

CaliforniaTeacher

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CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO



Feds threaten kids' garden and cooking program

PAGE 13



New book offers narrative of hope

One district does a lot with a little

PAGE 12

Unions can shape best plan for schools

AFT President rallies delegates

PAGE 8



CFT files complaint against ACCJC

Challenges unfair accreditation sanctions

PAGES 2 AND 3



Up Front Joshua Pechthalt, CFT President



Federation takes a stand against bullying by out-of-control accrediting commission

The behavior of this commission is indicative of a broader systemic attack on public education and the pressure from government and business interests to have our schools mimic the market place

Sometimes it is important to offer positive solutions such as our campaign for quality public education. At other times the only constructive step is to punch the bully in the nose.

Several weeks ago, the CFT did what no union has done before by filing a complaint against the Accrediting Commission for Community and Junior Colleges, which is responsible for accrediting community colleges in the western states.

The complaint charges the ACCJC with violating state and federal law and the commission's own policies. The ACCJC has created a climate of fear and intimidation and attempted to stifle dissent, including any effort to question the commission's behavior.

The California community college system is the most extensive in the country and a model for the rest of the nation, despite drastic cuts and the loss of more than 500,000 students in the last few years. The colleges educate almost 2.5 million students a year. Nearly one-third of UC students and more than one-half of Cal State students transfer from a community college.

The complaint filed by the CFT speaks specifically to the commission's sanction imposed on City College of San Francisco and generally to its approach to the state's community colleges. ACCJC-imposed sanctions account for a staggering 64 percent of the nation's total. The loss of accreditation, as we have seen with Compton Community College, can lead to a college being trusteesd by another district or closing its doors completely.

Faculty, staff and board members have been reluctant to voice their criticism of the ACCJC publicly for fear of repercussions. When the CFT held a press conference to publicize our complaint, one community college board member chose not to participate for fear of reprisals from the commission directed against his district.

The behavior of this commission is indicative of a broad systemic attack on public education and pressure from government and business interests to have our schools mimic the market place. These sanctions are intended to narrow the overall mission of community colleges, while seeking to make changes in the classroom and at the bargaining table,

hurting our students and eroding the living standard of our members.

As with the federal government's No Child Left Behind and Race to the Top policies, market-driven reforms use student test scores and graduation rates, like quarterly profit reports in the private sector, to measure academic success and teaching effectiveness.

In K-12 schools, these top-down policies have narrowed the curriculum, pushing out art, music and other courses deemed extraneous to raising test scores. In the community colleges, this approach makes students who are unable to complete their degree in two years liabilities to be cast aside since they lower graduation rates.

While the complaint against the ACCJC is a necessary defensive measure to curb a destructive commission, ultimately we must construct a positive vision of public education that has broad community support. Through our effort to bring accountability to the ACCJC, we can engage the public on the value of a robust community college system that treats its employees fairly and has room for all.

Josh Pechthalt



SHARON BEALS

ON THE COVER

Michael Bauce, a member of the Berkeley Council of Classified Employees, teaches cooking at Thousand Oaks Elementary in Berkeley. He teaches the same recipe for the two weeks it takes all 21 classrooms to cycle through his kitchen, using greens the students grow in the garden. The successful cooking and gardening program faces closure due to federal program cuts.

PHOTO BY SHARON BEALS



The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO. The CFT represents faculty and classified workers in public and private schools and colleges, from early childhood through higher education. The CFT is committed to raising the standards of the profession and to securing the conditions essential to provide the best service to California's students.

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EDITORIAL OFFICE
California Federation of Teachers, 1330 Broadway, Suite 1601, Oakland, California 94612
 Telephone 510-523-5238 Fax 510-523-5262
 Email jhundertmark@cft.org

Publications Director and Editor Jane Hundertmark

Contributors this issue: David Bacon, Patty Cox, Greg Eddy, Terry Elverum, Fred Glass, Mónica Henestroza, Elaine Johnson, Zev Kvitky, Jim Mahler, Joshua Pechthalt, Paula A. Phillips, Mindy Pines, Gary Ravani, Bob Samuels, Malcolm Terence, Joanne Waddell, Rosanna Wiebe, Emily Wilson

Graphic Design Kajun Design, Graphic Artists Guild



All-Union News



Members ask legislators to support CFT-sponsored AB1199 that aids community colleges under sanction.

CFT files detailed complaint against college accrediting agency Unions seek to correct unprecedented action against a community college

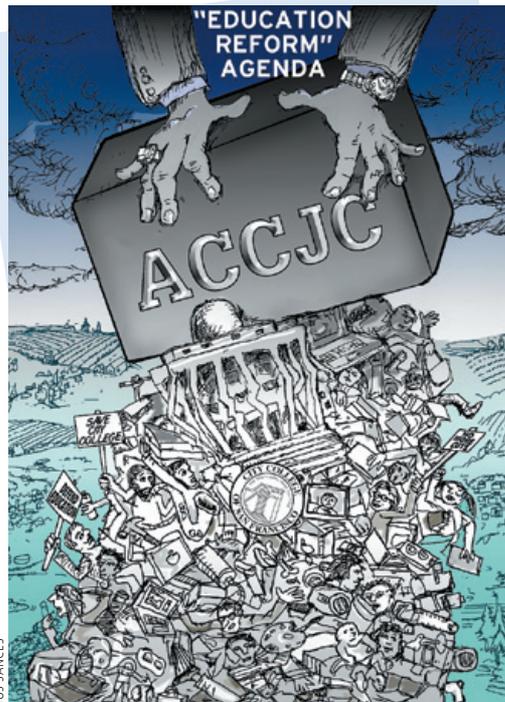
THE CFT AND ITS City College of San Francisco affiliate, AFT Local 2121, filed a complaint with the Accrediting Commission for Community and Junior Colleges to protest the commission's sanction of "show cause" it placed on City College last summer.

The 260-page complaint, or "third party comment," lodged on April 30 argues that no sanction should have been imposed on the college. It also notifies the ACCJC and the U.S. Department of Education that the commission is in violation of federal and state laws, and its own policies; it has overstepped its authority.

"We need to get the commission back to where it used to be, as a positive force for quality instruction, not as an agency to be feared," said CFT Community College Council President Jim Mahler. CFT presented the complaint as information for the U.S. Department of Education, which will be conducting a review of the accred-

iting commission in December.

The commission's severe sanction and threat of closure has thrown City College into turmoil and hampered its ability to deliver quality education to the 90,000 students it serves. The college has lost thousands of students who fear they will not receive credit for classes taken and will not be eligible for student financial aid.



The ACCJC visited City College in 2006 as part of the routine six-year accreditation cycle. The school's accreditation was reaffirmed with advisory recommendations for the college to improve.

Yet following another site visit in 2012, the ACCJC

issued its most serious sanction, requiring the school to "show cause why the college should not be closed."

Jumping over other sanction levels, to "show cause" is unprecedented for a community college.

What's more, the "recommendations to improve" from 2006 had somehow become a need to "correct deficiencies," which carries a different definition under the guidelines for accreditation. The ACCJC offered the school's failure to sufficiently address these "deficiencies" as a major reason why it imposed the "show cause" sanction.

The union's complaint seeks to lift the "show cause" sanction on City College of San Francisco and asks that the ACCJC cease violating state and federal laws, and its own policies, in pursuit of an inappropriate "education reform" agenda.

— By Fred Glass, CFT Communications Director

On the Web

>Learn more and download the 260-page complaint at cft.org.



May Revision pays down deferrals, changes K-12 funding

THE GOVERNOR REMAINED true to his key January proposals in the May Revision: paying down education debt and providing new funding targeted to low-income students and English learners. But he pulled back on his proposal to shift all adult education to the community colleges.

The Department of Finance deemed much of the state's new revenue — from taxpayers shifting income to avoid paying higher taxes in 2013 — to be one-time monies. As a result, the Proposition 98 guarantee for K-14 funding grows in the current budget year, but is projected to fall slightly in 2013-14.

