



Finance

Submitted by the Executive Council
Committee Constitution

Article II: Finance, Sections 1 and 6, of the CFT By-Laws are amended to read:

Section 1. Per Capitas

- a. Effective September 1, 2009, the per capitas for active members and non-member fee payers of the CFT will be:
 - 1) Regular rate members and regular rate agency fee non-members earning \$26,000 or more: \$444.62 per year (12 monthly payments of \$37.05).
 - 2) Temporary employee members or temporary agency fee non-members or short term employee members or short term agency fee non-members earning \$2,600 or more per month: \$44.46 per month employed, to a yearly maximum of \$444.62.
 - 3) Non-bargaining agent members and members-at-large: AFT/CLF per capita tax plus 40% percent of CFT full-time per capita tax.
- b. Classes of Membership
 - 1) Locals may establish a class of members which shall consist of members who receive less than the lowest range and salary step of full time teachers paid by their employer or whose salary is less than \$26,000, whichever salary is higher. Such locals may pay per capita tax for those individuals at one half (1/2) the regular rate. Locals with temporary employee members or temporary agency fee non-members or short term members or short term agency fee non-members may establish a class of members who receive less than one tenth of the lowest range and salary step of full time teachers paid by their employer or salary is \$2,600 per month whichever is higher. Such locals may pay per capita tax for those individuals at one half (1/2) of the rate in a (2) above, to a yearly maximum of \$222.31.
 - 2) Each local shall pay on behalf of members and agency fee non-members who receive less than \$18,000 per year (or \$1,800 per month for temporary or short term employees) at one fourth (1/4) the rate in a (2) above, to a yearly maximum of \$111.16
 - 3) Each local shall pay on behalf of members and non-member fee payers who receive less than \$12,000 per year (or \$1,200 per month for temporary or short term employees) at one eighth (1/8) the rate in a (2) above to a yearly maximum of \$55.58.
 - 4) Non-bargaining agent member and members-at-large dues shall be 40% of CFT per capitas as described in Article II, Section 1a and shall increase by the same amount as the AFT and California Labor Federation per capitas. The Executive Council shall determine dues for those members-at-large who pay agency fee to another organization. Provisions in Article II, Section 1b, 1), 2), and 3) of the By-Laws shall apply to non-bargaining agent members and members-at-large.
 - 5) Laid-off employees or employees on unpaid leave: Such locals may pay per capita tax for such members at the rate of \$1 per month.
 - 6) Newly organized locals, and units within locals, shall pay \$5 per member per month employed from the representation certification date until their first contract is ratified.

Subsections c-g remain the same.

Sections 2-5 remain the same.

Section 6. Staff Funding Program

Subsection a remains the same.

- b. Upon application to the CFT, on or before September 1 preceding the CFT budget year for which the staff funding program is to commence, any local or council of locals that directly employs and compensates or pays out of local funds for reassigned time for one or more professional staff persons shall receive, after payment of monthly per capita, a payment for staff funding assistance from the CFT equal to the following formula:
- 1) Unit size—1000 or fewer: Locals and councils of locals with a total unit or units of 1000 or fewer shall receive a staff funding program from the CFT equal to seventy percent (70%) of the first \$18.27 of the per capita paid to the CFT by the local or council of locals on a monthly basis.
 - 2) Unit size—Above 1000: Locals and councils of locals with a total unit or units of above 1000 shall receive a staff funding program from the CFT equal to sixty percent (60%) of the first \$18.27 of the per capita paid to the CFT by the local or council of locals on a monthly basis.
 - 3) All locals and councils of locals that have non-certificated employees in their unit or are a unit of classified employees and that qualify for the CFT Staff Funding Program, shall receive staff funding from the CFT equal to seventy percent (70%) of the first \$18.27 of the per capita paid for non-certificated employees of the unit.

Subsections c-f remain the same.

- g. The Executive Council may recognize a council of locals consisting of locals from a contiguous geographical area, organized for the convenience of participating in the staff funding program. The establishment of these councils shall not affect the autonomy of each local, and each local may send its own delegates to convention and state councils. Locals that receive staff funding assistance should participate in CFT meetings and events to the extent they are financially able. These events include the CFT Convention, the CFT Leadership Conference and State Council and jurisdiction-appropriate Division Council meetings.

Subsections h and i remain the same.



Oppose the governor's Adult Education flexibility

Submitted by the *Adult Education Commission*

Committee **Education Finance**

Whereas, adult education programs provide remedial courses for at-risk high school students and help high school students who have fallen behind to graduate on time; and

Whereas, adult education provides core programs such as Adult Basic Education, General Education Diploma, English as a Second Language Citizenship and Job Retraining, Adults with disabilities and Older Adults; and

Whereas, these programs provide basic skills and English language acquisition skills and job skills needed for adults to attain employment in these challenging economic times; and

Whereas, adult education programs receive limited revenue limit funding of approximately one-half the amount afforded to K–12 programs; and

Whereas, the governor's program flexibility allows districts to re-direct targeted adult education categorical funding to the district general fund; and

Whereas, adult education revenue limit funding is by definition a categorical program;

Therefore, be it resolved, that the CFT call on locals to urge districts to refrain from the transfer of any adult education funding to districts' general funds; and

Be it further resolved, that CFT advocate in Sacramento to move Adult Education and Regional Occupational Programs/Centers from Tier III categorical to Tier II and urge locals to ask their legislators to champion the fight to maintain the adult education and Regional Occupation Programs/Centers firewall between their funds and the general fund.



Allow retirees to elect retired representative to the CalSTRS Board

Submitted by the *UTLA-Retired Chapter, AFT Local 1021R*
Committee **Health Care, Retirement and Benefits**

Whereas, active members of CalSTRS elect three members of the CalSTRS Board, retired members are denied the opportunity to elect the retired member of the Board, who is presently appointed by the governor;

Therefore, be it resolved, that the California Federation of Teachers sponsor or support legislation to allow CalSTRS retirees to elect their representative to the CalSTRS Board.



Encourage retiree contact information

Submitted by the *AFT College Staff Guild Retiree Chapter, AFT Local 1521A, and the Council of Classified Employees*

Committee **Health Care, Retirement and Benefits**

Whereas, employees retire from their respective districts with limited contract information to facilitate ongoing communication; and

Whereas, the union works collectively with the district to contact retirees for updated communications; and

Whereas, contact is needed to ensure renewal of medical benefits enrollment, retiree benefits, Social Security updates, receipt of retiree newsletter, and the opportunity for retirees to participate in union activities;

Therefore, be it resolved, that the California Federation of Teachers (CFT) reaffirm its support of the passage of this resolution at its 2008 Convention; and

Be it further resolved, that the CFT forward this resolution to the AFT Retiree Department for distribution.



Prohibit use of toxic cleaning solutions, pesticides and lawn care products on school grounds

Submitted by the *Safe and Non-Violent Schools Committee*

Committee **Health Care, Retirement and Benefits**

Whereas, many schools, colleges, and universities are using cleaning solutions, pesticides and lawn care products that contain chemicals; and

Whereas, many staff members bring in similar products on their own to help keep their classrooms or work areas clean; and

Whereas, the use of these products cause irreparable harm to the ground and the environment; and

Whereas, the use of these products may cause an increase in both student and staff illnesses leading to a loss of revenue and/or a negative impact on the instructional program and school health and safety; and

Whereas, there are many safe cost-effective, and environmentally-friendly alternatives to the use of these toxic substances;

Therefore, be it resolved, that the California Federation of Teachers (CFT) seek legislation and/or the enforcement of existing legislation that bans the use of cleaning solutions, pesticides, and lawn care products that contain toxic chemicals in California schools, colleges and universities; and

Be it further resolved, that said legislation would also mandate annual notification to staff of the prohibition against the use of cleaning solutions, pesticides, and lawn care products that contain poisons and toxic chemicals, and provide a list of specific environmentally-friendly alternatives; and

Be it finally resolved, that the CFT urge its locals to encourage their local governing boards to immediately adopt board policies that provide resources to enforce the ban on the use of cleaning solutions, pesticides, and lawn care products that contain poisons and toxic chemicals, and provide lists of specific environmentally-friendly alternatives, as well as making those alternatives available.



