

Education Not Incarceration

WHEREAS California is #1 in spending for incarceration and #48 in spending for education (when adjusted to the cost of living index), and

WHEREAS low income youth and students of color are those most adversely affected by this lack of adequate resources for education, and by the cycle of incarceration,

THEREFORE BE IT RESOLVED that CFT/AFT develop, accumulate and disseminate curriculum emphasizing the importance of funding education, not incarceration, and lobby for funding re-allocation, from prison expansion and incarceration of non-violent prisoners to education and other social services, and

BE IT FURTHER RESOLVED that AFT encourage state and local affiliates to build coalitions with students, parents, and community leaders, and to incorporate the concept of “Education Not Incarceration” into appropriate media messages.

Increase Part-Time Equity Funds

WHEREAS part-time temporary faculty in the state of California must hold the same level of education and preparation while performing the same duties as full-time faculty, and

WHEREAS in fiscal 2001–2002 and 2002–2003 the state of California provided \$57 million to provide for a beginning equalization of part-time community college faculty pay with the salaries of full-time faculty, and

WHEREAS at that time this was only approximately 25% of the appropriation needed to achieve the Board of Governors' stated policy goal of "comparable pay for comparable work," and

WHEREAS this allocation of \$57 million was reduced by 12% during the 2003–2004 budget year to only \$50 million, reacting to anticipated reductions in part-time faculty assignments while the number of part-time faculty hours actually decreased by only 4% (this limited funding was not enough to maintain the earlier salary levels for part-time faculty thus further exacerbating the pay inequity between full and part-time teachers in the community college system), and

WHEREAS in light of recent retirement incentives provided by districts to full-time faculty, we expect a further increase of part-time faculty teaching hours in the community college system over the next five years, and

WHEREAS the California Legislature and governor have singled out one employee group for specific compensation cuts when other employees performing the same work continue to have their compensation determined solely by collective bargaining,

THEREFORE BE IT RESOLVED that CFT support the restoration of the part-time equity line item in the community college budget to not less than the original \$57 million allocated by the Legislature and the governor in 2001–2002 and 2002–2003 budgets, and

BE IT FURTHER RESOLVED that CFT calls on the Board of Governors, the Legislature, and the governor to reaffirm the commitment of California to part-time faculty compensation equity in the California Community Colleges with specific planning to increase allocations for the Part-time Faculty Compensation Fund as needed and as the fiscal health of the state recovers.

University Funding

WHEREAS the state of California is facing a monumental budgetary shortfall, and

WHEREAS funding cuts at the University of California will have a deleterious effect on the general quality of education at the University, and

WHEREAS funding cuts at the University of California will severely restrict access and outreach to potential University for California students, especially low-income students and students of color, and

WHEREAS funding cuts at the University of California will seriously impact the number of librarians and lecturers available to support present and incoming students, and

WHEREAS these issues cannot be corrected without new tax revenues,

THEREFORE BE IT RESOLVED that the California Federation of Teachers communicate to the Legislature the importance of restructuring the California tax code to provide increased support for outreach programs to California middle and high school students and funding for the librarians and lecturers who provide essential services to University students.

Digital California Project

WHEREAS the Digital California Project (DCP) is a state-funded effort to build the necessary network infrastructure required to enable California's K–20 schools and the research community to utilize advances in network technology, and

WHEREAS urban schools are either already wired to the internet through high speed connections or have resources more readily available to them due to their locations, and

WHEREAS rural schools, especially those in the remote regions of the state, have a more difficult and expensive task to obtain the physical wiring necessary to be connected to an advanced-services network, and

WHEREAS the current initiative is to change the funding designation and category so that it will be no longer as comprehensive,

THEREFORE BE IT RESOLVED that the CFT and its lobbyists advocate and work for a DCP funding mechanism that guarantees equitable access for rural as well as urban districts with the understanding that the rural districts may receive more funding than the urban districts to achieve this funding plan.

Safety Funds for SEMS Compliance at Every School

WHEREAS the State Emergency Management System (SEMS) requires that every public school put into practice the organization, supplies, equipment, and training that is delineated and necessary to respond to crises or emergencies, and

WHEREAS compliance with SEMS for every school requires monies to fund supplies, equipment, personnel and training to ensure the safety of students, staff, and communities, and

WHEREAS most school districts do not uniformly comply with the provisions of SEMS by allowing their schools to remain out of compliance, and

WHEREAS most school districts do not distribute allocated emergency funds to their schools to fund the supplies, equipment and training required by SEMS in a timely manner,

THEREFORE BE IT RESOLVED that the California Federation of Teachers seek legislation to mandate that school districts fund from sufficient restricted state safety funds, the supplies, equipment, personnel and training necessary to comply with SEMS through the following measures:

- A. Each district will survey each school for the emergency supply needs required by SEMS on an annual basis.
- B. Each district will use the survey results to specifically identify each school's areas of need: items for purchase or replacement or personnel emergency training in compliance with SEMS
- C. Each district will send dated notification to each school site administrator and safety committee that the areas of need are identified.
- D. Each district shall provide the above mentioned resources so that each school will be in compliance with SEMS requirements listed.
- E. Each district and collective bargaining agent will meet these needs within the negotiated amount of time reasonable for all parties to each district's collective bargaining agreements.
- F. Each district and site administrators will include school safety committees and/or chairpersons in discussions and written communication about any and all emergency issues in the district, including their active participation in District safety meetings, discussions and actions.
- G. Each district will actively accept and utilize input from site safety chairpersons and site administrators on the Emergency Response Plan needs of their sites.

BE IT FURTHER RESOLVED that CFT support increased state safety funds in order to guarantee the safety of our schools and all their stakeholders.

Universal Voluntary Preschool

WHEREAS the AFT and CFT have both adopted resolutions in support of universal voluntary preschool, and

WHEREAS the benefits of quality preschool have been well documented. Children who attend quality preschools

- are less likely to be placed in special education or held back a grade
- exhibit more positive behaviors in the classroom
- perform better on standardized achievement tests in math and reading
- are more likely to graduate from high school and continue their education
- earn more money and are less likely to go on welfare
- are less likely to become involved in crime, and

WHEREAS the benefits of quality preschool education are recognized by elementary school teachers, with a recent poll finding that

- 84% of elementary school teachers believe that children who participate in preschool have an advantage over children who don't
- 79% of elementary school teachers believe that it is important for children to spend time in preschool before they start kindergarten, and

WHEREAS the greatest obstacle to the creation of a high quality preschool program is the lack of sufficient compensation to attract and maintain a highly qualified workforce, and

WHEREAS the costs of preschool education are out of reach for most of California's families

- fewer than half of 3- and 4-year olds in California are enrolled in preschool, well below the national average
- there are significant racial disparities in preschool participation. From 1997 to 2000, the average preschool enrollment rate for Latino children was only 33%, compared to 53% for white children
- long waiting lists exist for preschool. In Los Angeles, 40% of centers have waiting lists for preschoolers and a recent study showed that programs in Latino neighborhoods face the most severe space shortages
- low-income children are least likely to be enrolled in preschool. In California, less than a of young children in families with incomes below \$30,000 a year are enrolled in preschool, and

WHEREAS there is a growing interest in California among policy makers, legislators, foundations and the public at large, in the creation of a voluntary, universal preschool program. That interest has taken the form of campaigns, ballot initiatives and legislation, and

WHEREAS, according to a recent poll, fully three-quarters of adults in California favor high quality, voluntary preschool for all children whose families choose to participate — with support coming from both men and women, Democrats and Republicans,

THEREFORE BE IT RESOLVED that the CFT endorse and support the current efforts of Preschool California to establish a universal voluntary preschool system for all three and four year olds, and

BE IT FURTHER RESOLVED that the CFT work with other stakeholders such as the Education Coalition, the California Labor Federation, legislators, policymakers and the child care advocacy community to build support for establishing a universal preschool system for California, and

BE IT FURTHER RESOLVED that the CFT mount a campaign to build support within its ranks for a universal preschool program. Such a campaign would involve the convening of conferences that bring together Early Childhood Education teachers, K–12 teachers and community college faculty to engage in discussion and debate about the best means to achieve the goal, and

BE IT FINALLY RESOLVED that the CFT, in its lobbying efforts, make it clear to legislators that any plan for quality universal preschool will succeed only with the commitment of adequate fiscal resources. Funding efforts must be directed to provide adequate professional salaries for the emerging preschool workforce, and they must also include adequate funds for facilities, and for higher education in order to provide the training opportunities that will be demanded by the need to develop that workforce.

