

Appendix

Treatment Scripts

Contracts Script

My name is [NAME WITHHELD]. I'm a member of ISEA, the Iowa State Education Association, the union that represents teachers and educators across the state of Iowa.

I've been a teacher for sixteen years. Teaching isn't easy—and educating our children is a big responsibility.

Over the years I've really appreciated how the Iowa State Education Association, the union I'm a member of, helps us negotiate contracts. Contracts are what get us fair pay and fair benefits—and let us bargain for better resources for the students we teach. When we negotiate our contracts, we rely a lot on a negotiating expert named Suzy. Suzy works for us—as union members, we pay her salary. As teachers, we're not experts in contract negotiations. But I have Suzy's cell phone number, and when we're negotiating, I can call her up and ask her legal questions. Even when we're not negotiating contracts, I can call Suzy up if someone is having problems with their job, and if someone has a grievance against our bosses. Recently in Sioux City, the district tried to prevent all teachers from taking ten minute afternoon breaks. That was a grievance—ISEA stepped in, and the district changed its mind. Now all Sioux City teachers have ten minute afternoon breaks.

My name is [NAME WITHHELD], and I'm a member of ISEA, the Iowa State Education Association. ISEA makes sure that workers like me are treated fairly. That's why we need to support teachers unions when they negotiate for fair wages, benefits, and working conditions.

Community Benefits Script

My name is [NAME WITHHELD]. I'm a member of ISEA, the Iowa State Education Association, the union that represents teachers and educators across the state of Iowa.

I've been a teacher for sixteen years. Teaching isn't easy—and educating our children is a big responsibility.

The Iowa State Education Association, the union I'm a member of, helps our community in all kinds of ways. ISEA paid for a food pantry at my school, so that kids who don't have enough to eat at home can bring home food. We send 100 backpacks filled with food home a month. There are students who bring home backpacks every weekend, so they have food over the weekend. I also use the pantry to make sure that kids who don't bring afternoon snacks to school can have afternoon snacks just like the other kids. When kids are fed, their behavior tends to be a lot better. They're

ready to learn, and not worry about food.

My name is [NAME WITHHELD], and I'm a member of ISEA, the Iowa State Education Association. ISEA makes my community better. That's why we need to support teachers unions when they negotiate for fair wages, benefits, and working conditions.

Outcomes

Collective Bargaining Support Index

Index constructed by taking mean of support for proposals

1. Support bargaining over teacher pay: Should teachers unions have the legal right to collectively bargain with their local school district over their PAY? Strongly oppose-Strongly support (5 pt)
2. Support bargaining over teacher benefits: Should teachers unions have the legal right to collectively bargain with their local school district over their HEALTH AND RETIREMENT BENEFITS? Strongly oppose-Strongly support (5 pt)
3. Support bargaining over class issues: Should teachers unions have the legal right to collectively bargain with their local school district over CLASSROOM ISSUES, LIKE CLASS SIZE? Strongly oppose-Strongly support (5 pt)

Support for Raising Taxes for Education Spending Index

Index constructed by taking mean of support for proposals

1. Hiring more teachers: Do you support or oppose increases in the taxes paid by everyday people in your state to increase the number of teachers in your state's public schools and reduce class sizes? Strongly oppose-Strongly support (5 pt)
2. Raising teacher salaries: Do you support or oppose increases in the taxes paid by everyday people in your state to increase the salaries of teachers in your state's public schools? Strongly oppose-Strongly support (5 pt)
3. Universal pre-school: Do you support or oppose increases in the taxes paid by everyday people in your state to create universal preschool for all 4 year olds? Strongly oppose-Strongly support (5 pt)
4. Hiring more nurses, counselors, and librarians: Do you support or oppose increases in the taxes paid by everyday people in your state to hire more school nurses, counselors, and librarians? Strongly oppose-Strongly support (5 pt)

Perceptions of Teachers Unions Index

Index constructed by taking mean of positive statements – mean of negative statements

1. Lobby for more child resources (+): Teachers unions lobby for more resources for schools and children. Strongly disagree-agree (5 pt)
2. Pay teachers fairly (+): Teachers unions ensure that teachers are paid fairly for their efforts. Strongly disagree-agree (5 pt)

