

# IEA/NEA

## Issues, Advocacy, and Action

Long term solutions,  
not band-aid fixes

“Unions are one of the last remaining checks on corporate power, so it’s no surprise that corporate backed extreme special interests are attempting to effectively end unions as we know them.”

-Sarita Gupta, Jobs with Justice

# Illinois Educational Unionism: Giving Teachers a Voice

(From IEANEA.org “Mission and History):

In December 1853 a group of educators convened a meeting in the town of Bloomington to discuss the educational needs of the state. As a result, the Illinois State Teachers’ Association, later renamed Illinois Education Association, was formed. The ISTA, comprised of school administrators, classroom teachers, and friends of education, met annually to discuss issues affecting schools, exchange pedagogical views, and determine ways to further the cause of education in the state.

With the new century came technological advances, increased urbanization, and a rapidly expanding population creating many challenges for the state’s public schools. Added to this were expanded employment opportunities outside the teaching profession. Attracting and keeping good people in the profession became a priority. Through its annual deliberations, recommendations to the legislature, and in the pages of the *Illinois Teacher*, the ISTA worked to address these concerns.

The Association sought a minimum salary law for teachers, supported equalized state aid to schools, and encouraged the passage of tenure legislation. Some of the achievements during the first half of the century include: improvements in teacher certification, the school year extended to 8 months, establishment of kindergartens and vocational education schools, enactment of a teacher pension system, and support for school district consolidation.

In 1936 the ISTA changed its name to the current Illinois Education Association, and during this period a teacher tenure law was secured (1941), and a minimum salary law was enacted (1945). In the 1960’s teachers comprised the majority of the membership, but leadership came largely from the ranks of the school administrators. A growing number of classroom teachers, frustrated by their lack of input in classroom matters and seeking improvements in salary and benefits, began asserting themselves in the organization.

After a 1970 constitutional convention, classroom teachers assumed control of the IEA. Administrators gradually left the membership ranks, unified dues with the National Education Association were established, and the UniServ system with field offices was adopted. Additional staff were hired to help negotiate contracts with school boards, and in 1971, the Illinois Political Action Committee for Education was created giving public school employees a stronger voice in the political arena. The signing of the Collective Bargaining Bill in 1983, the culmination of a 15-year lobbying effort, stands out among the many legislative achievements of this new era.

Today the IEA has more than 130,000 members. Twenty-two regional offices serve members throughout the state. We continue a long tradition of advocacy on behalf of the state’s public school employees while supporting innovations that will improve our ability to educate children.

# Issues in Education #1: Teacher Accountability/Overtesting

**Description:** American math, reading, and science scores rank low internationally. Despite continuing calls for educational reform since the 1980's (A Nation at Risk, America 2000, No Child Left Behind, Race to the Top) our ranking has not substantially changed. This low ranking may potentially impact our nation's economic superiority.

**Oppositional Viewpoint:** Student achievement is poor because students and teachers are not held accountable to higher standards. If teachers were held more accountable (via high-stakes testing, performance-based pay, peer competition, and even termination for low test scores) then teachers would work harder and our test scores would improve.

**Our Viewpoint:** Most reports concerning international rankings leave out some very crucial information. For example, most nations test only their college-bound students, while the U.S. tests all students. Furthermore, U.S. test scores have remained relatively stable in an environment that is absolutely preclusive to lower scores: greater poverty among children, triple the rate of children living in single parent households, higher crime rates, more teenage pregnancies, and increased gang activity among students over the last 40 years (Tyack and Cuban, 1995, p. 35).

Teachers and teacher unions are absolutely in favor of high standards and always have been. The Common Core standards are very similar to the state and local standards that preceded them. The real change over the past 15 years is the increased demand for standardized testing

as a means to compare students, teachers, schools, and nations, and punish those who fail to make adequate progress (i.e., No Child Left Behind).

But teachers cannot control the "raw materials" with which they work, and basing high stakes decisions on conditions to which teachers have little control is inherently unfair. Teachers have little control over the home-life, health, social influences, or parental support of their students. Most reformers are not interested in providing the comprehensive support needed to address these issues. Firing teachers (and administrators) is far less expensive than providing the resources desperately needed among our nation's most vulnerable communities.