Academic Freedom

WHEREAS the Elementary and Secondary Education Act (ESEA) and state accountability programs have placed undue pressure on school districts to improve student achievement, and

WHEREAS some districts have adopted one-size-fits-all approaches to curriculum and have forced teachers to use them, and

WHEREAS the key to success of any program is the “buy-in” and involvement of the people who do the work, and

WHEREAS “top down” impositions of inflexible curricula serve as disincentives to the retention of dedicated teachers, and

WHEREAS years of teacher experience and expertise in teaching to specific student populations is being discounted, and

WHEREAS the desire for consistency at the school level is often misapplied to mean only scripted curricula, and

WHEREAS professional development, training, and buy-in are the hallmarks of a successful teacher-run curriculum,

THEREFORE BE IT RESOLVED that the California Federation of Teachers affirm its commitment to the rights of teaching staffs to choose and to implement curricula, methods and materials to facilitate the diverse and varied learning needs of students to help them meet the challenges of being productive citizens, mathematically competent, literate and able to meet and exceed state standards and teachers’ expectations, and

BE IT FINALLY RESOLVED that the California Federation of Teachers send this resolution to the American Federation of Teachers 2004 Convention.

Charter Schools 2004

WHEREAS the California Federation of Teachers has previously adopted a position on charter schools, and

WHEREAS the California Federation of Teachers has directed its Educational Issues Committee to review and update the California Federation of Teachers' position on charter schools, and

WHEREAS the California Federation of Teachers Educational Issues Committee has reviewed and updated the California Federation of Teachers' position on charter schools and submits the attached version for approval as the updated version of the California Federation of Teachers' charter schools position paper,

THEREFORE BE IT RESOLVED that the California Federation of Teachers 2004 Convention authorize the updated version of the California Federation of Teachers' charter schools position paper.

Introduction

In 1988, the late Albert Shanker, then president of the AFT, introduced the notion of charter schools to the American public in a Press Cub speech in Washington, DC. Charter schools have received support across the political spectrum. Conservatives supported charter schools for a variety of reasons; they believed that:

- charters would hasten the advent of vouchers;
- a charter school policy could undermine the teachers' unions; and
- charter schools could advance conservative support for deregulation and allow the market to reign.

Many Democrats and liberals supported charters because they thought that:

- charters would stave off vouchers;
- charter schools would lead to democratic renewal at the local level and help strengthen the community; and
- charter schools allowed for greater teacher empowerment.

Both factions believed that charter school innovation and experimentation would lead to improved public schools--the liberals because they believed that the public schools would adopt the charter innovations, the conservatives because they believed the public schools would be moved by the power of competition and the demands of the marketplace.

Charter schools have a fairly short history, nationally and in California. Legislation was first enacted in Minnesota in 1991. Since then, 40 states, the District of Columbia and Puerto Rico have passed legislation that authorizes the granting of charters. By January 2003, there were more than 2,700 charter schools, serving over 684,000 students. In California about 166,000 students attend 480 charter schools. The federal government also enacted legislation that not only encourages states to create charters but also requires that states be accountable for these schools and that the schools receive their fair share of federal dollars. Under ESEA (2002) one of the sanctions for schools unable to reach their Adequate Yearly Progress (AYP) goals is conversion to a charter school.

The Charter School Act of 1992 (SB 1448) identified the following reasons for establishing charter schools: to improve student learning; to increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; to encourage the use of different and innovative teaching methods; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and to hold the schools established under this act accountable for meeting measurable pupil outcomes; and provide the schools with a method to change from rule-based to performance based accountability systems.

Charter schools are exempt from many laws relating to specific education programs but are subject to state testing and accountability requirements. Because of this charter schools have greater fiscal and programmatic flexibility than regular public schools. This flexibility was intended to promote educational innovation and to expand students' educational options. Charters were intended

to generate competition and induce traditional public schools to make improvements.

In California for example, there have been attempts to reform and amend the charter law to meet concerns raised by charter schools. California's State Board of Education (SBE) has lifted the cap on the number of charter schools allowed under the initial legislation, without evidence of success of charter schools. (Originally charter school legislation was proposed to deflect the 1993 voucher initiative.) In 1992, CFT opposed Senator Hart's version of a charter bill, SB 1448, which became law, because it did not provide for collective bargaining, and supported Assemblywoman Eastin's version, which did. Subsequently in 1999 Assemblymember Carole Migden introduced AB 631 which provides that collective bargaining be available to charter school employees. AB 544 raised the yearly cap to 250 for the 1998-99 school year, with an increase of 100 per year thereafter, and required that every+ teacher in a charter school have a "certificate" granted by the CTC, as well as meeting minimum requirements for teaching. Assemblywoman Mazzoni carried legislation that provided for evaluation and assessment of charter schools. The number of charter schools allowed to operate in California is capped at 750, but may increase by 100 each year. SB 740 (2001) prevents charter operators from taking large administrative fees to run independent study programs, including home schooling. AB 1994 restricts the geographic boundaries within which charter schools and their satellites can operate. Proposition 39 (2000) required school districts to provide "reasonably equivalent" charter school facilities. AB 14 and Proposition 47 (2002) created a charter schools facilities program and approved sizable bond funding for those facilities.

Evaluating State Charter School Laws

In 1996, AFT released a report on charter school legislation which compared the existing 26 laws using the criteria the AFT thinks are necessary for establishing charter schools likely to fulfill their promise of strengthening public schools--not advancing other ideological agendas. The AFT report identified the following criteria as essential in creating good charter school legislation:

- Charter schools must be based on high academic standards.
- Charter school students must take the same tests as other students in the state and district.
- Charter school employees should be covered by collective bargaining.
- Charter schools should hire certified teachers.
- Charter schools should have the approval of local districts.
- Charter schools should be required to make academic and financial information available to the public.
- Charter schools should be covered by rigorous, enforceable evaluation and accountability measures.
- Charter schools should submit the same reports that school districts are required to submit.
- Charter schools must meet the same performance standards other schools must meet.

In 2002 AFT issued *Do Charter Schools Measure Up? The Charter School Experiment After 10 Years*, the AFT Charter School Study. The answer to the question is that, as a whole charter schools are not measuring up although many individual charter schools do. Despite comparable funding, charter schools:

- Do *not* educate the same students as other public schools;
- Do *not* empower teachers in the way anticipated by charter school legislation;
- Do *not* direct more money to the classroom;
- Do *not* outperform other public schools;
- Do *not* serve as laboratories of innovation for other public schools; and
- Can have a *negative* impact on the education of students in other public schools.

Are Charter Schools Meeting Expectations?