Support quality preschool and invest in early childhood workers

Submitted by the *Early Childhood Education Committee*

Committee **Professional Issues: EC/K-12**

Whereas, educating our next generation is the key to creating the skilled workforce we need to be competitive in the global economy; and

Whereas, about 25 percent of students drop out of high school and roughly one in four California adults lack the basic reading skills needed for a typical job; and

Whereas, the RAND Corporations 2007–08 study (*need to add bibliographic citation*) examining the adequacy and efficiency of preschool education in California found that large numbers of elementary school students are not proficient in English and math, with hundreds of thousands of students performing below California state standards; and

Whereas, RAND’s study further revealed that half of California’s second graders and even more third graders are failing to reach grade-level proficiency in English language arts, with those groups of children who are English Language Learners or whose parents did not graduate from high school having the highest proportion of students lagging behind; and

Whereas, RAND concludes that this achievement gap first appears as a “readiness gap” among children entering kindergarten and that the groups of children trailing academically in the K–12 years are the same ones that are less ready when they enter school; and

Whereas, RAND’s study confirms that children gain numerous cognitive benefits from effective early childhood education (ECE), including increased high school graduation rates and higher scores on school readiness measures at kindergarten entry, with even stronger benefits for children from less advantaged backgrounds; and

Whereas, students who have attended quality preschool programs are more likely to make better personal health decisions and be arrested less often than their peers who did not attend; and

Whereas, every day ECE teachers, teacher assistants and other child development center staff guide the moral, social and educational development of young children and have tremendous power to make a positive differences in their lives; and

Whereas, through their work in helping to get children ready for kindergarten, ECE workers make an invaluable contribution to the educational mission of the school districts across California, with future improvement of our schools depending, in part, on the continued dedication, skill and passion of these educators; and

Whereas, there is a critical link between the quality of early learning experiences for young children and the job quality of those responsible for their care and education; and

Whereas, one key way to improve the quality of ECE for children is to ensure that the workforce is well-educated, more highly compensated, and that early care and education workers have a voice in their workplace; and

Whereas, the California Federation of Teachers (CFT) believes that access to high-quality education is the right of every student and the responsibility of us all; and

Whereas, the CFT believes that addressing the readiness gap of our young children before it becomes an achievement gap later could have significant positive impacts on California’s educational system; and

Whereas, the CFT believes that the extent of preschool education's positive impact depends on both quality resources for students and the professional development of teachers, paraprofessionals and staff in early education centers; and

Whereas, the CFT believes that the availability of quality preschool gives parents peace of mind knowing that their children's social and cognitive development needs are being met, while helping families by enabling parents to work, attend school, or get job training, all of which can translate to higher earning potential; and

Whereas, there is the need for more effective early childhood education opportunities in California, as evidenced by the information contained in the 2007–08 RAND studies, and since what our families and communities receive in return on ECE investment far exceeds what we get on most private or public investments;

Therefore, be it resolved, that the CFT does hereby urge governments to make significant targeted investments in expanding access to quality preschool education by prioritizing the recruitment, retention and the professional development of quality early care and education center staff; and

Be it further resolved, that the CFT will support work to appoint CFT early childhood practitioners to boards, commissions, advisory councils and other decision-making bodies that are responsible for drafting and implementing policies and legislation that impact ECE staff and the families and communities they serve; and

Be it finally resolved, that the CFT will continue to recognize, support and fund the work of the Early Childhood Education Organizing Project and its efforts to support and engage early childhood education members and to organize new ECE workers in to the CFT.



Defend the Washington Teachers Union

Submitted by the *Berkeley Federation of Teachers, AFT Local 1078*

Committee **Professional Issues: EC/K-12**

Whereas, we know that teachers in Washington, D.C., are fighting for all of us, Washington Chancellor Michelle Rhee closed 26 public schools in her first year after being hired. Now she proposes to impose merit pay on teachers and overturn 100 years of teachers' union protections on tenure, established in part to protect minority teachers and union leaders from victimization. This union-busting proposal would tie all instruction to standardized test scores and scripted curriculum. Rhee is trying to establish the Washington, D.C., schools as a national model for the whole program for education; and

Whereas, Rhee is attempting to force a Washington Teachers Union (WTU) membership vote on her proposal in order to undercut the independence of the union and to substitute herself for the union leadership, and is trying to get President Obama to intervene in her favor; and

Whereas, this program for education — charters, privatization, attacks on teachers and students — has no real popular support except when there is no other choice available. It comes out of the attacks on school integration which were the basis of the whole Republican "silent majority" Southern strategy that was roundly rejected by the Obama election;

Therefore, be it resolved, that the California Federation of Teachers (CFT) support the WTU during their negotiations with Chancellor Michelle Rhee and further to reject the reactionary proposal to abolish tenure and impose merit pay on Washington, D.C., teachers and to refuse to bow to her pressure to put it to a membership vote; and

Be it further resolved, that the CFT support and fight for real solutions for public education now — school integration, smaller class sizes and a massive increase in funding for the nation's public schools; and

Be it finally resolved, that the CFT reject this attack on the teachers of Washington, D.C., and all attacks on public education nationally.



Post contracts on the CFT website

Submitted by the *Educational Technology Committee*

Committee **Professional Issues: EC/K-12**

Whereas, chief negotiators in CFT locals need to be able to refer to negotiated contract language throughout the state of California in all comparable institutions; and

Whereas, the importance of contract language already adopted by sister institutions within the state of California can be crucial as a resource in the process of negotiation; and

Whereas, the eventual complete textual indexing of all such contracts is extremely desirable and feasible, allowing pinpointed searching of contract language for local negotiators; and

Whereas, actual textual searching capabilities for local negotiators on a statewide and national level is very limited, even using a resource such as Leadernet; and

Whereas, the texts of very few such contracts are currently directly linked on the CFT website;

Therefore, be it resolved, that the California Federation of Teachers (CFT) make every effort to place direct links to negotiated contracts from all locals in the state from the CFT website; and

Be it further resolved, that any CFT locals within the state of California that do not have contracts in digitized format be given assistance by the CFT in posting any negotiated contracts on the CFT website.



Legislate a moratorium on opening more charter schools

Submitted by the *Civil, Human and Women's Rights Committee*

Committee **Professional Issues: EC/K-12**

Whereas, charter schools receive public funds but are privately run; and

Whereas, charter schools are exempt from many regulatory sections of the California Education Code that apply to public schools, thus raising concerns about the public's ability to regulate the conditions under which students at charter schools are educated and under which teachers at charter schools teach; and

Whereas, many charter schools provide less English Language Learner and Special Education services and are known to push out students who underperform on mandated tests, with those students mainly becoming the responsibility of public schools; and

Whereas, despite these "push-outs," studies have repeatedly shown that overall, charter schools do not outperform public schools, and, if anything, the performance of charter schools lags behind that of public schools; and

Whereas, the rapid and uncontrolled expansion of charter schools, especially in large urban areas, has contributed to the decline in student enrollment in regular public schools, and the consequent closing of public schools, and such closures are harmful and destabilizing to the entire community surrounding the closed schools, as in Chicago; and

Whereas, many charter schools have proliferated the most in areas suffering from budget shortfalls, such as New Orleans, where 57 percent of students attend charters since the economic devastation of the public schools after Hurricane Katrina; and

Whereas, many charter schools are trying to use public space for free (in some cases profiting from it) through means such as Proposition 39, and will undoubtedly try to take advantage of new building construction provided through bonds or economic stimulus when public education general funds are starved (and will also claim that there is "space" at already crowded public school buildings); and

Whereas, the movement to privatize public education uses both for-profit and non-profit Educational Management Organization (EMO) and Charter Management Organization (CMO) charter schools as weapons, and the predominant force in the charter school movement are large corporate foundations such as the Walton Family Foundation (which gives \$50 million a year to charter schools), the Eli and Edythe Broad Foundation, and the Bill and Melinda Gates Foundation; and

Whereas, the vast majority of all charter schools are hostile to teachers' rights to organize and bargain collectively;

Therefore, be it resolved, that the California Federation of Teachers seek legislation to put a moratorium on opening more charter schools in California and on "co-locating" charters in public schools.



Stop high-stakes testing

Submitted by the *Civil, Human and Women's Rights Committee*

Committee Professional Issues: EC/K-12

Whereas, the results from the California Standards Tests (CSTs) disregard the academic needs and circumstances of special needs students and English Language Learners, assuming a “one-size-fits-all” approach to assessment and instruction; and

Whereas, the yearly cost of purchasing test booklets and test preparation materials diverts resources away from instruction in schools and districts that are facing severe budget cuts; and

Whereas, the current use of CST, California Alternate Performance Assessment (CAPA) and the California Modified Assessment (CMA) scores reveals next to nothing about students’ academic growth; and

Whereas, the policies requiring the use of the CST have contributed to the inequitable provision of instruction throughout California (i.e., the provision of basic skills instruction to students from low-income communities and enriched instruction to children from middle and upper class communities); and

Whereas, time spent on testing, pre-testing, preparing for the test — in some elementary schools exceeding 100 hours — takes time away from teaching higher level thinking skills, writing and other content that has traditionally been a part of creating a citizen and an educated person; and

Whereas, stringent sanctions for low-performing schools discourage schools from retaining and helping students who do not perform well on standardized tests; and

Whereas, demonstration of academic development can only be attained via the use of multiple valid and reliable measures that are responsive to the linguistic and cognitive circumstances of a diverse group of learners and that provide information about students’ academic growth in a range of domains;

Therefore, be it resolved, that the California Federation of Teachers call for a complete moratorium on high-stakes standardized tests like the CST, until evaluations can be created by educators that show a more valid and reliable picture of the academic development of our students, and

Be it further resolved, that the California Federation of Teachers develop a campaign to educate the public and educators about the negative effects of standardized testing and join in a campaign to oppose standardized testing.



