



The Advocate

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THE PRESIDENT'S COLUMN

Thomas J. Gosnell
President, AFT Massachusetts

A Threat to Public Education, Collective Bargaining, and to Local School Systems

The Joint Committee on Education has reported out a bill which, if passed, would have a negative impact on public education, collective bargaining, and local school systems. The bill establishes so-called Innovation Partnership Zones (IPZs). In 2017 the American Federation of Teachers Massachusetts, the Massachusetts Teachers Association, and the Massachusetts AFL-CIO jointly testified before the Committee and urged them to reject it. Although it modified the bill, many nefarious items remain in the bill.

All three organizations are still working to defeat the bill. We are making progress, but we must remain vigilant and must continue to urge legislators to say no.

What the legislature needs to do is provide the resources which teachers need so that they can give students what they need. Underfunding of the schools is a major problem.

Following is a summary of the bill:

- The bill is based on the “Springfield Empowerment Zone” (SEZ) model—the only such Zone in Massachusetts to date—but the SEZ is still in its infancy and has yet to produce notable results for students.

- IPZs would severely erode democratic, local control of schools. Zones would likely be initiated under the threat of a full state takeover or receivership. Once initiated, the state commissioner of education appoints the Board of Directors for each Zone; furthermore, a majority of Board members cannot be “elected, appointed or employed by any municipal entity of the community in which the IPZ is located.” This means that a state - appointed board would replace a community’s democratically elected school committee and would have “full managerial and operational control” of the Zone’s schools.

- IPZs would severely erode teachers’ rights and voice in decision-making and severely undermine collective bargaining. The bill constructs a “bargaining” process in Zone schools that ultimately allows the state commissioner of education to impose unilateral changes to teachers’ compensation and working conditions. Teachers know their students best; when their voices are weakened, students suffer.

- IPZs are subject to a cumbersome and unnecessary bureaucratic process. The bill adds layer upon layer of new, confusing bureaucratic procedures to school decision-making—all in the name of creating “flexibilities” and “autonomies” that school districts can and do already pursue.

- IPZs open the door to the privatization of schools. In 2016 by a vote of 62% to 38% Massachusetts residents voted against charter school expansion. Yet, by granting full operational control to an unelected Board of Directors, the IPZ bill would enable the outsourcing of Zone-controlled schools to private charter school operators and related education management organizations.

- IPZs divert attention away from what struggling, high-poverty schools really need: full funding. The bipartisan Foundation Budget Review Commission concluded in 2015 that schools serving large numbers of economically disadvantaged students and English language learners are grossly underfunded. The report found that successful high-poverty communities and schools benefit from expanded early childhood education; extended learning time, more social workers, counselors, and wraparound services; increased professional development for teachers; and targeted class-size reductions. We also need more music, art, and recess. These investments all require money. Unfortunately, IPZs offer the false hope that changes to governance structures can be an adequate substitute for a serious investment of resources.



SPEAKING OUT

Students stand in support of stricter gun laws at the State House (see stories on page 6-7)

If you have any questions or comments, email me at tgosnell@aftma.net. ■

In This Issue

2 Unions Unite Against Janus

3 Paraprofessional Conference April 7

Educator Opinion:
A Great Day of Action

4-5 FEATURE FOCUS:
Engaging Entrepreneurs

6 FEATURE FOCUS:
Gun Control

7 On Campus:
Trigger Warnings

From the Stacks:
Leading Librarians

8-9 FEATURE FOCUS:
Arts and Academics

8 Educator Opinion:
The Future of College

10 Team IMPACT Supports
Students Through Sports

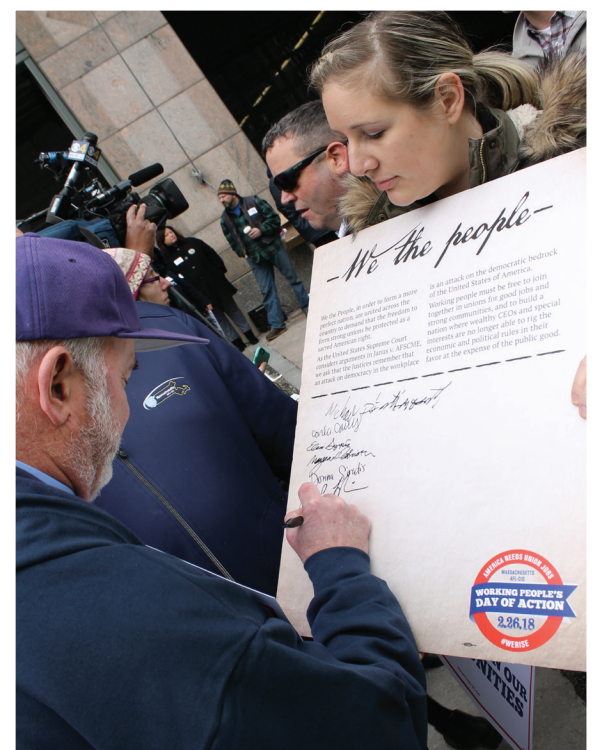
11 Retiree Corner:
Accentuate the Positive

Educator Opinion: Mental
Flexibility

12 Down with Debt!

Benefit Bulletin:
Free College Education

For more news,
check out
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SIGNING UP

AFT MA's Mike Canavan signs a pledge to support unions (see story on page 2)

“When We Fight, We Win!”

Unions unite to rally v. *Janus* and other challenges

On Monday, February 26, as the justices of the Supreme Court gathered to decide on *Janus v. AFSCME*, union workers across the Commonwealth and across the country gathered to speak in favor of their rights and privileges and against this latest effort to damage and destroy unions and the working class.

In Boston, hundreds of representatives of AFT MA, MTA, AFL-CIO, AFSCME, ATU, IAFF, IATSE, IBEW, IUE/CWA, MNA, NAGE, OPEIU, SEIU, and UFCW, as well as local iron workers, machinists, painters, pipe fitters, postal workers and letter carriers, roofers, steel workers, and Teamsters rallied at the home of Engine 10 and Rescue 1 and spilled out along the Rose Kennedy Greenway as passing drivers honked and shouted in support. There were also a number of local and national legislators and leaders in attendance, including gubernatorial candidates and others who hope to lead the Commonwealth into a future in which labor is protected and honored.

Posing *Janus* as “a threat to our right to jobs with dignity,” IAFF District VP and MA AFL-CIO leader Jay Colbert began the program by asserting it to be no more than “a blatant attack on working people,” and “a plan to defund and defang labor.”

In her invocation, SEIU member Rev. Valerie Copeland became the first to cite Dr. Martin Luther King, Jr. and the sanitation workers strike he led 50

years ago.

“We gather today to raise our voices on behalf of working people,” she suggested. Rev. Copeland also cited the Declaration of Independence in mentioning our “inalienable rights,” many of which she related to union-provided privileges.

“The arc of the moral universe is long,” Rev. Copeland reminded, “but it...bends towards justice!”

With this in mind, MA AFL-CIO President Steve Tolman rose to the podium to get the crowd fired up about fighting for justice.

“Brothers and Sisters,” Tolman began, after thanking the crowd and mentioning the many others like it that had gathered in the name of the same cause, “today is about the freedom to stand in union.”

And while many may argue that unionism is in decline, Tolman asserted that the opposite is true.

“We are rising up,” he said, citing the new groups of workers (such as airport workers at Logan) who are constantly trying to unionize. “We won’t back down. Working men and women will stand together because we know we can win!”

Picking up where Tolman left off, MA AFL-CIO Vice President and BTU President Jessica Tang kept the audience engaged and energized by asserting, “we’re here to send a message to the Supreme Court that we are going to stand strong!”

Tang then encouraged union members to sign the Constitution-esque proclamation that was being passed around, in which it was stated that the undersigned were committed to the “inalienable rights” that come with union membership and collective bargaining.

“We need to remind the Justices that a threat to working people is a threat to democracy,” Tang urged.

“We are here to fight,” echoed Tang’s BTU brother (and fellow AFT MA Executive Board member) Johnny McInnis, who recalled growing up and teaching music in North Carolina, where he had to take on a second (and, he was keen to point out, union-protected) job with UPS just to make a living.

“My part-time benefits [from UPS],” he recalled, “were more than my pay as a teacher!”

With that in mind, McInnis reminded the crowd that their brothers and sisters in education do not enter the field for the money, but rather “for the students.”

“Our union helps us provide continuity for teachers and students,” he observed, noting that members of the City on a Hill Charter School have expressed interest in unionizing, despite this being anathema to the charter

model.

After leading a chant that emphatically claimed that, “Boston is a union town,” Tang and McInnis introduced Greater Boston Labor Council leader Richard Rogers, who assured that “no Supreme Court decision will stifle the voices of working people.”

Rogers then introduced a man who was “born with a union card in his pocket,” Boston Mayor Martin J. Walsh, who thanked private sector unions for their support of their brothers and sisters in the public sector and encouraged members to “stand together” for the upcoming mid-term

elections just as they were standing together at this important event.

“Today is not a labor rally,” Mayor Walsh observed. “It is about how we support people’s rights.”

Maintaining that, “public employees move our country forward,” Mayor Walsh echoed Rev. Copeland in quoting Dr. King, who ob-

served that “all labor has dignity” and who also realized that “we either go up together or go down together.”

“He knew the power of workers to change the world,” Mayor Walsh asserted. “As Mayor, I see the work our people do everyday.... Everything we do depends on them!”

With this in mind, the Mayor urged his colleagues and constituents to stop “pulling down public workers” and to instead talk about how to “pull up” all workers.

“We need to talk about ‘We the People,’” he suggested, quoting a famous document upon which America is based.

Noting that he had signed an *amicus* brief regarding *Janus*, the Mayor concluded by echoing Rogers in his claim that, “At the end of the day, it doesn’t matter what the Court says because we can stick together!”

Returning to the podium, Tolman took a moment to thank the AFT MA and MTA for their pioneering collaboration and leadership in the Question 2 battle and suggested that similar collaboration will win the day in this situation as well.

