

California EDUCATOR

California Teachers Association October 2009 Volume 14 Issue 2



OUR UNION

IT ALL BEGINS ON PAGE 8

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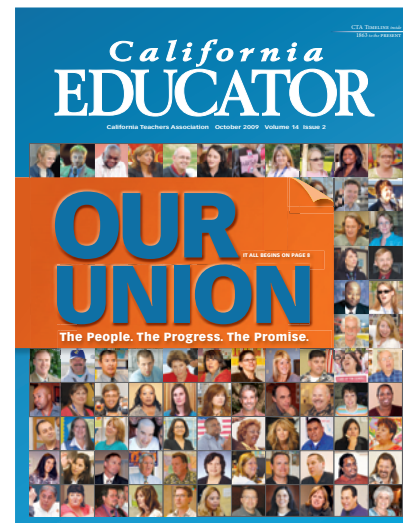
OCT. 2009

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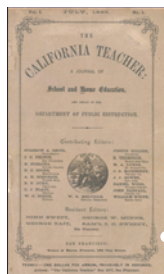


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¡Sí Se Puede! ¿Por Qué No?

BY CTA PRESIDENT DAVID A. SANCHEZ

When I think about being a member of our union, many thoughts come to mind. I think about my upbringing in rural Santa Maria and my parents, who were both educators and were very active in the teachers union. I remember how important the union was to them and how they worked together with other members, who were like an extended family. I think about our association's rich history spanning 146 years, protecting the rights of students and teachers and helping to build communities in California. And I think about each and every one of you, about how important each CTA member is and how vital all of our voices are to realizing the vision we have for improving public education.

CTA is a powerful force. We've shown that time and time again through the work we do with our students every day and through our efforts to improve the conditions of teaching and learning. As far back as the 1860s, we fought in Sacramento against segregation in schools — and we continued in this decade with our efforts in Washington, D.C., putting a stop to a flawed proposal to reauthorize No Child Left Behind. Had it not been for active CTA members, those great accomplishments, and a hundred other accomplishments over the years, might not have occurred.

The secret of our union's strength is our gathering together, sharing ideas that benefit our teachers and prepare our students for bright futures. That's one of the reasons CTA has launched a new organizing campaign that is aimed at engaging all members and building our union even stronger. CTA chapters will soon be conducting small organizing meetings across the state to understand how members really feel about public education and what we can do together to fix the problems facing our schools and our state. That information will help guide CTA as it moves forward through these chaotic times.

Recently, we discovered that our members' voices were heard regarding the federal government's rush to push through Race to the Top, which seeks to significantly tie teacher evaluations with student test scores. Because of CTA's actions and the voices of other educators across the country, U.S. Education Secretary Arne Duncan announced that his office needs more time before issuing the final regulations that states would be required to follow to receive funds. That delay was a direct result of our union's collective voice being heard.

One particular voice that has echoed in my head over the past few months has been that of CTA member Kathleen Crummey, who passed away this summer. Kathleen was an outstanding Hayward teacher for three decades, a labor leader, a community activist, and a force for justice. Her work for the betterment of teachers, students and her union was exemplary. She truly embodied the spirit of our union. Members like her allow us to see how each member holds the power to change and make a difference. They allow us all to see why we work so hard toward the common goal of protecting public education. With members like ours, the possibility of a better future is truly limitless.

I'm really proud to be a member of this great union. CTA's history has been marked by great achievements of individual members and by determination as a group to stand up for schools in the face of great opposition. CTA has been the bellwether of impressive and necessary cultural change that has helped to cultivate more harmonious and productive communities. Joining together, we can all build on that history of success and create a better California for our schools and our students. The continued involvement of each of us means a strong CTA we can all be proud of.

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¡Sí Se Puede! [Yes we can! Why not?], words inspired by César Chávez,
¿Por Qué No? encourage us to remember that, together, we can achieve great things.



WHAT'S NEW AT CTA.ORG

> Breast Cancer Awareness Month

Read CTA member Patti Perkins Carpenter's story of surviving breast cancer, and view helpful breast cancer prevention tips.
www.cta.org/community/other/Breast+Cancer+Awareness.htm

> Community Outreach Toolkit

Use this Community Outreach Toolkit to help build a plan to set up community involvement programs.
www.cta.org/community/Community+Outreach+Toolkit.htm

> Recent media coverage

Keep up to date on the continuous education media coverage occurring across the California.
www.cta.org/media/newsroom/Media+Coverage

> QEIA updates

Check for updates on the status of the Quality Education Investment Act.
www.cta.org/issues/current/QEIA.htm

> "One Care Now" 365 day video campaign

View clips from the "One Care Now" 365 day video campaign urging a major overhaul of the health care system in the state.
www.cta.org/issues/other/Health+Care+Issues.htm



"If it wasn't for the union, I wouldn't be teaching now. I am happy my union fought for me. I realize that your union looks out for you, like a big family."

Kamal Abdul Jabbaar, United Teachers Los Angeles

calendar	oct 2009	<input type="checkbox"/> Oct. 16-18 <input type="checkbox"/> Oct. 23 <input type="checkbox"/> Oct. 23-25	GLBT Conference, Palm Springs Incentive grants deadline for winter conferences CTA State Council of Education, Los Angeles
	nov 2009	<input type="checkbox"/> Nov. 13	GLBT Safety in Schools grant/scholarship deadline
	dec 2009	<input type="checkbox"/> Dec. 2-3	Secondary Literary Summit IX, Costa Mesa
	jan 2010	<input type="checkbox"/> Jan. 8 <input type="checkbox"/> Jan. 15-17 <input type="checkbox"/> Jan. 22-24 <input type="checkbox"/> Jan. 29-31	Deadline to enter César E. Chávez Awards Program Rural Issues Conference, Las Vegas Good Teaching Conference, Burlingame CTA State Council of Education, Los Angeles
	feb 2010	<input type="checkbox"/> Feb. 5 <input type="checkbox"/> Feb. 5-7 <input type="checkbox"/> Feb. 5-7 <input type="checkbox"/> Feb. 26-28	Deadline to apply for CTA Scholarship CCA Winter Advocacy Council Region 3 Leadership Conference, Costa Mesa Urban Issues Conference, San Jose
	mar 2010	<input type="checkbox"/> March 2 <input type="checkbox"/> March 5-7 <input type="checkbox"/> March 12-14 <input type="checkbox"/> March 26-28	Read Across America Equity and Human Rights Conference, Irvine Good Teaching Conference, Los Angeles CTA State Council of Education, Los Angeles
	apr 2010	<input type="checkbox"/> April 16-18 <input type="checkbox"/> April 23-25 <input type="checkbox"/> April 30	Region 4 Leadership Conference, Rancho Mirage CCA Conference/Spring Council and WHO Awards El Día de los Niños

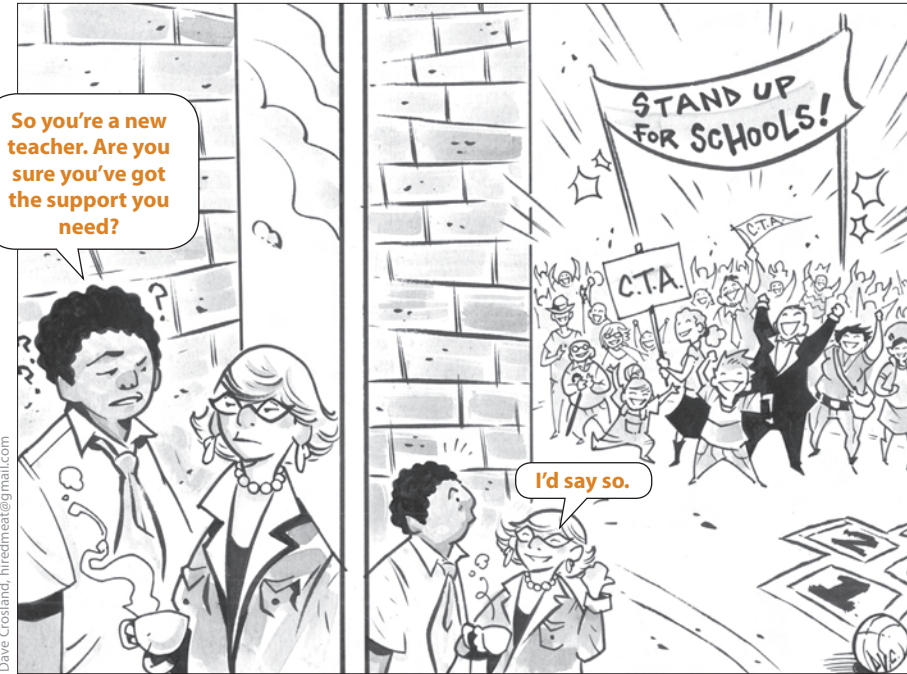
Corrections

In the September *California Educator*, the story "Beverly Hills ESP outraged over outsourcing" stated that ESP members of the Beverly Hills Education Association who work "a minimum of 19.5 hours a week" receive benefits. It should have read "a minimum of 20 hours a week."

And in the story "CTA creates new organizing campaign to set the stage for changes in Sacramento," also in the September *Educator*, Santa Barbara Teachers Association President Layne Wheeler was erroneously referred to as "she." The *Educator* apologizes to him.

Check out the new interactive digital version of California Educator online!
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Dave Crossland, hiredmeat@gmail.com

Send us your comments

Letters to the editor regarding stories appearing in *California Educator* may be sent via mail, fax or e-mail.

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Create a cartoon concept

We invite members to send in cartoon concepts for future issues of the *Educator*. All we ask is that your ideas deal with current events in education and captions are no longer than one sentence long. Please use the information above to send your cartoon ideas through mail, fax or e-mail.

LETTERS

TO THE EDITOR

Dear Editor:

I teach an Applied Child and Adolescent Development course at San Francisco State University. A majority of the students in my classes will become teachers in the K-12 public school system in California. In the June 2009 issue of *California Educator* I found an article on supporting critical thinking in the school environment. The article, "In the age of testing, can schools teach critical thinking?" was a great find as I was covering the NCLB initiative and the stress on teachers to teach to the test. Using the article in my class, I was able to show a holistic method in supporting a child in the way we know they learn best, by having personal ownership over their knowledge and ability. Not only did this article provide useful content and practical application for future teachers,

it also introduced them to a professional magazine they will be receiving as they become teachers in California schools. I commend *California Educator* for including such well-written articles on developmental issues with evidence-based practices for application.

Julie Law

San Francisco State University

Dear Editor:

Thank you for your article "In the age of testing, can schools teach critical thinking?" in the June *Educator*. I greatly appreciate the focus on critical thinking, but noticed ProCon.org was left out of your recommended resources. ProCon.org is an independent, nonpartisan, nonprofit charity whose mission is promoting critical thinking and informed citizenship. ProCon.



org has more than 20 websites on controversial issues ranging from the death penalty and immigration to alternative energy and the war in Iraq. Each website is free, has no advertising

and fosters critical thinking by providing quality research on a hot-button issue in an unbiased pro and con format. With schools facing budget shortfalls and teachers still wanting to provide students with life skills as well as test skills, we appreciate you publishing this letter informing readers that ProCon.org is available.

Kamy Akhavan

Managing Editor, ProCon.org



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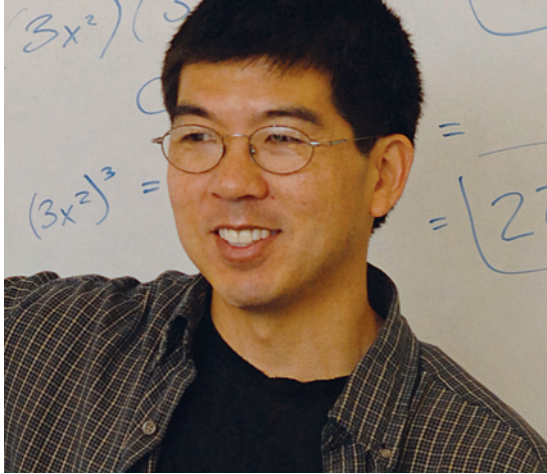


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NEA Member Benefits



Photos by Scott Buschman

CLOCKWISE FROM TOP: Campbell Education Association member Alison LaBouff; Alum Rock Education Association member Vince Iwasaki; East Whittier Education Association member Madeline Shapiro; Sunnyvale Education Association member Wendi Smith with student Josh Cohen; United Teachers Los Angeles member Kamal Abdul Jabbaar; Compton Education Association member Regina Tyler-Powell; and United Teachers Los Angeles member Dean Wood.