Reintroduce job security legislation for part-time adult education teachers

Submitted by the *Adult Education Commission*

Committee **Professional Issues: EC/K-12**

Whereas, reappointment rights exist for part-time K-12 teachers and community college teachers;
and

Whereas, adult education teachers are a group of teachers in California that do not enjoy this modicum of job security;

Whereas, CFT-sponsored legislation to address this concern in the 2007-2008 session [AB2053 (Karnette)];

Therefore, be it resolved, that CFT co-sponsor the "Job Security for Part-Time Adult Education" legislation that has been re-introduced in the current session as AB1231 (Portantino.)



Review California *Content Standards*

Submitted by the *Educational Issues Committee and the
Labor in the Schools Committee*

Committee **Professional Issues: EC/K–12**

Whereas, all the California *Content Standards* should undergo regular periodic review; and
Whereas, the state of California adopted the core academic *Content Standards* in 1997 (English Language Arts and Mathematics) and 1998 (Science and History-Social Science); and
Whereas, a review would provide California with a chance to plan for the well-being, learning, and success of the next generation; and

Whereas, the reviewers should examine the standards through a wide lens for overall strengths and weaknesses so that these findings will inform the process of standards revision committees; and

Whereas, the last adoption did not reflect the expertise and practical experience of classroom teachers; and

Whereas, the last adoption also did not make the best use of available standards documents from national subject matter organizations to create our current standards documents; and

Whereas, teachers consider it impossible to teach well all the standards specified for each grad in an academic year, and

Whereas, too many of the standards are “a mile wide and an inch deep” and cover the same material, and

Whereas, the Legislature has not mandated that the *Content Standards* be reviewed and the State Board of Education does not have the statutory authority to do so;

Therefore, be it resolved, that the California Federation of Teachers (CFT) support or sponsor legislation for a thoughtful and research-based review of all *Content Standards* that anticipates the future needs of the young people of California and reflects an understanding of student development; and

Be it further resolved, that the standards be horizontally and vertically aligned; and

Be it further resolved, that this legislation include language that ensures that this review process is open and transparent; and

Be it further resolved, that a broad base of stakeholders, with a majority of representatives from organizations representing classroom teachers including the CFT, be appointed. Administrators, legislators, parents, community members, professionals from higher education, child development experts, representatives from professional subject matter organizations, Career Technical Education representatives, and the business community shall also be involved in the revision of the *Content Standards*;

Be it finally resolved, that the names, positions, and representative organizations of those involved in the revision be posted on District websites and available in paper form at the schools.



Adopt updated position paper on assessment

Submitted by the *Educational Issues Committee*

Committee **Professional Issues: EC/K-12**

Whereas, the CFT does not currently have a formal paper articulating its position on assessment; and
Whereas, the state of California does not currently have a coherent assessment system based on best practices or scientifically-based research; and

Whereas, neither legislators nor the public currently have a nuanced understanding of the limits of the state assessment system; and

Whereas, the onus of the current state assessment system falls disproportionately on students and teachers; and

Whereas, assessment must serve, and not harm, the interests of students; and

Whereas, the California Federation of Teachers (CFT) asserts that thoughtful and meaningful assessments, when combined with information from other sources, must provide information in a timely manner that can lead to classroom decisions that promote student learning and equality of opportunity;

Therefore, be it resolved, that the CFT adopt the CFT Position Paper on Assessment to be used as an instrument to guide legislation, guide educational policy decisions, and guide and inform public opinion.

Assessment Position Paper

The California Federation of Teachers (CFT) supports high academic standards and information curriculum frameworks. The CFT believes that the three major goals of schooling are: democratic equality –the preparation of good citizens, social efficiency - the need to prepare individuals to join the workforce to expand the economy, and social mobility - the means by which individuals gain a competitive advantage in the workplace (Labaree, 1997 and Callahan).

The California Federation of Teachers believes that assessment should be used to support student learning and best practices. Assessment should be a means of fostering growth toward maximizing student potential. It should support the highest levels of student learning possible. Thoughtful and meaningful assessments provide important information that, when combined with information from other sources, can lead to decisions that promote student learning and equality of opportunity.

To help create a common language and understanding, the most commonly used terms and assessments are defined below.

1. Norm-referenced tests (NRTs) should be used to compare students, schools, district, and states with each other. NRTs give us some insight into how students in California, for example, compared to students in New York. These tests do not tell us how well any of these students did in relation to a standard. Instead, students are scored based on how well they did compared to their peers. These results are typically reported as percentiles and are reported as a "bell-shaped" curve where half of students will fall below the 50th percentile and half will fall above.
2. Criterion-referenced tests (CRTs) should be used to compare individual student performance against a specified standard. CRTs give us information about whether students met the standards. The results are typically reported as performance levels (basic, proficient, advanced). Student scores are based on how well they knew the content and could answer the questions, and not on how well their peers performed on the same questions. Data from CRTs should be used to inform programmatic/instructional decisions.
3. Formative assessments should be used to guide instruction. These assessments occur during teaching and are embedded in instruction. Results are received instantly, which allows teachers to adjust their instruction immediately. Most are teacher-developed, and all should be implemented based on teacher judgment.
4. Summative assessments should be used to give a snap shot on whether students mastered the standards by a particular point in time. These assessments occur at the end of a unit of instruction and tell us whether students "got it." Results are also received anywhere from two weeks to two months later. As a result, these tests cannot guide instruction in the short term. However, results can provide some information regarding programmatic/instructional decisions and guide the future delivery of material covered during the unit if, for example, all students failed to comprehend a specific set of concepts and thus all failed to perform on certain questions.
5. Benchmark/formative assessments should not interrupt classroom instruction and should reflect the standards/curriculum being taught. Benchmark/formative tests that are used as a predictor of future success are typically not aligned to the curriculum currently being taught and interrupt classroom instruction rather than complement it. Benchmark/formative tests

should reflect the content being taught in the classroom and should serve to supplement and provide another piece of information to teachers about their instruction and where each student is in relation to the content they are learning. These assessments should not be created or implemented by out of classroom personnel or consultants. The best assessments, including benchmark/ formative assessments, are created and implemented by educators working in collaboration at the grade, department, or learning community level.

6. Diagnostic assessments must cover a few concepts in depth. In order for an assessment to provide educators with diagnostic information about a student it must include enough questions about a topic and must include easy and difficult questions (called "outliers") to make a valid judgment. Most tests, including high-stakes tests, cover numerous topics which mean they can only have a few questions per topic. In addition, these tests are designed to eliminate "outliers" which could skew the data. As a result, they should not be used to make diagnostic decisions. Additional resources are needed to support diagnostic assessment because many of these assessments require a one to one student to teacher ratio and take significant instructional time to complete.
7. Adaptive testing should be used to identify the appropriate level at which students are performing for a particular subject or concept. Adaptive testing is done by computer and asks students more difficult or less difficult questions based on their answers to previous questions. Sometimes called "off-grade" testing, this approach allows teachers to better focus instruction on each child's strengths and weaknesses by helping to identify the specific concept or process where their learning has broken down.
8. Educational Growth assessments should only be used by teachers to estimate their students' educational growth over time. These assessments can assist classroom teachers in making data informed decisions regarding the effectiveness of instructional strategies and programs for individuals and groups of students. Since such assessments are estimation tools, they should not be used to make high-stakes decisions about students, teachers, or other school staff. Effective, educational growth assessments must be of high quality and must be closely aligned with classroom instruction.

Current Assessment Programs

California currently has implemented the Standardized Testing and Reporting (STAR) Program. At present this consists of:

- the California Standards Test (CST) grades 2–11. The CST assesses student mastery of California's content standards. It covers three subject areas only: language arts and mathematics in grades 2 through 11 and science in grades 5 and 8–11. In language arts, a writing assessment is administered in grades 4 and 7. This assessment complements the multiple-choice test and helps to ensure students can demonstrate specific standards-based skills in writing. Social science is not addressed in grades 2–7, but is assessed in grades 8–11.
- the California Alternate Performance Assessment (CAPA) for special education students grades 2–11.
- the California Modified Assessment (CMA) for special education students grades 3–5 with more academic skills than are assessed in the CAPA, but are not yet ready for the CST.
- the Standards-based Tests in Spanish (STS) grades 2–7.
- the Aprenda 3 (Spanish-speaking learners grades 8–11).
- the Early Assessment Program (EAP) grade 11 developed in conjunction with the California State University system to show readiness for college level English and mathematics.