“We’re gonna’ stick to the union,” pledged MTA President Barbara Madelon.

In her speech, Sen. Elizabeth Warren suggested that, while not every working person could be at the rally (as they all had important jobs to do), the rally was on behalf of “all public workers” and involved a “fight for workers’ rights,” among which, she listed the right to be treated with dignity.

“We’re here today because working people are under attack,” Sen. Warren observed, citing *Janus* as just “the latest example.”

“We are here today because we be-

lieve workers do hard, important work and have the right to bargain and we are willing to fight for it,” Sen. Warren said. “We believe unions built America...and unions will rebuild America.”

After Warren stepped down, AFSCME President Lee Saunders got the crowd fired up yet again with his Tolman-esque encouragement and energy.

“Are you fired up?” he asked, getting louder as the crowd did the same. “Are you ready to stand up for freedom...for working families...and for union?”

After the crowd roared in the affirmative, Saunders observed how the labor movement is changing for the better.

“People are fighting for freedom,” he said, noting how many are coming to realize that “we deserve a seat at the table.”

Citing the historic strike in Memphis, Saunders recalled how the unfairly-treated sanitation workers “said they wouldn’t take it anymore” and how Dr. King joined them “because he knew the link between human rights, civil rights, and labor rights.” As he looked forward to the April 4 memorial for Dr. King, Saunders suggested it to be “a commemoration but also a call to action.” In the meantime, he suggested, “the Supreme Court hearing is over, but our fight continues.”

Though he is not from Boston, Saunders was well aware of the importance this city has had in the history of this nation and its working people.

“This is a city that knows a few things about freedom,” he observed. “It is up to us to write a new chapter in the struggle for freedom in this city.... It starts today here in Boston and we are ready!”

Senator Ed Markey took up the torch by continuing Saunders’ theme of Boston as the birthplace of freedom. After recalling his father’s life as a union leader and the love of unions that his father instilled in him, Sen. Markey cited the many pioneering rights and privileges that have been born in the Commonwealth, including universal health care, increased minimum wages, and paid leave protections.

“We are at the heart of this battle,” Sen. Markey observed. “This country owes a great debt of gratitude to the union workers...because you are the heart of this county.”

Touting a belief in “capitalism with a conscience,” Sen. Markey posed the labor movement as “the heartbeat of that conscience.”

With that heartbeat at the core, Sen. Markey urged everyone to keep moving and keep fighting.

“We must stand up and fight,” he suggested. “We will never back down and we are not going to stop until we win.”

Rounding out the event, Rev. Copeland returned to give the “strong” crowd one final encouragement before sending them off to continue to do their important work for each other and for their communities.

“There is no court case, anti-union propaganda, or legislation that can stop us,” she observed, “because when we fight, we win!” ■



TOGETHER IN SOLIDARITY
AFT MA leaders Tom Gosnell and Ed Doherty rally for unions

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Be “Stress Free” April 7

Paras Prepare to Prosper at Annual Conference

While full-time teachers may often be the public face of public education, most of them could not do all they do for our students without the dedicated support of paraprofessionals. That is why, for over 30 years, the BTU and AFT MA have been hosting a special conference just for paraprofessionals.

At this popular annual event, paraprofessionals from across the Commonwealth gather in Boston to share success stories and best practices, to be informed about the many issues that affect them professionally and personally, and to have fun with old friends while making new ones. This year, the event will take place on April 7 at the BTU (180 Mt. Vernon Street, Boston) and will be hosted by veteran paraprofessional and AFT MA Executive Board member Colleen Hart.

“The day will start with a light breakfast and opening remarks from AFT and BTU,” Hart explains, noting that the main topic of discussion will be the pending *Janus* case decision. There will also be sessions on managing student behavior and manag-

ing conflict in the workplace, both of which will be repeated so that all guests can benefit from both and each of which coincides with the theme of the event which Hart maintains is “Stress Free.”

Looking at her own career, Hart recalls years spent engaging and supporting children at a child-care center that, while perhaps not free of stress, were also loaded with productivity and happy memories.

“I loved it,” she says of the opportunity her child-care career gave her to support others while developing herself. “I found it to be one of the most rewarding things I had ever done.”

Hart returned to supporting children during a period when she needed support herself after her husband passed in 2000.

“I suddenly found myself alone with three small children,” she explains. “I needed something that worked with

my children’s schedule. Working in education allowed me to do what I loved and also raise my family.”

As she is able to engage many children on an individual basis and to make an impression on and an impact on the lives of many of them, Hart says that her work as a paraprofessional is satisfying and enriching.

“Being a paraprofessional has allowed me to work with amazing children and educators,” she says. “It has also allowed me to be available for my own children.”

That is why Hart is so excited to have the opportunity to support her talented and hard-working colleagues through this event.

“I had big shoes to fill!,” Hart admits when asked what it has been like taking over such a well-attended and important event from someone as dynamic and dedicated as her predecessor, Josefina Lascano. Fortu-

nately, Hart is keen to point out that, though Lascano is no longer officially in charge of the event, as is true of so many of her paraprofessional colleagues, she is always available for support.

“If I need her assistance,” Hart maintains, “she is only a phone call away!”

When asked what she hopes to offer at the conference, Hart says that she wants to present a “more advanced level” of professional development that is particularly designed for paraprofessionals. In particular, Hart hopes to introduce many of her colleagues to what goes on at a Paraprofessional and School-Related Personnel (PSRP) conference and why participation in them is so important. Most of all, she says, especially at this time of particular challenges to paraprofessionals and all working people, Hart hopes to instill in her fellow paras a “sense of unity that we are all in this together and that we are a team.” ■



POWERFUL PARA
Colleen Hart

Recalling a Great Day of Action

Educator Opinion

By Johnny McInnis

On Monday, February 26, labor unions from across MA stood in solidarity as opening arguments in front of the US Supreme Court began for *Janus vs AFSCME*. The Working People’s Day of Action rally in Boston was held at the Purchase Street Fire Station. Among the labor leaders speaking at the rally were Steve Tolman, President of the Massachusetts AFL-CIO, Jessica Tang, President of the Boston Teachers Union, AFT Local 66, and Barbara Madeloni, President of the Massachusetts Teachers Association, as well as various workers from the public sector who shared their personal stories about why union membership is vital in today’s society, and Lee Sanders, the international President of AFSCME, to name a few. Also speaking were elected leaders, such as Boston Mayor Marty Walsh, Attorney General Maura Healey, Senator Elizabeth

Warren, and Senator Ed Markey.

As BTU’s Political Director, I also spoke at the rally. I talked about what it was like to work in a “Right-to-Work” state when I taught in NC. I talked about my experience working nights for United Parcel Service in order to be a member of the Teamsters Union because the benefits there were better than the benefits for full-time teachers. When I moved to Boston, however, I learned more about the value of working for a union.

What is the significance of the *Janus* case you might ask? The *Janus* threatens public sector unions nationwide. Public employee Mark Janus, who works in IL, is at the center of the case because he does not want his union dues to go toward any political



MAN OF ACTION
Johnny McInnis

activity. Janus believes that bargaining agreements are made with the government, which makes bargaining political, which is what he disagrees with. With the alleged mismanagement of pension funds, Janus suggests this is one of the reasons he wants to opt out of paying his union dues. A similar case was heard in 2016 (*Friedrichs vs California Teachers Association*) with a split decision of 4-4 after the death of Su-

preme Court Justice Antonin Scalia. The fact that these cases are making it as far as the Supreme Court has raised alarms for member engagement everywhere.

The defendants in the case disagree with Janus and see the case as an attack against unions. It is expected that the Supreme Court will make a ruling on this case this spring, so we must be vigilant and work smart in each of our locals to train and show our collective strength and power in our respective unions.

I was so proud to be an integral part of the Day of Action, as I saw union solidarity at its highest point across the state. On that one day, rallies were held in cities and towns like Boston, New Bedford, Springfield, and Lowell; stickers that said, “I’m sticking with my union” and “Unions are what strengthen our communities” were distributed; and, most importantly, members came out to speak their minds in solidarity.

Workers are standing up for themselves and will not let this ruling detract from the relationship union members have with their union. Please stand with me and my colleagues at the Boston Teachers Union and re-commit to your union today! ■

Johnny McInnis is Political Director for BTU.



UNION FOREVER

AFT President Randi Weingarten (right) recently married Rabbi Sharon Kleinbaum. Mazal tov!

SMILE!

AFT MA has approved a dental plan for its members.

Information can be found on our website (www.aftma.net).

Questions can be sent to John Gregorio at john@teacher-retirementsolutions.com.

Do YOU know someone who should be featured in Summa Cum Laude?

Send their information to advocate@aftma.net

Thank you!



FEATURE FOCUS: Engaging Entrepreneurs

Setting the Table

Chelmsford native has blooming business

After years spent toiling away for a national accounting firm, Chelmsford High graduate Heather Allen came home to be closer to her family and further from a dreadful daily commute. After looking around at other opportunities, Allen aligned with Alice's Table (<https://allicestable.com>), a locally-based national network of entrepreneurs that engages and encourages women to take charge of their own lives while adding beauty to the lives of others through flower arranging parties and events.

"AT is all about empowering women to start their own small business," Allen explains, maintaining that it is not a multi-level marketing program. In fact, she says, once she has set up an event and sold tickets, "It's all about having fun, and no pressure!"

Having been featured on Shark Tank, AT has truly bloomed. "When I started with AT, there were about 12 Event Executives," Allen says, using the official title for participants who run their own calendars of events. "Today there are over 100 in states [all] across the U.S."

Even so, Allen is able to keep a close

eye on all of her projects and to learn from her growing list of colleagues and clients.

"I host my events at wine cellars, kitchen stores, kids clothing boutiques," Allen explains, "any place that sees the benefit of getting new faces in their...venue."

Allen has also found success hosting private events, such as bridal showers, birthday parties, and corporate team building seminars.

"I bring the flowers and the know-how," she says, "guests have a good time learning about the flowers...and walk away with their own personally made floral arrangement, all for about the same cost as it would be to purchase one in a quality floral shop!"



