C-01	Biological Research: Annotated Bibliography	MATH 871-01	Topics in Math-Modern Algebra		Childhood Education
BIOL 831D-01	Biological Research: Data Collection	MATH 871-02	Topics in Math - Difference Equations	TE 853C-01	Improvement of Instruction in
BIOL 831E-01	Biological Research: Statistical Analysis	MATH 871-03	Topics in Math - Mathematical		Elementary School Language Arts
BIOL 831F-01	Biological Research: Manuscript		Knowledge for Teachers	TE 853F-01	Improving Mathematics Instruction
BIOL 845-01	Forensic Biology	MIS 802-01	Management Information		for Grades PK-2
BIOL 856P-01	Regional Field Study		Systems Seminar	TE 854-01	Reading in the Content Areas
BIOL 857-01	Human Histology	MKT 830P-01	International Marketing	TE 868-01	Copyright, Fair Use, and Ethics
BIOL 858-01	Physiology of Stress	MUS 800-01	Foundations of Music Education	TE 869-01	Introduction to School Library Program
BIOL 863	Biological Perspectives (2 sections)	MUS 801-01	Music Analysis	TE 870-01	Developing Web-Based Portfolios
BIOL 869-01	Conservation of Birds & Mammals	MUS 809P-01	Vocal Pedagogy	TE 872-01	Organization of School Library &
BIOL 870-01	Insect Biology	MUS 897-01	Graduate Capstone Project		Technology Resources
BIOL 881	Current Issues in Biology (4 sections)	PE 825P-01	Legal Aspects of Sport & Recreation	TE 873-01	Reference Services & Resources
CHEM 810-01	Environmental Chemistry	PE 841P-01	Elementary Physical Education Methods	TE 876-01	Integration of Curriculum, Technology
	for High School Teachers	PE 800-01	Philosophy of PE, Sports,		and Media Resources
CHEM 855-01	Biochemistry for High School Teachers		Recreation & Leisure	TE 886P	Technology Tools for Teachers (4 sections)
CSIS 834P-01	Information Technology Teaching Methods	PE 861-01	Physiology of Exercise	TE 888-01	Multimedia Production
CSIS 894P-01	Directed Research in Computer	PE 877-01	Motor Learning	TE 897-01	Seminar in Education
	Science & Information Systems	PSY 862P-01	Adult Development & Aging	TE 899P-01	ST: Intervention Strategies for Individuals
CSP 800-01	Advanced Educational Psychology	SFED 310-01	Driving Task Analysis		with Behavioral/Emotional Disabilities
CSP 809P-01	Medical & Psychosocial	SFED 430-01	Developing Driver Education	TE 899P-02	ST: Technology Applications for
	Aspects of Addictions		Classroom Skills		Diverse Learners
EDAD 831-01	Social Foundations of Education	SFED 431-01	Developing Driver Education	TE 899P-03	ST: Co-Teaching & Collaborative Services
EDAD 832-01	Current Issues in Education		Vehicle Skills (Lecture)	TE 899P-04	ST: Improving Mathematics Instruction
EDAD 851-01	Human Resource Management	SFED 431-02	Developing Driver Education		in Grades 6-8
EDAD 853-01	School Business Management		Vehicle Skills (Lab)	TE 899P-05	ST: Learning & Teaching Together
EDAD 854-01	Introduction to Educational Administration	SFED 850P-01	Driver Performance Measurement	TE 899P-06	ST: Teacher Leadership
EDAD 869-01	The Principalship	SPAN 815-01	Seminar in Contemporary Spanish	TESE 821P-01	Nature & Needs of Exceptionalities
EDAD 895-01	School Improvement		Thought-The Art of Crime: Representa-	TESE 837P-01	Medical Aspects of Individuals
EDAD 899P-01	ST: Introduction to Educational		tions of Violence in Latin America		with Disabilities
	Administration Research	SPCH 845P-01	Diffusion of Innovations	TESE 862-01	Formal & Informal Assessment in
EDAD 958-01	Educational Facility Plan	TE 800	Educational Research (3 sections)	TESE 879P-01	Special Education
		TE 803	Philosophy of Education (3 sections)		Developing Social & Personal Skills in
					Individuals with Disabilities

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Millennial input: NSEA is conducting a series of focus group sessions with members of the Millennial Generation who work in the teaching profession. Among those interviewed in the Omaha area recently were these 14 educators. Seated, left to right, are: Stef Larsen, Millard; Brenna Barna and Dene Oglesby, Ralston; and Maureen Stanton, Gretna. Standing from left: Emily Bartlett, Papillion-LaVista; Jasmine Blecha, Ralston; Sam Moser and Sarah Meraz, Westside; Tanner Schutt, Elkhorn; Amber Wawrzynkiewicz, Papillion-LaVista; Tyler Barna, Ralston; Madeline McDonald, Omaha; Andy Isaacson, Papillion-La-Vista; and Christina Fox, Omaha.