OUR UNION

“What does CTA mean to you?”

See page 13 

“I want members to understand the power created when we gather together as one voice,” says CTA President David A. Sanchez. “Because of our union, each of us can be heard.”

Over the past 100 years, American history has been filled with battles for equality in the workplace. In the first half of the 20th century, popular literature offered Upton Sinclair’s *The Jungle* depicting squalid conditions in the meat-packing industry, and John Steinbeck’s *The Grapes of Wrath* describing the degradation of itinerant crop workers. The American people listened to the haunting voices in those two great works and were moved to help. The history of the labor movement has seen times of bitter conflict like the strikes on the San Francisco waterfront in 1934, where longshoremen pressed for reasonable treatment and fair wages, and times of patient, nonviolent struggle, like César Chávez’s lifelong effort in the latter half of the century to defend weary, mistreated farm laborers. And through it all, the voices of California educators were present as well. The California Teachers Association — established in 1863 as the California Educational Society — has from the beginning been highly vocal in its stand against the neglect of our state’s children. In 1866 ed-

ucators’ voices resounded in Sacramento and were heard, resulting in the establishment of free public education for children in California. Their voices were heard again a year later when they denounced the practice of segregating African American and Asian students in separate schools and won public funding for schools that educated nonwhite students. The California State Teachers’ Retirement System was created as a result of action by the association in 1913, one of the few guaranteed pensions in the nation at the time. Again and again CTA has led reform efforts ranging from child labor protection in 1915 to defending a female teacher’s right to marry in 1927 to winning the right to collectively bargain a fair contract with employers in 1975. Few of these great events would have ever occurred without the individual voices of our members, who came together at various points in history and chose to take a stand and be heard as a collective. And today those same voices from all of us — each of us — can still be heard. They must be. >>>

Educators are getting involved with CTA & union work

written by Mike Myslinski

Nicole Bourbeau has taught for 11 years but got involved with her union for the first time this year after the San Jacinto Teachers Association in Riverside County won a grievance filed on her behalf over an involuntary transfer.

Her advice to teachers thinking about union work? “Do it. Don’t wait to be involved in a grievance,” she says. “We need your support. We need to know how teachers are feeling.”

Bourbeau holds a master’s degree in teaching technology and is her chapter’s communications coordinator. She is revamping the chapter’s website and starting a newsletter using tips she learned in August at CTA’s week-long Summer Institute training for 1,000 teachers. Her sister and two brothers-in-law are teachers in Los Angeles Unified.

The union movement swept her up once she saw hundreds of colleagues getting pink slips this past spring. “I feel for other people,” she says. “I had gone to union rallies. But this year, I said I want to be part of it.”

Her husband Brett, a high school teacher, attended Summer Institute with her and took the Emerging Leaders track, which offered a crash course in labor history, strategies and

priorities. He was formerly a vice principal in the Perris Unified High School District and is now on the teachers’ negotiating team for the Perris Secondary Education Association.

Seeing so many local school cuts inspired him to get involved. “There are no supplies for students or teachers,” he says. “Last year we had to buy a lot of our own paper.”

He is even planning on running for the school board in his wife’s San Jacinto district.

In San Bernardino County, spouses Michael and Kim Smith are both school site reps and members of the organizing team for Adelanto District Teachers Association. They have been active with their union for about two years.

During CTA’s Pink Friday statewide day of protest in March, the couple joined several other chapters in the high desert for a demonstration in Bear Valley on the I-15 freeway, wearing pink, holding protest signs and enjoying the friendly honking of passing motorists

CTA from 1863 to the present

CTA has fought for students’ rights to quality public education time and again over the course of our 146-year history. And many of the rights taken for granted today by school employees — fair dismissal, the retirement system and bargaining — happened as a result of battles waged by CTA members.



CTA founded as California Educational Society by Superintendent of Public Instruction John Swett with fewer than 100 members, all male.

1863

CTA’s first legislative achievement establishes free public schools for all children in California.

1866

CTA is the only major organization in California to denounce the practice of segregating African American and Asian American students in separate schools. CTA fights for and wins public funding for schools that educate nonwhite students.

1867



The organization’s name is changed to the State Teachers’ Association, though it is essentially a regional organization based in San Francisco.

1875



More than 340,000 workers nationwide take part in May Day strikes and demonstrations calling for an eight-hour work day. American Federation of Labor (AFL) founded.

1886



TOP LEFT: Perris Secondary Education Association member Brett Bourbeau and San Jacinto Teachers Association member Nicole Bourbeau, spouses, talk about getting involved with the union.

TOP RIGHT: Myndi Hardgrave, vice president of the Hanford Secondary Educators Association and the Tulare/Kings Service Center Council chair.

sympathetic to the cause of stopping teacher layoffs.

Union work for them also meant attending Summer Institute this year and learning about how to improve diverse school cultures from speakers in a track on the CTA-sponsored Quality Education Investment Act (QEIA), the 2006 law that provides nearly \$3 billion in extra resources to 499 targeted lower-performing schools. Their schools are not QEIA sites, but they feel the team-building and other methods used in the training will be helpful for organizing at their schools.

“It was a learning experience for me,” says Michael, a 12-year teacher who wants to inspire Los Angeles area students who migrated to his Mesa Linda Middle School in Victorville to look beyond their troubled urban roots and see the value of going to college.

“We just felt this was something we could take back to our school sites,” says Kim, in her 13th year of teaching at Victoria Magathan El-

ementary in Adelanto.

Kim hopes other colleagues see that doing this work means improving public schools and protecting teacher salaries, benefits and the profession. “If they don’t do it, no one else is going to.”

In San Jose, math teacher Vince Iwasaki took a different path to union work. He disagreed a few years ago with his union, the Alum Rock Educators Association (AREA), when it opposed the idea of a longer school day without extra pay at his small collaborative school, the Renaissance Academy of Science, Art and Social Justice.

When it became clear that the change could be used districtwide as a precedent affecting all teachers, Iwasaki saw the light and sought to get involved. Today, he is chair of the AREA organizing team and strongly believes that union work ultimately helps students by using the bargaining table to increase student learning and win improvements that help recruit and retain more educators.



After pressure from unions, Congress declares first Monday in September to be Labor Day and a federal holiday.

CTA wins state Supreme Court ruling on “fair dismissal” law.

After filing for incorporation in 1907, the California Teachers Association is consolidated with a statewide governance structure. Four regional entities, now called sections, retain autonomy in electing officers and representative councils. Later, two more sections (Central Coast and North Coast) are added. Control of the association begins to shift from administrators to classroom teachers.

Ella Flagg Young, the first woman president of NEA, presides at annual NEA convention in San Francisco.



CTA leads state funding fight to establish community colleges.

At CTA’s urging, free textbooks are printed and distributed at state expense.

California State Teachers’ Retirement System is created by legislation after CTA State Council calls for a statewide teacher pension system in 1910.

CTA leads efforts to outlaw child labor and enact other legal protections for children.

CTA membership reaches 7,224.

CTA photo by Mike Myslinski



“We need to think of the union as an advocacy organization for kids,” Iwasaki says. “In protecting teacher rights and public education, we do advocate for kids. Unions are also the only power we have to take a stand” against those who want to destroy public education.

In the nearby Campbell Union High School District, it wasn't hard for Westmont High School teacher Alison LaBouff to see how she might fit in.

“I like to get involved,” the fourth-year educator says. “There were two openings on the bargaining team for our Campbell High School Teachers Association. I just thought that would be very interesting. And I'm not afraid of confrontation.”

After taking CTA bargaining training, LaBouff bargained two contract cycles, including one that took 18 months but

won retroactive salary increases of 2.24 percent. No animosity with the district has surfaced since, and she hopes to keep it that way as negotiations begin for a new contract this fall.

She began her union work in her first year of teaching and urges all younger colleagues to consider doing the same. “I wanted to learn about how the district was run. This is the way to do that.”

At times, there are challenges when it comes to connecting with members and getting them to feel a part of the union.

“It's sometimes difficult to get people to understand that they are the union and that they don't just belong to an organization,” says Myndi Hardgrave, vice president of the Hanford Secondary Educators Association and the Tulare/Kings Service Center Council chair.

“Sometimes I'll hear people say ‘the union did this’ or ‘the union did that’ — like they don't realize they are the union,” says Lisa Ellis, a history instructor and Victor Valley College Education Association member. “They don't realize if they don't like what is happening, they can make it different. In order for

Ways to get involved

- > Become a school site representative for your chapter.
- > Join a protest rally.
- > Attend regional Service Center Council meetings.
- > Run for the position of local delegate to the CTA State Council.
- > Join your chapter's organizing or bargaining teams.
- > Write articles for a chapter newsletter.
- > Take advantage of union training conferences.
- > Help design your local union's website.



CTA wins legal victory when state Supreme Court rules that a school board cannot fire a female teacher simply because she got married.

Congress passes the National Labor Relations Act establishing the right of workers to organize and bargain collectively — but it excludes teachers, public employees and agricultural workers.

Congress passes the Walsh-Healy Public Contracts Act specifying minimum wages, eight-hour days, the 40-hour week, and elimination of child labor.

CTA is the only “mainstream” organization in California to protest against internment of Japanese-Americans at the beginning of World War II.



CTA sponsors Proposition 3, which guarantees schools \$120 per student in ADA from the state and a minimum teacher salary of \$2,400.

CTA membership surpasses 42,000.

AFL merges with Congress of Industrial Organizations to form AFL-CIO.

1927

1935

1936

1940s

1946

1947

1955

What does CTA mean to you?

OPPOSITE LEFT TO

RIGHT: Adelanto District Teachers Association members and husband and wife Michael and Kim Smith. Victor Valley College Education Association member Lisa Ellis. Education support professional and Potter Valley Classified Association member Duval "Sam" Phillips.

that to happen, we need to increase public awareness and educate our membership. Often politicians and the media blame unions. But it's the unions that help people earn a fair wage and live better lives. More people should know that."

In Mendocino County, education support professional Duval "Sam" Phillips is a utility maintenance worker in the Potter Valley Unified School District, where he was the grievance officer before becoming president of the Potter Valley Classified Association.

NEA recently flew him to Washington, D.C., for a focus group on student bullying. The invitation reminded him of CTA's affiliation with the 3.2 million-member NEA and all of its resources.

"By working in the union, you learn about resources," says Phillips, a member of the Round Valley tribes and an advocate for Native American issues and for special education students. "You learn you can call on CTA at any time — and that's impressive. A lot is happening in education in California. We all need to have a bigger voice." ❖

Photos by Scott Buschman



I think it's teachers working for teachers and taking care of teachers. If we have an issue, we can talk to each other, and if we have a problem, our union people work with us to help us solve our problems. The union stands up for us.

Debra Vittore, Mariposa County Teachers Association
Fourth-grade teacher, year 8



It's about negotiating good things for teachers and support professionals, like benefits. It's about fighting for good salaries. It's about fighting to protect these things when our district tries to take them away from us.

Madline Cabading, United Educators of San Francisco
Paraeducator, education support professional



To me, CTA means support and networking. CTA is an acknowledgment of what I do as a teacher, and it is an organization that says we are important. To me, that's the most important thing about being a member of CTA.