K-12 schools The governor is passionate about the importance



of targeted funding under his Local Control Funding Formula proposal. In it, every student receives a base grant; students in the target group get a 35 percent supplemental grant. Where there are large populations (more than 50 percent) of targeted students, districts will also receive concentration grants.

The governor added new language

giving county superintendents power to approve local educational plans that detail how a district would raise student achievement and implement Common Core standards. He allocates \$1 billion toward the cost of providing professional development, instructional materials and the technology required to implement the standards.

Community colleges The May Revision calls for a statutory cost-of-living increase of 1.57 percent and funding for growth that will restore some classes lost during the recession. Brown adds \$50 million for Student Success. He eliminated the earlier proposal to limit the number of state-subsidized units students could earn in the community colleges, CSU and UC.

Adult education Setting aside his January proposal to shift all adult education to the community colleges, the governor proposes a two-year study about how to best provide services to adult learners.

University of California The governor promises additional funding to UC and CSU with the condition that tuition not be increased.

Now the spotlight moves to the Legislature where hearings continue on the merits of the governor's proposals. Legislators must present a balanced budget to the governor by June 15. The governor has until June 30 to remove specific items and sign the budget.

— By Patty Cox, Research Specialist, and Mónica Henestroza, Legislative Director



Legislators recognize union's key role in passage of Prop. 30

CFT gets kudos in the State Capitol during annual Lobby Day

"CFT PLAYED A GARGANTUAN, a historic role, in the last election. I know the Millionaires Tax was enormously popular among the rank-and-file of CFT. Prop. 30 passed because CFT specifically demonstrated amazing leadership."

That's Los Angeles Sen. Kevin de León praising the Federation during CFT Lobby Day. "The truth is CFT made this happen. Without CFT, Prop. 30 would not have passed. So this \$7 billion we have, this bridge funding, is because of you."



Kevin de León

Speaking to members the night before, State Controller John Chiang agreed. "You were part and parcel of this. We made a promise to the taxpayers that we would use a big chunk of those dollars to educate our children. We are working on various metrics that will reveal how we are going to use that money as promised."

Sen. Mark Leno (D-San Francisco) also lauded CFT. "I cannot overstate the importance of your help in getting

Parents, families get that we have reached rock bottom and that we have to reinvest in the fundamentals — a quality education. Prop. 30 has stopped the bleeding."

But Leno said California schools still rank 47th in the nation and have few nurses and counselors. "This is not where we want to be."

Leno is carrying the CFT-sponsored constitutional amendment that would lower the vote requirement to a 55

percent majority to approve a school or community college district parcel tax. "There is precedent for this — it happened with school bonds. We want to do the same for parcel taxes," he said. SCA3 will, however, require a two-thirds vote of the Legislature to make it on the ballot.



San Franciscans Dennis Kelly, Elaine Merriweather and Melinda Dart meet with Sen. Leland Yee.

In a meeting with Sen. Leland Yee, the president of United Educators of San Francisco, Dennis Kelly, explained that schools must be modernized for safety concerns. "We should have door locks that lock from the inside." Pointing to Yee's door, he added, "Just like you have."

Sen. Marty Block (D-San Diego) spoke about funding options for CFT-sponsored SB316, a bill that would require districts to install classroom door locks that lock from the inside. Los Angeles Unified estimates that changing the locks will cost \$60 million. Gary Ravani reported that the Petaluma district said installation would be very expensive, but once completed, cost nearly 40 percent less than predicted.

Melinda Dart, president of the Jef-

erson Elementary Federation in Daly City, asked Yee to support the CFT-sponsored bill for teacher evaluation, SB657. (See page 12) "We would like a system that is not winner-take-all on test scores, but one that allows teachers



Controller John Chiang talked numbers.



PHOTOS BY STEVE YEATER

Sen. Mark Leno called Prop. 30 "a sea change."

to collaborate. Evaluations tend to be spotty depending upon who's doing them. We want to make sure this is a multiple-measure evaluation."

Member-lobbyists also asked legislators to oppose bills that do not support quality education. "One bill we are not so wild about is Darrell Steinberg's SB 520 that requires college teachers to do online courses," Kelly told Sen. Yee. "We are fearful this will go into the for-profit area. We are not sure this is beneficial. If an instructor wants to do this, that's fine, but we don't support it overall."

After a full day of legislator visits, members debriefed about their Capitol experiences. First-time Lobby Day attendee Rod Carraway, from the Berkeley Council of Classified Employees, said, "I feel like we accomplished a lot. We did a drop-in with Sen. Ellen Corbett. We talked about Senate and Assembly bills and talked about CFT positions going forward. I hope this is my first of many."

CFT urged members to maintain the relationships that were started at Lobby Day, and reminded them that legislators are in their district offices on Fridays, providing an opportunity to meet closer to home.

— By Jane Hundertmark, CFT Publications Director



The Oxnard delegation had one-on-one time with Sen. Hannah Beth Jackson.

Prop. 30 on the ballot. Prop. 30 is the most significant change since Proposition 13. By a margin of 10 points, voters decided to raise their taxes.

San Mateo teachers launched the blog *Adult Education Matters* to build awareness.



Irma Becerra Nunez asks the Los Angeles Unified School Board to protect classes for older adults.

Adult educators build awareness, support to save schools

United street action and online communities making a difference

ADULT EDUCATION HAS been on the ropes, yet it continues to come back swinging to defend programs that are vital to many California communities.

Immigrants, older adults, low-income families and high school dropouts rely on adult schools and non-credit community college programs as avenues for self-improvement and civic engagement, but the programs are rarely seen as those most harmed by the state's failure to fund education adequately.

For example, when Los Angeles Unified, the second largest school district in the country, proposed closing adult schools serving more than 30 cities last year, thousands of adult school teachers and students protested in the streets and at board meetings.

Irma Becerra Nunez, who teaches in the Older Adults Program at the Los Angeles Adult School, told board members, "In our quest to take care of our youth, we often forget that young people are part of a family unit. Active older adults are able to

In the end, more than 200,000 people signed a petition to save the Los Angeles adult schools. Their efforts raised the public profile of adult schools and saved about 50 percent of the district's adult education program.

Since 2009, more than half the state funding previously dedicated to adult education has shifted to other purposes. That year the Legislature allowed K-12 districts "flexibility" with categorical funds, meaning that funds for adult learning were no longer guaranteed.

back by building online communities. Teachers at the San Mateo Adult School launched the blog *Adult Education Matters* to raise the profile of adult education and to build a shared online resource.

According to adult teacher Cynthia Eagleton, a member of the San Mateo Adult School Federation of Teachers, who oversees the blog, "Adult education has always been about second chances. Now we're living that as we push to renew and rebuild adult education. Just as adult education stu-



PHOTOS: COURTESY LOCAL 4681

The fights to defend adult schools from deep cuts or elimination are often overshadowed by larger funding struggles, and typically affect marginalized communities that are less visible to legislators and the public.

CFT members who teach in adult schools and community college non-credit have begun to change this by working with their students and community allies to raise the public profile of adult learning communities within the broader effort to fully fund public education.

care for young children, be mentors to them, helping them with their homework, keeping them off the streets, helping keep them happy and healthy."

"In our quest to take care of our youth, we often forget that young people are part of a family unit. Active older adults are able to care for young children, be mentors to them, helping them with their homework, keeping them off the streets, helping keep them happy and healthy."

—Irma Becerra Nunez, Teacher, Older Adults Program, Los Angeles Adult School

As a result, the number of adult learners served has plummeted from more than a million in 2009 to fewer than 700,000. Many adult schools have

closed, and nearly all of those remaining have been forced to eliminate or drastically cut back programs. Community colleges have also significantly reduced their non-credit offerings.