Many see standardized testing as a means to scientifically measure teacher effectiveness. But increased testing leads to narrowing the curriculum and promotes teacher competition, not collaboration (Eisner, 2002, p. 22). Many excellent teachers have been forced to forego dynamic, experiential learning activities in favor of "teaching to the test." Many teachers report losing as much as 20% of their instructional time compared to only five years ago because of in-

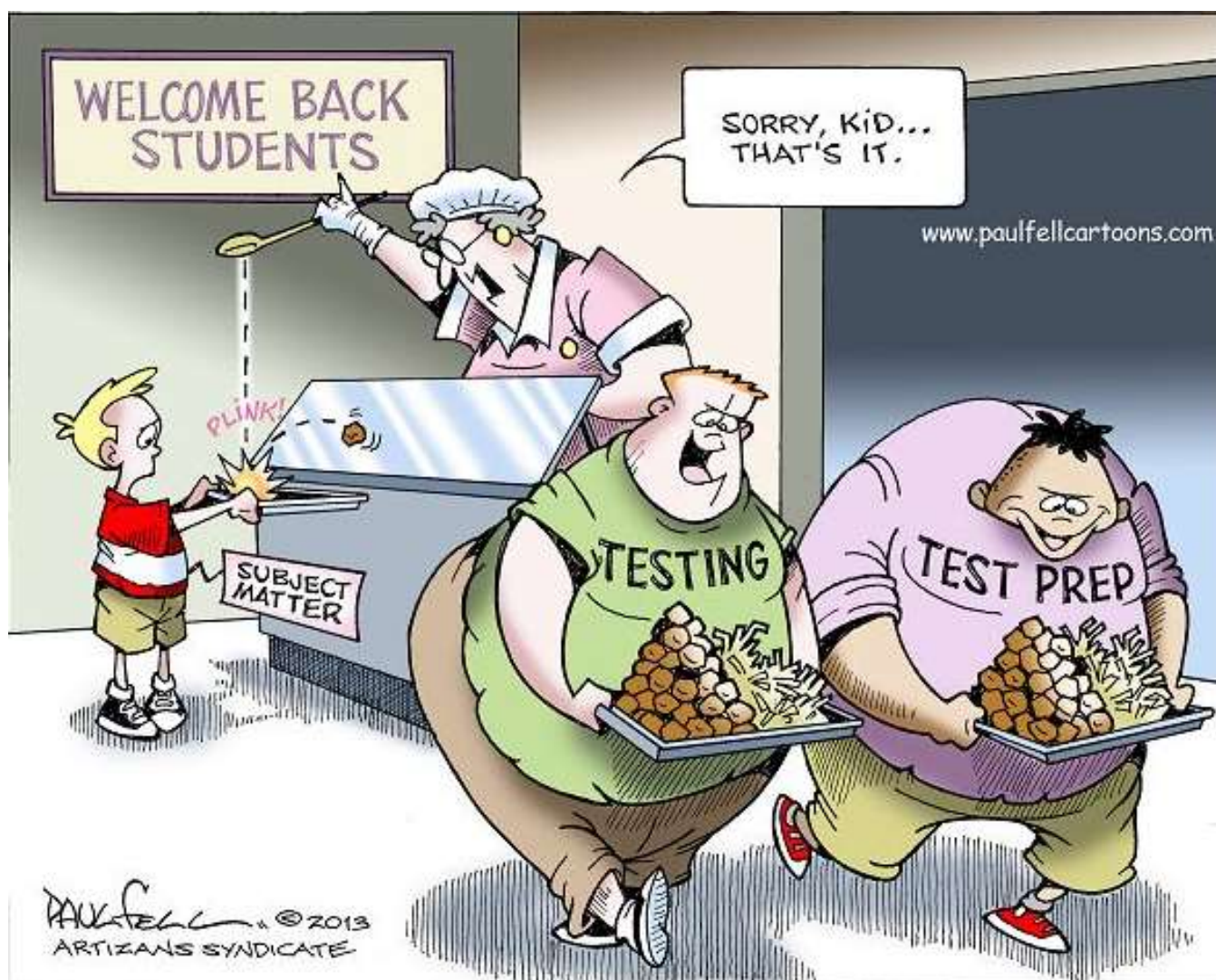
creased time required for testing and test preparation.