Maya Escudero, Gilroy Teachers Association
English and CAHSEE prep, year 4



CTA is about ensuring equity for all children. It's about developing competent professionals and supporting new teachers with literature and the Internet, and offering new information to present fair-minded discussions about issues of importance that are happening statewide and nationally.

Susan Seyan, San Jose Teachers Association
First-grade teacher, year 3



CTA is about camaraderie and sharing a common vision of how our students should be learning, irrespective of their grade level. CTA is the voice for what students really need, because we are the professionals and the ones who know what is best for our students.

Venetta Cormier-Walker, San Lorenzo Education Association
San Lorenzo Adult School, year 5



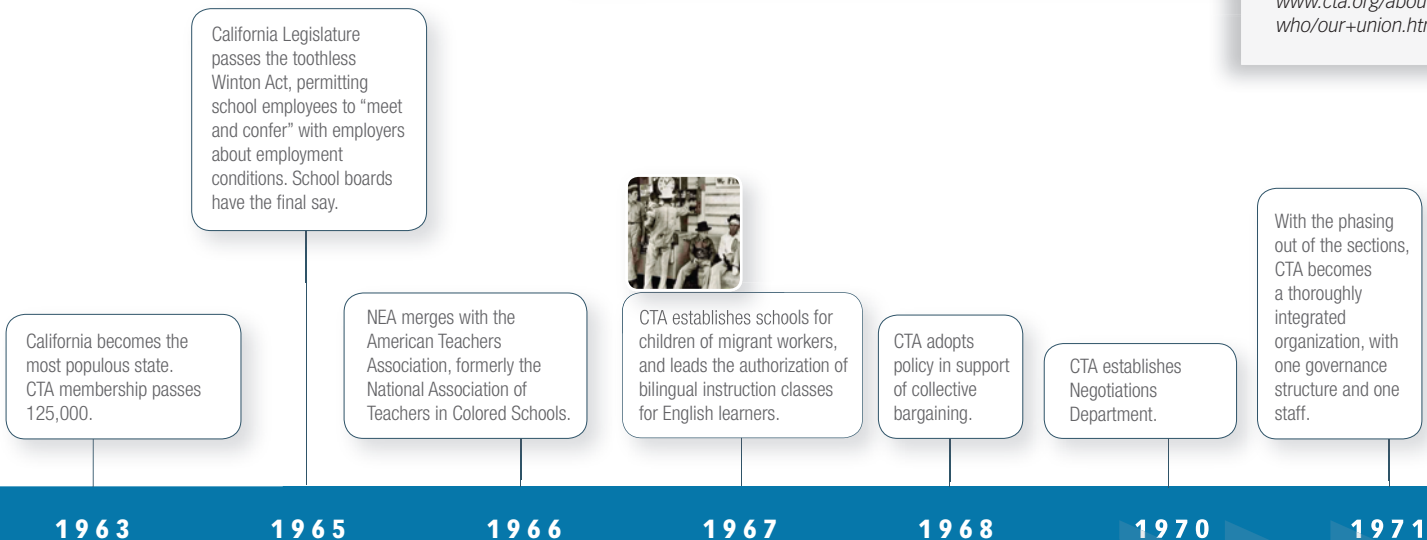
"CTA is about giving information to teachers about their career path opportunities and making people aware of what they can do and how to implement that."

Chance Carrico, Student CTA
Student at CSU Stanislaus

interview by Sherry Posnick-Goodwin

Visit us online

CTA officers talk about what CTA means to them.
www.cta.org/about/who/our+union.htm



Building partnerships helps reform efforts

written by Sherry Posnick-Goodwin

United Educators of San Francisco President Dennis Kelly recently chatted with U.S. Secretary of Education Arne Duncan about how to improve education. “Reform isn’t something to do to us,” Kelly told the nation’s top education official. “It is something to do *with* us.”

CTA’s partnerships and willingness to work with others — administrators, parents and community members — have helped many schools narrow the achievement gap. In fact, successful schools have a “shared vision” between administration and teachers that promotes a collaborative working relationship, according to the EdSource report “Similar Students, Different Results.”

“Partnerships are about relationships,” says CTA President David A. Sanchez. “Partnerships are inclusive. They allow us to share resources and develop joint projects to improve education. We are always better working together than working alone.”

Enemies of public education frequently describe teachers unions as being obstacles to reform efforts. But nothing could be further

from the truth. Here are some of the ways CTA members are actively engaged in reform — and collaborating with others — to improve teaching and learning.

Quality Education Investment Act

Many of California’s schools of greatest need are benefiting from extra funds to help boost student achievement from the Quality Education Investment Act (QEIA). Goals of the program include reducing K-12 class sizes; having qualified teachers in all core subjects; increasing the number of credentialed counselors in high schools; establishing a districtwide teacher quality index to ensure equitable distribution of teacher experience; and quality training programs and time for collaboration. Funding stems from a court settlement of a lawsuit CTA and the state superintendent of public instruction filed to compel Gov. Schwarzenegger to pay back to public schools all funding mandated by Prop. 98 — the state’s minimum funding guarantee for public education. QEIA funding cannot be postponed or modified without court approval, and efforts to do so could subject the governor to contempt of court charges. Approximately 500,000 students in 499 schools in the lowest deciles of the state’s Academic

Performance Index receive QEIA funding.

CTA has offered numerous trainings throughout the state for members, administrators, parents and other stakeholders to discuss the important role of school site councils in regard to QEIA, budget and collective-bargaining issues, strategies to improve professional development and other key issues.

“I think using this money for Program Improvement schools is great,” says Regina Tyler-Powell, a Compton Education Association (CEA) member who teaches at McKinley Elementary School, a school that receives QEIA funds. “It’s nice that CTA is continuing to assist schools that need help.”

To make the best possible use of QEIA funds, CEA members are meeting with district administrators, parents and classified employees.

Institute for Teaching

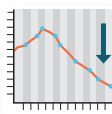
CTA’s Institute for Teaching (IFT), a program that is an arm of the CTA Foundation for Teaching and Learning, has been responsible for many innovative programs that assist schools of greatest need, reform high school education and increase awareness of the importance of school readiness and voluntary preschool. IFT also has formed a part-



Legislature passes the CTA-sponsored Rodda Act, making K-14 school employees the first public employees in California to win collective bargaining rights.

CTA pushes collective bargaining bill through the Legislature, only to have it vetoed by Governor Ronald Reagan.

Virtually every CTA chapter files for recognition as the exclusive representative of local educators. In less than 18 months, 600 of 1,000 locals statewide secure bargaining rights — an unprecedented feat in labor history.



Proposition 13 is passed, eliminating local control of school districts by transferring all funding to Sacramento. Prop. 13 also adds two-thirds supermajority vote requirement for passing taxes to the state constitution.

CTA leads passage of SB 813, which provides significant additional revenue for California schools through equalization of revenue limits and new categorical programs. This bill also provides more rigorous graduation requirements, longer school day and year, and higher beginning teachers’ salaries. It also establishes statewide model curriculum standards.

Thousands of teachers receive layoff notices as a result of Prop. 13. Continuing program cuts lead to annual layoffs.

1972

1975

1977

1978

1980

1983

nership with the Sacramento-based Parent/Teacher Home Visit Project, which uses home visits to build parent engagement in schools. Programs are the result of fundraising and grants from the Bill and Melinda Gates Foundation, the David and Lucile Packard Foundation, the James Irvine Foundation and others.

“Instead of looking at our schools as something broken to be fixed, IFT encourages teachers, administrators, school board members and community leaders to take a close look at their schools and classrooms to find out what’s working well and to use that information to make changes in our schools,” says CTA Vice President Dean Vogel. “We think this is one approach that will make a difference.”

In an effort to reduce the dropout rate, IFT recently conducted student and parent interviews at seven of the state’s lowest-performing high schools to find out what strategies are successful. Based on 800 interviews, IFT found that the following factors drive a culture of success: focusing on the future; strengthening the work ethic; expanding family-school relations; and moving to a learning-centered environment.

The Education Coalition

CTA has long played a leading role in putting together the Education Coalition, which represents more than 2.5 million parents, teachers, school board members, school employees and administrators. Coalition members have worked together to protect schools from devastating cuts and to protect Prop. 98 — the minimum funding guarantee for California schools.

Along with CTA, the coalition represents the California State PTA; the Association of California School Administrators (ACSA); the California Association of School Business Officials (CASBO); the California County Superintendents Educational Services Association (CCSESA); the California Federation of Teachers (CFT); the California School Boards Association (CSBA); the California School Employees Association (CSEA); and the Service Employees International Union (SEIU).

The Education Coalition has for many years been a crucial force in shedding light on the dire situation of school funding in our state. Despite being the seventh largest economy in the world, California still ranks 47th in the nation for per-pupil spending. And as

Continued on page 37

We win!



Two decades of CTA ballot victories

Election	Proposition	Description
1988	98	Passed Minimum School Funding Law
1993	174	Defeated School Vouchers
1998	226	Defeated Attack on Union Involvement
1998	1A	Passed \$9.2 Billion School Construction Bond
2000	38	Defeated School Vouchers
2000	39	Reduced 2/3 Vote Requirement to 55% on School Bonds
2004	55	Passed \$12.3 Billion School Construction Bond
2005	74	Defeated Attack on Teacher Due Process
2005	75	Defeated Attack on Union Involvement
2005	76	Defeated State Spending and School Funding Limits
2006	1D	Passed \$10.4 Billion School Facilities Bond



CTA drafts and wins passage of Proposition 98, which guarantees a minimum portion of state money to fund K-14 education. The passage of Prop. 98 firmly establishes CTA as a political force to be reckoned with.

NEA becomes the nation's largest union.

Nine-day strike by UTLA wins important reforms and professional respect.

Thousands of teachers and citizens mobilize to defeat Proposition 174, a school voucher initiative.

CTA wins Class Size Reduction law for K-3 classrooms after massive media and lobby campaign.



CTA files lawsuit (*CTA v. Gould*) against the state to protect Proposition 98 and wins largest settlement in the country against a state government, providing \$540 million to schools in 1996-97 and more than \$1 billion in succeeding years.

CTA membership reaches 270,000.

CTA leads defeat of an initiative that would have restricted how unions participate in political campaigns and silenced member voices.

CTA wins passage of a \$9.3 billion statewide school bond.

1985

1988

1989

1993

1995

1996

1998

Harvard labor leader: Teachers unions help public good

We had a chance to sit down with ELAINE BERNARD, executive director of the Labor and Worklife Program at Harvard University, and discuss some of the exciting changes and challenges facing teachers unions in California and the rest of the country. Here's what she had to say.

interview by Sherry Posnick-Goodwin

CALIFORNIA EDUCATOR: Is this a new era for labor and unions?

BERNARD: Definitely. We have elected a new president. Obama understands the value of labor and unions and comes from a background of community organizing. Community and organizing are what labor and unions are all about.

What about public support?

Over the past 10 years, the percentage of Americans who are not in unions but who support unions has grown to more than 50 percent. Among people who do not belong to unions, a majority now say they would vote to join a union in their workplace if they had the opportunity. That tells us that in spite of a sustained campaign by big business against unions for many decades, workers recognize the need for a voice in the workplace.

Has there been backlash against teachers unions?

Education and the public sector are the most densely organized [highly unionized] sectors within our economy. Unions in education have given teachers a voice not only in their workplace but in shaping the education sector. And specifically, teachers unions have fought to maintain education as a public good and prevented our public schools from becoming simply another business. I think there has been a concerted campaign by business leaders who say things like, "What would teachers know about education? Better leave it to politicians." But what they're *really* thinking is, "How dare workers organize!"

What's the biggest accomplishment of teacher unionism?

Public education is still strong, even with business pushing for vouchers and privatization. There have been all sorts of attempts to undermine public education,

but that hasn't happened because of the power of teachers, united with voices in the community and the voices of parents. Because the education sector is so well organized, teachers have prevailed. By contrast, the health care sector has not been as well organized, which is why the costly, inefficient private sector prevails and health care is a business rather than a public service.