3. Give teachers voice (+): Teachers unions give teachers a voice in the schools where they work. Strongly disagree-agree (5 pt)
4. Give teachers skills (+): Teachers unions give teachers the skills they need to be more effective educators. Strongly disagree-agree (5 pt)
5. Help local communities (+): Teachers unions help out in local communities. Strongly disagree-agree (5 pt)
6. Bargain complicated contracts (+): Teachers unions help teachers negotiate complicated contracts with school administrators. Strongly disagree-agree (5 pt)
7. Lobby for higher taxes (-): Teachers unions lobby for higher taxes on everyday people in your state. Strongly disagree-agree (5 pt)
8. Just help Democrats (-): The primary purpose of teachers unions is really just to help elect Democratic politicians. Strongly disagree-agree (5 pt)
9. Protect bad teachers (-): Teachers unions protect lazy and badly performing teachers. Strongly disagree-agree (5 pt)
10. Lobby for expensive benefits (-): Teachers unions lobby for health and retirement benefits that are bankrupting the state. Strongly disagree-agree (5 pt)

Support for Anti-Union Policies Index

Index constructed by taking mean of support for proposals

1. Recertification: Should existing teachers unions be required to hold regular elections to determine whether they can continue to collectively bargain with local school districts? Strongly oppose-Strongly support (5 pt)
2. Paycheck Protection: Do you support or oppose requiring teachers unions to obtain written permission from their members before collecting money to use in elections? Strongly oppose-Strongly support (5 pt)

Follow-Up Survey Questions

1. Some people believe that teachers unions should be required to hold regular elections to determine whether they can continue to collectively bargain with local school districts. How HELPFUL do you think such a requirement would be to teachers unions?
2. Some people believe that teachers should have the legal right to collectively bargain for their salaries through unions. How HELPFUL do you think collective bargaining for better pay would be to teachers' unions?
3. Some people believe that teachers unions should have to obtain written permission from their members before collecting money to use in elections. How HELPFUL do you think such a requirement would be to teachers' unions?

4. Some people believe that the government should provide legal aid to all undocumented immigrants who cannot afford their own attorney for legal or courtroom deportation proceedings. How HELPFUL OR UNHELPFUL do you think such a requirement would be to undocumented immigrants?
5. Some people believe that local police should ask for documentation and automatically turn immigrants over to federal immigration officers when they are found to be in the country illegally. How HELPFUL OR UNHELPFUL do you think such a requirement would be to undocumented immigrants?

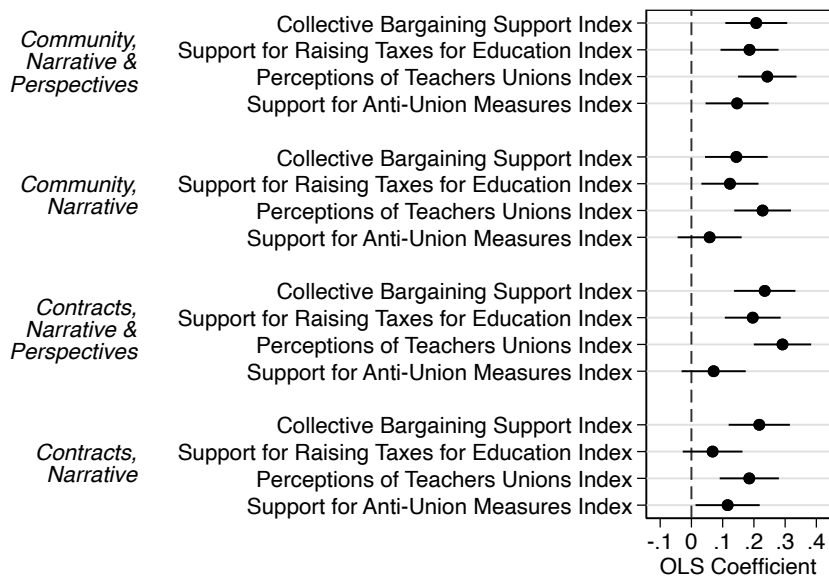
Response categories: Very helpful; Helpful; Somewhat helpful; Neither helpful nor unhelpful; Somewhat unhelpful; Unhelpful; Very unhelpful