Plus, many standardized tests contain biases, design flaws, inconsistencies, or are simply misused or misreported (Ravitch, 2010). And no standardized test measures some of the most important attributes of successful teaching, such as nurturing a student's passion for learning, developing the ability to collaborate, or promoting creativity, empathy, critical thinking, and problem solving skills. Standardized tests reflect only a fraction of the qualities expected of teachers by their evaluators and the community in which they serve.

Most school districts already have an excellent teacher evaluation system in place that does

not rely on test data. The system used in District 203 (the Danielson framework) has been researched and vetted, and provides a holistic panorama of effective teaching. State law (Senate Bill 7) has mandated that a portion of student growth measures will be considered in all teachers' evaluations beginning in 2016. The system will attempt to account for extreme variances in student aptitudes using mostly District- and teacher-developed tests and assessment formulas. NUEA is working with the District in evaluating and maintaining that system (the PE-RA Joint Committee).

Lastly, Berliner (1992) notes that U.S. scores on the National Assessment for Educational Progress (NAEP), one of the most widely used benchmarks for education efficacy, have ranked



low since the test was first implemented in the 1960's. However, during that same time period, the United States has consistently produced the world's leading economy. This finding questions the validity of using the NAEP results to predict economic viability when no correlation remotely exists.

As a result, teacher's livelihoods should not depend on the results of standardized tests. Standardized tests are statistical collection methods used for the purposes of comparing various groups using limited and often misleading information. Purposeful evaluation methods are used by teachers every day, and take the form of formative and summative assessments that are embedded into a rich, experiential curriculum.

#### **Further Resources:**

Berliner, D. (1992). *Educational reform in an era of disinformation*. Paper presented at the meetings of the American Association of Colleges of Teacher Education, San Antonio, Texas.

Eisner, E. (2002). *The educational imagination*. Upper Saddle River, New Jersey: Prentice Hall.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Richardson, M. (2022). *Rebuilding Public Confidence in Educational Assessment*. London, UK: UCL Press.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia*. Cambridge, MA: Harvard University Press.

## Issues in Education #2: Illinois Taxes

**Description:** Many Illinois corporations pay little to no state taxes, increasing the burden of funding essential state services to middle-income residents. Illinois' constitution currently requires a flat income tax. But when all state revenue is taken into consideration (sales tax, property tax, utility tax, service fees, license fees, etc.), lower income earners pay a much greater percentage of their income to the state. Higher income earners also **invest** a greater proportion of their income, thereby avoiding many state taxes while withdrawing money from circulation. This presents an unfair tax burden on middle income earners and stagnates consumer spending.

**Oppositional Viewpoint:** Our state already collects too much tax revenue—Illinois needs to cut services to live within its means. Also, the state's wealthiest earners are likely to be employers, and they will hire more workers if allowed to keep more of their income. Lastly, "punishing" the wealthy by taxing them more discourages economic investment within our state.

**Our Viewpoint:** Illinois does not live beyond its means. According to the Center for Tax and Budget Accountability we enjoy the 5<sup>th</sup> highest GDP among all states (IDCEO, 2024), yet we rank 14<sup>th</sup> in education spending (US Census Bureau, 2024). The CTBA (2024) has outlined four critical state funding categories and their net reductions over the past 14 years:

Pre-K – 12 Education: -9.1%  
Higher Education: -34.8%  
Services: -28.6%  
Safety (fire/police): -27.4%



These are real reductions in state spending, despite an inflation rate of 27.4% during that same time period. Illinois simply cannot cut any more. Our problem is a revenue problem, not a spending problem.

The state's wealthiest companies often claim to reinvest their income by hiring new employees, but records show that many do not. In fact, one independent study (Klinger & McFate, 2013) showed no correlation between tax credits and job creation. To address this issue, the state created EDGE Tax Credits to incentivize those companies that hire at least 25 new employees and invest in capital improvements. EDGE Tax Credits allow private companies to keep their employees' state income tax withholdings. According to a 2012 EDGE Annual Report, 82 companies have earned over \$628M in tax credits through the EDGE program (Pollet, 2013).

Unfortunately, this tax credit is paid directly from employee state income tax withholdings. And this program is the only tax incentive program that holds corporations somewhat accountable for job creation or capital expenditures. Other tax credits, grants, and infrastructure assistance programs have no stipulations, and cost the state over \$669M in 2022 alone,

according to the Illinois Tax Expenditure Report of 2024 (ITER, 2024). For example, the Chicago Mercantile Exchange reported over \$950M in profits in 2010, but was allowed to keep the \$93M it owed in state taxes without stipulation (Martire, 2012). These are programs that are inconsistent, arbitrary, and hurt Illinois.