Are unions still relevant?

Unions are especially relevant in times of crisis, because it is in the interest of all Americans to make sure that the next generation is an educated, productive, knowledgeable group who will be looking after us in our old age. Having a thriving economy is based on having an educated, high-quality workforce with an economic strategy of sustainable growth that is green, not wasteful, and which is geared to meeting people's needs. The current economic crisis in America is a testament to the limitations of our private sector management. When workers have a voice, good things happen. Economists talk about "voice versus exit." Nonunion teachers have no



After a massive mobilization effort with more than 10,000 CTA members attending a rally in Sacramento, public schools receive \$1.84 billion.

CTA members defeat a second voucher initiative, Proposition 38.

CTA launches an effort to draw attention to the challenges facing lower-performing schools and to bring more resources to them with the Schools of Greatest Need Bus Tour across the state.



CTA wins passage of a \$12.3 billion statewide school bond.

CTA wins passage of a \$13 billion statewide school bond.



CTA members lead a broad coalition effort with other public sector labor unions to defeat Governor Schwarzenegger's initiatives that would have cut school funding, destroyed teachers' due process rights and silenced the voices of public employees. Efforts include two major rallies at the State Capitol and Pershing Square in Los Angeles that draw over 30,000 people.

CTA files a lawsuit against the state to get back all money owed to schools under Proposition 98.

State budget deficit of more than \$35 billion results in cuts of nearly \$2 billion for schools.

“Among people who do not belong to unions, a majority now say they would vote to join a union in their workplace if they had the opportunity.”

*Elaine Bernard, Executive Director
Labor and Worklife Program, Harvard University*



Photo by Scott Buschman

voice or influence in the workplace, so they exit when they are unhappy. In schools where teachers have a voice, they roll up their sleeves and work with others to improve things.

Why are newer teachers sometimes unaware of the value of unions and the empowerment that comes from belonging to them?

A union isn't just an organization that you join. A union is "collective action" with others. You need to *experience* a union to fully appreciate its value. It takes a while for new teachers to get involved. New members think of the union as other people, but only when they start to gain some experience and get involved in the

union do they realize that they are the union. The challenge for CTA and local chapters — and it's a very big challenge — is to give new members some experiences and activities to allow them to learn about their union. President Obama learned years ago in Chicago that the best way to build a community is to organize people around issues of concern to them, and take action to change things.

Why are unions good for us?

Democracy has to be something more than

electing rulers every two or four years; it needs involvement by citizens every day. In a democracy workers have a right — indeed a responsibility — to make their voices heard and to participate in collective decision-making on a daily basis. So in a sense, unions are the premier democratic institution in our society. ♡

Read more about CTA's rich history at www.cta.org/about/who/our+union.htm.

CTA wins its Prop. 98 lawsuit against the state and passes the Quality Education Investment Act, which uses the proceeds from the lawsuit settlement to fund proven reforms at lower-performing schools.

CTA wins passage of a \$10.4 billion statewide school bond.

CTA extends membership to Education Support Professionals, welcoming about 5,000 school paraprofessionals, office workers and custodians to the CTA family.



CTA members successfully mobilize to stop the harmful Miller-Pelosi reauthorization proposal for the Elementary and Secondary Education Act (the so-called No Child Left Behind Act). The proposal would have placed more emphasis on test scores, created new sanctions for struggling schools, and eroded employee rights.



Nearly 11,000 CTA members receive pink slips in March. In April, the CTA officers embark on a six-week statewide "Cuts Hurt" bus tour to focus attention on the governor's proposed cuts. The tour culminates in a CTA Lobby Day at the State Capitol in early May. CTA's actions reduce layoffs to 5,000.

As the state budget crisis unfolds, schools are hit with massive cuts. More than 27,000 educators receive pink slips. CTA stages Statewide Day of Action on "Pink Friday," March 13, and launches the "Stand Up for Schools" website. With CTA's help, the number of layoffs is reduced to 17,000. In late July, due to CTA's efforts, the Legislature reaches a budget agreement that will restore \$11 billion of Prop. 98 funding in future years.

Labor solidarity agreement brings chapter gains

written by Frank Wells

On May 21, the Inglewood Teachers Association voted to become the 11th CTA chapter to join its local central labor council and affiliate with the powerful national union, the AFL-CIO. Two days later members of the Los Angeles County Federation of Labor joined ITA members for a massive weekend precinct walk that helped propel three ITA-endorsed school board candidates to victory in the June election.

ITA's move came out of a 2006 Labor Solidarity Partnership Agreement between NEA and the AFL-CIO, which allows NEA local chapters to voluntarily affiliate with the AFL-CIO and with their local labor council. So far 18 NEA chapters have affiliated, the vast majority coming from California.

"This was a natural move for us," says ITA President Aisha Blanchard-Young. "We had worked closely with labor in the past on issues like blocking a Wal-Mart superstore that

would have undermined the local economy, and along with CTA we've been very active in supporting the Los Angeles area hotel workers as they have struggled to unionize."

Blanchard-Young says the support has been mutual. Hotel and restaurant workers from UNITE HERE — many of whom are parents of students in Inglewood — have come to school board meetings and ITA rallies to show their support. "Inglewood is a working-class community, and that community was facing an unresponsive school board just as we were," she says. "It was natural to join together and work to get a school board that will be accountable."

Shortly after Inglewood's application was submitted, the San Diego Education Association followed suit. CTA's second-largest local had a long history of mutual support with local labor, going back at least as far as the successful multiday strike of 1996. "Labor has been with us as long as I can remember," says SDEA President Camille Zombro. "During the strike we had teamsters and other labor bringing us doughnuts and other food, and labor leaders spoke at our rallies." Zombro credits the San Diego and Imperial Counties Labor Council with an election win that changed the majority and the direction of the SDUSD board. "Everyone benefited — educators, students, community, and labor. In fact, the new board has passed a labor agreement ensuring living wages are attached to school bond projects."

Like Inglewood, SDEA had some internal debate about the place for educators in the house of labor. "Some members expressed concern that their issues aren't our issues, and vice versa," says Zombro. "But I think that's a learning process. Most of our members really understood our history with local labor and the mutual benefit of a solid partnership." SDEA is now the largest NEA chapter participating in the agreement.

The Rialto Education Association was the first CTA local to affiliate, and had sought to do so years before the solidarity agreement allowed it. "Rialto is a community with a high

rate of union membership," says REA President Bill Hedrick. "We were looking for ways to build more substantive relationships with our students' parents and the community in which they live." Hedrick cautions that labor councils are somewhat different than a local chapter rep council, especially given that they are comprised of so many individual organizations themselves. "Multigroup democracy can sometimes get a little complicated, but nurturing these relationships is worth it."

CTA President David A. Sanchez's own local chapter, the Santa Maria Elementary Education Association, affiliated last year. "CTA chapters have worked for years with local labor," observes Sanchez. "The solidarity partnership agreement is a powerful option for our members to more closely join forces with labor on many of our common issues. Quality schools, health care, budget cuts, taxes — these issues affect everyone."

Additional CTA chapters participating in the affiliation agreement are the Oakland Education Association, the Hayward Education Association, the Hartnell College Faculty Association, the Fremont Unified District Teachers Association, the Eastside Teachers Association, the San Leandro Teachers Association, the Los Angeles County Education Association, and the Mt. Diablo Education Association. United Teachers Los Angeles and United Educators of San Francisco have dual affiliations with CTA and the California Federation of Teachers.

The agreement expires in December. NEA and the AFL-CIO are already discussing how to extend the agreement. "At the end of the day it brings teachers the benefit of more close alignment with labor and their community," says Hedrick, "and it allows labor the benefit of working more closely with educators. Everybody wins." ✦

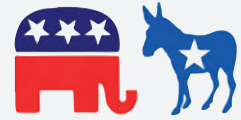
For more information on the AFL-CIO/NEA affiliation process, visit www.aflcio.org/aboutus/jointheaflcio/nea.cfm.

How to affiliate with AFL-CIO



The affiliation process involves an application from the local chapter to CTA, where it is reviewed, and if approved, forwarded to NEA for final

submission to AFL-CIO. Under the current agreement, affiliation is with the local labor council and the national AFL-CIO, with state affiliation optional. The per-member dues amount varies, depending on the local labor council amount, but the total is generally less than a dollar a month per member. Once affiliated, locals have full rights and responsibilities as members of their central labor councils.



Politics? Of course

OUR MISSION: The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

Supporting human rights is a proud CTA tradition

written by Sherry Posnick-Goodwin

Supporting civil and human rights for all students, teachers and members of society is not new to CTA. It was among the first organizations to denounce the practice of segregated schools, to call for the passage of child labor laws, and to oppose the internment of Japanese-Americans during World War II. None of those causes were popular during their time, but CTA took a stand because it was the right thing to do.

Union members marched with César Chávez as he fought for the rights of farm workers. At the same time, CTA helped to establish schools for children of migrant workers, and in 1967 led the authorization of bilingual instruction classes for students still learning to speak English.

CTA opposed a ballot initiative in 1994 that would deny undocumented immigrants social services, health care and public education, and in 1996, CTA opposed Ward Connerly's initiative that abolished affirmative action in California colleges.

The association came out early against the Briggs initiative, California's Proposition 6 in 1978, which would have banned gays and lesbians from working in California's public schools.

CTA weighed in on marriage almost a century ago. One of CTA's radical victories came in 1927 when the state Supreme

Court ruled that a school board couldn't fire a female teacher simply because she got married.

More recently, in November 2008, CTA State Council of Education voted to oppose Proposition 8, the initiative that eliminated equal marriage rights for one group of Californians.

"Our mission statement says we will do our best to create a more equitable and just society," says Myndi Hardgrave, vice president of the Hanford Secondary Educators Association and the Tulare/Kings Service Center Council chair. "This is clearly a human rights issue. We would have been remiss not to get involved."

The stance generated headlines and controversy. Some CTA members disagreed with the decision. Some members were grateful because they continue to face prejudice, discrimination and even hate crimes for who they are. Other members supported the decision for the betterment of public education, because their students continue to be bullied, harassed, assaulted and, sadly, even killed at school on the basis of their sexual orientation.

"I don't believe anyone should be discriminated against," says Travis Nelson of the Fairfield-Suisun Unified Teachers Association. "I am proud to belong to a union that supports equal rights for everyone." ❖

In the beginning, CTA fought primarily for members to receive better salaries and working conditions. But CTA has expanded its role as an advocate and watchdog for public schools, which have come under increasing attack.

Carolyn Doggett, CTA's executive director, disagrees when others say that the association has stepped outside its bounds by getting involved in political issues at the state and national levels.

"People always ask: Why is CTA involved in politics?" says Doggett. "It's simple: We want to make things better for our schools and our students. And like it or not, we are greatly affected by the decisions made in Sacramento and Washington, D.C., as well as in local school boards. Unions exist because members can be stronger collectively than individually. Because of CTA, educators' voices can be heard."

A trend has occurred in public education over the past decade turning our schools into testing factories and using the results to portray them as "failing." At the same time, significant amounts of education funding have been siphoned off for unregulated charters and privatization. What's more, large corporate tax loopholes are drying up education funding in the Golden State.

"Over the years, we, as an organization, have had to become more visible," says CTA President David A. Sanchez. "In some ways, we have become both the watchdog and the savior of public education. We have assumed these roles because we care about the students we teach and the future of California."

Some in the education community are applauding our expanded role.

"The growing number of mandates and non-educators enforcing them make teachers unions more critical than ever," says Diane Ravitch, a research professor at New York University, in an online article for *Education World* about why teachers unions are needed more than ever. "Unions need to ensure that teachers' influence on curriculum and practices is not further eroded."

