

THE Leader


American Federation of
School Administrators
AFSA, AFL-CIO

Volume 87, Fall 2016

A NEWSLETTER OF THE AMERICAN FEDERATION OF SCHOOL ADMINISTRATORS

How a Trump Presidency Will Impact Education

Donald Trump's election as America's 45th president brings to office a leader outspoken in his commitment to a "market-driven" approach to education, a view that, unless challenged, will ensure that a quality education for all children will be under greater duress than ever from the forces pushing for privatization of the nation's public schools.

"We will enhance education options for students through school choice and charters, and respect homeschoolers in their quest for educational alternatives," President-elect Trump has said, a view widely shared by the Republican majority restored to Congress in the election. Many expect him to work to bring to reality his campaign proposal to repurpose \$20 billion in existing federal funds for charter schools and school choice initiatives.

While it may be unlikely that President-elect Trump will shutter the U.S. Department of Education, as he has suggested, he is likely to scale its scope back drastically. One of the more alarming possibilities is the elimination of the department's Office of Civil Rights, responsible for investigating civil rights violations in grade schools and sexual harassment

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AFSA General Executive Board Holds Final Meeting of 2016

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Celebrating the True Leaders of Education

School principals deserve recognition every day for the crucial work they do in improving the lives of our nation's students.

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Connecticut Supreme Court to Hear Appeal in Major School Funding Ruling

A legal ruling is forcing Connecticut to reconsider how to deal with ongoing challenges within its public school system.

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Waging War on Behalf of Children

By Diann Woodard



AFSA President Diann Woodard

The first 100 days of a new president's tenure is the time when the power and influence of the office is at its greatest, the time in which successes and accomplishments clearly are measured.

Let us insist, therefore, that since education is one of the primary issues Americans want addressed, that the very first action our new president must take is to deal with the federal budget's abject failure to address the desperate straits of children in need.

An analysis of the federal budget by the bipartisan advocacy organization First Focus found, for instance, that in addition to education funding, federal spending that affects children, including funding to prevent child abuse and neglect, funding to provide housing for children, and funding for programs targeted toward homeless youth, has dropped 9.4 percent since 2011.

The analysis goes on to say, "Congress is cutting funds for children more than twice as fast as spending [on children]."

We who are on the front lines of educating and caring for these children need this to stop. We must wage a war on behalf of the children. We must demand that the president set forth a plan to increase funding for education programs across the board.

In addition, now that Pandora's box has been opened on unmonitored and poorly regulated charters and vouchers, we need the president to curtail them and subject them to the same rigorous standards governing our public schools.

Our poor underprivileged are desperate for the president's help—and ours! They live in districts that are struggling and in states that are failing to put forth anything close to their best efforts to fund public schools.

By using the first 100 days to restore public education and demanding that states become more accountable for the use of federal funds, the new president will be sending a clear message of hope to our students that equality for all no longer will be ignored.

To ensure the new president understands the urgency of taking these actions, we AFSA members must be the watchdogs in our towns to ensure there is educational equity. We must speak up and speak out. And we must rally our allies in the profession to our cause, as we did in the fight for ESSA.

We have 100 days to hold the new president's feet to the fire and give the children in greatest need a fighting chance at a better future. Let's do it! ■

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AFSA General Executive Board Holds Final Meeting of 2016

Members of the AFSA General Executive Board convened in Oxon Hill, Maryland, for their final meeting of the year Oct. 7–8. Topping the board's agenda was planning for upcoming events and celebrating the newly passed U.S. Senate resolution on National Principals Month.

The board began with a tour of the International Union of Painters and Allied Trades (IUPAT) District Council 51 and its apprenticeship program, located in Lanham, Maryland. IUPAT DC 51 has more than 2,000 painters, decorators, paperhangers, drywall finishers, glaziers, glass workers, bridge/industrial painters, sign and display workers, paint makers, metal polishers and civil service workers, as well as employees in various private- and public-sector positions.

Board members saw firsthand some of the new training, services and other offerings that will be made available to students in the apprenticeship program.