Lastly, Illinois is an incredibly desirable place to start or expand a business. In 2024, CNBC ranked Illinois in the top 6 states for education, capital, infrastructure, technology, and cost of living. But, according to the Illinois Department of Revenue's 2024 annual report, **over 66% of Illinois corporations pay no tax whatsoever.** Research by *Good Jobs First (GJF)* shows that Illinois' most profitable corporations, including Boeing, Sears, Google/Motorola Mobility, and Navistar International use gimmicks (like the Single Sales Factor and tax credit subsidies) to claim no profits, and then pay no federal or state taxes (GJF, 2024).

This leaves the burden of funding our essential state services to small businesses and middle class residents. *A Better Illinois* has been work-

ing with the IEA to lead the fight to simply ask all businesses and individuals to pay their share. The best way to achieve this goal without completely eliminating all business incentive programs (like EDGE Tax Credits) is to move the state to a progressive tax structure. Economists are increasingly finding that empowering the middle class is the best way to strengthen the economy (Hanauer, 2014), and reducing the tax burden of the middle class while asking corporations to pay their fair share does exactly that.

#### **VIBRANT BUSINESS CLIMATE 2024**

- Low Corporate Income Tax Rate Illinois - 5.25%
- Low Personal Income Tax - 4.95%
- Low Commercial Energy Rates - Among the 5 lowest cost states
- Tax-Free Personal Property
- The Illinois Department of Commerce and Economic Opportunity offers free and confidential services for companies looking to grow, expand, or locate in Illinois. For assistance, please reference our statewide and regional [contact information](#).

#### **GLOBAL HEADQUARTERS HUB**

- 37 Fortune 500 & 14 Global 500 Companies
- 241 Companies on Inc. 5000 List
- 29 S&P 500 Companies
- 5,600+ Foreign-Owned Company Site Locations

### Further Resources/Citations:

Center for Tax and Budget Accountability. (2024). <https://www.ctbaonline.org>

CNBC. (2024). <https://www.cnn.com/2024/07/11/top-states-for-business-illinois.html>

Good Jobs First. (2024). [www.goodjobsfirst.org/states/illinois](http://www.goodjobsfirst.org/states/illinois)

Hanauer, N. (July/August 2014). The pitchforks are coming... for us plutocrats. *Politico Magazine*. Retrieved from: [http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7lzb\\_k8BL](http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7lzb_k8BL)

Illinois Department of Commerce and Economic Opportunity (IDCEO). (2024). <http://dceo.illinois.gov/>

Illinois Tax and Expenditure Report of 2022. (2024). <https://illinoiscomptroller.gov/financial-reports-data/find-a-report/tax-expenditure-report>

Topinka, J.B. (2013). Illinois Tax Expenditure Report. Retrieved from: [www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013](http://www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013)

Klinger, S. & McFate, K. (2013). The corporate tax rate debate: Lower taxes on corporate profits not linked to job creation. Center for Effective Government. Retrieved from: <http://www.foreffectivegov.org/files/budget/corp-tax-rate-debate.pdf>

Martire, R. (2012). The case for fundamental tax reform in Illinois: Why we need a graduated state income tax. Center for Tax and Budget Accountability. Retrieved from: <http://ctbaonline.org/reports/case-fundamental-tax-reform-illinois-why-we-need-graduated-state-income-tax>

Pollet, A. (2013). 2012 EDGE Tax Credit Report. Retrieved from: <http://www.illinois.gov/dceo/AboutDCEO/ReportsRequiredByStatute/2012EDGEAnnualReport.pdf>



## Issues in Education #3: The Privatization of Education

**Description:** Public school funds are increasingly being diverted towards charter schools, which are publicly funded but privately managed. Charter schools circumvent the local community's school board by making curricular and administrative decisions in private (with private interests in mind). Most charter schools and private schools are non-unionized, most are not held to the same testing requirements as public schools, and most are owned by for-profit parent companies without any public scrutiny.