Ravitch, a senior fellow at the Hoover Institution and the Brookings Institution, believes that teachers unions must advocate for schools because scripted programs and drill-and-kill instruction designed to increase test scores are undermining teacher expertise and are no longer allowing teachers to do what they think is best for the students in their classrooms. And that hurts our students, at times robbing them of a well-rounded education.

Sherry Posnick-Goodwin

Unjustly accused or harassed?

CTA has your back

written by Sherry Posnick-Goodwin

"I'll never forget the support I got from CTA," says Wendi Smith. "Up until that point I hadn't attended one single union meeting. My feeling was that I didn't want to get involved. I didn't think it would look good. I didn't see the purpose of the union and never thought I would need its help."

Smith was selected Teacher of the Year twice in the Sunnyvale School District. She had stellar evaluations and got along well with her administrators. She had heard stories about CTA defending members falsely accused of wrongdoing, but never thought it could happen to her.

But that changed when she worked on campus during one weekend in 2006. She spent the day "catching up" in her classroom at Fairwood Elementary School. Other teachers were also on campus.

Shortly thereafter, she was told that a file had been deleted from the school's computer system, she was being blamed, and her punishment was suspension for 15 days without pay. There wasn't a shred of evidence linking her to the act.

"I was shocked," she recalls. "I just couldn't believe I was being blamed for this just because I had been on the campus that weekend. It didn't make sense."

CTA rushed to her defense and filed a grievance, charging that disciplinary action was being invoked against Smith in retaliation for "protected" activity — or voicing an opinion. In 2004 she had spoken before the school board and organized a parent meeting, questioning the superintendent's decision to move her principal to another site in the middle of the year. And in 2005, when the new principal planned on changing grade level assignments, Smith spoke out against that.



Photos by Scott Buschman

Wendi Smith
Sunnyvale Education Association

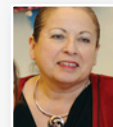
The union was not able to prove retaliation was the motive — and lost in arbitration. But that didn't halt the fight. Fellow Sunnyvale Education Association (SEA) members protested the decision and went to the media. They asked parents to speak in support of Smith at school board meetings. Eventually the district settled with her and dropped all charges. The principal resigned, along with the human resources staff member behind the decision. The superintendent also has left. Smith now teaches at Cherry Chase Elementary School and is trying to put the three-year ordeal behind her.

Today Smith serves as SEA vice president pro tem and is also the association's elementary school director. When she attended her first NEA Representative

Assembly and heard the slogan "An injury to one is an injury to all," she realized that it applied to her own situation as well.

"That was the stance CTA and my local association took with me. It didn't matter that they didn't know me. They knew I was injured and came to my support, no questions asked. They were here for me and gave me emotional support and encouragement. It was difficult to go through this. But I'm lucky — I have found a family." ❖

Visit us online



Read more about two other members — Rohnert Park-Cotati Educators Association Kathy Torres and United Teachers Los Angeles member Kamal Abdul Jabbaar — who were harassed and wrongly accused, in our expanded online edition at www.cta.org/about/who/our+union.htm.

THE NUMBERS SAY "UNION, YES!"

92% Percentage of U.S. union members with access to retirement benefits, compared to 67 percent of nonunion workers.

92% Percentage of U.S. union members with access to medical coverage, compared to 70 percent of nonunion workers.

82% Percentage of U.S. union members with employer-provided paid sick leave benefits, compared to 63 percent of nonunion workers.

2,695,062 Union members in California as of July 1, 2009, an increase of about 131,000 in one year.

26% Percentage of California union members who work in education.

57% Percentage of California public-sector workers who are unionized, compared to 11 percent of California private-sector workers.

32% Wage advantage for union women: Median weekly earnings for U.S. union women are 32 percent higher than for nonunion women (\$809 vs. \$615).

Sources: AFL-CIO "The Union Difference" fact sheet, January 2009; UCLA Institute for Research on Labor and Employment, September 2009 report, "The State of the Unions in 2009: A Profile of Union Membership in Los Angeles, California and the Nation"; National Education Association "Ranking of the States" data released in January 2009

Teaching unionism

“What is a labor union?”

written by Sherry Posnick-Goodwin

The question, posed by social studies teacher Dean Wood to his 12th-graders at Drew Medical Magnet High School in Los Angeles, draws mostly blank stares.

“It’s a place where they treat workers bad. It’s a place where people are overworked,” one student ventures.

If this urban classroom is any indication, there is a great deal of work to be done when it comes to educating tomorrow’s workforce — and the general public — about the importance of the labor movement and what it means to be part of a union. But Wood is up for the challenge.

He calls on another student, who informs her classmates that unions protect the rights of workers. Her teacher beams his approval before talking about union benefits, contracts,

negotiations, mediation and arbitration — and last but not least, strikes. Everyone, it seems, knows what a strike is.

Students are then divided into groups of three and asked to create their own labor unions. They are told to choose workers from an industry that is both legal and moral. Then they must write slogans and mission statements for their unions and create a list of ten demands they would like met.

“Be creative, but keep your demands reasonable,” Wood tells his students. “Working 20 hours a week for a \$100,000 salary is not reasonable.”

One group mulls over forming a union to represent students. Wood reminds them that students are unpaid and thus ineligible to join. A trio of girls who take dance class together decide to represent dancers. Another group opts to represent immigrant day laborers, explaining that this group is often taken advantage of.

“Do you know anybody in a union?” Wood asks. Most students shake their heads no and only a few raise their hands.

“Lots of people you know are in unions,” says

BELOW: United Teachers Los Angeles member Dean Wood conducts a lesson on unions with his 12th-graders at Drew Medical Magnet High School.



Photos by Scott Buschman

Wood. “I’m in the California Teachers Association and also a member of United Teachers Los Angeles. When you leave here, I want you to interview a family member or friend who belongs to an organized labor union. I want you to find out what union they belong to, what the union does for them, and why they joined a union.”

After interviewing a union member, students must research the union their interviewee belongs to and write a paper that explains that union’s history, goals and tactics.

“Find out how this union benefits the workers it represents,” says Wood. “How does it get information to workers? What techniques does it use to gain leverage on behalf of the workers it represents? Have these techniques proven to be effective?”

Wood admits that he goes above and beyond the state standards when it comes to teaching his students about unionism. But he feels it’s too relevant to just gloss over.

“It’s an important subject, and I think they learn more from having to do a bit of basic research. It will help them in the future. They will learn about earning a fair salary, decent working conditions, and that if they join a labor union, someone is there to protect them.”

Wood reveals that he has another ulterior motive: His students will report to the class on their findings and, in the process, learn about various career opportunities available to them after graduation.

“When I teach about unions, I’m honest and keep my own personal bias out of it,” says Wood. “But when they ask questions, I explain about the good things my union does for me.”



CTA State Council of Education

Democracy in action

written by Mike Myslinski

Two extraordinary CTA political victories 17 years apart helped define the union forever as a major player in California politics and a champion of public education. These successful ballot box battles began as they all do, with the direction given by rank and file delegates elected to CTA's State Council of Education.

Passing Proposition 98 in 1988 to guarantee minimum funding for schools and community colleges put CTA in a

OPPOSITE: CTA Secretary-Treasurer Gail Mendes, President David A. Sanchez, and Vice President Dean Vogel, at State Council in May.
BELOW: During a protest in April 2008 at State Council in advance of the CTA's statewide "Cuts Hurt" bus tour launch, 200 State Council members held up mock pink slips representing the 18,000 educators who received layoff notices.

league of its own, thanks to the hard work of thousands of members. Defeating Gov. Schwarzenegger's three dangerous initiatives in the 2005 special election inspired younger teachers to get involved, says State Council delegate Terri Jackson, who represents United Teachers of Richmond.

There was a lot on the line in 2005, and Council delegates met the challenge, Jackson says. "The buck really stops with the delegate. This victory was the height of being the 'relentless political machine' that Pete Wilson called us. People who were not involved until then got fired up because of 2005."

Jackson is one of 755 democratically elected delegates to State Council, which meets four weekends a year in Los Angeles to make vital decisions affecting our 340,000 CTA members.

Delegates serve three-year

terms. Elected in their assigned districts across the state by secret ballot, most teacher delegates represent either one larger chapter or several smaller ones. Other delegates represent higher education, education support professionals, Student CTA members and retired educators.

The ratio of members to delegates is 447, so a larger chapter may have more than one delegate. Council delegates elect the CTA president, vice president and secretary-treasurer, the 21 members of the CTA Board of Directors, and the numerous members of Council committees.

CTA policies, election priorities and positions on legislation are brought to the floor of Council for a vote by the body after members on 18 Council committees weigh the issues and make recommendations about new



CTA photo by Mike Myslinski

Terri Jackson
United Teachers of Richmond



or old business items submitted by the Board of Directors or rank and file members.

“There is always a lot of lively discussion,” says Jackson, who is vice chair of the critical Political Involvement Committee (PIC) of Council. She has shared many victories with the PIC chair, Gayle Bilek, over the past nine years. Also involved at Council for nine years before he was termed out in May was Rick McClure, past chair of the vital Financing Public Education Committee.

Since 2000, CTA has beaten back a school voucher initiative, won passage of three statewide school bonds totaling \$35.7 billion, and created a \$60 million CTA war chest to oppose the governor’s three well-funded initiatives in November 2005. These measures would have cut school funding, destroyed teachers’ due process rights, and silenced the political voices of all public employees in the state.

“Our union is there to support us as



CTA photos by Dave Earl / Carpenter

teachers,” says Bilek, who is also president of the Templeton Teachers Association in San Luis Obispo. “I have seen it. That’s what the whole Council process is about. It really is representational.”

Along the way, Council has protected Prop. 98 again and again from attempted raids by the governor and lawmakers, says McClure, who is also president of the Ontario-Montclair Teachers Association.

“I think CTA has been very successful over the years in protecting Prop. 98,” he says, noting that this summer’s budget agreement includes a restoration over several years of \$11.2 billion owed to public schools under Prop. 98.

Lynne Formigli served nine years on Council, sat out one year, and is now back for more union work. She is one of two delegates representing United Teachers of Santa Clara in Silicon Valley and sits on Council’s Curriculum and Instruction Committee.

Since 2000 State Council has guided CTA to:

- Beat back a school voucher initiative.
- Pass three statewide school bonds totaling \$35.7 billion.
- Create a \$60 million CTA war chest to oppose November 2005 ballot measures that would have harmed public education.

“Council is made up of human beings, so it’s not perfect,” she says. “But we are a very effective organization.” ✦

Members can always read the latest “Council Decides” summary of the last State Council meeting in the My CTA section of www.cta.org.



Collective bargaining

The right to a good contract

written by Mike Myslinski

For educators in California, their union contract should be as vital as their student gradebook or lesson planner. It's a critical document that's the culmination of the collective bargaining process. Understanding it and how it came about is critical to understanding how a local CTA chapter impacts its members' professional life in profound ways.

At least once every three years, sometimes more often, the union and the school district sit down to negotiate the terms for working in the district. CTA has more than 1,000 chapters across the state, and educators in each chapter bargain a contract defining the issues for all members of the bargaining unit: teachers, librarians, counselors, and all certificated staff.

Bargaining law levels the playing field. Teachers sit down as equals with administrators, and both sides start the process with initial proposals. Even without today's harsh economic climate, where many California school districts hit with cuts are trying to reduce health care benefits and salaries and impose

furloughs or worse, the bargaining process has shown that teachers are willing to push back to protect their profession and their compensation.

Several studies show that collective bargaining in public schools improves student learning. In January of this year, a report by PACE (Policy Analysis for California Education) on bargaining in school districts concluded that "many school boards and unions have used the flexibility inherent in contract negotiations to create inventive and targeted solutions for specific district problems." It looks at the benefits for students and teachers of a local parcel tax ballot proposition passed by United Educators of San Francisco, the Quality Teacher and Education Act of 2008. The Proposition A parcel tax includes "differential rewards" for teachers in certain areas, such as hard-to-staff schools, and was the result of negotiations between UESF, San Francisco Unified and the school board. (The PACE report is posted at <http://gse.berkeley.edu/research/pace/reports/PB.09-1.pdf>).

