

“ Teachers are the ones who should be defining what makes great teaching, not these for-profit testing companies fronted by groups of fake “education experts.” The real education experts are the ones who know your children and how each child needs to learn uniquely from all the rest.

Alyssa Agranat, MA, NBCT, Truman MS

TEACHERS' VOICE



PROFESSIONAL

PROGRESSIVE

UNIONISM

The Difference Between...



**Legislative
Edition 2012**

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MESSAGE
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albuquerque teachers federation

VOL 14 | NO 4

The Difference Between...

REFORM & DEFORM



Real reform should and must, from inception through implementation, include the knowledge, experience and expertise of teachers.

Real reform must involve a partnership between teachers and policymakers to ensure that policy has practical application and not unintended consequences.

Real reform includes the resources to properly implement.

Real reform is based on sound research in student learning and state-of-the-art pedagogical strategies, and therefore rejects the 19th-Century factory-model educational assumptions and school practices.

Real reform takes into account the link between poverty and learning and includes the social safety nets necessary for the educational reforms to be successful for all students.

Real reform honors the sophistication of today's students, and does not try to retrofit ideas and practices from the past and impose them on the youth of today.

Martínez and Skandera speak with one voice. Their education reform platform includes three initiatives: ending social promotion, changing teacher evaluation and grading schools (the one "reform" that has been passed into law). In simple terms, these three "deforms" equate to Flunking Kids, Flunking Teachers and Flunking Schools.

When I describe these efforts to colleagues from other states, they all say the same thing: "Oh, you mean the Jeb Bush reforms." "Yes," I answer. Then they all say, "Why is your governor doing that, doesn't she know those reforms weren't successful?"

Of course, when you are laser-focused on three reform initiatives, like our governor and her Secretary-Designate Skandera are, "success" is all in the eye of the beholder. Success does not necessarily mean that the reforms had a positive impact on the learning and in the lives of our students. Some reform is just a resume-building exercise for those who want to climb the political ladder, plain and simple.

Going along with our theme in this edition of the Teachers' Voice, "The Difference Between," I can only describe the education reform agenda of our governor as "deform". Amazing what changing one letter does to express what is really going on.

The difference between the two concepts cannot be more dramatic. It's the difference between what is right and wrong for students, teachers and for the future of public education.

Before the word "reform" was commandeered by corporate America and radical right-wing think tanks, it used to mean "change in order to improve; a beneficial change; the removal of faults or abuses in order to progress". Unfortunately, as others continue to "reform us," the impact actually deforms what is best about schools and what we know is best in teaching. These deforms have resulted in actually changing the shape of public education by applying force, to distort not only our mission to educate every child, but also our ability to do so.

This session, we must advocate for real reform. We must expose that which would deform our educational mission and compromise what we know is best for our students. Don't allow New Mexico to go the way of Florida, a state recently highlighted by the Center on Education Policy as having an 89% failure rate—the highest among the states.

In solidarity, *Ellen*



While rebranding her social promotion bill towards remediation is a step in the right direction, the fact that Martínez is only offering up \$17 million (chump change) to "sweeten" the deal shows that the remediation really isn't her focus. This is a last ditched effort to try to win support for Jeb Bush's "spare the rod, spoil the child" education reversion.

APS estimated that it would cost the district \$31 million to implement the changes that Martínez sought during the special session. While APS is the largest district in the state, it is only one district. Districts throughout the state will have to bear the cost when she's only offering \$17 million. This is an unfunded mandate.

—Lipstick on a Pig—Social Promotion Bill Is Still An Unfunded Mandate
Independent Source PAC



The Missing Link In School Reform

Stanford Social Innovation Review, Fall 2011
By Carrie R. Leana

Below are excerpts; check out the full article here:
http://www.ssiereview.org/articles/entry/the_missing_link_in_school_reform/

The accountability models increasingly in fashion find their roots in the discipline of economics rather than education, and they are exemplified in the value-added metrics now gathered by large urban school districts. These metrics assess annual increments in each student's learning derived from standardized tests in subject areas like math and reading, which are then aggregated to arrive at a score for a teacher—her "value added" to students' learning. Anyone can go to the website of the Los Angeles Times and find a ranking based on these scores for every teacher in the Los Angeles Unified School District. Needless to say, many teachers and the unions that represent them are opposed to value-added models, arguing that they fail to capture the complex factors which go into teaching and learning...

Three beliefs—in the power of teacher human capital, the value of outsiders, and the centrality of the principal in instructional practice—form the implicit or explicit core of many reform efforts today. Unfortunately, all three beliefs are rooted more in conventional wisdom and political sloganeering than in strong empirical research. Together they constitute what I call the ideology of school reform. And although this, like all ideology, may bring us comfort in the face of uncertainty and failure, it is unhelpful and perhaps dangerous if it leads us to pursue policies that will not bring about sustained success. Our research suggests that there is some truth to the predominant ideology. Teacher competence does affect student learning. Outsiders can bring fresh ideas and enthusiasm to tired systems. And principals do have a role in reform efforts. At the same time, our findings strongly suggest that in trying to improve public schools we are overselling the role of human capital and innovation from the top, while greatly undervaluing the benefits of social capital and stability at the bottom.

To be clear: I am not opposed to recognizing the contributions of outstanding teachers or to holding bad teachers accountable for poor performance. But I believe in the power of objective data. The results of our research challenge the prevailing centrality of the individual teacher and principal leadership in models of effective public education. Instead, the results provide much support for the centrality of social capital—the relationships among teachers—for improving public schools. Our results suggest that we need to broaden the focus on teacher human capital to an approach that supports both human and social capital development for teachers.

How to Reform Public Schools

THE PREDOMINANT IDEOLOGY

PRINCIPAL = LEADER

The principal is the leader of school instructional reform.

OUTSIDE WISDOM

Bring in outside experts—even novices—to solve problems.

INDIVIDUAL POWER

Reform efforts are focused on improving the capabilities of the individual teacher.

THE REALITY

COLLECTIVE POWER

The teaching staff is engaged in school reform collectively.

REFORM FROM WITHIN

Trust and meaningful communication among teachers are the bases of true reform efforts.

PRINCIPAL = PROTECTOR

The principal supports teacher reform efforts through building external relations.

Building social capital in schools is not easy or inexpensive. It requires time and typically the infusion of additional teaching staff into the school. It requires a reorientation away from a Teacher of the Year model and toward a system that rewards mentoring and collaboration among teachers. It also asks school principals and district administrators to become more external in their focus—spending less time looking over teachers' shoulders and more time on collaboration with potential outside supporters of teachers' efforts. But after decades of failed programs aimed at improving student achievement through teacher human capital and principal leadership, such investments in social capital are cheap by comparison and offer far more promise of measurable gains for students.

Teachers' Voice

The Difference Between... THEM & US

When it comes to the education budget everyone has an opinion. Some opinions, like those of actual educators, are more informed than others. As you will see in each category of the chart below, education professionals propose allocating funding where we know it will be most effective—based on direct experience with the teaching and learning process. Non-educators rely on second- and third-hand opinions from others who may have a personal or private agenda guiding their recommendations.

