

## ***Amendment 1***

# **Finance: COPE funding exception**

*Submitted by the Executive Council*

**Committee: Constitution**

*Article II: Finance, Section 1 of the CFT By-Laws is amended to read:*

### **Section 1. Per Capitas**

- e. Two dollars and fifty cents (\$2.50) or proportional share of each member's monthly per capita on a twelve-month basis shall be placed in the CFT COPE fund. The political fund shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This fund shall be used for contributions to candidates for state or local office and/or for ballot propositions. Salaries and benefit costs for the employees of the CFT Political Department and other expenses related to political activities may also be paid from the CFT COPE fund. In order to increase CFT COPE funding, the state convention may increase per capitas by a flat amount in excess of the percentage amount required to be voted on as a result of the calculation in Section 2.

## **Amendment 3**

# **Finance: Constitutional per capita increase**

*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, 2010, 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 nonmembers earning \$26,000 or more: \$446.31 (12 monthly payments of \$37.19).
  - 2) Temporary employee members or temporary agency fee non-members or short-term employee members or short-term members or short-term agency fee non-members earning \$2,600 or more per month employed, to a yearly maximum of \$446.31.
  - 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 nonmembers 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), to a yearly maximum of \$223.16.
  - 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), to a yearly maximum of \$111.58.
  - 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) to a yearly maximum of \$55.79.
  - 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.
- c. Back per capitass will be paid at the per capita rate in effect when the debt is incurred.
  - d. Fifty cents (\$.50) or proportional share of each unit member's monthly per capita and fifty cents (\$.50) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid on a twelve month basis shall be placed in the CFT Legal Defense Fund. The CFT Legal Defense Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council.
  - e. Two dollars and fifty cents (\$2.50) or proportional share of each member's monthly per capita on a twelve-month basis shall be placed in the CFT COPE fund. The political fund shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This fund shall be used for contributions to candidates for state or local office and/or for ballot propositions. Salaries and benefit costs for the employees of the CFT Political Department and other expenses related to political activities may also be paid from the CFT COPE fund.
  - f. Twenty cents (\$.20) or proportional share of each unit member's monthly per capita on a twelve month basis shall be placed in the CFT Raoul Teilhet Scholarship Fund.
  - g. Ten cents (\$.10) or proportional share of each unit member's monthly per capita and ten cents (\$.10) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid shall be placed in the CFT Militancy Fund. The CFT Militancy Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council. The Militancy Fund shall be used to help and defend persons who have been targeted or retaliation by employers as a result of their CFT union activities and other similar purposes as determined by Executive Council.

## **Section 2. Per Capita Calculations**

The per capitass for active members of the California Federation of Teachers will be adjusted each year with the approval of the state convention by a percentage amount not to exceed the statewide percentage change in average salaries of all bargaining units. The annual percentage change in the per capitass will be calculated as follows:

- 1) First, the lowest salary step for full-time beginning employees will be added to the highest salary step for full-time employees, the highest step being one without a doctorate and without anniversary increments.
  - 2) Second, the sum of these two salaries will then be divided by two, providing the average salary. These averages will be calculated for all districts having exclusive representatives affiliated with CFT. The salary schedules used will be those effective on December 1 of the current year.
- 1) The percentage change in average salary from December 1 of a current school year to December 1 of the next year will be calculated and applied to the regular rates above.
  - 2) The Executive Council of the CFT will certify each year that the appropriate procedures have been used to calculate the CFT per capitass to be effective September 1 of that calendar year and make a recommendation to the state convention.

## **Section 6. Staff Funding Program**

- a. The purpose of the CFT Staff Funding Program is to reimburse those locals that have paid for professional staff in order to minimize the use of CFT field representatives for negotiations, grievances, or other locally specific services. All other general CFT services such as training, publications, member database management, research, communications assistance, legal defense grants, governmental relations, etc. are available to all CFT locals.
- 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 \$18.34 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 \$18.34 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 \$18.34 of the per capita paid for non-certificated employees of the unit.
- c. Effective upon adoption of this provision, the base on the Staff Funding Program shall be automatically adjusted on September 1 of each year by the percentage increase in per capita as set forth in Section 2 of this article unless the base is adjusted by a different amount by a vote of the convention. Convention action to limit the base of the staff funding program cannot be taken in successive years.
- d. Locals and councils of locals that employ part-time professional staff persons shall receive corresponding percentages of the staff funding formula specified in Article II, Section 6 b. 1), 2), and 3) of the By-Laws on a monthly basis. The staff funding formula per capita base specified in this section shall not include the CFT Legal Defense Fund or the COPE contributions (Article II, Section 1, d and e, By-Laws).

## ***Amendment 4***

# **Finance: Special COPE Assessment**

*Submitted by the Executive Council*

**Committee: Constitution**

*Article II: Finance, Section 5 is amended to read:*

### **Section 5. Special Assessments.**

Special Assessments may be levied by two-thirds vote at the state Convention or by the Executive Council. All provisions of Article II, Section 4 shall apply to special assessments. Effective September 1, 2010, two dollars (\$2.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT COPE fund. Proceeds from this assessment shall be designated as the "Fund for California's Future" and shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This fund shall be used for contributions to candidates for state or local office and/or for ballot propositions and other political issues. Salaries and benefit costs for the employees of the CFT Political Department and other expenses related to political activities may also be paid from the CFT COPE fund. This assessment will continue until rescinded by a two-thirds vote at the Convention or by the Executive Council.

## ***Amendment 5***

# **Finance: Special General Fund Assessment**

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

**Committee: Constitution**

### **Section 5. Special Assessments**

Special Assessments may be levied by two-thirds vote at the state Convention or by the Executive Council. All provisions of Article II, Section 4 shall apply to special assessments. Effective July 1, 2010, and ending June 30, 2013, one dollar (\$1.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT general fund.

## **Amendment 6**

# **Finance: Change in per capita collection**

*Submitted by the Salinas Valley Federation of Teachers, AFT Local 1020*

**Committee: Constitution**

*Article II: Finance, Sections 3 and 4 are amended to read:*

Locals shall fill out and forward to the Secretary Treasurer, on or before the 15th day of each month, a report for all members in good standing and agency fee payers in the local on the last day of the prior month, together with all the per capita taxes due to the California Federation of Teachers. This monthly report shall be made on the form furnished for that purpose. Exceptions to the due date may be granted to a local or council of locals by a majority vote of the CFT Executive Council after receipt of a written request for a different due date that includes a description of the circumstances that justify such a description for day-to-day and employees such as substitute teachers.

- a. Locals or councils of locals may fill out on or before the fifteenth of January, and on or before the fifteenth of July, an estimate for the total number of days to be worked by day-to-day employees in the succeeding six-month period, and the aggregate number of full-time equivalent positions that represents in the appropriate dues category based on yearly pay for a day-to-day employee working 180 days a year. The local shall pay per capita taxes based on the estimated number of days to be worked during the time period divided by one hundred eighty in the dues category based on the expected annual pay of a day-to-day employee working one hundred eighty days in a year. The local shall subtract from such payment any assessments automatically remitted to CFT through AFT in the estimate period.
- b. At the date of the succeeding estimate period, the local or council of locals shall submit a report of the actual number of days worked by day-to-day employees in the preceding period and either submit an additional amount of per capita tax to CFT based on underestimation, or subtract the overestimated amount from the following six-month estimated per capita tax.

### **Section 4. Per Capita Delinquency**

- a. Unless a different due date has been approved by the Executive Council, a local's monthly per capita tax is due on or before the 15th day of the month except as specified in Section 3.a. and 3.b. above. When a local is two months in arrears, its president and treasurer shall be notified by the CFT Secretary Treasurer. For example, January per capitas not received by April 15th will be considered two months in arrears.

## ***Resolution 1***

# **Elect retiree representatives to CalSTRS**

*Submitted by the Retirement Committee*

**Committee: Health Care, Retirement and Benefits**

**Whereas**, active members of CalSTRS elect three members of the CalSTRS Board, but, 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 legislation in the 2011-12 legislative session to allow CalSTRS retirees to elect their representative to the CalSTRS Board.