Table A1: Descriptive Statistics and Balance

Variable	(1)		(2)		(3)		(4)		(5)		T-test									
	Comm. N	Narr./Pers. Mean/SE	Comm. N	Narr./Pers. Mean/SE	Contr. N	Narr. Only Mean/SE	Contr. N	Narr./Pers. Mean/SE	Placebo N	Mean/SE	(1)-(2)	(1)-(3)	(1)-(4)	(1)-(5)	(2)-(3)	(2)-(4)	(2)-(5)	(3)-(4)	(3)-(5)	(4)-(5)
Parent of Child Under 18?	757	0.284 (0.016)	830	0.305 (0.016)	825	0.328 (0.016)	745	0.314 (0.017)	843	0.349 (0.016)	-0.021	-0.044*	-0.030	-0.065***	-0.024	-0.009	-0.044*	0.014	-0.020	-0.035
Education in Three Categories	757	1.872 (0.028)	830	1.808 (0.026)	825	1.811 (0.028)	745	1.860 (0.029)	843	1.845 (0.026)	0.063*	0.061	0.011	0.027	-0.002	-0.052	-0.036	-0.049	-0.034	0.016
Family Income, in Quartiles	757	2.295 (0.040)	829	2.277 (0.038)	823	2.256 (0.039)	742	2.346 (0.041)	842	2.293 (0.038)	0.017	0.038	-0.052	0.001	0.021	-0.069	-0.016	-0.090	-0.037	0.053
Age, in Tertiles	757	2.012 (0.030)	830	1.992 (0.029)	825	2.015 (0.028)	745	1.973 (0.030)	843	1.918 (0.028)	0.020	-0.003	0.039	0.094**	-0.023	0.018	0.073*	0.041	0.096**	0.055
White, non-Hispanic	757	0.701 (0.017)	830	0.664 (0.016)	825	0.695 (0.016)	745	0.670 (0.017)	843	0.633 (0.017)	0.038	0.007	0.032	0.068***	-0.031	-0.006	0.030	0.025	0.061***	0.036
Current or past union member	757	0.185 (0.014)	830	0.192 (0.014)	825	0.205 (0.014)	745	0.191 (0.014)	843	0.196 (0.014)	-0.007	-0.020	-0.006	-0.011	-0.013	0.001	-0.004	0.014	0.009	-0.005
Know union member as friend or family?	757	0.456 (0.018)	830	0.398 (0.017)	825	0.452 (0.017)	745	0.419 (0.018)	843	0.444 (0.017)	0.058**	0.004	0.037	0.012	-0.055**	-0.021	-0.046*	0.033	0.008	-0.025
Know teacher as friend or family?	757	0.536 (0.018)	830	0.487 (0.017)	825	0.521 (0.017)	745	0.497 (0.018)	843	0.529 (0.017)	0.050**	0.015	0.040	0.007	-0.034	-0.010	-0.042*	0.025	-0.008	-0.032
Ideology, 3-point	726	2.131 (0.029)	796	2.139 (0.028)	787	2.109 (0.028)	710	2.110 (0.029)	806	2.073 (0.028)	-0.009	0.022	0.021	0.058	0.030	0.030	0.066*	-0.001	0.036	0.037
Party, 3-point	728	2.040 (0.034)	800	2.050 (0.033)	790	2.006 (0.033)	712	2.024 (0.034)	806	2.022 (0.033)	-0.010	0.034	0.016	0.018	0.044	0.026	0.028	-0.018	-0.016	0.002

Notes: The value displayed for t-tests are the differences in the means across the groups. ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