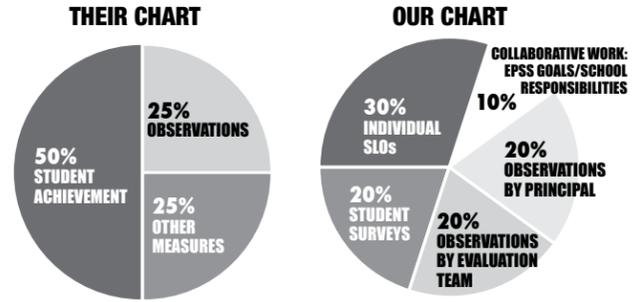
ISSUE	EDUCATION PROFESSIONALS	NM BUSINESS ROUNDTABLE
Funding	\$142 million to return school funding to 2008 level.	No mention.
Reform	Full partnership for educators and parents. Opposes "reform" through rules rather than legislation.	Supports the implementation of the Evaluation Task Force, and, supports Ending Social Promotion.
Retirement (ERB)	Opposes any changes for current employees and retirees.	No mention.
Land Grant Permanent Fund (LGPF)	Maintain the funding for education at 5.8%. Would require a vote on a Constitutional Amendment in November 2012.	Opposes any additional distribution from the LGPF for early childhood care and for education.
Governance	Supports a memorial to conduct a review and analysis of the state public education governance system to determine effectiveness, results, and stakeholder satisfaction.	The NM Business Roundtable funded the operation of the Teacher Evaluation Task Force.
Common Core State Standards (CCSS)	In this transition to CCSS and new tests, we oppose creating high-stakes reform based on SBA.	Supports the state's adoption of the CCSS.
Charter Schools	Moratorium on new charters until we improve funding for existing schools.	Opposes any moratorium on charter schools.
"Accountability"	The over-reliance on using standardized test scores must be ended.	Supports using SBA scores to measure "longitudinal" results, reflecting the governor's system of "reform".
Early Childhood Education	Fund with an increase in LGPF to 7.3%.	Supports the implementation of SB 120, the "Early Childhood Care and Education Act", but opposes funding.

The Difference Between... OUR WAY & THEIR WAY

Teacher Evaluation

After the teacher evaluation bill (SB502) failed to pass in the last legislative session, Governor Martínez created the "New Mexico Effective Teaching Task Force". Don't be fooled—the intent is to create a merit pay/evaluation system based on SBA scores. We all know that relying on a single test is not a true measure of our effectiveness in the classroom. Our recommendations are based on current research, best practices and avoiding the pitfalls embedded in systems that have leaped to quick fixes and have serious unintended consequences.

It's critical we get this right. With multiple measures, we can link teacher evaluation, compensation and student outcomes together in a fair, reliable system that will change public education for the better.



COMPONENT	TASK FORCE	ATF
TEACHER "EFFECTIVENESS"	5 levels, based on student achievement (test scores), observations and other measures	4 Levels based on multiple measures: Student Learning Objectives Collaborative work Observations by the Principal Observations by the Evaluation Team Student Surveys
STUDENT LEARNING	50% of an evaluation, measured by test scores – SBA scores for those grades/subjects giving SBA; school letter grade for others until assessments are identified, developed and approved for non-tested grades/subjects (within 2 years)	Student Learning Objectives – annual learning objectives that can be developed by any teacher for any subject in any grade, individualized to meet students' needs
COMPENSATION	Beginning 2013-14, merit pay based on effectiveness ratings, consisting of value-added contributions calculated by PED, observations and other measures	Teacher-weighted formula, additional compensation for experience, education, responsibilities, student outcomes (evidenced by SLOs), and achieving school EPSS goals
OBSERVATIONS	25% observations – at least 4 per year, minimum of 2 by principal. Others may be done by outside PED-approved evaluators, or other colleagues (formative)	20% - Observations by the Principal 20% - Observations by the Evaluation Team
OTHER MULTIPLE MEASURES	25% locally selected, PED-approved measures - e.g. portfolios of teacher and/or student work; parent and/or student surveys; and other research-based measures, INCLUDING basing up to 10% on school letter grade.	10% - Collaborative work 20% - Student Surveys
COLLECTIVE ACCOUNTABILITY	NONE-focus on competition.	School-wide EPSS, with compensation for whole school meeting EPSS goals
SHORTAGE AREAS	Incentives to teach in critical shortage subject areas, geographic areas and other hard-to-staff areas	No incentives based on shortages, as that creates a moving target – shortages appear in other areas without incentives
DUE PROCESS	Given to teachers after obtaining Level 2 license and receiving effective evaluations	Defer to local district/union negotiated agreements
3-TIERED SYSTEM & PDD	Evaluate in 2011-12 to minimize administrative costs & determine effectiveness Incorporate "effectiveness" into licensure; tie test scores to licensure Restructure pay to create smaller jumps, more frequent opportunities to advance (?) and free up resources for merit pay	Advancement through PDD process (perhaps revise PDD to include demonstration of ability to develop SLOs and evaluate student progress) Adequately fund and expand the 3-Tiered System to include a teacher-weighted formula, and incorporate SLOs and school-wide goals.
FUNDING	Funding for merit pay for a few.	Adequately fund education! Including funding for salaries that start but not end with the 3-Tiered minimums.

The Difference Between... LAWS & RULES

Why It Matters

Gov. Martínez wants to change teacher evaluation in the state's administrative code. Instead of you being assessed based on meeting competencies, she wants to evaluate you based on student test scores. To make matters worse, the governor wants to bypass the legislative process and make the changes in state rules. A handful of politically - ambitious people should not be allowed to dramatically change the way teachers are evaluated. Teacher evaluation is too important of a topic to be changed by bureaucrats. Read the chart on the right to see the difference between a law and rule.

Law	Rules in Administrative Code
Laws are proposed, discussed and voted upon by democratically-elected senators and representatives. Public input is provided in committees that hear the impact and ramifications of proposed legislation. The merits of legislation are publicly debated in both chambers. Once legislation is passed, it becomes law if signed by the governor.	The New Mexico Administrative Code is a compilation of official state rules filed by state agencies. The Public Education Department is a state agency. Simply put, the rules in code written by PED (and other state agencies) are supposed to support, clarify, or implement specific laws enacted by the legislature. Usually, statutes written by the legislature are general in nature. They establish something, set bounds of authority, and provide funding, if necessary. For example, in our statutes, lawmakers passed legislation that required teachers to be evaluated annually. It was the PED, the state agency responsible for making rules to support the laws related to education, that put into code the nine teacher competencies. As mentioned above, rules are to support, clarify, and implement statute. The rules must be written within the parameters established by statute and cannot be used to expand an agency's authority.

“ I can't escape the conclusion that decisions about the [state test] in particular and standardized tests in general are being made by individuals who lack perspective and aren't really accountable. ”

– When an Adult Took Standardized Tests Forced on Kids
Marion Brady, veteran teacher, administrator, curriculum designer, and author

The Difference Between...

TAX CUTS & A STABILIZED BUDGET

The Legislative Finance Committee projects an additional \$70 million of revenue from gross receipts taxes in FY13. Corporate income taxes are projected to be \$375 million, an increase of \$65 million. Yet, instead of working to get back to the 2008 school funding levels, and a state budget of \$6 billion, Governor Martinez is proposing more tax cuts! Are they tax cuts for lower and middle income families? No—they are tax cuts for businesses. We all support local businesses...but supporting small businesses at the expense of schools is BAD business!

GOVERNOR'S POSSIBLE TAX CUTS	A STABILIZED BUDGET?
Eliminate or drastically reduce gross receipts taxes on certain small businesses. At this point, it is unclear what percentage of the gross receipts taxes would be lost, but some estimate up to \$50 million	Education funding is still nearly \$150 million less than it was in 2008. While we support our small businesses, we cannot support any measures that will further decrease the state's revenue. Any decrease in revenue will force a decrease in spending. In order to sufficiently fund public education, our state needs to INCREASE K-12 funding by approximately \$500 million. Decreasing revenue will only set us back.
Reform the tax code to a "single sales factor" – for multi-state corporations based in New Mexico, they'd only pay income taxes on their sales inside the state, not sales outside of New Mexico. It could potentially cut corporate income tax revenue in half. Example: Corporate income taxes are projected at \$375 million, but under a single sales factor policy, could be as low as \$187 million.	The reduced corporate income tax revenue, especially if combined with a gross receipts tax cut for small businesses, could erase nearly all the \$254 million in projected "new money" in FY13. Budgets for all, including public education, would remain flat...and a flat budget is really a cut, when operating costs (not including salaries) are expected to climb by nearly \$20 million in APS alone. Who are the winners from this policy? Mostly oil, gas & mining industries. It's worth noting that those industries contributed over \$1 million to Martinez' campaign in 2010 (Followthemoney.org, 2011).