Student Achievement

Data collected about charter schools shows that school choice has not resulted in improved achievement in schools overall. Some schools do better at the expense of others doing worse. Research has not yet shown how charter schools affect the academic achievement of the large majority of students left in conventional public schools. Where charter students took district assessments charter school students performed at or below the level of other students in similar public schools. Little conclusive evidence of improved student achievement was found. Charter schools that convert from public schools perform about the same as conventional public schools. Charters that start from scratch have slightly higher test scores, and charters that provide independent study programs have lower test scores than classroom-based charter schools or traditional public schools. Elementary and high school students in charter schools have lower overall scores on standardized tests, but have made greater gains than other students.

The University of California, Los Angeles study of charter schools published in *Kappan* (December 1998) found charter school performance questionable. Researchers found little evidence of innovation in teaching or accountability for student outcomes. Charter schools were not found to be more efficient, but they were more privatized. Charter schools did not spur competition within districts because other schools saw charter schools as enjoying an unfair edge. Charter schools do not serve as models of innovation because of lack of communication between them and other district schools. For teaching innovations to be shared, the means for that sharing has to be institutionalized, and the process has to be identified. The UCLA research team posited that there needed to be more questions asked about equity and equal opportunities in charter schools.

Attendance accounting in charter schools is another area experiencing tightened regulations. In recent years, some charter schools that operated distance learning or home schooling programs were believed to be violating state attendance accounting requirements. Charter schools are now required to offer a specified minimum number of instructional minutes and to maintain written attendance records. They must also comply with state requirements for independent study if they offer it. Among other things, this means a school can enroll only students who live in the same or an adjacent county. No drop-out statistics are available at this time.

Funding

From their inception, charter schools receive funding equal to the "base revenue limit" plus some state and federal categorical funds. Beginning with the 1999-2000 school year, California's charter schools could choose to receive their funding through their school district or directly from the state in the form of a block grant (AB 1115). Previously, their funding came through the local school

district, and the dollar amount given to charters varied according to negotiations with each district.

The block grant option combines both general-purpose money and a large proportion of categorical funds into a single per-pupil amount that varies by grade level.

Besides this basic block grant, charter schools are eligible for additional categorical programs for which they and their students qualify. Some of the largest programs include K-3 class size reduction, digital high school, and federal Title I programs.

The same legislation attempted to clarify the way charter schools receive Special Education funding. A charter school can either be considered a part of the school district and its Special Education Local Planning Area (SELPA), or it can declare itself an independent district or SELPA. In practice, charter school advocates say, the latter remains very difficult to do. Many charter programs do not provide equal access to students with disabilities. Some people believe that discrimination against special education students is unchecked in startup schools.

SB 267 allows new charter schools to apply directly to the CDE for a loan. These funds-up to \$250,000 - are only available to “start-up” charters, not conversion charter schools. Previously, school districts were the only entities that could apply for these loans, receiving up to \$50,000 on a charter school’s behalf. The state had set aside \$5 million for this purpose and much of it was untapped. Reportedly, many school districts were refusing to apply for the loans. Now any newly incorporated charter school can access these funds. The new loans must be repaid within five years, as opposed to the previous two-year deadline. The chartering agency is liable along with the charter school for repayment of the loan.

In the past, charter schools are not necessarily entitled to capital funding. While suggesting that they are more efficient because of lower district funding, charters frequently utilize private funds to support their mission. However, Proposition 39 addressed how charter schools may pay for facilities. It included a provision that puts a greater obligation on school districts to provide buildings or funding for buildings to the charter schools they sponsor.

Employee Quality and Rights

A committed cadre of teachers staffed the first charter schools. Reportedly, there is enormous turnover of staff in the current charter schools. In Los Angeles, where teachers had to decide after five years of work at charters whether to continue and sever their ties with LA Unified and its contractual benefits, many returned to the district. Some effective charter schools have lost their core staff and have suffered a great deal of turnover, with its consequent disruption of programs.

Questions arise as to the nature and quality of mentoring, professional development and professional growth of teachers at charter schools. The Peer Assistance and Review legislation does not address charter schools.

AB 544 requires every teacher at a charter school to have a “California Commission on Teacher Credentialing (CCTC) certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.” Approximately 30% of existing charter

schools do not require their teachers to hold state credentials, according to the CDE. This law does not require a full credential, but does have the effect of focusing attention on the nature and quality of charter school teachers' preparation, including whether teachers are teaching out of the subject areas of their own college educations. Unfortunately, the CCTC has concluded that assignment monitoring in charter schools is not subject to the same statutory provisions that govern non-charter schools.

AB 631 requires new and existing charter schools must declare whether their employees will be part of the collective bargaining unit in the charter school's sponsoring district. Charter employees who are part of the sponsoring district's employee union will be employed under the terms of the district's collective bargaining agreement. Charter employees who remain independent of the local district bargaining unit can organize and bargain as a separate unit under provisions of the state's educational employment relations law. Charter employees are not required to join a union and engage in collective bargaining, but they will have that right if they choose, as a group, to do so.

The provisions of the approved charter will continue to prevail in the employment of non-teaching personnel.

Charter schools have more uncredentialed teachers, pay their teachers less, have larger class sizes and obtain less federal funding for poor or special needs children than traditional public schools. Nearly half of charter school teachers lack a teaching credential (CTA study on charter school), compared with fewer than 9% in conventional public schools. Most charter teachers are still non-union. Charter classrooms are twenty percent more crowded than other public schools.

Diversity

California law requires that the population of the charter school must reflect the population of the chartering district. However, there is evidence that this is not monitored or enforced. White students are overrepresented in charter schools, while Latino students are underrepresented. Within district comparisons of charter and public schools show that charter schools have a lower percentage of students eligible for the subsidized lunch program and a lower average of LEP students. Startup charter schools enroll far fewer special education students than conversion charters or public schools.

Charter schools are more segregated than regular public schools. Black students face high levels of racial isolation and are exposed to few white students.

Although charter schools seem to provide some families with increased educational choices, they also give the schools themselves greater latitude to choose which parents and students they will accept. About three-quarters of California's charter schools require parents to sign contracts stipulating what is expected of them and their children. The content varies, although almost half specify that parents must be involved at the school in various capacities for a certain number of hours per month or per year. Some charter schools also require students to sign contracts regarding appropriate behavior.

Charter schools' ability to shape their school communities by contracts and admissions requirements raises the specter of "Balkanization" of the public schools. Far from providing incentives for the public schools to improve by the shining example of innovative and effective

pedagogical approaches they provide, charter schools are perceived by public school educators as enjoying the unfair advantage of being able to select their student bodies.

Exemptions from Education Code

The more than 480 charter schools in California operate outside many of the state's laws and regulations governing public education. How much each school does or does not comply with the Education Code varies enormously. Most charters have some sort of admissions criteria. Sometimes this designates which students have priority and which students seem to "fit" into the charter. Many charters require parents to sign contracts concerning parent involvement and child behavior. Districts do not usually provide transportation to charter schools. All of these factors tend to limit which students may attend or stay in a charter school.

The underlying rationale of charter schools assumes that problems with teaching and learning arise out of restrictions imposed by the Education Code. Research shows that student achievement depends primarily on the preparation of teachers, and secondarily on home factors over which schools have no control. Students and teachers at charter schools face the same challenges of what to teach and how to teach it that all schools face. Tinkering with the administrative details of schooling will not address these challenges.

Accountability

Charter schools must participate in the statewide assessment program, STAR. They are ranked publicly according to the Academic Performance Index, as established by the Public Schools Accountability Act (SB 1X). In 2006, high school students who attend charter schools will also have to pass a High School Exit Exam (SB 2X) in order to graduate.