ARRANGING A LIFE

Heather Allen (front center) and her fellow flower fans

Looking back at her academic career in Chelmsford, Allen cites the High School as "an environment where I did feel supported and nurtured as young adult finding my way in the world." Allen calls the curriculum "well rounded" and thanks her professors for

preparing her college and for her career path.

"I was able to take courses in the area of business (marketing, accounting, etc.) from great professors who prepared me well," Allen recalls, "but

I was also exposed greatly to liberal arts...and was also able to take art classes."

She thanks her art teachers in particular for fostering the creativity

she has put to use both in changing careers and in finding a career that is so creative.

"I had one teacher who even gifted me an art history book when I completed her class because she said that she knew that I had strong creative capabilities and she enjoyed having me in her class," Allen recalls.

Working with AT, Allen has been able to combine her business sense and artistic proclivities.

"I am running my own business [that] allows me the joy of tapping into those creative capabilities, making it that much more enjoyable!"

By providing a new way to engage in a time-honored practice while learning a new skill and being with friends and colleagues in a comfortable and supportive setting, Allen says that AT has allowed her and many others to be their own bosses while spending more time with the people who matter most to them.

"It works well for someone like me, as a stay-at-home mom," she says, "because most events are nights and weekends when my husband can be at home with the kids. I get to spend my time with them during the day and work when everyone else is going out on the town to have fun, exactly when they'd love to come to one of our events." ■

Helping Heads and Tails

Amesbury educator supports students and strays

Growing up, Amesbury educator and local leader Laurie Williams was surrounded by strong women who used their talents to support others.

"Most of the women in my family were teachers," she recalls, "and I always...wanted to teach."

Unfortunately, as is the case with so many students, Williams' academic career was put on hold by financial challenges.

"I...was struggling financially," Williams recalls of her college experience, "so I began working full time in a warehouse second shift."

Though motherhood added even more demands on Williams' time and finances, having her daughter drove her back to school, as she realized that education would be key to improving her situation and that of her family.

"I went back to school nights to better our lives while working full time as a secretary," Williams explains, noting how her work ethic never faltered despite her many challenges.

After being laid off, Williams followed the path of her family females while delving deeper into her own education.

"I began substitute teaching," she says, "and went back to school full time taking 5-7 classes a semester in order to earn my degree quickly."

In addition to providing her with more money, Williams' says that her teaching career also afforded her more time to be with her daughter. Soon, Williams found enough time to pursue another passion- caring for animals.

As the founder of Safe Tails Animal Rescue (a.k.a., S.T.A.R.), Williams provides for animals in need just as her teaching career and parenting

have allowed and encouraged her to provide for people.

"I became involved in animal rescue...about 10 years ago when I adopted my first Chihuahua," Williams says, noting that she first found out about potential pets being relegated to so-called "kill shelters" (in which unadopted animals are put down) on social media, a tool that she has since



A STUDENT'S BEST FRIEND
Laurie Williams

used to spread the word about the puppies' plights.

"I continued to expand my...networking base," she explains, "as well as pledging money to rescues that saved these dogs. Eventually, I began fostering dogs for various rescues and helping to transport shelter dogs to fosters and adopters."

As she became more involved, Williams began doing even more for the animals, just as she always did all she could for her students and family.

"I started conducting veterinary and personal reference and home checks on potential fosters and adopters for

various recues," she explains, noting that she also adopted many of the dogs herself. It was not until she was facing the possibility of losing one of her closest human friends that Williams officially dedicated herself to saving her animal friends.

"After my mother was diagnosed with stage four cancer, I finally decided that I wanted to pursue my passion and start my own rescue," she recalls, citing the official founding date of her organization (www.safetails.org) as July of 2017, which is when S.T.A.R. became an official Massachusetts non-profit corporation that was granted 501c3 non-profit status just a month later. Since then, Williams has continued to find homes for dogs in MA and across the country and to raise funds to support adoption programs elsewhere as well.

"The dogs are spayed [or] neutered, fully vetted and assessed by the fosters," Williams explains, allaying potential fears of would-be adopters about their suitability and health.

In addition to housing over a dozen dogs herself, Williams says that she has already helped over 30 others be adopted and helped save thousands more through her networking and collaborative support. And just as she was able to find her own path and do what she needed to support herself and her daughter on her own, Williams is proud to say that she is able to run S.T.A.R. primarily single-handedly, even while she continues to teach Spanish and serve as the Foreign Language Honor Society advisor in Amesbury and also as AFT Amesbury's Secretary and an AFT MA Member Organizer.

"I wake up at 5 a.m. so that I can

take care of my pack and respond to emails and messages before getting ready for school," the dedicated dog-lover says. "I arrive at work early and work through my lunch so that I can get as much school work done as possible. After school, I take care of the pack, work out, do housework and make dinner and do union and rescue work before going to bed around 9:30."

While most busy teachers take more time for themselves on weekends, Williams fills her "free" time with meetings with potential adopters, transporting animals, and arranging and executing pet vetting sessions.

"I also use the time collecting pledges to cover expenses, conducting checks on potential fosters and adopters, bookkeeping and paperwork," she says.

In an effort to combine her passions, Williams is currently looking for ways to involve students in her animal rescue work.

"I would like to offer community service to students interested in helping my rescue," she says, noting how Amesbury High School requires 75 hours of community service for graduation. "Many of my students have shared their love of animals with me and asked about my rescue work, so I think that would be a really great way to link my teaching career with my rescue work!" ■

Check out
www.aftma.net

BUILD-ing Upon Student Success

BUILD Boston touts entrepreneurial achievement at gala

While Boston has perhaps more than its share of education-minded organizations, there are a few that stand out for their unique focus and the ways in which they engage and support students and educators. Among these is BUILD Boston (www.buildinboston.org), the local arm of a national organization that has been dedicated to demonstrating student success through entrepreneurship for nearly 20 years.

Though the organization has a long and proud tradition of student support and success, the past two years have seen them engaging in a new and pioneering means of fundraising and engagement.

Last year," Director of Philanthropy Ed Wilson explains, "BUILD Boston made the bold decision to scrap our traditional fundraising gala and shift our focus to launch the BUILDfest Pitch Challenge, a brand-new...event that truly highlights what our program is all about – our youth entrepreneurs."

On Monday, June 4, at the Sheraton Boston Hotel, BUILD Boston will host its second annual Challenge, at which local students will show off their entrepreneurial enterprises in front of hundreds of business and education leaders and other guests. As was the case at the recent Spring Sales Bazaar that took place in March at Davio's Restaurant in Boston, the student entrepreneurs will be invited to discuss and demonstrate their entrepreneurial engagements and even be offered opportunities to pursue them further by BUILD's many business-minded partners and supporters.

"Attendees also get to see about 40 business teams showcasing and selling their products at the Business Expo that precedes the final round competition," explains Grants and Commu-

nications Manager Will Leitch. "There is also a brief graduation ceremony for our seniors, as well as a party for them afterwards."

Recalling the "risk" that his organization took in taking this new approach to community engagement,

Wilson says that leaving the typical gala dinner behind in favor of this new "Shark Tank-inspired" event has paid off. During last year's inaugural evening, more than 20 teams of ninth grade students

who had participated in BUILD's Intro to Entrepreneurship class in BUILD Boston's six Boston public partnership schools pitched business ideas that related to real businesses that they had devised themselves.

"Students participate in three showcases of increasing stakes leading up to BUILDfest," Leitch explains. "Pitching their businesses to VIP judges and a large audience gives students the chance to shine and to demonstrate the confidence and skills they have learned throughout the year."

The four finalists then competed in front of a panel of judges that included former Governor Deval Patrick and former New England Patriots Linebacker Jerod Mayo.

"The teams were so competitive last year that each judge voted for a different winner," recalls Leitch. "We had a four-way tie for first place!"

After engaging the audience through a text-based voting system, a winner was chosen and awarded \$2,000 to continue to pursue their invention.

"The winning team also gets an all expenses paid trip, with their mentors, to compete in the National Students for the Advancement of Global Entrepreneurship (SAGE) competition in California, for a chance to participate in the SAGE World Finals," Leitch explains, noting that, for the past three years, the BUILD team has finished second in the Nationals.

In the meantime, BUILD Boston raised over \$50,000 to support its programs that help hundreds of other students pursue their dreams as well.

"Now we are looking to build on that last year's successful new format," Wilson explains, expressing additional hopes to grow BUILD Boston's network so it can provide more resources and showcase more public school-educated talent.

Among the corporate partners involved in the Boston event are BNY Mellon, The Barr Foundation, The Cummings Foundation, Endurance International, State Street, and Wellington Management. The Boston board also touts such local leaders as Autodesk's Director of Business Operations Paul Blandini and LogMeIn CEO Bill Wagner.

"BUILD is a great program that gives me an opportunity to not only help the next generation learn about entrepreneurship, but also to give kids, who may have never been exposed to design and making, the opportunity to learn about these fields... [and] exposes both students and educators to in-demand skills directly

related to jobs of the future," Blandini maintains. "By supporting programs like BUILD, Autodesk hopes to help the next generation develop skills that can be applied to many career paths, including manufacturing and construction."

As he sees Investing in education

as "critical to a better future" and as he wants to support young people who may not have the necessary resources to extract what he sees as "the full benefit of a public school education,"

Wagner was keen to get involved with BUILD.

"Entrepreneurialism and the importance of an educated workforce are underpinnings of the entire technology sector," Wagner observes, "so as the CEO of the largest software company headquartered in Boston, getting involved in BUILD was a natural way for me to combine my professional passion with my desire to help improve the lives of the children in our community."

From the first time he saw students' eyes light up as they described their ideas, Wagner knew he was onto something that would benefit the students, his company, and the world.

"I was immediately drawn in by their enthusiasm," he recalls of early interactions with the organization and the students. "Through the lessons of entrepreneurialism learned through their engagement in BUILD, students develop self-esteem and learn what they can achieve when given the opportunity."