In other action, once the business meeting was convened, the board passed a resolution honoring Clarice Berry for serving AFSA as a General Executive Board member for 11 years.

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Left to right: Celebrating National Principals Month proclamations are AFSA leaders Leonard Pugliese, secretary-treasurer; Diann Woodard, president; Ernest A. Logan, executive vice president; Doris Reed, affiliate liaison; and Dwayne Jones, general vice president.

Throughout her time as president of the Chicago Principals & Administrators Association, AFSA Local 2, and as an AFSA general vice president, Berry has been a true leader, an active participant in the labor movement and unwavering supporter of public education.

In addition, committees met to discuss 2017 activities:

- **The PAC Committee** discussed the need to develop a plan for locals to participate in political action, and to contribute to the AFSA PAC. AFSA will encourage locals to use dues checkoff for the AFSA PAC, and will send a template to locals to assist them. AFSA also will determine how best to use its PAC dollars, and to contribute to members of Congress who are supportive of labor and education, and policies that support school leaders.
- **The AFSA Program Committee** began planning for the AFSA 2018 Triennial Constitutional Convention. Next steps include determining the convention theme and committee member assignments, as well as potential speakers and workshops.
- **The Legislative Committee** reviewed the newly passed Senate resolution officially recognizing October as National Principals Month. AFSA, the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) collaborated over the course of several months to plan recognition activities. In addition to the resolution, several AFSA locals in Connecticut, Maryland, New York and elsewhere worked with their state and city councils to adopt resolutions designating October as National Principals Month.
- On Sept. 20, AFSA, NASSP and NAESP sent a letter to the leaders of the House and Senate Appropriations subcommittees on Labor, Health and Human Services, and Education. The letter expressed concern regarding proposed cuts to Title II, Part A of the Every Student Succeeds Act and the proposed elimination of the School Leader Recruitment and Support Program. AFSA will continue its efforts by working with its locals to send joint letters to their respective state departments of education.
- **The Scholarship Committee** approved the 2016–2017 AFSA Scholarship Program. Once again, the union will award five \$2,500 scholarships to children of AFSA members attending college for the first time in 2017. The committee also agreed to examine the scoring rubric to ensure it is as closely aligned to the scholarship application as possible.
- **The Finance Committee** met and approved the budget for 2016–2017. In addition, the committee approved the independent auditors to begin the annual audit of AFSA's fiscal year that ended Aug. 31, 2016. A final report will be given at the January 2017 meeting. The committee also reviewed updates and changes to the Union Privilege programs.

The first board meeting of 2017 will be held Jan. 27–28 in Washington, D.C. ■

GEB members on the tour at IUPAT in Lanham, Maryland.





Cynthia Warren at Channel 5 in St. Louis, where she was interviewed after receiving her award.

AFSA Member Earns Salute to Excellence Award for Commitment to Education

Members of the education community gathered at the 2016 Salute to Excellence in Education Scholarship and Awards Gala in St. Louis on Oct. 1, 2016, a celebration that honors educators who have exceeded excellence in education.

AFSA General Vice President Dr. Cynthia Warren was one of eight honorees at this year's gala. Her dedication to education and teaching earned her the prestigious award.

Warren is the executive director of operations, Elementary Administrators local representative and vice president of the Retired Administrators Association of the St. Louis Public Schools, AFSA Local 44. She was selected to mentor first- and second-year principals by the St. Louis Public Schools System and the Department of Elementary and Secondary Education for the state of Missouri.

The award is for her work with the St. Louis American newspaper that

distributed more than \$3.5 million in scholarship money for local high-potential minority students, as well as her work in securing community grants.

"I have successfully worked with students in the education field for over 40 years," Warren said. "This organization will seek out educators who have dedicated themselves to the cause of promoting education at all academic levels."

Over the past 10 years, Warren led the effort to redesign the organizational structure of the local, implemented an improved financial reporting plan during her tenure as president, began monthly meetings with the superintendent's office, helped to create the

administrator's evaluation tool, and initiated a professional development program for the Administrators Association of the St. Louis Public Schools.