Other parts of the California Assessment System include:

- the California High School Exit Exam (CAHSEE) grades 10–12. The CAHSEE has been developed to ensure that students who graduate from high school can demonstrate competency in California's academic standards. Students graduating from high school have to pass all sections of the exit exam to receive a diploma.
- the California English Language Development Test (CELDT) grades K–12. The CELDT is being administered in English to all students designated English language learners to ensure growth in English language skills. It consists of three parts, an individually administered test of oral skills, a multiple-choice test, and a constructed response portion.
- the Physical Fitness Test (PFT) grades 5, 7, and 9.
- the California High School Proficiency Examination (CHSPE) for students who wish to leave school after grade 10.
- the General Educational Development test (GED).
- the National Assessment of Educational Progress (NAEP).

CFT Concerns With The Current Assessment Programs

CFT supports classrooms that are dynamic and interactive and **does not** believe that students are passive and static receptacles of information. We are preparing children to be critical thinkers, who have the skills to access, assess, and understand the social, economic, political and personal realms in which they live and work.

Current assessment programs have a multiplicity of problems, including:

- reliability and validity issues,
- the inappropriate high-stakes consequences of testing, equity,
- the narrowing of curricular focus,
- the number of tests and the loss of valuable instructional time,
- the harmful effects of stress on students, and
- a lack of teacher input regarding content and scope
- expenditures and redirection of hundreds of millions of dollars statewide from classroom instruction to administration, collection, and scoring of tests.

❖ Reliability and Validity

Reliability is the measure of consistency for an assessment instrument. The instrument should yield similar results over time with similar circumstances and populations.

A test is **valid** if it measures the learning that it is intended to measure. Tests are only valid if they are representative of the range and major aspects of the standards.

In drawing conclusions from data, it is essential to understand what the test was designed to measure and the margin of error in scores. A test that is reliable and valid for one purpose may not be reliable and valid for another purpose. A single test will not tell us what we need to know about an individual student or an individual school.

As presently constituted, California's wide variety of tests have **not** been proven to be **either valid or reliable**.

❖ High Stakes Testing And Its Consequences

The CFT believes that the use of any single test in making important decisions-such as graduation, promotion, and school funding **is never justified**. A single test can't adequately

measure all the information needed to make such important decisions. In addition, high stakes testing has its own negative affects: 1) it distorts the goals of a broad-based liberal education and displaces thoughtful and creative curriculum with a teach-to-the-test approach; and, 2) it has social justice consequences in that it emphasizes a culturally biased and limiting curriculum that is disengaging for all students, but particularly impacts children of poverty and color. In short, when the use of tests is inappropriate, especially in making high-stakes decisions about a child's future, it undermines the quality of education and equality of opportunity.

CFT believes that the inappropriate use of tests in making critical life decisions is wrong for students and is likewise is wrong when used for employment or compensation decisions for teachers. Teaching involves much more than improving test scores on multiple-choice tests. It involves building self esteem, exciting students about learning, teaching students how to work with others, and other similarly unquantifiable contributions. The use of student test scores to judge teacher effectiveness in schemes like "value added" or "pay for performance" will inevitably lead to a decline in teacher morale and may lead to increased teacher attrition, or may be a disincentive for prospective teachers.

❖ **Equity**

Children don't enter school equally ready to succeed. Second language learners are at a great disadvantage receiving instruction in a language in which they are not proficient. Studies have shown that the socioeconomic status of a student can also have a significant effect in his/her school performance. Special needs students are also at a disadvantage and are not always given the accommodations to which they are entitled.

Furthermore, not all individuals perform well on standardized tests even when they understand the material. Such individuals are stigmatized unfairly merely because of their inability to perform on these tests under pressure.

The implementation of CAHSEE has caused numerous problems for those students unable to pass it. Those problems range from an increase in the dropout rate to denying students the ability to use a diploma earned through the completion of required course work to gain access to further education including apprenticeships, and limiting the types of employment available to them.

❖ **Narrow Curriculum**

The content and format of current student tests tend to narrow the curriculum and limit instructional approaches. Many California elementary and middle schools have eliminated science, social science, art, music, career technical education, PE, and field trips and focus only on tested content areas. Teaching narrowly to the objectives of a particular test runs counter to the genuine goals of education-creative critical thinkers able to work collaboratively to solve today's complex challenges.

❖ **Time Lost to Testing**

Teachers and students are devoting increasing amounts of time and other resources to the preparation for and the administration of multiple standardized tests. This leaves little time for teaching and re-teaching to ensure mastery of content standards and the development of critical thinking skills

❖ **Stress on Students**

Health professionals report that children suffer harmful levels of stress due to excessive testing.

❖ **Lack of Teacher Input**

There has not been sufficient teacher input in testing and assessment reforms. Teachers have not been appointed in sufficient number to commissions, committees, and panels. The state does not reimburse districts for their expenses if they release teachers to do this work, so it is difficult to recruit classroom teachers to these bodies. It is a mistake to leave out the very people who are best able to inform the process.

Recommendations

California's assessment system must be reliable, consistent, efficient and measure what is important. California should develop a comprehensive standards-based assessment system that relies on multiple measures to evaluate student and school success. The system needs to be fair to all participants and teachers need to be involved in each step of the process.

❖ **Reliability and Validity**

It must be shown that scores reported for individuals or for schools are sufficiently accurate to support each intended interpretation. Accuracy should be examined for the scores actually used. It is impossible to draw valid conclusions about the quality of a school's academic program using standardized test scores when those scores can be distorted by the inclusion or exclusion of small subgroups. This problem is exacerbated by the lack of student accountability. Furthermore, it has been the case since the implementation of the No Child Left Behind Act of 2001 (NCLB) that a small subgroup's perceived negative test scores can render meaningless seemingly positive test scores in every other subgroup at a school.

When testing programs use specific scores to determine "passing" or to define reporting categories like "proficient," the validity of these specific scores must be established with regard to the objectives sought. The purpose and meaning of passing scores or achievement levels must be clearly and accurately determined. Sound and appropriate procedures must be followed in setting passing scores or proficiency levels.

With any high-stakes testing program, ongoing evaluation of both intended and unintended consequences is essential. The governmental body that mandates the test should also provide resources for a continuing program of research and for dissemination of research findings concerning both the positive and the negative effects of the testing program.

❖ **Multiple Measures**

Multiple measures of assessment should be used to evaluate student achievement and provide meaningful information to teachers, parents, and students. This information should include student work, coursework grades, and research-based district and statewide assessment tools. Far-reaching and critical educational decisions should be made only on the basis of multiple measures of assessment

Furthermore, local schools should be empowered to implement an array of assessments to holistically assess student progress.

❖ **Equity**

Fairness demands that all children have the opportunity to learn what is being assessed. Adequate resources need to be allocated to support the needs of each student. English learners should be

tested in their own language until they are English language proficient. Research has shown that it takes at least five to seven years for an English learner to gain academic English language proficiency.

Special accommodations for English language learners may be necessary to obtain valid scores. If a student lacks mastery of the language in which a test is given, then that test becomes, in part, a test of language proficiency. Unless a primary purpose of a test is to evaluate language proficiency, it should not be used with students who cannot understand the instructions or the language of the test itself. If English language learners are tested in English, their performance should be interpreted in the light of their language proficiency.

Assessments should be used to increase the opportunities for students, rather than deny opportunities, such as employability after high school and college admissions.

In testing individuals with disabilities, steps should be taken to ensure that the test scores accurately reflect what is intended to be measured rather than any disabilities. These students should only be assessed using the tests identified in their Individualized Education Program (IEP). The school should not be penalized for adhering to the IEP as written. The state should allow all available test modifications and accommodations for students receiving special education services.

When schools, districts, or other administrative units are compared to one another or when changes in scores are tracked over time, there must be explicit policies specifying which students are to be tested and under what circumstances students may be exempted from testing. Such policies must be uniformly enforced to assure the validity of score comparisons. In addition, reporting of test score results should accurately portray the percentage of students exempted. Students who fail a high-stakes test should be provided meaningful opportunities for remediation. Remediation should focus on the knowledge and skills the test is intended to address, not just the test performance itself. Sufficient time must be allowed before retaking the test to provide students the opportunity for remediation.

❖ Curriculum

An assessment instrument that is fully aligned to curriculum standards is critical to implementing a true standards-based education system. Full implementation is needed to define the foundation of a meaningful plan for K- 12 education where the state sets realistic standards, monitors school achievement, provides sufficient resources, and provides real help when required.

The state needs to create more time for instruction by combining and/or eliminating redundancy in testing.

Both the content of the test and the cognitive processes engaged in taking the test should adequately represent the curriculum. Assessments should not be limited to that portion of the curriculum that is easiest to measure. When testing is for school accountability or to influence the curriculum, the test should be aligned with the curriculum as set forth in standards documents representing intended goals of instruction.

When content standards and associated tests are introduced as a reform, opportunities to access appropriate materials and professional development consistent with the intended changes should be provided. In particular, when testing is used for individual student accountability, students must have had a meaningful opportunity to learn the tested content and cognitive processes. This includes being taught in an environment which is safe, which has optimal class size, and which has the necessary resources. The assessed content must be incorporated into the curriculum, materials, and instruction students are provided.