Just as it started with one business that was born in one of California's least-supported districts, Build Boston started with humble roots when local leader Ayele Shakur was hired to helm one of the new national offices.

"Nearly 20 Boston high schools applied to be included in the launch," Leitch explains. "BUILD...chose four schools in the lowest 10th percentile and opened in 2011 with 90 freshmen."

Since then, BUILD Boston has added one partner school each year and currently serves over 400 students in the BPS system.

In addition to offering a unique fundraising and exposure event, Leitch asserts that BUILD is also different in that it focuses not on students with the highest GPAs and test scores, but rather on those who are most at risk of dropping out and giving up.

"BUILD's partner schools are all Level 3 or Level 4 'turnaround' schools in the lowest 20 percentile in the state," Leitch points out.

Also, whereas other entrepreneurship-based programs allow students to

launch mock businesses, whatever the students involved in BUILD create is real and whatever they gain from it is theirs to keep.

"This real-world experience raises the stakes," Leitch observes, "and gets students more engaged, as well as providing them with financial incentives."

As BUILD also partners students with professional mentors for four full years (as opposed to the one year that most other programs offer), it also allows and encourages them to learn more from their

mentors and to gain more from the experience overall.

"We continue to support our alumni with tuition assistance, internship opportunities and job referrals, resume and cover letter editing, and other support," Leitch explains.

While the students may gain experience and even financial support, many of the mentors who are involved with BUILD claim that they are the real winners.

"I knew about BUILD through my coursework at the Heller School for Social Policy and Management at Brandeis University," recalls mentor Simone LePray, who serves as Program Manager at The Industrial Entrepreneurs (TiE) Boston. "I immediately fell in love with their mission and work!"

When she saw a BUILD table at an event sponsored by the entrepreneur incubator Mass Challenge, LePray jumped at the chance to get involved.

"It has been an incredible experience working with these young entrepreneurs," says LePray, who helped a team at Madison Park High School develop a temperature-controlled pillow called the Chillow, "and I am so thankful to have this opportunity to work with them."

In her two years of experience with BUILD, LePray has been able to guide students through the many processes involved in creating and running a successful business, including creating a business plan, and manufacturing, presenting, and selling a product.

"I have seen the group grow professionally and flourish," she says. "I have watched young people...become more confident in working together, overcoming challenges and interacting with diverse groups of people. I have also watched them grow personally and professionally through BUILD Boston's curriculum to move from ideation to a viable business model that generates revenue."

"Hopefully we're also planting a seed," Wagner suggests, "helping to build the next generation of entrepreneurs who someday will go on to start companies of their own." ■



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FEATURE FOCUS: Gun Control

Marching for Our Lives

Thousands rally against gun violence on Boston Common

As thousands amassed on Boston Common on the morning of March 24, holding signs and shouting slogans, thousands of students, educators, and other supporters were gathering at Madison Park High School to prepare to march to the Common in support of gun law reform and in support of their fellow students and school communities.

In addition to the marchers and demonstrators, there were individuals and organizations supporting like-minded causes, including minority and immigrant rights, as well as people promoting voter registration so that the assembled could take their own oft-chanted advice and vote out the legislators who continued to drag their feet regarding this truly vital issue.

When the marchers reached the Common, many wore orange price tags for \$1.05 which, they explained, was the average value some legislators put on each student, based upon the amounts they receive from the pro-gun lobby.

"We're worth more than a bullet," many students yelled as they marched.

"At least we are worth more than a cheeseburger at McDonalds," one student pointed out. "So *that's* good!"

Other marchers carried homemade signs and posters, some with graphic depictions of shootings; others with clever sayings that inspired many in the crowd to start new chants as each wave of marchers passed by.

"My school dress code is stricter than our gun laws," one student observed.

Among the local leaders in legislators in the crowd were MLSA President Pat Kelly, PHENOM Executive Director Zac Bears, Boston City Councilor Tito Jackson (who led the students into the rally space), Mayor Martin J. Walsh, and Representative

Stephen Lynch.

As the marchers filed into a special area at the front of the rally stage that had been reserved for those under 25 years of age, chants of "Whose schools? Our schools!" erupted from all of the many student who had come to fill the space to capacity.

In her opening comments, a Boston Latin student noted how the land that the group had chosen to assemble upon was actually

"stolen" from the Wampanoag and Naragansett and urged everyone to respect the property.

"Enough is enough," she said, leading a chant that now had a second meaning. That raucous chant was quickly silenced, however, when Leslie Chiu, a Northeastern University student and graduate from Marjory Stoneman Douglas High School (which had been the latest site of a deadly school shooting) recalled one more time the horrors of Valentine's Day in Parkland, FL.

"Parkland...was a town that nobody knew until a few weeks ago," she admitted, suggesting that, in the flash of a gun muzzle, Douglas became "the school that started the movement that we are part of today."

And while her school may have not been the first to have students die in a senseless shooting, Chiu insisted that it will be the last.

"We take it upon ourselves to make sure we are the last ones," she pledged.

Northeastern and Parkland were again represented by sisters Leonor and Beca Munoz, who explained what it was like to be in the line of fire and

to be relegated to hearing about the tragedy via texts.

"I remember needing to tell my family I was alive," Leonor said, detailing the

eternal minutes of the "Code Red" at her school.

Leonor also took an opportunity to expand upon her story and to point out that, while the school shooting was tragic, what may be even more tragic is that when such shootings happen in less affluent neighborhoods (such as many around Boston), they go unrecognized.

"We cannot be complacent with a system that designates certain areas as safe while communities of color continue to be neglected...and disproportionately affected by gun violence" she urged.

Despite the horrific nature of her ordeal and of her harrowing speech, Munoz was able to end on a positive note of dedication.

"My trauma is not going away," she said, noting how every knock on her door reminds her of the S.W.A.T. team careening through her high school, "but neither are we!"

of our nature. In all of the recent school shootings, it was the teachers who willingly sacrificed their own lives to save the lives of their students. We are not the type of individuals who could pull out a gun and shoot another individual, especially if that individual were identified as a student. We are more likely to ask them to stop and think about what they were doing or even to put ourselves in the line of fire.

The goal, therefore, should not be to arm teachers with guns, but to arm us with the tools we need to identify students who could pose a threat to themselves and to others. Teachers need more help identifying students that are or should be considered "at risk" for feeling or causing excessive pain and we also need more funding to address their issues. There is an underlying current of mental illness that silently runs through all of these shootings. It is as destructive as an undertow and just as unnoticed on the surface. Who is going to start to address these issues?

School is a place where experienced educators provide information to younger students to make them productive individuals in our society.

Harvard student Reed Shafer-Ray then recalled how, had more stringent gun laws been enacted, a friend of his would statistically not have had the same chance of success with his suicide attempt. He also described his work with Rep. Marjorie Decker to enact new legislation that makes it difficult for many people to purchase guns.

"These bills will not pass unless [we] raise our voices so loud that legislators cannot help but listen," Shafer-Ray maintained. "We must continue to lobby for our lives!"

Despite her intimate relationship with a firearm, U.S. Marine-turned-physics teacher Graciela Mohamedi admitted that even she did not want to have a gun in her classroom, especially if she were expected to determine when and how to use it.

"We teachers do not want guns," she assured. "If you want to arm us, arm us with school supplies...books...musical instruments...and equitable funding throughout all districts."

Recalling the first time she was handed her service rifle, Mohamedi explained how "having a gun gives you fear and dizzying power.... You have the power to protect life and to take it away."

Noting that even trained police officers have only a 20% accuracy rate when firing in a tense situation, Mohamedi insisted to the audience (and hopefully the others) that "arming 'untrained, overworked teacher[s]' will not help curb school shootings and that schools are no places for anyone to have guns.

"Schools are places for students to learn and grow and find their voice," Mohamedi observed. "As we can see from all of you, schools in MA can do that without guns." ■

If we, as teachers, carry guns, what is that teaching our youth? Do you want a person who is entrusted with your child for an average of six hours a day to also be the person capable of killing someone? And if they do protect your child by killing someone, will you applaud them as a hero and allow them to continue teaching, or admonish them for taking a life and put them on trial? How will you explain your decision to your child?

It is obviously difficult to think about these issues and even worse to discuss them. But we live in an atmosphere of paranoia and people who encourage fighting violence with violence. As teachers, the most we should be asked to do is to empower out students to discuss their concerns about others, to guide them towards understanding differences, and to assist them in positive ways to deal with confrontation and people with mental illnesses. Such guidance and care are the most important "weapons" we can wield. ■

Anna M.L. Williams, M.S., CCC-SLP is a Speech and Language Pathologist in the Lynn Public Schools.



WORTH MORE THAN ANY GUN
Students march together against gun violence

Shoot or Be Shot

Educator Opinion

By Anna M. L. Williams

Since the year 2000, school shootings have increased to approximately one per month with a death toll averaging 250 students and teachers. More than 50% of the shooters in these cases obtained their firearm illegally from a family member or friend. Some of them even purchased them through a third party. Over half of the shooters committed suicide at the conclusion of their killing sprees. A majority of the individuals used semi-automatic weapons that can be shot continuously up to 30 times before having to be reloaded.

I am a veteran full-time school employee who grew up shooting guns. I had my own firearms and was a target shooter for many years. I also taught individuals in gun classes in order for them to obtain a license from their local Police Department. Will I be



PROUD PROTECTOR
Anna M. L. Williams

asked to take a class and given "special permission" (as well as a stipend) to carry a firearm to work every day? Where do I put the gun? On my side in a holster, on my leg under my leggings? Or do I have a locked case in my room where it is kept in case of a "shooter" scenario. Where do I put the key to this case? Is it then a target for students who want to steal it? Am I a target for being mugged leaving work every day? What qualifications do I have that give me the responsibility to carry a gun in school? What happens if I shoot

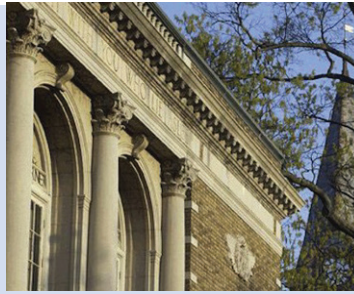
the wrong person? Will the school department protect me in a wrongful shooting case? What kind of gun should I carry? Is the school going to purchase it for me? Despite all of these questions, the biggest question is do guns belong in schools. My answer is no!