Implementing a school-specific system of accountability is difficult. Local school boards function as the accountability agent and tend to hold charter schools fiscally rather than academically accountable. They are sometimes put under political pressure to renew charters no matter what the student outcomes. Because of this, oversight should not be carried out by the chartering entity.

California's school boards are not doing a good job overseeing charter schools in their jurisdictions. A Fordham Institute study gave California an overall grade of D plus for charter oversight and ranked California 22 out of 23 states studied.

Charter high schools must go through one of two WASC processes if they want to be accredited.

Curriculum

In that charter schools must participate in STAR, the instructional core of charter schools must resemble closely that of public schools. Some charter schools provide different emphases for students, such as technology, or arts, or a particular pedagogical approach, as in Montessori charter schools.

However, anecdotal evidence exists that some charter schools depart radically from anything resembling the curriculum of public schools. Charter school founders who wanted to create schools with a specific curricular focus were driven by widely varying views. Some were concerned that the public schools were not structured enough, while others thought that the public schools were too structured. Some believed that the public schools ignored the history and culture of certain oppressed minority groups, while others felt that the public schools over-emphasized multiculturalism.

Many charter school teachers express pride in their commitment to their new schools, which, they say, distinguish them from their counterparts in more traditional settings. Yet in terms of instructional practices - classroom organization, curriculum, pedagogy, and so on - data show that the majority of charter school teachers employ the same techniques they used before going to work at these schools. Thus, while charter school teachers may enjoy new relationships with colleagues and students, the instructional core remains similar to that in regular public school settings. Notable exceptions to this rule are the handful of small, start-up charters that have maintained an overarching instructional focus.

Charter School Inventory

The CFT has developed a charter school inventory to be available to districts. When a charter school comes before a school board, the school board shall require the proposers to complete the inventory and meet these criteria before the district considers the charter proposal.

1. What provisions of the Education Code prevent the charter school from achieving its goal as a regular public school?
2. What are the charter school's measurable goals as defined in the charter application?
3. How does the charter adhere to the requirements of the Charter School Act of 1992 and subsequent legislation?
4. How does the charter school demonstrate that its students meet state academic standards?
5. Are collective bargaining rights guaranteed?
6. Is professional development an ongoing part of the program?
7. How does the charter plan to meet the student diversity requirements of California and Federal law?

Compliance Complaint Training

WHEREAS the ability to fill out and file compliance complaints with the California State Board of Education is a good way of resolving inequities at schools, and

WHEREAS many CFT members don't know how to file one,

THEREFORE BE IT RESOLVED that CFT offer compliance complaint training to CFT members some time during the next year.

Compliance Complaint Mechanisms

WHEREAS many local school district compliance complaint mechanisms are ineffective, and

WHEREAS CFT members can be targeted for retaliation, or even fired for making compliance complaints to the State Board of Education, and

WHEREAS the State Board of Education forwards compliance complaints directly to local district superintendents with the name of the complaining party on them, and

WHEREAS CFT protects its members,

THEREFORE BE IT RESOLVED that CFT sponsor legislation which allows local unions, as the exclusive bargaining agent, to be listed as the complaining party in a compliance complaint forwarded to the State Board of Education, and

BE IT FINALLY RESOLVED that such legislation allow local unions to file complaints on behalf of members, collect and forward evidence and withhold the identity of the complaining member.

Student Attendance Review Boards

WHEREAS instances occur where a local site administrator chooses to ignore the findings of a Student Attendance Review Board (SARB) regarding the expulsion of a student, and

WHEREAS errors in judgement on the part of administrators can put students and teachers in unnecessary danger, and

WHEREAS current laws allow this to occur,

THEREFORE BE IT RESOLVED that CFT sponsor legislation which states that if a SARB (or its equivalent under a different name), determines that a student shall be recommended for expulsion, that decision cannot be overruled by a local site administrator and must go forward for presentation to the district board of education.

Student Discipline Code

WHEREAS violence in our schools is increasing, and

WHEREAS there is a need to know what school districts in the state of California are doing to enforce the California Education Code,

THEREFORE BE IT RESOLVED that the CFT obtain the local student discipline codes, including information regarding special education students, from many individual school districts, and

BE IT FURTHER RESOLVED that the CFT Safe and Non-Violent Schools Committee compile the information for the purpose of exploring the feasibility and desirability of creating a uniform discipline code for all public schools in the state of California, and

BE IT FURTHER RESOLVED that CFT Non-Violent Schools Committee also investigate and make recommendations concerning educational and nonpunitive ways of reducing violence in schools, and

BE IT FINALLY RESOLVED that the Safe and Non-Violent Schools Committee provide a report to either the CFT State Council or the CFT Convention within the next 12 months.

Information Literacy

WHEREAS information literacy is the ability to identify an information need, locate information efficiently, evaluate information, and use information effectively and ethically, and

WHEREAS being information literate ultimately improves our quality of life and ability to succeed as students, workers and citizens in a democratic society, and

WHEREAS many students complete their educations without gaining information literacy skills, and

WHEREAS California ranks 49th in the nation for the number of credentialed library media teachers per student, and

WHEREAS credentialed library media teachers are essential advocates for reading, research and information literacy instruction in collaboration with classroom teachers,

THEREFORE BE IT RESOLVED that the California Federation of Teachers support the incorporation of teaching information literacy skills at all levels of education, from primary grades through university, and

BE IT FURTHER RESOLVED that educators be encouraged to work with librarians and/or credentialed library media teachers to develop instructional content to impart information literacy skills to their students, and

BE IT FURTHER RESOLVED that the CFT encourage its local affiliates to advocate for the hiring of credentialed library media teachers at every school site, and

BE IT FINALLY RESOLVED that the CFT and its lobbyists advocate and work for a funding source and support for legislation for the hiring of credentialed library media teachers at each school site.

CFT Support for Labor History Week

WHEREAS the California legislature passed and Governor Davis signed AB 1900 last year, a CFT-sponsored bill to bring greater awareness of workers' rights, workplace safety and health issues, and labor history into public schools through the establishment of the first week in April as California Labor History Week, and

WHEREAS the CFT was one of several unions helping the California State Library for the past two years to research, design and print a California labor history map, which was printed last year, and

WHEREAS the California Department of Education has sent a copy of the map to each secondary school in the state, care of the social studies department chair,

THEREFORE BE IT RESOLVED that the CFT urge its locals to ascertain the whereabouts of the map in their schools, and place the map on prominent display for the duration of California Labor History Week, and

BE IT FINALLY RESOLVED that CFT locals encourage their members to use acclaimed CFT Labor in the Schools materials for teaching labor history and union awareness, available on the CFT website.

AB 1207 Trailer Legislation

WHEREAS CFT sponsored and supported the passage of AB 1207, and

WHEREAS the unprecedented additional two years of age toward retirement provided by AB 1207 makes it highly attractive to teachers as a “Golden Handshake” retirement incentive, and

WHEREAS teachers across the state are interested in having their unions negotiate this “Golden Handshake” in districts throughout California, and

WHEREAS many teachers work part-time in school districts after retirement as substitutes, part-time teachers, etc., and

WHEREAS the prohibition on working in public school districts after retirement (for one year statewide and five years in one’s own district) effectively renders the terms of AB 1207 useless as a retirement incentive to many of those CFT represents,

THEREFORE BE IT RESOLVED that CFT seek trailer legislation removing the prohibition on teaching from the provisions of AB 1207.