BRIDGE THAT GAP!

Boomers, Gen Xers Take Note: The Bright, Optimistic, Team-Oriented Millennial Generation has Arrived.

The Expert's Advice: Mentor, Engage Them, or Get Out of the Way

*'Cause, baby, you're a firework
Come on, show 'em what you're worth*
— "Firework," Katy Perry, 2010

"In America, each generation is a new people."
— Alex deTocqueville, Historian, Author, 1805-1859

A new generation has entered America's workforce.

Born after 1980, more than 72 million strong, the Millennial Generation is the largest, the most watched, and the most wanted generation in American history.

Millennials are teaching in classrooms across Nebraska – and they are ready to lead.

A flood of Millennials is surging into NSEA membership and leadership positions – though not quite at the rate of their predecessors from the Silent, Baby Boom and Gen X generations. That is a concern on two fronts. First, 1.6 million teachers will retire in

the next 10 years. Second, 46 percent of new teachers – Millennials – leave the profession within five years.

Those statistics do not bode well for students, the profession, for public schools or for the NSEA.

The teaching profession needs to attract and retain good, young teachers. Likewise, NSEA requires youthful talent to remain vital and effective in its advocacy for the profession. With that in mind, Jeff Kallay, CEO and co-founder of Atlanta-based Render Experiences, was asked to share his knowledge of generational differences with the NSEA Board of Directors and the nearly 300 educators at NSEA's Delegate Assembly.

Four Generations Together

Millennials have joined the Silent Generation, Baby Boomers and Gen Xers in the workforce, marking the first time in American history that four generations have been at work at the same time, said Kallay.

Fifteen generations have known America as a country, and each slots into a cycle with four distinct generational personalities: idealists, reactives, civics and adaptives. Boomers are ideal-

ists: optimistic, independent and quite self-reliant.

“Boomers rode in that back-of-the-car windshield thing,” said Kallay. “They drank out of the hose. They got on a bike with no helmet and left the house for days.”

Gen Xers, said Kallay, are reactive. They deal with angst caused in part by the failure of every major social institution during their formative years: big business, government (Watergate), and an era of movies that demonized kids: “The Omen,” “The Exorcist,” “Rosemary’s Baby.”

They also watched as their parents’ marriages dissolved. They reacted in an opposite fashion.

“Families matter to Gen Xers,” he said. “If Gen Xers do divorce, Dad buys a house next door.”

Neither Boomers nor Gen Xers, however, resemble team-oriented civics that are Millennials. Kallay said the difference between Gen Xers and Millennials is clear in two music videos: “Smells Like Teen Spirit” by Nirvana, circa 1991, and “We’re All in This Together” from the 2006 Disney movie “High School Musical.”

Both videos feature a pep rally, but with immense lyric and visual differences. Nirvana’s pep rally represents Gen X angst and bitterness, while High School Musical reveals much about Millennials. Find them on YouTube and compare.

‘Team Oriented’

The lyrics from “We’re All in This Together” reinforce that while Millennials want to work as teams, “everyone is special in their own way,” said Kallay.

Singer Katy Perry’s hit song “Firework” further establishes the unique perspective that Millennials are special. It boasts 437 million views on YouTube.

Boom, boom, boom

Even brighter than the moon, moon, moon

It’s always been inside of you, you, you

And now it’s time to let it through-ough-ough.

Where Boomers and Gen Xers are hard-core individualists, Millennials did not drink out of the hose. Instead, they are team oriented. They have been cherished, celebrated and protected. They all earned trophies or ribbons.

Teaming Up Against Evil

Don’t sell Millennials short, said Kallay.

Perry’s “Firework” video “totally grabs the Millennial Generation, where they all come together.”

Disney’s “We’re All in This Together” celebrates the Millennial theme of teamwork.

“If you put them in groups, they will blow you away with what they can do,” he said.

Further, he said, Millennials need to be asked to join the Association. Kallay’s firm recently asked thousands of incoming college freshmen why they chose to attend their college. “They said ‘the college asked us.’”

When working with Millennials, Kallay said it is important to “play to their strengths. They are really bright kids.” He also said:

■ You cannot isolate Millennials; they were raised on teams. “The Avengers” is the biggest hit among all Marvel superhero movies because the superheroes teamed up to fight evil. Likewise, Harry Potter had a team.

■ Millennials don’t want to be *against* something. They want to be *for* something.

■ Millennials believe they have paid their dues. They have studied hard, passed tests, done service work, studied overseas.

■ They are best friends with their parents. Parents go on college tours with them. Some parents go on job interviews with them. More and more colleges and universities have a “vice president for parent relations.”

■ Millennials have very savvy filters. They want and will invest in brands they can trust.