We teachers are also natural caregivers who do not have killing as part



On Campus

Grant V. O'Rielly
Executive Committee of the Faculty Federation,
Local 1895



Trigger Warnings

In recent years, the term “trigger warning” has been used in an educational settings to refer to an announcement that the topics being discussed in the classroom might be uncomfortable or distressing to some students. Since the recent spate of school shootings, including that in Parkland, FL, it seems that this term has taken on a much darker and more dramatic meaning.

Since the tragic events at Stoneman Douglas High School, there have been many suggestions about how to prevent or reduce the likelihood of events like this from occurring in the future. Some of these ideas - such as an age restriction on the purchase of military-style assault weapons, implementing a waiting period for buying a gun, more comprehensive background checks, the elimination of the loopholes in these background checks, and increased funding for mental-health services - all seem imminently sensible and deserve to be debated by the public as well as in the chambers of government. However, one proposal being put forward should be dismissed out-of-hand; the idea that teachers in

the classroom should be armed.

Teachers are teachers and not police officers or armed guards. We go into a teaching career because we want to help students learn, not because we want to protect them from shooters. Most teachers would not want to undertake the training that would be required to carry a gun, nor would they want the responsibility of making what is literally a life-and-death decision about whether to shoot someone. Even if individual teachers wanted to agree to take on this responsibility, it should not happen.

For a gun to be safe, particularly in a busy school classroom, it needs to be locked away and not easily accessible. However, for a gun to be useful in an emergency situation, it needs to be readily available. Since a school shooting in any particular school is still (thankfully) a very rare occurrence, this means that a teacher's gun would be unnecessary and unsafe or that it would be useless. It is worth noting that in just the last few weeks there have been news reports of accidental discharges from teachers' guns that resulted in student injuries. More

teachers with more guns can only lead to more accidents.

Should the unthinkable occur and there is a shooting at a school where there are armed teachers, police officers responding to the situation will come across multiple armed individuals. Expecting the police to distinguish between an armed teacher and the actual perpetrator is asking too much. Likewise, asking the teachers to tell the difference between a gunman and responding police officers is unreasonable. Either way, tragic mistakes will be made.

Believing that a teacher with even a modicum of experience shooting at a stationary target at a shooting range could accurately engage a gunman is overly optimistic. Even police officers who explicitly train to shoot are much more likely to miss than hit their intended targets in real-world situations. As teachers focus their training (and rightfully so) on teaching American history or chemistry, they would be even more likely to hit something other than intended target.

Even if all of the concerns expressed are exaggerated or are able to be addressed in some fashion, the very idea that arming teachers is any kind

of solution to the problem is deeply worrying. Having armed teachers in schools would send the message to children that having a gun and being ready to shoot someone is the only way to be safe in our society. Arming teachers is very unlikely to prevent or minimize the tragedy of a school shooting and it is very likely to create even more problems. The cure would be worse than the disease.

Many politicians and public figures who advocate for the arming of teachers as a serious proposal to address school shootings make the argument that having armed teachers will deter “crazy people” and that the “first armed teacher will stop the gunman.” I would simply ask these people to have the courage to live by their convictions. When they propose that they will carry a gun to deter and stop a gunman and that the taxpayer-provided security they currently receive can be eliminated, then maybe I will listen to their suggestions that teachers in the classroom should be armed.

I began this piece by noting that a trigger warning in education refers to topics that could be distressing. The idea of arming teachers certainly deserves its own trigger warning. ■

Leading Librarians

From the Stacks

By Patricia K. Kelly

Imagine for a moment that the local you represent, instead of being located within one town or city, was spread across the entire eastern part of Massachusetts. What if your officers had no release time from work? What if every site you represented had a different contract? These are some of the unique challenges that face the Massachusetts Library Staff Association, Local 4928 of AFT MA (MLSA).

I have been a reference librarian at the Lynnfield Public Library since 1999, and was promoted to department head in 2007. I completed my Masters of Library Science at Simmons College in 2003. I am a delegate to the North Shore Labor Council in Lynn and have been Chair of the Lynnfield Library Staff Association since 2001. Prior to my jump into librarianship, I worked in an animal shelter, veterinarian's office, and in nuisance wildlife removal. With a Bachelor's in Environmental Science from the University of Lowell, I admit that my career path has not been traditional. However, I think my varied experiences have broadened my perspective of life and work.

As the newly-elected president of the MLSA, I recognize the hard work and dedication of the previous President - Mary Frances Best - and our recently re-elected officers, Vice President Dan Haacker, Treasurer Matt

Amory, and Secretary Lori Salotto. They have all done incredible work under these unique and trying conditions!

So where do we go from here? The MLSA is comprised of 31 libraries across the eastern part of the state. How do we reach out to libraries from Sandwich to Seekonk, from Pepperell to Lexington, from Everett to Middleborough? How do we provide support for chapter chairs whose direct line of contact with the AFT MA is through field representatives? Well, the newly-elected MLSA eboard has come up with plan that we hope will allow us to make meaningful connections with our MLSA Chapter Chairs and provide the support they need to be active and informed union leaders. The linchpin of our plan is communication. Through emails, phone calls, and visits, we plan to reach out to every one of our 31 Chapter Chairs to introduce ourselves, talk about their concerns, and solicit feedback and ideas. This will take some time, but rest assured: EVERY chapter chair in the MLSA will be contacted so we can arrange a time to visit, even though we fully realize how few of our members enjoy “traditional” work

schedules. In fact, I have already had personal phone conversations with chairs from 23 member libraries, as well as a great site visit with the North Reading chair. In the coming year,

we will continue to expand our outreach and communication efforts with all MLSA chapters.

This brings us to another goal: increasing membership in the MLSA. Almost every town or city in the Commonwealth of Massachusetts has their own library. As I mentioned, 31 are represented by the MLSA, others are represented by AFSCME or other unions. However, a large number of libraries are completely unrepresented. With the aid of organizers from AF MA, we plan to reach out to unionized libraries that wish to affiliate with MLSA/AFT MA. Building membership builds power and, especially in these difficult times, we need power to advocate for our profession and

the necessity - and value - of public service.

Our first member meeting of 2018 took place on Sunday, January 7, at the Wayland Public Library (see previous issue). We had a robust turnout of 18 union librarians, AFT-MA staff members, and guests. Some of the topics discussed included the *Janus* Case and ideas for librarian-specific conferences and events to be hosted by AFT MA. (We love you teachers, but need a little ‘us time’ for library-specific issues!)

I look forward to working with all of you in these challenging times and invite and encourage all of you to contact me with ideas, concerns, and issues. It's our union. Let's make it stronger! ■

Pat Kelly is President of the MLSA and Chapter Chair of the Lynnfield Library Staff Association.

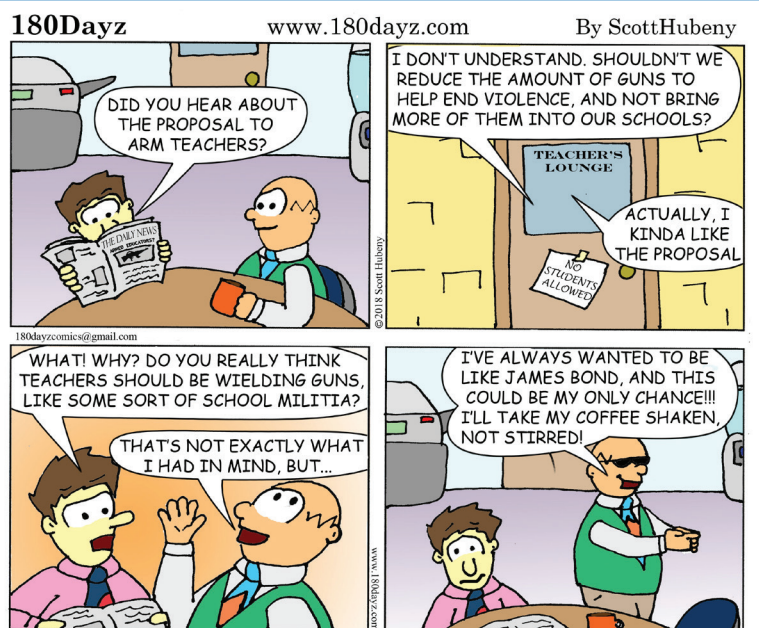


LIBRARY LEADER
President Pat Kelly

Please join MLSA at our full member meeting Sunday, May 6, 2018.

Come with questions, ideas, and concerns.
(<http://mlsa.ma.aft.org/>)

It's our union.
Let's make it stronger!



FEATURE FOCUS: Arts and Academics

A Musical Bridge

Berklee and Rimon make beautiful music together

As Berklee College of Music serves, at least in the minds of many, as the capital of the music state, it makes sense that the entrepreneurial and ever-expanding school should have a partner in the capital of the Jewish state.

Each year, students at Israel's famed Rimon School of Music (www.rimonschool.co.il) travel to Boston to meet and learn with the talented community at Berklee (www.Berklee.edu). While there, they participate in special workshops and share musical, cultural, and educational ideas that benefit all involved while they complete their degrees.

"We have a long history with Rimon School of Music," says Berklee's Associate Vice President for Global Initiatives Matthew Nicholl, "and the level of the students that go through their program is very high." In fact, Nicholl notes, "some of the best students at Berklee have come from Rimon."

As the schools share such high standards and such successful graduates, the partnership between Berklee and Rimon is mutually-beneficial.

"Students accepted to Berklee can study at Rimon for their first year, before they enroll at Berklee," explains Rimon's International Admissions Associate Darcie Davida Giborah Sasson, adding that many non-Berklee students from all over the world attend Rimon as part of their "gap year".