The Difference Between...

CURRENT ERB & ERB SOLVENCY

As the fiscal year ends, the NM retirement fund has total assets of \$9.5 billion. However, the educational retirement system is 63.8% funded; that is, while the system is able to pay current benefits, the fund has only about two-thirds of funding needed for its benefit obligations into the next few decades. The Educational Retirement Board (ERB) attributes this to the state's current fiscal problems and the financial markets plunge in 2008. The legislature's Investment & Pension Oversight Committee (IPOC) requested that the ERB develop a recommendation for improvement of retirement fund solvency.

BENEFIT/CATEGORY	CURRENT PLAN	NM ERB PROPOSED CHANGE	IMPLICATIONS
COLA	2%	1.75%	Reduction in cost of living adjustments
FINAL AVERAGE SALARY	5 year average	5 year average	No change
VESTING TERM	5 years	5 years	No change
MINIMUM RETIREMENT AGE	None	55	May result in an individual having to wait longer to receive retirement benefits
LONG-RANGE SOLVENCY OF FUND*	65% funded until the year 2030 71.2% funded until the year 2040	78% funded until the year 2030 96.3% funded until the year 2040	Under current plan, the fund will not be able to pay full benefit obligations 20 to 30 years into the future. With plan changes, the fund is projected to pay retirement benefit obligations in accordance with ERB-adopted Governmental Accounting Standards Board (GASB) requirements.
EMPLOYER CONTRIBUTION	9.15% (with swap) 12.4% (w/o swap, employers would contribute at this level.)	13.9% 1.5% increase not considering the swap 4.75% increase if you include swap	Employer will pay a higher percentage than they are currently paying this year. The amount to be paid will depend on the continuation or termination of the swap.
EMPLOYEE CONTRIBUTION	11.15% (with swap) 7.9% (w/o swap, employees would contribute at this level.)	9.9% 2% increase without the swap. 1.25% decrease with the swap	Employee contribution will be increased or decreased depending upon legislative action to retain or eliminate the swap.
MULTIPLIER	2.35%	2.35%	No change
GRANDFATHER PERIOD	n/a	10 years	Those within ten years of current retirement eligibility could retire under current eligibility rules.

*Note: The New Mexico Legislature's Investments and Pensions Oversight Committee had directed both the Educational Retirement Board (ERB) and the Public Employees Retirement Association (PERA) to bring forward proposed plan changes to address long-term solvency issues. The ERB has complied with that directive while, to date, PERA has not. It should be noted that significant disparities between the two plans still exist.



No research has shown that the value-added approach to teacher evaluations improves student learning, but there is research to suggest that some models yield unreliable results. For many teachers, adequate data points to plug into the formula aren't available; about 60 percent of Florida teachers work in subjects not presently tested by the FCAT, which only covers reading, science and some math. And the test itself was designed to measure the performance of students, not teachers.

– Florida Teachers Get Ready To Get Graded
The Miami Herald, November 6, 2011
Laura Isensee and Sarah Butrymowicz



The Difference Between...

FUNDING SCHOOLS & FUNDING REFORMS

For the first time since 2008, the state legislature will have money available to allocate and will not have to make further cuts to education spending. In the latest financial forecast issued December 5, 2011, the state expects to have about \$254 million in "new money" next year, which could be used to fund schools and restore the recent budget cuts.

The \$254 million is the difference between projected revenues for fiscal year 2013 (for us, the relevant time period is the 2012-13 school year) and current state spending.

Out of the \$254 million, about \$50 million will be needed to eliminate the extra 1.75 percent additional retirement contribution we were forced to pay this year. The law that required the extra contribution was to cease if new money estimates exceeded \$100 million. Therefore, barring new legislation, our contribution rate will drop from 11.15% to 9.4% beginning July 1, 2012.

Also, the consensus among the economists, legislators and legislative staffs that collaborated on the budget outlook estimate is that some of the additional revenues will be needed to cover anticipated growth in Medicaid, which pays for health care for the poor and uninsured children. This will cost about \$100 million.

This means there will be about \$104 million in new money. Based on past spending, public schools should receive about 43-45 million dollars next school year.

The revenue projections and spending estimates are very important because lawmakers will use them in making budget decisions during the upcoming 30-day legislative session.

Simply using new money (not even raising taxes) and spending the average percentage amount of the budget on education would result in about \$43 million for public schools next school year.		
FUNDING FACTORS	GOVERNOR MARTÍNEZ	A BETTER WAY
THE STATE EQUALIZATION GUARANTEE (SEG), THE FUNDING FORMULA THAT DISTRIBUTES MONEY TO SCHOOL DISTRICTS FOR PROGRAMS AND SALARIES	The governor will claim that she is increasing spending under the SEG (the state funding formula) by almost \$23 million, a 1% increase. However, she includes the restoration of funding to discontinue the extra 1.75% retirement contribution and eliminating her bogus "efficiency savings" mandate in these calculations. These items total almost \$54 million. You could also look at in terms of these items not being included in the SEG at all. No matter how you phrase it, the reality is the money being recommended for programs and salaries is actually \$31 million less (1.35%) than last year.	If the state allocated the new money based on past education spending, schools would get about \$43 million dollars. This could be used to: <ul style="list-style-type: none"> eliminate the extra 1.5% retirement contribution (on top of the 1.75% that is being eliminated), which would lower our contribution from 11.15% to 7.9%; or, provide salary increases of about 3% or restore lost jobs and programs.
FUNDING OUTSIDE OF THE SEG	The governor will also tout that her administration is requesting an additional \$48 million in spending. Some of the money would be spent on her education "initiatives", like implementing the new merit pay evaluation system, providing bonus pay to "high-performing" teachers. Not only is the philosophy and specific spending a problem, but this is even more troublesome because the governor wants the spending to be categorical (outside of the funding formula) and aligned with her so-called reforms. This will make an equalized formula unequal and allow the PED and governor to allocate as they see fit instead of the legislature appropriating money equally to districts.	ATF recommends the \$43 million, plus any other money available, be distributed through the funding formula. Funding outside of the formula is another attempt to circumvent the legislative process.
TAX CUTS	With the administration using some of the new money to cut taxes, the schools would only receive about \$43 million. While far better than the cuts of the last three years, it does not restore the \$142 million in cuts since 2008.	If we added to funding, we could fund all of the above in this column and do some or a combination of the following: <ul style="list-style-type: none"> Restore lost teaching and support positions Provide districts with money to cover fixed costs like utilities Add more money for salary increases

GET LEGISLATIVE INFO from Your UNION

Sign Up to Get Electronic Updates

If you want to receive regular email updates concerning legislative action, salary increases/pay raises and education reform, go the Albuquerque Teachers Federation website, www.atfunion.org and click on the 2012 Legislative Session story, then the link at the very top of the first page that says "click here to register as an ATF E-Activist. Once there, simply fill out the required (*) fields and register your email address. This will provide you with the most current information available throughout the legislative session.

Stay In Touch With Your ATF Fed Rep

The Fed Rep(s) at your school will be provided with up-to-date information concerning the events in Santa Fe. Throughout the legislative session, your union will provide updates on the issues and the key legislators to contact. Please stay in touch with your rep and act on the requests to participate in the lobbying efforts.