## **Resolution 2**

# **Support breast cancer prevention and treatment**

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

**Committee: Health Care, Retirement and Benefit**

**Whereas**, the Every Woman Counts Program (EWCP), a breast cancer detection program in California, provides free clinical breast screening and diagnostic services for the state's low-income and uninsured women; and

**Whereas**, the EWCP, which provides mammograms to 350,000 underserved women in California each year was closed to new entrants January 1, 2010, and will not start screening women again until July 2010; and

**Whereas**, when the EWCP reopens, services will permanently be denied for women 40-49 years of age; and

**Whereas**, these cuts to EWCP will do little to help close the state's deficit, accounting for just one half of one percent of the state's total deficit, yet these cuts could have grave consequences for the women who rely on the program for potentially life-saving breast cancer screening and diagnostic services; and

**Whereas**, the governor of California announced the probability that the state will have to cut the screening program even further for next fiscal year starting in July 2010; and

**Whereas**, the governor of California is also considering elimination of the state program that provides affordable breast cancer treatment to low-income, uninsured women which will leave up to 9,000 women with breast cancer no option for affordable treatment;

**Therefore, be it resolved**, that the California Federation of Teachers educate its members on this critical budget reduction to the EWCP and proposed elimination of the state's breast cancer treatment program and the permanent denial of services for women 40-49, low-income and uninsured women through CFT's publications and web site; and

**Be it further resolved**, that the CFT encourage its members to engage in a letter-writing campaign to the governor and members of the California Legislature to prevent the elimination of these much needed breast health services for the women of California and to track the status of the EWCP campaign via the California Department of Public health web site at [www.cdph.ca.gov](http://www.cdph.ca.gov); and

**Be it further resolved**, that the CFT submit this resolution to its Civil, Human, and Women's Rights Committee so it may engage in this fight and call for action against the reduction and elimination of much needed breast cancer prevention, treatment, and services for the women of California; and,

**Be it finally resolved**, that the CFT lobby the governor and members of the California Legislature to prevent the elimination of these much needed breast health services for the women of California.

## ***Resolution 3***

# **Prohibit unlicensed school employees from administering and/or dispensing medication**

*Submitted by the Council of Classified Employees*

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

**Whereas**, school districts are requesting unlicensed school employees to volunteer to administer and/or dispense medication to students; and

**Whereas**, unlicensed employees are not qualified to administer and/or dispense medication; and

**Whereas**, this practice creates a potential liability for school employees and school districts; and

**Whereas**, the only personnel qualified to administer and/or dispense medications and handling medical emergencies are school nurses or other licensed healthcare professionals;

**Therefore be it resolved**, unlicensed school employees shall not be expected to administer and/or dispense medications; and

**Be it further resolved**, that the California Federation of Teachers vigorously advocate that under no circumstances shall unlicensed school employees be requested to volunteer to administer and/or dispense medication to students; and

**Be it finally resolved**, that the CFT seek legislation to achieve this objective.

## **Resolution 4**

# **Support balanced workloads and adequate staffing**

*Submitted by the Council of Classified Employees and the AFT Staff Guild-Los Angeles, AFT Local 1521A  
Committee: Professional Issues EC/K-12*

**Whereas**, the current economic climate has resulted in the reduction of classified support service employees, the freezing of vacant positions and the non-replacement of separated employees, leaving the employer with the equivalent of a skeleton crew; and

**Whereas**, employees assigned to understaffed environments are assigned unbalanced workloads; and

**Whereas**, understaffed departments and unbalanced workloads destroy morale, increase stress levels, and add tension to the work environment affecting the quality and access to education for our students; and

**Whereas**, understaffed workplaces and unbalanced workloads contribute to poor scheduling and an ineffectual use of employer resources and funding;

**Therefore, be it resolved**, that the California Federation of Teachers support full funding for adequate staffing levels and balanced workloads for classified support services employees; and

**Be it further resolved**, that the CFT encourage districts to comply with California Education Code provisions requiring reclassification studies concerning the job descriptions and duties of the classified support service employees at regular intervals; and

**Be it further resolved**, that the CFT encourage locals to work with employers to regularly audit time, effort and resources needed to successfully accomplish required services in an effort to maintain adequate staffing levels and balanced workloads; and

**Be it finally resolved**, that the CFT develop, encourage and support the development and implementation of collective bargaining agreement provisions to establish and enforce adequate staffing levels and balanced workloads to achieve quality and access to education for our students.

*Note: Definition of “balanced workload” must be agreed upon before action taken.*

## **Resolution 5**

# **Support the Census in Schools Program**

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

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

**Whereas**, the U.S. Census Bureau has issued a call to action for every resident of our nation to, “Be Counted in 2010” and has created a Census in Schools program; and

**Whereas**, the Census in Schools program will provide educators with resources to teach the nation’s students about the importance of the census so children can deliver this message to their families; and

**Whereas**, the Census in Schools program will engage America’s youth to help ensure that every child and every household member are counted in 2010; and

**Whereas**, the Census in Schools program will reach the following audiences within the 50 states, Washington, D.C., Puerto Rico, U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands and American Samoa:

- Every public, private and tribal school, through printed and Web-based materials
- Home schools, through Web-based materials
- Students in kindergarten through 12th grade
- Classified support staff
- Teachers and school administrators
- Households with school-age children
- Educational organizations; and

**Whereas**, the Census in Schools program offers education and students:

- Specific educational materials such as maps displaying population counts and other demographic information, and lesson plans grouped by grade and correlated to national standards for math, geography and language arts for students in kindergarten through 12th grade; and

**Whereas**, the Census in Schools program recognizes April 1, 2010, as Census Day with projects, lessons and games available on the Census in Schools Web site;

**Therefore, be it resolved**, that the CFT encourage educators and school administrators to:

- Integrate the standards-aligned materials and lesson plans into their curricula
- Teach students about the history and importance of the nation’s census and underscore how a complete count benefits their communities
- Help students understand that the census is about them, their families and their neighbors, not just people in other places
- Ask Parent Teacher Associations and teachers and classified support staff organizations to get involved in raising awareness of the 2010 Census
- Spread the news about the 2010 Census through school Web sites, newsletters and parent-teacher conferences
- Provide students with family take-home pages to promote participation in the 2010 Census and initiate a family dialogue about the benefits of being counted; and

**Be it finally resolved** that the CFT:

- Become an official Census Bureau partner for the 2010 Census

- Send notices about the Census in Schools program to its members
- Publish articles about the program in CFT's newsletters and on the CFT Web site
- Encourage school boards to endorse the Census in Schools program nationwide by passing a resolution within their respective school districts.

## ***Resolution 6***

# **Provide safe transportation for America's students**

*Submitted by the Council of Classified Employees*

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

**Whereas**, school districts throughout the United States allow the use of motor coaches to transport students to and from school activities; and

**Whereas**, state and federal regulations related to the construction design and use of motor coaches are extremely limited or nonexistent; and

**Whereas**, the motor coach drivers do not have to meet the requirements and qualifications of school bus drivers; and

**Whereas**, studies show that current motor coach design and construction make them vulnerable to fires; and

**Whereas**, accidents involving motor coaches result in riders being ejected from the vehicle through broken windows and injured or killed by the roof collapsing when the vehicle rolls over; and

**Whereas**, such risks to passengers could be dramatically reduced by known design changes and use of safer construction materials; and

**Whereas**, school bus manufacturers produce a conforming school bus that has motor coach-like amenities such as air conditioning, individual lighting and single comfortable seating; and

**Whereas**, students, parents and citizens expect that the vehicles being used to transport students to and from school activities are as safe as school buses and are driven by professional drivers trained to transport students; and

**Whereas**, the California Federation of Teachers is an advocate for the safe transportation of students;

**Therefore, be it resolved**, that the CFT support federal and state legislation that requires motor coaches used to transport pre-K, K-12 students, and motor coach drivers, to meet the same federal and state laws that apply to buses and school bus drivers used to transport students to and from school.

## **Resolution 7**

# **Support credentialed school nurses**

*Submitted by the Pajaro Valley Federation of Teachers, AFT Local 1936*

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

**Whereas**, children and youth learn best when they are healthy, alert, and have their essential needs met, and both students and teachers benefit from minimizing absences and maximizing instructional time; and

**Whereas**, teachers teach best when they have adequate tools, training, and support, including resources for first aid and infectious disease control, and when they are not burdened by having to perform health procedures; and

**Whereas**, increasing numbers of students face complex and life-threatening health problems requiring care in school, and all students have a right to have their health needs met while in the school setting; and

**Whereas**, California state law mandates that districts provide “diligent care” to protect student health, and to provide medical supervision necessary for students with disabilities and/or requiring specialized health care procedures to attend school and participate in school related activities; and

**Whereas**, credentialed school nurses provide a critical safety net for school children by acting as liaisons between the school community, parents and health care providers; and

**Whereas**, credentialed school nurses support the health and educational success of children and youth by providing direct services, as well as by supervision of paraprofessional staff and leadership in the development of health programs; and

**Whereas**, credentialed school nurses provide preventive care by developing and overseeing programs to monitor completion of the immunizations, kinder dental evaluations, and first grade physicals required by the state for school entry; and

**Whereas**, credentialed school nurses directly impact students’ school success by identifying students with vision and hearing problems, screening and referring them for medical evaluation, and supporting parents and guardians to obtain necessary care and equipment; and

**Whereas**, credentialed school nurses are the most appropriate persons in school settings to receive information from parents on medications taken by students, communicate with parents, providers, and school staff about medication effects and side effects, train staff to assist students to take medications needed at school and to administer emergency medications, and to directly oversee complex medication regimens; and

**Whereas**, credentialed school nurses protect students’ physical, emotional, and education well-being by overseeing first aid infectious disease control and prevention, by providing assistance with referrals for medical exams, confidential services, and mental health evaluations, by detecting and reporting child abuse; and

**Whereas**, credentialed school nurses play a key role as participants and consultants in SSTs, development of 504 plans, and special education assessments; and