❖ Teachers

Teachers need to be in the majority on advisory and decision-making panels and committees. Teachers are the experts in the education field; therefore they should take the lead in developing assessment instruments. The perspective of educational professionals provides needed balance to non-practitioners. The state must fund release time so a larger number of teachers can take part in this process.

Teachers should have the opportunity to share their system of assessment to help outside observers, such as parents, community members, and policy makers, gain confidence in the process they use to assess student progress.

Conclusion

Assessment should advance student learning and inform teachers as they make instructional decisions. Multiple sources of assessment information should be used when making decisions about the tracking, promotion, or graduation of individual children. Methods of assessment must be appropriate for their purposes and should assess a broad range of subject matter knowledge. Instruction and curriculum should be considered equally in judging the quality of a program. Assessment should be an open process with all stakeholders knowing what is expected, what will be measured, and what the results imply for next steps. Tests must be valid and reliable for the purposes for which they are used. Tests must measure what the student was taught. Tests must provide students with multiple opportunities to demonstrate proficiency. Tests must provide appropriate accommodations for students with special needs or limited English proficiency. All standardized assessments should be aligned with the state curriculum standards.

The current high-stakes tests in California are a political solution to the educational challenge to close the achievement gap and to provide opportunity for all students. We call on legislators and policymakers to repeal laws and policies that tie significant consequences and rewards to scores on single assessments.

While this paper is focused on assessment, it must be noted that California has developed "world class" educational standards without matching "world class" funding for schools, health care, or other social service support systems necessary for students' learning and achievement.

Our thanks to the AFT, Mary Alice Callahan, the Parent Teacher Association, the International Reading Association, the National Council of Teachers of Mathematics, the American Psychological Association, and the American Educational Research Association for their policies and ideas, some of which we have included in this paper.

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Promote classified and faculty unity

Submitted by the *AFT College Staff Guild, AFT Local 1521A, and the Council of Classified Employees*

Committee **Professional Issues: Higher Education**

Whereas, the California Legislature passed Senate Bill 1552 in 1986, authorizing Classified School Employee Week; and

Whereas, classified employees most often provide the initial contact and contribute meaningfully to the image that students, faculty, staff and the community receive of our schools and colleges; and

Whereas, school and community college boards pass resolutions thanking employees who make the schools and colleges work: secretaries, school bus drivers, gardeners, building maintenance workers, janitors, paraprofessionals and food service employees, everyone who is not a teacher or administrator; and

Whereas, classified and faculty union brothers and sisters interact with each other in the work environment, in the classroom, on shared governance committees, on hiring committees, on accreditation teams, and in specific instructional and administrative programs; and

Whereas, a large percentage of faculty brothers and sisters are in supervisory positions interacting with classified employees but receive minimal training by their district in perfecting this task into a professional exchange among employees; and

Whereas, classified employees continue to demand from administration and faculty co-workers that they be treated with respect, equality and dignity for the work performed;

Therefore, be it resolved, that the California Federation of Teachers develop a staff development program including a training module, seminars and/or workshops and a method to build awareness to improve working conditions and communication for classified and faculty union members; and

Be it further resolved, that the CFT leadership promote this program to create a positive work environment for classified and faculty unity; and

Be it finally resolved, that the CFT forward this resolution to the 2010 AFT Convention for support.



Call on UC to prioritize the delivery of education

Submitted by the *University Council-AFT*

Committee **Professional Issues: Higher Education**

Whereas, state budget cutbacks are harming all forms of public education; and

Whereas, the University of California is reallocating the state-funded monies available for the system's core mission of instruction; and

Whereas, the University of California remains a very wealthy institution even in the face of recent economic downturns; and

Whereas, the University of California at present seems most inclined to save money by slashing the number of courses and diminishing the library services available to its students;

Therefore, be it resolved, that in these difficult economic times, the California Federation of Teachers call on the University of California to prioritize the delivery of educational services to its students first and foremost.



Support pay equity for University of California librarians

Submitted by the *University Council-AFT*

Committee **Professional Issues: Higher Education**

Whereas, professional librarians at the University of California currently are paid 15 to 30 percent less than their counterparts at the CSUs, California community colleges, and many large California public library systems; and

Whereas, this salary disparity between University of California librarians and their professional peers has created significant recruitment and retention problems in the UC library system, which in turn creates workload problems for current library staff; and

Whereas, the underfunding of libraries and librarians by the University of California harms the quality of the library services that are delivered to students, faculty, and members of the general public; and

Whereas, the University of California administration has bluntly stated that its librarians are “not a priority” of the institution;

Therefore, be it resolved, that the California Federation of Teachers affirms the key importance of professional librarians to the research and teaching mission of the University of California; and

Be it further resolved, that professional librarians at the University of California deserve salary parity with their counterparts at other California libraries, and that the University of California administration must ensure that it adequately supports the library system and the librarians.



Require rehire rights for temporary adjunct faculty

Submitted by the *Part-Time Committee*

Committee **Professional Issues: Higher Education**

Whereas, there is a large turnover of temporary adjunct faculty in the community colleges of California due to budgetary constraints, lack of full-time teaching opportunities, low pay, few benefits, and insecure job prospects, and

Whereas, the experience and staff development training of long-term adjunct faculty add to the quality of college programs; and

Whereas, a revolving pool of temporary adjunct faculty may not be available from semester to semester to support students who require continuity of quality instruction, mentoring, letters of recommendation, curriculum development, and learning outcomes assessment;

Therefore, be it resolved, that the California Federation of Teachers pursue legislation to change the California Education Code to require that a temporary community college faculty employee who has worked for a particular college for six (6) semesters or nine (9) quarters (trimesters) with satisfactory performance within that specific discipline or department shall be given priority rehire rights within that discipline or department; and

Be it further resolved, that an employee with such rehire rights will be eligible for reemployment prior to those temporary employees who have not secured such rights; and

Be it further resolved, that any reduction in program offerings or enrollment that may force a college to suspend the employment of a temporary faculty employee for a semester or more will not affect that individual's right to priority rehire and he or she will remain on a list of priority applicants who have attained rehire rights; and

Be it further resolved, that details as to assessment of performance, breaks in service, and other matters affecting rehire preference will be mandatory subjects of collective bargaining.

Be it finally resolved, that this legislation shall serve to supplement, not supplant, rehire rights already negotiated at the local level.



Require community colleges to promote part-time faculty to full-time positions

Submitted by the *Part-Time Committee*

Committee **Professional Issues: Higher Education**

Whereas, part-time faculty often serve at the same institutions, in the same positions, continuously for many years, only to be passed over for full-time positions in favor of someone from outside the institution, often having less experience; and

Whereas, institutions could make a more informed decision about someone they have already hired and evaluated over a longer period of time than they can in just a brief interview; and

Whereas, current part-time instructors are already familiar with the college and its procedures and have developed relationships with students; and

Whereas, if part-time instructors knew they had a greater chance of getting a full-time position, they would be more motivated to be involved in college activities; and

Whereas, precedents for such a practice exist in the Vancouver Community College in Vancouver, British Columbia, where they negotiated a contract that requires hiring currently employed part-time faculty for full-time positions and only hiring outside if no qualified current part-time faculty can be found, and Oregon and New Jersey have both introduced bills requiring inside hiring of part-time faculty for full-time positions;

Therefore, be it resolved, that the California Federation of Teachers (CFT) support legislation amending the California Education Code so that when a full-time position is open if there are part time faculty who have been working in that department for 8 or more semesters, have a record of satisfactory performance, and have applied, one of them shall be promoted into that position. If there are not part-time faculty members who meet the requirements or if not part timer accepts the position, then the institution may use the regular hiring procedure and advertise outside the institution; and

Be it further resolved, that until such legislation is enacted into law, CFT locals be encouraged to include such language in their contracts.



Establish a second classified seat on the Community College Consultation Council

Submitted by the *AFT College Staff Guild, AFT Local 1521A, and the Council of Classified Employees*

Committee **Professional Issues: Higher Education**

Whereas, the governance structure established by the community college reform legislation AB 1725, requires the Community College Board of Governors to establish and maintain a consultation process at the state level to ensure local community college district participation in system policymaking; and

Whereas, the Board of Governors has established a Chancellor's Consultation Council to facilitate the participation of representative organizations, such as faculty and staff unions and associations; and

Whereas, the California Federation of Teachers has the Community College Council (CCC) for faculty issues and the Council of Classified Employees (CCE) for classified issues; and

Whereas, the Chancellor's Consultation Council has a representative from the CCC and no representative from the CCE to address CFT classified issues, and the existing classified position is filled by the California School Employees Association; and

Whereas, the CCE is among the largest representatives of classified employees in the community college system throughout the state and needs to enhance representation for its constituents;

Therefore, be it resolved, that the CFT create and support legislation to establish a second classified seat representing CCE/CFT on the California Community College State Chancellor's Consultation Council.



