

Study confirms value of bilingual education

Children in properly designed bilingual education programs learn English rapidly and typically reach grade-level performance in English and math after three to five years, according to a study of more than 25 schools in seven California school districts.

"Bilingual education, in fact, may be the best English program we have," concluded the authors, Stephen Krashen and Douglas Biber, in their study, "On Course: Bilingual Education Success in California."

Krashen and Biber are professors of linguistics at the University of Southern California. Their study, commissioned by the California Association for Bilingual Education, is particularly timely as supporters of bilingual education are fighting in the state Capitol for passage of a new bilingual law.

The authors found no evidence to support claims by critics that bilingual education delays educational progress and participation in mainstream school programs.

CABE President Aurora Quevedo said, "This study represents the first time this kind of data have been compiled. We now have documentation to

dispel myths that students in bilingual education programs don't learn English or never do well enough in academic subjects to join the mainstream," she said.

The study involved more than 7,300 kindergarten through sixth and eighth grade students in the following schools and districts: Baldwin Park Unified

limited "typically score at grade level on tests of formal, academic English. This means they score as well as the average native English-speaking child," they said, adding that the students also performed well when compared to national and district norms.

The authors emphasized that these achievements are the result of a "prop-

The authors found that children whose English proficiency was once limited "typically score at grade level on tests of formal, academic English. This means they score as well as the average native English-speaking child," they said, and they also performed well when compared to national and district norms.

School District; Eastman Avenue School in Los Angeles; San Jose Unified School District; Fremont Unified School District; San Diego City Schools; Rockwood Elementary School in Calexico; and the Carpinteria pre-school program.

The authors found that children whose English proficiency was once

erly designed" bilingual education program. In such a program, literacy is developed in the primary language. Beginning students receive solid subject matter instruction in their first language. Along with this instruction, subjects such as art, physical education and music are taught in English.

In addition, students receive daily lessons on how to speak English. As

they progress, subject matter is gradually introduced in English. Math is the first subject to be taught in English, with social studies coming later.

Krashen and Biber offered several reasons that bilingual education should be supported:

- Children can keep up in school while acquiring English.

- Developing literacy in the first language makes it easier for students to read in English, and helps development of the informational uses of literacy.

- Learning subject matter through the first language provides knowledge that helps make the subject matter study in English more comprehensible.

- High levels of bilingualism can lead to practical, career-related advantages and superior cognitive development.

- Bilingual education can develop a healthy sense of biculturalism.

Copies of "On Course: Bilingual Education Success in California" are available for \$14.44 from the California Association for Bilingual Education, 926 J St., Suite 810, Sacramento, CA 95814.

PROJECT PUENTE OUTREACH
616 College Street
Healdsburg, CA 95448

October, 1987

2-A

PRESS RELEASE

RECEIVED MAR 07 1988

Nine California school districts were recently recognized for providing exemplary programs of Bilingual Education based on a validation process conducted by Dr. Gil Lopez of the Office of Bilingual Education, California State Department of Education. Criteria for exemplary status focused on documentation of effectiveness of instructional strategies in promoting educational success of limited English proficient (LEP) students. The validation process included evaluation of data by an academic excellence panel, site visitations, and nominee presentations before an evaluation panel.

Exemplary Projects were presented a plaque by Dr. Ramiro Reyes and Dr. Leo Lopez, and a certificate signed by Dr. Bill Honig, State Superintendent of Schools at the October, 1987 meeting of the California Title VII managers. Projects honored included:

- o BALDWIN PARK USD
- o CALEXICO USD
- o FREMONT USD
- o GLENDALE USD
- o HEALDSBURG USD
- o IRVINE USD
- o MONTEBELLO USD
- o OCEAN VIEW USD
- o PASEDNA USD

Having earned California State Department of Education recognition for Program Excellence, three of the nine California programs (Fremont, Healdsburg, and Irvine) have gone on to receive additional recognition and honors from the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs to disseminate their programs of ACADEMIC EXCELLENCE.

PROJECT PUENTE OUTREACH in Healdsburg, California is one of these programs. It provides information and teacher training on effective bilingual education strategies to school districts seeking to improve and expand their services.

"We are really pleased because we are a very small rural district, and it's a distinct honor," says Loretta Petersen Strong, Director of Bilingual Education for Healdsburg

Schools. "During year one we will primarily serve school districts in northern California. We will offer technical assistance, training and staff development in the five exemplary instructional components which comprise our bilingual education model. Our mission, and goal is to duplicate our own successful program at other sites."

Healdsburg's unique success can be attributed to two key elements. First, comprehensive school-wide and district-wide staff development provides teachers with training in effective new bilingual education instructional strategies. And second, new teaching strategies are then implemented by means of "heterogeneous grouping" of students for instruction within self-contained bilingual classrooms.

For teachers, specific training includes theoretical background, teaching methodologies and peer coaching in the areas of Second Language Acquisition, Primary Language Development, Cooperative Learning, Discovery Science (based on Finding Out/ Descubrimiento from Stanford University) and Sheltered Language Instruction. It has been demonstrated that through effective utilization of these strategies student achievement can be significantly increased. Healdsburg's data on program effectiveness show that after three years in the program, most LEP students working in their native language function at grade level academically, while simultaneously developing oral fluency in English. Literacy skills are then "transferred" from the native language to English, through formalized instruction. However in Healdsburg, long term maintenance and development of dual language proficiency is a parallel goal.

Teachers and administrators interested in finding out more about PROJECT PUENTE OUTREACH are invited to visit Healdsburg schools by appointment two days a week to see the five exemplary instructional components in action. Model Site visitations offer the chance to observe Healdsburg's bilingual education program and to see first hand the unique factors that make this an exemplary program.

PROJECT PUENTE OUTREACH staff, in addition to Mrs. Strong include Gary Reeves, Supervisor of Training/Dissemination; Ruta Krusa, Trainer of Trainers; and Mary Ellen Pena, Project Secretary. The office is located at 616 College Street, Healdsburg and the telephone number is (707) 431-3407.

METRO DIGEST

4 lawyers file for judgeship

Four lawyers filed nomination papers by the Wednesday deadline to run for the judgeship being vacated by Robert Deabenderfer in the Taft-Maricopa Justice Court.

The four are Glenn James, whose law office is in Taft; Robert Birchfield, who has law offices in Taft and Bakersfield; David Rawson, who has a law office in Bakersfield; and Rick Moench, a deputy district attorney.

Deabenderfer is not seeking re-election.

In another judicial race, West Kern Municipal Court Commissioner Charles B. Pfister is the only candidate to file nomination papers for the vacancy that will be created when Judge Jack Lund retires at the end of this year.

Odometer tampering denied

A Bakersfield man pleaded innocent Wednesday to six felony charges of theft by false pretenses and two misdemeanor counts of odometer tampering.

A preliminary hearing was set May 6 in West Kern Municipal Court for Donald Eutah Williams, 34, whose bail was reduced from \$50,000 to \$20,000. He is represented by Bakersfield attorney Stanley Simrin.

Department of Motor Vehicles investigative reports say that Williams bought high-mileage cars and reset the odometers to get more money on resales.

Victims who bought cars from Williams for the past three years told investigator David Rasmussen that they would not have paid as much for the cars if they had known the true mileage.

Sociologist to give address

Samuel Betances, an educator and sociologist, will deliver the keynote address at the sixth annual paraprofessional conference at 8:15 a.m. March 21 at Cal State Bakersfield.

Betances is a sociology professor at Northeastern Illinois University in Chicago and is a member of the planning committee for the National Council for Hispanic Culture.

Betances will focus on drug and dropouts in multiracial and cultural settings.

For more information, call Nancy Comstock

METRO

THE BAKERSFIELD CALIFORNIAN

TUESDAY, MARCH 22, 1988

PAGE A11

Educator defends bilingual schooling

By GREG CAMPBELL
Californian staff writer

Past generations made it in America without bilingual education but it is essential for today's immigrants, said Samuel Betances, a Northeastern Illinois University professor.

Betances, who spoke Monday at a teachers aide conference at Cal State Bakersfield with an almost evangelical zeal, is a member of the National Council for Hispanic Culture and a sociology professor.

Bilingual courses are needed to keep students learning as they learn English, he said. Success in school, he added, is now a critical prerequisite to getting along in society.

The days when a strong back and willingness to work took care of the dropout problem are gone, he said.

The argument that "My people never had bilingual education and they made it; what's wrong with your

English skills called a must in U.S. today

people?" compares apples and oranges, he said.

"You could talk to the cows in Swedish and they still gave milk," he said.

"Young people today (who drop out) do not confront the cow or the corn, they confront the computer," he said.

Betances said the dropout rate at the turn of the century for whites was 94 percent and is 55 percent for Hispanics today. "We're doing great. Boy, are you in luck," he said.

Betances said after the speech said he got the 94 percent figure from contemporary books on the subject.

Bilingual education is often misunderstood, he said. "Bilingual education is to make instruction understandable," he said. It is sometimes equated with favoring divisions within nations — as in Quebec, Canada — and putting English on the back burner, he said.

"Anybody who says you can get along without English in California and the United States of America is a fool," he said. "English is absolutely essential."

It is also the glue that holds society together, he said. Other languages should be used while teaching children English, he said.

However, he said, it is a mistake for teachers to tell children to forget their native languages while they learn English — "then, you're illiterate in two languages."

"What my teacher never should have done and you shouldn't do is tell people to forget what they know," said Betances, who grew up in Puerto Rico.

Please turn to BILINGUAL / A12

BILINGUAL: English proficiency emphasized

Continued from A11

"The interesting thing about any language is you've got to speak it badly before you speak it well."

Allowing students to learn in their own language lets them keep their dignity, he said. To allow English only in class holds non-English-speaking students "hostage" in their own bodies, he said.

It allows students to keep up while learning English.

That was food for thought for LaFrieda Brown, a teacher's aide at Wasco High School. "I'm always telling kids (to) speak English, speak English," she said after the Betances presentation. When she goes back to school, she said, she'll be more understanding.

Kern County had 7,263 students in

grades kindergarten through 12 who failed an English fluency test — 7.5 percent of the total.

The students speak 85 languages — from Armenian to the Pakistani language of Urdu.

The county ranks 26th in the state for students not fluent in English; Imperial County is No. 1.

The Bakersfield City School District has about 1,900 pupils who are not fluent in English, said Roy De La Rosa, supervisor of bilingual services. There are 51 teachers of bilingual classes in the district, and 18 of those teachers have not passed foreign language fluency tests. "It's a tough test," he said. They are helped by bilingual aides.

In city schools, he said, the main

language of instruction in bilingual classes tends to be Spanish until about the third-grade. Emphasis on English steadily increases in higher grades, he said.

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TUESDAY HEADLINES

WORLD-NATION

SCIENTISTS HAVE REDESIGNED a potent natural poison so that it seeks out and kills cancer cells in the test tube, signaling a possible new route for fighting some tumors, a scientist said in Daytona Beach. A7

STATISTICS INDICATE the risk of a child being sexually abused in a day care center is lower than a child being abused at home, according to a federal study. A8

STATE

THE ENTERTAINMENT INDUSTRY was hit by a walkout when television and radio commercial actors struck advertising agencies over cable TV residuals and cost of living payments. A6

METRO

A FOUL-SMELLING cloud of sulfur dioxide wafted over Bakersfield after a malfunction at a Rosedale Highway-area refinery released fumes into the air. A11

PAST GENERATIONS assimilated in America without bilingual education but it is essential for today's immigrants, said Samuel Betances, a Northeastern Illinois University professor, who spoke at Cal State Bakersfield. A11

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Bilingual inequality

3/27/88
DAILY
NEWS

What's the latest in bilingual education? More of the same, at least in the Los Angeles Unified School District.

The district is preparing a new draft policy on bilingual education that, like the current program, is designed to turn out students who are literate in both Spanish and English — only the new program is supposed to do a better job of it.

"We're preparing kids for the year 2000," says Ramiro Garcia, the district's superintendent of bilingual instruction. "All of the studies tell us that in the year 2000 three languages will be necessary — computer language, English language and Spanish language. It's just demographics."

That sounds all quite up-to-date, but consider the implications of what Garcia says. By assuming that a bilingual society is here to stay (leaving aside the once-trendy talk about computer language) and by setting out to prepare students for it, the district is all but giving up any pretense of promoting English as the common language. Not only is this divisive for society as a whole, but it is particularly damaging to students who are kept outside the English language mainstream.

In effect, the district is creating two school systems — one for students whose "home" language is Spanish, and another for English-speaking students. Can these separate educations be equal? It is hard to believe they can be.

Critics of the district's program — including many of its teachers — believe a greater emphasis should be placed upon getting students into regular, all-English classes. Until last year, state law required school districts to teach students in both their native language and English. The expiration of that law last year has given the district an opportunity to try other programs, but the plan that is scheduled to go before the Board of Education May 5 largely bolsters traditional bilingual instruction.

For example, under the current plan high school students are shifted into

Under the new plan the goal would be to make these students academically proficient in both English and Spanish.

Proponents of bilingualism argue that English-limited students do better in mainstream classes when they are first taught to read and write in their native tongue. But teaching students in their native language invariably prolongs the amount of time that they are out of the mainstream. It also prolongs the amount of time it takes them to learn English.

The proposed new bilingual program would offer what district officials call a modified immersion program, but it is designed primarily for students who speak less common languages — and that is only by necessity, since the district doesn't have enough teachers who speak such languages as Farsi and Cantonese. But why not offer the modified immersion option on a large scale to Spanish-speaking students as well? Teachers certainly favor this method (they voted overwhelmingly in support of it last summer), and parents should have the right to enroll their children in a program that many of the district's own educators believe is superior.

The bilingual staff's decision not to promote English immersion as an option for Spanish-speaking students is quite possibly a result of career self-interest. For if English immersion were to catch fire, the future of traditional bilingual education programs, administrative jobs and all, would clearly be threatened.

The Board of Education needs to put the interests of its students first. The board should reject the staff proposal and insist on development of a plan that would offer immersion-style classes as a genuine alternative to the bilingual program, not as a token option that would only be available under limited conditions. Failing that, parents will be forced to seek the necessary reforms through higher authorities — Congress and the state Legislature.

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NEWS CLIPPING

MEIN

Funding of newspapers dropped

METRO

FRIDAY, MAY 6, 1988

CITY, STATE & BAY AREA NEWS

Funds freeze asked for S.F. cultural institutions

Norman Melnick
THE EXAMINER STAFF

A Latino think tank has asked Mayor John S. Hall to freeze funding to San Francisco's major cultural institutions because they were said to exclude minorities from their boards and staffs.