In St. Louis, Warren was instrumental in writing proposals and planning budget projects that assisted the Dwight McDaniels Theological Seminary in obtaining full accreditation, owing to experience she gained as a member of the AFSA General Executive Board.

She said she greatly appreciated her colleagues, Dr. Linetta Carter and Ms. Dejeanette Williams, for nominating her for this award. Warren also thanked AFSA President Diann Woodard.

Warren remains committed to helping administrators become great leaders while introducing students to a personalized learning environment that supports young leaders in the field of education and industry.

"I am so excited and honored to be thought of in such a magnificent way," Warren said. "It feels wonderful. I am excited and blessed to have my work be held in such high esteem. I don't look for recognition because I enjoy helping others. When you enjoy your work or ministry, it becomes second nature and you just do it with no sweat." ■



Leaders and representatives from AFSA, NASSP and NAESP at the National Principals Month Hill event.

Celebrating the True Leaders of Education

School principals deserve recognition every day for the crucial work they do in improving the lives of our nation's students.

Thanks to a Senate resolution passed on Sept. 21, the month of October was officially recognized as National Principals Month. AFSA joined forces with the National Association of Secondary School Principals (NASSP) and National Association of Elementary School Principals (NAESP) to honor the hard work and dedication of America's principals all month long.

Throughout October, AFSA celebrated the work of principals by sponsoring and participating in many activities and events, including delivering a

video message from President Diann Woodard (<https://youtu.be/5v-IC0UcW9I>), hosting a webinar on combating education inequity (<http://www.afsaadmin.org/events/past-webinars/educational-inequity/>), promoting the celebration across social media, sending action alerts to members, participating in U.S. Department of Education shadow visits, and co-hosting a Capitol Hill event with NASSP and NAESP.

As leaders from AFSA, NASSP, NAESP and other education supporters gathered in the Rayburn House Office

Building on Capitol Hill on Oct. 13, their message was heard loud and clear: support for ongoing principal professional development is essential.

"Events like this remind us of the bigger conversation we need to have as a nation," said Jayne Ellspermann, president of NASSP. "Principals are the heart and soul of your school."

The special event, "Revolutionizing School Leadership Under (Every Student Succeeds Act) ESSA," was live-streamed online for viewers to hear a discussion on the new ESSA and how states, school districts, principals and other school leaders can leverage language in the new law to provide increased support for school leaders.

“Leadership is one of the most important factors affecting student achievement,” Ellspermann said. “An investment in leadership is an investment in learning.”

Following opening remarks by Ellspermann and NAESP President Steven Geis, Alyson Klein, a federal policy reporter at Education Week, acted as moderator of a panel discussion and presented questions on the passage of ESSA, principal professional development and the importance of the principal’s role.

The panelists included:

- Carol Hahn, principal, Bellows Spring Elementary, Ellicott City, Maryland, *2015 Maryland National NAESP Distinguished Principal*
- Robert Motley, principal, Glenwood Middle School, Glenwood, Maryland, *2006 Maryland NASSP Principal of the Year*
- Ernest Logan, former principal, I.S. 55, D-23, Brooklyn, New York, *President of the Council of School*

Supervisors & Administrators, New York, and Executive Vice President, AFSA

- Lee-Ann Stephens, teacher and equity coach on special assignment with the St. Louis Park School District, Minnesota, *2007 Minnesota Teacher of the Year*

Key insights touched upon the rapid evolution of the principal’s role and the need for increased professional development for principals.

“Too often, someone has a new idea that they want to implement after a one-day training. But how do we evaluate the professional development?,” said AFSA’s Ernest Logan. “We want the principal to be everything, but deny them resources. A true sign of good leadership is that a school can run a few days without a principal,

which allows time for professional development.

“How are we going to implement this if we have not been trained in it ourselves?,” Logan added. “The idea that we would cut back from the already-limited funding they were already giving in the first place causes us all to take a deep breath and say, ‘what do we do to get people to understand how important funding is for the role of the school leader?’”