■ They love mentoring.

■ They are in tune with the “browning of America,” said Kallay. “Millennials were raised in, embrace and love diversity.”

■ They do not want to be talked at; they like to be talked with. They value face-to-face.

■ They love service opportunities.

■ They are driven. Millennial women “kick a**,” he said, thanks to Disney. “Up to the point of 1989’s ‘The Little Mermaid’ every Disney princess wanted to be rescued. Ariel did the rescuing, and every Disney princess since has been strong.”

Power to Transform

Finally, said Kallay, when working with or recruiting Millennials to the Association, it is not about where the Association has been or what the Association has done. It’s about what lies ahead.

“It’s about where they’re going, what you are going to do for them,” he said. “If you don’t take the lead and look ahead, they will team up and go around you.”

The reward will be great, if they are asked to join.

“If you connect with Millennials, they will transform your Association and they will transform public education in Nebraska.”



At Delegate Assembly: These Millennials were on hand to conduct Association business at Delegate Assembly in Kearney in April. Clockwise from top left are Paula Limbach, Lincoln; Kwin Kunkle, Omaha; Conrad Butler and Ben Welsch, Hastings.

Where they are Members

Some of NSEA’s local associations do a superb job of recruiting members of the Millennial Generation into Association membership

In fact, 49 mostly smaller locals have recruited 100 percent of potential members among those born after 1980.

Elsewhere, the Fremont Education Association must be lauded. The FEA has signed 92 percent of the 111 educators in that district considered to belong to the Millennial Generation!

These 49 locals can claim 100 percent of Millennials as members:

Allen
Arnold
Arthur County
Axtell
Bridgeport
Callaway
Cedar Rapids
Cody-Kilgore
Creek Valley
Deshler
East Butler
Elba
Elmwood-
Murdock
Emerson-Hubbard
Ewing
Falls City
Fullerton
Giltner
Greeley-Wolbach
Harvard
Hyannis
Keya Paha
Leigh
Louisville
Loup County
Lynch
Maxwell
McPherson Co.
Minatare
Newcastle
Newman Grove
Grand Island NW
Palmer
Pawnee City
Perkins County
Potter-Dix
Sandhills
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EDUC 601	Study Design and Data Collection	June 6 – August 1, 2014	3
EDUC 605	Cognition and Learning	September 6 – October 3, 2014	3
EDUC 553	Using the Internet	October 4 – October 31, 2014	3
EDUC 540	The Master Teacher	November 1 - November 28, 2014	3
EDUC 600	Sociology of Education	January 10 - February 6, 2015	3
SPED 500	Inclusionary Practices	February 7 - March 6, 2015	3
EDUC 552	Introduction to Multimedia Authoring (or elective or Graduate Transfer Credit)	March 7 - April 14, 2015	3
EDUC 621	Curriculum Development	June 8 - July 31, 2015	3
EDUC 602	Statistical Methods and Data Analysis	June 8 - July 31, 2015	3
EDUC 569	Teachers as Collaborative Leaders (or elective or Graduate Transfer Credit)	September 5 - October 2, 2015	3
EDUC 623	Assessment of Instruction (8 week capstone)	October 3 - November 27, 2015	3

*First course is free if the cohort meets the enrollment requirement of 30 students.



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Course	Title	Term Completed	Credit Hours
EDUC 505	Diversity Issues in Education	June 9 – August 1	3
EDUC 510	Current Issues in Education	June 9 – August 1	3
EDUC 512	Technology and Mediated Instruction	June 9 – August 1	3
EDUC 533	Classroom Management and Leadership	June 9 – August 1	3
EDUC 542	Supervision of Student Teachers	June 9 – August 1	3
EDUC 553	Using the Internet	June 9 – August 1	3
EDUC 601	Study Design and Data Collection	June 9 – August 1	3
EDUC 602	Statistical Methods and Data Analysis	June 9 – August 1	3
INS 500	Diversity Issues in Education (3 weeks)	June 9 - June 27	1
SPED 574	Special Education Law and Practices	June 9 – August 1	3

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- Special Education, MS Concentration in Behavior Disorders
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Legislature 2014: NSEA Goals Met

Charters Defeated, Suicide Prevention Training Coming

NSEA's legislative goals this year included maintenance of state and local funding; protection of the teacher retirement plan and collective bargaining; and promotion of programs that benefit students and teachers at all levels.

On nearly every count, NSEA's work – and the impressive work of NSEA members who took time to write, call or visit with state senators – paid off. Here is a look at how education fared in the 2014 Nebraska Legislature.

State, Local Funding

State Aid: The NSEA-supported LB725 modified the state aid formula and offers a net increase in aid of \$32.9 million for fiscal year 2014-15, with the total surpassing \$932 million.