Support “one person, one vote” campaign in the election of department chairs

Submitted by the *San Francisco Community College District Federation of Teachers,*
AFT Local 2121

Committee **Professional Issues: Higher Education**

Whereas, part-time faculty members at California community colleges are valuable members of the college community, instrumental in serving students and in the overall success of the colleges they serve; and

Whereas, the duties of department chairs, in particular the assigning and closing of courses, directly affect the pay, working conditions, and job security of the part-time faculty they supervise; and

Whereas, part-timers at many community colleges are not allowed to participate in department chair elections whatsoever, or, if allowed to vote in department chairs elections, their votes count as only a one-half vote; and

Whereas, the full or partial disenfranchisement of part-timers in electing department chairs epitomizes the endemic lack of respect granted to community college part-timers that results in deplorable pay and working conditions for them; and

Whereas, a partial vote for community college part-timers in department chair elections calls to mind the discrimination established in the three-fifths compromise of the U.S. Constitution; and

Whereas, many, if not most, academic senates of California’s community colleges grant a full vote to part-time faculty in the election of their representatives and officers; and

Whereas, the part-time faculty members of AFT community college locals in California are granted a full vote in all union elections, including the election of officers, executive board members, and other officials; and

Whereas, national AFT policy supports a “one person, one vote” for all faculty, including part-time community college faculty, regardless of their status; and

Whereas, part-timers are full human beings and, as such, merit full representation in all areas of the college, including in their departments; and

Whereas, a less than full vote for part-timers in department chair elections demeans part-timers and disrespects part-timers’ contributions to their departments and the college; and

Whereas, a less than full vote for part-timers in department chair elections both symbolizes and perpetuates the systematic exploitation of part-timers that the California Federation of Teachers has pledged to end in all the state’s community colleges; and

Whereas, community college part-time faculty refuse to be relegated any longer to second-class status or worse at the colleges they serve;

Therefore, be it resolved, that the CFT support a change from a less than full vote to a full vote for part-timers in the election of department chairs in California’s community colleges; and

Be it further resolved, that the CFT use its many resources as necessary and appropriate to support “one person, one vote,” i.e., a full vote for part-timers in the election of department chairs in the state’s community colleges.



Protect the human rights of child soldiers Omar Khadr and Mohammed Jawad

Submitted by the *Civil, Human and Women's Rights Committee*
Committee **Socio-Political**

Whereas, Canadian citizen Omar Khadr was detained by U.S. forces in Afghanistan in July 2002 and transferred to Guantánamo Naval Base in October 2002. He was 15 years old when he was taken to Guantánamo and has spent more than a quarter of his life there, now in his sixth year of confinement. Khadr alleges he was repeatedly subjected to torture and cruel treatment during multiple interrogation sessions in U.S. military custody at Bagram Air Field in Afghanistan and at Guantánamo Bay; and **Whereas**, Khadr was designated an “enemy combatant” and an al Qaeda fighter at a Combatant Status Review Tribunal (CSRT) in September 2004. On April 24, 2007, the Convening Authority referred charges against Khadr for murder, attempted murder, conspiracy, providing material support for terrorism, and spying on U.S. forces in Afghanistan, but in June 2007, military commission Judge U.S. Army Colonel Peter Brownback dismissed the charges as improper because Khadr had not been designated an “unlawful enemy combatant” by the CSRT. The CSRT had found that Khadr was an “enemy combatant,” but it had not determined whether he was a “lawful” or “unlawful” combatant; and

Whereas, Omar Khadr, the 22-year old is slated to be tried by the military commission at Guantánamo for crimes allegedly committed when he was aged 15, would become the first person in recent years to be tried by any western nation for war crimes allegedly committed as a child; and **Whereas**, if the trial of Omar Khadr goes forward, it would establish dangerous precedent for the United States and the entire world, in which children who were recruited or used in armed conflict would be charged with war crimes and subject to prosecution by military commissions, without due account of their status as children; and

Whereas, the California Federation of Teachers has previously passed a resolution banning the recruitment, use, and abuse of child soldiers; and

Whereas, numerous human rights and children’s rights organizations such as the American Civil Liberties Union, Amnesty International, Human Rights Watch, Human Rights First, and the Coalition to Stop the Use of Child Soldiers have recently called upon the U.S. government to suspend Omar Khadr’s trial; and

Whereas, the United States plans to proceed against another juvenile detainee facing trial by military commission, Mohammed Jawad, an Afghan who is charged with attempted murder for acts allegedly committed when he was either 16 or 17 years old;

Therefore, be it resolved, that the CFT act quickly to send letters to President Obama, Congresswoman Nancy Pelosi and Senator Harry Reid to use their political influence and constitutional authority to direct Attorney General Eric Holder to suspend the trials of Omar Khadr and Mohammed Jawad and have them released to their families.



Halt the violence against all civilians in Palestine and Israel

Submitted by the *San Francisco Community College District Federation of Teachers,*
AFT Local 2121

Committee **Socio-Political**

Whereas, violence against civilians—whether in Palestine or Israel—does not and will not serve the interest of peace and greater humanity in the region; and

Whereas, neither the Israeli military nor Hamas is justified in attacking the civilian population of the other; and

Whereas, the situation in Gaza has reached a profound and extremely desperate humanitarian crisis for the entire population of 1.5 million people—a crisis that requires the immediate attention and assistance of all people and organizations of conscience throughout the world; and

Whereas, the U.N. Security Council has expressed its serious concern about this escalation, issued a call for an immediate halt to all violence, and has called for all parties to address the serious humanitarian and economic needs in Gaza and to take necessary measures, including opening of border crossings, to ensure the continuous provision of humanitarian supplies, including supplies of food, fuel and provision of medical treatment; and

Whereas, the California Federation of Teachers always been guided by the belief that international working class solidarity offers a path to mutual understanding and peace and that working people of the United States, Iraq, Iran, Israel, Palestine and throughout the Middle East must reach across the borders of our differences to create a common ground for mutual understanding that can lead to the peace, prosperity and security to which we all are entitled; and

Whereas, the CFT affirms its support for the working men and women in Israel and Palestine and their labor unions who seek a peaceful life for themselves and their families. We cite the Histadrut and the Palestinian General Federation of Trade Unions for their recent cooperative programs across the Green Line and their work together toward peace. We support efforts of Palestinian and Israeli trade unionists to maintain contact in the midst of this crisis despite living under personal threat and witnessing the death and injury of their friends and family; and

Whereas, the CFT urges increased engagement of trade unions with their counterparts on all sides of this conflict to improve the lives of working people in Gaza and Israel, build grassroots trust and enhance the peace process;

Whereas, Education International (of which AFT is a member) and the International Trade Union Congress (ITUC), have called for humanitarian aid to the victims of the war and set up a fund;

Therefore, be it resolved, that the CFT affirm its support for the principle of international solidarity, its respect for international law; its support for the call of the U.N. Security Council for a cessation of all violence; and urge all parties to address the serious humanitarian and economic needs of the people of Gaza recognizing the necessity for all civilians of both Palestine and Israel to live in peace and security; and

Be it further resolved, that the CFT urge increased engagement of trade unions with their counterpart on all sides of this conflict to improve the lives of working people in Gaza and Israel, build grassroots trust and enhance the peace process; and

Be it further resolved, that CFT will make a donation, (to be determined by the Executive Council) to the EI/ITUC humanitarian fund, and urge its locals and members to do the same; and

Be it finally resolved, that a copy of this resolution shall be forwarded to all affiliates of the CFT, the AFT, the California Labor Federation and the AFL-CIO with a request that they take similar positions.