Rimon is Israel's largest independent professional music school for the study of contemporary music. Each year, over 600 students and 105 faculty collaborate on the best ways to

develop music and musical-related careers that will enrich their land and the world. While most students are native Israelis, Rimon's three-year program also serves musicians from Europe, Russia, South America, and the U.S. Berklee has been a part of Rimon's

musical family for many years. In fact, the partnership has long-standing roots that go back to Berklee's President Lee Berk, who included Rimon as a founding member of the Berklee International Network (which is now known as Berklee Global Partners), a program that currently also includes partners in Argentina, Australia, Brazil, Finland, France, Germany, Hong Kong, Japan, Malaysia, Spain, and other international venues.

"Global Partners are chosen through a thorough selection process," Nicholl explains. "Berklee goes almost everywhere in the world...and we bring stu-

dents from everywhere. That creates a vibrant, multi-cultural community that benefits everyone in it. The music, culture and community we share is one of the things that makes Berklee a special place to study."

As both Berklee and Rimon are so strong in the improvisational arts and encourage creativity among their students, their programs are very much in sync. That is why the partnership has proven so valuable for both schools.

"At Rimon, our mission is to educate and guide our students toward realizing their personal musical goals," Sasson maintains. "Rimon is dedicated to helping young musicians excel in their passion for making music!"

While Berklee was long famed for its "Berklee Beach" on Massachusetts Avenue, students at Rimon can actually play and collaborate on the real



beaches of Tel Aviv and be inspired by Israel's historical grandeur any time of year. "Students and

Boston-based vocalist Tzippe Marchette saw the chance to study music in Israel as "an incredible opportunity" and the transfer was easy. However, as both Berklee and Rimon enjoy such positive reputations, students come from all over the world to participate. Mathis Hoba, a pianist from Paris, says he was looking for a music school to study abroad and found Rimon on the Berklee website. When asked what attracted him, Hoba replies that it was the opportunity to "study in a different country and mainly to be with other students from around the world."

The international flavor and cultural mix also made the program even more attractive to Emma Benayoun, a vocalist from Paris, who says she loves how the program includes "people that are coming from all around the world to share the same passion." ■



INTERNATIONAL JAM
Students from Berklee and Rimon learn and perform together

The Future of College

Educator Opinion
By Dan Georgianna

The role of college in society has always been to train citizens and their leaders. In Colonial America, colleges served to train clergymen to lead congregations in worship and ideology. By the time of the American Revolution, they had greatly shifted toward liberal arts as the Colonies became more secular. About half of the signers of the Declaration of Independence had attended college. President Lincoln's Morrill Act in 1862 granted states Federal land to sell in order to fund colleges for agriculture (including Mass. College of Agriculture, now UMass) and mechanics (including MIT) that were the drivers of the country's prosperity after the Civil War.

By the turn of the 19th Century, colleges added business, legal, medical, and other professional training programs that reflected the growing complexity of the economy. The GI Bill and the growth of state colleges and universities during 1960s granted college and university access to qualified high school graduates who contributed to the post-WWII boom.

In recent years, this progression toward access to college for all qualified students has shifted back to expensive schools for privileged families with students from middle-income families pushing lower-income students out of

state colleges and universities. Declining access to universities has been driven by the high cost of higher education and income shifting away from middle- and lower-income families towards rich families. According to the Center on Budget and Policy Priorities, between 1979 and 2013, income for the top 1 percent of families has almost tripled, while income for the bottom 60 percent has increased by only 45 percent. The increase for the bottom 60 percent was due almost entirely to families working longer hours because average hourly wages adjusted for inflation were lower in 2013 than in 1974. The increase in the asset value of wealth is even more skewed towards rich families.

Most people are aware this trend (some uncomfortably so), but the obvious connection between lower wages and higher profits that drive the stock market and other financial markets is far less publicized. The increase in wealth of rich people, is usually credited to technological or financial innovation. The most lucrative time spent by most rich people, however, remains the time spent hearing a will read.

The growing division of wealth and income by class has translated to a two-tiered system of colleges

segregated by income class. Tuition and fees have reached levels at most universities that can only be paid by most middle-class families through enduring long working hours and crippling debt. More than 40 percent of recent college students attend lower-cost community colleges, where virtually all students work at least part-time and many work full-time.

The U.S. higher education system reinforces this division of wealth. Lower-income students are less prepared for college, less likely to be accepted, and less likely to graduate. Living conditions in their neighborhoods - especially violence in both urban and rural areas - also hinder education. N.Y.U. sociologist Patrick Sharkey wrote that, "Local violence does not make children less intelligent. Rather, it occupies their minds." (*New Yorker* 2/12/18).

There is little evidence that neither Affirmative Action nor need-based financial aid has affected these trends. Affirmative Action focuses on race - the prism through which most Americans view ability and character - rather than race and income. Financial aid is mostly used to discount costs in order to attract middle-income students who can pay escalating tuition and fees.

The good news is that more lower-income students are beating the odds to attend community colleges. Gail Mellow, president of LaGuardia Community College, wrote in the *New York Times* (11/28/17), "Over half of all undergraduates live at home to make their degrees more affordable, and a shocking 40 percent of students work at least 30 hours a week." She also wrote that, "14 percent of community college students had been homeless at some point. At LaGuardia Community College, 77 percent of students live in households making less than \$25,000 per year."

There is also evidence that community colleges provide good instruction. A study by the Institute for Policy Research at Northwestern University found "consistent evidence that students learn relatively more from non-tenure line professors (the majority of faculty in community colleges) in their introductory courses." But financial stress for both part-time faculty and students work against equal higher educational benefits between low, middle, and high-income students. Preparation and expectation for higher education and connections made at colleges and universities also favor higher income students.

In the long run, a society that focuses its wealth and best education on only a very small percentage of its citizens will not likely endure. ■

Dan Georgianna is former President of the UMass Faculty Federation.



FUTURIST FACULTY
Dan Georgianna

Lenny's Legacy

Celebrating a native son's centennial

When Leonard Bernstein was born in Lawrence in 1918, little did his Ukrainian-born parents know that he would set the artistic world on fire. But like so many other graduates of the Lawrence and Boston public schools, Bernstein has become an icon who is now being feted on the centennial of his birth.

In addition to special performances at Symphony Hall and Tanglewood (where Bernstein often conducted and taught), at the Kennedy Center in Washington, DC, and in a recent tribute as part of Robert Kapilow's "What Makes it Great" series, Bernstein is also being celebrated in his hometown by The Merrimack Valley Performing Arts Initiative in collaboration with the Lawrence Cultural Council and Lawrence Public Schools as part of the Bernstein Centennial

Festival (www.bernsteincentennialfestival.com).

"Many of our Lawrence families are first- and second-generation immigrants," observes producer Matt Evangelista, "just as Bernstein's family was at the turn of the 20th century."

As Lawrence continues to serve as a gateway for immigrant families, Evan-

gelista sees the centennial celebration as a way to celebrate not only Bernstein but the community in which he was raised.

"Through this festival," Evangelista suggests, "we hope to create a dialogue with communities in the Merrimack Valley and Massachusetts about immigration, urban life and the social stereotypes that govern people's everyday lives all while we work together to build on this multi-community project."

While plans are in place for a gala celebration on June 22, the centerpiece of the tribute will take place on August 25, 2018, which is Bernstein's actual 100th birthday. That night, high school students will stage a performance of Bernstein's "West Side Story." Around this seminal staging will be discussions of Bernstein and the issues he dealt with (many of



LAWRENCE LEGEND
Leonard Bernstein

Boch to School

Arts center supports area students and teachers

In addition to being one of the most successful car dealers in the world, Ernie Boch is also a Berklee-trained guitarist and music fan who's Music Drives Us program (www.musicdrivesus.org) has raised thousands of dollars for school music programs throughout the region. And Boch's support for the arts does not end there! In fact, as the title partner of the Wang and Shubert Theatres (collectively known as the Boch Center), Boch has also helped revive Boston's theatre scene as well.

"At the Boch Center, we believe that the arts keep us a civilized society and that everyone deserves to live a creative

life," says Boch Center President and CEO Josiah A. Spaulding, Jr. "Year after year, we see what a tremendous impact [the arts have] both in the classroom and beyond."

Since 1988, arts programs from the Boch Center (www.bochcenter.org) have reached nearly half a million students, educators, family and community members. One of the most impactful programs is the Target Arts in School Residency Program, which has partnered the Boch Center with Boston Public Schools for nearly 10 years. Target Arts runs twice annually in the fall and spring. Each session convenes twice per week for a 10-week program.

"Through the Target Arts program," Spaulding explains, "we seek to improve school success, engage families and strengthen community by providing access to Boston's rich offerings."

Through Target Arts, not only is the Boch Center supporting underserved communities by bringing a literary based arts integration program into the classroom, it is also expanding access to the arts by providing program participants and their families with free tickets to shows and events.

"We have been fortunate enough

to receive continuing support from The Education Department at the Boch Center and Target Arts to keep the program thriving at the PJK," says Patrick J. Kennedy Elementary School's Community Field Coordinator Jessica Vazquez, noting that the program has followed the same set of students for multiple years in order to allow them to monitor the progress that the students.

"The...Target Arts training...had astounding results," Vazquez observes, noting that it "provided the students

with exposure to the arts that they typically would not have access to" and also "proved to increase our students' language skills."

"My favorite part was going to see Annie," said a Kennedy School student, recalling the opportunity the Target Arts program allowed him to see the famous Broadway play. "It was my first time seeing a famous person!"

Not only did her students "make tremendous academic and language gains," Vazquez observes, "they also developed their social skills and friendships.... By the end of the fourth year...the students' self esteem was off the charts. As a class, they knew that they had acquired skills that helped them grow as individuals and were very proud of what they had learned and accomplished."

In addition to engaging and experiencing live theater, program participants also develop their own original short plays based on themes selected by each class.