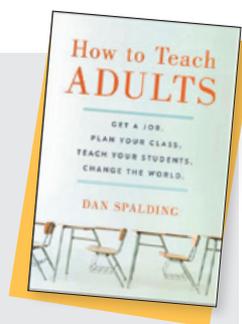
dents prove every day: It can be done and we're doing it." In February, Karen Arthur, an ESL teacher at the Oxnard Adult School, and member of the Oxnard Federation, created a Facebook group Alliance of California Adult Schools that serves as a clearinghouse for everything adult ed with regular news posts about adult schools around the state.

While the future of adult education remains uncertain and there are many competing ideas about how to meet the needs of adult learners, the CFT believes California can rebuild schools that work for all students, including the state's vital population of adult learners.

— By Zev Kvitky, CFT Field Representative

Adult educator writes how-to book

IN HIS NEW BOOK, *How to Teach Adults*, adult educator Dan Spalding covers everything from getting that first job to teaching a class to growing as a professional. The book includes a teaching glossary and a union glossary. Spalding is a former shop steward and bargaining team member for Oakland AFT, representing teachers at Oakland adult schools. He also taught at Laney College as a member of the Peralta Federation. Spalding relied upon Kickstarter to raise the funds necessary to edit, design and print *How to Teach Adults*, but has also made the book available for free. >Download the free pdf or epub at howtoteachadults.com.



To monitor the status of adult education, the CFT Adult Education Commission, comprising representatives from numerous local unions, keeps watch on district programs and advises CFT on legislative policies that impact adult education.

Adult educators are also fighting

On the Web

- >Check out the blog adulthoodeducationmatters.blogspot.com
- >Get Los Angeles adult school news at utlaadulthood.net
- >Find the CFT Adult Education Commission at goo.gl/wv7NV



Community involvement key to success in Chicago, St. Paul



The solidarity panel featured Jesse Sharkey, Mary Cathryn Ricker, Wes Davis and Jitu Brown.

When Jesse Sharkey was elected vice president of the Chicago Teachers Union a few months before the September strike, the issues were well defined. And so were CTU's enemies.

Chicago Mayor Rahm Emmanuel, in full attack mode, said the unions were hurting students. The Illinois Legislature upped the requirement

for a strike vote to 75 percent.

But, Sharkey told delegates, the union had a secret weapon — community support. And key to that support was a strategic alignment with parents that began two years before the strike.

Nearly 90 percent of CTU members voted to support the strike and hundreds of parents joined the picket lines. "It was a sea of community sup-

port. The schools were 95 percent empty. It was not a CTU strike; it was an everybody strike," said Sharkey.

Chicago educators listed the community's interests as their strike demands — small classes, offerings of art, physical education and music.

Parents from schools without librar-

ported it the most strongly." Sharkey explained that parents might not typically rally behind wages-and-hours issues, but because CTU organizers had elicited genuine community input, there was spillover support on those issues as well.

Mary Cathryn Ricker, president of

"It was a sea of community support. The schools were 95 percent empty. It was not a CTU strike; it was an everybody strike." —Jesse Sharkey, Vice President, Chicago Teachers Union

ies and computer labs wanted their kids to have the same educational opportunities as those in wealthier neighborhoods. The union charged that Chicago was operating an apartheid system because of the disparities in schools with different racial demographics. Plus, parents had no affection for high-stakes testing.

One newspaper poll showed that the community supported the strike 66 to 11 percent. "The people most inconvenienced by the strike sup-

ported it the most strongly." Sharkey explained that parents might not typically rally behind wages-and-hours issues, but because CTU organizers had elicited genuine community input, there was spillover support on those issues as well.

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Randi Weingarten: Unions offer a better plan

A week after her arrest for protesting school closures in Philadelphia, AFT President Randi Weingarten told CFT Convention delegates that there is a fight for the soul of the country.

It was a two-part message: First, hooray for your victories in California. Second, the threats against educators, their students and America's middle class are bigger than ever.

Weingarten saluted CFT victories: the March for California's Future in 2010 and the electoral victories of 2012. She exulted in the re-election of former teacher Steve Zimmer to the governing board of the Los Angeles Unified School District.

"When the mayor of New York can give a million dollars as play money to (Los Angeles Mayor) Villaraigosa, they

have the money to say and do whatever they want. But Zimmer won despite all the money," Weingarten boasted.

The AFT president credited CFT with doing the heavy lifting to pass Prop. 30 and defeat Prop. 32, both with AFT assistance. She praised CFT members who campaigned for their own futures and those of California schools and colleges.

The threat still exists from "an unholy alliance of deficit mongers" who want to starve public schools of resources and divert the money to alternatives "that they just happen to have invested in," she said, citing grim statistics.

The wealthiest 1 percent in America grew their holdings by 11 percent during the recession. That same 1 percent owns 42 percent of the wealth. And the fastest growing jobs in the United States pay \$9.23 per hour.

But public education is still the only road to social mobility, Weingarten

concluded, and the labor movement is the gateway to the middle class, to health and retirement security.

The key, she said, is that the public needs to see that unions have a better plan. "We have a plan to provide what the schools need, plans and curriculum about critical thinking, not just

rote memory for the test. Fix, don't close, neighborhood schools."

In closing, she reported a hopeful sign from an unlikely source: "The Philadelphia cop who was booking me, told me 'I've never seen the community so supportive of the schools and the teachers.'"



"We have a plan to provide what the schools need, plans and curriculum about critical thinking, not just rote memory for the test."



Building Education that Works

STUDENTS EDUCATORS COMMUNITY



Marin County (VERY RICH)	5%
Tulare County (VERY POOR)	
Caucasians	18%
Hispanics	40%

“The evidence shows that public schools serving the middle class and the wealthy are doing very well, suggesting that an unequal economy, not bad teachers, create the problem.”

Researcher Berliner describes how the education “crisis” is manufactured

David Berliner began criticizing the school reform industrial complex when he co-authored *The Manufactured Crisis* 17 years ago. He brought his case, strengthened by new statistical evidence, to delegates at the CFT Convention.

Berliner, now a Regents’ Professor Emeritus at Arizona State University, wrote in that book that attackers of the public schools were citing big drops in the performance of public school students.

These so-called declines are a product of deliberate negative framing, he said, and he warned that education policy “cannot be left to the real estate developers and businessmen who populate our legislatures. We need more teachers.”

Berliner, a past president of the American Educational Research Association, came armed with statistics to support his argument, and used them with scalpel-like precision to eviscerate the myths of the Global Education Reform Movement. In this contingent

he included President Obama and Education Secretary Arne Duncan.

There are two things preventing public schools from presenting better scores, Berliner said. The first is the disappearance of a broad middle class and the other is a system that ignores the evidence. He linked the war on education and the war on the poor. “We lost a strong middle class through legislation and we can regain it through political action.”

Berliner compared the reading scores of developed countries from the Program for International Student Assessment, or PISA. He said people look at only the broad averages and then complain about American performance.

But when Berliner displays scores to show American schools by the percentage of students in poverty, the picture is different. American schools with fewer than 10 percent of students in poverty score higher than any country in the world. It continues from there: Schools under 24.9 per-

cent rank third in the world and schools from 25 percent to 49.9 percent rank tenth and still above the PISA and the U.S. averages.

The U.S. results, however, are dismal for the next two fractions: 50 to 74.9 percent of students in poverty score low; schools with over 75 percent of students in poverty have reading scores so low they outrank only Mexico.

A common myth, Berliner said, is to showcase a student who transcends the ghetto and the teacher who helps her and conclude on that basis that poverty is no excuse. “It is no excuse,” Berliner said, “but it is a good predictor of outcomes.”

He said exceptional teachers and schools that arise in the midst of poverty deserve praise but they do not change the overall relationships shown in the data. The evidence shows that public schools serving the middle class and the wealthy are doing very well, suggesting that an unequal economy, not bad teachers, create the problem.