Support justice for Oscar Grant

Submitted by the *Civil, Human and Women's Rights Committee*
Committee **Socio-Political**

Whereas, on New Year's Day, Oscar Grant, a 22 year-old black man, was murdered by a white BART (Bay Area rapid Transit) officer at Oakland's Fruitvale BART station after Grant and several other men were removed from a BART train by BART police following a fight. Video footage from passengers on the train shows Grant and the other men sitting against the wall, surrounded by three BART officers. Grant was unarmed and not resisting, but he was forced to lie face-down on the ground by the BART police. With one cop holding him down, the other cop shot him in the back at point blank range, execution-style, in front of scores of witnesses. As Grant lay on the ground, dying, the cops handcuffed him; and

Whereas, newly obtained video taken by a bystander at the scene shows an unnamed police officer approach and punch Oscar Grant, who was already being detained by another officer, without reason. That same officer had Grant pinned to the station platform, with a knee on his neck, when the 22 year-old man was later fatally shot by BART officer Johannes Mehserle; and

Whereas, Mehserle, the BART police officer who shot Grant in cold blood, was arrested in Nevada almost two weeks after executing Grant has been charged with murder; and

Whereas, Mehserle resigned from the force rather than answer questions about the shooting and declined to be interviewed by BART police that night and subsequently; and

Whereas, the investigation by the district attorney has been egregiously slow even in the face of overwhelming video and eyewitness evidence, and is preventing any further action by handing the investigation to another agency. As a result, none of the other officers has been charged or arrested; and

Whereas, demonstrations held throughout Oakland make it unequivocally clear that people want, demand and deserve justice; and

Whereas, it is a travesty of justice that protesters demanding justice have charges pending against them while some of Grant's killers are still walking free;

Therefore, be it resolved, that the California Federation of Teachers (CFT) demands justice for Oscar Grant and his family, communicate with Oakland Mayor Ron Dellums and demand that he support the indictment and prosecution of BART Officer Johannes Mehserle and the other BART officers who assisted in the killing, encourage the recall of Alameda County District Attorney Tom Orloff, drop all charges against the non-violent protestors, keep the BART Police out of Oakland until the investigation has been completed, that when an unarmed person is shot by a police officer, there be an immediate and thorough independent investigation, create a BART Civilian Police Review Board within the next months, and support that BART and the City of Oakland establish permanent community healing and conflict resolution centers for East Bay youth within six months; and

Be it further resolved, that the CFT communicates with all state legislative representatives that they support the above; and

Be it finally resolved, that the CFT send a press release to the news media immediately after the Convention and encourage locals to publish this resolution in their local publications.



Restore the civil and human rights of the United States

Submitted by the *Civil, Human and Women's Rights Committee*
Committee **Socio-Political**

Whereas, there is evidence that George W. Bush and his administration lied to the American people for the purpose of engaging this country in an act of illegally invading a sovereign nation; and
Whereas, George W. Bush and his administration were complicit in outing a CIA agent; and
Whereas, George W. Bush and his administration authorized warrantless wiretaps of citizens of the United States; and

Whereas, George W. Bush and his administration authorized torture, which did nothing to provide for the security of the United States and only served to undermine the creation of an international standard of human rights wherein torture is illegal; and

Whereas, it would be a crime and a disgrace to this fine nation and the world to turn a blind eye to such atrocities; and

Whereas, the House of Representatives can appoint a special investigative commission, or a Select Committee be tasked with investigating possible illegal activities by George W. Bush and senior officials of the administration of George W. Bush, including, if necessary, any abuse by the president; and

Whereas, HR 104 would establish a national commission on presidential war powers and civil liberties, including the investigation of a "broad range of policies of the Administration of President George W. Bush that were undertaken under claims of unreviewable war powers, including detention by the United States Armed Forces and the intelligence community, the use by the United States Armed Forces or the intelligence community of enhanced interrogation techniques or interrogation techniques not authorized by the Uniform Code of Military Justice, 'ghosting' or other policies intended to conceal the fact that an individual has been captured or detained, extraordinary rendition, domestic warrantless electronic surveillance, and other policies that the Commission may determine to be relevant to its investigation;" and

Whereas, the attorney general of the United States could appoint an independent counsel to investigate, and, where appropriate, prosecute illegal acts by George W. Bush and senior officials of the administration of George W. Bush;

Therefore, be it resolved, that the California Federation of Teachers (CFT) send a letter to President Barack Obama urging the following:

1. Support of HR 104
2. Cease and prohibit the use of torture and abuse, without exception,
3. As the detention facility at Guantánamo Bay closes, to either charge and try detainees under criminal law in federal criminal courts or before military courts—martial or transfer them to countries where they will not be tortured or detained without charge,
4. Cease and prohibit the practice of extraordinary rendition, which is the transfer of persons, outside of the judicial process, to other countries, including countries that torture or abuse prisoners,
5. Issue and executive order recognizing the president's obligation to comply with the Foreign Intelligence Surveillance Act (FISA) and other statutes, requiring the executive branch to do so, and prohibiting the National Security Agency (NSA) from collecting the

communications, domestic or international, of U.S. citizens and residents. Issue an executive order prohibiting new FISA powers from being used to conduct suspicionless bulk collection. Re-examine the recent amendments to Executive Order 12333 to limit and regulate all intelligence community activities and to fully protect the privacy and civil liberties of U.S. citizens and residents. Repeal and make public any secret executive orders that limit or qualify that order;

6. Repeal the Patriot Act;
7. Issue an executive order requiring watch lists to be completely reviewed within three months, with names limited to only those for whom there is credible evidence of terrorist ties or activities. Repeal Executive Order 13224, which creates mechanisms for designating individuals and groups as terrorist suspects and preventing U.S. persons and companies from doing business with them — a power of such breadth that, the record shows, it inevitably leads to the designation of many innocent people and does more harm than good;
8. Direct the attorney general to rescind the “Ascroft Doctrine” regarding Freedom of Information Act (FOIA) compliance, which instructs agencies to withhold information whenever there is a “sound legal basis” for doing so, and return to the compliance standard under Attorney General Janet Reno, which promoted an “overall presumption to disclosure” of government information through the FOIA unless it was “reasonably foreseeable that disclosure would be harmful.”
9. Direct the attorney general to appoint an outside special counsel to investigate and, if warranted, prosecute any and all in the George W. Bush administration who have violated federal laws of any of the above.



Limit and oppose military recruiters

Submitted by the *United Teachers Los Angeles, AFT Local 1021*

Committee **Socio-Political**

Whereas, military recruiters are increasing pressure on high school youth to enlist in the military through the Delayed Enlistment Program; and

Whereas, the California Federation of Teachers has already passed a resolution (2007) protecting student privacy from military recruiters and called for the revocation of the No Child Left Behind Acts Section 9528; and

Whereas, educational budget cuts in California are increasing student-to-counselor ratios and limiting student access to career materials; and

Whereas, military recruiters are increasing their pressure at high schools and often do not follow established visitor regulations; and

Whereas, women in the US military are subject to sexual harassment, physical abuse and rape; and people of color are subject to racist harassment in the armed forces and the military maintains an official policy against gays and lesbians; and

Whereas, the U.S. military has too often been the instrument of interventionist foreign policy by the U.S. government;

Therefore, be it resolved, that the CFT use its resources and media outlet to inform all members and encourage and support teachers who seek to monitor and limit the activities of military recruiters who enter California public schools and colleges. Times and places of military recruitment should be defined; and

Therefore, be it finally resolved that the CFT also demand the removal of military recruiters from public schools and colleges.



Enact the Federal Dream Act

Submitted by the *Civil, Human and Women's Rights Committee*
Committee **Socio-Political**

Whereas, our nation has entered a new era of hope. The newly formed and growing mass youth political movement that was the engine of the Obama campaign won a historic victory on November 4th and seeks an America free of racial prejudice, discrimination, and every vestige of the New Jim Crow. Now for the first time, millions of young Latina/o, black, other minority, immigrant, and poor white students who have been denied equal educational opportunities and access to higher education feel like the lives they have been working so hard to attain might actually be possible to realize. The task of the new civil rights movement and all young persons, who for the first time are taking the risk of dreaming about what their lives, communities, state and nation could become, is to use our collective power to make those dreams real. We must make sure that President Obama stays accountable to the mass movement that put him into office; and

Whereas, hundreds of thousands of gifted undocumented students are denied the opportunity to attend college. Undocumented students are discriminatorily denied access to federal college financial aid and, even if they overcome this and graduate, their future remains uncertain. Passage of the Federal Dream Act would give undocumented students the opportunity to receive federal financial aid and open a pathway to citizenship; and

Whereas, to qualify for immigration relief under the Dream Act, a student must have been brought to the United States more than five years ago when he or she was 15 years old or younger and must be able to demonstrate good moral character; and

Whereas, each year about 65,000 U.S.-raised students who would qualify for the Dream Act's benefits graduate from high school and these students include honor roll students, star athletes, talented artists, homecoming queens, and aspiring teachers, doctors, and U.S. soldiers; and

Whereas, these undocumented students are young people who have lived in the United States for most of their lives and desire only to call this country their home, even though they were brought to the United States years ago as children, and face unique barriers to higher education, and are unable to work legally in the United States and often live in constant fear of detection by immigration authorities; and

Whereas, the families and communities of undocumented students contribute billions of tax dollars and incalculable hours of poorly paid labor that benefit the economy and giving their sons and daughters the right to benefit from publicly-funded tuition aid programs is fair and just; and

Whereas, if enacted, the Federal Dream Act will establish the important principle that undocumented students can no longer be assigned to a second-class, inferior status and must be treated with respect and dignity. The longstanding legal right of undocumented students to receive the same public educational opportunities as everyone else would be closer to becoming real; and

Whereas, President Obama and a large bipartisan majority of Congress have repeatedly declared their support for the passage of the Federal Dream Act. Immediate enactment of the Federal Dream Act would clear the way for California and other states to enact state level Dream Acts this year; and

Whereas, winning the enactment of the Federal Dream Act will advance the fight for increased financial aid for all poor, working class, and middle class students who need massively expanded federal aid programs to attain a college education; and

Whereas, the original Federal Dream act introduced to Congress in July 31, 2003, in which a pathway to permanent residency was granted after at least 910 hours of volunteer community service

in a program of an organization that has been determined to be eligible to receive funds, was replaced by military service as a means to recruit young people into the military;

Therefore, be it resolved, that the California Federation of Teachers (CFT) send a letter to President Obama, Congresswoman Nancy Pelosi and Senator Harry Reid, and our California Congressional representatives urging them to enact a Federal Dream Act that replaces military service with voluntary and paid community service programs as a pathways to permanent residency and citizenship; and

Be it further resolved, that CFT call on all of its locals to send a letter to President Obama to enact the Federal Dream Act.