Education Innovation: LB967 puts an extra \$200,000 in lottery dollars in the forgivable loans program. The program will now provide \$1.2 million for such loans in both 2014-15 and 2015-16 (see details, page 2).

State Aid Allowances: LB967 eliminates \$50 million in instructional time and teacher education allowances in state aid. NSEA opposed elimination, but is working with the Education Committee to find appropriate replacements.

Retirement Plan

Credit Years: NSEA supported LB1042, which amends statutes for the School Employees Retirement System and the Omaha School Employees Retirement System (OSERS) and will change the number years of creditable service a school employee must have from 5 to 10 years in order to purchase service credit years.

Collective Bargaining

Charter Schools: NSEA opposed LB972, which has died. It would have created independent public schools as political subdivisions operating under a compact granted by the State Board.

Promote, Protect Education

Priority Schools: NSEA supported LB438, which passed. It requires the

state board to designate three priority schools based upon school and district performance scores, beginning with data from 2014-15. By Aug. 1, 2016, the state board will approve progress plans for the three schools selected.

Allied School Systems: NSEA opposed LB682, which failed. LB682 mandated that any school district with fewer than 650 K-12 students for at least two consecutive years to form an allied system with at least three other like-sized districts so the minimum number of students in the system is 1,300.

Security, Suicide Prevention: With NSEA support, LB923 passed. It will establish a school security director within the Department of Education. The director will collect safety plans from each school district, recommend minimum standards for school security, assess school building security, and identify security deficiencies. LB923 also requires school personnel, including nurses, teachers, counselors, psychologists, administrators and others, to receive at least one hour of suicide awareness and prevention training each year beginning in 2015-16.

Strategic Planning: LB1103, sup-


ported by NSEA and passed by senators, requires the Legislature's Education Committee to conduct a strategic planning process, including public hearings, to create a statewide vision for education. NSEA has begun work to have the voices of educators heard. The committee must report out before Dec. 31.

Abolish the State Board: NSEA opposed LR421CA, which failed. It would have asked voters to amend the constitution to eliminate provisions for the State Board of Education, the State Department of Education, and the Commissioner of Education.

Other Issues

Guns in Schools: NSEA opposed LB879, which would have created a new concealed handgun permit category and allowed holders to carry concealed handguns in school. LB879 failed.

Income Tax: NSEA supported LB987, which passed. It offers indexing of income brackets for inflation. It reduces the federal adjusted gross income (AGI) by the amount received as Social Security benefits, which are included in federal AGI for Nebraska income taxes.



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Three Earn NSEA-R Stipends

Scholarships Benefit Student Teachers

NSEA-Retired has again honored three members of the Student Education Association of Nebraska (SEAN) with \$1,000 scholarships.

The stipends were presented by NSEA-Retired Vice President Tom Black at the SEAN Delegate Assembly. Honored were Raeanna Carbaugh, Peru State; Brenna Wragge, the University of Nebraska-Omaha, and Hannah Schroeder, Doane College.

Applicants were required to write essays explaining why they chose the teaching profession, identifying a teacher who was central to that decision, and explaining their financial need. A third essay was required asking students to describe their involvement in their SEAN chapter activities and any leadership roles. Students were also required to have recommendation letters on their behalf from their chapter adviser, a chapter teacher, and an instructor.

NSEA-Retired Board of Directors member Walta Sue Dodd of Omaha created a rubric in order to evaluate the applications more objectively.

— *Rena Kelly, Editor*
renaerkelly@gmail.com



Admiring Eyes: NSEA-Retired members Barbara Lund Irvin, Omaha, and Janet Rose, Hastings, admire the work of scrapbooker Chris Hehner during a breakout session at the NSEA-Retired Spring Conference.

Spring Confab Features Willa Cather Tales, More!

It pays to be flexible.

When illness forced the keynote speaker for the NSEA-Retired Spring Conference to bow out, the Willa Cather Foundation's Tracy Tucker stepped up and delivered a memorable update to more than 70 members at the conference in Kearney.

Tucker updated members on the Foundation's work, the status of Cather's home and museum and publications by and about Cather.

Members enjoyed sessions on the use of iPads and iPhones; scrapbooking, retirement communities, Blue Cross and Blue Shield insurance options, Tai Chi and the Zumba Gold exercise program.

NEA Member Benefits rep David Glenn also presented an informative piece on avoiding scams.



Prizes, too! NSEA-Retired member Carolyn Simmons won a \$25 gift card from NEA Member Benefits Representative David Glenn.

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A Question of Value

When I graduated from high school, my friend and I opened an antique store. We didn't know very much about business and we naturally made many mistakes. One of the mistakes I made was trying to convince customers that the objects they were interested in were worth the price. The more I tried to convince them, the less inclined they were to buy.