**Whereas**, credentialed school nurses are responsible for the development, implementation, and monitoring the effectiveness of individual healthcare plans for children with chronic and life threatening conditions; and

**Whereas,** credentialed school nurses work with staff, faculty and administration to mitigate health problems, sponsor programs that raise awareness of public health issues and assist students with special needs; and

**Whereas,** credentialed school nurses supervise and train unlicensed assistive health, and train staff on medication management, common illness and injury response, accident reporting, and preparation for disasters and emergencies; and

**Whereas,** credentialed school nurses support, develop, and maintain community linkages, monitor the effectiveness of school health referral systems, and participate in district, local, and statewide health planning, including collaboration and communication with state and local public health officials; and

**Whereas,** in times of shortages in school budgets, credentialed school nurses are frequently the among the first certificated employees laid off and last hired back; and

**Whereas,** the ratio of credentialed school nurses to students in the State of California falls well below the one to 750 level recommended by many national organizations concerned with the health and safety of children, including AFT, U.S. Health and Human Services (Healthy People 2010), American Academy of Pediatrics, and the National Association of Elementary School Principals, National Association of School Nurses, and California Parent/Teachers Association, and has declined even further in recent years;

**Therefore, be it resolved,** that the California Federation of Teachers supports credentialed school nurses as the credentialed school employees best prepared to address the health needs of students in elementary and secondary schools and to oversee the health care of students during the school day,

**Be it further resolved,** that CFT recommends that the state of California enact legislation instructing districts to conform to the recommended ratios of one credentialed school nurse to every 750 students, with that ratio increasing when high numbers of students have special health needs; and

**Be it further resolved,** that in light of current budget constraints we encourage districts to maximize participation in cost-saving and income-generating activities that can be conducted by nurses, such as generating federal income by helping staff to make referrals and complete Medi-Cal Administrative Activities (MAA) time studies, increasing ADA via collaboration on illness-related truancy and by assisting in selection and implementation of employee wellness and chronic disease management programs, etc., all activities that require adequate school nurse staffing and reinvestment of funds generated in recruitment and retention of credentialed school nurses; and

**Be it finally resolved,** that because many children both statewide and nationwide lack adequate health insurance, and/or face barriers in accessing health services, we will bring this resolution forward to the national AFT Convention, and request that our union support efforts to enact legislation to provide the will, the resources, and the mandates to allow all our state and nation's children and youth access to a school nurse.

## **Resolution 9**

# **Support the early childhood education workforce**

*Submitted by the United Educators of San Francisco, AFT Local 61*

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

**Whereas**, the California Federation of Teachers' Early Childhood Education (ECE) Committee represents educators who work with young children and their families to support the whole child including health, social services, English proficiency and education; and

**Whereas**, the ECE Committee strongly supports and applauds many of the initial recommendations put forth in the California Early Learning Quality Improvement System (CA ELQIS) Advisory committee's Interim Report regarding improving the quality of early care and education in California; and

**Whereas**, the Interim Report identifies critical areas of strength as well as challenges in our current ECE system, and in particular, recognizes the need to improve teacher training through expanded course offerings and better course alignment throughout our system of higher education; and

**Whereas**, it has long been the CFT's position that a key factor determining school preparedness is teacher experience and education; and

**Whereas**, the Interim Report also identified the significant barriers to quality improvement created by our state's current reimbursement system that the ECE Committee fully agrees is outmoded and inadequate; and

**Whereas**, the ECE Committee strongly supports the holistic approach of the Advisory committee in seeing the role of a Quality Rating System as one component of an integrated ECE system; and

**Whereas**, the ECE Committee members are concerned, however, that the Advisory Committee is slighting several issues that are vital to any quality improvement effort, including teacher compensation, working conditions and workforce development; and

**Whereas**, the ECE Committee is further concerned that inadequate attention is being given to the question of increasing overall systemwide funding, and if funding issues are not addressed, it is our opinion that it will be difficult, perhaps impossible, to improve compensation, expand course curriculum, or assist teachers seeking to gain access to additional education; and

**Whereas**, according to data from the California Employment Development Department, ECE teachers are among the most poorly paid workers employed in any profession, particularly teachers employed in the private, non-profit sector, where wages are often half, or less, of those employed in centers affiliated with local school districts and community colleges; and

**Whereas**, many ECE staff lack adequate health care insurance or pensions making it difficult to attract or retain quality teachers which causes high turnover and lack of retention and directly undermines the quality of early childhood education; and

**Whereas**, the ECE Committee is similarly concerned about the lack of attention to working conditions and labor law violations in the ECE field, which, according to a recent study of low wage workers, "Broken Law, Unprotected Workers," conducted by the UCLA Institute for Research on Labor and Employment, has more frequent violations of minimum wage and overtime violations than in any other low-wage occupations; and

**Whereas**, the ECE Committee believes that basic labor rights must be enforced as we attempt to upgrade program quality; and

**Whereas**, upgrading the quality of early care and education must deal with the issue of how to increase overall funding for the Early Childhood Education system in California, which is starved for revenue and has a long-standing systemic problem that has been exacerbated by the state budget crisis; and

**Whereas**, we urgently need to find ways to bring more money into the system without imposing further cuts on K-12 or higher education;

**Therefore, be it resolved**, that the CFT will encourage the California Early Learning Quality Improvement System Advisory Committee to more fully address the question of teacher compensation, working conditions and workforce development in its next phase of deliberations; and

**Be it further resolved**, that the CFT will continue its efforts to urge legislators to allocate funds for ECE programs that are specifically targeted for workforce compensation and development; and

**Be it finally resolved**, that the CFT will engage in efforts to develop new revenue streams dedicated to ECE programs in California.

## ***Resolution 10***

# **Restore the framework cycle, committees and panels**

*Submitted by the Labor in the Schools Committee*

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

**Whereas**, the California Department of Education's Curriculum Framework and Evaluation Criteria Committees (CFCCs), and Instructional Materials Adoption Panels (IMAPs), perform vital roles to update and improve K-12 instruction in all subject areas; and

**Whereas**, Governor Schwarzenegger signed AB X4 2 (Chapter 2, Statutes of 2009-10, Fourth Extraordinary Session) in August 2009, and Section 28 suspended indefinitely all curriculum framework revisions and instructional materials adoptions; and

**Whereas**, this action by the governor squanders the work of hundreds of teachers who volunteer to serve on these committees for the greater good of California's students and teachers (in particular on History/Social Science, Science, Math, and Health frameworks last year); and

**Whereas**, the California Department of Education's cycle for framework development/revision and materials adoptions was already seven years long, so that the governor's suspension will surely set us back more than a decade;

**Therefore, be it resolved**, that the California Federation of Teachers work with our elected state representatives, the Speaker of the Assembly, the Senate President pro Tempore, and the governor, to support legislation that will repeal Section 28 and reinstate the curriculum framework revisions committees and instructional materials adoptions panels and the cycles in which they do their work.

## ***Resolution 11***

# **Make charter schools equally accountable**

*Submitted by the Educational Issues Committee*

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

**Whereas**, charter schools receive public funding and are indeed public schools; and

**Whereas**, public school districts and the K-12 schools they operate face a myriad of accountability measures;

**Therefore, be it resolved**, that the California Federation of Teachers support legislation that would hold K-12 charter schools, no matter the operators, to the same accountability measures as other K-12 schools operated by public school districts; and

**Be it further resolved**, that students who attend charter schools be afforded the same due process rights as students who attend non-charter public schools; and

**Be it further resolved**, that charter schools be required to provide equal access to and support for students with special needs, English learners, socially disadvantaged, and at-risk students; and

**Be it further resolved**, that teachers and support staff employed by a charter school be represented by an elected collective bargaining agent; and

**Be it further resolved** that the resolution to place a moratorium on opening new charter schools in California that CFT passed at its 2009 Convention, currently AB 1982, continue to be promoted, and;

**Be it finally resolved** that locals are encouraged to negotiate for a successor clause in their contracts that would keep their members' contract intact in schools that are taken over by charter schools.

## ***Resolution 12***

### **Create a charter school committee**

*Submitted by the Educational Issues Committee*

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

**Whereas**, California has seen the numbers of charter schools grow each year; and

**Whereas**, the CFT represents some of these charters, both by itself, and/or through school districts that are represented by CFT affiliates;

**Therefore, be it resolved**, that the CFT form a Charter School Committee; comprised of both charter school and non-charter school members who are members of AFT.