"Educators — and their unions — have a solid track record of supporting policies that boost achievement for most students, and policy makers should view teachers unions as partners in the education reform process, not

adversaries," concluded a 2002 study by Indiana University Bloomington.

The Harvard Graduate School of Education concurred in a 2005 study titled "The Effects of Collective Bargaining on Teacher Quality." The study said students are the winners at unionized schools because teacher quality can be better: "On the whole, it appears that collective bargaining has the potential to influence teacher quality. With a focus on what induces strong candidates into the classroom, what helps teachers become more effective once on the job, and what sustains them over a long-term career, collective bargaining could play a central role in increasing teacher quality."

Some districts have embraced what is known as "interest-based" bargaining — a model that's generally less stressful than in other districts and can be effective if all parties have a sincere desire to make it work. The East Whittier City School District and the East Whittier Education Association (EWEA) successfully used this method earlier this year to reach an agreement.

In interest-based bargaining, the parties brainstorm to find a "win-win" solution that doesn't start with specific bargaining proposals. The focus is on developing mutually beneficial agreements based on the interests of the parties — the needs, desires and concerns important to each side. The goal is to keep the conversation flowing and avoid "stopping points."

"We started it last year and are pretty happy with it," said Madeline Shapiro, immediate past president of EWEA. "Instead of being adversarial, we all sit down together and talk about our

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CTA photo by Mike Myslinski

LEFT: Hayward Education Association President Kathleen Crummey, who passed away in July, is shown here during the April 2007 10-day strike by the Hayward Education Association.



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The family that organizes together... Three generations of union involvement

They protest together to demand adequate school funding. They hold CTA leadership positions together, working to improve conditions for teachers and students. And they support each other in the classroom, at home and on the campaign trail.

Meet the Vaughns — where teaching and unionism are part of the DNA.

“Becoming a teacher and joining the union was always a ‘given’ in our family,” explains Carrie Vaughn, an eighth-grade science teacher and member of the Teachers Association of Norwalk-La Mirada. “It was assumed that we would join CTA and that we would be involved.”

She has served as her school’s site rep for two years, defending the rights of her colleagues, even though she is still a probationary teacher. She attended the 2007 NEA Representative

Assembly in Philadelphia, even though she was not a delegate.

Her sister, Christy Marquez, teaches middle school language arts at Hollydale K-8 School and is a member of the Teachers Association of Paramount (TAP). She has been teaching for 10 years and is known for being outspoken about teacher rights at her school.

Mom Kathy Vaughn is also a TAP member, with her classroom right next door to daughter Christy, and previously served as Hollydale’s site rep. She has attended several NEA Representative Assemblies as a delegate. Dad is Dan Vaughn, former secretary-treasurer of CTA, who recently became the Santa Clarita UniServ executive director. Dan’s brother, Larry Vaughn, is the president of TAP, and his cousin, Ane Miller, is also a TAP member and teaches at Hollydale. Glen Vaughn, father of Dan and Larry, retired

from teaching in 1986 after 35 years in the classroom.

“There are no slackers in this family when it comes to activism,” says Kathy Vaughn with pride. “Everyone does their share.”

That includes sticking up for teacher and student rights in their school communities, throughout the state and at the national level.

“We all went to Sacramento together to protest cuts in education in 2001 and had a blast,” recalls Kathy Vaughn, who is working on her doctorate degree at Claremont College. “We took the bus there, and the atmosphere reminded me of the ‘60s, because we were rabble-rousing for an important cause. And our family went to a CTA protest together in Pershing Square in 2005. Everything went very smoothly at these events because teachers were in charge. But we teachers organize field

trips all the time.”

Glen Vaughn, 80, attends protests whenever he can. He has become so outraged over cuts to public schools that he has successfully commandeered the microphone away from organizers on more than one occasion — sometimes to rousing applause — making impassioned pleas to save public education.

“Conditions have gotten much more difficult over the last few years in public schools,” says Glen Vaughn. “The union fights for the rights of students and for the rights of teachers. The union fights to get rid of No Child Left Behind, which has been a disaster for our schools. And there is going to be more fighting in the future because of the budget crisis. Unfortunately, California is in a lot of trouble.”

“I am proud of the fact that we are a teaching family,” says Dan Vaughn. “We have public education in our blood and are



LEFT: Nearly all of the Vaughns turned out for this Sacramento rally to ask then-Gov. Gray Davis for more school funding. From left: Dan Vaughn, Santa Clarita UniServ executive director and former CTA secretary-treasurer; his wife, Kathy Vaughn, a member of the Teachers Association of Paramount (TAP); Dan’s father, Glen Vaughn, a retired teacher; Dan and Kathy’s children, Phillip Vaughn, a contractor, and Christy Marquez, a member of TAP; and Dan’s brother, Larry Vaughn, TAP president.

all working together to make sure that our members — and students — are protected.”

Growing up union

Both Carrie and Christy say they initially resisted following in the family footsteps and joining the teaching profession. But destiny and heredity won out.

“I fought the idea in college,” says Carrie. “I wanted to make more money. But then I started really reflecting on what I wanted, and realized the only thing that would make me happy was being a teacher.”

“I would always say no, I wouldn’t become a teacher, even though everybody else in my family was a teacher,” relates Christy. “But then somebody asked why, and I didn’t know why. Eventually I decided that it was what I always wanted to do.

But we were never pressured and our family was very supportive of us.” (They have a brother, Phillip, who is a contractor.)

As youngsters, the Vaughn children thought everyone’s parents had summers off, and were surprised to learn that was not the case. One of the first Vaughn family vacations was attending the NEA Representative Assembly in Miami — followed by a trip to Disney World.

“I’ll never forget being a kid and seeing 10,000 teachers at the RA,” says Christy, who is still awed by the memory. “I had never seen so many teachers in my life. It was very powerful, even then.”

Both girls say unionism was a frequent discussion topic at the dinner table, which imbued them with a sense of defending



ABOVE: CTA President David A. Sanchez and retired teacher Glen Vaughn.

teacher and student rights and sticking up for the underdog.

“My parents were always talking about how politicians make rules and set standards, even though they have no experience in the classroom and don’t take child development into account,” says Christy. “The union allows our voices to be

heard and empowers teachers to fight for change.”

“I remember my dad was always going to meetings,” recalls

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Human Rights Awards nominations for 2010

January 8 is the deadline to nominate candidates for the 2010 CTA Human Rights Awards Program, which recognizes members, chapters and CTA Service Center Councils for exemplary leadership in human rights and equity issues.

The goal of the awards program is to promote the development of programs for the advancement and protection of human and civil rights within CTA and its local affiliates.

Categories for individual CTA members include the CTA Member Human Rights Award; the Jim Clark American Indian/Alaska Native Human Rights Award; the César Chávez "Sí Se Puede" Human Rights Award; the Lois Tinson Human Rights Award; the Nancy Bailey Leadership in Lesbian and Gay Issues Human Rights Award; the Pacific Asian American Human Rights Award; the Physically/Mentally Chal-

lenged Students' Issues Human Rights Award; the Women's Issues Human Rights Award; and the CTA Peace and Justice Human Rights Award. Nominees must be active members. Categories open to chapters and Service Center Councils include the CTA Chapter Human Rights Award and the CTA Service Center Council Human Rights Award.

Nominations must be submitted on the official CTA form, which is available at www.cta.org in the members-only section, as is information about the criteria for each category. Copies of the criteria and the form have also been sent to chapter presidents, Service Center Council chairs, State Council reps and CTA caucus chairs for distribution.

To download the official CTA nomination form, visit: www.cta.org/mycta/profession/awards/hr.

Generations

Continued from page 27

Carrie. "When I started going, I realized that the union was about like-minded people joining together because they believe in the same cause. CTA offers a sense of community — but it's a progressive community, where the emphasis is on improving public education."

"I have developed really good friendships with people through union networking," Carrie adds. "I know that if I need something, I have many, many people I can turn to and ask for help. It's not just limited to my school or even my district. Heck, I've

got people throughout the whole state that can help me."

"I guess in our family, being in the union is just like cereal and milk," says Kathy Vaughn. "You don't think twice about it."

Perspectives differ among the generations

"My dad wasn't particularly involved in his association [TAP], but I remember him saying that being a member of the union is very important," recalls Dan Vaughn, past president of the Downey Education Association. "I think my generation was more active and out there. Seeing the injustices done toward

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Taking a Stand

Fremont members hold town hall meeting

Teachers in Fremont and around the state are learning that union organizing is more powerful when it includes organizing their entire community around understanding the impact of massive budget cuts.

Caught up in the same troubles caused by state education cuts that have hurt school districts in the Bay Area and across the state, Fremont Unified School District teachers organized a town hall meeting in September to warn their community about the impacts from \$20 million in cuts this school year.

Their answer? A possible parcel tax rescue option in 2010.

Teachers in Sacramento and Riverside counties were also planning to hold town hall meetings this fall to make the public school cuts real to local media and parents.

“This crisis isn’t about something our school board did — it’s about the billions of dollars in education cuts made by the Legislature this year,” says Brannin Dorsey, president of the 1,800-member Fremont Unified District Teachers Association. “The loss of our smaller class sizes alone is disastrous for our students and teachers. The town hall meeting was about protecting quality schools in Fremont for years to come.”

Educators in the 32,000-student district are part of the

Fremont Education Coalition of educators, administrators, school board members and parents working together to find ways to make ends meet during this difficult school year. Cuts forced all school employees to take furloughs that equal a pay cut of 2.67 percent this year, and most kindergarten class sizes soared from 20 to 30 students. School library and counselor staffs were slashed, as was prep time for elementary teachers.

In addition to discussing the parcel tax during the meeting, teachers pressed for an end to the requirement that a two-thirds vote of the Legislature is needed to pass a state budget — and called for a repeal of tax breaks given to corporations this year by lawmakers.

Besides Dorsey, the Fremont Education Coalition speakers included Milt Werner, Fremont Unified superintendent; Larry Sweeney, school board member; and Susan Nathan, Fremont Council PTA president. The moderator was former school board member Nina Moore, who works for the Chamber of Commerce. Nearly 100 parents showed up in the gymnasium at Centerville Junior High to ask questions.

“We must stick together if we want to successfully ride this out,” Dorsey told the audience in her opening remarks. “We must all take some control and responsibility for the qual-



CTA photo by Mike Myslinski

ABOVE: Brannin Dorsey, president of the Fremont Unified District Teachers Association (right), and Milt Werner, Fremont Unified superintendent, address the town hall crowd.

ity of education in Fremont.”
By working to help the

schools with a parcel tax, the community is investing in its kids, she said. “The children in California do not have a voice. We, the parents and community, need to speak up for our children. We need to tell the leaders in Sacramento that

Continued on page 35

Schedule a Stand Up for Schools event

Sacramento

Nov. 12, 5:30-7:30 p.m.
Riverbank Elementary, 1100 Carrie St., West Sacramento.

- Parents, administrators, legislators, and community members will be invited to join teachers for a frank discussion about why school cuts will prevent this year from being business as usual.

Palm Springs

Nov. 4, 6 p.m.
Cathedral City Public Library, 33520 Date Palm Drive, Cathedral City

- Palm Springs Teachers Association is also holding a town hall stressing soaring class sizes and other classroom cuts in Palm Springs Unified. Bev Bricker, Palm Springs Teachers Association president will host the event with

Cathedral City Mayor Kathy DeRosa.

Riverside County

- At press time, Riverside County members were planning a town hall session on local school cuts. Leading the effort is the local CTA leaders’ Coalition of Riverside Presidents. The president of the group is Bev Bricker, who is also president of the Palm Springs Teachers Association.