When I later studied economics in graduate school, I learned two important concepts. First, at its foundation, economics is the study of how people make decisions. One of their most important decisions is what they buy and how much they are willing to pay. Decisions are based on value and price. Economists tell us that value is not the same thing as price. My second learning was that value to the buyers cannot be equal to the price if buyers are expected to buy. People generally buy when they believe the value of what they buy is greater than the price they pay.

Defining Value

The mistake I made in my first attempt at business is that I tried to explain cost to potential buyers. They knew the price — what I needed to focus on was value. When people pay for something, whether services, goods, investments, or taxes, their first question is not one of price — it is a question of value.

Taxpayers are asked to make major investments in our public school systems...to “buy” our schools for each community. Citizens need to know the value of what they are buying with their tax dollars. Any public institution or agency that cannot...or does not...clearly demonstrate or articulate its public value will probably lose its public support.

So, how do we define value? Value is the benefit that people get from services or products that they buy. It is subjective. The value for the taxpayer is not how schools define public education as a benefit; it is how the taxpayer defines it. What value do they receive

from good public schools?

Why should anyone care about explaining the value of public education? Look at those states that have lost their public support for paying the cost of their schools. It can happen overnight, unless we begin to intentionally and routinely articulate the value of public education to our friends and neighbors. The failure to have value conversations with parents, the community, or the general public is one of the primary reasons for the loss of support in some communities.

An Easy Task

We know that our communities value good education. The question is how well do we help our neighbors understand the value that our local schools create? It is important to remember the economic principle: value must be greater than price... or there are no buyers.

I believe in the public school system and the value it brings to every community. But I also remember the lesson of my first attempt at business. When I failed to demonstrate that value was greater than the asking price, customers didn't buy. It was that simple.

It should be an easy task. Parents, grandparents, business owners — the general public —

want the young people of their community to be prepared for college, for good jobs, and for productive lives as responsible adults. That is exactly the mission of the public school system. If you believe in that mission, don't count on the automatic support of a community that is not invited to join in the celebration of its schools' success. The conversation begins with the explanation of the benefits and value public schools bring. Are you having those conversations? This is not a job only for principals or superintendents or teachers, these conversations are the responsibility of everyone who wants the continued support...the payment...for our public school system. It's simple economics. It's a question of value.



Price and Value? It's apples and oranges. NSEA Executive Director Craig R. Christiansen considers the difference between price and value.

A PRIMARY PRIMER

The Candidates: You Decide

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Thank – or blame – an elected official for those decisions. And pat yourself on the back if you helped to elect a pro-education candidate.

These pages include the list of candidates for office that have been recommended by NSEA. In each case, the candidates completed education-



specific questionnaires and were then interviewed face-to-face by local, bi-partisan teams of NSEA members. Those teams then selected the candidate that best exemplified a pro-public education stance. The recommended candidates are presented here to allow you to read remarks from the recommendation committees, and then make your decision.

Recommendations are pending in Legislative Districts 3, 22, 38 and 40. There was no recommendation in District 48.

To find your Legislative District, go to: legislature.gov/about/leg_map

NEBRASKA LEGISLATURE

Legislative Dist. 2: Ron Nolte

Where: Cass County, southwest Sarpy County.

Nolte has years of experience as a Cass County Commissioner and a Murray City Councilman. Nolte supports early childhood education programs and increasing state aid to schools. He believes in the ideal of every child having access to a quality public education.

Legislative Dist. 4: Steve Howard

Where: Omaha, bounded roughly by Maple and Pacific streets, 132nd and 180th streets.

Howard is a strong supporter of public education and understands how actions taken by the Legislature affect teachers and students. He is committed to providing funding for public schools in order to ensure quality education. He has a strong legal background in collective bargaining, the Commission of Industrial Relations, and due process.

Leg. Dist. 6: Justin Spooner, John Stalnaker

Where: Omaha, bounded roughly by 72nd, 132nd, Pacific and Maple and Blondo streets to the north.

Spooner has an extensive background in public policy and has worked with both Republican and Democratic U.S. Senators. A life-long district resident, he is enthusiastic about serving his constituents.

Stalnaker is knowledgeable on policy issues and is eager to see education issues from a teacher's perspective. He is seeking office in order to be a voice for others, and is excited to meet voters.

Legislative Dist. 8: Sen. Burke Harr

Where: East central Omaha, bounded by 41st on the east, Pratt St. to the north and 83rd St. to the west.

Sen. Harr has proven to be an advocate for public education and has introduced and supported several bills of importance to educators and has worked to defeat proposals harmful to education.

Legislative Dist. 10: Sen. Bob Krist

Where: Northwest Omaha and north central Douglas County, including Bennington.

Sen. Krist is a proven advocate for children and education in the

Legislature and has been supportive of legislation benefitting education, including adequate funding for public schools. We are confident that Sen. Krist will continue to serve the interests of public education.