How to Identify Your Legislators

To quickly identify your State Senator or Representative, refer to page 7 in this newsletter. District maps and contact information for both chambers are also included. Email addresses are also listed. Specific messages on targeted issues can be easily sent to legislators by selecting the Get Active! link on the Albuquerque Teachers Federation website, www.atfunion.org.

How to identify your legislators and access their contact information

1. Go to www.nmlegis.gov
2. From the **Members** menu: **click on Find Your Legislator**
3. For the House or Senate: **click on Search by Name, District or Zip Code**
4. On the next page **Search for Your Legislator: enter your 5-digit zip code**
5. Finally, since most zip codes overlap several legislative districts, **enter your complete 9-digit zip code**. The next page will show your state senator and state rep. **Click on the names** to access their contact information

Contacting Your LEGISLATORS

Register as an ATF E-ACTIVIST and help get our message heard!

Legislators want to know what their voting constituents want them to do. The efforts of ATF's full-time lobbyists can best be supported and reinforced by the actions of its members when they contact their legislators directly through electronic lobbying, phone calls, letters, fax, and personal visits. When communicating with your legislators, remember that you are the professional in the field of education. Be prepared to share your knowledge and expertise to dispel myths and bad information, and promote positive action in support of public education.



The current fashion in education reform treats teachers as lazy slugs who care little about whether their students are learning anything. The assumption behind using standardized testing for teacher evaluation is that the only way to make teachers care about learning is to embarrass them publicly when their students do not perform according to someone else's idea of norms. This assumption is what is truly preposterous!

— *Let's Blame All the Teachers!*
Patricia McGuire, President, Trinity Washington University



Suggestions for the format and content of letters to Legislators



Senator or Representative _____
State Capitol Building
Santa Fe, NM 87503

Dear Senator or Representative: _____

I am a registered voter in your district and I am a member of the Albuquerque Teachers Federation. I (describe your job – e.g. teach 4th grade; teach math; provide counseling/therapy, etc.) at _____ school.

I ask that you support and vote for House Bill/Senate Bill _____ (give the bill number or title). As a professional who works daily with children, this legislation is important because _____.

I would appreciate your support for HB/SB _____. Please let me know your views on this important bill. Thank you for your time and help.

Sincerely,

1. IDENTIFY YOURSELF

State that you are a voting constituent. Tell where you work and what you do, and how long you've been an educator. Briefly state the contribution you make toward a student's education, using a personal anecdote, if possible.

2. ASK FOR A SPECIFIC ACTION TO BE TAKEN

State what you are advocating for or against. Link your position on a specific bill with your professional needs and experience.

For example: "Please vote against the budget because it cuts education again," or "please support mandatory combined reporting so that out of town corporations pay their fair share."

3. THANK THE LEGISLATOR AND REQUEST FEEDBACK

Always close with appreciation for past support and thanks for their consideration for your position. Ask the legislator to respond with information on how they view the issue and what actions they propose to take.

rev•e•nue (n)

THE INCOME OF A GOVERNMENT FROM ALL SOURCES, USED TO PAY FOR A NATION'S EXPENSES.

A number of revenue generating ideas have been discussed over the past several years in the Legislature. The following list provides selected revenue generators for a one-year period in FY12 based on analyses performed by the NM Taxation and Revenue Department.

- Roll back the personal income tax cuts of 2003 for filers with income exceeding \$150,000 (the wealthiest 5%): **\$246 million**
- Increase the personal income tax for filers with income exceeding \$75,000, \$100,000 and \$150,000 per year (depending on filing status): **\$65 million**
- Require out-of-state corporations to pay taxes on the profits they make in New Mexico (aka: mandatory combined reporting): **\$32 million**
- Increase the gross receipts tax (New Mexico's sales tax on goods and services) by one-quarter of a percent: **\$127 million**
- Add a dime-a-drink tax on alcoholic beverages: **\$43 million**
- Increase the payout of the State's Land Grant Permanent Fund by 2%: **\$180 – \$200 million**
- Borrow against the State's Land Grant Permanent Fund: estimates range from **\$180 – \$240 million** plus interest
- Increase property taxes statewide by one mill (which equals \$1 for each \$1,000 of a property's assessed value): **\$46 million**
- Extend the compensating tax to Internet sales by businesses with a physical presence in New Mexico: **\$13 million**
- Cut deduction for capital gains income in half (from 50% to 25%), most of which goes to New Mexicans earning more than \$200,000: **\$37 million**
- Increase the excise tax on the sale of motor vehicles from 3% to 6%: **\$154 million**
- Repeal a coal surtax exemption: **\$22 million**
- Collect a new tax on diesel fuel: **\$69 million**
- Transfer .25 percent of severance tax to Emergency School Tax Rate: **\$24 million**
- Add graduated tax rate on oil and gas for Emergency School Tax Rate: **\$123 million**

(Source: N.M. Voices for Children)



According to the US Department of Education report, "Error Rates in Measuring Teacher and School Performance Based on Student Test Score Gains," an effective teacher could be rated as an ineffective teacher 25% of the time, so, my question is, what is an acceptable rate of error when your job is on the line?

The question remains.

— *Linking Teacher Evaluation to Student Test Scores: Wrong 25% of the Time*
David Lyell