The letter, sent Thursday to Mayor Agnos, Chief Administrative Officer Rudy Nothenberg and Supervisor Nancy Walker, is the latest salvo in a controversy over the appearance of presidential candidate Jesse Jackson at the annual Cinco de Mayo celebration Saturday. Nothenberg at first threatened to withdraw hotel tax funds for the

celebration, stating that Jackson's role as parade grand marshal was blatantly political. However, after being criticized, he decided to let the event go on as planned with city money if a "good faith" effort were made to avoid partisan politics.

The Latino Issues Forum, describing itself as a "California-based activist think tank" representing major Latino organizations, said 74 percent of the grants for arts funds from hotel taxes went to seven San Francisco cultural institutions that have only three Latinos, three Asians and six blacks among their 341 board members. These same groups have 91.5 percent white staffs, the group said in a letter.

The group's breakdown of cultural institutions, amounts received from The City in this fiscal year and board membership (with minority representation in parentheses):

- Fine Arts museums (including the de Young and the Palace of the Legion of Honor), \$4.6 million, 27 board members (one Asian, one black, no Latinos).
- San Francisco Opera, \$750,000, 78 (one Asian, one black).
- San Francisco Symphony, \$715,000, 81 (one black).
- San Francisco Ballet, \$399,000, 53 (one Asian, two blacks).
- San Francisco Museum of

Modern Art, \$399,000, 43 (none).

- American Conservatory Theater, \$360,000, 21 (two Latinos).
- The Exploratorium, \$352,000, 38 (one Latino, one black). However, it "does serve a minority audience of children," the letter noted.

Planning consultant Jeff Jones, who prepared the figures for the group, said Thursday he had sent a report to Nothenberg, Mayor Agnos, the supervisors and leaders of The City's arts community. He said his report, "San Francisco's Prominent Arts Organizations: Why Aren't They Equal Opportunity Employers?", hadn't elicited a response.

The letter from the Latino Issue Forum, signed by executive director John Gamboa, urged "an immediate and full investigation of the discriminatory use of scarce city funds, which we believe is a scandal and an embarrassment to the integrity and diversity of this city."

The group wants an interim freeze on the allocation of arts funds and ultimately a reallocation based in part on minority participation in cultural institutions.

Nothenberg said Thursday he would have no comment until he read the letter.

Eileen Maloney, Agnos' press secretary, could not be reached for comment.

UCLA studies cite growing economic stratification

Reports call L.A. America's first Third World city

BY BENJAMIN MARK COLE

Los Angeles is a Third World city.

While Los Angeles lurches ahead to its future as a glitzy Pacific Rim trade capital, it is also joining the ranks of sister Pacific Rim urban areas in the economic stratification of its population and labor markets, according to advance draft copies of two UCLA reports obtained by *The Los Angeles Business Journal*.

"The Los Angeles metropolitan area has been transformed like no other place in the United States, due to changes in the employment structure coupled with an expansion of low-wage labor," report Paul Ong and Rebecca Morales, assistant professors in UCLA's Graduate School of Architecture and Urban Planning. "The Los Angeles metropolitan area is becoming America's first Third World metropolis."

As a result of immigration, a decline in real wages and a lack of jobs that provide economic advancement, the Los Angeles region has a huge economic underclass, estimated at one-quarter of the county's population. It forms a group upon which the region depends for prosperity.

Nearly 1.25 million Hispanics, both American- and foreign-born, were employed in Los Angeles County in 1986 — the most recent year for which Ong and Morales report such data. This group constituted about one-third of the total local labor force in that year.

As a group — with many exceptions — Hispanics are concentrated in lower echelon jobs, the researchers found.

"An astonishing three-quarters of recent immigrants could be considered low-wage workers, those who received \$4 an hour or less for their labor," say Ong and Morales. The wage rate for immigrant Mexicans was about 36 percent of that of non-immigrant Anglos, while American-born Hispanics earned an average of 69 percent of that of Anglos, the researchers found.

The Los Angeles region is experiencing an explosion of low-paying jobs, says Ong. In 1973, there were 600,000 workers that made \$10,000 or less, after adjusting for inflation and expressing wages in 1985 dollars. By 1986, that number had grown to 900,000, he says.

The pay for many Hispanics is often so low that they cannot work their way out of poverty, say the researchers, who reported their findings in a pair of studies entitled "Mexican Labor in Los Angeles" and "The Hispanization of L.A.'s Poor." The researchers based their findings upon federal Census Bureau data.

Says Ong: "A quarter to a third of all Hispanic workers can be classified as the working poor. Among all adult Hispanic males who were in poverty, six out of 10 were active in the labor market."

Although working for low wages, Hispanics, as the most prominent group in the growing underclass, make up the backbone of the region's booming industrial sector, and they are vital to many service industries, such as the restaurant, hotel and warehousing industries, say the researchers.

About half of the 917,000 manufacturing jobs in Los Angeles County's growing industrial sector are filled by Hispanics, according to federal Department of Labor figures.

Other service trades have come to be dominated by Hispanics. For example, the vast majority — perhaps 90 percent — of downtown Los Angeles janitorial jobs are held by Hispanics. "At one time most janitors downtown were mostly black, but

today about nine out of 10 janitors are Latinos, including Central American and Mexican," says Julie Aha, associate with Hospital and Service Employees Union Local 399.

The dependence of the Los Angeles area economy on Hispanic labor has increased dramatically in the last two decades: from 1970 to 1986 the number of Anglo workers in Los Angeles County actually decreased

Morales says the trend to lower pay and immigrant labor in Los Angeles County is something of an exaggeration of the national job picture. She points to a recent Joint Economic Committee (between the U.S. Senate and House) report that found that since 1979, six out of every 10 new jobs created pays less than \$7,000 a year (in constant 1984 dollars). Prior to 1979, only one out of five jobs paid less than



Photo by Rodney P. Zwick

High hopes, low wages: Immigrants vie for day-labor jobs on Normandie Avenue

from 1.94 million to 1.87 million, while the number Hispanic workers jumped from 348,300 to 1.24 million, report Morales and Ong.

The number of workers in the county in non-Anglo and non-Hispanic ethnic groups increased from 349,600 to 684,400 in the same 16-year period.

In fact, in 1986, for the first time in the modern era, Anglos themselves were a minority of the local labor force, comprising only 49.2 percent of employees in Los Angeles County.

\$7,000 a year (in 1984 dollars).

The growth in low-paying jobs and an unrelated but concurrent decline of public services, has led to the creation of a large urban underclass of the type usually associated with Third World nations, say Ong and Morales.

"The Los Angeles metropolitan area is becoming America's first Third World metropolis, as immigration from throughout Asia and Latin America and the growth of American-born minorities reshape the ethnic and racial makeup of the popula-

tion," say the researchers. "Whereas previous immigrant waves resulted in labor ultimately absorbed into the economy and realizing upward mobility, the nature of opportunities has changed."

Declines in traditional unionized industrial enterprises, such as steel and auto making, have closed off one avenue of upward mobility available to earlier immigrant groups, says Ong. "The odds of getting ahead are longer...the blue collar path to the middle class is much narrower than before," he says.

But he says that is not the whole picture. "The decline in traditional industries is part of the internationalization of the domestic economy and competition from overseas manufacturers," he says.

Local manufacturers who want to compete with overseas industry face competitive restrictions in wages they can pay.

The presence of cheap Hispanic labor is the primary reason why manufacturing employment has grown in the Los Angeles area while shrinking elsewhere in the United States, say Morales and Ong.

"While the country as a whole has been marked by a loss of industrial capacity, Los Angeles has experienced growth in manufacturing employment, driven in large part by the expansion of industries utilizing Mexican labor," they say.

Manufacturing employment nationwide has remained virtually stagnant since 1966 at around 19 million. Since 1972 industrial payrolls in Los Angeles have grown 18.4 percent to 917,000 from 774,000, according to federal and state statistics.

There are today about 4.1 million employees in Los Angeles County, excluding the self-employed and workers paid in cash in informal, "underground economy" jobs, according to the state Employment Development Department.

As bleak as his study is, Ong says the official statistics he relies on probably conceal the true extent of Los Angeles' underclass. "There is a lot of evidence of a growing underground, off-the-books economy in Los Angeles," he says. "So the official figures probably understate the real growth of the underclass."

Korean banks help countrymen gain an economic foothold

A visit to Los Angeles' Koreatown, just west of downtown, reveals a lively and Korean-dominated economy, seemingly bursting at its seams.

"Koreatown is a very active market. Retail rents are rising, and land is selling like hotcakes," says Don Hedgepeth, sales consultant with real estate firm Coldwell Banker's Wilshire offices on the edge of Koreatown. "Koreatown is expanding, and it is a very entrepreneurial place."

There are no hard figures on the number of Koreans in Los Angeles or their relative economic status. The latest figures, from the 1980 federal census, are woefully out of date.

However, since the late 1970s about 35,000 South Koreans a year have immigrated to the United States, according to the federal Immigration and Naturalization Service. Local Korean community leaders estimate about half of the Korean immigrants settle in Southern California. Perhaps 100,000 Koreans reside in and around Koreatown, estimate real estate brokers.

At least from anecdotal observation, Koreans are doing better, economically speaking, than Hispanic immigrants. Korean banks, say bankers and analysts, may be part of the reason.

"Many Koreans bring money from back home," says Won H. Chung, pres-

ident of the six-year-old Hanmi Bank in Koreatown. "Typically they may bring \$70,000 to \$80,000, which is a good amount to start a mom-and-pop retail store."

Hanmi stands ready to lend "match money" — another \$70,000 to \$80,000 — to immigrants seeking a foothold in America, he says. "With, say, \$150,000, they can start a retail operation."

The ability of Hanmi bank officers to speak Korean allows them to understand borrowers' needs, says Chung. "We understand them. Many do not speak English well. We can work with them, help them. They cannot get that help from American banks."

Chung even evaluates family ties of borrowers when making a loan. "Let's say a young man comes in here. I ask, who is your father? Maybe his uncle is my friend. If I know his father or uncle, maybe I can make a loan," says Chung.

Hanmi is joined by two other banks, California Korea Bank and Global Oriental Savings and Loan, in serving the Korean community.

In contrast, the gigantic Hispanic population of Los Angeles County, with perhaps 2.8 million people, has no bank devoted to helping immigrants get ahead.

Some academics say ethnic banks can

be critical to the success of an immigrant community. "There may be an information problem when a Korean goes to a traditional bank. If he or she can't communicate with loan officers, he or she may not get a loan," says Gary Reid, professor of administration at the University of Southern California and an expert on community development. "Too, a source of capital can help a community grow, if other sources are not available," he adds.

Chung says that plain hard work, in addition to capital, helps Korean immigrants succeed. "Many work in their stores 16 hours a day, alternating (eight hours each) between husband and wife. They want to succeed, support their children, give their children an education," says Chung.

Hanmi Bank opened a branch in downtown's garment district two years ago, serving some of what Chung estimates to be 300 Korean apparel factories in the Los Angeles area. "In just two years, we have built up \$37 million in deposits in that branch. Crocker had occupied the same branch before us, and in 40 years they had only \$50 million in deposits," says Chung. "We have a good niche. We may open a branch in Garden Grove next."

— Benjamin Mark Cole

FYI
cc: Board
SA

Toward 'English-Plus'

More than a few economists have noted that when executives of major U.S. corporations are asked what language they expect their sales representatives to master, the answer is almost invariably "English." When the same question is put to Japanese business executives, the answer, more often than not, is "Japanese—and the language of our customers."

That contrast of philosophies is at once revealing and disturbing. It suggests that our national ambivalence toward linguistic diversity is not only educationally misguided but economically short-sighted.

Nowhere is this ambivalence more clearly manifested than in our attitude toward bilingual education. Students with limited English proficiency (LEP) are among those least well served by our nation's schools. They are victims—victims of the erroneous view that allowing non-English-speaking students to receive instruction in their own language while they develop mastery of English will splinter American society.

No evidence supports this irrational fear. And yet, 13 states have translated this fear into "English-Only" mandates. These measures, in turn, have fueled education policies that inhibit—and in some cases entirely forbid—even the most minimal accommodations to children for whom English is still a strange

new language.

These policies send an often devastating message to our non-English-speaking students: Your language does not fit the American norm, so you had better adapt—and learn to absorb lessons delivered in a language you are still striving to master.

This message erodes self-esteem. It stymies academic achievement. It stigmatizes children. And, ironically, it retards the development of English proficiency. A substantial body of

research now supports the claim that the more intensive the instruction in students' native language, the better their performance on *English-language* tests in reading, writing, and math.

Bilingual education is not a frill. Bilingual programs have the potential to make today's student with limited

English proficiency tomorrow's linguistically gifted, multilingual American citizen who enriches our national life and invigorates our economy.

We need these programs. Our nation will best be served not by an English-Only movement, but by an English-Plus movement.

So long as we regard the native language of students striving for English proficiency as a liability rather than an asset, we will continue to threaten their self-esteem and squander their potential. The result will be an America of lesser stature, an America that is poorer—socially, culturally, and very likely economically.



Mary Hatwood Futrell
President, NEA



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Hello, Goodby

6/15/88

Pedro Orozco of Norwalk started school in 1980 knowing only two words in English: *hello* and *goodby*. Last year he won an essay contest about bilingual education, and this year he is finishing eighth grade at John Glenn High School (which contains grades eight through 12)—taking a course of study that includes science, algebra, band and an advanced language program.

Pedro's prize-winning essay credited much of his school success to bilingual education. He took part in that program from kindergarten to third grade at Edmondson School. But now the kind of program that helped Pedro Orozco must depend strictly on local school districts' initiatives, because the Legislature has just dropped its efforts to renew the state's law. That retreat, coupled with last year's veto by Gov. George Deukmejian of a bill to extend the program, sends a bad signal to Latino and Asian immigrant students who are increasingly filling California classrooms.

As a result of a 1974 U.S. Supreme Court case that originated in San Francisco, school districts must provide instruction in students' native languages. The federal guidelines are far less stringent than are those that California had enacted but let expire last year. Without a strong and explicit state law, it's going to be easier for local districts to dismantle bilingual programs if they want to do so.

This year Assembly Speaker Willie Brown (D-San Francisco) and other Democrats had included

bilingual education in legislation to extend a handful of special programs that help handicapped, low-income and gifted students in an effort to pressure the Republicans. But now they realize that this approach jeopardizes the other programs and have sadly thrown in the towel. That leaves local districts largely on their own.

The Los Angeles Unified School District, for example, committed itself this spring to expanding its efforts based on an approach developed at Eastman Avenue Elementary School in East Los Angeles. The students take basic courses in their own language—Spanish, in the case of Eastman students—so they don't fall behind while learning English. They join English-speaking students for art, music and physical-education classes.