**Be it finally resolved**, that every effort be made to appoint charter school members to other CFT committees.

## **Resolution 13**

# **Investigate linking student and teacher data for evaluation and compensation**

*Submitted by the Educational Issues Committee*

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

**Whereas**, the federal Race to the Top (RTTT) competitive grant program calls for improving teacher effectiveness based on performance through the creation of teacher evaluation systems that differentiate effectiveness utilizing data on student growth as a significant factor; and

**Whereas**, the RTTT evaluation systems would inform decisions regarding compensation, promotion, and retention; and

**Whereas**, SBX5 1 would require CALPADS to be used to report data pursuant to specified federal programs, and would authorize data in the California Education Information System to be used by Local Educational agencies for purposes of evaluating teachers and administrators and making employment decisions, if those decisions comply with specified provisions of law; and

**Whereas**, the AFT approach to teacher development and evaluation is as follows:

- **Professional Teaching Standards:** Every state should have basic professional teaching standards that districts must use as the basis for how they evaluate teachers. These standards can be augmented to meet the specific needs of the community. Standards should spell out what teachers should know and be able to do.
- **Standards for Assessing Teacher Practice:** To assess how well teachers meet these standards, multiple ways to measure teacher effectiveness should be used (classroom observation, lesson plans and materials, portfolios, etc.). Students' test scores based on valid assessments should be considered by determining whether a teacher's students show real growth while in her classroom (not by comparing the scores of last year's students with those of this year's students). Other student outcomes also matter, including attendance, commitment, engagement, and the mastery of life skills.
- **Implementation Standards:** Effective evaluation requires spelling out how the evaluation system works, including details such as how teachers are involved, who evaluates them and how often, what criteria will be considered, and how the results of the evaluation will be used.
- **Standards for Teaching and Learning Conditions:** A school must be conducive to teaching and learning for achievement to occur. Conditions that affect outcomes include teachers' time, facilities and resources, teacher empowerment, school leadership, professional growth opportunities, and the school climate and safety. All members of the school community are responsible for these conditions. These elements of a school's professional context should be assessed regularly.
- **Standards for Systems of Support:** Programs to support professional development and growth should be available throughout a teacher's career. Any teacher identified as not meeting standards must be given sufficient opportunity to improve. Professional development should be guided by the results of evaluations and include efforts such as induction, mentoring and coaching.

- **Accountability:** Once a valid and comprehensive system of teacher development and evaluation is in place, districts can formulate a fair process for tenure, career ladders and, when necessary, removal of ineffective teachers who do not improve; and

**Whereas** the California Teachers Association (CTA) asserts that in a system for assessing teacher effectiveness, three kinds of evidence can be considered in combination with one another:

- Performance on teaching assessments measuring standards known to be associated with student learning (including teacher performance assessments and standards-based teacher evaluations).
- Evaluation of teaching practices that are associated with desired student outcomes and achievement of school goals (through systematic collection of evidence about teacher planning and instruction, work with parents and students, and contributions to the school).
- Contributions to student learning and other student outcomes (from classroom assessments and documentation, as well as valid tests when they are appropriate); and

**Whereas**, the California Federation of Teachers current policy is as follows: CFT believes that the inappropriate use of tests in making critical life decisions is wrong for students and is likewise 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;

**Therefore, be it resolved**, that the CFT convene a “Blue Ribbon” panel to investigate and report on linking student and teacher data for teacher evaluation and compensation. The report shall include, but not be limited to, research by the American Psychological Association (APA), American Educational Research Association (AERA), and National Research Council (NRC). The report will be presented at the Fall 2010 CFT State Council meeting.

## **Resolution 14**

# **Abolish California Standards Test for second-graders**

*Submitted by the Jefferson Elementary Federation of Teachers, AFT Local 3267*

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

**Whereas**, the state of California is in a fiscal crisis in the amount of a \$25 billion dollar deficit; and

**Whereas**, California school districts spend valuable funds on purchasing California Standards Test materials, benefiting privately owned test preparation, test writing and evaluating, and text book companies to the financial detriment of struggling California schools; and

**Whereas**, California could save \$2 million dollars if the second-grade CST were eliminated; and

**Whereas**, California teachers already use curriculum-based, formative and summative assessments to consistently and routinely evaluate student learning and progress; and

**Whereas**, a student's performance on the CST is just one measure of his or her overall achievement in school; and

**Whereas**, a variety of factors, having little to do with actual student learning can contribute to high and low scores on standardized testing; and

**Whereas**, second-graders are not emotionally or developmentally prepared to handle the anxiety and pressure of CST testing; and

**Whereas**, California is in the minority of U.S. states that believes it is appropriate to test second-graders;

**Therefore, be it resolved**, that the California Federation of Teachers sponsor legislation to end second-grade testing, echoing the sentiments of state Senator Loni Hancock (D-Oakland) and Assemblymember Tom Torlakson (D-Antioch).

## **Resolution 15**

# **Support phasing in a new kindergarten start age**

*Submitted by the Jefferson Elementary Federation of Teachers, AFT Local 3267*

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

**Whereas**, the academic standards on kindergarten continue to increase in rigor due to state and federal guidelines; and

**Whereas**, California is one of only two states in the nation that allow children to begin kindergarten at four years and nine months old; and

**Whereas**, a child's performance in kindergarten impacts his or her academic performance for years to come; and

**Whereas**, the demands of kindergarten are not developmentally appropriate for four-year-olds; and

**Whereas**, the academic demands for all students has increased dramatically, and students should be socially and cognitively ready to enter school and not be unfairly disadvantaged by being younger than other students for years to come; and

**Whereas**, most states in the United States favor waiting until a child is at least four years and eleven months old before starting kindergarten; and

**Whereas**, the economic impact of suddenly changing kindergarten start dates will be drastic on school districts, it is recommended that the increase in kindergarten start ages be phased in over three years (November 1-year 1, October 1-year 2, and September 1-year 3); and

**Whereas**, many districts face the sanctions of Program Improvement because of students who are struggling to perform at higher academic levels and are not ready for the increasingly higher demands of rigorous standards; and

**Whereas**, best practices in the education of children dictate that early education is crucial, thus, districts should make efforts to redirect younger students to preschool programs, or start kindergarten readiness programs, rather than having students enter kindergarten at four years and nine months old;

**Therefore, be it resolved**, that the California Federation of Teachers recommends the gradual phasing in of a new kindergarten start date cut off to September 1 over three years; and

**Be it further** resolved, that the CFT will sponsor legislation to advocate for a change in the kindergarten start date to September 1.

## **Resolution 16**

# **Support seal of biliteracy for high school diplomas and transcripts**

*Submitted by the English Language Learners Committee*

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

**Whereas**, the mastery of two or more languages makes important contributions to a student's cognitive development, understanding of diverse cultures, and economic opportunities; and

**Whereas**, the study of world languages contributes towards our national economy and our national security; and

**Whereas**, multiple languages are a critical element in enabling our communities to participate effectively in a global political, social and economic context; and

**Whereas**, the demand for employees to be fluent in more than one language is increasing both in California and throughout the world; and

**Whereas**, our community is home to speakers from hundreds of different language and cultural groups, and to build trust and understanding across the multiple language and cultural groups in our diverse community requires multilingual skills of communication; and

**Whereas**, despite the 2007 veto by Governor Schwarzenegger of AB 280, several districts throughout the state, including Glendale Unified, Ventura Unified, Rowland Unified and Sweetwater Union High School District are awarding graduates with a seal of biliteracy and all students deserve the same opportunity; and

**Whereas**, *California Together*, a statewide coalition committed to securing equal access to quality education for all children has developed a *Seal of Biliteracy Program* and implementation guidelines for pupils who graduate literate in two or more languages;

**Therefore, be it resolved**, that the California Federation of Teachers encourage its locals to work with their districts to implement a seal of biliteracy on high school diplomas and transcripts; and

**Be it further resolved** that the CFT seek legislation to establish a state level seal of biliteracy on high school diplomas and transcripts; and

**Be it finally resolved**, that the CFT publicize a seal of biliteracy ~~for~~ on high school diplomas and transcripts through a media campaign.

## **Resolution 17**

# **Support green jobs initiative funding for career and technical education programs**

*Submitted by the Career and Technical Education Committee*

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

**Whereas**, Career and Technical Education (CTE) has been one of California's primary vehicles in the education and training of Californians through cooperation and collaboration of Regional Occupational Programs (ROP), agricultural, industrial, adult and business education on our high school campuses, community colleges and trade locals; and

**Whereas**, CTE has statistically been cited as a proven method of educating, training, and advancing the socio-economic standing of California's diverse citizens, including minorities, women and displaced workers as cited in the Office of the Governor, Fact Sheet: 2007 and, 2008 and CTE Budget; and

**Whereas**, California's economy has been drastically affected by the loss of whole industries, sustainable jobs and training programs leaving the state with limited viable employment prospects; and

**Whereas**, California is set to receive federal funding through the Green Jobs Initiative; and

**Whereas**, the Green Jobs initiative will target many present as well as some yet-to-be developed industries within California to educate, train and employ Californians over a projected 10 years and beyond; and

**Whereas**, CTE through the integral components: ROP, comprehensive high school programs, community colleges and trade locals have a long and successful well documented record of preparing Californians for the jobs of the present and for the future as cited by the U.S. Department of Education, Office of the Under Secretary, Policy and Program Studies Service, 2004;

**Therefore, be it resolved**, that the California Federation of Teachers support all efforts and initiatives, lobby and legislation, which bring Green Jobs Initiative funding to ROP, comprehensive high school CTE programs, community colleges and trade local education and training programs; and

**Be it further resolved**, that CFT supports the development of collaboration between California's high school ROP's, adult education schools, community colleges and trade locals in the development of curriculum, and training for the Green Jobs Initiative; and

**Be it finally resolved**, that CFT strongly supports the reinvigoration of CTE programs and a renewed investment in the rebuilding and retooling of CTE programs to provide the education and training needs that the Green Jobs Initiative will bring to California.