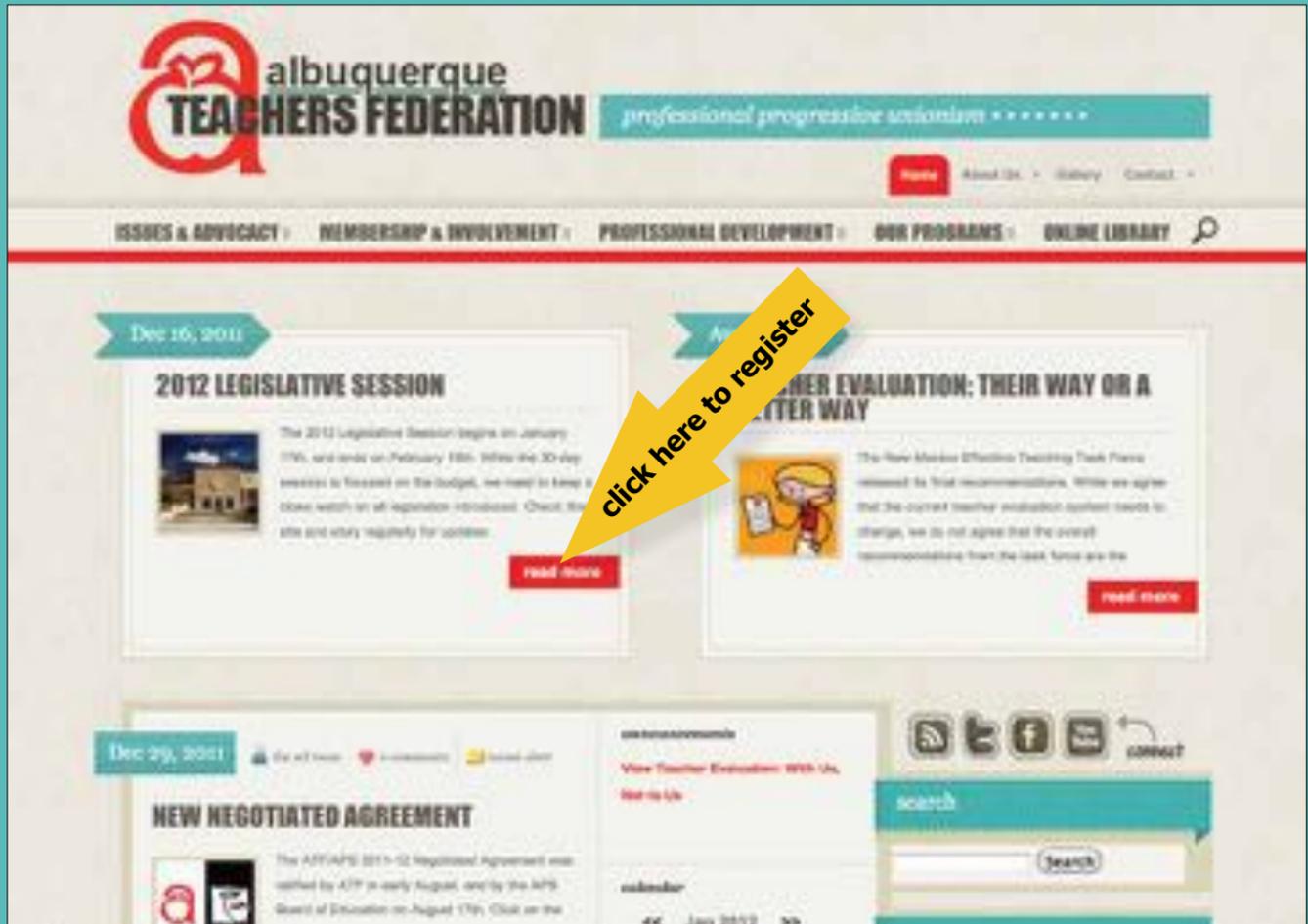


HAVE YOU TRIED SALSA?

SALSA is the electronic communication and advocacy service that ATF uses. If you are an ATF member, you probably receive ATF E-News alerts through your aps.edu email account. Though ATF may send you E-Activist Legislative Alerts to your APS email address, please **DO NOT** use this address when participating in any of the electronic communication opportunities provided in these alerts!

In order to participate in ATF's electronic lobbying through the SALSA system, please register a NON-APS EMAIL. It's easy to do – there is a link in the lead story "2012 Legislative Session", as well as on the upper-right corner of the atfunion.org home page.

It's easy to get started...



Go to the ATF website:

www.atfunion.org

This is the Albuquerque Teachers Federation website home page.



Find the front page news story entitled **2012 Legislative Session**, and then click on "read more". This will take you to the complete article, which will remain on the website throughout the session. Find the link at the very top of the page that says "**click here to register as an ATF E-Activist**".



Fill out the form **USING A NON-APS EMAIL ADDRESS** and submit it. Then, watch your inbox for emails from ATF E-Activist (act@atfunion.org) and start advocating!



Return to www.atfunion.org regularly for updates on the legislative session.

YOUR ACTIVISM IS ESSENTIAL

Throughout the fall, we've asked constituents to complete a Community Outreach and Activism Survey. ATF wants to identify potential community partners with which our members are affiliated, and with which we may want to build a relationship. We also need to know what kinds of activities you're willing to be a part of this legislative session.

If for any reason you have not yet filled out or participated in the ATF Activism Survey, you can do so online. Go to www.atfunion.org and read the news story "Your Activism is ESSENTIAL." You will find a link that says "Complete the ATF Activism Survey NOW." Click on the link, and fill out the quick survey. We will follow up with you according to your responses.

2011-12 ATF Community Outreach & Activism Survey

The Albuquerque Teachers Federation cannot protect and preserve public education alone—we need active allies in the community. ATF is developing a community outreach program to create stronger ties with organizations in our community that have interests and goals which are compatible with ours.

As a constituent of our union, you are our best resource for potential community allies, and we want you to be involved in this process. We will also have many opportunities for activism throughout the year, so please indicate what you're willing to get involved in this year.

* First & Last Name

* What is your current school/worksite?

* APS ID# (for data entry purposes only)

* Are you an ATF member?

Yes

No

* Email Address (prefer non-APS email)

* Phone number

* What is the best way to reach you?

Phone

Email

* Please list all organizations (including labor, faith, education, youth, clubs, neighborhood associations, political, community based) that you and/or family members belong to and are active in (type "none" if applicable)

Please check all that apply:

I would like to serve on the community outreach committee.

I would like to be an ATF ambassador by helping to make contacts in the community.

I will volunteer to attend community meetings and represent our local.

I would like to participate in community events and activities with my union.

Your activism is important! Along with getting more involved with the community, we need all of our union members to help advocate for the RIGHT changes to public education in New Mexico, such as:

• Focusing on RAISING REVENUE and restoring the funding cuts that state lawmakers have made over the past three years. • Shifting the increased retirement contributions YOU have to absorb back to the state, where they belong. • Reforming the teacher evaluation system in an APPROPRIATE way that does not rely on Value-Added measures and test scores to determine a teacher's effectiveness.

Your ATF staff and leadership are ready to fight, but we can't do it alone. We all need work together to fight for the changes we want. What are YOU willing to do this year, to advocate for the RIGHT changes, both before and during the regular legislative session?

Please check all that apply:

Do nothing

Join ATF Committee on Political Education (COPE)

Make phone calls to colleagues with information and actions to take

Call/write/email lawmakers

Act as a liaison with my school PTA

Write letters to the editor

Participate in a rally on MLK day in Santa Fe on January 16th (tentative)

Take a personal day during the session to go to Santa Fe to talk to lawmakers

If you are not already registered as an ATF E-Activist, sign up today, preferably with a non-APS email You can find the link in the scrolling message on upper right-hand side of ATF's home page: www.atfunion.org

You can also go directly to this web address to register:

http://action.aft.org/c/933/p/salsa/web/common/public/signup/signup_page_KEY=603

GO TO: atfunion.org



'Education Reforms' Real Agenda

Michael Corwin, Independent Source PAC



In addition to sending our tax dollars to enrich out-of-state corporations and ethically-challenged individuals, Martínez and Skandera's reform agenda includes ending teacher pay scales that are linked to experience and training, outsourcing teacher training to companies like those Skandera operated or served on as a corporate officer including Laying the Foundation and Academic Partnerships, like K12, Inc. These companies have created proprietary (read: high fees) training materials and programs that can be sold to school districts to train teachers.

The bottom line is that Martínez and Skandera want to eliminate the tried-and-true teacher training process of using local experienced teachers to train new teachers. Rather, they want to pay some corporation who uses corporate trainers to train teachers. Perhaps they despise the student teacher process because it's, in essence, an apprenticeship program and unions typically support Democrats. So 'Education Reform' is really just about busting teachers unions.

Skandera, who has never taught in a classroom, has brought in a Teach for America company member to help determine how teachers should be trained. The Teach for America approach to training? Take someone young and impressionable, who does well in college and provide them with six weeks of training and says, congrats! You're a teacher for the next two years. After that, you can go work on Wall Street. Meanwhile, Teach for America bills the taxpayer multiple fees for the three different phases they are involved in: recruiting, training, and ongoing development. So they are paid to find potential teachers, paid again to give them six weeks of training and paid again to provide a few follow-up days of training for each and every recruit they can find. On top of paying all this money to Teach for America, guess who pays these teachers' salaries? The taxpayers! From 2005 through 2010, Teach for America recruited and trained 17,000 college students to enter its program. Teach for America's revenue in 2010 was \$192,000,000!

Because these teachers are inexperienced and will teach as the corporations teach them rather than using tried-and-true methods passed down from experienced teachers, Martínez and Skandera have dubbed them "effective".

Martínez and Skandera also want to eliminate low student-to-teacher ratios; after all, a distance learning class from Virginia could teach thousands of students in their own homes, but not if classroom size is limited by state statute. Martínez and Skandera also frown upon teachers going to teaching school, especially those who get a master's degree and who know how to teach any subject. There is much less resistance to using teaching methods sold by corporations when hiring a young kid with a degree in chemistry than there is to a teacher with a master's degree in education—a teacher who has spent years working directly with students and who actually gets to know each child's specific educational needs. 'Education Reform' is the only place where experience doesn't count.