Figure A1: Treatment Effects on Union Attitudes

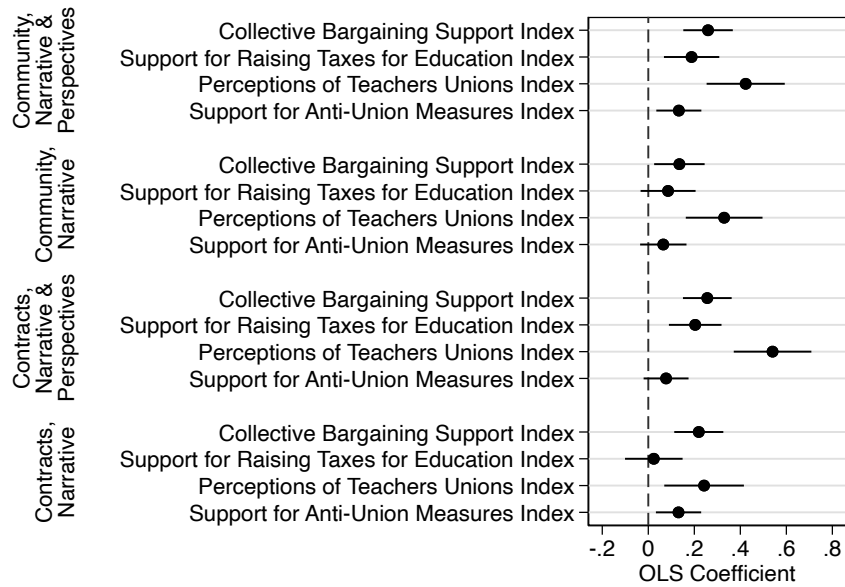


The figure shows the OLS coefficients associated with the four treatments on union attitudes, with covariates. All outcomes are standardized to have mean of zero and standard deviation of one. Lines indicate 95% confidence intervals.

Non-Midwest Sample

Figure A2 shows the main treatment effects on the different outcomes in our study using the non-Midwest survey sample.

Figure A2: Treatment Effects on Union Attitudes, Non-Midwest Sample



Non-Midwest sample. Outcomes Standardized. Robust SEs.

The figure shows the OLS coefficients associated with the four treatments on union attitudes using the non-midwest survey sample. All outcomes are standardized to have mean of zero and standard deviation of one. Lines indicate 95% confidence intervals.

Impressions of Helpful Union Policies on Mechanical Turk

Table A2: Mechanical Turk Follow-Up Study

	<i>Overall</i>	Democrats	Republicans
Unions need permission to spend money	5.02 (.02)	4.92 (.03)	5.17 (.04)
Certification elections needed for unions	4.83 (.02)	4.72 (.03)	4.98 (.03)
Unions can collectively bargain	5.64 (.02)	6.03 (.02)	5.11 (.03)
<i>Observations</i>	4,415	2,524	1,890

Table A2 displays results from a study conducted in the summer of 2020 over Mechanical Turk. Questions are the same as in the Lucid study described in the main manuscript, on the same 1-7 scale. Mean responses are displayed, with standard errors in parentheses and inter-party significant differences in bold. As it was part of a larger omnibus survey, we do not have responses from independent voters. We also did not ask the immigration-related questions we asked in the Lucid study. However, results are substantively similar. Subjects regarded anti-union policies as helpful to unions; on average, even Democrats did not believe that requiring unions to obtain permission before spending money, and imposing recertification elections on unions, would be unhelpful.

Table A3: Treatment Effects

	Collective Bargaining Support Index	Support for Raising Taxes for Education Index	Perceptions of Teachers Union Index	Support for Anti-Union Measures Index	Master Teacher Union Attitude Support Index
Community, Narrative & Perspective	0.20*** (0.05)	0.13*** (0.05)	0.24*** (0.05)	0.15*** (0.05)	0.15*** (0.05)
Community, Narrative	0.13** (0.05)	0.08 (0.05)	0.20*** (0.05)	0.08 (0.05)	0.13** (0.05)
Contracts, Narrative & Perspectives	0.25*** (0.05)	0.15*** (0.05)	0.30*** (0.05)	0.08 (0.05)	0.24*** (0.05)
Contracts, Narrative	0.20*** (0.05)	0.01 (0.05)	0.17*** (0.05)	0.13*** (0.05)	0.10** (0.05)
R Squared	0.01	0.00	0.01	0.00	0.01
N	3944	3971	3934	3873	3820

OLS regressions for Figure 1. Statistical significance: *** p<0.01 ** p<0.05 * p<0.10