Former Secretary of Education Betsy DeVos has vociferously fought in favor of school choice for 30 years. "School choice" allows parents to divert money from public schools to private, for-

profit charter, and religious schools at the taxpayer's expense without taxpayer oversight. DeVos maintained that these schools would have the right to deny student access to marginalized populations if the state allowed it.

**Oppositional Viewpoint:** Parents have the right to choose a school based on the free market. When they go grocery shopping, they go to the store offering the highest quality and the best value. This same business model may be applied to public schools. When charter schools compete with other public schools, the competition drives up the quality and drives down the cost. Students also may attend the school that best suits their mindset, culture, demographic, or social/economic status.



**Our Viewpoint:** Education is a fundamental human right. All governments have an obligation to provide funding and resources to schools for the benefit of the community, and public dollars require oversight by a publicly-elected school board.

There is little doubt that public school funding is fundamentally unfair. By basing school budgets primarily on property taxes, Illinois has ensured that the wealthiest communities will continue to have the most educational resources. Regardless, every community still has an obligation to educate its children to the best of its ability so they may participate in the democratic process as informed citizens and so they may lead enriched and fulfilling lives that positively contribute to the community and the economy.

When parents elect to send their children to charter schools (and some private schools) the public school district is required by law to pay their average yearly pupil expenditures to the charter. In Naperville's case, that amounts to over \$10,000 per student. That money is not refunded or pro-rated if the student returns to the public school mid-year. Surprisingly, even though charters are funded with taxpayer money, taxpayers have no say in the school's curriculum or policies. Educational decisions primarily benefit shareholders, not students.

Charter schools strip resources from the public schools in order to provide an alternative educational experience for a select few students. In the meantime, the remaining public school students have less funds for infrastructure, teachers, and supplies. Plus, in an effort to turn a profit, many charters hire inexpensive and inexperienced teachers, diminish non-tested curriculum (arts, PE, etc.), and fail to support students with special needs. We believe school should be about the students, not about profits.

#### **Further Resources:**

Fitzpatrick, C. (2023). *The Death of Public School: How Conservatives Won the War over Education in America*. New York, NY: Basic Books.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Sanders, R., Stovall, D., & White, T. (2018). *Twenty-First Century Jim Crow Schools: The Impact of Charters on Public Education*. New York, NY: Beacon Press.

## Issues in Education #4: The Tenure Myth

**Description:** Many education reformers cite teacher tenure as a reason for low student achievement. They say that tenure laws, which vary by state and which provide job protections for teachers who have seniority, keep unfit teachers in classrooms because they make it extremely difficult to fire teachers who cannot properly do their jobs.

**Oppositional Viewpoint:** Why should teachers have the right to a “job for life?” Those in the private sector don’t have this luxury. These laws keep bad teachers in schools, and bad teachers are responsible for low student achievement. The recent decision in *Vergara v. California* (2014) supports this claim.

**Our Viewpoint:** Tenure is *not* a “job for life.” Often confused with the definition of tenure in higher education, pre-K-12 tenure simply means “continued contractual service,” which is earned after a probationary period. Illinois Labor Relations Board laws provide tenured teachers with, among other protections, the right to due process; that is, tenured teachers cannot be fired without being provided a reason for their dismissal and an opportunity to defend themselves. This right is not provided to untenured teachers. Furthermore, teachers are not automatically granted tenure after two or three years of teaching; tenure is granted by school administrators based upon teacher performance in a strict and rigorous evaluation process. No one wants an ineffective teacher to be granted tenure.

Tenure helps protect teachers and certified staff members from management abuses observed in public schools (see Jean Anyon’s *Ghetto Schooling*, 1997). Abuses included firing experienced teachers simply because they made more than the median salary or firing teachers because they reported low grades for

politically connected students. Prior to tenure, men often were paid more than women for doing the same job, and principals frequently hired friends and family over better qualified teacher applicants. Tenure helped to ensure that teachers were not fired for these political or sexist reasons, instead necessitating that teacher firings be based on empirical evidence through a formalized evaluation system.