Host your own

Stand Up for Schools event or town hall. Find out how at www.standupforschools.org

Richmond educators protest cuts to health care, overcrowded classrooms



CTA photos by Steve Savage

LEFT AND BELOW: United Teachers of Richmond members take to the streets to protest health care cuts and ever-growing class sizes due to budget cuts.

Sometimes educators have to draw a line to protect their profession and their well-earned compensation.

“And sometimes that line is a picket line,” says Pixie Hayward Schickele, president of the 1,900-member United Teachers of Richmond (UTR), which is heading for a showdown over protecting their health care benefits in a large district that has imposed draconian cuts hurting both students and teachers.

On the brink of a possible strike this fall in their San Francisco Bay Area labor battle over health care cuts and other issues, hundreds of UTR members working in the West Contra Costa Unified School District fanned out after school Sept. 29 in four cities in their latest push to rally public support.

Labor relations fireworks began in July when the district imposed deep cuts to teachers’ benefits. The district pink-slipped 125 teachers earlier this year and made severe cuts to music, art, foreign language and computer classes. The district will stop paying health insurance premiums for dependents of teachers as of Jan. 1 — costing educators thousands of dollars to get health

care for spouses and children.

The district imposed cuts that caused class sizes to soar and gutted teacher transfer seniority rights, and also capped what it will pay for health coverage for active and retired educators, creating further financial hardships that will drive more teachers out of the district.

“I believe this is a life-and-death fight to protect education in this district,” Hayward Schickele says. “We have to be able to recruit and retain educators. With these drastic cuts to our health care, why would teachers come to our district to work?”

Since their contract battle is at a crossroads, teachers billed the public protesting as “Crossroads Picketing,” which got motorists to honk horns in support. Educators waved signs at major school district crossroads in Richmond, San Pablo, El Cerrito and Hercules.

Due to the high cost of living in the Bay Area,

district teachers are already among the lowest-paid in the East Bay.

At press time, no new bargaining dates were scheduled. Tensions were mounting in the 30,000-student district. Superintendent Bruce Harter angered teachers by going around the bargaining process and sending proposal letters regarding furlough days directly to teachers’ homes, Hayward Schickele says.

“Should the district decide to actually make such a proposal, it will receive due consideration,” she wrote in a letter she fired off to Harter. “In the meantime, your decision to try to deal directly with UTR’s members can only be seen as an escalation in our dispute.”

CTA lawyers filed an unfair labor practice charge over Harter’s letter with the Public Employment Relations Board. It

charges that Harter’s letter “was attempting to coerce employees and to interfere with their exercise of protected rights by influencing the employees to pressure the union to take different positions at the bargaining table.”

In his letter, Harter illegally proposed that teachers take five furlough days’ worth of pay cuts to free up money to avoid drastic cuts in their health benefits. He wrote, “We’re on the brink of a strike that will be disastrous for everyone and we need to talk.”

“What he was offering is really a cut in pay, not furlough days,” Hayward Schickele says. “We would work the same amount of time for less pay. Nobody else in the state is being asked to take these kinds of cuts — doing the same amount of work and losing the pay.”

UTR members voted overwhelmingly in late August to allow their leaders to call a strike at any time, if necessary. The vote was a measure of the teachers’ frustrations — 93 percent were in favor of strike authorization.

MIKE MYSLINSKI



Antioch educators organize, superintendent resigns

For three years, members of the Antioch Education Association organized against the autocratic, top-down style of Superintendent Deborah Sims. Their efforts paid off when the embattled superintendent resigned in May. Members call it a bittersweet victory.

Sims was appointed superintendent of the Antioch Unified School District in 2006, replacing a longtime administrator who had a positive relationship with AEA members. From the start, it was clear the new superintendent wasn't interested in working with teachers or hearing their viewpoint.

"We had a Curriculum Council that consisted of teachers, administrators, a school board member and the superintendent," recalls Dylan Howell, a member of the bargaining team who teaches at Antioch High School. "Any time there was consideration of a new textbook or a new course, the members would debate and vote on it. That was the first thing she got rid of. Before she came here, there were a number of processes in place where decisions were made collectively. Once she came, they were eliminated."

Part of the problem, says Howell, is that former superintendent Sims was a graduate of the Broad Superintendents Academy, founded by billionaire Eli Broad, who is a strong believer in the idea that schools should be run as a business. The Broad Foundation has invested millions in recruiting and training superintendents and school board members. It has also financed anti-union candidates in California school board races and spent millions on privatized charter schools.

"She expected that when she

said 'Jump,' teachers would say 'How high?'" says Howell. "Instead, teachers ask why they should jump and how they can jump better. When people didn't jump, she would get livid."



Photo courtesy of Antioch Education Association

She demeaned and intimidated a number of employees in the district office, says Howell, resulting in a large and unnecessary turnover. And she made decisions that adversely affected students without consulting with teachers.

Denise James, a special education teacher in the district and a member of the AEA Executive Board, takes it a step further by criticizing Sims for both ignoring and overruling the advice of professional teachers. "Under state and federal law," says James, "the professionals on an IEP team are to develop an individualized education program designed to address a student's specific challenges. Once Sims arrived on the scene, the professionals on an IEP team had their hands tied when told by the district they could no longer include such services as one-on-one aides, trans-

portation and counseling for our special students."

Discipline was not enforced at school sites, say teachers, and safety problems increased. So the AEA conducted a school site

TOP: Antioch Education Association members gather together during a protest.

safety survey that reported the following: Teachers say their students have told them they feel unsafe at school, according to 58 percent of elementary school, 76

"Early on, we began to realize that this had to be dealt with in a powerful way. So we organized."

**AEA President
Gary Hack**

percent of middle school and 95 percent of high school teachers surveyed. Teachers see discrepancies in "zero tolerance" policies, according to 73 percent of elementary school teachers, 87 percent of middle school and 95 percent of high school teachers surveyed. Sixty-four percent of high school teachers and 51 percent of middle school teachers said they had considered leaving the district due to lax discipline. Consequences for student behavior are not consistent, ac-

cording to 75 percent of elementary school, 79 percent of middle school and 98 percent of high school teachers.

The situation worsened when Superintendent Sims refused to bring any portion of the increase the district received from the state in 2007-08 to the bargaining table and took away funds that were already on the bargaining table. Sims also imposed new requirements for sick leave that were in violation of the contract and proposed reducing the lunch period. After 19 bargaining sessions, six mediation sessions and 17 months of bargaining, she reportedly told teachers she had presented her "best and last" offer. Members believe it was just another tactic to continue stalling the process indefinitely.

Enough was finally enough. "Early on, we began to realize that this had to be dealt with in a powerful way," says AEA President Gary Hack. "So we organized."

Hundreds of teachers showed up to protest Sims' dictatorial tactics at school board meetings, 97 percent of AEA members cast a vote of no confidence in her, and 98.5 percent voted no on her "last and best" offer. Then Antioch's parents joined their teachers to protest against Sims before the board. In May, she resigned.

"It was an amazing victory for us," says Sandy Wilbanks, chair of the AEA organizing team. "We worked tirelessly to educate and organize our fellow teachers to fight for their rights — and also the rights of the students. Even with what is happening in the economy, it's up to teachers to protect education, protect children and be the keepers of education."

SHERRY POSNICK-GOODWIN

ACTION

Governor vetoes bill to protect QEIA funding



CTA photos by Len Feldman

LEFT: On the steps of the Capitol building, Assembly Appropriations Committee Chair Kevin de Leon (center), along with Twin Rivers Unified School District Superintendent Frank Porter and Sacramento City Teachers Association President Linda Tuttle, urges Gov. Schwarzenegger to sign SB 84 and protect \$402 million for public education.

Gov. Arnold Schwarzenegger at the last moment vetoed a CTA-backed bill designed to protect \$402 million in Quality Education Investment Act (QEIA) school revenue limits funding, but he made a commitment to the entire education community to find a solution that would provide funding to all districts.

The governor vetoed Senate Bill 84 by Senate President Pro Tem Darrell Steinberg (D-Sacramento) and Assembly Speaker Karen Bass (D-Los Angeles), which was designed to protect funding for QEIA and prevent funds from being redirected from schools' revenue limits — districts' basic per-student funding — until the state superintendent of public instruction could cer-

tify that other state or federal funds would be used to replace the transferred revenue limit funds.

While the veto killed that specific measure, discussions

are continuing between the administration, legislative leaders, and the entire education community to find another resolution to the problem. In his veto message, the gover-

nor noted that his administration has identified funding to hold districts that receive QEIA funding harmless. He committed to working with the Legislature to implement a solution.

Through its statewide mobilization, CTA was able to persuade lawmakers to overwhelmingly approve SB 84, the CTA-supported measure designed to protect \$402 million for public education and to

A veto of SB 84 would cost schools:

- \$160 for each of 1.8 million students eligible for federal free or reduced price lunch program.
- \$180 for each of 965,000 Decile 1 and Decile 2 students.
- \$140 for each of 260,000 African-American students.
- \$160 for each of 1.7 million Latino students.
- \$170 for each of 785,000 students whose parents left school before graduating high school.
- \$91 for each English Language Learner.
- Cuts would be nearly four times larger for minority students than for white students. Schools would lose \$26 for each White student, \$83 for each African-American student; and \$90 for each Latino student, if the governor vetoes SB 84.

Source: Strategic Education Services

safeguard district revenue limit funding. The QEIA funding was guaranteed as part of the July state budget agreement along with an additional year of funding.

Under a court settlement

brought by CTA in 2006, the administration agreed to provide \$402 million annually in non-Proposition 98 funding. CTA filed the lawsuit when the Schwarzenegger administration refused

to repay moneys owed to public education as a result of the suspension of Proposition 98 in 2004-05.

CTA has been joined in its advocacy for a solution to the problem by its statewide Edu-

cation Coalition partners, whose more than 1 million members include parents, school employees, school board members, and other public education supporters.

LEN FELDMAN

Race to the Top update

When hidden threats to public education, the teaching profession and our students contained in the federal “Race to the Top” education grant program surfaced this summer, CTA staff and members mobilized to show the impact to schools and to slow down the rush to overhaul education policy to qualify to apply for the one-time grants.

California’s voices were heard in Sacramento and in Washington, D.C., as the U.S. Department of Education has delayed the timeline for adopting final guidelines. The department was overwhelmed by the number of responses and needs more time for review. Teachers statewide continued to mobilize on this vital issue, while some testified at various

legislative hearings.

In a speech to 300 educators at the CTA Region 1 Leadership Conference on Oct. 2 in Santa Clara, CTA President David A. Sanchez noted that he has met with U.S. Secretary of Education Arne Duncan a few times now to voice teachers’ concerns.

“CTA has been successful at getting the Legislature to slow down and engage in serious conversation before making sweeping changes to our education policies,” Sanchez said. “The whole rushed process was slowed only after CTA launched an aggressive advocacy and public information campaign about the consequences of Race to the Top. CTA leaders recently met with Secretary Duncan a number of times and are working closely with NEA on a national level.”

A deluge of responses to the draft guidelines by California, NEA and other states put the brakes on the process. Making states eligible for the \$4.35 billion in Race to the Top grants requires they meet criteria that could hurt students, schools and the teaching profession. California would be required to overhaul academic content standards that took seven years — and about \$6 billion to draft and enact — to qualify for up to \$500 million in federal funding. The state would have to create a new testing system, mandate that teacher evaluations be based “significantly” on student test scores, limit options to help our lower-performing schools, and allow unlimited expansion of charter schools.

Hearings held around the state as part of the governor’s special session on RTTT included testimony by Camille Zombro, president of the San Diego Education Association.

Zombro and CTA Board member Jim Groth, a teacher in Chula Vista, authored a column published in the Sept. 18 San Diego *Union-Tribune* that lamented how this federal program bore the same one-size-fits-all flaws of No Child Left Behind, the failed reform effort of President George W. Bush.