Table A4: Treatment Mode and Treatment Effects

	Collective Bargaining Support Index	Support for Raising Taxes for Education Index	Perceptions of Teachers Union Index	Support for Anti-Union Measures Index	Master Teacher Union Attitude Support Index
Narrative Only	0.23*** (0.04)	0.14*** (0.04)	0.27*** (0.04)	0.11*** (0.04)	0.20*** (0.04)
Perspective-Taking	0.16*** (0.04)	0.05 (0.04)	0.19*** (0.04)	0.10** (0.04)	0.12*** (0.04)
R Squared	0.01	0.00	0.01	0.00	0.01
N	3944	3971	3934	3873	3820

OLS regressions for Figure 2. Statistical significance: *** p<0.01 ** p<0.05 * p<0.10

Table A5: Treatment Mode Without Covariates

Variables	(1) Outcome: Master Index
Narrative-Only Treatment	0.200*** (0.0435)
Narrative and Perspectives Treatment	0.116*** (0.0437)
Constant	-0.125*** (0.0352)
Narrative Only - Perspective Taking	.0838** (0.0363)
Observations	3,820
R-squared	0.006

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table A6: Treatment Mode With Covariates

Variables	(1) Outcome: Master Index
Narrative-Only Treatment	0.219*** (0.0403)
Narrative and Perspectives Treatment	0.156*** (0.0404)
Parent of Child Under 18? = 1	0.147*** (0.0335)
Education in Three Categories = 2, Some college	-0.0536 (0.0352)
Education in Three Categories = 3, College or more	-0.0760* (0.0459)
Family Income, in Quartiles = 2	-0.0238 (0.0370)
Family Income, in Quartiles = 3	-0.0635 (0.0450)
Family Income, in Quartiles = 4	-0.107** (0.0495)
Age, in Terciles = 2, 35-55	0.00800 (0.0391)
Age, in Terciles = 3, 56-87	-0.0809* (0.0481)
White, non-Hispanic = 1	0.142*** (0.0389)
Current or past union member = 1	-0.0290 (0.0431)
Know union member as friend or family? = 1	-0.00155 (0.0396)
Know teacher as friend or family? = 1	0.0398 (0.0365)
Ideology, 3-point = 2, Moderate	-0.119*** (0.0365)
Ideology, 3-point = 3, Conservative	-0.524*** (0.0451)
Party, 3-point = 2, Independent	-0.366*** (0.0451)
Party, 3-point = 3, Republican	-0.596*** (0.0395)
Constant	0.360*** (0.0519)
Narrative Only - Perspective Taking	.0633* (0.0342)
Observations	3,577
R-squared	0.213

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table A7: Substantive Focus of Treatment and Treatment Effects

	Collective Bargaining Support Index	Support for Raising Taxes for Education Index	Perceptions of Teachers Union Index	Support for Anti-Union Measures Index	Master Teacher Union Attitude Support Index
Contracts	0.23*** (0.04)	0.09** (0.04)	0.24*** (0.04)	0.10** (0.04)	0.18*** (0.04)
Community	0.16*** (0.04)	0.10** (0.04)	0.22*** (0.04)	0.11*** (0.04)	0.14*** (0.04)
R Squared	0.01	0.00	0.01	0.00	0.00
N	3944	3971	3934	3873	3820

OLS regressions displaying effects by substantive focus of treatment. Statistical significance:

*** $p < 0.01$ ** $p < 0.05$ * $p < 0.10$

Table A8: Treatment Mode (Differential Attrition)

Variables	(1) Outcome: Master Index
Narrative-Only Treatment	0.257*** (0.0439)
Narrative and Perspectives Treatment	0.195*** (0.0451)
Parent of Child Under 18? = 1	0.0610 (0.0407)
Education in Three Categories = 2, Some college	-0.0455 (0.0423)
Education in Three Categories = 3, College or more	-0.0244 (0.0441)
Family Income, in Quartiles = 2	-0.0360 (0.0463)
Family Income, in Quartiles = 3	-0.0190 (0.0504)
Family Income, in Quartiles = 4	-0.105** (0.0506)
Age, in Terciles = 2, 35-55	0.0838* (0.0489)
Age, in Terciles = 3, 56-87	-0.0561 (0.0544)
White, non-Hispanic = 1	0.169*** (0.0473)
Current or past union member = 1	0.0241 (0.0355)
Know union member as friend or family? = 1	0.000846 (0.0451)
Know teacher as friend or family? = 1	0.0639 (0.0407)
Ideology, 3-point = 2, Moderate	-0.0299 (0.0467)
Ideology, 3-point = 3, Conservative	-0.482*** (0.0520)
Party, 3-point = 2, Independent	-0.454*** (0.0611)
Party, 3-point = 3, Republican	-0.639*** (0.0430)
Constant	0.227*** (0.0737)
Observations	3,577
R-squared	0.199