## **Resolution 18**

# **End the casualization of academic labor**

*Submitted by the Educational Issues Committee*

**Committee: Professional Issues Higher Education**

**Whereas**, the conditions of employment for teachers in higher education have drastically shifted over the past 40 years; and

**Whereas**, those shifts have been away from full-time tenure track (FTTT) employment of faculty, and toward contingent, part-time employment of faculty (casualization), aimed at increasing flexibility and maneuverability for administrations in increasingly dire financial straits; and

**Whereas**, those shifts have reduced compensation, and have reduced and often eliminated employment security, benefits and decent working conditions for contingent faculty; and

**Whereas**, these same shifts have also made conditions more and more difficult for FTTT faculty to fulfill their roles as educators; and

**Whereas**, the casualization of academic employment has negatively affected the education of millions of Americans who pass through our colleges, community colleges (credit and non-credit), adult education, and universities, working hard to build the knowledge necessary to be full participants in a democratic society; and

**Whereas**, the casualization of academic employment stands as a central obstacle to any and all efforts to overcome the challenges faced by higher education institutions today; and

**Whereas**, the economies of California and the United States of America have moved into major crisis due to fundamental changes in technology and policies which guarantee the enrichment of a tiny sector of our population at the expense of the vast majority; and

**Whereas**, this crisis has been used to justify massive cuts to all of public education including early childhood, K-12, universities, colleges and community colleges; and

**Whereas**, this crisis indicates no basis for genuine recovery in the foreseeable future; and

**Whereas**, the corporate forces which have benefited from the casualization of academic and many other forms of employment, and from this crisis, show no interest in truly advancing the cause of public education and have, indeed, used the crisis to advance the demise of public education in favor of the corporatization of education and all other tools and resources of American society; and

**Whereas**, these same forces are mounting a clear effort to undercut democracy and impose a corporate tyranny on the great people of America;

**Therefore, be it resolved**, that the California Federation of Teachers challenges directly the casualization of academic employment, insisting that from here forward all faculty in institutions of higher education shall be offered full or part-time tenure track employment after a suitable period of probation, which shall be retroactively applied and considerate of preferred hiring status, and shall be employed with the same rights of employment security, equal pay for equal work, full access to healthcare, retirement and other benefits, and enjoy the same conditions of work and rights of participation in joint governance, campus life and the like; and

**Be it further resolved**, that the CFT pursue an active campaign to this effect, making such campaign an integral part of the growing fight to defend public education as a right of all humans in all places, without exception, by:

- a. Within two months of the passing of this resolution, its contents and supporting report will be circulated throughout higher education communities in California
- b. Within two months of passing, this resolution will be publicized by means of all available media through press conferences
- c. In addition to publicity, the CFT shall recruit from among its ranks a task force to develop the grassroots campaign required to bring this to fruition. This shall be started within two months following passage of this resolution; and

**Be it further resolved,** that the CFT joins with other organizations, including the AFT, in pursuit of these goals, and will actively support efforts toward these mutually held goals; and

**Be it finally resolved,** that the CFT submit this resolution to the AFT Convention in July.

## ***Resolution 19***

# **Support pro rata pay schedule for part-time faculty**

*Submitted by the Part-time Faculty Committee*

***Committee: Professional Issues Higher Education***

**Whereas**, part-time faculty are required to hold the same academic credentials and qualifications to teach the same courses as their full-time colleagues; and

**Whereas**, part-time faculty are spending the same number of non-classroom hours as their full-time colleagues preparing lessons and grading assignments; and

**Whereas**, part-time faculty salaries should accurately reflect the actual work performed both in and out of the classroom, including, but not limited to, regularly scheduled office hours; and

**Whereas**, an hourly pay schedule for part-time faculty instructional work radically under-represents to governing boards and the general public the actual work being performed by part-time faculty members; and

**Whereas**, different types of community college instruction incur different numbers of classroom hours per week per full-time equivalent load, resulting in inequities and errors in salary and service credit reporting when salary is based on classroom hours; and

**Whereas**, repeated problems have occurred, and continue to occur, with accurate calculation and reporting of service credits from districts to the California State Teachers' Retirement System and from CalSTRS to part-time faculty members, with particular detriment to part-time faculty members who work in more than one district; and

**Whereas**, these problems with CalSTRS reporting could be dramatically resolved by a full-time equivalent percentage-based reporting system; and

**Whereas**, part-time faculty salaries in the University of California and California State University systems, as well as in most K-12 districts, are calculated and reported for all purposes as FTEs;

**Therefore, be it resolved**, that California Federation of Teachers pursue legislation requiring that part-time faculty be placed onto the same district salary schedule as their full-time colleagues on the basis of academic preparation and years of experience in a manner that bears the same relationship to placement of full-time instructors on the schedule; and

**Be it further resolved**, that part-time faculty salary is to be calculated, stated on payroll notices and class assignments, and reported to CalSTRS as a percentage of full-time salary.

## ***Resolution 20***

# **Limiting full-time faculty overload**

*Submitted by the Part-time Faculty Committee*

***Committee: Professional Issues Higher Education***

**Whereas**, workload issues for faculty have been debated and agreed upon by local collective bargaining agreements in support of educational soundness and institutional viability; and

**Whereas**, the assignment of excessive course overloads to full-time faculty in the community colleges can be detrimental to the quality of instruction, to the performance of professional duties, to the work of institutional development, and therefore harmful to the education of students; and

**Whereas**, the quality of instruction would be significantly improved if restrictions were placed on the assignment of excessive course overloads to full-time faculty in the community colleges;

**Therefore, be it resolved** that henceforth full-time faculty in a single community college shall be restricted to their full-time workload plus no more than 0.8 overload per academic year. Such limitations would not supersede more stringent restrictions that already exist in locally bargained agreements; and

**Be it further resolved**, that CFT pursue legislation implementing these restrictions on course assignments for full-time faculty for the educational benefit of the students of California's community colleges.

## **Resolution 21**

# **Oppose United States-Colombia free trade agreement**

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

**Committee: Socio-Political**

**Whereas**, violence against trade unionists persists to this day, with over 500 unionists murdered during the administration of current Colombian President Alvaro Uribe; and

**Whereas**, between 1999 and 2005, 816 Colombian trade unionists were killed, and more than half of them (416) were teachers or education workers; and

**Whereas**, the murder rate increased by 25 percent from 39 murders in 2007 to 49 murders in 2008; and

**Whereas**, at least 28 trade unionists were murdered in 2009 of which seven were from the teacher's union; and

**Whereas**, the continued murders and death threats have a chilling effect on union activity, as workers continue to have good reason to fear for their lives when they exercise their fundamental labor rights, especially the crucial rights to organize, bargain collectively and strike; and

**Whereas**, the Office of the Attorney General of Colombia has secured convictions in only about 5 percent of the over 2,700 cases of murder of trade unionists, and only following significant international pressure to do so; and

**Whereas**, in the vast majority of cases, the person convicted of the crime is not the originator of the crime, but rather carried out the order to kill and, in roughly 40 percent of the sentences; the person found responsible for the crime was either tried in absentia or is otherwise not in custody and thus potentially still at large; and

**Whereas**, the Office of the Attorney General of Columbia does not attempt to investigate all outstanding unsolved murder cases, but rather only the subset of cases that have been previously presented to the International Labor Organization and new murder cases from 2006 onward; and

**Whereas**, impunity for these and other crimes persists and new crimes will likely continue to be committed with similar impunity because of a failure to fully investigate and prosecute those responsible for these crimes, and also widespread human rights violations; and

**Whereas**, a flawed paramilitary demobilization process has contributed to thousands of "demobilized" and never-demobilized paramilitaries, creating new and dangerous organizations; and

**Whereas**, many of these groups, including the Aguilas Negras (Black Eagles), are associated with powerful local or regional economic and political interests and continue the violent legacy of the paramilitaries, including narcotics trafficking and targeted assassinations; and

**Whereas**, defamatory remarks regarding trade unionists and human rights defenders in Colombia delegitimizes the important and valued work of human rights defenders, closes the necessary and justifiable space for them to exercise their internationally recognized right to free expression, and places individuals and entire organizations at the grave risk of physical retaliation from members of illegal armed groups; and

**Whereas**, according to a 2008 Human Rights Watch report, numerous politicians, including members of the Colombian Congress have come under criminal investigation for collaborating with

paramilitaries — the groups responsible for the majority of crimes against trade unionists where the author of the crime is known; and

**Whereas**, according to Human Rights Watch, there is overwhelming evidence of broad, systematic, and illegal surveillance conducted by the Administrative Security Department (DAS), the national intelligence service of Colombia, against hundreds of members of human rights organizations, political opposition parties and unions, as well as Supreme Court justices, journalists, and even clergy; and

**Whereas**, the United Nations Special Rapporteur on Extrajudicial Executions, Phillip Alston, recently found that killings of innocent civilians by the armed forces have occurred throughout the country; and

**Whereas**, According to the International Labor Organization, the labor laws of Colombia fall short of minimum international labor standards; and

**Whereas**, the United States-Colombia Trade Promotion Agreement, a comprehensive free trade agreement between Colombia and the United States, was signed on November 22, 2006, and is currently being reviewed by the Office of the United States Trade Representative;

**Therefore, be it resolved**, that the California Federation of Teachers strongly urges the United States Congress to oppose a free trade agreement between the United States and Colombia; and

**Be it further resolved**, that the CFT transmit copies of this resolution to President Obama, the Secretaries of State and Commerce, and the U.S. Trade Representative as well as to each senator and representative from California in the Congress of the United States.