Tenure also helps support teacher innovation and creativity. John Jacobsen, Social Science Chair at Shorewood High School, WI, maintains a blog at Medium.com, in which he wrote the following comment after Wisconsin abolished tenure in 2011:

Here’s the path good teachers take. They work hard to get tenure because tenure ensures academic freedom. Once they have this academic freedom (underwritten by tenure) they work hard because they have it. They teach on the aforementioned ‘edge,’ where all engaging educational practice belongs. This translates into the teacher being able to take lesson planning risks in order to reach frequently disengaged students. The state of Wisconsin has, all at once, chosen to eliminate the very safety net which allows for this educationally engaging risk taking. [...] The state of Wisconsin has, all at once, lost track of the very reason why its public schools are regarded so highly in the United States of America. Tenure is what provides the underpinning for teaching innovation and creativity. It’s a direct result of collective bargaining and has been developed over the course of decades. (2011)

The 2011 *Vergara* decision incorrectly identifies poor teachers as the sole cause of poor test scores. The decision ignores poor economic and

social environments, unequal school funding formulas, poor administrative record keeping, and a lack of educational resources in blighted communities. Education historian Diane Ravitch notes that the *Vergara* decision falsely implies that “low test scores are caused by bad teachers. Get rid of the bad teachers, replace them with average teachers, and all students will get high test scores. You might call it the judicial version of No Child Left Behind—that is, pull the right policy levels—say, testing and accountability—and every single child in America will be proficient by 2014.”

Ultimately, when tenure is challenged, all teachers and students are harmed. If experienced, effective, and—often—more costly teachers can be fired without due process, and if inexperienced, often less costly teachers can be hired in their stead, more and more students end up being taught by less experienced teachers. Further, those inexperienced teachers lack the resource of more experienced colleagues with whom they might collaborate and hone their craft. Additionally, when teachers are blamed for low student test scores, the real causes of these low scores—poverty, lack of resources, large class size, and so on—are ignored. Teacher termination must be based on their performance evaluation, not on the indefensible whim of their administrator.

#### Further Resources:

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York, New York: Teacher’s College.

Jacobsen, J. (2011). Tenure free Wisconsin. Web log. Retrieved from [http://open.salon.com/blog/john\\_d\\_jacobson/2011/08/01/tenure\\_free\\_wisconsin](http://open.salon.com/blog/john_d_jacobson/2011/08/01/tenure_free_wisconsin)

Ravitch, D. “What was the Evidence in the *Vergara* Case? Who Wins? Who Loses?” *Diane Ravitch’s Blog: A Site to Discuss Better Education for All*. N.p., 11 June 2014. Web. 13 July 2014.

Welner, Kevin. “A Silver Lining in the *Vergara* Decision?” *Washington Post*. 11 June 2014. Web. 13 July 2014

## Issues in Education #5: Should Public Unions Collectively Bargain?

**Description:** Some people claim that public unions should not be able to collectively bargain because they are bargaining against the interests of the taxpayers.

**Their Viewpoint:** Public unions demand inflated salaries and luxurious working conditions, which artificially raise the cost of doing public and private business. These unions also use their power to influence lawmakers, who pass bills favorable to public unions, and pass budgets unfavorable to businesses. They are the reason our state is broke, and they are the reason businesses continue to leave our state.

**Our Viewpoint:** Public unions know that maintaining high quality standards and competitive compensation packages attract the best candidates toward the teaching profession.

But public unions are failing. Under-graduate teacher prep programs have been steadily declining--down from 7% to 5% since 2010 (Summer 2015 NEA Today, p. 22). Compensation packages are well below the average package of private sector workers with similar educational levels. Recent teacher strikes in West Virginia, Oklahoma, Kentucky, Arizona, and Kansas have revealed systematic underfunding of public schools.

Clearly, unions are not negotiating extravagant contracts. Furthermore, contracts are mutually agreed upon by School Boards, who represent the taxpayers. This is a balanced system of accountability.

States that have recently eliminated collective bargaining are facing massive teacher shortages. Kansas had to waive all certification requirements to teach in its 6 largest districts, and Wisconsin nearly passed a law that would have

eliminated all requirements to teach, including a high school diploma.

Collective bargaining helps maintain a high quality workforce by incentivizing talented individuals to enter the profession. It provides for due process, for safe working conditions, and for reasonable compensation. The number of strikes actually declined when collective bargaining was introduced in Illinois in 1975.

And the influence of NEA lobbyists is actually quite small. IEA makes up less than 2% of total campaign contributions in Illinois, according to ChicagoBusiness.com.

Public unions are not the reason Illinois is broke. Unequal and unfair taxation is.