AROUND



THE NATION

AFT Leaders Reflect on Past Year and Retool for 2012



AFT president Randi Weingarten didn't need to fire up the crowd at the AFT State Legislative Conference. The 200-plus AFT leaders, activists and affiliate staff at the meeting in Washington, D.C., were already primed from the yearlong fight to defend workers' rights, retirement security and the middle class in statehouses across the country.

What Weingarten offered was a perspective for the coming year: 2012 brings opportunity in virtually every state to shift the balance of power away from those elected officials who have defied public opinion and have voted along ideological lines rather than in the public interest.

"Elections are not referendums," she said. "They are choices." And today's sociopolitical environment is far different from what it was in November 2010. "People were angry, and we know why," Weingarten said, noting that for "a whole bunch of people, the social contract is broken." Governors like John Kasich in Ohio, Rick Scott in Florida and Scott Walker in Wisconsin "saw the anger and exploited it."

PR and Politics Behind For-Profits' Technology Push

Technology, when used properly, can empower teachers and provide greater opportunities for students, but "How Online Learning Companies Bought America's Schools," an investigative article that appeared in the Dec. 5 issue of *The Nation*, describes educational technology policymaking that is driven by profits and politics rather than by the needs of teachers, parents and students.

"From Idaho to Indiana to Florida, recently passed laws will radically reshape the face of education in America, shifting the responsibility of teaching generations of Americans to online education businesses, many of which have poor or nonexistent track records," reporter Lee Fang writes. "The rush to privatize education will also turn tens of thousands of students into guinea pigs in a national experiment in virtual learning—a relatively new idea that allows for-profit companies to administer public schools completely online, with no brick-and-mortar classrooms or traditional teachers."

Fang describes in detail the intensive lobbying, public relations and political operations behind what he calls "the frenzy to privatize America's K-12 education system, under the banner of high-tech progress and cost-saving efficiency." Further, the industry players Fang describes are creating this "frenzy" without consulting the educators who work closely with students every day. It all boils down to for-profit virtual school companies "using philanthropy as a Trojan horse," he writes.

Many AFT members have helped spark innovations and improvements for students through technology that is implemented thoughtfully and with properly trained teachers. But technology is a tool, not an end in itself—and certainly not a cure-all. If we want more success stories and less profit-taking, educational technology policies need to reflect the realities of the classroom: (1) Effective educational technology requires more from teachers, not less; (2) technology is not a standalone tool; and (3) homes and schools in many communities, while nominally having online access, simply don't have the technological capacity to benefit from the products being marketed to them.



ALBUQUERQUE
TEACHERS
FEDERATION



Lorrie Stepetic, SY Jackson Fed Rep, volunteered for "Sortin' Sunday" at Roadrunner Food Bank on 11/20.



Our float in the Twinkle Light Parade! Thanks to Jonathan Saiz, Armijo ES, for coordinating the event!

UPCOMING EVENTS	WEDNESDAYS: 1/11 1/18 1/25 2/1	"Managing Difficult Students" 4-session workshop series	4:30 - 6:30 PM	Members: No cost Non-members: \$25
	THURSDAY: 1/26	ATF Symposium (TBA)	4:30 - 6:00 PM	
	SATURDAYS: 2/11 2/25 3/3 3/24 3/31	PDD Open Lab & Tech Support	9AM - 3PM	No RSVP required APS Montgomery Complex
	THURSDAY: 2/16	CPS Overview	4:30 - 6:30 PM	Members: No cost Non-members: \$50
CALL 262-2657 TO REGISTER *Events held at ATF office @ 530 Jefferson Street NE (unless otherwise noted.)				

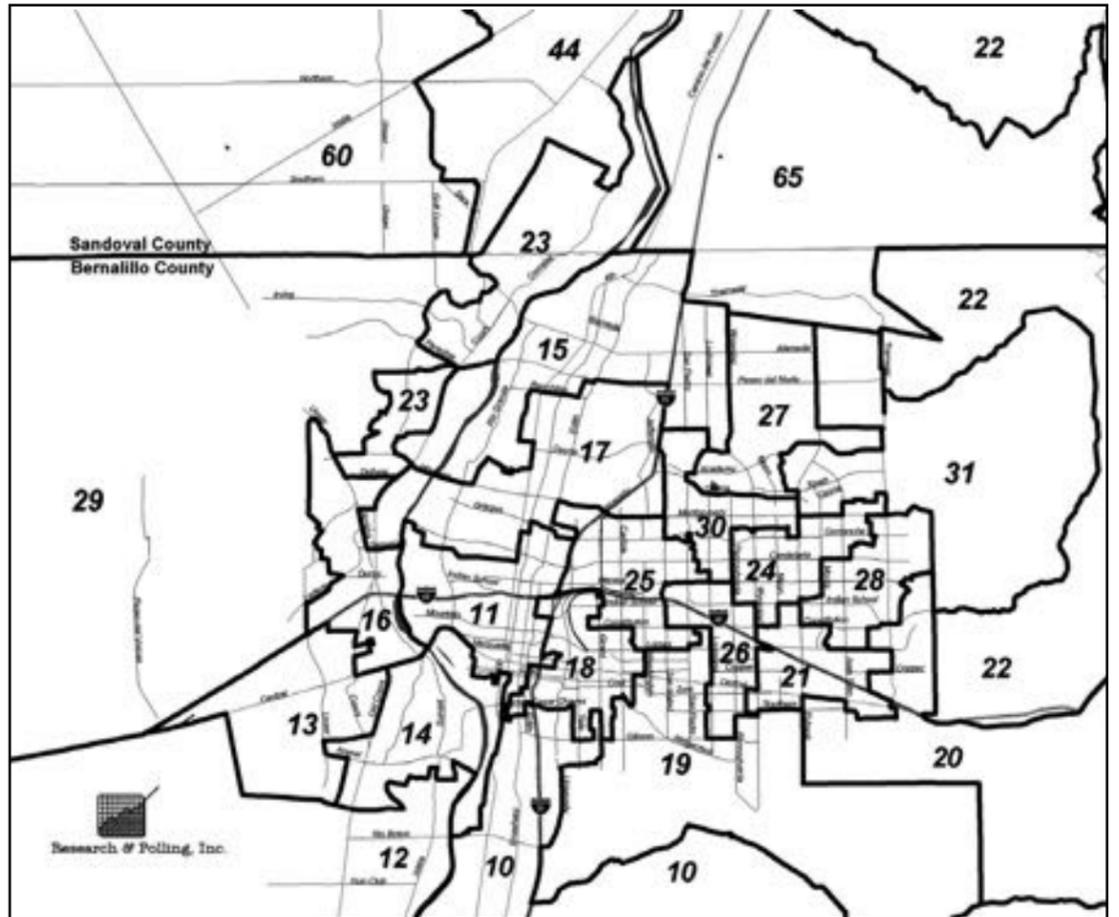
NM State Representatives (ABQ Area)