Support a fair and just immigration policy

Submitted by the *San Francisco Community College District Federation of Teachers,*
AFT Local 2121

Committee **Socio-Political**

Whereas, some AFT locals have been participating in the Workers Immigrants Rights Coalition (WIRC) in solidarity with other unions and community organizations to oppose raids on workplaces targeting immigrant workers particularly when they are engaged in union organizing and other activities for social and economic justice; and

Whereas, some AFT locals and labor organizations have expressed support the following principles:

No Second-Class Workers — An immediate end to any programs policies and legislation which directly or indirectly curtail immigrant labor and employment rights. Such programs include electronic verification, guest worker programs, misuse of no-match letters, and employer sanctions. Programs or policies that infringe upon workers rights to stand up on the job weaken the labor movement as a whole.

An End to Raids — We oppose proposals that would criminalize immigrants, allow mass deportations, or deny people their civil and human rights. Immigration raids and terminating workers listed in no-match letters are attacks on our unions and all workers, not just on immigrants. They create a climate of fear and intimidation in our workplaces and our communities, and are often used to stifle workers attempts to improve their working conditions.

Legalization and Family Reunification — We support policies that allow workers to participate fully in their families, communities and engage in civic responsibilities. This includes the right to family reunification, and unconditional legalization and a path to citizenship for undocumented immigrants in the United States, and end to trade policies that foster poverty and the separation of families and migration.

Whereas, labor and our allies in the community must speak with a united voice, so that President Obama and Congress will hear what workers want for immigration reform and not succumb to corporate lobbying for second-class workers, or racists who want to scapegoat our Latin American neighbors for the recent economic downturn;

Therefore, be it resolved, that the California Federation of Teachers (CFT) adopt the same three principles listed above and bring them to the AFT Convention in 2010 and make every effort for these three principles to become the core of AFL-CIO policy on immigration reform; and

Be it further resolved, that the CFT express these values for unity with immigrants to our elected officials in all our electoral and lobbying work and encourage the AFT to do likewise nationally.



Endorse the Workers Emergency Recovery Campaign

Submitted by the *United Teachers Los Angeles, AFT Local 1021*
Committee **Socio-Political**

Whereas, in recent months we have witnessed billions of dollars pumped into the financial institutions with no strings attached. Reckless behavior and greed have been graced with the most extravagant rewards, allowing the rich to get even richer. After receiving their bailout, AIG executives resumed their plans for a retreat at a lavish resort. Meanwhile, foreclosures have risen, unemployment has soared, and misery has spread with virtually nothing being done for the millions of workers suffering from these afflictions, and

Whereas, we cannot sit back and simply hope that things will get better while financial executives have organized themselves and lobbied for bailouts. We must now do the same. We must organize ourselves and mount a campaign, insisting that government programs benefit the majority of the population first and foremost, not the super wealthy small minority, and

Whereas, at these historic crossroads, as we face the prospect of another Great Depression, and dedicate ourselves to forging the broadest unity in action among those in the labor movement, Black and Latino organizations, immigrant rights groups, antiwar and other social justice protest movements to secure the emergency measures listed below, and

Whereas, these demands are necessary steps to address the pressing needs of working people and the oppressed in general so that we can all enjoy a secure and comfortable life and find relief from an economic crisis we had no part in creating. We are committed to reaching out to more workers and encouraging them to endorse our demands and join our movement, the Workers Emergency Recovery Campaign (WERC), so that we can form committees across the country, organize educational forums, and then aim at building a national conference to promote this campaign. In this way we can begin to win the majority of working people to this agenda, and

Whereas, the election of Barack Obama has provided an opportunity for change in this country, but will only be realized with hard work by grassroots organizing, rank-and-file mobilization and continual pressure on President Obama and Congress, and

Whereas, the Workers Emergency Recovery Campaign has sent an open letter to Barack Obama, urging him to endorse the campaign,

Therefore, be it resolved, that the California Federation of Teachers (CFT) endorse the Workers Emergency Recovery Campaign Platform, sign on to the open letter, and send a letter to the California congressional delegation asking them to support it as well, and

Be it finally resolved, that the CFT transmit this resolution to the AFT and the California Labor Federation, AFL-CIO, and urge its members and local affiliates to participate in this campaign calling for the following:

- 1) Put a halt to the Wall Street bailout plan. Not one more penny should be earmarked to bail out the bankers and speculators. It's time to bail out working people.
- 2) Enact a moratorium on all home foreclosures, utility shut-offs, evictions and rent hikes. 3) Enact H.R. 676 — the universal, single payer healthcare plan. Take the private insurance companies out of the healthcare equation. Guarantee fully-funded pensions for retirees, along with healthcare and other benefits.
- 4) Enact the Employee Free Choice Act so that every worker can have union representation.

- 5) Stop the layoffs in auto and other industries across the country, retool the auto industry to build rapid mass transit, solar, and wind systems.
- 6) Stop the scapegoating of immigrant workers. Stop the ICE raids and deportations.
- 7) End all funding for the U.S. wars in Iraq and Afghanistan and bring our troops home now. The war expenditures in these countries alone are estimated at \$3 trillion. Redirect all war funding to meet human needs.
- 8) Enact a massive national reconstruction public works program (minimum expenditure needed of \$1 trillion) to rebuild the nation's schools, hospitals and crumbling infrastructure and to put millions of people back to work at a union-scale wage. Provide all necessary funding for a genuine Reconstruction program in the Gulf Coast; enact the Gulf Coast Civic Works Act (HR 4048).
- 9) Defend and expand the rights and economic security of those who are unable to work. Grant living wage benefits to single parents, disabled, seniors, and the unemployed. End the arbitrary, punitive time limits, sanctions, denial of education, and forced unwaged workfare in the TANF welfare program.
- 10) Tax the corporations and the rich—not working people—to finance a workers' recovery plan. The rich currently enjoy historically high levels of wealth while being taxed at bargain basement rates. Implement a retroactive tax on windfall revenue on the oil-energy industry, return capital income taxation to 1981 levels, and repatriate the \$2 trillion from the offshore tax havens.



Support of Student Voter Registration

Submitted by *Professional Issues: Higher Education*

Committee **Higher Education**

Whereas, as educators we understand the critical role that educational institutions must play in promoting a democratic society that includes full participation of all its citizens; and

Whereas, because voter participation among our students still remains lower than the society at large, we support programs that will promote greater participation among our students in the electoral process; and

Whereas, we are in full support of the current California Community Colleges Student Voter Registration Project, a joint project of the California Community Colleges and the California Secretary of State's office, that breaks down barriers to voter registration for our students by connecting the class registration process to voter registration; and

Whereas, this project served as the model for SB 854, The Student eVoter Registration Act of 2007. We support an implementation of SB 854 that is consistent with the intent of the law, which was greater access and ease in the voter registration process for our students;

Therefore be it resolved, that the California Federation of Teachers support full implementation of SB 854, The Student eVoter Registration Act of 2007, using the current California Community Colleges Student Voter Registration Project as its model as was intended in the law.

Women's History Month

Submitted by: Council of Classified Employees (CCE) and AFT Staff Guild, Local 1521A

Whereas, March is National Women's History Month, and

Whereas, women comprise an important segment of the student population and work force in the nation and within the State of California, and

Whereas, women have made significant contributions in the fields of education, medicine, science, engineering, and sports toward the development and growth of our great state and nation, and

Whereas, throughout time and suffrage, the unparalleled contributions and accomplishments of women continue to be demonstrated by their effectiveness as local and national leaders, and

Whereas, the limitless endeavors of women have been chronicled throughout the ages-evolving from domesticity to achieve great heights;

Therefore, be it resolved that the California Federation of Teachers reaffirms its commitment to equal opportunity access by supporting and enhancing services, courses, and programs which enable women to attain their educational and career goals, and

Be it further resolved that the California Federation of Teachers continued recognizing and acknowledging women's struggle for equality in the workplace and continue to champion women's efforts, and

Be it further resolved that the California Federation of teachers applaud President Obama for signing into law, by Executive Order, the Lilly Ledbetter Fair Pay Act on January 29, 2009, and

Be it finally resolved that the California Federation of Teachers joins with the nation in celebrating March as Women's History Month.