With 163,000 students who speak little or no English, Los Angeles school officials are only too aware of the challenge, and they have demonstrated a willingness to act on their own. Many other districts are not as conscientious. They need the prodding—and the financial resources—of the state behind them to offer the kind of bilingual program that has helped youngsters like Pedro Orozco.

Pedro did his part. Last year, at 12, he testified before an Assembly committee considering extending the bilingual-education program. He helped sway the votes of two Republican assemblymen. It's too bad that more of the grown-ups in Sacramento didn't listen.

L. A. Times Editorial

OVER



Secretary of Education Lauro Cavazos Jr.: His parents' legacy for him has become his national passion for all children.

Lessons From Life

Speaking From Experience, Cabinet's First Latino Will Put Education's Focus on Minorities

By BETTY CUNIBERTI
Times Staff Writer

WASHINGTON—Lauro Cavazos Jr., the first Latino member of an American presidential cabinet, glanced around his new workplace, taking in its dimensions. The new secretary of education estimated his office is about the same size as the one-room schoolhouse on the 825,000-acre King Ranch in Texas where he started his education 50 years ago with other Latino children of ranch workers.

"It was just a little bigger but not much. One row was the first grade, and one row was the second grade. It was all in English," Cavazos said, chuckling as he recalled a room filled with Latino children, all battling with a difficult second language, seeing humor in the ridiculousness of it.

Tiny though it may have been, that first school gave Cavazos an early taste of an obsession of his parents, a cattle foreman with the rough equivalent of a high school education and a homemaker who had never gone beyond the third grade. What Lauro Cavazos Sr. and his wife, Tomasa, wanted more than anything else for their family was an education. It was the legacy they left their five children, all of whom now have at least one college degree.

It now also has become the national passion of Lauro Cavazos Jr., the first Latino president of Texas Tech University, who at age 61 has found himself running the U.S. Department of Education.

"My father was a man of great wisdom, great intellect, great foresight," Cavazos said. "Just because

one isn't educated doesn't mean he doesn't have an awful lot of intellect."

The importance of education, especially for minorities, is a message Cavazos hopes to pass along in his five-month tenure, especially in the next month as he campaigns across the Southwest for George Bush.

His travel schedule starts with events this week in Texas and next week in Southern California. Cavazos then goes on to Colorado, New Mexico and Arizona before the Nov. 8 election.

Cavazos' campaigning likely will remind critics of the controversy that surrounded his selection to replace his outspoken predecessor, William Bennett.

Reagan Ploy

Chosen from a list with only Latinos on it, Cavazos won praise for his qualifications. But critics also assailed the White House for using his appointment to make a blatantly political play for Latino and Texas votes.

Rep. Albert Bustamante, the Texas Democrat who heads the Congressional Hispanic Caucus, said President Reagan's appointment of a Latino cabinet member was a "big play to try to help Bush."

But Bustamante quickly added that he so admires Cavazos that he will recommend he be retained in the next Administration, regardless of who wins. "It's just too bad this appointment was made for political reasons," he said.

The National Education Assn, has likened Cavazos' late hiring to "a substitute teaching appointment. He will not have tremendous impact on the outcome of educational policies."



"Sometimes I feel that for some reason we Hispanics do not value education... and I don't know why."

It said in a statement.

Conceding his scheduled time in the job might be brief, Cavazos hopes he can "set a tone" that will carry into the new Administration, whether it is Republican or Democratic.

Cavazos is apolitical, those who have known him a long time said. Last March, he voted Democratic in

Texas' open primary, he said, noting: "I tend to vote in the Democratic primary most of the time. I look at the candidates on the thing and in those cases I thought these were the better candidates, so I voted for them."

That leaves hanging the implication that he thought Democratic candidates were superior to Bush and the Republicans' cohorts. But Cavazos—who before his nomination had said he was retiring from his \$143,000-a-year job as Texas Tech president for a sabbatical before returning to teaching—definitely swears aside an inquiry about whether he would like to serve in a Dukakis Administration.

He insisted, repeatedly, that he is focused now only on what he can do before Reagan leaves office in January.

He said he thought hard before deciding to accept the cabinet job, which pays \$39,500 a year. Despite the political controversy that surrounded it, he wanted the post because "at least this gives me a national platform, a forum to say some things we deeply care about."

"I'm a scientist. And as I think about this thing, I really cannot say, 'Yes, it was politically motivated,' or 'No, it was not.' But I can say it's an opportunity to serve. It's a chance to do something that only comes to a handful of people. And I guarantee you I'm qualified."

Cavazos' dedication to educating minorities never has been in question. He has been honored by prominent Latino and education groups; he is backed by Republicans and Democrats.

Please see CAVAZOS, Page 3

CAVAZOS: Dedication to Educating Minorities

Continued from Page 1

Cavazos credits his parents for plotting his remarkable journey from the schoolhouse to the Cabinet, an educational path that took many a twist and turn.

His father, he noted, worked on the ranch seven days a week without vacation for 43 years. He had to dodge Mexican bounty hunters, who were seeking the \$25 put on his head after his rough dealings with raiders from across the border. Dangers that his bounty was so low, Lauro Cavazos Sr. and other ranch hands fended off the hunters and bandits in gunfights. Cavazos' mother, Tomasa, born on the ranch, gave birth to her five children at home.

Cavazos' parents led a hard life and wanted more for their children, a future extending beyond the Rhode Island-sized King Ranch.

His father worked at his dream, insisting that his children speak to him in English, though they talked to their mother in Spanish. And when Cavazos Jr. was in about the third grade in the ranch school where "my aunt was the teacher" and "you could pull a drape across and it became a two-room schoolhouse," his father decided his children needed better.

Built House in Town

"He decided we would go to school in town three miles away," Cavazos said. "That may seem like a simple thing, but this must have been around 1935. And there were three schools in Kingsville, Tex. one for the Anglos, one for the Hispanics and one for the blacks. The one for the Anglos was the closest to the ranch, and was the best, frankly."

His father "did not literally... kick down the schoolhouse door to get his children in," Cavazos recalled. But he did break a barrier, for his children became the first Latinos in the white school.

Was that difficult? Cavazos laughed in a manner suggesting that was an understatement. "In those days there were some things," he said, pausing. He decided not to go into it, saying, "children are children."

Cavazos noted that his father later "built a house in town... It wasn't until years later that it finally dawned on me what he had

done. He had built that house within two blocks of the grade school, within three blocks of the high school and two blocks of Texas A&I College. He had it all figured out."

His father also figured that gentle persuasion sometimes worked better than unflinching force to guide an errant child. After high school, Cavazos served in the military.

On the day he came home, his father picked him up at the bus station. His father asked him what he wanted to do next, to which Cavazos replied: "I think I'd like to be a commercial fisherman."

His father said nothing but as they drove past Texas A&I, he said: "I think tomorrow we should go there and have a talk."

Baiting a Hook

Cavazos' aspiration to spend his life baiting a hook turned out to be short-lived. He enrolled at Texas A&I, transferred to Texas Tech and was graduated in 1949 with a bachelor's degree in zoology. He obtained a master's degree in cytology from Texas Tech and a Ph.D. in physiology from Iowa State.

He is the author or co-author of about 75 publications on the physiology of reproduction, the structure of cells and medical education. Although he is not a medical doctor, he was dean of the Tufts University School of Medicine before becoming Texas Tech president in 1980, the first alumnus to do so.

Two other Cavazos children also have gained national recognition: Bobby Cavazos, a former All-American football player, owns his own ranch; Richard Cavazos became the Army's first Latino general and retired with four stars.

As education secretary, Cavazos already has spoken out in favor of bilingual education, a position that many had seen the Administration tilting away from.

He also has vowed to seek an increase in his agency's \$18.4-billion 1988 budget.

But he draws the line at suggesting new government programs or offering specific comments regarding controversial Reagan Administration positions on college loans, tuition tax credits or merit pay for teachers.

Cavazos, cast as a fence-mender who will soothe some of the feelings bruised by his vocal and controversial predecessor, does not specify how he may be similar to or different from Bennett.

Bennett Criticism

(Bennett was unrelenting in criticizing teachers and administrators. He called school bureaucracy "a blob" and characterized the curriculum of black ghetto schools as "Jim Crow math and back-of-the-bus science." He angered many at Stanford by attacking changes in a required Western civilization course, saying the school had bowed to intimidation by blacks, Latinos and women. He criticized Surgeon General C. Everett Koop's view that students should be taught about condoms in AIDS prevention; he said, instead that abstinence should be emphasized.)

In an interview, Cavazos was relaxed and affable, sitting near a wall of empty bookshelves. He and his wife, Peggy, have taken an apartment in Washington and have not had time to unpack. Their 10 children, ages 21-31, are scattered nationwide. Nine of them have earned college degrees, he offered proudly.

Cavazos said he hopes to relate to Latinos in American barrios, even though he is not a product of them himself.

"I'm a sixth-generation Texan, which is as far back as you can get," he said. "Actually, on my father's side, we had a land grant from Spain in the 1780s. We were there long before Texas ever existed. On my mother's side, her mother was from the Monterey area in Mexico. We're really *kineas*, people of the ranch. We never owned the land but the land was really ours originally."

The rise of the Cavazos family came at a time of great opportunity for lower-class Americans and descendants of immigrants. The situation is different now, but Cavazos said "it is still possible," for Latinos trapped in poverty to better their lives as he and his family did.

"The most serious problem in America today is people dropping out and not completing their education," he said. "About 30% to 45% of Hispanics will not complete high school. Only 7% will complete a university degree, less than 2% will get a graduate degree. It's a disaster."

Economics, pregnancy, drugs, alcohol and lack of motivation are all factors in the dropout rate, Cavazos said. But also, "Sometimes I feel that for some reason we Hispanics do not value education. No longer is education the driving force and I don't know why."

Minority Attendance

At Texas Tech, his efforts to encourage minority attendance resulted in an increased Latino enrollment of 6.3% in 1987 from 3.6% in 1980, and a rise in black enrollment from 1.8% to 2.4%.

To duplicate this feat nationwide, Cavazos said he believes the federal government should act as a facilitator, coordinating local efforts. His own role will be to use his national platform to try to "re-awaken in every child in this country the thirst, the cry, the hunger for education, and have that be reinforced by parents, by teachers, by administrators at every level."

This is not an easy task, Cavazos knows: "A couple years ago, I was at a school in Lubbock that was predominantly Hispanic and black.

Please see CAVAZOS, Page 6

CAVAZOS

Continued from Page 3

I was talking to sixth-graders about staying in school. This young man raised his hand, a little Hispanic fellow, and he said, 'Doctor, what do you tell your parents when they tell you it is now time to quit school and go to work?'

"It was a devastating question to me personally. I know it's true. When I think about growing up on the ranch and the influence my parents had on shaping me and my brothers and sister, clearly we need strong parental guidance. We need strong grandmothers. I guess, and grandfathers. But what I'm getting at is I feel we have lost some of that and people are dropping out."

After Cavazos became president of Texas Tech, he said he gave about 60 speeches to local Latino groups, the gist of which was: "This is shameful. Drag your kids to school."

"But nobody listens to university presidents," he said. "And I'm not sure they'll listen to the secretary of education either."

Cavazos, however, figures that as the first Latino education secretary on the campaign trail he will have more chances for people not to listen to him. And maybe a few of them will.

9-7-88 Sacto Bee

Honig notes ethnic diversity

By Herbert A. Sample
Bee Capitol Bureau

Non-white children constitute a majority of California's public-school population for the first time, state schools chief Bill Honig said Tuesday.

Honig, speaking at a Capitol press conference to mark the opening of the new school year, said that white children make up a projected 49.2 percent of the 4.6 million students attending class this year.

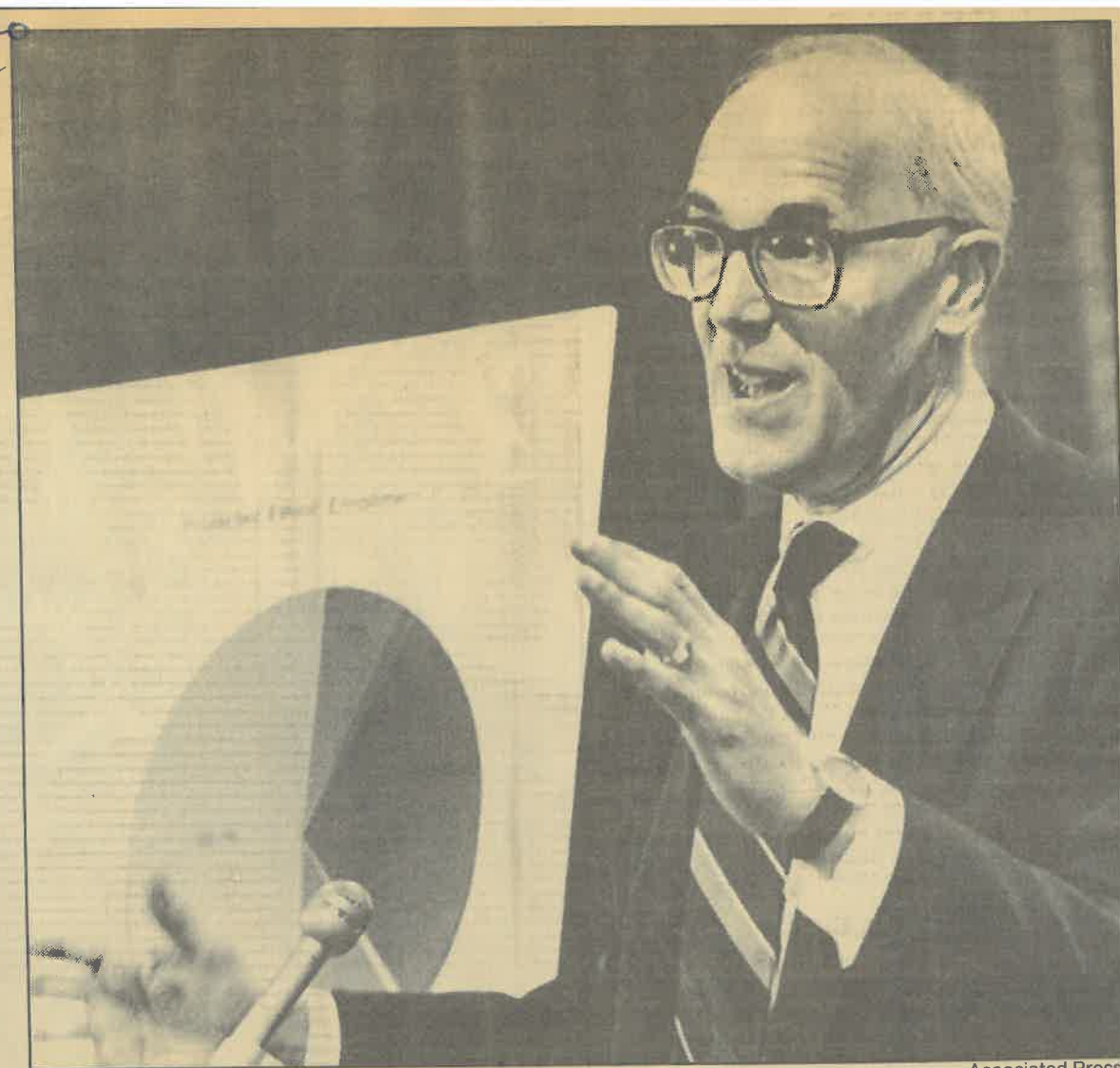
Hispanics account for 30.7 percent of this year's enrollment; blacks, 9 percent; Asians, 7.6 percent; Filipinos, 2.2 percent; American Indians, 0.8 percent, and Pacific Islanders, 0.5 percent. "We're going to have to work with the most diverse group of youngsters that we have seen," Honig said.