Online Contract Language

WHEREAS in preparing for negotiations, negotiation teams research contract language that has already been negotiated, and

WHEREAS most local presidents and other local representatives are connected to the internet, and

WHEREAS many locals have websites with contract and leadership contact information, and

WHEREAS CFT has its own servers and website,

THEREFORE BE IT RESOLVED that the CFT shall make available, through its website, a link to all locals' contracts, or, if a local's contract is not online, the CFT will host a PDF version of the contract, and

THEREFORE BE IT FURTHER RESOLVED that CFT shall, in addition, have a link to all websites developed by CFT locals.

Institute for Labor and Employment, University of California

WHEREAS the governor of California has proposed the elimination of funding for the UC Institute for Labor and Employment (ILE) as of July 1, 2004, and

WHEREAS this will mean the almost immediate elimination of all twenty-eight ILE funded staff at the Institute for Labor and Employment, the UCLA Labor Center, the Berkeley Labor Center, California Public Employee Relations (CPER) and the UCLA Labor Occupational Safety and Health program, and

WHEREAS the Anderson School of Management at UCLA, the Haas Business School at UC Berkeley, and the Agricultural School at UC Davis each receive more state funding annually than the total received by the ILE in the past three years, and

WHEREAS the Institute for Labor and Employment is the only statewide program within the University of California that specifically addresses the labor and employment concerns of California's changing workforce, providing a critical link between the university, the state's workforce, and the labor movement,

THEREFORE BE IT RESOLVED that the California Federation of Teachers continue the fight for continued funding and staffing of the UC Institute for Labor and Employment.

UC Regent Ward Connerly

WHEREAS this has been a historic year for defenders of integration and equality. Students, teachers, unions and other progressive organizations organizing and rallying together achieved a stunning victory for civil rights with the June 23rd Supreme Court ruling for affirmative action in Grutter v Bollinger, and

WHEREAS building on the momentum of this victory, on October 7th the people of California resoundingly defeated Ward Connerly's Proposition 54 by a 64% vote, and

WHEREAS Ward Connerly, however, with the help of conservative funders such as Coors beer, has been seeking to overturn the victory on affirmative action with state-by-state ballot initiatives, and he is currently seeking to place a Proposition 209-style anti-affirmative action ballot initiative on Michigan's November 2004 ballot, and

WHEREAS we now must make sure that Connerly is defeated in Michigan before his measure ever reaches the ballot, and that he never again has the opportunity to use the title of University of California Regent to lend credence to his reactionary attacks on integration and civil rights,

THEREFORE BE IT RESOLVED that the CFT endorses the petition (see attached) to demand Ward Connerly be removed from the UC Board of Regents, and

BE IT FURTHER RESOLVED that CFT endorse the boycott of Coors for their funding of Connerly, including his Prop. 54 campaign, and

BE IT FINALLY RESOLVED that the CFT circulate the petition through its locals and publicize the civil rights boycott of Coors.

Petition to Remove U.C. Regent Ward Connerly

Since he became a University of California Regent in 1993, Ward Connerly, the most notorious and fanatical right wing opponent of civil rights in California, has used this position as a platform from which to spearhead a series of statewide and national attacks on civil rights and integration. Ward Connerly is the frontman of a right-wing national effort aimed at outlawing affirmative action, resegregating higher education and rendering *Brown v. Board of Education* dead.

Connerly has posed a direct threat to the ability of the UC System to provide educational opportunity to all Californians. He was the principal author and champion of Proposition 54, an attack on civil rights, freedom of information and academic freedom so extreme and irrational that it was rejected by 63.9% of California voters of all parties. While a Regent, Connerly has also been vocal opponent of immigrants' rights, opposing a vote by the Regents that allows undocumented immigrants to pay in-state tuition. The U.C. Regents should bring an end to this disgraceful abuse of the name of the University of California.

Community College Accountability Measures

WHEREAS the Accrediting Commission for Community and Junior Colleges (ACCJC) now requires evidence of achievement of stated student learning outcomes as a condition of accreditation for community colleges and their instructional programs; counseling and student support programs; and library and learning support programs, and

WHEREAS the ACCJC requires that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes, and

WHEREAS the 2002 California Master Plan for Education calls for California's colleges and universities to develop a means for assessing the learning of students enrolled in public postsecondary education, and further recommends that the state should bring postsecondary education into an integrated accountability system by developing a set of accountability indicators that are consistent with state policy objectives and institutional missions that would monitor quality and equity in access and achievement of all students in common academic content areas, and

WHEREAS Master Plan implementing legislation includes a provision to seriously limit, by deleting from current law, the rights of the bargaining agent to consult on the definition of educational objectives, and

WHEREAS the determination of learning objectives is an academic and professional matter, while the components of performance review and compensation are collective bargaining issues,

THEREFORE BE IT RESOLVED that the California Federation of Teachers direct human and/or fiscal resources to help the American Federation of Teachers community college locals develop policy and contract language to ensure faculty primacy in the determination and use of "student learning outcomes" for evaluation of academic programs, faculty, and support staff, and

BE IT FURTHER RESOLVED that the California Federation of Teachers approach the Academic Senate for California's Community Colleges to jointly identify and promote best practices for local Senate/Union collaborations in the determination and use of student learning outcomes and other college accountability measures, and

BE IT FINALLY RESOLVED that the California Federation of Teachers work vigorously to defeat legislative attempts to diminish the voice of community college faculty in local collective bargaining issues including, but not limited to, the determination of educational objectives, statewide evaluation measures, and compensation criteria.

March 20th International Day of Protest

WHEREAS millions of people took to the streets around the world to oppose the illegal invasion and occupation of Iraq, including February 15 of this year, when 10 million people took the streets, and

WHEREAS such globally-coordinated efforts help to focus unions and progressive social forces on the vision of a world free from war and want, and

WHEREAS United for Peace and Justice, a U.S. peace coalition, has spearheaded domestic and international efforts to focus popular sentiment in world-wide demonstrations of protest to be held on March 20, 2004, the first year anniversary of the U.S.-led invasion of Iraq, and

WHEREAS other peace forces in the U.S. are joining in this effort, including Military Families Speak Out, Veterans for Peace, U.S. Labor Against the War, Racial Justice 911: People of Color Against the War, and Not in Our Name, and

WHEREAS this demonstration will also focus political attention on attacks on social spending, the shredding of civil liberties, and attacks on immigrants and communities of color,

THEREFORE BE IT RESOLVED that the California Federation of Teachers endorse this action and make efforts to participate in any appropriate local coalition for this mobilization.

Support for “End Racial Profiling Act”

WHEREAS although the Bush administration is on record opposing racial profiling, little has been done to fulfill its commitment to end it. In fact, since 9/11, it has expanded the use of racial profiling, with a variety of immigration and law enforcement policies targeting Muslim, Arab, and South Asian men, and

WHEREAS this expansion of racial profiling contributes to a climate of discrimination that indirectly encourages hate crimes against certain minority groups by conveying the message that such discrimination is acceptable and helpful in fighting terrorism, and

WHEREAS racial profiling is in violation of at least two international treaties to which the U.S. is a party, the UN Convention for Elimination of All Forms of Racial discrimination (CERD) and the International Convention on Civil and Political Rights (ICCPR), and

WHEREAS Congressman Conyers and Senator Feingold are introducing the “End Racial Profiling Act of 2004” (ERPA), which will prohibit racial profiling at the federal, state and local level, monitor law enforcement tactics, and provide a mechanism to receive and contend with complaints of racial profiling,

THEREFORE BE IT RESOLVED that CFT endorse ERPA and lobby our congressional delegation to sign on as co-sponsors of the bill, and

BE IT FURTHER RESOLVED that CFT publish accounts of how this racial profiling has affected our members, students and their families in its various media, and

BE IT FINALLY RESOLVED that CFT carry this to the AFT Convention for adoption as part of AFT’s legislative program.