Representative District Map

HOUSE MAILING ADDRESS
Representative
 State Capitol Building
 Santa Fe, NM 87501

**All area codes are 505*

- | | | |
|--|--|--|
| <p>District 7
 David C. Chávez
 Box 1615
 Los Lunas, NM 87031
 856-9696
 david.chavez@nmlegis.gov</p> <p>District 8
 Alonzo Baldonado
 Box 370
 Los Lunas, NM 87031
 363-6214
 zobaldonado@gmail.com</p> <p>District 10
 Henry "Kiki" Saavedra
 2838 Second St. SW
 ABQ, NM 87102
 350-0486 (h)
 (No email address provided)</p> <p>District 11
 Rick Miera
 1011 Forrester NW
 ABQ, NM 87102
 843-6641 (h)
 rick.miera@nmlegis.gov</p> <p>District 12
 Ernest H. Chávez
 1531 Severo Road SW
 ABQ, NM 87105
 877-5416 (h)
 (No email address provided)</p> <p>District 13
 Eleanor Chávez
 1307 Del Mastro SW
 ABQ, NM 87121
 831-6834 (h)
 eleanorchavez@gmail.com</p> <p>District 14
 Miguel P. García
 1118 La Font Road SW
 ABQ, NM 87105
 877-8131 (h)
 miguel.garcia@nmlegis.gov</p> | <p>District 15
 Bill B. O'Neill
 343 Sarah Lane NW
 ABQ, NM 87114
 450-9263
 oneillhd15@fastmail.us</p> <p>District 16
 Antonio "Moe" Maestas
 544 61st Street NW
 ABQ, NM 87105-1408
 242-2279
 rep16@moejustice.com</p> <p>District 17
 Edward C. Sandoval
 5016 - 12th Street NW
 ABQ, NM 87107
 344-8449 (h)
 edward.sandoval@nmlegis.gov</p> <p>District 18
 Gail Chasey
 1206 Las Lomas Road NE
 ABQ, NM 87106
 246-2221
 266-5191 (h)
 gailchasey@msn.com</p> <p>District 19
 Sheryl M. Williams Stapleton
 Box 25385
 ABQ, NM 87125
 265-6089 (h)
 sheryl.stapleton@nmlegis.gov</p> <p>District 20
 James P. White
 1554 Catron Avenue SE
 ABQ, NM 87123
 271-4746 (h)
 james.white@nmlegis.gov</p> <p>District 21
 Mimi Stewart
 313 Moon Street NE
 ABQ, NM 87123
 275-2355 (h)
 mstewart@osogrande.com</p> | <p>District 22
 James E. Smith
 Box 1783
 Sandia Park, NM 87047
 934-1075 (h)
 jim@jimsmithnm.com</p> <p>District 23
 David L. Doyle
 Box 3987
 ABQ, NM 87190
 857-0050
 ddoyle@ebnm.com</p> <p>District 24
 Conrad D. James
 12020 Baja Drive NE
 ABQ, NM 87111
 453-2755 (h)
 conradjamesforhd24@gmail.com</p> <p>District 25
 Danice Picraux
 4308 Avenida La Resolana NE
 ABQ, NM 87110
 232-2977 (h)
 danice.picraux@nmlegis.gov</p> <p>District 26
 Al Park
 Box 26165
 ABQ, NM 87125
 235-1408 (h)
 alparksnm@gmail.com</p> <p>District 27
 Larry A. Larranaga
 7716 Lamplighter NE
 ABQ, NM 87109
 821-4948 (h)
 larry@larranaga.com</p> <p>District 28
 Jimmie C. Hall
 13008 Gray Hills Road NE
 ABQ, NM 87111
 294-6178 (h)
 jimmie.hall@nmlegis.gov</p> |
|--|--|--|



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|--|--|--|
| <p>District 29
 Thomas A. Anderson
 10013 Plunkett Drive NW
 ABQ, NM 87114
 897-2593 (h)
 kb5ysg@arrl.net</p> <p>District 30
 Nate Gentry
 3716 Andrew Drive NE
 ABQ, NM 87112
 508-0782 (h)
 nateform@gmail.com</p> | <p>District 31
 William "Bill" R. Rehm
 Box 14768
 ABQ, NM 87191
 259-3398 (h)
 bill.rehm@nmlegis.gov</p> <p>District 44
 Jane E. Powdrell-Culbert
 Box 2819
 Corrales, NM 87048
 890-5254 (h)
 jpandp@comcast.net</p> | <p>District 50
 Rhonda S. King
 Box 6
 Stanley, NM 87056
 832-5050
 832-4603 (h)
 (No email address provided)</p> <p>District 60
 Tim D. Lewis
 Box 45793
 Rio Rancho, NM 87174
 (No phone number provided)
 lewisform@gmail.com</p> |
|--|--|--|

CAPITOL SWITCHBOARD
1-505-986-4300
 Ask for your representative's or senator's extension

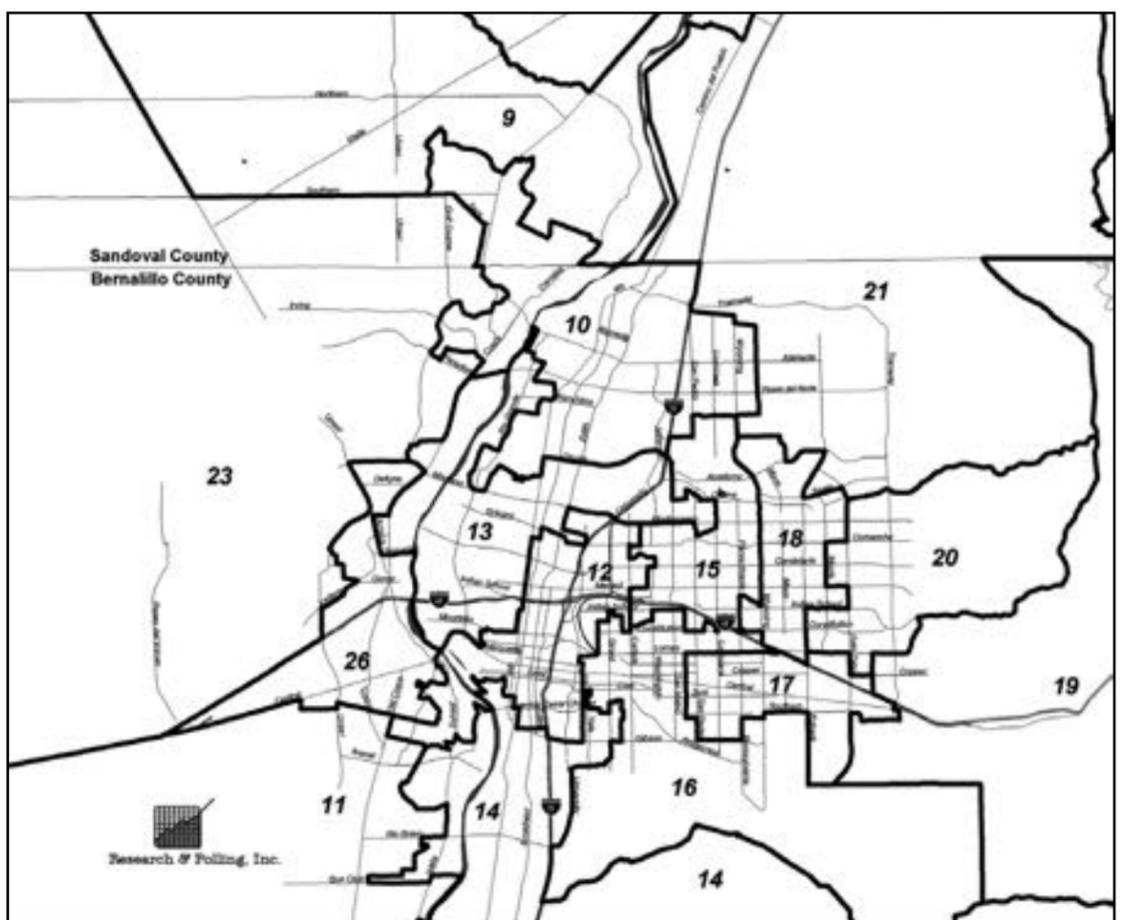
NM State Senators (ABQ Area)