Another myth Berliner attacked was

the reliability of using the results of value-added student testing for teacher evaluation. He gave an example of a proprietary system called EVAAS used in Houston and said, “The word ‘proprietary’ simply means that we have no clue how their system adjusts for all the differences between classes.”

He described a teacher who was rated extremely highly by supervisors four out of five years and who received \$7,800 in excellence bonuses over three of five years. The teacher was named “Teacher of the Month” by colleagues in 2010 and “Teacher of the Year” in 2008.

Her EVAAS scores, meanwhile, were above average eight times, significantly so five times, and below average eight times, significantly so five times. She was fired after her fifth year. Berliner concluded that a coin toss might have decided her teaching competence as accurately as this expensive, privately-owned system.

Berliner is writing a new book with a working title of *50 Myths Used to Attack Public Schools*, but he has already collected 54 myths.



L.A. Faculty Guild President Joanne Waddell moderated a discussion with David Berliner.



Delegates oppose workplace bullying, support Robin Hood Tax, fair testing, unbiased accreditation

The fervor over resolutions at the CFT Convention reflects union democracy at its transparent best and the strategic savvy of hundreds of union activists gathered in one large room.

Issues ranged from the global — tax policy, universal health care and immigration — to the particular — delivering medication to students suffering seizures.

The resolution about medicating students called for more school nurses and reduced pressure on other school employees to voluntarily administer a controlled substance called Diastat during a seizure.

Velma Butler, president of AFT College Staff Guild-Los Angeles, said “Classified workers are not doctors; we are not nurses and we don’t want to administer drugs.” Other speakers who



Delegates considered nearly 40 resolutions on issues important to members of the Federation.

Kirkpatrick from the Pajaro Valley Federation said California was ranked near the bottom in the ratio of nurses to students. “The state has the most

UTLA-Retired said, “We need to keep an eye on this because ACA, which should be called the Un-Affordable Care Act, absolutely guarantees

our faculty, we think this is a damn good idea.” It passed by voice vote.

Delegates passed another resolution in support of the Coalition to save City College of San Francisco, now under attack by pro-corporate and anti-union forces.

A resolution with strong support called for legislation that would create redress for employees suffering from workplace bullying. Ingrid Gunnell from United Teachers Los Angeles supported it, saying, “I find it quite ironic that kids are accused of being bullies, when the biggest bully on my campus is the principal.”

Delegates passed a more global resolution endorsing the Robin Hood Tax — a 0.5 percent tax on stock purchases and other transactions — in H.R. 6411. The revenue would go to social programs. Tom Edminster



supported the resolution described pressures brought to bear on classified workers to volunteer to administer the medication.

A related resolution called for hiring school nurses at every site. Kathy

rigorous standards but the least funding.”

A resolution calling for universal health care was so popular that delegates broke into loud applause when it was mentioned. Bill Taxerman of

unequal treatment. Twenty-five million people are left out and we’ve got to keep our eye on the prize.”

Mental healthcare shortages were linked to gun violence in another resolution. Casey Carlson from the Greater Santa Cruz Federation said that access to psychiatric services once funded by AB3632 have disappeared. Some speakers opposed the conflation of mental illness and gun violence, but there was wide support for more services. The resolution was referred to the Executive Council for more study.

A higher education resolution demanded that the accrediting agencies evaluating colleges divest their funding from the Gates and the Lumina Foundations, which have privatization agendas. “As one of the colleges under sanction,” said Alisa Messer, president of AFT 2121, San Francisco City College, “on behalf of

from United Educators San Francisco said the tax was a natural follow-up to CFT’s success with Prop. 30, and added, “It’s time to build a national movement around fair taxation.”

Delegates also passed resolutions calling for:

- Commitment to coalition building in the CFT Campaign for Quality Public Education
 - Promotion of the CFT White Paper on what makes quality education featuring experts Diane Ravitch, Linda Darling-Hammond, and Pasi Salberg
 - Protection of adult education students and providers
 - Fair accounting for English Language Learners taking standardized tests
 - “Thoughtful and appropriate continued use” of online instruction at UC
 - Promotion of classified employees’ role in shared governance and protection of their ability to teach as adjunct faculty in the colleges
 - Creation of new single-subject K-12 credentials in dance and theater
 - Support for immigrant rights, to which Allan Rosenberg from the Salinas Valley Federation said, “When the Mayflower came here, where were their papers?”
- > To read all resolutions, go to cft.org>Governance>Resolutions and Policy.





Labor educator Tubach honored with Ben Rust Award

Los Angeles high school social studies teacher Linda Tubach has received the CFT's highest honor, the Ben Rust Award. Tubach served as chair or co-chair of the CFT Labor in the Schools Committee for 20 years, coordinating its work creating K-12 labor curricula, training teachers, and making state social studies "labor friendly."

Tubach developed a contract negotiations simulation for high school students. She and colleague Patty Litwin brought the role-play lessons to classrooms throughout Los Angeles Unified in what became the Collective Bargaining Education Project. "With the role playing, students become involved and they become a militant collective," she said.

As a member of United Teachers Los Angeles, Tubach was a delegate to the Los Angeles County Federation of Labor, AFL-CIO, where she recruited more than 100 volunteer coaches for



Linda Tubach, center, celebrates with members of her local union, United Teachers Los Angeles.

the project. She said the project created a bond between L.A. Unified and the labor federation.

"I was able to combine my craft as a social studies teacher with union activity. We have really taken up the task of teaching people about labor."

In 2007, Tubach was appointed to a

Commission to revise the K-12 History/Social Science framework narrative, and almost achieved higher profile for labor content until Gov. Schwarzenegger terminated the process. While serving on the Speaker's Commission on Labor Education, she helped draft legislation declaring May as Labor History Month.

"I have been able to challenge students to think differently," Tubach said. "You can do this when you teach about labor this way. In California, we have the best schools in the nation for teaching about unions."

>To find curricula developed by CFT, go to cft.org>Member Services >Labor Education.

Tax champion Nancy Skinner named Legislator of the Year

Every year I carry my Don Quixote bill, the ones people say will never fly," Nancy Skinner confessed to delegates. Skinner, who represents the East Bay in the California Assembly, was at CFT Convention to receive the union's Legislator of the Year Award.

Skinner has successfully tilted at windmills that have provided big benefits for education. One levied sales tax on out-of-state retailers such as Amazon. Another pushed a 1 percent tax on the wealthy that inspired the Millionaires Tax and Proposition 30. She thanked CFT for holding out on the governor's first tax proposal and said Prop. 30 will provide twice the revenue for education.

"When I was in kindergarten," Skinner told delegates, "we were the envy of the nation, and now we are



Nancy Skinner, center, with Berkeley local union leaders Cathy Campbell, left and Paula Phillips.

the embarrassment of the nation, but not due to you. Today, when we will only give our schools crumbs, it is completely ridiculous to blame the rank-and-file teachers who show up

every day and provide the best for their students."

Her current Don Quixote project is AB2408, which would save the state hundreds of millions of dollars each

year by eliminating a tax giveaway that allows profitable corporations to claim cash refunds for taxes paid in previous years. Assessing her prospects, she said, "I'm not real optimistic, but you gotta try."

Skinner started early in electoral politics by winning a seat on the Berkeley City Council while still a student at UC Berkeley. Her work to restore state revenues began when she won the Assembly seat in 2008. "When I ran, I wanted to bring education back to what it was when I was a kid and reduce our expenditures on prisons."

When Skinner was handed the Legislator of the Year award, she acknowledged that lawmakers get awards from many groups but that this would be her greatest honor. "Thank you, CFT, for being bold. We need boldness."

Gregor Topin and Lori Kurtzman
teach at Ivy Academia Charter
School in Woodland Hills.