The panelists agreed every school is different, and what worked in one may not work in another. Before ESSA, principals spent, on average, less than 1 percent of time on their own professional development. Flexibility is needed in ESSA for it to be successful.

Panelists were enthusiastic about ESSA and its potential to help ensure opportunity for all students and revolutionize school leadership.

Visit www.principalsmonth.org to learn more about the activities and events held throughout the month, and for ideas to support school leaders. ■

Panelists discuss topics on the value of the role of principals. Left to right: Carol Hahn, Robert Motley, Alyson Klein (moderator), Lee-Ann Stephens, AFSA’s Ernest Logan.



Connecticut Supreme Court to Hear Appeal in Major School Funding Ruling

A legal ruling is forcing Connecticut to reconsider how to deal with ongoing challenges within its public school system. The state Supreme Court will hear the appeal of a superior court's ruling that the state's method for how aid is distributed, special education is funded and the standards to which students and teachers are held is irrational and unconstitutional.

This decision occurred in the aftermath of Hartford Superior Court Judge Thomas Moukawsher's ruling on Sept. 7, 2016, that the state design a new and improved way to fund public education. Moukawsher said the state had 180 days to come up with a new spending plan.

"Judge Moukawsher's recent ruling to improve and design a new way to fund public education in Connecticut was right on," said Sandra Inga, president of Hartford Principals' and Supervisors' Association (HPSA), AFSA Local 22 and an AFSA general vice president. "Connecticut schools continue to be neither equal, nor equitable."

Attorney General George Jepsen said the lower court exceeded its authority and the ruling would nearly remake the state's entire public school system at the "discretion of a single, unelected judge."

"There is no reason to believe that any judge is better qualified to make these decisions than are elected officials," the state attorney general's office said in its appeal.

Gov. Dannel Malloy said he accepted Jepsen's legal rationale for the appeal. Malloy also said "lawmakers should take steps to address the concerns raised in the ruling, even as the appeal goes forward."

Connecticut has one of the largest achievement gaps between rich and poor students. It is also the most unequal state by income distribution, skewed between its wealthy, mostly white suburbs and downtrodden cities housing large numbers of poor minorities.

"In one of the richest states in the country, Connecticut continues to have the largest gap, both educationally and socioeconomically," Inga said. "The manner by which education cost sharing funds schools continually gives the least funding to the neediest school districts."

In Moukawsher's lengthy opinion, he said the state's inability to educate its poorest students was a stain on Connecticut's reputation. "The state has left rich school districts to flourish and poor school districts to flounder," he said.

The Connecticut Mirror reports that the judge's ruling comes about a month after final arguments in the case, *The Connecticut Coalition for Justice in Education Funding v. Gov. M. Jodi Rell*, which first was brought 11 years ago by a group of parents, students and teachers. The lawsuit was meant to examine the adequacy, rationality and fairness of how schools are funded in the state.

The state legislature recently stripped \$5 million in state aid from some of the neediest school systems, redirecting the funds to comparatively wealthy communities.

Although both sides are seeking to have parts of Moukawsher's ruling overturned, some education advocates have called on state officials to decline an appeal and begin implementing the original ruling.

"I believe that giving the state 180 days to come up with a new spending plan might be a bit aggressive. It has taken many years to get where we are," Inga said. "I don't think that six months will be sufficient time to undo this mess. However, at least Judge Moukawsher has recognized the inequity of the system." ■

Yolanda Jones-Generette: A Leader Who Goes Above and Beyond Former New Haven Principal Leads School to Achieve Double-Digit Growth Percentages in Assessments

Yolanda Jones-Generette, a member of School Administrators Association of New Haven, AFSA Local 18, exemplifies being a hardworking leader with many accomplishments during her 22 years of serving the New Haven Public Schools district.

Her longtime career in education, including teaching experience in early child education, led her to serve as assistant principal for Barnard Environmental Studies Magnet School (BESMS) for four years from 2009 to 2013, and as principal for two years, from 2014–2016.