But he acknowledged that public support for increases in education spending is threatened if minority parents are not active in politics. Hispanics, for instance, vote at a much lower level than their percentage in the population.

"It's tougher to make the sale if you have a non-voting population who are parents," he said.

He also said attempts to restrict state bilingual education regulations — efforts waged largely by Assembly Republicans — are "very shortsighted."

The state law governing how local districts can implement bilingual education programs expired last year. Although legislative proposals to restore the law failed, Honig has continued to enforce many



State schools chief Bill Honig urged the passage of Proposition 98 at a news conference

Tuesday. The measure would earmark 38 percent of the state's budget for schools.

Associated Press

of the old rules. About 600,000 students receive the instruction, he said.

The current ethnic makeup of California's schools contrasts sharply with that of 1966, when whites made up 75.1 percent of the 4.65 million children enrolled. Hispanics accounted for 13.6 percent and blacks, 8.2 percent. Filipinos, Indians, and Pacific Islanders together made up 0.91 percent.

The shift mirrors a change in the state's population as a whole. In

1970, whites constituted 78 percent of the population; they now make up 59 percent, according to state Department of Finance statistics.

Hispanics were 11.8 percent of the population in 1970 and are now 23.7 percent, the figures indicate. Blacks were 6.8 percent and are now 7.5 percent, while Asians and others were 3.2 percent and are now 9.2 percent.

At the press conference, Honig also praised Proposition 98, an initiative on the November ballot that

would earmark 38 percent of the state's budget for schools. This year, the state has allotted over \$13.2 billion for schools.

Even though school enrollments are growing much faster than the general population, education spending has slipped.

The ballot measure "means that the annual fight over how much (schools will receive) is not going to hit us and therefore we can concentrate on how to make the schools better," said Honig.

Rapid increase in Hispanic population

By Randolph E. Schmid
Associated Press

WASHINGTON — Hispanics have increased by more than one-third in this decade, growing nearly five times faster than the rest of the population, the Census Bureau reported Tuesday. And more than half of all Hispanics in this country reside in just two states — California and Texas.

It estimated that there were 19.4 million Americans of Hispanic background as of last March, representing 8.1 percent of the nation's population.

That is 34 percent more than the 14.5 million people who listed themselves as Hispanics in the 1980 census.

By comparison the nation's non-Hispanic population increased by about 7 percent in the same period.

About half the Hispanic increase was a result of immigration and half from the excess of births over deaths, the bureau said.

While people of Spanish ancestry made up a growing share of the nation's residents, they are extremely concentrated geographically, the bureau found.

About one-third of Hispanics, 33.9 percent, re-

About one-third of Hispanics, 33.9 percent, reside in California, and 21.3 percent live in Texas, meaning those two states account for well over half of all Hispanics in the United States.

side in California, and 21.3 percent live in Texas, meaning those two states account for well over half of all Hispanics in the United States.

While the study did not estimate the Hispanic population of every state, it said that nearly 90 percent live in just nine states.

Those are California, 6.6 million; Texas, 4.1

million; New York, 2.1 million; Florida, 1.5 million; Illinois, 801,000; Arizona, 648,000; New Jersey, 646,000; New Mexico, 543,000, and Colorado, 368,000.

Other findings of the report on Hispanics include:

- More than half (51 percent) of Hispanic have completed high school, and 10 percent have completed four years of college. That still trails non-Hispanics, who have 78 percent high school graduates and 21 percent finishing college.

- People of Mexican heritage were the largest Hispanic group at 12.1 million. They were followed by Puerto Ricans living on the U.S. mainland, 2.5 million; Central and South Americans, 2.2 million; and Cubans, 1.0 million.

- The unemployment rate among Hispanics was 8.5 percent, compared with 5.8 percent for non-Hispanics.

- The proportion of Hispanic families maintained by a married couple was 70 percent down from 74 percent when it was last measured in 1982.

At the same time, the share of families headed by a woman with no spouse present increased from 26 percent to 30 percent.

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tion picture work. The ranch house also was destroyed.
Hot weather, low humidity and gusty winds hampered
efforts by firefighters to contain blazes stretching from
Orange to Ventura County.

Two people were injured and 300 fled without their
clothes when a propane tank exploded at the 53-acre
nudist Tree House Fun Ranch in San Bernardino County.
That blaze destroyed two homes, damaged three others
and destroyed seven other structures.

The biggest blaze, which had blackened more than
12,000 acres in Los Angeles and Ventura counties and
threatened to burn into the Angeles National Forest
Tuesday, was expected to be contained Tuesday night.

Three other homes were destroyed in Lakeland Vil-
lage, about 65 miles southeast of downtown Los Angeles.

Material from the Associated Press is included in this
report.

rocket blast reported

uld not discuss if an explosion oc-
red or whether the secret pay-
d reached proper orbit.

We're not going to comment on
results of a (classified) space
ht," she said.

The satellites are moving exactly
they should be," said an Air Force
rce, speaking on condition of ano-
nimity. "Everything is just peachy."

A second source, also demanding
onymity, confirmed the satellites
re not endangered following the
nch from Vandenberg, 140 miles
rthwest of Los Angeles.

Neither source would confirm that
explosion occurred, but they said
y wouldn't necessarily hear about

one if it didn't affect deployment of
the satellites.

"I checked into it and everything I
know is positive," said Capt. Marty
Hauser, an Air Force public affairs
officer at the Pentagon. "It went
well."

The observers, who were very fa-
miliar with launch procedures, be-
lieved the crimson-colored flash re-
sulted from a puncture in a nearly
empty oxidizer tank on the first
stage of the rocket, according to the
newspaper, located in the city where
many Vandenberg workers live.

The Record said similar "anoma-
lies" happened after launches of oth-
er rockets at Vandenberg without
preventing their payloads from
reaching orbit.

INVITATION TO BID

(Asbestos Removal Contractors)

The Redevelopment Agency of the City of Sacramento will receive seal-
ed bids for the Asbestos Removal at 3525 Rio Linda Blvd, Sacramento,
California.

Bids will be received until 10:00 a.m. on the 27th day of Sept, 1988, at
the office of the Agency Clerk, 630 "I" Street, Sacramento, California at
which time and place all bids received will be publicly opened and read
aloud.

The contract documents may be obtained at the Technical Section of the
Agency at 429 J Street.

Contractors and/or their agents are urged to attend the pre-bid con-
ference which will be held at 429 "J" Street, Sacramento, California at
9:00 a.m. on Sept 15, 1988. The Agency's representation on MBE/WBE
will be present to clarify the MBE/WBE requirements. A pre-bid inspec-
tion of the project sites will follow immediately. The right to trespass at
any other time is not allowed.

The Agency reserve the right to reject any and all bids and to determine
which proposal should be accepted in the best interest of the Agency.
The Agency also reserve the right to waive any informalities in any pro-
posal or bid, and to delete certain items listed in the proposal, as set
forth herein. The Agency will award the contract to the lowest respon-
sible bidder.

Bids received after the above mentioned time established for receiving
proposals will not be considered. No bidder may withdraw a bid after
the time established for receiving proposals or before the award and
execution of the Contract, unless the award is delayed for a period to
exceeding forty five (45) days.

The Sacramento Housing and Redevelopment Agency is an Equal Op-
portunity Employment contractor.

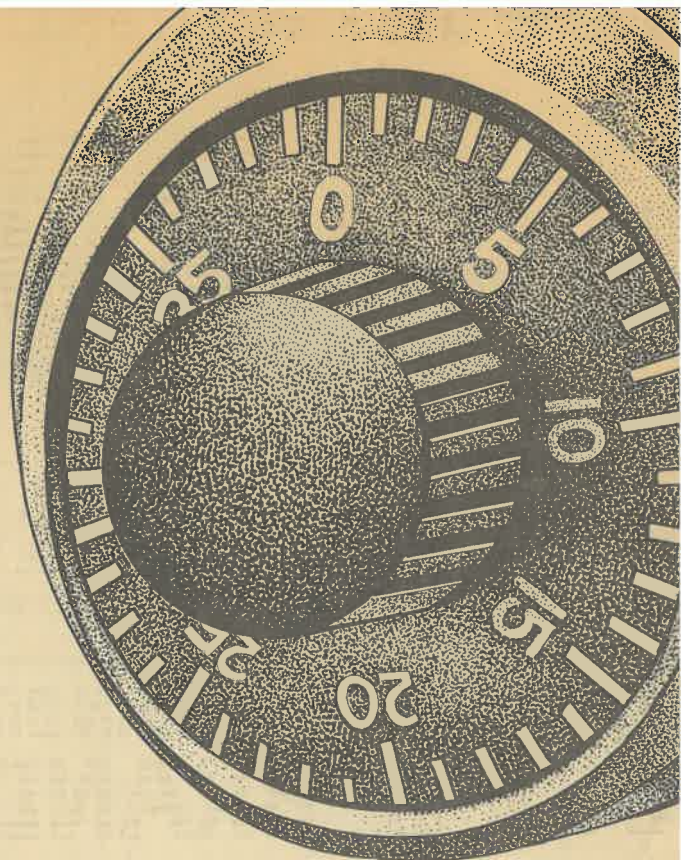
REDEVELOPMENT AGENCY of
the CITY of SACRAMENTO

BY William H. Edgar
Executive Director

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English Fluency, Attainment Linked in New NAEP Study

By Robert Rothman

WASHINGTON—Schools should develop the English competence of language-minority pupils in order to ensure their academic success, an analysis of the most extensive national assessment of Asian and Hispanic student achievement has concluded.

But the study also found that there is "little or no consistent relationship" between school achievement and the use of a language other than English at home.

The study, conducted by the National Assessment of Educational Progress, found that Asian students—who tended to take more rigorous coursework and have more positive attitudes about schooling—outperformed their white and Hispanic peers in both reading and mathematics at all grade levels tested.

But it also found that the Hispanic stu-

dents who claimed competence in English performed relatively well on the assessments, regardless of whether they spoke Spanish at home.

"It would appear that whether or not one comes from a home where a second language is frequently spoken is not an important issue in itself, but whether or not one is competent in English is," the study concludes.

"While frequency of use of one's non-English language in the home is not a variable that can be easily manipulated," it adds, "the development of English competency is manipulable and should be of high priority within school systems."

The study, written by researchers at the Educational Testing Service, which administers NAEP under contract to the U.S. Education Department, was completed last

Continued on Page 19

English Fluency Linked to Attainment

Continued from Page 1

summer but was not formally released to the public due to budget constraints, according to officials.

"This was done on a relative shoestring," said Chester E. Finn Jr., the former assistant secretary of education for educational research and improvement.

Despite its limited distribution, Mr. Finn added, the study could play a role in the ongoing debate over the efficacy of bilingual education. While the assessment could not determine the most effective method of teaching limited-English-proficient students English, he said, it "plainly argues what the learning objectives should be" for those students.

"English-language fluency ought to remain the primary education goal in efforts to deal with non-English-origin kids if we care about their educational achievement," Mr. Finn said.

But James J. Lyons, counsel to the National Association for Bilingual Education, warned that while "our goal has to include English-language fluency," such fluency alone is insufficient.

"There are lots of programs," he said, "that help children learn science, math, and social studies in their native language while they are learning English, so that they don't fall behind and don't drop out."

Larger Group Tested

NAEP is a Congressionally mandated assessment that regularly tests a national sample of students in reading, math, writing, and other subjects.

While the tests' sampling procedures yield reliable information on the performance of white and black students, NAEP officials said, the sample of Hispanics, Asians, and Native Americans has tended to be too small to allow researchers to analyze variables associated with the achievement of those groups.

A previous E.T.S. study on the performance of language-minority students, which was based on data from the 1983-84 NAEP assessment, was "limited" because of the sample size, the new study notes. The earlier study, released in 1985, was sharply criticized as "misleading, oversimplified, and speculative" by Mr. Finn. (See *Education Week*, April 2, 1986.)

To provide "more reliable national performance data for the growing Asian and Hispanic populations," the study notes, NAEP conducted a special assessment in 1985-86 of 3,329 3rd graders, 4,133 7th graders, and 3,531 11th graders. The test takers included a nationally representative sample of Asian Americans and representative samples of Mexican-American, Cuban, Puerto Rican, and other Hispanic students—those from the Caribbean Basin and Central and South America—attending schools with a high

concentration of Hispanic pupils.

The sample also included 427 Native Americans, but that group was too small to yield reliable data, researchers said.

Asian Advantage

The study found that, in math, Asian students significantly outperformed all other groups at all grade levels, and that Hispanics tended to do substantially less well than their Asian and white peers.

One exception, it noted, was in 11th grade, where Cuban students, with an average score of 66 percent correct, performed better than all other Hispanics and nearly as well as white 11th graders.

In addition, other Hispanic 11th graders also outperformed Mexican-American and Puerto Rican students.

On the reading test, the researchers were able to draw conclusions only about the 7th graders, since the test proved to be too hard for most 3rd graders and too easy for most 11th graders.

As with the math test, the researchers found that Asian students, with an average score of 52.5 percent correct, narrowly outperformed the white students and significantly outscored the Hispanic and black students.

"The conventional wisdom is that Asians can do well in math, but can't read," noted Mr. Finn. "This shows that not to be the case."

Ethnic Differences

In analyzing the possible explanations for these performance levels, the study found differences in family background, attitudes, and school experiences among ethnic groups.