Educators at three charter schools choose AFT as their union

From a county jail to construction academy, charter workers are seeking union representation

SEEKING A LARGER VOICE IN THEIR WORKPLACES, *career stability and the power to better serve their students, teachers and counselors at three charter schools recently voted AFT as their union, and will have the benefit of belonging to well-established and effective AFT local unions.*

>>>Fourteen teachers at the **Architecture, Construction and Engineering Charter High School** in Camarillo “went union” in March because, according to English teacher Kayce Betzel, “We believed in our school’s mission and wanted a voice.”

Now in its third year of operation,

The charter teachers were organized by Oxnard Federation of Teachers and School Employees, AFT Local 1273 and already believe they have a larger voice at work, more unity, are more equal partners with administration and can better serve the best interests of their students.

Angeles Five Keys, the staff wanted less secrecy, more transparent communication from administration and input into workplace decisions.

Deiz is enthusiastic about taking on his union role. “Working at a jail is very stressful. It is important that we support one another because we

ency in administration decisions and a mandatory two-week notification before teaching assignments change.

With a union, Deiz says, “When we bring up things, administration works with us.”

>>>About 60 teachers and counselors at **Ivy Academia Entrepreneurial Charter Schools** organized into United Teachers Los Angeles. Ivy stresses academics and entrepreneurial skills at its three K-12 campuses in Woodland Hills.

The educators unionized for job security and because they were tired of “so many top-down decisions forced on teachers,” said Kelly Mancuso, an Ivy middle school teacher. “We need to focus on our students and be able to advocate for them without fearing for our jobs.”

Teachers were hired “at-will” and could be fired for no reason. They had no say when the administration imposed unpaid non-teaching duties. And after Proposition 30 passed, administration failed to restore imposed furlough days.

In negotiating their first contract, the educators are fighting for just cause and due process, job security, a reasonable probationary period, a fair



Ivy Academia faculty endorse union representation. The charter school teachers and counselors are now represented by United Teachers Los Angeles.

the school helps students explore construction-related careers through project-based learning and prepares them for college, apprenticeship and professional employment.

“We wanted to stay long-term and wanted workplace stability. In a charter school, there are no real rules, job security... no tenure. We had no representation, no salary schedule. We wanted to retain veteran teachers and attract new ones,” Betzel explains. Many of the teachers had taught in districts where they had a union. They wanted to bridge a growing lack of communication between administration and staff and saw the union as the best way to achieve this.

>>>At **Five Keys Charter School** in the Los Angeles County Jail, where inmates can earn a high school diploma or GED, more than 20 teachers will benefit from union representation and having a contract. The charter opened in August as a satellite campus of Five Keys in San Francisco County Jail where educators have a union and contract protections through United Educators of San Francisco.

History teacher Brendan Deiz is union steward for the new Los Angeles unit of United Educators. He came to Five Keys after working at a non-union charter school where, he says, the staff lacked a say. At the Los

“We wanted to stay long-term and wanted workplace stability. In a charter school, there are no real rules, job security... no tenure. We had no representation, no salary schedule. We wanted to retain veteran teachers and attract new ones.”

—Kayce Betzel, English teacher, Architecture, Construction and Engineering Charter High School

have to deal with so much. The union enables us to stand up for each other and ensure our working environment is healthy. It empowers us to do the best we can for our students.”

In their first contract negotiations, the Los Angeles Five Keys teachers gained summer breaks, more transpar-

professional development and evaluation process, limits on unpaid duties and the ability to speak for their students.

UTLA now represents more than 900 educators at independent charter schools in the Los Angeles area.

— By Mindy Pines, CFT Reporter

Pajaro members Francisco Rodriguez and Leah Sugarman with baby Esme.



Delegates to CFT Convention found time to have fun and network with colleagues.

Around CFT

CFT launches newly redesigned contemporary website

A FRESH NEW ONLINE face now welcomes CFT members and the public.

The redesigned website is more member-centered and user-friendly, easier to navigate with an improved organization of information, and contains comprehensive union news and a guide to union services and resources.

Under the Your Work menu, members will find the essence of the union's work — expanded coverage and resources for the EC/K-12, classified, community college and university divisions. Each Your Work section contains perennial resources and informa-



tion, plus a blog-style news feature.

In News & Publications, you can turn the pages of CFT publications with an online pdf viewer. Full social media integration allows you to share stories on Facebook and Twitter and by email.

As CFT evolves, so does the need for information and the website.

>Log onto cft.org and check out the new union website. Let us know what you think!

Mark your Calendar

Union Summer School is geared for emerging and veteran leaders who want to hone their skills. The week-long training being held **June 24-28** takes place at Asilomar Conference Grounds in Pacific Grove. Though classes are full, there is a waiting list. Learn more at cft.org>[Get Involved](http://cft.org)>[Training](http://cft.org).

Deadline for continuing college students to submit applications for the CFT Raoul Teihet Scholarships is **July 1**. Learn more and download an application at cft.org>[Member Services](http://cft.org)>[Scholarships](http://cft.org).

AFT TEACH, the national union's biennial professional issues conference will be held **July 22-24** in Washington, D.C. Learn more at aft.org.

Executive Council will be held **September 7** at the CFT Administrative Office in Burbank.

THE NEXT ALL-INCLUSIVE CFT WEEKEND will be **September 28-29** in Northern California. On Saturday, **September 28** the **Standing Committees** will meet from 10 am to 3:30 pm. **Division Councils** will meet from 4 to 10 pm. On Sunday, **September 29**, **State Council** is 9 am to 1 pm...all at the Oakland Airport Hilton.

AFL-CIO Quadrennial Convention, the nation's largest gathering of labor leaders will be held **September 8-12** at the JW Marriott Los Angeles L.A. Live. Learn more at aflcio.org.

AFT Civil, Human & Women's Rights Conference, the event for social activists, will be in California this fall. The conference is **October 3-6** at the Sheraton Los Angeles Downtown. Learn more at aft.org.

Classified Conference, the annual event for CFT's paraprofessionals and classified members will be held **October 18-20** at the Hilton Orange County in Costa Mesa. It's a three-day jam-packed conference with lots of professional learning opportunities and fun themed social events. Make plans to attend now. Learn more at cft.org >[Your Work](http://cft.org)>[Classified](http://cft.org).

Union Social

>>Remember to like [CFT](http://cft.org) on Facebook and if you tweet, follow us on Twitter. cft.org [f CFT](https://www.facebook.com/CFT) [@CAFedofTeachers](https://twitter.com/CAFedofTeachers)

Locals awarded Community Solidarity Grants

THE COMMUNITY SOLIDARITY GRANT program is part of the CFT Strategic Campaign Initiative that is designed to recruit, train, organize and mobilize a diverse cadre of leaders and activists throughout California. The campaign merges the union's political and organizing efforts in a comprehensive program that integrates the elements of quality research, policy advocacy, political engagement and strategic communications. In the Community Solidarity Grant program, organizations or coalitions designated by recipient local unions are given one-time grants to develop strategic relationships with labor, coalition or community partners, helping to build union presence in the broader community.

The following CFT locals have been awarded Solidarity Grants for partnering with organizations in their local communities:

AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges

Community partner: San Diego ACCE (Alliance of Californians for Community Empowerment)

Berkeley Federation of Teachers

Community partner: Our Family Coalition

Oxnard Federation of Teachers and School Employees

Community partner: CAUSE (Central Coast Alliance United for a Stable Economy)

Pajaro Valley Federation of Teachers

Community partner: COPA (Communities Organized for Relational Power and Action)

Peralta Federation of Teachers
Community partner: Oakland ACCE

San Francisco Community College District Federation of Teachers

Community partner: Chinese Progressive Association

State Center Federation of Teachers

Community partner: FIC-PICO (Faith in Community-People Improving Communities through Organizing)

>For application information, email State Affiliate Political Organizer Jessica Ulstad at julstad@cft.org.



Pre-K and K-12



Teachers talked about the Smarter Balanced Assessment program at the union's EC/K-12 Conference.