One of Jones-Generette's prouder accomplishments during her time as principal at BESMS was helping the school achieve double-digit growth in District Interim Math Assessments scores during the 2015–2016 school year. As a result of initiatives created by Jones-Generette, students in grades three through eight doubled their scores, as measured at the beginning and end of the year.

During the school year Jones-Generette wanted to find ways to improve core instruction in math. She sought out retired teachers to hire as weekly in-class math tutors to help students who were not performing as well as their peers, which proved to be successful, especially for students at risk.

Additionally, every Friday during morning announcements there would be a timed math problem of the day to prepare the children for the assessments. Once time was up, the math problem would be reviewed and the students could go over their responses with their class.

The Department of Education invited BESMS to participate in a study and, as a participant in the study, BESMS was given an instructional coach and onsite professional development to support teachers with setting weekly learning goals, as well as methods for helping their students set math learning goals.

Through this initiative, students felt empowered to set a new goal each week and to build on their success. Teachers looked at students' work samples to further support them in expanding their personal goals.

Students took ownership of their own learning, consistently reaching out for support when it was needed, and repeatedly setting goals for themselves. Jones-Generette and her teachers saw great strides being made by their students.

Other initiatives Jones-Generette helped implement at BESMS include:

- A family resource room in the school for parents to come visit during the school day and spend time with their children.
- Updated technology, including a new computer for every teacher and 95 Chromebooks for grades five through eight. A new computer lab also was created.



- Enhanced communication between teachers and parents by introducing a new school website, which allowed teachers the chance to write blog-posts. The daily blogs inform parents about different activities and upcoming events, and offer a summary of what is going on in the school.
- An Instagram account to display pictures of learning.
- Classroom observations with meaningful 24-hour feedback for teachers.
- A broader focus on environmental studies for all grades by creating an Environmentalist Team.
- A garden and outdoor schoolyard habitat created to serve as an outdoor classroom. Student courtyard gardens allow students to work on and develop themed gardens that include spices, vegetables, fruits, flowers and many other plants—an outstanding ecosystem on school grounds.

If you would like to nominate an AFSA member for our next newsletter, please email ns pina@AFSAadmin.org. ■

Supporting Grieving Students? Take Care of Yourself, Too

Have you taken steps to support grieving students and their families? If you have, you've offered them some of the most meaningful and lasting support they will ever experience. Having an impact such as this is exactly why many school professionals choose to work in education.

However, this kind of effort also can be challenging. As one teacher said, "It can be difficult to talk with children about a death and see how sad they are."

Offering grief support can trigger a range of reactions in adults, including:

- revisiting a past, personal experience of grief;
- feeling more anxious about your own health and mortality;
- increasing worries about a friend or family member who is ill; and
- feeling resentful or uncomfortable about the feelings that arise, then feeling guilty or inadequate for not "managing" your emotions more effectively.

These kinds of reactions are common. It's important to talk with other adults about any troublesome feelings that might arise. Friends, family and colleagues can be helpful. There also may be times when the support of a bereavement specialist or mental health professional will be appropriate. ■



‘Quite Often, They Are Worn Thin’: When School Professionals Support Grieving Students

Offering support to grieving students and their families can be highly gratifying for school professionals. They are offering much-needed support during a critical time in a student’s life. The unique relationships children have with educators make these efforts immeasurably important.

But the impact on school professionals can be challenging, too. Grief is difficult to witness, and the grief of a child can be especially unsettling. It can be difficult to accept that it is not possible to prevent deep feelings of pain for a child who has lost a loved one.

Educators may find their own personal experiences of loss are triggered by a student’s grief. They may find themselves feeling new worries about the severity of an illness in their own life—could it become more severe? They may be concerned about a friend or family member. They may experience new apprehension about their own or others’ mortality. “They are worn thin,” one assistant principal explained.