For example, it found that among Hispanics, Cuban students, who were the most likely to speak Spanish at home, rated their English competence as relatively high.

Puerto Rican students in grades 7 and 11, it found, were most likely to report that they had been retained

in their grade at some point in their school career. And Cuban 11th graders were more often in an academic track than their Puerto Rican and Mexican-American peers.

Asians, the study found, were generally more likely to come from families with high educational attainment, to use their non-English language seldom outside of home, to be enrolled in academic tracks, and to report doing more homework than students from other groups.

Moreover, the report observes, Asians "tended to have many school-related attitudes and behaviors that are associated with high levels of achievement—they reported that their parents had high educational aspirations for them and the students indicated a high belief in effort as a critical factor in educational success."

Differences in background and school characteristics, the study concluded, did not explain the difference between the high-performing Asians and other groups.

Coursework and Attitudes

According to the study, these findings suggest changes schools can make in improving the performance of language-minority students.

In addition to developing students' English competence, it suggests, schools could help ensure that Hispanic students take more rigorous courses.

"Although there are many reasons why students are not enrolled in more rigorous, academic courses at the high-school level—previous academic performance in the subject area, lack of interest, poor counseling, unavailable teaching personnel, to name a few—it is important to prepare and encourage Hispanic students to enroll in these courses," the report says.

It also argues that schools should develop among students the belief that effort, not merely ability, can contribute to achievement.

Mathematics Achievement, Grades 3, 7, and 11

Ethnic group	Grade 3 (18 items)	Grade 7 (22 items)	Grade 11 (28 items)
Special study sample:			
Mexican American	49.4 ¹	51.6	56.0
Puerto Rican	46.9	48.4	55.3
Cuban	46.8	51.7	66.3
Other Hispanic	51.3	51.4	60.3
Asian	65.3	69.9	76.1
Native American ²	44.8	44.1	57.8
Regular NAEP sample:			
White	58.8	58.9	68.9
Black	46.2	47.2	52.1

¹ Weighted means percent correct, based on 18 items at grade 3; 22 items at grade 7; and 28 items at grade 11. Comparison cannot be made across grades in this table. Each grade had different items and the sets of items were not equated.

² Interpret with caution.

SOURCE: National Assessment of Educational Progress.

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children.

Bank Donates \$100,000 for Child Care Center

The first capital grant of \$100,000 toward construction of a major child care center downtown was announced Wednesday by a group of downtown public and private employers.

The Alliance of Businesses for Childcare Development, a nonprofit group founded by the United Way, has received the grant from First Interstate Bank to build a center at 965 Venice Blvd. The center, when completed in June, 1987, is expected to accommodate 80 children, from infants to preschoolers. The center is designed primarily to provide reasonably priced child care for children of parents who work downtown.

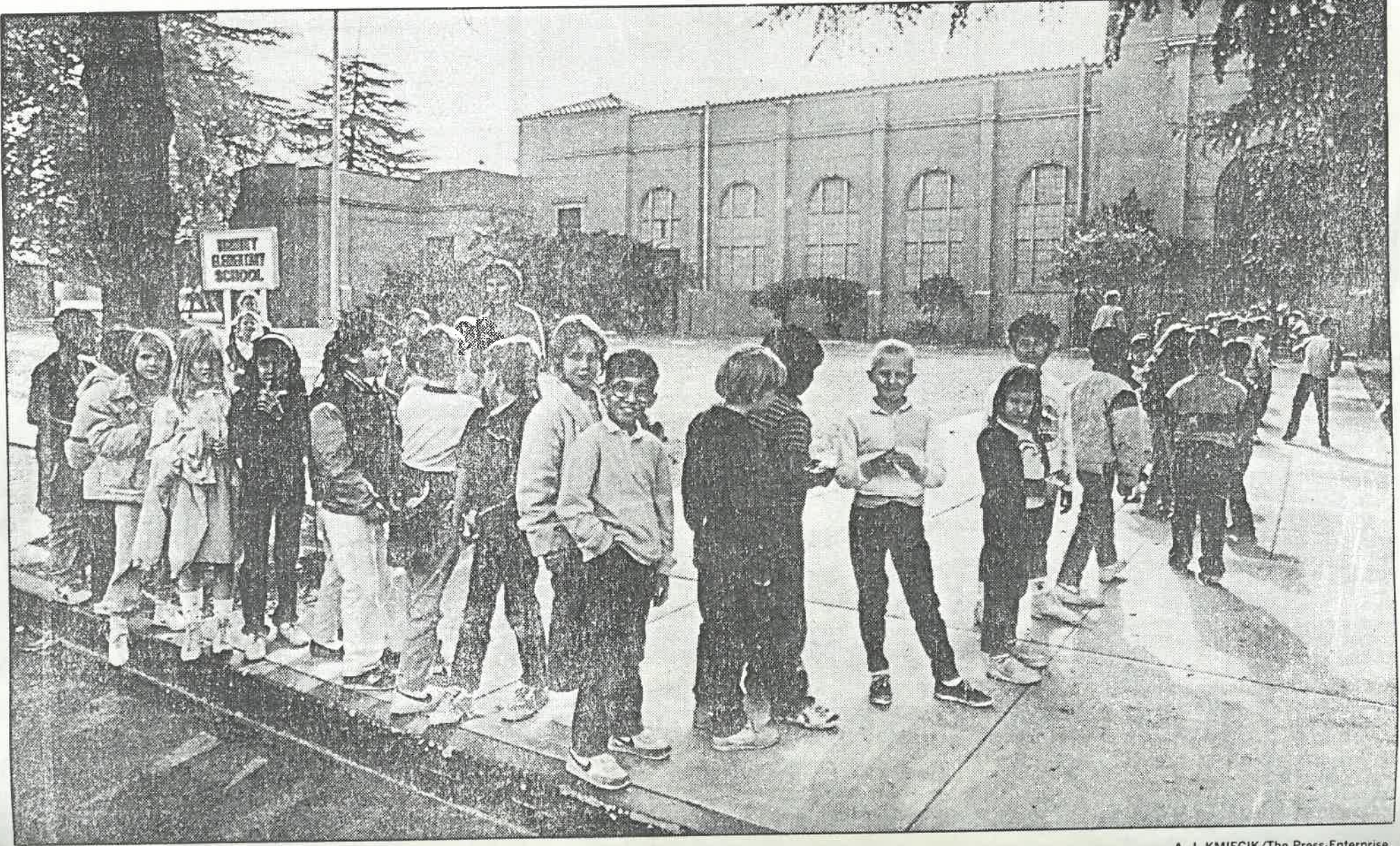
Mayor Tom Bradley, who attended a press conference sponsored by the alliance, called the First Interstate Bank grant for the child care center "a fine example of corporate responsibility." The center is the second of four such centers planned. A child care facility at First United Methodist Church downtown, which received an \$82,000 donation from the alliance, is already operating.

Gretchen Anderson, executive director of the alliance, said the \$100,000 grant is the first of what she hopes will be other major donations from downtown employers.

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A. J. KMIECIK/The Press-Enterprise

Students line up for lunch at Hemet Elementary School.

Hemet Elementary School overcomes language barriers

By BETH SHUSTER
The Press-Enterprise

HEMET — It is not unusual for Memo Mendez, the principal of Hemet Elementary School, to spend most of his day doing the work of a school secretary.

Writing notes to parents, answering telephone calls and talking to students. And most of the time Mendez does it all in Spanish.

With the most Spanish-speaking students of any school in the Hemet Unified School District, Hemet Elementary School administrators and teachers spend a good deal of their time translating.

Mendez, who is Mexican-American, says it is "a real advantage" to be able to converse with parents and their children. On a recent day, Mendez walked across the downtown campus alternating "hello" with "buenas dias."

With close to 180 Spanish-speaking students, the most ever at Hemet Elementary, Mendez says the school has added bilingual classes in the lower grades, and is trying to get Spanish-speaking parents to become more active in the school.

"We don't feel we're involv-

ing the parents as much as we'd like to," he said. "Most of them work so it is hard to get them to come to school during the day, and they need to be made to feel comfortable in the school setting when they do come."

Ruth Martinez, a bilingual kindergarten teacher who is fluent in Spanish, says she finds it "very difficult to get them (parents) to come in."

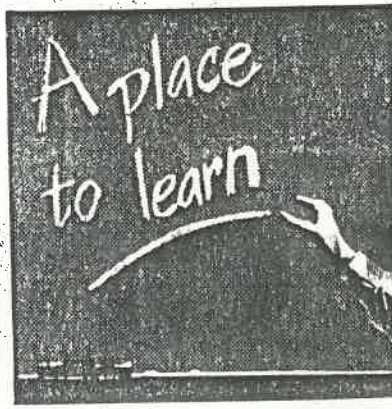
"They don't seem to have the time, or they feel Spanish won't be spoken at the function and there won't be a way of communicating," she said.

In the eight bilingual classes at Hemet Elementary, the emphasis is on learning English. However, teachers say they encourage Spanish-speaking students to keep up their Spanish.

In the upper grades, when the Spanish speakers are nearly fluent in English, teachers set aside time during the week for "reinforcement" — reading, writing or speaking in Spanish.

Fifth-grade teacher Charlie Hall, who teaches a bilingual class and is fluent in Spanish, said the reinforcement helps to emphasize to the students that their culture is important.

And in Janet Hancock's bilingual third-grade classroom,



A weekly series profiling area schools

Spanish-speaking students are required to check out an English and a Spanish book from the library. "I don't want them to forget their language while they're so busy learning ours," she said.

Hancock, who speaks only limited Spanish, says eight of her 28 students still read in Spanish and two barely speak English.

To overcome the language barrier, a bilingual instructional aide, Soledad Folk, helps Hancock translate directions and in-

(See SCHOOL, Page B-4)



Memo Mendez is the principal at Hemet Elementary School.



A. J. KMIECIK/The Press-Enterprise

From left, Angelica Sanchez, 5, Todd Hankins, 5, and Richardo Herrera, 6, are kindergarten classmates.

School . . .

(From Page B-1)

terpret at parent conferences. Often, Folk helps Hancock play "Simon Says" in English and then in Spanish. And, the word game "Hangman" is also played in both languages.

"I keep telling the Spanish-speaking students how special it is to know two languages," Hancock says. "I want them to feel good about it."

Hancock says the eight- and nine-year-olds help each other in English and Spanish. "They translate for each other sometimes, and for me, too." In fact, if Folk is not there to translate a note to a Spanish-speaking parent, a student might do it, she said.

One-third of the bilingual classes are students with English as their first language. Teachers say these students are learning some Spanish by making friends with Spanish-speaking classmates. In the lower grades, such as

Martinez's kindergarten class, the Spanish-speaking students are "just learning their own language, so they are less able to speak English," Martinez says. But "there is so much interaction between the children that my English-speakers are now learning Spanish," she said.

Sometimes, the teachers say, it can be difficult to convince parents of non-Spanish-speaking children that the bilingual classroom is "just as good as other classes," Charlie Hall says. It can take a lot of "good" public relations to convince them, he said.

Hall says usually he meets with the concerned parents, and once they see the books are the same as in other classrooms, "they don't mind."

Students in bilingual classes generally get along well, the teachers say.

Jodi Jordan, a third-grader, says she's learned some Spanish words. At least enough to know when her Spanish-speaking classmates are talking about her, she says.

She says she doesn't mind waiting for her teacher to give instructions in Spanish. In fact, she can get some homework done in that time, she said.

Teaching the bilingual class is "twice the work," Martinez says, echoing the view of several other teachers. "Instructions have to be in both languages, notes to parents have to be in both languages and only mathematics can be the same," she said.

Mendez sends bulletins to parents written on two sides — one in English, the other in Spanish. Often, he answers questions from Spanish-speaking parents who need to know basic information, such as when school is out or

school bus information. "It takes additional time," he admits, but the parents need to feel the school is responsive, he said.

The influx of Spanish-speaking children at Hemet Elementary — about 25 more this year over last — is due mainly to the boundaries of the school. Located on Kimball Avenue, the school serves the downtown area including Menlo Avenue on the north to Tahquitz Avenue on the west, Johnston Avenue on the south and one block of Cornell Street on the east.

The school serves the older areas of the city, according to Raul Soto, the district's bilingual resource teacher. "A lot of Hispanics move to that area because



Ruth Martinez works with students in her kindergarten class.

it's cheaper to rent in the older sections," he said.

The bilingual classrooms celebrate some Mexican holidays, including Mexican Independence Day and Cinco de Mayo, as well as the American holidays. "We are showing them in the classroom that their culture is valued," says Mendez.

In Hall's fifth-grade class, Mexican history is combined with lessons about other countries. "I try to push multicultural history," he says. "I want the Spanish-speaking kids to know people are different everywhere . . . we need to instill pride in these kids."

Next week: Ramona Elementary

Learn how chapters across the state are increasing their memberships. See page 4.

Classified School Employee Week is just around the corner. Read about the kickoff BBQ on page 5.

Vote Yes on Prop 71, No on Prop 72. See Sacramento Update, page 7.

THE CALIFORNIA SCHOOL EMPLOYEE

San Jose, CA

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California School Employees Association

April 1988

RPAC training moves CSEA to head of class

SAN JOSE—With three CSEA-sponsored bills in the state Legislature, Proposition 71 (see page 7) on the June ballot and an election year ensuing, CSEA's political activists have taken a major step in their fight for classified employees.

Regional political action coordinator (RPAC) training sessions were held in Los Angeles and San Jose in late February. The sessions featured speakers from the Legislature and offered an overview of CSEA's political planning for this pivotal year in Sacramento.

RPACs, regional representatives (RRs), alternates, and members of the state board of directors and the Legislative, PACE and Public Relations Committees took part in the training designed to strengthen CSEA's political advocacy program.

"We have found that members want to get involved in the political process," said Governmental Relations Representa-

tative Dave Low. "When we get politically active, we can make an impact."

According to Barbara Howard, director of CSEA's Governmental Relations office, that impact has been paying off. "Our involvement in the political process has increased tremendously in the last few years," said Howard. "Because of PACE, the Legislative Committee and our RPACs, the attitude toward classified employees in the Legislature has changed dramatically."

State President Bill Regis concurred in his remarks to the southern California gathering. "Our members do vote," said Regis. "When the legislators realize this, they will listen. We must elect legislators who believe in the labor movement, and that the future of this country depends on our children's education."

(See training, back page)



Governmental Relations representative Dave Low discussed CSEA's political priorities for this year. "Our number one priority is Proposition 71 to change the spending limit, but we must also register our neighbors to vote and get active in political campaigns."