Support of Iraqi Labor

WHEREAS since George W. Bush declared an end to the war in Iraq in April 2003, unemployment among Iraqi workers has reached 70%, causing many families to face hunger and dislocation, and

WHEREAS the U.S. Occupation Authority has frozen Iraqi wages for most workers at \$60/month, eliminating bonuses, profit sharing, and subsidies for food and housing, causing a sharp cut in the income of those Iraqi workers still employed, and

WHEREAS \$87 billion appropriated by Congress (at the expense of public services and jobs in this country) supposedly for the reconstruction of Iraq will not go to raise Iraqi wages or provide benefits to unemployed Iraqi workers but instead will fatten the profits of Halliburton, Bechtel, and other big corporate backers of the Bush administration that got no-bid contracts in Iraq worth billions of U.S. tax dollars, and

WHEREAS shockingly, the U.S. Occupation Authority continues to enforce a 1987 Saddam Hussein-era law prohibiting unions and collective bargaining in the public sector and state enterprises where most Iraqis work, and

WHEREAS the Occupation Authority issued a new decree allowing 100% foreign ownership of Iraqi businesses and the repatriation of profits and announced it intends to sell off factories, refineries, mines and other Iraqi state enterprises, despite the fact that these enterprises belong to the Iraqi people, not to the U.S., and privatization of Iraqi workplaces would lead to massive layoffs at a time when unemployment in Iraq is already at crisis levels, and

WHEREAS the effect of these measures will be to deny workers a voice in what happens to public assets, to their jobs, their incomes, their standard of living, or the structure of Iraq's economy—hardly the “democracy” the U.S. promised when it invaded, and

WHEREAS because workers in the United States have experienced an erosion of our own labor rights to organize and collectively bargain in defense of our jobs, rights and working conditions, we understand what the restriction or losses of these rights mean to working people,

THEREFORE BE IT RESOLVED that CFT endorse the call for full trade union rights in Iraq, immediate nullification of the 1987 Saddam Hussein law banning unions and bargaining in public enterprises, full respect for International Labor Organization standards, and eliminating any other restriction on the full exercise of labor rights, and

BE IT FURTHER RESOLVED that CFT join millions of other Americans and hundreds of millions around the world in calling for an end to the occupation of Iraq and return of all U.S. troops to their homes and families now, and let Iraq be governed by its own people, and

BE IT FURTHER RESOLVED that CFT send this resolution to the AFT for its national convention, and inform its members of the situation through its print and online publications and website, and

BE IT FINALLY RESOLVED that CFT support the demand that Congress investigate the suppression of trade union rights in Iraq, planned privatization of the Iraqi workplaces, selling off of the property of the Iraqi people, and corporate profiteering at the expense of both the Iraqi and American people.

Support for U.S. Labor Against the War

WHEREAS our nation is facing unprecedented budget deficits as a result of granting massive tax cuts to the rich while spending billions of dollars on war and reconstruction in Iraq and military operations in Afghanistan, and

WHEREAS the huge budget deficits at the local, state and federal levels have led to drastic cuts in health care, education, fire and police protection and other essential human services, and

WHEREAS there is general agreement in the United States and throughout the world that Iraq did not have weapons of mass destruction which posed an imminent threat to this country or to Iraq's neighbors, and that the government of Iraq had no ties to those who perpetrated the 9/11 attacks, and

WHEREAS the U.S. Occupation Authority in Iraq continues to enforce a Saddam Hussein-era law that prohibits union organizing and collective bargaining in the public enterprises (where the majority of Iraqi workers are employed), and the Occupation Authority recently issued a decree that permits 100% foreign ownership of Iraqi businesses and 100% repatriation of their profits, with both measures expected to increase unemployment among Iraqi workers, which is currently 70%, and

WHEREAS the war in Iraq has caused the deaths of thousands of Iraqi people, the majority of whom were non-combatants, and hundreds of U.S. soldiers, and is costing tens of billions of dollars at a time when the federal government's tax reserve—as a result of the tax cuts for the rich—represents the lowest percentage of the Gross Domestic Product since 1950, and

WHEREAS the interventionist foreign policy of the Bush administration has not made our country safer from terrorist attacks but has created enemies throughout the world and alienated our closest allies, and

WHEREAS we cannot provide the social and human services that our people deserve if our nation continues to intervene in the domestic affairs of other sovereign nations and wages unprovoked and undeclared wars on other nations that have not threatened or attacked us, and

WHEREAS we cannot maintain a free and democratic society by curtailing or limiting, in the name of national security, through measures like the Patriot Act, the constitutional rights that have been the political and social foundation of our country, and

WHEREAS the California Federation of Teachers has repeatedly confirmed its opposition to the war in Iraq, and at the March 2003 convention joined U.S. Labor Against the War, an organization that has been actively engaged in expanding labor's discussions about and opposition to the war in Iraq, as well as the effect of this war on working people in the U.S.,

THEREFORE BE IT RESOLVED that the California Federation of Teachers supports the principles in the Mission Statement adopted at the National Labor Assembly of October 25, 2003, namely:

- A just foreign policy based on international law and global justice that promotes genuine security and prosperity at home and abroad;

- An end to U.S. occupation of foreign countries;
- The redirecting of the nation's resources from inflated military spending to meeting the needs of working families for health care, education, a clean environment, housing and a decent standard of living;
- Supporting our troops and their families by bringing the troops home now, by not recklessly putting them in harms' way, by providing adequate veterans' benefits and promoting domestic policies that prioritize the needs of working people who make up the bulk of the military;
- Protecting workers rights, civil rights, civil liberties and the rights of immigrants by promoting democracy, not subverting it;
- Solidarity with workers around the world who are struggling for their own labor and human rights, and with those in the U.S. who want U.S. foreign and domestic policies to reflect our nation's highest ideals.

THEREFORE, BE IT RESOLVED that the California Federation of Teachers reaffirm its commitment to and affiliation with U.S. Labor Against the War (USLAW) with a contribution in order to support its mission to protect our members, their families, communities and jobs, the lives and livelihood of working people everywhere, and the democratic principles on which this nation was founded, and

BE IT FURTHER RESOLVED that the California Federation of Teachers encourage its affiliates to utilize USLAW's educational workshop "War and the Economy," developed in collaboration with United for a Fair Economy, to enable CFT's members to more effectively communicate ways in which a militarized U.S. economy distorts domestic budget priorities, undermines public education at all levels, threatens democratic liberties, and adversely impacts the jobs, economic and social welfare and standard of living of working people in the U.S., and

BE IT FINALLY RESOLVED that the CFT actively support and publicly promote U.S. Labor Against the War (USLAW), its activities, and its positions internally within the CFT, with affiliate organizations including the American Federation of Teachers, the California Labor Federation, and the AFL-CIO.