"We created a body percussion pattern based off of scenes from Annie," recalls Mary Teuscher, who served as lead teaching artist at the Kennedy School teacher. "Students were asked to think like choreographers and composers.... In a final journaling activity...our young writers shared many beautiful thoughts."

When asked what they got out of the

program, one of the Kennedy students replied, "I learned I could perform in front of others because before I was scared.... When we performed in front of our parents we made them proud!"

In addition to enjoying an introduction to the arts, participants have been shown to enjoy better test scores and verbal presentation skills, higher self-esteem, and other vital benefits, all of which demonstrate the importance of the arts and of programs like this. In fact, the program has been shown to result in an average academic improvement rate of 30% among participating schools.

"My students benefited greatly from this program," observes a teacher

from the Josiah Quincy Elementary School (which is a neighbor to the Boch Center), "They learned the importance of cooperation and sharing ideas. Also, they learned to perform in front of an audience. As a result...they are less afraid of speaking in public and have developed more confidence."

At the Quincy, assistant teaching artist Emily Paley recalled how the arts program helped enhance students' engagement with the school's motto of "Focus. Integrity. Respect. Empathy" (a.k.a., FIRE).

"These values are the backbone of daily life at the Quincy School," Paley explained. "What better way explore them than to express ourselves through art... I'm excited to see where our FIRE musical will take us!"

Even in schools that do not have a

which we continue to deal with today), including prejudice, race, immigration and tolerance). There will also be performances of Bernstein's "On the Town" and Lin-Manuel Miranda's "In the Heights," both of which deal with many of the same issues as well.

"These productions will stress and reflect the value of collaboration and illustrate the power of community," Evangelista explains, noting that these all were "major ideas" in Bernstein's life. "We plan to mount high-quality Broadway-level productions with students and adults who would otherwise never get the chance to work side by side with peers from different communities, economic levels, and cultural backgrounds."

In this way, Evangelista hopes, Bernstein's legacy will be maintained and strengthened by a new generation of theatre enthusiasts.

"The cast is made up of a dozen high schools from across the state," Evangelista says. "This is going to be a once in a lifetime show and you don't want to miss it!" ■



STAGING SUCCESS
BPS students participate in a Target Arts play

motto or guiding acronym, the Boch program has been hugely rewarding to all involved.

"I know my students possess a new level of confidence," says a teacher from the Blackstone Innovation School.

Boston's public school teachers also benefit, not only because of their students' improved performance (and performances), but also because of the new skills they are able to encourage and engage.

"Target Arts reinforced our school-wide focus on heal[ing] the world," explains a teacher at the Maurice J. Tobin K-8 School, "and what it means to build a community." "My favorite moment," recalls another educator at the

Tobin, "was when one of the students who seemed to be disinterested and restless at the beginning...approached me and explained that he always wanted to be an actor but didn't have the courage.... When I gave him a part in our culminating skit show, his eyes lit up.... For me, this truly illuminated the power of art in the classroom as well as the broader community."

What is more is that the enhanced confidence, collaboration, and community building last long after the curtain has closed.

"The work toward a common goal and the theme of the performance," observes a Blackstone teacher, "will be referenced and built upon throughout the rest of the school year." ■

Making an IMPACT

National organization supports students in MA

Every child dreams of scoring the winning goal, landing the perfect jump, or some other athletic feat that will etch their name in history. Unfortunately, not all students are naturally inclined to achieve such goals. In fact, hundreds of thousands face challenges that preclude them from even participating in sports.

Fortunately, there is Team IMPACT (www.goteamimpact.org), a nonprofit that connects children facing serious and chronic illnesses with local athletic teams. Team IMPACT students to live dreams being ed by and signed to contracts with their favorite local colleges and universities. In the process, both the “recruit” and the members of the school’s team are changed.

According to Communications Director Mary Callaghan, “Team IMPACT is a national nonprofit that connects children facing serious and chronic illnesses with local college athletic teams, forming life-long bonds and life-changing outcomes.” Callaghan explains that, after children and their families apply to be “drafted,” a tailor-made program is designed to ensure that each child has the most fulfilling experience possible. In addition to a contract-signing ceremony, participants are invited to practice, play, and hang out with their new teammates and to participate as fully

as possible in the athletic programs.

To qualify for recruitment by a Team IMPACT team, students must be between 5-15 years of age and diagnosed with a life-threatening or chronic illness that has resulted in treatment and/or extended hospital stays within the past three years.

They are then matched with a team in their area or near where they are being treated so that the partnership will not pose a hardship to the student and their family.

“Team IMPACT works with children...who...as a result of their condition, have had their social relationships and/or emotional well-being impacted,” Callaghan explains, citing such diverse diagnoses as leukemia, cystic fibrosis, brain tumors, neuromuscular disease, sickle cell anemia, heart conditions, spina bifida, and cancer.

As the recruits need special attention and care, participating schools undergo Team IMPACT’s own training so they can support the ill children and their families throughout the process.

“The goal of the program is improving the quality of life for students who are facing life-threatening illnesses and other challenges,” Callaghan maintains. “The child gains a team of support as they battle illness and college athletes learn lessons on courage, resiliency and perspective that can’t be taught in the classroom or on the playing field.”

The idea for Team IMPACT was originally inspired by the athletes at Middlebury College, who began a tradition in the 1960s of “Picking up Butch” by adopting local kids to be

part of their teams. In 2011, Tufts University classmates Jay Calnan and Dan Kraft enlisted the support of former classmates and business associates to



TEAM CAPTAIN
Brady leads the Merrimack College soccer team to victory

expand upon this idea and to bring it to schools and students far beyond VT. Today, Team IMPACT has a presence nationally and continues to enlist new partners and new students.

“In its first year” Callaghan explains, “Team IMPACT drafted 17 children.... Just seven years later, the organization has matched more than 1,400 kids to college athletic teams at 500 colleges in 48 states, involving and impacting nearly 50,000 student athletes.

“Our programs range from basketball and football to curling and synchronized swimming,” Callaghan says, again citing the expansive breadth of the program. “We work

with men’s and women’s teams across all sports and divisions.”

While the program has national reach, as it was started by two Jumbos and was based upon a practice from VT, the program is especially strong in MA. In fact, Callaghan explains, over 230 MA students are currently enrolled.

“I’m glad I got into this program,” says Talia, who was recently recruited by Springfield College’s softball team, “because now all the softball team is my family. I get to be part of a team that truly cares about me!”

And while the students get a great deal out of the program, their families are also grateful to be involved as well!

“We thought she’d just be part of the team by extension,” said a parent of a BPS student named Marianne who was recruited by the Northeastern University women’s hockey team, “but they’ve deeply integrated her into the team and took her under their collective wing.”

“It’s just been such a blessing for him to be part of a team because of his hemophilia,” says the mother of Malachi, who has been participating in Team IMPACT with the Curry College basketball team. “For him to be able to do this and to be able to go out and shoot some hoops with them is a miracle. They have really embraced him!”

“There is really a special camaraderie that comes with being part of a team,” observes Marianne’s father. “It is not something that everyone has the opportunity to experience. My daughter feels part of this!. She truly sees herself as a part of this team!” ■

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Retiree Corner

Marie Ardito, Co-founder
Massachusetts Retirees United
www.retireesunited.org



Accentuate the Positive

One of the first words a baby learns is “no”. They will say it clearly, loudly and often. It takes a long time before they say “yes” with the same tone. It is easier to learn to be negative than positive. And for too many, this is carried throughout their lives.

In my seminars, I encourage people to develop a positive attitude. I recommend reading books by such positive thinkers as Dr. Robert Schuller. Even the titles of Dr. Schuller’s books (e.g., Tough Times Never Last, but Tough People Do!) speak of positiveness. A saying from one of his books that I have never forgotten is “Behind every negative is a positive.” There are times one must really search to find it, but it is there!

I admire people who can turn something bad into something good. I have always admired Candace Lightner, the Founder of Mothers Against Drunk Driving (MADD), who began the organization after a drunk driver killed her daughter, Cari. She saved thousands of lives because she looked beyond her personal grief to prevent other mothers from having a similar experience.

Then there is Dr. Jean Kirkpatrick, a well-educated drunk, who found that AA did not solve her approach to overcoming a very serious drinking problem, one that threatened her

very life, and thus she founded the organization, Women for Sobriety, to help female alcoholics. It is done in a thirteen-step program that is based on a positive approach to overcome this addiction. The principles can be used to overcome any negative thing that is controlling our lives at the time.

There are the parents, grandparents, people, who have educated themselves, given of themselves to help children and their parents, who have an addiction problem because they want these people to be successful in overcoming the problem after they have lost someone to the power of drugs. Or maybe they do it because they are grateful they did not pay the supreme price.

I admire former Vice-President-Joe Biden who is pleading with us to remember that we have lived through hard times in the past and assures us that we will get through what is going on in our country now and be better than we are at present.

I admire a certain gentleman who when his wife went into remission with cancer turned the experience into something positive by going twice a month to donate blood platelets so that other cancer victims can have a chance at recovery.

I admire a woman who lost her husband to ALS at the young age of forty.

She was left with four young children to raise alone and has turned her energy into helping find a cure for this illness. Because of her commitment and that of others each day research brings us closer to a cure.

I admire veterans who have lost limbs and who turn their disability into ability as they overcome the nightmare of war into a positive life experience.

I admire the kids at Marjory Stoneman Douglas High School in Parkland, Florida who are positively challenging legislatures across the country to work with them to correct this gun epidemic in America by speaking louder than their elders that, “Enough is Enough” and “Never Again”.

I admire the person who has a cross to bear, but always manages to greet others with a smile, an encouraging word, and a pat on the back.

This list can go on but each of you can create your own. Yes, all of us have lemons handed to us as we travel through life’s journey and we have all made lemonade out of some of them. It is not easy to be positive, but the results make the work worthwhile. I recently read somewhere: “I am too positive to be doubtful, too optimistic to be fearful and too determined to be defeated.” The day we enjoy the sun the most is when we have not seen it for awhile. ■

Mental Flexibility

Educator Opinion By Ronda Goodale

According to the Center for Disease Control (CDC), less than 20 percent of the population is considered psychologically healthy. Whatever lens is used, it is clear that a sizable portion of the adult and children population experience psychological challenges. Despite this pressing need, the number of children or adults who receive the support they need is sorely lacking. In addition to the lack of psychological services, the way that psychological services are delivered does not often provide children and families with the services they need, when they most need it.