RPAC attends Democratic State Convention

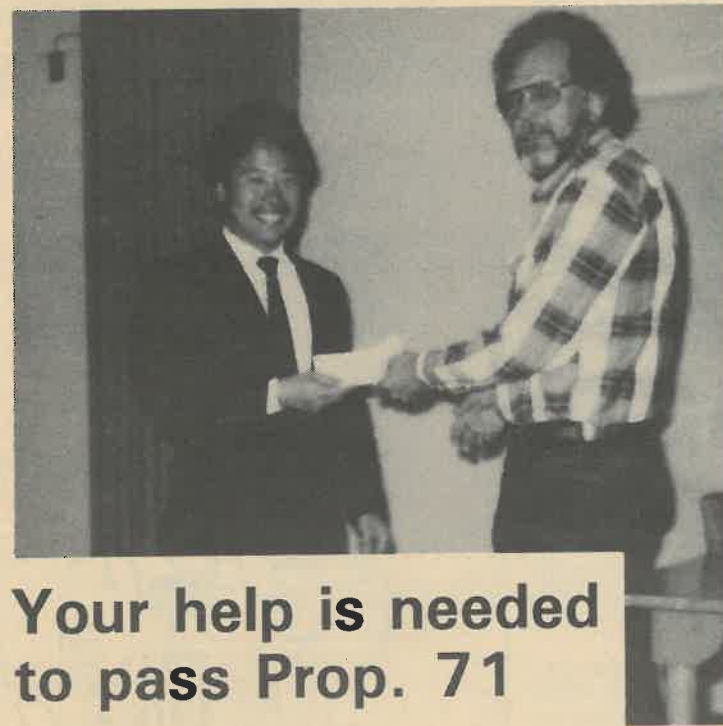
GARDEN GROVE—Region 12 RPAC Linda Rigney, left, was recently appointed to the Democratic State Central Committee by state Senator Cecil Green, D-Garden Grove, right.

The Garden Grove Chapter 121 member attended the Democratic State Convention in Palm Springs last month, where she had a hand in developing and approving the state party's platform. She also voted to endorse candidates for state and national offices for the upcoming primaries in June, the first time the

state party has made endorsements for the primaries.

"It was very exciting," said Rigney. "I think my appointment is a compliment to CSEA and how far we've come since we started the grassroots program a few years ago. It shows that getting involved in the political process does make a difference."

Rigney was one of the main coordinators of CSEA's successful effort to elect Green to his first term last May. She received the Walter H. Blice Award for outstanding grassroots political action at last year's conference and she is currently active in CSEA's efforts to pass Proposition 71 (see page 7).



After chapter members voted unanimously to do so, Novato Unified Chapter 312 President Dayton Smith presented Governmental Relations representative Dave Low with a check for over \$1,500 to pass Proposition 71.

Toward a more perfect union

SAN DIEGO—San Diego Unified Chapter 724 members report vast improvements since employees chose CSEA over the Service Employees International Union (SEIU) in 1986.

"It's like night and day," said Chapter President Jan Henry. "The school district is taking a second look at classified employees and is treating us with a lot more respect now."

"When we had SEIU, I didn't even know who was on the executive board and I never saw anyone (from SEIU) until the end of the campaign." Henry knows what she's talking about, too. She was an SEIU job steward and "vehemently campaigned against CSEA" during the election campaign.

Chief Steward Willy Surbrook said the biggest difference he's noticed is in service, expertise and support. "I'd go to meetings of the SEIU local and they couldn't have cared less about us," he said. "By the time they'd get done with the hospital workers, fairground workers, bowling alley workers, and everyone else they represent, there was no time for our problems."

"CSEA is one thing—classified employees," Surbrook emphasized. "There is no conflict of interest. I was amazed when I went to SEIU's office during the election campaign and they didn't even have a copy of the Education Code, which has such a big impact on our jobs."

Reorganization increases service

After over a year of getting the chapter off the ground, the executive board has decided it's time to do things for themselves. "We get much better support and service from CSEA," Henry said, "but when it comes right down to it—it's up to us, the employees. Unless we participate in our union and stand up for ourselves, it doesn't matter what union you have, it's going to fall apart."

(See page 4)

Your help is needed to pass Prop. 71

Proposition 71, CSEA's initiative to modify the government spending limit, needs your help. To reach enough voters to pass our proposition and defeat Paul Gann's Proposition 72, we must combine a strong grassroots effort with an effective media campaign.

CSEA has committed to raising at least \$250,000 to help fund this campaign, which is being coordinated by Californian's for Quality Government. Every CSEA member received a letter from State President Bill Regis re-

questing a \$25 contribution to help fund this very important campaign.

If you haven't already, send your contribution today. Checks should be made out to the PACE/CSEA Schools Fund and returned to: CSEA Headquarters, P.O. Box 640, San Jose, CA 95106.

The PACE/CSEA Schools Fund will be used to pass Proposition 71 and defeat Proposition 72, save classified jobs, and protect employee rights. For more information on CSEA's campaign, see page 7.

Comment

Message from the president

I am sad to note the loss of an ardent CSEA activist and former state president, Joe Poree. Joe served CSEA in many capacities, including that of state president during the early years of collective bargaining. He is especially remembered for his deep commitment to building a strong and effective union through organizing. As I reflect on his contributions toward that end, I am encouraged by the legacy he left us.

Today, we are more than 90,000 strong and our CSEA contracts provide a better work life for more than 150,000 classified and other public employees throughout the state. We have a field staff of more than 90 professionals, specially trained in providing expert representation for classified employees.

They are supported by first-rate legal, governmental relations, education, research and public relations staffs. All are fully experienced with the rights, benefits, working conditions and other issues of concern to classified employees. Our level of service and represen-

tation is unsurpassed.

We are also a political force. Thanks to CSEA, A.B. 660 was killed. The bill was introduced and supported by teachers' unions and would have robbed funds from classified positions to pay for higher teachers' salaries. CSEA members have been personally meeting and discussing our sponsored legislation and other important issues with legislators from every area of the state. On the local scene, we are helping to pass bond measures and elect school board members.

In yet another triumph, Bill Parker, a retired CSEA member and chairperson of our Legislative Committee, was just elected to the Board of Del Norte Unified School District. Today, our elected officials know who we are, what we do, and how our votes and political action can affect them.

Yes, with hard work, dedication and the foresight of people like Joe Poree, we certainly have come a long way. Unfortunately, our increased stature and



success in the educational community and the Legislature has made us a target for competing organizations.

Perhaps these groups, including the teachers' unions, are resentful of the gains classified employees have made through CSEA, their own independent union. That might explain why, in some districts, they are now seeking to represent the very employees whose interests they have ignored, undermined and, in some instances, even fought against. My fellow employees, if it's happening in your district, ask yourselves, "Whose interests will 'really' be served?"

Conference Resolutions

All Conference resolutions have now been submitted. This month they will be analyzed by appropriate state commit-

tees and presented to the Regional Representatives. Chapter members and delegates should now begin to study issues so they will be well-informed; prepared to discuss them at future meetings.

Yes On Prop 71

It is critical that we not forget the importance of passing Proposition 71, CSEA-supported initiative to modify the state spending limit. As you know, Paul Gann succeeded in getting his own initiative on the ballot, Proposition 72, which will take even more money from education. Having 11 spending limit initiatives on the ballot will make our job just that much more difficult. Please be sure to read the articles in this issue noting the differences between these two propositions. Volunteer to work on the campaign and if you haven't already, make a contribution today to the PACE/CSEA Schools Fund to help pass Proposition 71 and save classified jobs. Remember, with your help, we can win.

Bill Parker

"Perhaps these groups, including the teachers' unions, are resentful of the gains classified employees have made through CSEA ..."

THE CALIFORNIA SCHOOL EMPLOYEE

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Editorial

Once again the California Teachers Association (CTA) is attempting to raid CSEA and attack classified employees. This time they are not raiding your budgets, as they did with A.B. 660, or raiding your PERS funds, as when they joined the press conference where the PERS raid was suggested.

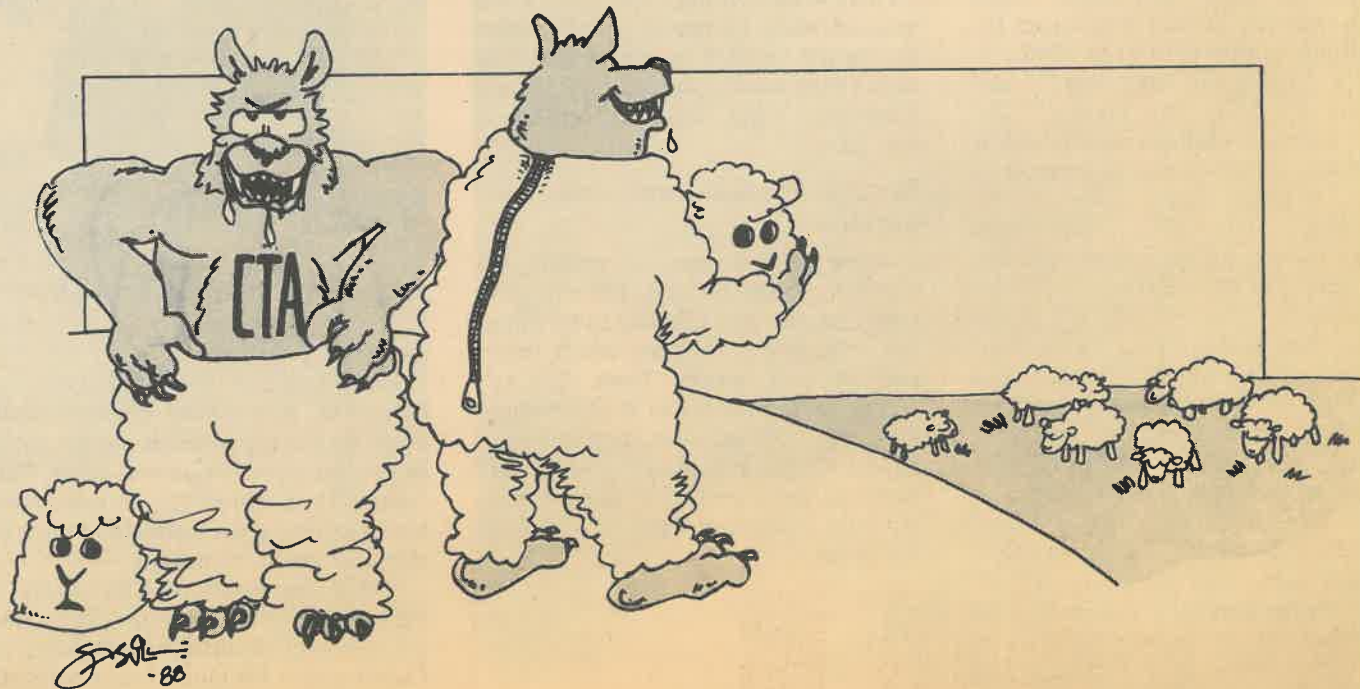
Instead, CTA is directly attacking CSEA by attempting to decertify some of our units. This attack strikes directly at the heart of our union, threatening our most valuable resource—our members.

It is ironic that CTA would attempt

to represent classified employees so soon after demonstrating the very reason they cannot effectively do so. First, they flagrantly attack your jobs by supporting A.B. 660. Then, after they fail, they try to steal our members. In A.B. 660, CTA supported a measure that would have shifted money in school district budgets away from classified salaries directly to teachers' salaries. Only a strong lobbying and letter-writing effort by CSEA members stopped this attack. CTA's actions are not only schizophrenic, they are hypocritical.

The reality is, CTA does not want to

represent classified employees. CTA wants to control classified employees and collect your dues dollars. To see what real motives all we need ask is, "What chance would classified employees have to fight A.B. 660 or the PERS raid if you were represented by CTA?"



Of Special Interest

Support grows

Bilingual education: California's success story

In the wake of the governor's attempts to decimate California's bilingual education program, results of a study released in late-February shatter the myth that bilingual education is ineffective.

According to the study, "On Course: Bilingual Education Success in California," children in properly designed bilingual education programs learn English rapidly. The study also concluded that after three to five years they achieve at grade level norms for English and math.

"In every case, their achievement on tests of English was outstanding," said the authors, Steven Krashen and Douglas Biber, who are linguistics professors at the University of Southern California.

"This means they score as well as the average native English-speaking child," they said, adding that the students also performed well when compared to national and district norms. "Bilingual education, in fact, may be the best English program we have."

The California Association for Bilingual Education (CABE) commissioned the study, which involved more than 7,300 kindergarten-through-sixth and eighth grade students. Over 25 schools, representing seven districts, took part in the study.

"Most, if not all, students in these programs come into contact with a classified employee," said CSEA State President Bill Regis. "This study validates our members' contributions. It proves that California's bilingual education program is working and should be continued."

Governor axes bilingual education twice

In 1986, the governor vetoed an attempt by the Legislature to extend bilingual education for five years. In his veto message, Deukmejian cited ques-



With their interpreters from the Whittier City School District are parents Dora Ortiz, second from right, and Ana Rivera, right.

tions about the cost-effectiveness of bilingual education and a desire for further study of the issue. He then appointed a review committee to study the issue and its recommendations were incorporated into a bill, A.B. 37, passed out of the Legislature last year.

Although he approved funding for bilingual education in the state budget, Deukmejian vetoed A.B. 37. The governor said it still wasn't proven that current law made bilingual education an effective program. Deukmejian also wants to keep the state out of bilingual education, leaving it up to local school districts.

The final blow fell June 30 when the program expired because of Deukmejian's veto. Local districts are no longer accountable for how they run their programs or spend their bilingual education funds.

It's "not a frill"

Parents attending the 13th Annual CABE Conference expressed concern over the demise of the program. "It is not a frill," said Dora Ortiz, a parent from Whittier. "It is a real necessity. Although my children are now at a point where they don't need it, there are more children coming in who do." Ortiz' two children went through bilingual programs and are now learning in English. Her eighth grade son is in the top 4 percent of his class.

Manuel Magana, a parent from Santa Maria, said he supports bilingual education because "none of us (adults in his family) speak any language other than Spanish or are educated. Bilingual education is the only way to give our children the opportunity to be educated and increase their knowledge."

One example of how the veto affects the program is that, under the law, teachers who weren't certified bilingual (waivered teachers) were required to have a bilingual aide in the classroom. Now that there is no law, bilingual aides are no longer a requirement.

Both Ortiz and Ana Rivera, another parent from Whittier, said bilingual aides are an important part of the program. "It's a lot like having another teacher in the classroom," said Rivera. "It helps to lower class size for more individual instruction."

Magana said his children "were able to have individual instruction in the areas where it was needed more" because of bilingual aides.