Sometimes, school professionals find they are uncomfortable with the role of providing support for grieving children. They may feel unprepared or have too many other stressful experiences in their lives at the moment. This can lead to feelings of guilt for “not doing better,” or a sense of insufficiency for not being more prepared.

These are fairly common reactions. In some cases, it may be best for an educator to turn to someone else on the team—a school counselor, psychologist, social worker or nurse; administrator; or teacher—to step into the role of offering support.

It is important for educators to get support themselves when they are interacting with grieving students. Talking with friends, family and colleagues is usually helpful. Sometimes, it is also useful to speak with a mental health professional, bereavement specialist or employee assistance program.

You can learn more about strategies for professional self-care at the [Coalition to Support Grieving Students](#). AFSA is a member of the coalition.

The Coalition to Support Grieving Students was convened by the New York Life Foundation, a pioneering advocate for the cause of childhood bereavement, and the National Center for School Crisis and Bereavement, which is led by pediatrician and childhood bereavement expert David J. Schonfeld, M.D. The coalition has worked with Scholastic Inc., a long-standing supporter of teachers and kids, to create [grievingstudents.org](#), a groundbreaking, practitioner-oriented website designed to provide educators with the information, insights and practical advice they need to better understand and meet the needs of the millions of grieving kids in America’s classrooms. ■

Department of Education's Long-Awaited ESSA Guidance Touts Principals, Encourages States to Provide Professional Development for Them

Just in time for the October observation of National Principals Month, the Department of Education released guidance on Title II of the Every Student Succeeds Act, which encourages state and local governments to use federal funds on professional development specifically for principals.

AFSA, along with the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP), issued a joint statement applauding the department "for its uncompromised support for school leaders in the new guidance" and "for highlighting the ability for SEAs to use federal funds for principal professional development under ESSA."

The guidance contains strong language on the value of principals and school leaders. In one section, it states: "Effective principals, assistant principals, and other school leaders are essential to school success, particularly in schools with large numbers of students from low-income families

and minority students. Strong principals attract teachers with great potential for success, support the ongoing professional learning of teachers, and retain excellent teachers." In another section, the guidance encourages states to use 3 percent of their Title IIA subgrant funds "for State activities that support principals or other school leaders." The last piece is particularly admired by AFSA, which pushed hard for the law to set aside funds especially for principal professional development.

AFSA will continue working with NASSP and NAESP to promote this beneficial language as ESSA is implemented at the state and local levels.



Congress keeps the lights on, delays budget reckoning until December

For the third consecutive year—since the last government shutdown—Congress waited until nearly the last minute to pass a funding measure that would keep the government up and running. Just two days before the Sept. 30 fiscal year deadline, Congress passed a short-term continuing resolution (CR) that keeps federal education funding on autopilot until Dec. 9, 2016. As a result, all education programs will continue at last year's funding levels, with the exception of new programs authorized in the Every Student Succeeds Act (which did not exist last year and thus received no funding). Therefore, the new Student Support Academic and Enrichment Grants program (Title IV, Part A of ESSA), the flexible block grant that supports health and safety programs, well-rounded child academic programs and technology are not funded through this CR. A final deal, with no set date yet, presumably would include funding for all new ESSA programs, including Title IV, Part A.

This year, Congress delayed action on the CR over emergency funding to fight the Zika virus, address the opioid abuse crisis and the Flint water pollution issue, and help clean up flooding in Louisiana. Ultimately, Congress worked out funding for all of these issues—but it took Senate Democrats blocking approval of the bill for congressional leaders to agree to provide \$170 million in aid for victims of the Flint water crisis.