Legislative Dist. 12: Merv Riepe, Greg Hosch

Where: Omaha, bounded roughly by Sarpy Co. to the south; 72nd St.; UP Railroad and Q St. north; and 156th.

Hosch believes strong public education forms the backbone of our society. He supports funding early childhood education, and knows that school funding helps teachers and students alike. He supports collective bargaining as a way to ensure fair treatment of teachers.

A former hospital administrator, Riepe has experience working with budgetary and public policy issues. He values public education and believes that school funding should be more predictable than it is now, and that education must be a top priority in the state budget.

Legislative Dist. 16: Sen. Lydia Brasch

Where: Burt, Cuming, Washington counties.

Sen. Brasch is experienced and understands the legislative process quite well. The interview team also noted that she is quite willing to listen to and visit with constituents.

Legislative Dist. 18: Mike Tesar

Where: West Central Omaha, bounded roughly by I-680 on the east, Highway 64 to the south Military Road/Ida St. on the north and 168th to the west.

Tesar values his community and is eager to serve his district. He supports public education and believes teachers should be involved in the decision-making process. He understands the importance of collective bargaining and due process rights for public school employees and supports the defined benefit retirement plan for teachers.

Legislative Dist. 20: Matt Lathrop

Where: South central Omaha, bounded by Pacific St., 144th, 72nd Q St. and the Union Pacific line.

Lathrop understands issues facing teachers and students. He has a strong background in labor relations, and recognizes the importance of collective bargaining and due process rights. He

believes education must be a top priority for the state.

Legislative Dist. 24: Mark Kolterman

Where: Seward, York, Polk counties

After two terms on the Seward School Board, Kolterman is well-versed in education issues. He supports collective bargaining, due process and retirement, and has experience in all those areas.

Legislative Dist. 26: Larry Weixelman

Where: Northeast Lincoln, bounded by 112th St., O St., the Murdock trail and N. 35th, 44th and 48th.

Weixelman is eager to engage his constituents. He understands the diverse issues facing educators, and supports public education. He knows that charter schools are not the way to improve public education, and supports state funding to create great public schools.

Legislative Dist. 28: Patty Pansing Brooks

Where: Lincoln, bounded by O St. to the north, S. 14th, S. 70th and Calvert, South Sts. and Normal Blvd.

Through her work on LPS bond issues, Pansing Brooks has proven that she is committed to public education. She has developed strong connections with school and community leaders and knows that these connections are important to building a strong coalition to support school funding now and into the future.

Legislative Dist. 30: Roy Baker

Where: Gage County, southeast Lancaster Co., including Hickman, Firth and Bennett, and southwest Lincoln.

As a former school superintendent, Baker understands the diverse issues teachers face in the classroom. He also knows that strong school funding can have a positive impact on education. He is a friend to both students and teachers, and supports collective bargaining rights.

Legislative Dist. 32: Phil Hardenburger

Where: Saline, Fillmore, Thayer and Jefferson counties, southwest Lancaster County.

Hardenburger has devoted a great deal of time researching issues. He is a supporter of public education and will continue to support the interests of teachers and students in the legislature. He supports due process rights and the retirement plan for teachers.

Legislative Dist. 34: Curt Friesen

Where: Nance, Merrick, Hamilton counties, and part of Grand Island and Hall County.

A fifth-generation Henderson-area farmer, Friesen has served on a Natural Resources Board and the Nebraska Corn Board. He places high value on good education and is articulate and fair-minded.

Legislative Dist. 36: Luis Sotelo, Matt Williams

Where: Custer and Dawson counties, northern Buffalo County.

Both candidates favor public education and educators, and both are articulate and knowledgeable on education issues.

Sotelo believes teachers have a voice through collective bargaining, and believes in investing in public schools to keep them strong.

Williams believes the CIR is working, believes funding for education is inadequate, and favors local control of schools.

Legislative Dist. 42: Roric Paulman

Where: Lincoln County, including North Platte.

When completing the NSEA questionnaire, Paulman took time to research questions and fully understand the many issues facing teachers today. He supports collective bargaining and due process rights.

Legislative Dist. 44: Dennis Berry

Where: Perkins, Chase, Hayes, Frontier, Gosper, Dundy, Hitchcock, Red Willow Furnas and Harlan counties.

Berry is a lifelong educator who knows the realities facing teachers. He supports collective bargaining and due process rights. A five-term mayor of McCook and former school principal, he has a strong background in education and politics. He identifies with NSEA members, and is willing to listen and learn from his constituents.

Legislative Dist. 46: Adam Morfeld

Where: North central Lincoln, bounded by I-80, N. 84th St., and mostly along the N. 2th St. corridor.