When individuals are sick, they can receive medical services in a relatively short time frame. Of course at times there are breakdowns in responsive medical interventions. However in the area of mental health, the ability to access services is very limited.

In school, children may as a result of an educational plan or with parent permission receive some aspect of individual or group counseling, possibly social groups. Because schools are not year round and psychologists and social workers who work for schools work a school year too, students do not receive services in the summer. Therefore, if a student needs services they don’t receive them in the summer. Schools can not serve students

with serious emotional problems, when they have serious problems they need to receive services in a site that offers services year round. In addition the lack of sufficient counselors, translates into many children not receiving needed services.

When children are in residences that serve children with serious emotional challenges, they receive counseling services during the day, often being pulled out of their academic classes. They should more appropriately receive services after school when they have more unstructured time.

Counselors should work different hours than school hours to provide a more flexible schedule of counseling services.

When an individual has medical problems they can access the emergency services, They are triaged and if it’s not considered severe they are asked to wait, but they will eventually be seen. Unless an individual has mental health needs that require hospitalization, they will be asked to make an appointment with a mental health provider. Often individuals, children, families and couples may need to wait more than a month for an appointment. There is little flexibility with time. For example a family feels they

are getting angry at their child too often. They look for counseling and it is often difficult to both find a provider quickly, in a week or two, or in a time slot that is workable.

There are several solutions to these problems. Schools should have more counseling services available that offer a range of preventive services as well as more intensive services for students with mental health challenges. There should be more clinics attached to schools that offer year round services.

The critical need for these mental health services, particularly preventive mental health would result in creating young people who are more positive and psychologically healthy. When we look at the profile of individuals who act aggressively and violent toward others we often see patterns of social isolation that began very early in their lives. The more that schools and communities can reduce the isolation of children and increase positive connections between students, the less likely that children will assault other children. The less likely it is that a child will grow to be an adult who harms others.

To grow more counseling options, school budgets and hospital budgets should increase the number of staff who can provide counseling services



BRAIN BENDER
Ronda Goodale

SEMINARS

Preparing for Retirement

These free seminars deal with most of the issues one should address when preparing for retirement from a public sector job in MA. They are open to all.

Monday March 19, 2018 3:30-5:30
Collins Middle School Library
29 Highland Avenue, Salem, MA

Thursday March 22, 2018 3:30-5:30
Franklin High School
218 Oak Street, Franklin, MA

Monday March 26, 2018 3:30-5:30
Ralph C. Maher Regional School
507 South Main Street, Orange, MA

Thursday March 29, 2018 3:30-5:30
Methuen Educational Association 184
Pleasant Valley Street, Methuen, MA

Monday April 2, 2018 4-6
Lawrence Teacher’s Union
1 Market Street, Lawrence, MA

Wednesday April 4, 2018 3:30-5:30
Billerica Memorial High School
35 River Street, Billerica, MA

Wednesday April 25, 2018 2:45-4:45
Everett High School Auditorium
100 Elm Street, Everett, MA

Thursday April 26, 2018 3:30-5:30
Wilmington High School Library
159 Church Street, Wilmington, MA

Wednesday April 30, 2018 2-4
Wilmington High School Library
159 Church Street, Wilmington, MA

Monday May 14, 2017 3-5
Lynn Teachers’ Union Hall
679 Western Avenue, Lynn, MA

Wednesday May 16, 2018 2:30-4:30
Blackstone Valley Vocational School
65 Pleasant Street, Upton, MA

Protecting Your Nest Egg

This free seminar by Elder Law Attorney Mary Howie deals with such vital issues as wills, trusts, gifting, Medicare, probate, joint tenancy, direct transfers upon death, and much more

Saturday June 16, 2018, 10-noon
Presidential Park
314 Main Street, Wilmington, MA

To register, call MRU at 781-365-0205 or email contact@retireesunited.org. Please give the name of the seminar, your name, phone number and the number of people attending.

throughout the week and weekends and evenings. More scholarships should support high school students, and college students who go into these fields. We have teaching models where students work at schools for a year as interns with close university and school supervision. and are then assured a position for 3 years. Similar models could be developed at schools and clinics for psychological services. We need to build more flexible mental health services that serve our population more effectively. ■

Ronda Goodale is a psychologist and retired Boston teacher who currently teaches at University of Mass, Cambridge College, Northeastern University and William James College.

Down with Debt!

Students and stakeholders lobby at State House

On Monday, March 5, hundreds of students from across the Commonwealth gathered in the Great Hall of the State House along with educators and legislators for the Public Higher Education Network of Massachusetts' (PHENOM) Advocacy Day.

Seated at tables according to the legislators they would lobby that day, the students shared stories of crushing debt and inspiring dedication to themselves, their fellow students, and their communities as they found ways to overcome the many extra-curricular challenges they face at our state universities and community colleges.

In calling the seated rally to order, PHENOM Executive Director Zac Bears reminded the crowd why they had gathered on a school day to talk about education.

"A lot of us are here because our staff and faculty are underpaid and because the state has cut the budget for higher education by millions of dollars," Bears suggested, noting that MA has gone from second-lowest student debt burden to 10th highest in the past 12 years.

"Shame!" a student yelled.

"We need to put a lot more money into higher education," Bears observed, noting the movement marker #debtfreefuture, "and a lot more than has been budgeted. We want students to be able to work...for a reasonable amount of hours and afford to go to college."

Bears also discussed the proposed "fair share" amendment that would raise funds for infrastructure and education, noting that the Student Government Association at Mass College of Art had just pledged to support it and encouraging other student and faculty groups to follow suit. Bears also mentioned pending legislation (i.e., House

Bill 639 and Senate Bill 712) that would increase funding this year.

"That's what we're fighting for," he urged. "We're also asking for student debt forgiveness for those of us who went through the system already."

Noting how budget cuts have forced many schools to cut staff and how this

has resulted in many students having to spend (and pay for) extra time in school in order to take required courses, Bears observed how, if every one of the roughly 500 people in the Great Hall spoke to 10 people about these issues, that could result in 5,000 constituents contacting legislators asking for these changes to be made.

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and continue to support students.

"The work that we are doing today is critical in terms of first steps," she observed, "but the next big step is winning the fair share amendment. When we win that, we are going to use it to establish our vision for public higher education."

Looking out at the crowd, Madeloni prepared to send them off to lobby.

"I look at all your faces and I know we got this," she smiled. "Let's go get it!"

After a mock legislative meeting hosted by Rep. Natalie Higgins, participants headed off to their respective representatives to demand better funding and better treatment of our higher education system and the people who make it work. When they reconvened for lunch, the echoey hall was abuzz with excited conversations about progress that had been made. That buzz was silenced by the affecting speech by a UMass Amherst student who recalled a history of homelessness and how financial hardship can make the difference not only among socio-economic classes but between those who can attend school and those who cannot.

"The only constant my siblings and I had was our school system," the student explained. "Public education was promoted to me as an equalizer."

Before the crowd dispersed, AFT MA President Tom Gosnell reiterated the main themes of the day and reminded the assembled of the opportunities and challenges that lay ahead.

"You know as well as I do that funding for higher education in the state of Massachusetts is disgraceful," Gosnell observed, "so let's go out and pass that fair share tax by an overwhelming margin!"

He also encouraged the lobbyists to keep at it and to continue to fight for fairer treatment for students, educators, and anyone who is involved with public education.

"Don't stop lobbying," Gosnell urged. "Have your representatives and senators know you. Successful lobbying is not one event, but a series of events." ■

Your FAFSA may be chosen for additional verification by the Dept. of Education. Compliance is required to receive the scholarship. Your enrollment advisor can help you with the process.

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4. Enroll in classes. Work with an enrollment advisor to enroll in classes.

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PHENOM-ENAL SUPPORT

AFT MA President Tom Gosnell (far left) stands shoulder to shoulder with (from left) PHENOM Executive Director Zac Bears, AFT MA Executive Board Member Johnny McInnis, and AFT MA Secretary Treasurer Brant Duncan

Benefit Bulletin: Free College Program

At \$1.3 trillion and climbing, student debt is the second-highest consumer debt category behind mortgage debt in the country. At the same time, economic data shows that higher education, associates, and bachelors degrees result in higher income for workers than those with a high school diploma or equivalent.

Union Plus can ease the burden of securing a higher education. Union members and their families – including spouses, children, grandchildren and financial dependents – are eligible for Union Plus Free College (UPFC).

The program offers the opportunity to earn a free Associate's Degree from Eastern Gateway Community College (EGCC) - an accredited, non-profit public institution with online degree and certificate programs - through

grants known as "last dollar" scholarships that supplement federal, state and employer education grants for certain online programs at EGCC. As long as students maintain academic standing with EGCC, UPFC will continue to fund their education.

More than one family member can enroll at the same time and there are no age limits for participation. Also, credits can be transferred to a four-year college.

Among the degree programs are:

- Accounting
- Associate of Arts
- Business Management (with optional concentrations in entrepreneurship, finance, health care management, human resources, labor studies, or marketing)
- Criminal Justice

- Early Childhood Education
- Individualized Study
- Paralegal

Certificate programs include:

- Business Management (with an optional concentration in accounting)
- Patient Navigator

Union members can enroll in online classes from anywhere in the country and take one class at a time or attend full time. The enrollment process is simple:

1. Apply to Eastern Gateway. Go to unionplusfreecollege.org, select the "Get Started" button and complete the request information form with your contact and union information (for membership verification).

2. Complete the free FAFSA at FAFSA.ed.gov using EGCC school code 007275. If it is determined that you are not eligible for federal or state financial aid, a "last dollar" scholarship will be applied to your remaining balance for tuition, fees and e-books.

**For more news,
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