***Remember this simple axiom: If it is a conflict of interest for public sector employees to bargain collectively, then it is an equal conflict of interest for government entities to grant tax waivers to private businesses.***

Yet the public pressure for ceasing government tax credits and incentives to private businesses is relatively low. One cannot argue the public sector employees are responsible for our state's fiscal challenges while ignoring millions of dollars in tax giveaways to our state's wealthiest corporations.

To put it another way...if teachers are not allowed to negotiate a fair wage because they bargain against the interests of the taxpayers, then the same argument should prevent state and local governments from failing to collect valuable tax revenue from every WalMart store in the state (which is currently the case).

Government entities formulate budgets based on a balance between anticipated revenue and expenditures. Included in these budgets are long-term forecasts of population trends. Pension payment plans and annual budgets rely heavily on these forecasts.

**Yet, according to the Illinois Department of Revenue, 66% of Illinois corporations pay NO income taxes to the state.** This is due to a wide variety of incentives, waivers, deferments, and other tax programs that have wiped away a significant source of Illinois' revenue.

By waiving the tax liabilities for 66% of Illinois corporations, Illinois has destroyed the base of revenue that makes the short- and long-term budget formulas work.

This is a critical reason why Illinois is struggling with its budget obligations. It is not because teachers' pensions or compensation packages are extravagant. Tier I teachers' pensions are slightly higher than Social Security, and below

the national average for public sector pension benefits. Tier II pensions are worse than Social Security. Rather, Illinois fails to collect taxes in proportion to its population.

***Until all businesses pay their share of taxes, there will always be a need for public sector employees to bargain for their portion of the state's diminished income.*** Otherwise, unchecked, corporations will only serve the needs of their shareholders, while ignoring the infrastructural, educational, and medical needs of the community, all funded by taxes.

Look no further than the Mitsubishi plant in Bloomington, Illinois, to find a corporation that lived its entire life on Illinois tax waivers and was offered generous new subsidies in 2014, yet still moved their plant to Thailand in 2015. This is not a facility invested in the needs of the greater public which sustained it for many years.



## When Should You Contact Your Building Representative?

Our aim is to preserve our collectively-bargained contract. If you have any questions about the contract, please contact your building rep or check our web site.

### **Contact your building rep if...**

- If you feel that someone or some group is not following the terms of the contract.
- If you feel that building or district leadership is not adequately addressing a concern addressed to them.
- If you have an idea that could improve working conditions for staff or learning conditions of students.
- If you would like to volunteer to be a representative at an IEA or NEA function, including the Representative Assemblies.
- If you would like to assist NUEA leadership with a project or initiative.
- If you would like to run for an NUEA office or become a building rep.
- If you would like to attend an IEA or NEA sponsored professional development activity.
- If you would like to volunteer for political action.

**Our contract may be downloaded from NUEA Connect ([nuea203.org/login.php](http://nuea203.org/login.php)).**

## Becoming an Informed NUEA Member

**Please follow** us on X @NUEA203.



**Please follow** us on Facebook at [facebook.com/nuea203](https://facebook.com/nuea203)



**Visit** [nuea203.org](https://nuea203.org) often. Go here to find your contract, news, updates, and tidbits about NUEA. Make sure you set-up your personal account so that you may enter the “Member Only” section.

**Download** the *My IEA* app from the Apple Store or from Google Play.

**Please attend** your school’s or department’s (at high schools) monthly 10 minute meeting.

**Please vote** during NUEA, IEA, and NEA elections.

**Please vote** during your community’s primary and general elections. Download candidate information and fact sheets on pending legislative bills from [www.ieanea.org/legislative/ipace](https://www.ieanea.org/legislative/ipace)



## Final Steps: Becoming an Informed NUEA Member

**Please sign-in to [NUEA203.org](http://NUEA203.org)** and click “NUEA Connect” at the top of the page.

- Click “Register Now” and create your account.
- Please provide your *non-school* e-mail address and choose a password at the prompt.
- You will be sent important announcements and newsletters outlining how NUEA is currently working on your behalf.

**Please complete and return** today’s NUEA survey. Surveys returned by August 1 will be entered into a drawing to win a \$50 gift card! Everyone who returns their survey will also receive a gift from the NUEA. After you get your gift, please enjoy your lunch, courtesy of the members of NUEA!