The founder and director of Nebraskans for Civic Reform, Morfeld has developed working relationships with many senators. His interests align with those of the education community, and believes the opinions that matter most are those of classroom teachers. He is articulate, organized and knowledgeable, and will serve education well.

STATE BOARD OF EDUCATION

District 5: Pat Timm

Where: Southeast Nebraska from David City and Clay Center east and south, except for a portion of Lancaster Co.

Timm is a 10-year member and a past president of the state board and a former kindergarten and art teacher who spent nearly 20 years on the Beatrice Board of Education. She is a strong advocate for early childhood education and has been supportive of NSEA positions.

District 6: Maureen Nickels

Where: The counties of Boyd, Holt, Garfield, Wheeler, Antelope, Boone, Greeley, Valley, Nance, Sherman, Howard, Merrick, Polk, York, Hamilton, Hall, Buffalo, Kearney, Adams, Franklin and Webster.

A longtime educator at Grand Island, Nickels is well-versed on education and the needs for quality public school instruction. Nickels is a strong believer in quality early childhood education, in local control and in adequate funding for public schools.

District 7: Molly O'Holleran

Where: 38 counties west of a north-south line through Kearney, but not including Buffalo County.

Seeking her second term, O'Holleran is a former English teacher at Westside Community Schools and also taught at Mid-Plains Community College in North Platte. She is a former president of the North Platte Board of Education and has served on the Nebraska Council on Teacher Education.

District 8: Bob Meyers

Where: A swath of central Omaha and most of rural Douglas County including Valley, Waterloo and Bennington.

A former longtime educator in the Grand Island Public Schools, and a retired administrator from Ralston and Raymond Central, Meyers brings a unique view to the State Board. He wholeheartedly supports public education, is articulate and thoughtful and takes a "What's the problem?" and "Let's solve it!" approach.

NEBRASKA GOVERNOR

On a cold and blustery March day, candidates for Nebraska governor converged on O'Neill to participate in that city's annual St. Patrick's Day parade. Also in O'Neill were 15 NSEA members — your colleagues — from across the state. The bi-partisan committee of educators, which represented all ages and all teaching disciplines, spent 10 hours in a hotel meeting room as six of the candidates participated in another

Your Colleagues Recommend. You Decide.

Nebraska's teacher salaries are more than \$8,000 below the national average. As governor, what would you do to improve teacher compensation in order to attract and retain qualified teaching and administrative staff?

Do you believe Nebraska needs a charter school law? Would you support charter school legislation that preserves employment rights laws, including due process, salary and benefit negotiations, and inclusion in the retirement system?

Do you support public funds to provide vouchers or tax credits to parents who choose to send their children to private schools?

Do you support the concept of the Commission on Industrial Relations or do you wish to change this process.

Should the state create an Education Trust Fund with a dedicated revenue source?

Research says that for every \$1 invested in early childhood education there is a \$7 savings in future societal costs. Would you support funding to ensure every child can participate in a quality, early childhood ed program with certified teachers?



36 years at Center for Rural Affairs, including 17 as executive director. Three terms as University of Nebraska Regent.

Chuck Hassebrook Democrat

I support strengthening the student loan forgiveness program for new teachers and teachers furthering their education. I also support increases in state aid to improve teacher salaries and enhance the ability of Nebraska schools to retain and attract talented teachers.

I oppose charters because they drain funds from public schools and overall have not been demonstrated to improve educational attainment. Further, they tend to cherry pick students leaving public schools with a greater concentration of the most disadvantaged students.

No.

I support the CIR. Without it, I fear that teacher pay would fall lower in Nebraska and make it harder to attract the top talent we need in teaching.

Yes, a portion of the state's "Rainy Day Fund" in times of surplus should be dedicated to an Education Trust Fund to protect education in times of falling tax receipts.

Ensuring that Nebraska kids are prepared to learn when they start kindergarten should be one of our state's highest priorities. I strongly support an investment by the state in quality early childhood education programs that employ certified teachers.



Three terms as Nebraska Attorney General, and two terms as a state senator.

Jon Bruning Republican

Clearly, the quality of our schools is impacted directly by the quality of the teachers we are able to attract and retain, and there is no question we have work to do on this issue.

I would be open to any new idea or innovation that improves educational opportunities and outcomes for our students, including a discussion on charter schools. Yes, I believe any charter schools should adhere to state laws.

I am open to the concept of financial support for private school choices, but I do not support doing so at the expense of our public schools.

The CIR has been part of Nebraska's labor process for nearly 70 years, and I respect the rights of public employees to resolve disputes through the CIR.

We must explore all legislative possibilities to responsibly provide needed revenue to education.

With no clear and specific funding source at the state level, these programs must be funded locally or privately until a realistic funding source can be identified statewide.



30 years in small business, 10 years as college professor, experience in ag and water issues. Two term state senator.