Why does Union City, New Jersey, matter in California? David Kirp says lessons learned in this Latino community offer a narrative of hope

Editor's note: In his new book, *Improbable Scholars: The Rebirth of a Great American School System and a Strategy for American Education*, UC Berkeley Professor David Kirp chronicles how a poor urban district transports Latino immigrant children into the education mainstream. In Kirp's words...

THE DOMINANT NARRATIVE is that public schools are hopeless bureaucracies, not really serving kids, with educators just serving their time. I spent a year in Union City, New Jersey. I went to classrooms. I saw some solid teaching, some good teaching and some really inspired teaching. I didn't see time-serving teaching.

I hung out in third grade, with mostly Latino kids preparing for a standardized test. I met community groups very connected to school.

Union City is four miles from Times Square, but you might as well be on a different planet. Unemployment is



Academic and policy consultant David Kirp was the keynote speaker at the CFT EC/K-12 Conference on May 3.

over 13 percent. It has a heavily immigrant population, mostly from Mexico, Argentina, Ecuador, Puerto Rico.

Three-quarters of the kids grow up with Spanish spoken at the dinner table. Maybe a third are here without papers, so they are living in fear that ICE will take them and their

nothing faddish or fancy.

They did have money; the courts had required districts to fund two years of preschool education. That's crucial, bedrock stuff.

These kids need a strong bilingual education. They need fluency in the home language then they transition to

teachers revise the curriculum.

The students are assessed regularly in addition to the annual state test.

They slice the data as to where the students' weaknesses are and use it to support teachers. Time is set aside each day for teachers to work together.

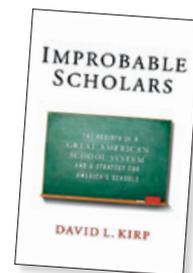
Parents are very connected to these schools. One rainy night, 90 percent of the kids had some adult show up at school. I know how hard it is to engage poor parents and I wondered, 'how did this happen?'

It happened because their community liaisons really are liaisons. They get people on the job list and the housing list. They get the parents to realize, 'you not only should do something, but you have to do something.' This is a system that sets very high expectations for everybody.

You watch the teachers, the principals at the schools. You just get this warmth, respect and trust. It boils down to one word — *trust* — building trust-based relationships. There is no secret sauce.

You can do a lot even with a little. The one thing that has to be in place is stability. The positive message here is: It's hard work, but this is what can be done if parents, administrators and community work together for the kids.

— Reported by Jane Hundertmark, Editor



GARY RAVANI
COUNCIL PRESIDENT

Un-Common Core

California is one of 45 states that have embraced the Common Core State Standards. An AFT poll of teachers in those states shows 75 percent support for the new standards, but fewer than one in three believe their state has provided adequate resources to teach the standards.

Most California districts lack the technological infrastructure to support the computer-based assessments that accompany the standards. The governor proposes \$1 billion for implementation, but the Department of Education says the full cost is \$2.5 to \$3 billion over two years.

Sacramento should heed Randi Weingarten's call for a moratorium on the high stakes linked to the tests: "That changes are being made without anything close to adequate preparation is...an abdication of our responsibility to kids, particularly poor kids."

"...you have a system of support for kids and parents that begins at preschool and ends at college. Nothing they did is unfamiliar to any educator with a pulse."

families. Twenty-five years ago, Union City schools were as bad as any other school with those demographics.

Here's why you want to pay attention to this place:

- Test scores are at or above the rest of the state.
- The graduation rate is 90 percent.
- Even for kids who come here as teenagers and can't write their names, the graduation rate is 50 percent.

How did they do it? There is no Michelle Rhee in this story, no one with a broom sweeping out the superintendent. You didn't have teachers being fired. You didn't have charters open. Instead you have a system of support for kids and parents that begins at preschool and ends at college. Nothing they did is unfamiliar to any educator with a pulse. There is

English. That's what linguists — not ideologues — will tell you. These kids are going to be truly bilingual.

The curriculum is developed by locals — teachers-turned-principals who studied what worked. Every year,

CFT stops Rhee's Students First gimmick

CFT MEMBERS MOBILIZED to defeat a Students First-supported teacher evaluation bill that restricted the bargaining rights of certificated employees. SB441 (Calderon, D-Montebello) required districts to unilaterally set four performance levels in evaluating teachers — excluding teachers from the process. Under current law teacher evaluation is a mandatory subject of collective bargaining.

CFT members contacted legislators on the Senate Education Committee. Testifying at the hearing, English teacher Chris Simenstad, from the San Rafael Federation, told the committee, "The best way to improve schools is to include teachers in the dialogue."

Alternatively, CFT-sponsored SB657 (Block, D-San Diego) promotes an evaluation law that involves teachers locally and provides useful feedback to inform classroom practice.

— By Mónica Henestroza, CFT Legislative Director



TOP: BOB RIHA, JR.



Federal cuts threaten cooking and gardening classes Berkeley community rallies to save famous kids' grow-it-yourself program

FACING A MASSIVE LOSS of federal funds, Berkeley Unified officials may yank an innovative gardening and cooking program up by the roots. The slash and burn tactics are drawing widespread community fire.

For about 15 years, the U.S. Dept. of Agriculture has taught low-income families about nutrition through school programs like the Network for a Healthy California. Congress, however, has revised its funding formula and California, which used to receive nearly a third of all USDA money, will lose about 40 percent of its grant. The funding for direct-to-kids programs like the NHC will be shifted to local health agencies to run publicity campaigns.

On May 8, hundreds of parent, student, faculty and staff supporters rallied outside the school board, then packed the meeting for a discussion of saving the NHC. The board is leaning toward a plan to provide \$300,000 per year in bridge funding until voters approve a parcel tax or find another source of revenue. A final decision is expected in late May.

The NHC is deeply rooted in Berkeley, from preschool to high

school. Pioneering local restaurateur Alice Waters was instrumental in cultivating the program at King Middle School, where her Edible Schoolyard Foundation is still involved. Today, about two dozen paraeducators at 14 of 18 schools teach students to grow produce and turn it into nutritious meals.



At Thousand Oaks Elementary, AFT Local 6192 members Daria Wrubel and Michael Bauce teach gardening and cooking, respectively, to about 450 students in 21 classrooms.

During a typical school day, Wrubel will teach everything from the lifecycle of sugar snap peas to the care and feeding of the garden's two chickens, Cinnamon and Sugar.

"I get to see students make their own connections. They watch the

familiar with if they had a hand with all the cutting and stirring to prepare it. In the 13 years I've been doing this, kids have become much more open to trying new things."

One of the NHC's unexpected benefits, he said, has been to strengthen students' families. "When we get the kids enthused about food, they take it home and spread it. We've heard that



All food grown goes into the cooking program. They built a wood-fired oven to cook 900 vegetarian pizzas a year with fresh tomatoes, basil and garlic, and canned 350 pounds of Roma tomatoes for pizza sauce.

Tsang's 13 chickens produce a steady stream of eggs and teachable moments for seventh graders studying animal development. "The eggs are used for cooking and the coop is a great source for composting. It makes for a healthy ecosystem here at school."

— By Steve Weingarten, CFT Reporter

PHOTOS BY SHARON BEALS



Daria Wrubel teaches gardening to more than 450 students at Thousand Oaks Elementary.

plants grow, then eat them and remember the growth cycle. They get a deeper understanding of where we fit in this world."

"When we get the kids enthused about food, they take it home and spread it. We've heard that many families now sit down and eat together much more than before." — Michael Bauce, cooking teacher, Thousand Oaks Elementary

Bauce has taught at Berkeley elementary schools since the cooking component of the NHC began in 1999. He teaches the same recipe for the two weeks it takes all 21 classrooms to cycle through his kitchen, using greens the students grow in the garden.

Bauce's classes are hands-on. "Kids are more likely to try food they aren't

many families now sit down and eat together much more than before. It's great for kids who were coming to school hungry and depressed."