Congress now has but a few short weeks to pass a final spending bill for fiscal year 2017 before the CR expires Dec. 9. While it is unclear at this time how funding will play out before the end of the 114th Congress and the end of the Obama era, there are a few scenarios that could affect funding for education, which are described below:

- Congress could pass an omnibus bill that funds all government programs for a full year, makes cuts or adds funding to existing education programs, and provides funding for the new education programs under ESSA, including the new flexible block grant. In this scenario, a new Congress and president would not have to deal with the appropriations process right at the beginning of a new session and administration.
- Congress could pass a series of funding bills that only fund some areas where there is less likely to be disagreement, like agriculture, military, veterans' affairs and defense, while delaying decisions on other programs, like education, until next year.
- Congress could pass a yearlong continuing resolution that keeps government spending at its current levels and punts the funding issues to a new Congress and a new administration. In this scenario, Congress still most likely would have to address funding for new programs, like the flexible block grant in ESSA.
- Congress could fail to come to an agreement by Dec. 9 and extend the continuing resolution until the beginning of the new Congress and administration, forcing them to take up the issue immediately in January.

House career and technical education bill passes; Senate bill stalls

On Sept. 13, 2016, the House passed, on a vote of 405–5, a bill to reauthorize the Carl D. Perkins Career and Technical Education Act (CTE). Sponsored by Glenn “GT” Thompson (R-Pa.) and Katherine Clark (D-Mass.), this bill would reauthorize the U.S. Department of Education's career and technical education program, which provides funds to school districts and community colleges to operate CTE courses. Among other things, the bill aims to more

closely coordinate CTE course offerings with the needs of business.

During debate, members lauded the measure's focus on aligning courses with workforce needs, increased flexibility at the local levels and strengthened accountability measures. In addition, lawmakers noted the high-needs skills gap and cited the predicted job shortages in many workforce sectors within their states, including information technology, health care, manufacturing, aerospace and engineering—and that the bill would address these issues.

There was widespread recognition that participating in CTE programs is not a second-rate option behind obtaining a four-year degree, but rather a first-rate and high-quality option for students to pursue high-skilled, high-paying jobs after high school graduation.

Despite the virtually unanimous support for this bill on the House side, its prospects on the Senate side dimmed significantly before the Senate recessed. The Senate version of a CTE bill was pulled from the Senate Health, Education, Labor and Pensions (HELP) Committee's markup schedule at the last minute due to Democratic objections to provisions that would restrict the implementation authority of the secretary of education.

Democrats argued the bill went too far in limiting the scope of the secretary's authority, while Senate HELP Committee Chairman Lamar Alexander (R-Tenn.) made it clear he supported reining in the power of the secretary to implement and regulate education programs. Removing the bill from markup buys the HELP Committee some time to work out a compromise, hopefully saving CTE, a historically bipartisan program, from becoming a partisan nightmare. ■

HOW A TRUMP PRESIDENCY WILL IMPACT EDUCATION

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on college campuses. Another option being discussed is folding Education back into the Department of Health and Human Services, where it was formerly a mere division.


With President-elect Trump in the White House and Republicans controlling the Senate and House, more decision-making power over education is likely to be transferred back to states and local governments. Indeed, emboldened by his victory, the Republican-controlled Congress may collaborate with his new administration in ripping up regulations just approved by the Department of Education to implement the Every Student Succeeds Act (ESSA), leaving interpretations of the law's provisions completely in the hands of states. If

he does go through with his plan, the Center for American Progress Action Fund (CAPAF) found that 8 million disadvantaged students would lose funding opportunities, diminishing greatly the federal government's role as a safety net for vulnerable low-income students and children of color.

These children already are under duress from the decline in funding resulting from the political push to privatize public education and limit overall federal spending. An analysis of the federal budget by the bipartisan advocacy organization First Focus recently found that "Congress is cutting funds for children more than twice as fast as spending [on children]."

With regard to President-elect Trump's strong opposition to Common Core, he is unlikely to have an effect on its status, states Educationworld.com. According to the ESSA, which was approved by strong bipartisan majorities, it is against the law for the secretary of education to influence any state's standards.

All of these developments raise the significance of school leaders strengthening the coalition AFSA has helped build with other organizations to win a stronger voice for our profession in the recent passage of ESSA, but also of asserting our role as community leaders committed to securing the right of every child to a quality education, and the resources necessary to achieve that goal. ■



**We must be vigilant in protecting
our schools from overreach by
this incoming administration.
The students we serve deserve
nothing less.**



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3

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