Tom Carlson Republican

Make a thorough study to compare salaries and cost of living with comparable states. Our quality of life is good and cost of living is competitive.

Undecided.

No. Parents make a voluntary decision to send their children to a private school.

Support. It is an improvement over the former policy.

No. Unnecessary with present system of funding.

We, as a state, must be able to afford it, balance our budget, and not raise taxes. Maybe it is possible to make some cuts in other areas of K-12 education to fund early childhood education with certified teachers throughout the system.

parade: a review in front of those NSEA members seeking recommendation for election to the state's highest office.

The interviews came after members of the NSEA team had earlier received and read the extensive written questionnaires completed by candidates. Following the interviews, the NSEA team discussed the interviews and voted to recommend election of Nebraska Attorney General Jon Bruning in the Republican Primary, and former University of Nebraska Regent Chuck Hassebrook in the Democratic Primary.

These recommendations are based on candidate responses to questions and issues dealing with education.



Two term senator; in second term, state auditor. Ex-director of financial analysis for Nat. Assn. of Regulatory Utility Commissioners.

**Mike Foley
Republican**



President, director of the Platte Institute for Economic Research. Former CEO, Ameritrade.

**Pete Ricketts
Republican**



Lawyer, retired managing partner for Deloitte Tax.

**Bryan Slone
Republican**



In his second term in the Nebraska Legislature, also a small business owner.

**Beau McCoy
Republican**

I am of the belief that administrative salaries are out of balance with the salaries of frontline teachers. We would do well to recall that education budgets should place a priority on classrooms — not board rooms and administrative salaries.

I would consider alternative structures for payment of teachers. We may need to consider adjusting salary levels particularly for areas of most need, such as math and science.

I will be a proponent of merit-based rewards to great teachers and administrators who demonstrate excellence and innovation in providing better educational outcomes at the same or lesser costs.

Did not respond to requests, including a certified letter, to participate in the NSEA recommendation process.

I am not fundamentally opposed to Charter schools but know little about them and need to study the concept further.

Yes.
I believe a charter school law is appropriate. I believe charter schools should be allowed to operate upon mutually agreed on contracts.

Don't need charter schools in Nebraska unless the public school fails. Maybe in Omaha.

Generally, I would support any proposed law that is consistent with existing law...This question is highly dependent on details of such a proposal.

A voucher program is not likely to fit within available resources. Tax credits suffer from the same constraint but are a possibility perhaps for low income persons. Needs further study.

The state's goal should be to help students get a quality education and if that can best be accomplished with vouchers, especially for low-income students, then we should make that option available.

Generally no. I reserve the right to review the need for vouchers if public school districts fail to provide the baseline educational opportunities required.

The CIR was reformed a few years ago, and I would like to see whether these reforms have resulted in what was promised by all sides.

My administration would comprehensively examine the current function and effectiveness of the CIR before determining whether action to adjust or reform was necessary.

No recommended changes at this time.

I do believe stable funding to education is important for budgeting/planning purposes. I would be open to learning more about this idea.

This is an interesting idea that I would like to research further, seeking the input of NSEA and other education policy experts.

As with the Highway Trust, a set-aside trust fund with a dedicated revenue source does not guarantee adequate levels of funding.

I am open to this idea, however I think it is important that such funding happen outside state aid funding. If early childhood education funding would somehow detract from state aid funding, I would oppose the efforts.

Yes. Provided that it is consistent with local control and other budget priorities are considered in the process.

At this point, I don't believe there is the funding to support such an expansion, nor have I concluded that a government sponsored program is the appropriate mechanism to deliver such.





Mailed By: The Nebraska State Education Association
605 S. 14th St., Lincoln, NE 68508-2742

NSEA Recommended Candidates



GOVERNOR OF NEBRASKA



**JON
BRUNING**

**CHUCK
HASSEBROOK**



NEBRASKA LEGISLATURE

DIST.	CANDIDATE	DIST.	CANDIDATE	DIST.	CANDIDATE
02	Ron Nolte	16	Sen. Lydia Brasch	34	Curt Friesen
03	Pending	18	Mike Tesar	36	Matt Williams, Luis Sotelo
04	Steve Howard	20	Matt Lathrop	38	Pending
06	Justin Spooner & John Stalnaker	22	Pending	40	Pending
08	Sen. Burke Harr	24	Mark Kolterman	42	Roric Paulman
10	Sen. Bob Krist	26	Larry Weixelman	44	Dennis Berry
12	Marv Riepe & Greg Hosch	28	Patty Pansing Brooks	46	Adam Morfeld
		30	Roy Baker	48	No Recommendation
		32	Phil Hardenburger		

STATE BOARD OF EDUCATION

DISTRICT 5	DISTRICT 6	DISTRICT 7	DISTRICT 8
Pat Timm	Maureen Nickels	Molly O'Holleran	Bob Meyers