Fight turns to political arena

Because of their strong commitment to bilingual education, parents, educators, paraprofessionals and others involved in bilingual education say they will not give up the fight. "Nobody really cares about the reports," Antonia Hernandez, director of the Mexican-

American Legal Defense and Education Fund, told conference attendees. "You've got to look at the concept and the issue for what it's become, and that's political ..."

"You're going to have to fight for it (bilingual education)—forcefully and with determination," said Hernandez.

The three parents take Hernandez' call to action to heart. Ortiz regularly writes letters and makes phone calls to her legislators, but she is hoping to share the information she received at the conference with other parents in her community. "I hope to rally support," she said.

Rivera agreed. "We cannot wait for someone to do something for us," she said. "We have to act for ourselves."

A.B. 1783 (Hughes) is currently awaiting action on the Senate floor. It would restore California's bilingual education programs. Contact your area's Legislative Committee representative or call CSEA's Governmental Relations office for more information and/or a copy of the bill.



Santa Maria parent Manuel Magana

CABE honors CSEA organizers

SAN FRANCISCO—CSEA's organizing department received a "Special Appreciation" award from the California Association for Bilingual Education (CABE) at its annual conference here on Feb. 13.

"We would like to honor a unique organization," said CABE Vice President Elsa Santillan. "CSEA's organiz-

ing unit has provided outstanding support of our conferences, paraprofessional training and career ladder efforts."

CSEA Area C PACE Committee member Dick De La Rosa, who is active in CABE, and Director of Organizing Howard Lawrence accepted on behalf of CSEA. De La Rosa thanked

CABE for the award and reciprocated with praise for CABE "for helping the children, which is why we're all here."

The organizing department regularly conducts workshops for paraprofessionals at CABE's regional conferences and supports many of its activities. "We appreciate CABE's efforts to upgrade the professional status of our instruc-

tional aides and teaching assistants," said Lawrence, "and we're proud to receive this award for CSEA's commitment to continuing education for our members."

The conference was attended by more than 6,000 paraprofessionals, educators and parents involved in bilingual education.



From left, Dick De La Rosa and Howard Lawrence accepted the award from CABE Vice President Elsa Santillan.

Calendar of Events

- April 9 Retirement seminar, Van Nuys
- April 10 Deadline for letters of intent to run for alternate area director (Areas B, D, F, H)
- April 15 Deadline to submit state "Employee of the Year" nominations
- April 15, 16 Insurance Committee meeting, San Jose
- April 16 Retirement Committee meeting, San Jose
- April 16 Resolutions Committee meeting, San Jose
- April 23 State board of directors meeting, San Jose
- April 23 Retirement seminar, Auburn
- April 29 Deadline to register for school bus rodeo
- April 30 Retirement seminars, Santa Rosa and Lancaster
- April 30 Deadline to submit 100 percent chapter membership reports
- May 1 Deadline for chapter elections of conference delegates and alternates

Of Special Interest

Perfect union

(from page 1)

The executive board has reorganized to conduct an intensive internal organizing drive. "We want to increase the membership and membership participation," said Henry. "We've done a lot so far, but to keep the things we've won and do even better, we need the full support of our co-workers."

Under SEIU, the classified employees were one small segment of the union local, and the local executive board was comprised of many different types of employees. "There was absolutely no structure set up for us at the district level," said Surbrook.

Now there is a chapter structure with chapter vice presidents for each of the groups represented by the chapter. "The vice presidents are responsible for hav-



Jan Henry

ing meetings with their groups," said Surbrook. "That way they can more effectively deal with problems that concern their particular classifications."

In addition, the executive board has divided the district sites up and each board member is responsible for organizing their assigned sites. They hope this will help to establish a solid site representative program and increase member input. "I've made a commitment to see and talk to as many people as possible," said Surbrook. "We want the members to know we're here for them and we want them to get involved in their union."

To make sure members have access to their leadership, a 24-hour hotline was implemented. The chapter also sends



Willy Surbrook

out meeting notices, negotiations dates and a monthly chapter newsletter. "We're really getting out there with the newsletter," said Surbrook. "We want to make sure the members know their rights and how our contract is interpreted."

Information key to chapter involvement

How do executive boards keep members actively involved in their chapters?

For chapter officers, it is a question often asked and a question that carries a number of answers. The key, according to several officers across the state, begins with active organizing.

Bakersfield City Schools Chapter 48 President Carolyn Abney, with the help of her field office, has recently completed a membership drive that drew over 60 new members into CSEA.

Information was a key to that success. "All of the classified employees were given information packets about CSEA," said Abney. "Non-members were also given applications with their packets. We signed up 15 new members that way."

"We have strong organization within our chapter and two site representatives per work site. Mary Reichert, our chief job steward, has done a terrific job overseeing reps and our members know we are working for them."

CSEA is at bat for members

"It's important for members to realize that we go to bat for them," said Sherilyn Thacker, president of United School Transportation Employees Chapter 652. "In our chapter, we have

filed 50 grievances. Members know that we are fighting for a decent work environment and fair working conditions. Because they know we care, they care too."

The most important tool to keep members informed is the chapter newsletter, according to San Mateo Community College District Chapter 33 President Richard Tidd. "An informative chapter newsletter is the most vital communication tool a chapter can have. The information it contains goes to everyone, and everyone has the chance to find out what exactly is going on in their chapter."

Tidd's chapter also sends members the monthly newsletter put out by the field office staff and has subscribed to the *California School Employee* on behalf of the district's board of trustees. As a result, "our members have developed a very professional relationship with the district, because the district has a better feel for CSEA."

Gaining that relationship doesn't usually happen overnight. "It takes time and officers have to be patient and not give up," said John Martinez, president of San Bernardino Chapter 183. "In our chapter, we have a cohesive group because we know our best resource is our people and they can do amazing

things when they are asked."

But asking isn't always an easy thing to do. When times got tough for Konociti Chapter 12, President Mary Schleif turned to the North Bay field office. After ironing out a difficult situation, the chapter negotiated a new contract and the membership was eager to support it.

Social activities build interest

To get that support, a number of chapters plan social activities for their membership. Grossmont High Chapter 443 is planning its third annual softball game and picnic with management. The event is held in conjunction with Classified School Employee Week and is cosponsored by the district and CSEA.

According to Vice President Margaret Laxson, the chapter has also been ad-

ding keynote speakers to its general membership meetings. "We are making efforts to get more people interested in our chapter and our members are really responding."

"We can't afford to sit on our hands," said Iris Balfour, president of Garden Grove Chapter 121. "Our members went through some hard times recently and realized that it was time to get involved in their work and speak for their union. Since then, we have had better attendance at our meetings. We've appointed a social committee to set up activities outside the workplace."

Mary Sullivan, president of San Bernardino Chapter 127, summed up the concept of chapter officers by saying, "Sometimes things take time to develop and it gets frustrating. When you get your team members to work together, you are on your way to succeeding."

Joe Poree: remembered for compassion and knowledge

The association lost a great leader who contributed much to the annals of CSEA history when Joe Poree, CSEA state president in 1977-78, passed away on Monday, Feb. 29. A memorial service was held in Alameda on March 3 and was attended by many of his friends in CSEA.

Poree led CSEA during its booming growth period in the 1970s. He was instrumental in the fight for collective bargaining and challenged members to organize non-members. "In complete unity there is strength," said Poree in a May 1975 *Employee* column. Those words remain forever etched in CSEA history.

His well-rounded experience and ability to listen made him an important figure in the evolution of CSEA.

"Joe was always well informed," said Junior Past President Dorothy Bjork, who served with Poree on the state board of directors. "He was a compassionate man who looked out for people. Joe was very knowledgeable about the labor movement and dedicated to it."

Poree often wrote about the betterment of CSEA and its membership. In his first president's message, he wrote that he would strive to meet "the challenge to excellence of effort and dedication." His leadership kept CSEA on that track.

"We looked to him for leadership on bills affecting us in Sacramento," said Kuarato Shimada, who served as Poree's second vice president. "He was



a quiet, soft-spoken man—but you spoke, you listened."

Poree was a head custodian of Alameda Unified School District until his retirement. He was an active member and officer of Alameda Chapter 2, joining in 1961. He also served as first and second state vice president, district director and board member of the American Association of Classified School Employees. He was, until his death, actively involved in CSEA.

Lillian Poree requests that contributions be made to the charity of choice. For those who wish to contribute to the Poree family, please write to: Poree Family, 1000 Island Drive, Alameda, CA 94501.

We're prepared

SAN JOSE—Anticipating an organizing attempt by the state's two largest teacher unions, CSEA's field offices are analyzing their areas and setting the stage to counter such attempts.

"The board of directors and I feel the best defense is a great offense," said Executive Director Wally Blice. "We have a committed membership and a superb staff. These two factors make CSEA a tough team to beat."

Both the California Teachers Association (CTA) and the California Federation of Teachers (CFT) have increased their organizing staffs in recent weeks. Classified employees in several school districts have been approached by teacher representatives.

"We've noted an increase in their activities," said Blice, "and our sources tell us their state leadership feels we're ripe for plucking."

"Well, I hate to be the one to puncture their balloon, but that is not the

case. And we are not the only ones to believe they are making a mistake. We understand their national and local leaders may also have deep misgivings. You would think they have enough on their minds as they continue to discuss a merger of CTA and CFT."

"I hate to see the members of our respective unions get into these representational scraps," continued Blice. "However, we will not back off if so confronted. We will be prepared to meet any teacher union challenge."

"Classified employees want a strong, independent voice to negotiate for their rights and benefits. That is reflected by our growing numbers. In district after district, classified employees can hold their heads high, knowing they are an intricate part of education, performing a professional job for their community's schools and colleges. They know CSEA serves their interests—and we intend to continue doing so."

Around the State

Classified School Employee Week

Central valley planning a barn-burner

FRESNO—Chapters are anxiously awaiting May 15, the official starting date for Classified School Employee Week. According to sources from across the state, planning at the local and state level is almost complete.

A number of events have been designed to celebrate the week. Legions of chapters have offered resolutions to their school boards and city councils, lunchtime acknowledgments have been lined up and dinners will be served to honor classified employees for their contributions to public schools and community colleges.

At the state level, D & D Ranch in Madera will be the site of a family pic-

nic and barbecue on Sunday, May 15. The kickoff planning committee hopes to provide carnival-type booths for member's children and to arrange for live music. The state board of directors will be in attendance, as will a host of labor council representatives, local politicians and school officials.

"We really want our members to have a family outlet," said Region 21 Representative Libby Allen. "We would like the whole state to get together and blow our own horns because CSEA is made up of terrific people."

For members who will be in the Fresno area when the week begins, an open invitation has been extended to

you and your family. Regional representatives (RRs) in Area E (and parts of Area D) will have tickets available by mid-April. Contact your RR or field office for more information.

Allen heads a very distinguished planning committee which includes members of Clovis Chapter 250, Fresno Clerical 125 and Fresno Cafeteria 143, Area E Director Betty Thornton, state Public Relations Committee member Judy Alexander and all the RRs from Area E.

Joining the committee is Tony Contreras of Area D, Region 20. Along with Allen and Contreras, these RRs have been involved in the planning and will have tickets to the kickoff celebration: Estelle Garcia, Region 13; Bill Joslin, Region 30; Marty Hopper, Region 50; Dan Lundin, Region 62; and Laura Hadjis, Region 65.

"The central valley has wanted to host the kickoff for a long time," said Allen. "'We are family,' and we want the rest of our family to start our week off with us. It's going to be great."

Chapter officers:

Is your chapter or region making plans for Classified School Employee Week? If so, the editorial staff at the *Employee* would like to know more about them.

The *Employee*, along with the rest of the statewide CSEA membership, wants to know more about your local events, no matter how large or formal they might be. Send information and photographs, preferably black and white, to The *Employee*, CSEA Member/Public Relations, P.O. Box 640, San Jose, CA 95106. Please include the names of those pictured on a separate piece of paper and include a contact person's name and phone number.

Information received by May 27 will be considered for publication in the *Employee*. Editorial policy dictates the right to edit or reject all material submitted for publication.



Shimada member growth award to Gilroy chapter

GILROY—The Region 56 Kurato Shimada Membership Award trophy was captured this year by Gavilan College Chapter 270. Chapter President Fran Shields accepted the award at the region's installation dinner in January.

The award is presented to the chapter in the region that has gained the most members in the previous year. The chapter receives a perpetual trophy for display in the district and a permanent trophy.

"Every chapter in Region 56 has won

the award at one time or another," said Area C Director Kayo Burriesci. "It's a neat incentive for chapters to go out and get members and everyone is proud to win it."

The award was started by Shimada, CSEA's state president from 1980-82, in the early 1970s when he was the regional representative for Region 56. He is a member of Oak Grove Chapter 412 and the active school member on the Public Employees' Retirement System (PERS) Board of Administration.

Local member honored for strong leadership

QUINCY—Plumas County Chapter 193 members know a good thing when they see it. Three years ago they initiated a local "Employee of the Year" award patterned after CSEA's statewide program. CSEA membership and involvement, along with community involvement and good job skills, are determining factors in a candidate's selection.

"It's a good way to show appreciation to the individuals who provide the chapter with strong and viable leadership," said Chapter Reporter Rose Buzzetta.

This year's committee, after reviewing many nominations, chose bus driver Gary Partee as the chapter's "1987 Employee of the Year."

Partee has been a full-time bus driver and CSEA member for the past eight years and has been very active in the union. He has been an important

member of the chapter's negotiating team for the last three years, and is noted as being a quiet and steady influence on his team members. He is also the chapter's vice president for 1988 and has been on the chapter's Insurance Committee for the last two years.

Furthermore, Partee is a job site representative. He keeps his local members in the large chapter area up-to-date on union activities and holds regular meetings in the Chester and Greenville areas.

Partee was honored recently at a chapter awards dinner and presented with an engraved plaque from the chapter. Region 54 Representative Sophia Wages also presented him with a perpetual plaque to hang in the Quincy schools' district office. His name joins past chapter employee of the year award winners.

Chapter stand wins benefits

FIVE POINTS—School employees in this farming community are breathing easier now when it comes to paying their medical bills. The latest contract for Westdale Chapter 330 now contains health and welfare benefits.

The Westside Elementary School District was the last CSEA-represented district in the state to agree to health benefits. For years, the board's position was for the employee to provide his/her own health coverage. They believed salaries were higher than surrounding schools to offset an employee's private health care costs.

It took a lot of hard work and research to turn that thought around. "Salaries were higher only in certain classifications," explained Chapter President Houston Martin. "Our people were losing money because they couldn't afford to go to the doctor."