Matt Tsang teaches everything from ecology to compost systems in the Willard Middle School garden to all 519 students in grades 6 through 8. Tsang teaches three to five classes daily. Students study in class for 20 minutes and work in the garden for an hour. There are also after-school gardening and cooking classes.

PAULA A. PHILLIPS
COUNCIL PRESIDENT

Quality education includes support for staff

For five years, administrators have responded to budget shortfalls by cutting classified employees. They don't see a downside because, in their minds, teachers are the direct link to students.

But as staffs shrink, more and more of the work we do is pushed onto staff who remain on the job, onto teachers, or goes undone. Either way, the result is that our students' education suffers.

Make no mistake: Society's growing economic gap is at the heart of lower student achievement in schools with a higher percentage of low-income students. Quality public education starts with providing all students the resources they need to succeed.

This includes adequate staffing and professional development, a tall order in tough times, but within reach if the economy rebounds and legislators show some political courage.

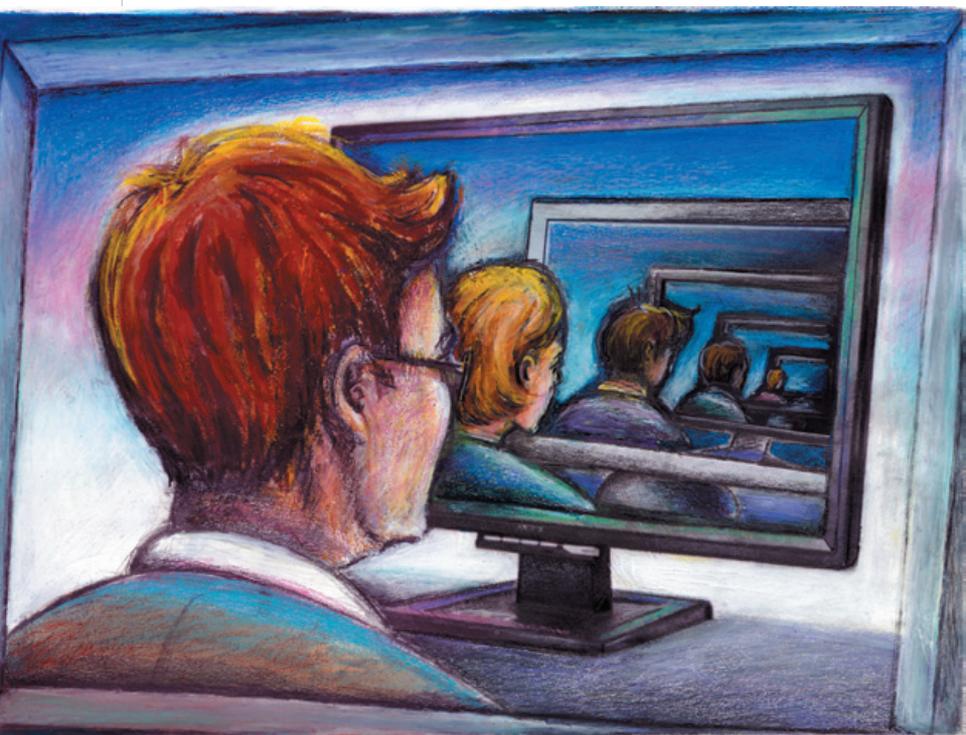


Community College



Kelly Mayhew speaks against MOOCs at CFT Convention.

Massive Open Online Classes threaten quality of education Low-cost educational alternative likely to widen digital divide



JIM MAHLER
COUNCIL PRESIDENT

Fear and loathing of ACCJC

The Association of Community Colleges and Junior Colleges is out of control, issuing a record number of sanctions in our state. While community colleges in California comprise 19 percent of those accredited nationally, the ACCJC has issued 64 percent of the sanctions nationwide, more than three times the rate of its counterpart associations.

Instead of focusing on learning, the ACCJC has become a modern Inquisition. The commission has issued sanctions for such violations as “not enough administrators” and “not enough money in reserves,” ignoring whether learning is taking place.

The CFT detailed how the ACCJC is failing to fulfill its mission in a 260-page complaint (see page 3) filed with the U.S. Department of Education, which will review the commission’s coming application for renewal. We will deploy all of our resources to ensure ACCJC does not become re-accredited.

MASSIVE OPEN ONLINE CLASSES

have been hailed by officials at the companies that run them (the three biggest are edX, Udacity and Coursera) as a way to provide access to classes at elite universities to everyone, but critics say that MOOCs — free online course with potentially thousands of students, many of them outside the United States — would undermine education quality, increase the digital divide and cost teachers their jobs.

Expressing skepticism, American University in Washington, D.C., recently announced a “moratorium on MOOCs.” And philosophy professors at San Jose State rejected a MOOC by popular Harvard professor Michael Sandel on “Justice,” saying it would be unjust to have students passively watch a computer screen rather than interact with a professor and peers, and that MOOCs undermine education. All the instructors in the department signed an open letter to *The Chronicle of Higher Education*

expressing their concerns.

“Let’s not kid ourselves,” they wrote. “Administrators at the CSU are beginning a process of replacing faculty with cheap online education.”

“It’s such an assault on the university as we know it,” said Rita Manning, a philosophy professor at San

skilling of academics, and people are concerned with the blithe insistence that a MOOC is the equivalent of a giant lecture hall,” he said. “I know people who have taught for 20 or 30 years and have never had a class bigger than 35. And it’s just an assault on the craft of teaching.”

“Contrary to what these companies are saying... they’re in it for the money. So you have a perfect storm of these outside vendors looking for ways to monetize these largely free products they’ve developed and our craven legislators looking for a way to fund education on the cheap.” —Kelly Mayhew, English professor, San Diego City College

Jose State. “All students need mentoring and that’s really important.”

Jim Miller, political action vice president of the AFT Guild and an English and Labor Studies teacher at San Diego City College, also doesn’t buy MOOC proponents’ line that they create access for all.

“Everybody wants to say it’s all about democratizing education, but really it’s designed to kick in the door for profit-making and a two-tier American higher education,” he said. “Affluent kids will still get a university education and middle class and working class kids can take a MOOC.”

Eventually, the companies offering these classes for free will start charging students for credit, says University Council-AFT vice president of organizing Mike Rotkin. In response to the argument that students going to a large lecture class might as well take a MOOC, he points out that lecture classes with smaller sections are very different than having thousands of students online at once. MOOCs leave no room for critical thinking or questioning, he said.

This means teachers would be glorified tutors, Miller says. “It’s the de-

We shouldn’t race to the bottom trying to replicate the most impersonal learning experiences, says Bob Samuels, president of the UC-AFT and a lecturer at UCLA.

Samuels pointed out that the completion rate for MOOCs so far has been extremely low — less than 10 percent. Samuels thinks MOOCs distract from important discussions in higher education.

“Instead of talking about real issues like student debt or problems of access or defunding, we’re talking about MOOCs,” he said.

Kelly Mayhew, an English professor at San Diego City College serves on a MOOC task force for her district and she says everything is shifting as the companies change their products.

“Contrary to what these companies are saying that they’re ‘not in it for the money,’ they’re in it for the money,” she said. “So you have a perfect storm of these outside vendors looking for ways to monetize these largely free products they’ve developed and our craven legislators looking for a way to fund education on the cheap.”

— By Emily Wilson, CFT Reporter



Mike Rotkin: Looking back on a career of activism

Seasoned union negotiator and former Santa Cruz mayor seeks new challenges

THE UNIVERSITY OF California may be forcing Mike Rotkin into retirement, but it can't force him into inactivity. Rotkin was chief negotiator for lecturers off and on for two decades, and a vice president for grievance, legislation, and now, for organizing.

"For many years," he said in running for his last term as vice president, "we focused on winning among the best labor contracts in the nation for contingent faculty and librarians. However, one cannot win concessions at the bargaining table if the university is being starved for state funds or spending the funds they do get on deeply misguided priorities."