## ***Resolution 22***

# **Stop the sexual abuse of youth in state juvenile confinement facilities**

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

**Committee: Socio-Political**

**Whereas**, the National Survey of Youth in Custody, released by the federal Bureau of Justice Statistics showed that 1 in 10 youth in state juvenile confinement facilities and large non-state facilities reported sexual victimization by staff in the previous 12 months; and

**Whereas**, another 2.6 percent of youth in state juvenile facilities reported sexual victimization at the hands of other youth; and

**Whereas**, youth who are not heterosexual are at particular risk: 1 in 5 reported sexual abuse by staff or other youth; and

**Whereas**, in the very worst facilities, 20 to more than 30 percent of all youth in state juvenile facilities reported abuse; and

**Whereas**, the National Prison Rape Elimination Commission, created by the National Prison Rape Elimination Act of 2003 (PREA), released a report documenting the nature, causes, and prevalence of rape in adult and juvenile detention facilities. The Commission proposed comprehensive, effective standards for the prevention, detection, and punishment of prison rape; and

**Whereas**, U.S. Attorney General Eric Holder and the Justice Department have not acted on any of the proposed standards as promised to the Commission and that leaves kids to further abuse behind bars;

**Therefore, be it resolved**, that the California Federation of Teachers send a letter to U.S. Attorney General Eric Holder and California Attorney General Jerry Brown urging them to implement the standards proposed by the National Prison Rape Elimination Commission in order to stop the abuse of juveniles.

## **Resolution 24**

# **Stand in solidarity with the people of Honduras**

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

**Committee: Socio-Political**

**Whereas**, following the June 28, 2009, military coup in Honduras, the AFL-CIO National Convention passed a resolution in September demanding immediate reinstatement of President Manuel Zelaya, restoration of all labor and democratic rights, and an immediate halt to all U.S. aid to the coup government. The Honduran labor movement is at the heart of the National Resistance to the coup; and

**Whereas**, the Honduran people led by the National Resistance Front against the coup continue to mount massive daily demonstrations against the coup regime, and the coup government continues to deploy the U.S.-trained army and police in an attempt to suppress the popular will and prevent the exercise of democratic rights; and

**Whereas**, the National Resistance Front has denounced the November 29 elections as a scheme by “the de facto regime that is repressing the people and violating the civil and human rights of its citizens, with the goal of validating the dictatorship of the oligarchy.” It said that participating in such an electoral exercise “would give legitimacy to the coup regime or its successor, and

**Whereas**, the November 29th election carried out by the coup regime with less than 50 % voter turnout resulted in the election of a prominent member of the elite and supporter of the military coup of June 28th and

**Whereas** the U.S. government has recognized the Honduras coup successor government and is pressuring other governments to do the same

**Therefore, be it resolved**, that the California Federation of Teachers declare its solidarity with the heroic people of Honduras as they resist the savage repression of a military dictatorship, and fight to win real democracy and sovereignty for their country; and

**Be it further resolved**, that CFT officials send letters to Congressional representatives and President Obama demanding that the U.S. government condemn the “electoral farce” of November 29<sup>th</sup> and take the following measures: 1) Immediately break off all political and economic ties with the illegitimate regime, 2) Recall the U.S. ambassador, 3) Establish an economic embargo on all trade and aid to Honduras, 4) Freeze the U.B. bank accounts of the coup plotters and deny them visas for U.S. travel, 5) Shut down U.S. military bases in Honduras; (6) demand the release of all political prisoners including educational workers and labor activists arrested during the present coup regime; and

**Be it further resolved**, that the CFT demand the U.S. government denounce and refuse to recognize the results of the November 29 elections; and

**Be it finally resolved**, that the CFT makes common cause with other labor and community organizations, to develop a reliable support network for the National Resistance Front against the coup, and for the labor unions that are at the center of the resistance movement in Honduras, and that CFT will send this resolution to the 2010 AFT Convention.

## **Resolution 25**

# **Support the Cuban Five**

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

**Committee: Socio-Political**

**Whereas**, Ramon Labanino, Rene Gonzalez, Fernando Gonzalez, Antonio Guerrero and Gerardo Hernandez, known as the “Cuban Five;” were arrested in Miami, Florida, in September of 1998 and charged with 26 counts of violating federal laws of the United States, 24 of which were technical and minor offenses, and none of which reflected violence against the United States, use of weapons, property damage, nor threatened or killed any person or transferred U.S. government documents or classified material, they are serving four life-time sentences and 77 years in U.S. prisons collectively; and

**Whereas**, the “Cuban Five” had a mission to infiltrate and monitor the activities of terrorist and criminal groups operating in Miami and report planned threats against the Cuban people and government of Cuba. More than 3,000 Cuban citizens have lost their lives due to this terrorism over decades including the explosion of a bomb mid-air killing 73 passengers of Cubana Airlines on October 6, 1976, for which Orlando Bosch and Luis Posada Carriles of Miami have been suspects. In 1990, President Bush, Senior, pardoned Orlando Bosch and the U.S. government continues to protect Luis Posada Carriles from extradition for trial as required by international covenant; and

**Whereas**, the arrest of the “Cuban Five” took place shortly after the Cuban government shared information with the U.S. government authorities concerning terrorist actions against Cuba being planned from Miami; and

**Whereas**, upon arrest in 1998, the “Cuban Five” spent 17 months in solitary confinement and, in 2003, one month in the “hole” under isolated and terrible conditions; and

**Whereas**, in August 2005, the 11th Circuit three-judge panel unanimously overturned all the “Cuban Five’s” convictions and ordered a new trial citing that it was impossible for the “Cuban Five” to receive a fair trial in Miami due to various Cuban exile groups and paramilitary camps that operate in the Miami area; and

**Whereas**, three retired generals and a retired admiral of the United States Army testified at the trial that the “Cuban Five” were not a threat to the United States national security; and

**Whereas**, Alberto Gonzalez, directly intervened on the U.S. government’s behalf to set aside the 11th Circuit three judge panel’s opinions; and

**Whereas**, in June 2008, the 11th Circuit Court of Appeals upheld the guilty verdict and the panel ratified the sentences of Rene Gonzalez and Gerardo Hernandez. In the cases of Ramon Labanino, Antonio Guerrero, and Fernando Gonzalez, they were sent back for resentencing in the same court that convicted them in Miami; and

**Whereas**, on May 27, 2005, the United Nations Working Group on Arbitrary Detentions found the detention of the “Cuban Five” to be in “contravention of Article 14 of the International Covenant on Civil and Political Rights;” and requested that the U.S. government adopt the necessary steps to remedy the situation, in conformity with the principles stated in the International Covenant on Civil and Political Rights; and

**Whereas**, Amnesty International has condemned the inhuman treatment of the “Cuban Five” by the United States’ refusal and/or severe limitation of visas for family visitations since 1998;

**Therefore, be it resolved**, that the California Federation of Teachers call for President Obama and Secretary of State Hillary Clinton to consider the violation of International Covenant and due process for fair trial associated with the conviction and imprisonment of the “Cuban Five,” seek diplomatic improvement in the relationship between the United States and Cuba, and calls for the immediate release of the “Cuban Five” to their homeland, in respect for information provided to the U.S. government to protect us and others from acts of terrorism and consideration of time served in prison since 1998 for violations of U.S. federal law; and

**Be it further resolved**, that as long as these men remain in prison, the government of the United States allow the right of regular visits, as per international law, for all of the prisoners’ relatives, including the immediate granting of humanitarian visas to Olga Salanueva and Adriana Perez to visit their husbands in prison; and

**Be it further resolved**, that the CFT call on President Randi Weingarten of the AFT to send letters to President Obama expressing the content of this resolution; and

**Be it finally resolved**, that this resolution be sent to President Obama, Secretary of State Hillary Clinton, the Attorney General, Senators Barbara Boxer and Dianne Feinstein, House Speaker Nancy Pelosi and other California congressional members, state Senate and Assembly members.