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Analogic Perspective-Taking and Attitudes Toward Teachers' Unions

PRE-ANALYSIS PLAN

September 18 2019

Introduction

Prior research has found that encouraging subjects to engage in analogic perspective-taking can increase positive attitudes toward members of otherwise stigmatized social groups (Broockman and Kalla 2016). We use a survey experiment to examine whether analogic perspective-taking can have positive effects not toward members of minority groups like immigrants or trans individuals (as in past research), but rather toward a teachers' union in Iowa, recognizing growing resentment of public employees, especially teachers, in many Midwestern states (Cramer 2016) This study is also intended to explore whether it is possible to replicate prior analogical perspective-taking on an online survey platform.

Hypotheses

The primary hypothesis is that engaging in analogic perspective-taking will positively increase attitudes toward teachers' unions and affect related policy preferences about spending on education (and especially on teachers) and broaden public sector union rights. These attitude and spending measures reflect ongoing debates over the politics of teachers unions (Hertel-Fernandez 2019).

Specifically, we anticipate that engaging in analogic perspective-taking will increase subjects' level of agreement with positive statements about teachers' unions; their support for teachers' collective bargaining rights; their support for higher taxes to pay for more public education; their support for teachers' strikes and strike rights; and will *decrease* their support for legislative proposals that would curb teachers' collective bargaining rights.

Two-tailed tests at $\alpha = .05$ will be used to test all of the above, using indices constructed from multiple questions. We discuss index construction below.

Finally, we will investigate whether subjects who were randomly assigned to see messages in favor of teachers' unions *without* also being assigned to engage in analogic perspective-taking will also change their attitudes in the directions specified above on the same indices. We will report whether or not the effect sizes are different between those assigned to engage in analogic

perspective taking and those assigned just to receive pro-teachers' union messages. We will rely on the same alpha standard as above.

Sample

We have contracted with Qualtrics to administer the experiment on a nationally representative sample, with an oversample of respondents from the Midwest, where the union is based. The nationally representative sample will consist of 3,300 respondents. An additional 700 respondents will come from the Midwest, with quotas selected to match demographic marginals in Iowa.

Random Assignment and Intervention

Participants will be randomly assigned to one of five conditions upon entering the survey. Those conditions are:

- Exposure to a video message from a union member about the community benefits that the union provides;
- Exposure to a video message from a union member about the community benefits that the union provides *and* engagement in an analogic perspective-taking exercise;
- Exposure to a video message from a union member about the legal benefits and workplace protections that union members receive;
- Exposure to a video message from a union member about the legal benefits and workplace protections that union members receive *and* engagement in an analogic perspective-taking exercise;
- Exposure to a placebo video on a subject unrelated to unions, the workplace, or education

The complete text of all treatment videos is appended to this document.

Outcome Measures

Given the number of distinct outcomes we have included on the survey to capture different attitudes and preferences for teachers unions and union-related policies, we propose aggregating these into several indices for analysis (variable names refer to the recoding script we additionally append to this document).

One index will average agreement with various statements about teachers unions, subtracting average agreement with positive statements (`pos_sts_avg`) from average agreement with negative statements (`neg_sts_avg`). This variable is `net_sts_avg`.

The negative statements referred to unions lobbying for higher taxes on Iowans, only helping to elect Democrats, protecting lazy or poorly performing teachers, and lobbying for benefits that bankrupt the state. The positive statements referred to unions lobbying for more resources for schools and children, ensuring teachers are paid fairly, giving teachers voice in school, helping teachers develop skills, helping in local communities, and negotiating complicated contracts with schools. Each are measured on a 1-5 scale.