Zombro and Groth wrote, “Unfortunately, when educators tell our stories, explain our challenges, and reveal the real damage done by unproven reforms, we’re dismissed as roadblocks. Far from it — we are crying for Californians to join us in standing up for our schools and students. Education professionals take great pride in the work we do to build the future for San Diego’s children. We understand that a child’s education is a journey, not a race. In races there are winners and losers. We cannot afford to lose any of our children in the pursuit of providing a quality education for every child.”

CTA believes it is important to continue working with the administration and to ensure that the voices of educators are heard. There must be multiple options for evaluating students and teachers, and there must be flexibility for states and local school districts.

MIKE MYSLINSKI



LEFT: CTA Board member Mike Stone took the microphone to remind Secretary Arne Duncan that California has worked hard to implement some of the most rigorous standards in the nation and urged the secretary to find ways to allow the state to maintain its standards and still qualify for the desperately needed additional funding.

Heads Up!

Conferences

What Works! Strengths-Based Approaches to Early Childhood Education Online Conference

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The conference offers positive approaches to assist preschool teachers, aides and daycare staff in enriching the learning environments of California children. Free for CTA members and available online any time during the three-week period. Learn more or register at www.whatworksconference.org.

Awards and scholarship deadlines

The **César E. Chávez Memorial Education Awards** program provides recognition for students and their teachers who show how the vision and guiding principles of César Chávez affect their lives. **Jan. 8 is the deadline** to enter written essays (no biographies) or visual arts projects. Entries must be completed by one student or a group of no more than five students in

conjunction with a CTA member. A CTA member may submit up to five individual entries or one group entry. Grade level categories range from pre-K (artwork only) to higher education (freshman and sophomore years only). Top prize winners will receive recognition plus \$1,000 for both students and CTA members. Students who submit a group entry will share the award. For more information, visit www.cta.org/mycta/profession/scholarships/cesarchavez.

Applications for the **2010 CTA Scholarship** program must be postmarked by **Feb. 5**. The program offers up to 35 \$5,000 scholarships for dependent children of CTA members, including the Ralph J. Flynn Memorial Scholarship for the highest-scoring applicant; the Del A. Weber Scholarship, one \$5,000 scholarship for a dependent child of a CTA member attending continuation high school or an alternative education program; up to five \$3,000 scholarships for CTA members, including members working on an emergency credential; and the L. Gordon Bittle Memorial Scholarship, up to three \$3,000 scholar-

ships for Student CTA members. For more information, visit www.cta.org/mycta/profession/scholarships.

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Fremont

Continued from page 29
change has been long overdue!"

With a possible decision to launch the parcel tax due by the Fremont school board's Oct. 28 meeting, Dorsey is keeping the community updated on her Twitter account: www.twitter.com/fudtapres. Residents are also going to the chapter website to get involved: www.fudta.org. Everyone is using their organizing connections, including Fremont chapter Vice President Sherea Westra, who is also president of the Fremont Education Foundation.

Meanwhile, dealing with the impacts of budget cuts prompted the CTA Capital Service Center Council in the Sacramento area to schedule a town hall meeting on Nov. 12. The event will be held 5:30-7:30 p.m. in the gym at Riverbank Elementary, 1100 Carrie St., West Sacramento. Parents, administrators, legislators, and community members will be invited to join teachers for a frank discussion about why school cuts will prevent this year from being business as usual.

At press time, several chapters in Riverside County were planning a town hall session on local school cuts. Leading the effort is the local CTA leaders' Coalition of Riverside Presidents. The president of the group is Bev Bricker, who is also president of the Palm Springs Teachers Association.

She said that, separately, her association is doing a town hall stressing soaring class sizes and other classroom cuts in Palm Springs Unified. Bricker will host the event with Cathedral City Mayor Kathy DeRosa starting at 6 p.m. Nov. 4 in the Cathedral City Public Library, 33520 Date Palm Drive, Cathedral City, 92234.

"The cuts in this region have been a disaster for teachers, students and communities," Bricker says. "Union work means doing community work. A town hall helps spread the word that it is not business as usual in our public schools — and that we must work together to stop the cuts."

MIKE MYSLINSKI

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CTA-sponsored and co-sponsored legislation for 2009-10

	BILL #		STATUS
SECOND-GRADE TESTING Hancock	SB 800	Would eliminate second-grade tests in the Standardized Testing and Reporting (STAR) program effective July 1, 2010.	Senate Education; 2-year bill
UNIVERSAL HEALTHCARE Leno	SB 810	Would establish a single-payer health insurance system in California. <i>(Co-sponsored bill)</i>	Senate Appropriations; 2-year bill
IMMIGRATION INVESTIGATIONS Mendoza	AB 132	Would limit the extent to which immigration raids disrupt students' education. Passed Assembly; to Senate Education.	Senate Floor
CONSEQUENCES OF DROPPING OUT Block	AB 374	Would encourage schools to provide at-risk students with a "consequences of dropping out" notice developed by the CDE. <i>(Co-sponsored bill)</i>	To governor for signature
COMMUNITY COLLEGE FUNDING Furutani	AB 551	Would provide for a permanent backfill of shortfalls in property taxes to California Community Colleges.	Assembly Appropriations; 2-year bill
50% LAW COMPLIANCE Torlakson	AB 581	Would require the California Community Colleges chancellor's office to conduct annual random audits to ensure district compliance with existing law that requires 50 percent of education dollars to be spent on instructors' salaries.	Assembly Appropriations; 2-year bill
75/25 FACULTY RATIO COMPLIANCE Hill	AB 1095	Would ensure full compliance with law that mandates 75 percent of instruction be performed by full-time faculty in California Community Colleges within three years of passage.	Assembly Appropriations; 2-year bill

Photo by Glen Korengold

Generations

Continued from page 28

teachers is what has made me the activist I am today."

Carrie Vaughn acknowledges that the younger generation has some catching up to do when it comes to appreciating unionism.

"People in my generation are not as involved as other generations," she observes. "I think it's because people in my generation take for granted what the union does to protect our rights, salaries and health care benefits — all the things we deserve for all the hard work we do day in and day out for children. My generation wants instant gratification given to us in a little box."

"Personally, I think it's important to always be involved and know what's going on," she adds. "We should all take the time to know our rights and the benefits that come from being in a union. I encourage all members to check out a CTA meeting, go to a CTA event and see what it's all about."

SHERRY POSNICK-GOODWIN

Bargaining

Continued from page 24

interests and why they are important to us. Then we talk about different options for making this happen in our district — and our contract — and we can usually come to a compromise. It moves everybody's agenda along."

On Sept. 22, 1975, then-Gov. Jerry Brown signed CTA-sponsored Senate Bill 160 by state Sen. Al Rodda, known as the Educational Employment Relations Act or the Rodda Act, to give California public school teachers collective bargaining rights. The legislation established an administrative body that became the Public Employment Relations Board (PERB).

Disputes over labor law are settled by filing an "unfair labor practice" charge with PERB. Disputes over sections of a labor contract are settled by filing grievances against the school district.

There have been more than 170 California public school strikes, sickouts and other work stoppages since 1975. The most recent major showdown was the

10-day strike by the Hayward Education Association in April 2007, which earned teachers an 11 percent raise over two years.

Kathleen Crummey, a Hayward teacher for more than 30 years, led that strike. She died of cancer July 24 of this year and was taking union-related calls in the final weeks of her life, said her husband, former CTA Board member Dayton Crummey. He joined hundreds of East Bay CTA leaders, former CTA President Barbara E. Kerr, family and friends for a public memorial Sept. 12 at Hayward City Hall.

"Kathleen Crummey, working 12-hour days, coordinated that 10-day strike like the extraordinary labor leader she was," CTA President David A. Sanchez said at the memorial. "She now belongs to a much larger family of teachers who dedicated so much over the decades to fighting for the rights and dignity of their colleagues. By continuing her work, we honor her and our profession." ❖

To read the expanded version of this story visit us online at www.cta.org/about/who/our+union.htm

Partnerships

Continued from page 15

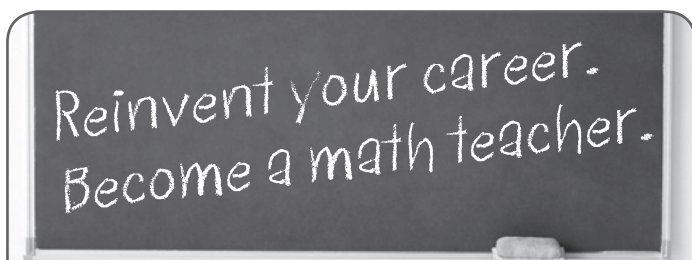
the cuts continue, the coalition will be there alerting the public that maintaining high academic standards will be near impossible while funding for public schools continues to be decimated.

Community Outreach

CTA's Community Outreach Department provides services statewide to local chapters, UniServ units and Service Center Councils in support of community engagement projects. The goal is to build strong, collaborative relationships between communities and local chapters in each of the four CTA regions. These efforts focus on developing projects and partnerships in support of public schools and their surrounding

communities.

CTA has collaborated with the Equal Justice Society studying the intersection of unconscious bias and social justice to assess racial bias in the classroom and school environment and its impact on student achievement. Community Outreach has also recently partnered with the National Education Association on a Public Engagement Project (PEP). The project is a community conversation that helps parents and ordinary citizens, teachers, education support professionals, seniors, elected officials, businesspeople and activists meet to talk about how all students can succeed in school. An ongoing PEP project in Davis, California has had wide participation from its community to address the needs of those children caught in the achievement gap. ↻



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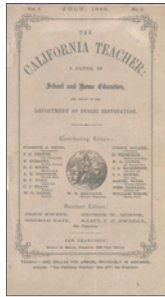
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Making history: CTA publications through the years

Over the history of the CTA, the association's publications have been there chronicling the times. Here's a look at some of the highlights from *The California Teacher: A Journal of School and Home Education* in 1863 to the *California Educator* of present day.

1863



While the country was embroiled in the Civil War, what became CTA was founded in San Francisco in May 1863. Its first act was to establish a professional journal titled *The California Teacher: A Journal of School and Home Education*, whose first issue appeared in July 1863 and contained the new organization's constitution. Subscription was \$1 per year.

1944



In 1909, as the newly incorporated CTA was preparing to form a permanent statewide structure, it purchased *Sierra Educational News*. Shown here is a cover from November 1944. As World War II continued far away, CTA urged members to stump for Proposition 9 to increase state funding for public schools. It passed overwhelmingly.

1988



The headline says it all: "Going for the gold." The November 1988 issue of *CTA Action* touted the statewide CTA campaign to pass historic Proposition 98. Teachers campaigned tirelessly, led by President Ed Foglia. Voters approved the landmark ballot measure, which guarantees minimum funding for public schools.

1989



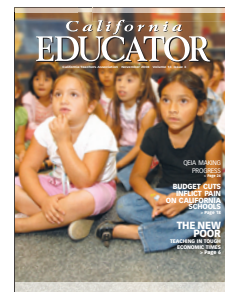
The watershed nine-day strike by United Teachers Los Angeles in May 1989 was "a breakthrough for the professionalization of teachers," said UTLA's then-president Wayne Johnson, who went on to become president of CTA. As the *CTA Action* reported, UTLA members won "revolutionary reforms," along with a 24 percent salary increase over three years.

2005



The *California Educator* magazine cover for September 2005 captured the solidarity of CTA members marching in downtown Los Angeles against the governor's three propositions to silence the political voices of public workers and attack teachers' due process rights. After a year of relentless campaigning against Props. 74, 75 and 76 led by CTA President Barbara E. Kerr, voters soundly defeated the governor's measures at the polls.

2008



The mortgage meltdown and its devastating effects on schools was the subject of the November 2008 edition of the *California Educator* magazine. It was the first publication in the state to describe how the housing crisis and economic downturn was impacting schools in communities with high foreclosure rates. The article, "The New Poor, Teaching in Tough Economic Times," told the story of how schools were losing students whose families had lost their homes and how newly poor students could not afford the basics.



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