## **Resolution 26**

# **Defend immigrant youth**

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

**Committee: Socio-Political**

**Whereas**, the San Francisco Labor Council has joined with immigrant families, who in overwhelming numbers are working class, and has joined with and participated in efforts to protect and defend immigrant youth from unfair, unjust and racist deportations due to their immigration status without being proven of committing any crime, without due process, in violation of the principal of presumption of innocence; and

**Whereas**, these same families are in large numbers members of our local unions active in our communities and solid allies in labor's efforts to defend our members and our class from economic banditry perpetrated by business bandits, Las Vegas financial hijinks and outright thievery of our wallets, purses, homes, retirements, educations, and futures; and

**Whereas**, our labor movement, our advances, improvements, and betterment have historically been built by a powerful alliance of organized labor and immigrant labor in mass organizing drives which changed the economic balance of forces, tore down racial discrimination, and built a powerful labor movement that also brought social improvements for the many; and

**Whereas**, international finance capital has propelled tremendous economic forces that have plundered and privatized resources and patrimony of exploited nations, starving agrarian labor into a relentless movement toward cities, driving down the standard of living of agrarian, urban campesinos, domestic workers and other nations for daily survival; and

**Whereas**, the flight of workers in search of work is also exploited by a political economy of coyotes, rapists, corrupt law enforcement, the criminalization of migrants to build for-profit nonunion detention centers, court processes with no pretense of justice, and shifting the social burdens through the special oppression of women, girls, and children; and

**Whereas**, in order to defend organized labor's interest locally, it is in our interest to join our members and other local unions in alliance with the working class, the working poor, the unemployed, and the poor and to take appropriate union action;

**Therefore, be it resolved**, that the California Federation of Teachers support the San Francisco Board of Supervisors' legislation, "Confidentiality of Juveniles' Immigrations Status," to protect immigrant youth from unfair, unjust, racist, and family-busting deportations.

## ***Resolution 27***

# **Support the California Democracy Act**

*Submitted by the United Educators of San Francisco, AFT Local 61*

**Committee: Socio-Political**

**Whereas**, the California Federation of Teachers is on record favoring a change from the supermajority two-thirds needed for taxation and a budget in California; and

**Whereas**, the California Democracy Act, specifically targets that issue; and

**Whereas**, the California Democracy Act Initiative is currently in circulation;

**Therefore, be it resolved**, that the CFT urges its members to sign the California Democracy Act Initiative petitions and reaffirm its endorsement of majority rule in California; and

**Be it further resolved**, that if and when the California Democracy Act Initiative gets on the ballot, the CFT endorse the initiative.

## ***Resolution 29***

# **Resist efforts to undermine public employee collective bargaining rights**

*Submitted by the Council of Classified Employees and the AFT Staff Guild-Los Angeles, AFT Local 1521A*  
**Committee: Socio-Political**

**Whereas**, many CFT affiliates have fought long and hard to obtain collective bargaining rights for public employees; and

**Whereas**, public employees who have obtained such rights have successfully negotiated collective bargaining agreements that improve the rights, benefits and wages of their members; and

**Whereas**, this very success at the bargaining table has led some state legislators to retaliate against public employees by reducing their collective bargaining rights and making it more difficult for public employees to achieve fair collective bargaining agreements; and

**Whereas**, persistent state budget deficits are being cited by some state legislators as a rationale to reduce existing collective bargaining rights of public sector employees; and

**Whereas**, the growing disparity between the rich and the poor in this country requires all segments of the labor movement to remain strong and vibrant in order to protect the standard of living of working families;

**Therefore, be it resolved**, that the CFT continue to resist attempts by the state Legislature to diminish collective bargaining rights for public employees and assist its locals in fighting such efforts.

## ***Resolution 30***

# **Support free access to a national library of digitized resources**

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

**Committee: Socio-Political**

**Whereas**, free and public libraries, and unencumbered access to libraries, has been a cornerstone of public education, and all education, throughout history; and

**Whereas**, new technologies have allowed for the digitization of information, including public domain educational resources such as out-of-publication books, 'orphan' books, and other publications and creative materials, that have been or currently are in free libraries; and

**Whereas**, Google, Inc. has led the effort in the digitization of resources that are of major importance, and are currently accessible for free, by students and educators, through their proprietary Google Books Library Project; and

**Whereas**, major nations, educational institutions, writers, artists, authors and the general public have expressed concern for the privatization and commercialization of educational and creative resources by Google, Inc.; and

**Whereas**, Google, Inc. is actively working to create and impose a legal framework that would allow for the privatization and commercialization of educational resources;

**Therefore, be it resolved**, that the California Federation of Teachers publicize the idea for allowing free access to all educational materials currently or recently digitized by Google for royalty-free use by educators, K-12 and higher education students, public educational institutions, and librarians; and

**Be it further resolved**, that the CFT support efforts to create a national library for digitized resources that are free and open for public access and use, and forward this resolution to AFT 2010 Convention for ratification.

## ***Resolution 31***

# **Endorse Trinational Coalition to defend public education**

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

**Committee: Socio-Political**

**Whereas**, the Trinational Coalition to Defend Public Education has been bringing educators, students and community members from Canada, the United States, Mexico and Puerto Rico together since 1994 to share strategies and information in the fight against the privatization of education; and

**Whereas**, the California Federation of Teachers both endorsed and had representatives participating in the planning of the very successful eighth Trinational Coalition to Defend Public Education Conference, which was held in Los Angeles in 2008; and

**Whereas**, members of a number of our locals participating in the 2008 conference itself, and

**Whereas**, the privatizing of education at all levels has accelerated at an alarming rate with the current economic crisis;

**Therefore, be it resolved**, that CFT endorse the Ninth Trinational Coalition Conference that will be held in Montreal, Quebec, on May 7-9, 2010, under the theme "Supporting Public and Democratic Schools in North America," and that CFT send one or two delegates to the conference, make a financial contribution and encourage our locals to send delegates and to make a financial contribution to the conference; and

**Be it further resolved**, that the CFT communications department help build participation for the conference and publish the resolutions and decisions made at the Trinational Conference itself.

## ***Resolution 32***

# **Oppose military academies and charter schools**

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

***Committee: Socio-Political***

**Whereas**, the forces of educational privatization and charter companies are making strong attempts to convert existing public school campuses throughout the country; and

**Whereas**, the forces of educational privatization and charter companies are seeking to convert new publicly funded school construction projects to charter and other types of schools; and

**Whereas**, community, parent, faculty, labor and youth voices are not a part of the dialogue that allows for these charterizations and privatizations; and

**Whereas**, existing collective bargaining agreements are being circumvented and ignored in this process; and

**Whereas**, many of these schools may be initiated as, or converted by private companies into, military-style academies;

**Therefore, be it resolved**, that the California Federation of Teachers opposes the formation of any new military and military-style academies proposed in public school districts; and

**Be it further resolved**, that the CFT oppose charterization and privatization of public schools in any form; and

**Be it finally resolved**, that the CFT publicize this stand to all CFT locals and affiliates, and forward it to the AFT for ratification at the 2010 AFT Convention.

## **Resolution 33**

# **End the Afghanistan war and support domestic programs**

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

**Committee: Socio-Political**

**Whereas**, polls show that a majority of the American people oppose continuation of the war in Afghanistan, 38 percent support immediate withdrawal, and only 25 percent favor any increase of troops to be sent there; and

**Whereas**, since 2001, U.S. taxpayers have spent \$230 billion on the war in Afghanistan; and

**Whereas**, military spending creates many fewer jobs than the same amount spent on infrastructure and other domestic needs (Robert Pollin and Heidi Garrett-Peltier, “The Wages of Peace,” *The Nation*, March 31, 2008); and

**Whereas**, the U.S. death toll in Afghanistan has escalated each year and over 1,000 U.S. service members have been killed in Afghanistan so far, as well as thousands of innocent Afghan civilians; and

**Whereas**, the continued killing of Afghan civilians is known to be a great recruiting tool for the Taliban; and

**Whereas**, the misogyny of the present U.S.-backed regime and its allies is comparable to the misogynist practices and beliefs of the Taliban; and

**Whereas**, the \$65 billion to be spent in Afghanistan this year, and the hundreds of billions of dollars required in coming years for counterinsurgency there, are desperately needed for urgent domestic social purposes, including healthcare for all, housing relief in the foreclosure crisis, full veterans benefits, and the creation of millions of jobs;

**Therefore, be it resolved**, that the California Federation of Teachers call for the U.S. government to end the war and occupation of Afghanistan and end its attacks on neighboring Pakistan, close all military bases in the region, and begin to withdraw all troops, mercenaries, contractors, and weapons immediately; and

**Be it further resolved**, that CFT call for the redirection of the military budget for Afghanistan to reparations for infrastructure and social programs for the Afghani people, and to expenditures to support returning U.S. troops, and to meet urgent human needs domestically, such as education, healthcare, housing, jobs, and other social programs and public services; and

**Be it further resolved**, that CFT will undertake an educational campaign on these issues among its membership and seek to involve the members in the political tasks necessary to implement this resolution in public policy; and

**Be it further resolved**, that CFT endorse local, regional, and national mobilizations this month and as long as necessary to support the goals of this resolution; and

**Be it finally resolved**, that CFT will communicate this resolution to President Obama and our elected congressional representatives and affiliates (AFT, California Labor Federation), and the U.S. Labor Against the War with a request that they act accordingly.