Community College Statutory Funding

WHEREAS the allocation of Proposition 98 funds to community colleges and K-12 was originally intended to be on the basis that 10.93% would go to colleges and 89.07% would go to K-12, and

WHEREAS the actual allocation of Prop. 98 funds to community colleges has historically ranged from 10.1% to 11% and last year was 9.6%, and

WHEREAS the governor has proposed a budget for 2004-05 that would once again result in the community college share being far below the statutory amount, and

WHEREAS reductions in the Prop. 98 share for community colleges continues to devastate California's most democratic, cost-effective system of higher education and closes the doors of opportunity in the faces of hundreds of thousands of low-income students,

THEREFORE BE IT RESOLVED that the California Federation of Teachers support the principle of a 10.93% share of Prop. 98 funds for community colleges, and

BE IT FURTHER RESOLVED that the CFT notify, in writing, all legislators and the governor of the CFT's position supporting the community college share of Prop. 98 funds at the statutory level, and

BE IT FINALLY RESOLVED that the CFT support the expansion of K-14 funding with the priority that additional funds be used first to provide a statutory split to community colleges.

Opposition to New Medicare Law

WHEREAS the recently-enacted Medicare law fails to lower the cost of prescription drugs for senior citizens and prohibits Medicare from negotiating lower drugs prices, and

WHEREAS the law would lead to the privatization of Medicare, and seniors would be forced to pay sharply increased premiums just to stay in traditional Medicare, and

WHEREAS the law's inadequate prescription drug benefit includes huge gaps in coverage that, coupled with higher premiums, will increase financial hardships for seniors, and

WHEREAS the law undercuts employer-provided retirement health insurance,

THEREFORE BE IT RESOLVED that the California Federation of Teachers call upon the California congressional delegation to correct the inequities in the recently enacted Medicare law as it applies to prescription drug benefits, and

BE IT FURTHER RESOLVED that the California Federation of Teachers call upon the American Federation of Teachers and the AFL-CIO to work with Congress to correct the glaring deficiencies in the new Medicare law.

Growth and Equalization

WHEREAS the issues of equalization and unfunded FTES are both of importance to the California community colleges, and

WHEREAS the Board of Governors, upon the recommendation of the Consultation Council, recommended to the Schwarzenegger administration that the state fund 5% growth statewide and allocated \$25 million for equalization, and

WHEREAS the Schwarzenegger administration, in its January budget proposal, reduced the funding for enrollment growth statewide to 3%, but more than tripled the funding for equalization to \$80 million, and

WHEREAS 3% growth funding will not allow for any significant “rebenching,” of funded and vast numbers of primarily poor and minority students in Los Angeles and other “high growth” districts will be denied access to higher education,

THEREFORE BE IT RESOLVED that of the California Federation of Teachers call for balance in the allocation of growth and equalization funds, and

BE IT FURTHER RESOLVED that CFT staff and leaders urge the Legislature to reshape the governor’s proposed community college budget so that it addresses the issues of growth and equalization in a balanced way.

Part-Time Faculty Categorical Funds

WHEREAS part-time faculty on temporary assignments play an integral and necessary role in California's community colleges, and

WHEREAS in 2001, legislation was passed and ongoing categorical funding set aside to reduce the inequities between full-time and part-time faculty by providing additional funding to districts exclusively for part-time faculty salaries, and

WHEREAS the 2001-02 California Budget stated, in part, regarding these funds, "The funds in Schedule (16) of this item shall be allocated solely to increase compensation for part-time faculty from amounts previous authorized" and "these funds are to be used to assist districts in making part-time salaries more comparable to full-time salaries for similar work, as determined by each district's local collective bargaining unit," in support of the California Community Colleges Board of Governors' Policy on Comparable Pay for Comparable Work, and

WHEREAS AB3099 (1966), AB301 (1997), and AB 420 (1999) were passed to provide partial funding for part-time faculty health benefits and office hours to encourage districts to be responsible employers of their part-time faculty, and

WHEREAS the governor's January 2004 Budget proposes to redirect the total funding of these categorical programs to become available to districts as general purpose allocations,

THEREFORE BE IT RESOLVED that the California Federation of Teachers fully support the California Community Colleges Board of Governors' Policy of Comparable Pay for Comparable Work and the goals of AB 3099 (1966), AB301 (1997), and AB420 (1999), and honors the dedication and importance of California community college part-time faculty by urging the Legislature and the governor to assure that the related state allocations (20.20.050, .051, and .055 of the governor's January 2004 Budget proposal) continue to be categorically dedicated to the purposes for which they were intended, augmented as needed, and fully protected by strong accountability structures.

Resolution on Californians for Community Colleges

WHEREAS community college advocates speak with a fragmented voice in Sacramento, and

WHEREAS Californians for Community Colleges is an effective and much-needed issues PAC devoted to advocating for the advancement of the general welfare of the California community colleges, and

WHEREAS Californians for Community Colleges has already played a very important role in protecting the budget of the California community colleges, including such activities as

- Producing and distributing color posters of students explaining how “Community college is changing my life” and arranging to have these posters displayed in legislative offices
- Coordinating a public relations campaign to pressure key legislators into supporting the critical \$200 million funding “deferral” in the 2003-04 community college budget
- Organizing regional meetings to keep the community college constituency groups energized for the 2003-04 budget fight
- Initiating and supporting the “student inaugural” welcoming Governor Schwarzenegger as the first California governor to have attended a community college
- Generating early support for Propositions 57 and 58 in the community colleges and communicating that support to the governor

THEREFORE BE IT RESOLVED that the California Federation of Teachers become a part of the Californians for Community Colleges.

Oppose AFL-CIO Acceptance of National Endowment for Democracy Funds

WHEREAS the AFL-CIO and unions generally in the United States are deeply committed to the concept of solidarity with labor movements in other countries, and

WHEREAS the National Endowment for Democracy (NED) has served as an agent of the U.S. government intelligence operations and subversive interference in the internal affairs of the labor movements of other countries, and

WHEREAS the AFL-CIO leadership, through the Federation's Solidarity Center, has announced its intentions to apply for \$3 to \$5 million in funding from the NED for its operations in Iraq, and

WHEREAS the conventions of the International Labor Organization guarantee workers of every country the right to choose to be represented by the labor organization or union of their own choosing, free from government, corporate or foreign interference or constraints, and

WHEREAS AFL-CIO acceptance of NED funding for its solidarity work in Iraq would have the appearance, if not the effect, of interfering in the internal affairs of the Iraqi labor movement in furtherance of U.S. government foreign policy objectives,

THEREFORE BE IT RESOLVED that the California Federation of Teachers affirm its support for the principles of autonomy, independence and self-determination embodied in the international conventions of the International Labor Organization, and

BE IT FURTHER RESOLVED that the CFT oppose the AFL-CIO and its Solidarity Center seeking or accepting funding from the U.S. government, its agencies and any other institutions which it funds, such as the NED, for its work in Iraq or elsewhere, and

BE IT FURTHER RESOLVED that the CFT urge the AFL-CIO to fund its international programs and activities from funds generated directly by its affiliates and their members, and

BE IT FINALLY RESOLVED that the CFT communicate this resolution and its sentiments to the California Federation of Labor, the American Federation of Teachers, the AFL-CIO leadership and all CFT affiliates, and in such other ways as furthers the purpose and intent of this resolution.