Three years ago UC Santa Cruz closed down the Community Studies Program, and Rotkin finally retired after 38 years. The university probably regrets this, however, as it left Rotkin time to take a half-time job with his union, the University Council-AFT, helping to develop local skills in bargaining and organizing.

Developing political and union power has deep roots in Rotkin's life. He was 16 when he and his father, an activist in the Congress On Racial Equality, were arrested together protesting segregation in Baltimore.

He studied engineering in college,

"I helped open up city government to more democratic practices. We went from spending \$80,000 a year on social programs to \$2 million, and we surrounded Santa Cruz with a green belt, and didn't become a victim of urban sprawl." —Mike Rotkin, University Council-AFT

then took a year off and signed up in the Vista anti-poverty program. Working with migrant farm laborers in Florida, Rotkin "realized that poverty and racism are institutional," he says. "It made me question the basic way our society operates."

He went back to school, and began

organizing against the war in Vietnam. When his number came up in the draft lottery, he turned in his student deferment. At the induction center he made speeches to his fellow inductees, which got him declared a security risk.



Rotkin came out to Santa Cruz as a research assistant and never left, working first in the Model Cities Program, then as a lecturer the following year. In 1979 he also became a field studies

coordinator, developing placements for students, reading their field notes and connecting their work to social issues.

When UC lecturers and librarians won collective bargaining rights in 1978, Rotkin helped win recognition and the first contract. In place of the university's notorious rule that forced

lecturers to leave their jobs after teaching four years, the union won a provision that after six years, lecturers would get a renewable 3-year contract. When the university refused to implement it, he urged the union to fight.

"Before I knew it, they'd made me

"They can't capriciously abolish your courses... Of course, they can abolish your program, which is what they finally did with me."

chief negotiator. By 2003 we had open-ended continuous appointments — job security as long as the course is offered," he explains. "They can't capriciously abolish your courses, either. Of course, they can abolish your program, which is what they finally did with me."

When working two half-time jobs and negotiating the UC-AFT contract wasn't enough, he became a founding member of the socialist New American Movement, and in 1975 "we decided to stop just talking and go out into the community."

They organized a campaign around healthcare on the west side of Santa Cruz, where the community demanded a local clinic. His group decided to run him for city council to publicize the demand. "At the time, Santa Cruz was very conservative. No one thought we'd win, and we were

shocked when we did."

Rotkin served a total of six four-year terms, and was mayor five times. "I got fascinated with city politics, even the technical stuff, like how to kill weeds on the streets without pesticides," he says. Students in the community studies programs became part of the city's social services network.

"I helped open up city government to more democratic practices," he says proudly. "We went from spending \$80,000 a year on social programs to \$2 million, and we surrounded Santa Cruz with a green belt, and didn't become a victim of urban sprawl."

"If it's possible for a socialist feminist to get elected, or to have a union for some of the most vulnerable people in the university, then it's clear we can change things."

— By David Bacon, CFT Reporter

BOB SAMUELS
COUNCIL PRESIDENT

MOOC mania grows

At the National Education Writers Association conference, Massive Open Online Courses were the topic of much speculation and debate. U.S. Secretary of Education Arne Duncan affirmed that the jury is still out on this new model of instruction, yet he could see the day when the country's best algebra teacher would be teaching students across the nation online.

While Duncan does not think technology offers a magic bullet, some of his comments about MOOCs were disconcerting. He stressed that the administration's higher education focus is on increasing access, affordability, and degree completion, but offered no new specifics.

In this brave new world of high-tech transformation, liberal and conservative power brokers have accepted the push to trade in past forms of economic and institutional stability in favor of a future with radical individualism and privatization of public functions.





JANE HUNDERTMARK

LOCAL 1078 AND LOCAL 6192

Uniting for power... The faculty and classified AFT local unions in the Berkeley Unified School District rallied on May 8 before a district board meeting. With state funding to the district on the rise, educators say the district can provide more for its employees, especially since it is holding \$7.9 million in its ending fund balance. The workers are also trying to save the successful cooking and gardening program threatened by federal cuts to the Network for Healthy Californians. See page 13 for full story. See more pictures from the rally on Facebook.

Rank & Files

Bruce Neuburger, who teaches at the San Mateo Adult School and San Francisco City College, has written a book titled *Lettuce Wars: Ten Years of Work and Struggle in the Fields of California*. Part memoir, part history, Neuburger, a former farmworker, tells first-hand stories of organizing efforts, strikes and boycotts; the struggles for better wages and working conditions; and grower attempts to suppress worker unity. Learn more at lettucewars.net.

Kimberly Claytor and **Kent Wong**, both CFT vice presidents, were honored on May 9 with the Orange County Labor Federation's highest awards. Wong, director of the UCLA Labor Center and a member of the UCLA Faculty Union received the Lifetime Achievement Award. Claytor, president of the Newport-Mesa Federation of Teachers, was honored with the Cesar Chavez Leadership Award.

Mario Silano, a teacher at Five Keys Charter School located in the San Francisco County Jail and member of United Educators of San Francisco, was honored with the Tim Fitzharris Award, a statewide recognition given by the Chief Probation Officers of California to a non-probation employee who has made a significant contribution to the criminal justice system.

Annmarie Golsom, from the Salinas Valley Federation, **Annapurna Pandey**, from UC-AFT Santa Cruz, **Marina Heistand**, from the North Monterey County Federation, and **Julie Hanks**, from the Cabrillo College Federation were all named Unionists of the Year by the Monterey Bay Central Labor Council on April 19.

Lauri M. Mattenson, a teacher of writing at UCLA and member of the UCLA Faculty Union, launched a website (laurimattenson.com) with the theme, "Trusting the Body to Teach the Mind." The section "For Students and Educators" features profiles of diverse student contributions to classroom discussion.

LOCAL 6318

Carpentry instructors win back travel reimbursements... Teachers at the Carpenters Training Center for Northern California are celebrating an arbitration ruling that returns their mileage and meal reimbursements for travel to temporary assignments.

The teachers had been reimbursed for these expenses until the employer reversed its policy without negotiating the change with Local 6318, the Association of Building Trades Instructors. The employer said instructors would be reimbursed only for the miles that exceeded those

driven to normal assignments.

For welding instructor Jesus DeLaTorre, the unilateral change caused him to lose nearly \$8000 over 14 months because his temporary commute was fewer miles than his normal commute. DeLaTorre lives in Modesto and drives 90 miles to his normal assignment at the Fairfield training center. He was temporarily assigned to the Fresno training center, 89.5 miles from home.

The arbitrator ruled that the collective bargaining contract, standing policy and past practice, provide that instructors be reimbursed for mileage and meal expenses incurred while traveling to and from assignments other than their normal ones. The ruling applies to all instructors who accrued these expenses, retroactive to February 2012.

LOCAL 1521

Student success tastes sweet... Faculty and students in the culinary arts program at the Los Angeles community colleges catered the annual membership meeting and

Benefits and Retirement Conference hosted by the Los Angeles College Faculty Guild. More than 350 members attended the event held at Trade Tech College, where the highlight of the catering service was the ice sculpture of prepared by Chef Instructors Jerry Vachon, Steve Kasmar and David Scherer.

LOCAL 3581

Rescue lives up to its name...

When lay off notices went out in Rescue Union, a small K-8 district in the foothills of El Dorado County, the Rescue Union Federation of Teachers literally came to the rescue.

The union argued that laying off 14 teachers — about 8 percent of the teaching force — when the district had squirreled away an ending balance of 31 percent, was just plain wrong.

The union pushed back hard, and so did the community. Using television and radio to alert the public, and by holding public forums and inviting parent participation, the union convinced the district to rescind all 14 lay off notices.



COURTESY LOCAL 1521

Culinary arts faculty sculpted an AFT logo in ice for the annual membership meeting.