Senate District Map

HOUSE MAILING ADDRESS
Senator
 State Capitol Building
 Santa Fe, NM 87501

**All area codes are 505*

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|---|--|---|
| <p>District 9
 John M. Sapien
 1600 West Ella Drive
 Corrales, NM 87048
 765-5662 (h)
 john.sapien@nmlegis.gov</p> <p>District 10
 John C. Ryan
 1020 Salamanca NW
 ABQ, NM 87107
 238-3733 (h)
 johnchrisryan@yahoo.com</p> <p>District 11
 Linda M. López
 9132 Suncrest SW
 ABQ, NM 87121
 831-4148 (h)
 linda.lopez@nmlegis.gov</p> <p>District 12
 Gerald Ortiz y Pino
 400 12th Street NW
 ABQ, NM 87102
 243-1509 (h)
 jortizyp@msn.com</p> <p>District 13
 Dede Feldman
 1821 Meadowview NW
 ABQ, NM 87104
 242-1997 (h)
 dede.feldman@nmlegis.gov</p> | <p>District 14
 Eric G. Griego
 1003 Santa Fe Ave. SW
 ABQ, NM 87102
 (No phone listed)
 eric.griego@nmlegis.gov</p> <p>District 15
 Tim Eichenberg
 7800 Charger Trail NE
 ABQ, NM 87109
 710-1305
 tim.eichenberg@nmlegis.gov</p> <p>District 16
 Cisco McSorley
 415 Wellesley Place NE
 ABQ, NM 87106
 266-0588 (h)
 cisco.mcsorley@nmlegis.gov</p> <p>District 17
 Timothy M. Keller
 11023 Vistazo Place SE
 ABQ, NM 87123
 332-9441
 tk@timkellerfornewmexico.com</p> <p>District 18
 Mark Boitano
 3615 Horacio Court NE
 ABQ, NM 87111
 798-1092
 boitanom@aol.com</p> | <p>District 19
 Sue Wilson Beffort
 67 Raindance Road
 Sandia Park, NM 87047
 292-7116 (h)
 sue.beffort@nmlegis.gov</p> <p>District 20
 William H. Payne
 Box 14823
 ABQ, NM 87191
 884-6872 293-5703 (h)
 william.payne@nmlegis.gov</p> <p>District 21
 Lisa Curtis
 newly appointed</p> <p>District 23
 Sander Rue
 7500 Rancho Solano Court NW
 ABQ, NM 87120
 899-0288 (h)
 sanderrue@comcast.net</p> <p>District 26
 Bernadette M. Sánchez
 (Contact Senator by phone
 or email for address)
 ABQ, NM
 270-6952 (h)
 senb26@yahoo.com</p> |
|---|--|---|



ORGANIZING

Solidarity with Our Community

In October and November, the Albuquerque Teachers Federation and Albuquerque Educational Assistants Association coordinated with our Fed Reps and members to help our community and our kids. Children's basic human needs must be met before they can concentrate on academics. With that in mind, our unions held a donation drive to benefit the PTA Clothing Bank and coordinated food drives at several schools to benefit Roadrunner Food Bank and other local food pantries.

- We collected over \$2,600 for the PTA Clothing Bank, all donated by school employees!
- At least seventeen schools/locations conducted food drives, either with our union or on their own. These are the departments & locations whose Fed Reps told us they were participating – thank you, and thanks to any other schools we were not aware of that did participate!

Chamiza ES	San Antonito ES
Tony Hillerman MS	A. Montoya ES
LBJ MS	Duranes ES
Mark Twain ES	Edward Gonzales ES
Carlos Rey ES	Bellehaven ES
Wherry ES	Monte Vista ES
Sombra del Monte ES	*Inez ES
Matheson Park ES	*Language & Cultural Equity
School on Wheels	*Home Hospital
Aztec Homebound	

**Special thanks to Angelina Zamaripa and the Inez Rockets Student Council for representing all participating schools at the KOB-TV live broadcast on November 19!*

**Also, special thanks to Fed Reps Ginger Looney (Language & Cultural Equity) and Havens Levitt (Home Hospital) who extended the food drive beyond their two departments to involve everyone at City Center!*

Many union members and their families participated in *Sortin' Sunday* at Roadrunner Food Bank on November 20, helping sort all the donations from the previous weeks' food drives!

Michelle Allen	Helen Montoya	Trieva Rue
Elizabeth Lecam	Ann Stevenson	Denise Durepos
Cathy Arellano	Patricia Gonzales	Pat Halama
Wendy Fuller	Tammy Crespin	Debbie McKinney
Ginger Koning	Mary Butler	Cyndie Patrick
Jonathan Saiz	Lorrie Stepetic	Eloisa Corona
Marilyn Brown		

START 2012 OFF RIGHT...



344-3571

M-TH 5:30-8:30 PM

REMIND YOUR STUDENTS TO CALL FOR FREE HOMEWORK HELP IN ENGLISH OR SPANISH.

GET HOMEWORK HELP

The Practitioner Perspective



On Thursday, November 10, the Albuquerque Teachers Federation hosted a cross-section of policymakers, community members and media representatives at a groundbreaking event. ATF assembled a panel of five articulate and knowledgeable educators to discuss proposed changes to

teacher evaluation and the potential impact on our students. Thank you to panelists Loyola Garcia (Helen Cordero ES), Sean Thomas (Eldorado HS), Mary Mercier (Roosevelt MS), Joy Garratt (Harrison MS), and Wendy Fuller (Acoma/Onate ES).

The panel spoke from the heart about the reality of public education, and explained to participating audience members the advantages of ATF's plan for teacher evaluation, for both educators and students. Audience members submitted thoughtful questions, to which moderator Ellen Bernstein then asked panelists to respond. The conversation and feedback at the close of the event was positive, and audience members took away the practitioner's perspective. The goal was to provoke an ongoing dialogue beyond our union, in the larger community, about what is really best for public education and the students it serves.

Cookies, Cocoa and Cards!

Thank you to the 20 or so ATF members who dropped by on November 30th to write holiday greeting cards to legisla-



tors! It was a fun evening, filled with chatter amongst colleagues over cookies and cocoa, while sending a message to our elected officials that educators are paying attention to who's "naughty or nice" this legislative session. Your union will be hosting other events during the 2012 Legislative Session to help you communicate with lawmakers in creative ways and get their attention. Watch for more information in your mailbox and your inbox!

ANNOUNCEMENTS

ATF & AEAA All Aglow!

On December 3rd, ATF and AEAA members and their families participated in Albuquerque's Twinkle Light Parade for the second year! Organizer Jonathan Saiz (Armijo ES) spearheaded the event, coordinating the float and participants, and even designing a 6-foot apple with hundreds of lights! Our union is a part of our community, and our members did a fantastic job representing us in this fun, frosty event.

ATF Joyce Briscoe NBCT Award

On Friday, February 24th, ATF will host the third annual Joyce Briscoe NBCT Award reception. The program recognizes and awards up to \$1,000 to members who achieve National Board certification for the first time. The scholarship award helps offset the \$2,500 National Board fee. Congratulations to our ATF members!

TEACHERS' VOICE



albuquerque teachers federation
professional progressive unionism

PRESIDENT

Ellen Bernstein

EXECUTIVE VICE PRESIDENT

Pat Halama

John Adams Middle School

SECRETARY

Pamela Irvin

Alamosa Elementary School

TREASURER

Paul Roensch

Eldorado High School

MEMBERSHIP VP

Robin Gibson

Sandia Base Elementary School

HIGH SCHOOL VP

Cameron Schaffer

Rio Grande High School

MIDDLE SCHOOL VP

Mary Mercier

Roosevelt Middle School

ELEMENTARY SCHOOL VPs

Stephanie DeBellis

Navajo Elementary School

Miriam Martinez

Los Padillas Elementary School

CONTACT INFO

Albuquerque Teachers Federation

530 Jefferson Street NE

Albuquerque, NM 87108

[phone] 505-262-2657

[email] atf@atfunion.org

[interschool mail]

Attn: Ellen Bernstein
ATF Office



www.atfunion.org