Opposition to the Federal Marriage Amendment

WHEREAS throughout our country's history, the constitutional amendment has been a tool to enshrine the rights of all Americans, and our long history of civil-rights struggle has found protection in our constitutional amendments. From the abolition of slavery, set forth in the 13th Amendment, to the right of women and people over the age of 18 to vote, set forth in the 19th and 26th Amendments, the constitutional amendment has been the legal foundation on which to grant fundamental rights, not take them away, and

WHEREAS now a constitutional amendment is being proposed that would take away the rights of lesbian, gay, bisexual, and transgender persons to enter into civil marriage. The Federal Marriage Amendment (S.J. Res. 26, H.J. Res 56) states, "*Marriage in the United States shall consist only of the union of a man and a woman. Neither this Constitution or the constitution of any State, nor state or federal law, shall be construed to require that marital status or the legal incidents thereof be conferred upon unmarried couples or groups.*" If passed, the Federal Marriage Amendment would become the first constitutional amendment to restrict the rights of a certain class of Americans, and

WHEREAS as trade unionists, we believe that our gay, lesbian, bisexual, and transgender brothers and sisters unequivocally deserve the same benefits as their heterosexual brothers and sisters. For that reason, trade unions have been securing groundbreaking contracts that provide our lesbian, gay, bisexual, and transgender brothers and sisters with a patchwork of protections and benefits. We have fought vigilantly to secure the rights of these workers through explicit anti-discrimination language and pay equity through domestic partnership benefits, and

WHEREAS the Federal Marriage Amendment would make it virtually impossible to maintain and negotiate benefits on behalf of our lesbian, gay, bisexual, and transgender workers. In states that have passed similar legislation, domestic partnership benefits have been challenged, and

WHEREAS the Federal Marriage Amendment would restrict unions from offering all employees an equitable employment package. Furthermore, the Federal Marriage Amendment could invalidate thousands of union contracts that include domestic partnership benefit provisions,

THEREFORE BE IT RESOLVED that the California Federation of Teachers (CFT) stands in opposition to the Federal Marriage Amendment and,

BE IT FINALLY RESOLVED that the CFT send this resolution to the AFT, the California Congressional delegation, and the AFL-CIO.

Rosie the Riveter/World War II Home Front National Historical Park

WHEREAS six million civilian women served on the United States home front in World War II, including 37,000 women who died while working in the factories to aid in the war effort, and WHEREAS the National Parks Foundation, with the support of the Ford Motor Company, has prepared a Rosie the Riveter/World War II Home Front National Historical Park located in Richmond, California, site of one of the WWII factories, and

WHEREAS stories, artifacts and information are needed for a proposed museum in this park, even from women who stayed home during this period,

THEREFORE BE IT RESOLVED that the CFT support the creation of Rosie the Riveter/World War II Home Front National Historical Park, and encourage everyone who deserves to be honored at this park to log on to www.ford.com/go/rosie, or to call 1-800-497-6743 to share personal stories and any mementos, anecdotes, and memories of that World War II experience, and

BE IT FINALLY RESOLVED that this information be circulated through an article in the *California Teacher* to all CFT locals, and that the CFT send a copy of this resolution to Superintendent Judy Hart, Rosie the Riveter/WWII Home Front National Historical Park, 1401 Marina Way South, Richmond, CA 94804.

Support Civil Marriage for Lesbian, Gay, Bisexual and Transgender Individuals

WHEREAS trade unionists believe all workers are entitled to a discrimination-free workplace and full parity when it comes to benefits, pay and treatment, and

WHEREAS trade unionists believe that our gay, lesbian, bisexual, and transgender brothers and sisters unequivocally deserve the same benefits as heterosexual employees, and

WHEREAS trade unions have been securing groundbreaking contract language which provides lesbian, gay, bisexual, and transgender employees with a patchwork of protections and benefits, including, explicit anti-discrimination language and pay parity through domestic partnership benefit language, and

WHEREAS the United States General Accounting Office has documented over 1,000 federal benefits and protections acquired by civil marriage that are not available through domestic partnerships or civil unions, including the ability to collect Social Security benefits, workers' compensation, pension or death benefits when their partners die; or benefits under the Family and Medical Leave Act to care for a sick partner or child, and

WHEREAS civil unions of Lesbian, Gay, Bisexual and Transgender individuals cannot equal the benefits and protections of civil marriage,

THEREFORE BE IT RESOLVED that the California Federation of Teachers (CFT) endorse the right of civil marriage for lesbian, gay, bisexual and transgender individuals, and

BE IT FINALLY RESOLVED that this resolution be published in appropriate CFT publications.

Unknown History: Deportation of Mexican Americans

WHEREAS 1.2 million Mexican Americans were unconstitutionally deported to Mexico in the 1930's, and

WHEREAS the education of Mexican American children was disrupted by unconstitutional deportation, and

WHEREAS Mexican American children were denied the freedom and liberty normally accorded to U.S. citizens, and

WHEREAS American society was denied the presence of Mexican American citizens and their contributions, and

WHEREAS this egregious act in U.S. history has largely gone unnoticed and the stories of these deportees have been largely unheard,

THEREFORE BE IT RESOLVED that the CFT support legislation for the formation of a commission to study the issue of the deportation of 1.2 million Mexican Americans in the 1930s, and

BE IT FURTHER RESOLVED that the CFT support the lawsuit entitled *Emilia Castaneda vs. City of Los Angeles, Los Angeles Chamber of Commerce* filed by the Mexican American Legal Defense Fund (MALDEF) on July 13, 2003, and

BE IT FURTHER RESOLVED that the CFT advocate for adoption in California social studies curricula information about this little known history, and

BE IT FURTHER RESOLVED that the CFT inform its membership of this issue through all its media, and

BE IT FINALLY RESOLVED that CFT carry this information/resolution to the California Labor Federation and to the AFT and AFL-CIO.

Support of March for Women's Lives

WHEREAS *Roe v. Wade* hangs by a one-vote thread in the Supreme Court and, in 2003, both houses of Congress passed, and President Bush signed the so-called "Partial Birth Abortion Act of 2003," the first federal legislation to criminalize any medical procedure, and

WHEREAS the current administration's push for abstinence-only health education leaves many without the education or the resources to make informed decisions about their reproductive health, and

WHEREAS the current administration has reinstated the "global gag rule," which denies U.S. Funding to non-U.S. family planning organizations, and refused to fund the United Nations Population Fund (UNPFA), an organization that gives millions of women and families access to reproductive health care and information on family planning, and

WHEREAS by law, federal money cannot be used to fund abortion services, thus penalizing low income women, and

WHEREAS the American Civil Liberties Union, Black Women's Health Imperative, Feminist Majority, NARAL Pro-Choice America, National Latina Institute for Reproductive Health, National Organization for Women, and Planned Parenthood Federation of America have called for a March for Women's Lives in Washington on Saturday, April 25, 2004,

THEREFORE BE IT RESOLVED that the California Federation of Teachers reaffirm its support of women's rights to choice, access to family planning information and abortion regardless of income, marital status, or sexual orientation, and

LET IT BE FINALLY RESOLVED that the CFT endorse the March for Women's Lives on April 25, 2004 and encourage, through all its forms of media, its locals, members, and affiliates to participate in whatever way they can.

Oppose Repeal of SB 1419

WHEREAS the California Federation of Teachers represents classified employees in elementary, secondary and higher education, and

WHEREAS the California Federation of Teachers is committed to the protection of its membership, and

WHEREAS SB1419 was passed with the intent to provide protections and standards when school districts and community college districts enter into personal services contracting, and

WHEREAS Governor Schwarzenegger, in his State of the State address, proposed the repeal of SB 1419 (personal services contracting), and

WHEREAS, if SB 1419 is repealed, it would have the effect of replacing qualified personnel with less qualified personnel, creating job loss and placing students, staff, and faculty at risk of sub-standard services and employment practices and creating unsafe environments in our schools and community colleges,

THEREFORE be it resolved that the California Federation of Teachers pursue all avenues to defend and preserve the protections provided by law as defined in SB 1419, and

BE IT FINALLY RESOLVED that the California Federation of Teachers call on the Legislature, the California Labor Federation, all governing boards of public schools and colleges, students, union members and local communities to oppose the repeal of SB 1419.