Another index will average support for teacher union collective bargaining rights over pay, benefits, and classroom routines and resources. This variable is `cb_support_index`. It ranges from 1-5.

A third index will average support for raising taxes to pay for higher teacher salaries, hiring more teachers, hiring more support staff, and enacting universal pre-K. This variable is `tax_support_index`. It ranges from 1-5.

A fourth index will average support for legislative proposals that curb union rights, including recertification requirements for union collective bargaining and so-called paycheck protection. This variable is `unioncutback_support_index`. It ranges from 1-5.

In addition to these indices, we will also examine changes in support for the Red4Ed national teacher strikes (`supportstrikes_nodk`) on a 1-5 scale and support for teacher union strike rights (`strike_nodkr`).

The complete text of the survey is appended to this document.

Analyses

We will use regression analysis to assess the differences between each of the average treatment effects from the control condition and from one another, using dummy variables for each of the treatment conditions. We will omit the placebo condition and use robust standard errors. We will call estimates with p-values below .05 “significant.”

Our primary analyses will be conducted without covariates. However, we will estimate a model with the following covariates included (with variable names in parentheses):

- Parents of school aged-children versus non-parents (`parentbin`)
- Education (among high school or less, some college, and college or more; `educ3`)
- Income (by quartile; `inc_quartiles`)
- Age (by tercile; `age_terciles`)
- Race (White/non-White; `white`)

- Ever union members versus never-members (anymem)
- Know union member as friend or family member versus do not know union member (knowanyunionmem)
- Know public school teacher as friend or family member versus do not know (knowanyteacher)
- Self-reported political ideology (among liberals, moderates, and conservatives; ideo3)
- Self-reported political party affiliation (among Democrat, Republican, neither; party3)

We will also report subgroup effects for the above covariates, though we have no hypotheses about the direction or significance of such effects.

Relevant code for recoding key variables is appended to this document.

Works Cited

Broockman, David, and Joshua Kalla. 2016. "Durably reducing transphobia: A field experiment on door-to-door canvassing." *Science* 352 (6282):220-24.

Cramer, Katherine J. 2016. *The Politics of Resentment*. Chicago, IL: University of Chicago Press.

Hertel-Fernandez, Alexander. 2019. *State Capture: How Conservative Activists, Big Businesses, and Wealthy Donors Reshaped the American States – and the Nation*. New York, NY: Oxford University Press.

Legal Benefits and Workplace Protections Script

My name is Brianne Sears. I'm a member of ISEA, the Iowa State Education Association, the union that represents teachers and educators across the state of Iowa.

I've been a teacher for sixteen years. Teaching isn't easy--and educating our children is a big responsibility.

Over the years I've really appreciated how the Iowa State Education Association, the union I'm a member of, helps us negotiate contracts. Contracts are what get us fair pay and fair benefits--and let us bargain for better resources for the students we teach. When we negotiate our contracts, we rely a lot on a negotiating expert named Suzy. Suzy works for us--as union members, we pay her salary. As teachers, we're not experts in contract negotiations. But I have Suzy's cell phone number, and when we're negotiating, I can call her up and ask her legal questions. Even when we're not negotiating contracts, I can call Suzy up if someone is having problems with their job, and if someone has a grievance against our bosses. Recently in Sioux City, the district tried to prevent all teachers from taking ten minute afternoon breaks. That was a grievance--ISEA stepped in, and the district changed its mind. Now all Sioux City teachers have ten minute afternoon breaks.

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I've been a teacher for sixteen years. Teaching isn't easy--and educating our children is a big responsibility.

The Iowa State Education Association, the union I'm a member of, helps our community in all kinds of ways. ISEA paid for a food pantry at my school, so that kids who don't have enough to eat at home can bring home food. We send 100 backpacks filled with food home a month. There are students who bring home backpacks every weekend, so they have food over the weekend. I also use the pantry to make sure that kids who don't bring afternoon snacks to school can have afternoon snacks just like the other kids. When kids are fed, their behavior tends to be a lot better. They're ready to learn, and not worry about food.

My name is Brianne Sears, and I'm a member of ISEA, the Iowa State Education Association. ISEA makes my community better. That's why we need to support teachers unions when they negotiate for fair wages, benefits, and working conditions.