## Resolution 34

# Support California school libraries and librarians

Submitted by University Council-AFT

Committee: Professional Issues: EC/K-12

**Whereas**, students entering California institutions of higher education at any level are expected to be information literate, having the skills to think critically and to identify, locate, evaluate, and use information effectively and ethically; and

**Whereas**, students are overwhelmed with information of all sorts and need guidance in learning how to become information literate; and

**Whereas**, a 2001 research study, Information Competence at UCLA, revealed...that there are many gaps in [undergraduate] students understanding of resources and [information researching] methods. (Caravello, Patti S., Borah, Eloisa Gomez, Herschman, Judith, & Mitchell, Eleanor. (2001). *Information Competence at UCLA: Report of a Survey Project*. UC Los Angeles: UCLA Library. Retrieved from: <http://escholarship.org/uc/item/4v06j4z5>); and

**Whereas**, faculty focus group sessions conducted at UCLA in 2005 revealed faculty concern regarding their students information researching skills: Most notably [sic] were students' lack of understanding regarding issues surrounding plagiarism and intellectual property; the inability of students to critically evaluate the quality of the material they have found; and students lack of understanding of what constitutes the scholarly process (how that differs in different disciplines, how to not only gather information, but analyze it, synthesize what is found and come up with their own interpretation of the material.) (Kaplowitz, Joan. (2005). "Faculty Focus Groups: UCLA Information Literacy Initiative." UC Los Angeles: UCLA Library. Retrieved from: <http://escholarship.org/uc/item/83d6v8fg>); and

**Whereas**, at the University of California, librarians try to play catch-up by teaching guest sessions to undergraduate classes, by preparing workbooks, as well as online tutorials and help guides, and by offering reference in-person, by phone, email, chat and text messages; and

**Whereas**, the UCLA College Library (undergraduate library), with just six FTE librarians to serve the needs of 25,614 undergraduates, a ratio of 1 librarian to 4,269 students, offers an example of how daunting this task is, and how much higher education needs school libraries and librarians; and

**Whereas**, we not only rely on school libraries and librarians to introduce information literacy concepts to their students, we help them do so, for instance, by offering an annual UCLA Library workshop for high school and community college librarians to help them learn new information literacy teaching and learning techniques, as well as new tools and information resources that will aid their students and better prepare them for information researching in higher education, and for lifelong learning; and

**Whereas**, in schools which employ librarians, the librarians have contributed immensely to this information literacy instruction endeavor through in-person and online instruction directly to students, and indirectly through teachers; and

**Whereas**, due to budget cuts, many K-12 school librarians are losing their positions, seriously undermining this effort; and

**Whereas**, in order for school libraries to function effectively and for school librarians to provide essential information literacy instruction, it is imperative that school librarians have a Master of Library and Information Studies (MLIS) degree and that they administer school libraries; and

**Whereas**, adoption of the *Model School Library Standards For California Public Schools, Kindergarten through Grade Twelve*

<http://www.cde.ca.gov/CI/cr/lb/documents/schlibstandrevdraft.doc>, currently being developed by the California Legislature, would send a strong message of support for Governor Arnold Schwarzenegger's Executive Order establishing an Information and Communications Technologies (ICT) Digital Literacy Leadership Council (*Schwarzenegger, A. (2009). Executive order S-06-09. Sacramento, California. Retrieved March 9, 2010, from http://gov.ca.gov/executive-order/12393/*); and

**Whereas**, these standards are decades overdue; and

**Whereas**, adoption of these standards would also send a strong message of support for President Obama's compelling proclamation, declaring October 2009 as Information Literacy Awareness Month. Obama, B. (2009) (*Presidential Proclamation: National Information Literacy Awareness Month, 2009. Washington, DC: U.S. Government Printing Office. Retrieved October 27, 2009 from http://www.whitehouse.gov/assets/documents/2009literacy\_prc\_rel.pdf*); and

**Whereas**, the California Legislature is simultaneously developing model standards for California school libraries that include information literacy; and

**Therefore, be it resolved** that the CFT expresses its deep concern and opposition to laying off school librarians in all California school districts; and,

**Be it further resolved** that the CFT fully support placing the highest priority on adoption and implementation of the *Model School Library Standards For California Public Schools, Kindergarten through Grade Twelve* <http://www.cde.ca.gov/CI/cr/lb/documents/schlibstandrevdraft.doc>; and,

**Be it finally resolved** that the California Federation of Teachers affirm the great value of school librarians and up-to-date, professionally managed school libraries for the preparation of California students for information researching in higher education institutions and for informed participation in a democratic society, by forwarding a copy of this resolution to the California Secretary of Education, the State Superintendent of Public Instruction, and the California State Board of Education.

## **Resolution 36**

# **Endorse April 10 March on Washington to Defend Public Education**

**Committee: Socio-Political**

**Whereas**, over the past year, U.S. Secretary of Education Arne Duncan has exploited the economic crisis to impose an unpopular, anti-union, anti-democratic, privatization scheme on our nation's public school system; and

**Whereas**, this scheme has entailed scapegoating teachers, students and parents for all the social ills of our society that are reflected in the achievement gap between impoverished, predominantly minority, inner-city districts and primarily white, affluent districts; shredding decades of gains won by teachers' unions; massive closures of public schools and redirection of school funds and facilities to benefit charter schools; and dictatorial "takeovers" of districts to suppress any community resistance to privatization; and

**Whereas**, if allowed to succeed, this drive to place our nation's schools under the laws of "market-forces" will end public education as a right, and increase educational inequality based on race and class; and

**Whereas**, Arne Duncan's "Race to the Top" scheme has been used as a carrot and a stick to force school districts and unions to bow to the demands for school privatization. It has held desperately needed federal funds hostage – to be allotted only to those districts which bow to privatization and union busting; and

**Whereas**, parents, teachers, students and community activists in districts across the country have been bravely fighting these attacks. However, these efforts have been overwhelmingly localized struggles – district by district, with little communication or coordination between them; and

**Whereas**, to defeat this national attack, promoted by Arne Duncan and pro-charter billionaires, we need a national movement in defense of public education that unites parents, teachers, students and all defenders of the cherished institution of public education across the nation.

**Whereas**, as a first step toward building such a national movement, to counter the relentless Madison Avenue propaganda promoting privatization and to re-define the terms of debate on the solutions to the problems of public education;

**Therefore, be it resolved** that the California Federation of Teachers endorse the April 10, 2010, March on Washington to Defend Public Education, fighting for the following demands:

- Demand that Education Secretary Arne Duncan stop toying with our students' lives.
- End the "Race to the Top" scheme now.
- Release all federal education funds to the states based on need
- End the attacks against teachers, black, Latina/o and poor, working-class and middle-class students of all races
- No privatization of public education
- No more separate and unequal
- Restore Dr. King's vision for America; and

**Be it further resolved**, we will help publicize the event, and mobilize our members to attend.

## ***Resolution 37***

# **Ethnic minority development and leadership**

***Committee: Socio-Political***

**Whereas**, the California Federation of Teachers represents a wide diversity of ethnic groups within its membership; and

**Whereas**, the CFT is committed to fully represent all its members and their interests; and

**Whereas**, there is no program within CFT that promotes participation and leadership development of people of color;

**Therefore, it be resolved**, that the CFT create a committee to study the issue of ethnic minority participation and leadership at the local, state, and national levels; and

**Therefore be it further resolved** that, within two months of the passage of this resolution, CFT

- a.** Shall recruit from its rank-and-file to form a committee to study the issues of ethnic minority participation and leadership at the local, state, and national levels
- b.** Shall circulate the content of this resolution throughout its media outlets and to its members at the local, state and national levels of CFT and AFT,
- c.** And within six months, this committee shall make recommendations to increase ethnic minority participation at the local, state, and national levels that will be circulated at all levels, and

**Be it finally resolved**, that the CFT report its preliminary findings at the 2010 AFT Convention and give a full report of its findings at the 2011 CFT Convention.

## ***Resolution 38***

### **CFT candidate interviews**

*Submitted by: United Educators of San Francisco*

**Whereas** the Executive Council of California Federation of Teachers interviewed and voted to endorse candidates for statewide office well before the March 12 filing deadline, and

**Whereas** the landscape for the competition for the Democratic race for the office of the lieutenant governor has changed dramatically, with one leading candidate dropping out and one credible candidate entering the race, and

**Whereas**, Gavin Newsom, the new entry, has not had the opportunity to interview with CFT,

**Therefore be it resolved** that the CFT Executive Council shall be directed to offer an interview to Gavin Newsom, and

**Be it finally resolved** that the Executive Council shall be authorized to recommend a change in the previous endorsement to the State Council, if the Executive Council believes such a change is warranted.

## ***Resolution 39***

# **Affiliate with the national Labor Campaign for single payer healthcare**

*Submitted by: United Teachers Los Angeles*

**Be it resolved that** the California Federation of Teachers affiliate with the national Labor Campaign for single payer healthcare.