The chapter's executive board made it a goal to get health benefits into the 1987-88 contract. "I went out and talked with my co-workers, friends and neighbors," said Martin. They talked about costs—and debt. He collected health care costs and comparisons. He counted heads for support before beginning negotiations.

The members decided to make a stand and push for the health benefits. The negotiating team had the members' commitment. It took five months.

"The members are ecstatic with this new plan," says Martin. "For the first time, they are able to afford medical care." And thanks to the chapter's success, the district's classified supervisors are also covered for the first time.

"This was the first time we pushed," said Martin. "Our members hadn't done that before." But he felt the superintendent "saw the handwriting on the wall" on this issue.

"We have a good working relationship with the district and the board of trustees," Martin said. Members are encouraged to talk with board members about chapter concerns. Martin reads the board minutes and agenda and has release time to attend board meetings to report back to the chapter. "The teachers are just starting to come to those meetings."

Chapter 330 is looking forward to the next contract and has already done the groundwork for their issues. With facts in hand and a willingness to negotiate, they feel confident they'll reach their goals.

Look forward to next month's special commemorative issue, which will be published in conjunction with Classified School Employee Week.

Political Profiles



Senator Ken Maddy

Republican
Fresno
Senate District 14
Elected in 1979

Member of the following Senate committees:

Appropriations
Industrial Relations

Does this legislator work for you?

Voting record on 1986-87 CSEA sponsored legislation

	AB 172	AB 452	AB 1279	SB 63	SB 137	SB 346
YES					X	
NO	NV	X	X	X		X

A "yes" vote indicates a vote **for** classified school employees. A "no" vote indicates a vote **against** classified school employees. An "NV" indicates a vote was not cast.



Assemblywoman Sally Tanner

Democrat
El Monte
Assembly District 60
Elected in 1978

Member of the following Assembly committees:

Labor and Employment
Environmental Safety and
Toxic Materials

Does this legislator work for you?

Voting record on 1986-87 CSEA sponsored legislation

	AB 172	AB 452	AB 1279	SB 63	SB 137	SB 346
YES	X	X	X	X	X	X
NO						

A "yes" vote indicates a vote **for** classified school employees. A "no" vote indicates a vote **against** classified school employees. An "NV" indicates a vote was not cast.

Major cities in district:

El Monte, Los Angeles

Community colleges and school districts where CSEA represents bargaining units:

	CSEA Area	CSEA Region
Alhambra City Elementary	I	19
Baldwin Park Unified	G	35
Bassett Unified	G	35
Charter Oak Unified	G	2
El Monte Elementary	G	58
El Monte Union High	G	58
Garvey Elementary	G	58
Hacienda-La Puente Unified	G	35
Mountain View Elementary	G	58
Rosemead Elementary	G	58
Rowland Unified	G	35
Temple City Unified	I	19
Valle Lindo Elementary	G	58

Area G Director Steve Araujo

Area G state committee members

PACE John Steele, Cerritos College 161
Legislative Isabella Reid, Monrovia 20

Area G regional political action coordinators (As of Feb. 26)

Region 2 Bill Werder, Bonita
Region 35 Vacant
Region 58 Lorey Mosley, El Monte Elementary 10

Area I Director Kathy Becker

Area I state committee members

PACE Connie Palmer, Pasadena 434
Legislative Geri Chandler, Santa Maria 129

Area I regional political action coordinator (As of Feb. 26)

Region 19 Robert Korpala, Alhambra 295

Major cities in district:

Fresno, Merced, Yosemite

Community colleges and school districts where CSEA represents bargaining units:

	CSEA Area	CSEA Region
Allan Hancock College	I	37
Atascadero Unified	I	26
Caruthers Union Elementary	E	50
Central Unified	E	21
Chowchilla Elementary	E	30
Chowchilla Union High	E	30
Coalinga-Huron Joint Unified	E	50
Coarsegold Union Elementary	E	62
Coast Joint Union High	I	26
Cuesta College	I	26
Delhi Elementary	E	65
Dos Palos Joint Union Elementary	E	30
Dos Palos Joint Union High	E	30
Firebaugh-Las Deltas Unified	E	30
Fresno City College	E	21
Fresno Unified	E	21
Gustine Unified	E	65
Hartnell Community College	C	70
Kerman Unified	E	50
King City Joint Union High	C	28
King City Union Elementary	C	28
Livingston Union	E	65
Los Banos Unified	E	30
Lucia Mar Unified	I	26
Madera Unified	E	30
Mariposa County Unified	E	65
Mendota Union Elementary	E	30
Merced City Elementary	E	65
Merced Community College	E	65
Merced Union High	E	65
Monterey Peninsula Community College	C	28
North Fork Union Elementary	E	62
Oakhurst Union Elementary	E	62
Orange Center Elementary	E	21
Oro Loma Elementary	E	30
Paso Robles Joint Union High	I	26
Paso Robles Union Elementary	I	26
Raisin City Elementary	E	21
Riverdale Joint Union Elementary	E	50
San Luis Coastal Unified	I	26
Santa Maria Elementary	I	37
Shandon Joint Unified	I	26
Templeton Unified	I	26
Tranquillity Union High	E	50
Washington Union High	E	21
Wasuma Union Elementary	E	62
West Fresno Elementary	E	21
West Hills Community College	E	50
Winton Elementary	E	65
Yosemite Community College	E	17
Yosemite Union High	E	62

Area C Director

Kayo Burriesci

Area C state committee members

PACE Dick De La Rosa, East Foothills 187
Legislative Carol Adamek, Alum Rock 305

Area C regional political action coordinators (As of Feb. 26)

Region 28 Vacant
Region 70 Vacant

Area E Director

Betty Thornton

Area E state committee members

PACE Dan Perez, Stanislaus Union School 5
Legislative John McVey, Tracy 98

Area E regional political action coordinators (As of Feb. 26)

Region 17 Dan Perez, Stanislaus Union 520
Region 21 Ann Reiter, Fresno County 573
Region 30 Loretta Edwards, Madera 169
Region 50 Houston Martin, Westdale 330
Region 62 Vacant
Region 65 Vacant

Area I regional political action coordinators (As of Feb. 26)

Region 26 Jim Medlock, SLO Co. School 444
Region 37 Marvin Breshears, Lompoc Unified 620

Key to voting records:

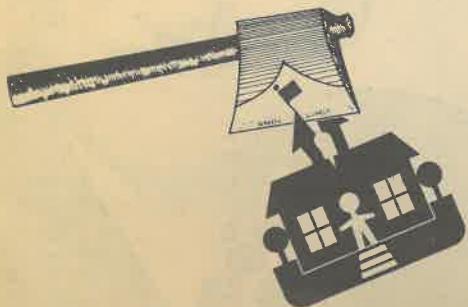
AB 172 (O'Connell) State Mandated Costs
AB 452 (Margolin) Vacation Pay During Strike or Lockout
AB 1279 (Hayden) Computer Monitoring of Employees
SB 63 (Lockyer) Gann Limit Reallocation to Educators
SB 137 (Keene) K-12 Finance: Funding Restoration
SB 346 (Rosenthal) Unemployment Insurance Benefits

Sacramento Update



CSEA has received proposition numbers for the two competing spending limit initiatives. Our initiative, the Government Spending and Accountability Act, is Proposition 71. Political gadfly Paul Gann's "transportation at the expense of all else" initiative, the so-called Gann Spending Limit Improvement and Enforcement Act, is Proposition 72.

CSEA is stepping up efforts to pass Proposition 71 and defeat Proposition 72 in the voting booths on June 7. Californian's for Quality Government (CQG), the coalition to which CSEA belongs, has mounted an all-out media and voter education campaign. CSEA volunteers are needed to help on this month's campaign activities.



On the agenda for April, CSEA members and staff will be registering voters, distributing voter education flyers and speaking at meetings of CSEA and other organizations. They will also be recruiting volunteers for phone banks and working through county coalitions the CQG has organized.

Chapters should pass resolutions supporting our proposition and give copies to their field staff. Chapter newsletter articles and presidents' messages should include information about our "Yes on 71, No on 72" campaign. In addition, chapters should write letters to local newspaper editors to educate the voting public.

Looking ahead, phone banking will be the main activity for May. There is also a possibility of posting lawn signs and distributing bumper stickers, both proven to be highly effective campaign tools. However, CSEA will need to raise a substantial portion of its \$250,000 goal to fund these items.

At press time (mid-March), we had raised \$10,085, with 581 members contributing. CSEA is still accepting contributions, and you can make your check payable to the "PACE/CSEA Schools Fund." Checks should be sent to the Fund, c/o CSEA headquarters at P.O. Box 640, San Jose, CA 95106.

Raising money became increasingly important with Gann's attempt to confuse voters. Proposition 72 has the financial backing of wealthy private land developers, who are eager to fund highway development at the expense of education, law enforcement and other necessary public services.

While both propositions exempt gas tax funds from the limit so California can address its traffic congestion problems, Proposition 72 will rob an additional \$700 million from the general fund to finance transportation only. Education funds come from the general

fund budget.

Why must we work to pass Proposition 71 and defeat Proposition 72? If both propositions are approved by the voters they will both take effect, except where they conflict. In those areas, the proposition that gets the most votes will take effect.

If Proposition 72 (Gann's) gets more votes than ours, that \$700 million will be yanked from the general fund and transferred to transportation. This would be devastating for our schools and classified jobs. Put simply, Proposition 71 (ours) will benefit *all* programs (including transportation and education), while Proposition 72 will benefit *only* transportation at the expense of *all*

other programs in the state budget.

Over the past six years, classified staff have been cut by over 8 percent. This has meant less classified employees doing more work. If California must hire more teachers, add more classrooms, and build more schools (as the experts have clearly told us), the state must also hire more classified employees. The schools cannot continue to add work and cut staff.

To fund these needs, we must pass proposition 72 and defeat proposition 71. Contact your regional political action coordinator (RPAC) or field office to volunteer for voter registration, phone banks, flyer distribution, or other assistance on the campaign.

"The schools cannot continue to add work and cut staff."

Surprise! Reagan offers increases in education spending

WASHINGTON, D.C.—For only the second time in his tenure, President Reagan has proposed an increase in federal education spending. The 1989 fiscal year (FY) budget he unveiled in February includes a \$900 million increase in Education Department programs to \$21.2 billion.

The budget proposal came from an economic summit agreement between the president and Congress. It calls for a \$12 billion reduction in the federal budget deficit in fiscal 1989 and limits growth in both defense and domestic spending to a 2 percent increase. Given those limitations, the administration made its domestic priorities anti-drug programs, AIDS and education. These programs are slated for a 4 percent increase in spending in FY 1989.

Many education watchers and lobbyists have said this budget is the most realistic the Reagan administration has ever put out. But the Committee on Education Funding, of which AACSE is a member, called for a \$22.8 billion education budget in a letter to Congress.



The committee believes the needs are considerably greater than the Education Department is proposing.

Some of the proposed increases would come in the following programs:

—Chapter 1 funding would increase from \$4.33 billion to \$4.56 billion. Most of the increase would come in the form of local grants, including \$154 million in concentration grants for districts with needy students.

—Special education funding would increase by \$4 million to \$1.9 billion.

—A \$12 million boost in bilingual education funding, which department officials said was spurred by Congress's decision to allow more money to flow to alternative, English-based programs.

VOTE YES Proposition 71

Government Spending and Accountability Act

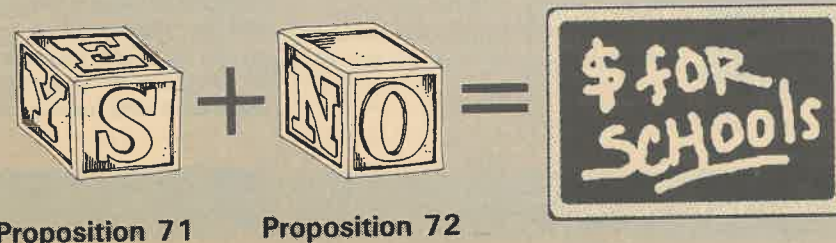
- Adjusts the spending limit for increased funding for education, transportation and other programs.
- Adjusts limit to account for economic growth and rapid growth in school population.
- Will halt wholesale cutbacks in school programs and personnel, ensuring quality education for California's children.
- Will not increase taxes or eliminate tax rebates.
- Sponsored by education, law enforcement and other groups.

VOTE NO Proposition 72

Gann Spending Limit Improvement and Enforcement Act

- ROBS over \$700 million from education and other programs to fund *only* transportation.
- NO adjustments for economic growth or school population growth.
- Will cut \$23 billion from the state budget, destroying California's efforts to graduate well-educated children.
- Will not increase taxes or eliminate tax rebates.
- Sponsored by Paul Gann and private land developers.

Put simply, Proposition 71 benefits *all* programs, while Proposition 72 benefits *only* transportation at the expense of education and other programs in the state budget.



Political

CSEA-sponsored legislation and the lawmakers who author our bills

SACRAMENTO—CSEA has sponsored a number of bills over the years that have directly improved wages and working conditions for classified employees. By taking such an active role in the political process, members have gained a significant and well-respected backing within the walls of the state Capitol.

This year, CSEA is the architect of three bills on the Legislature's agenda. One of the bills has been carried over from the 1987 half of this legislative session. The other two are direct results of Conference resolutions passed in 1987.

A.B. 172 (O'Connell) failed passage in the Senate Education Committee. For these bills to succeed, CSEA members should contact their legislators. To help members strengthen their knowledge about these bills, which benefit classified employees, the following summaries of CSEA-sponsored measures for the 1988-89 legislative session have been provided.



Maximum probationary period

Senator Ralph Dills, D-Gardena, has authored S.B. 1971, which would reduce the maximum probationary period in non-merit system districts from one year to six months for classified school employees.

The bill is a result of a resolution that was approved by conference delegates and presented by Pomona Chapter 14. It would make the probationary period consistent for merit and non-merit system districts, as merit system districts currently mandate a maximum six-month probationary period.

Purchasing of office and other equipment

Assemblyman Tom Hayden, D-Santa Monica, authored A.B. 4038. The bill would require K-12 school districts and county superintendents of schools to consider human and ergonomic factors when purchasing office and related support equipment. Current law requires community colleges and state universities to consider these same factors.

The bill would also expand the scope of the current law to apply to other equipment such as machinery



Senator Ralph Dills

and vehicles. It is intended to avoid many employ injuries due to poorly designed and hazardous equipment.

The bill is a result of a resolution presented by Chico Chapter 110 and approved by conference delegates.

PERS for part-time worker

Carried over from last year's legislative session, S.B. 804, a bill authored by Senator Dan McConquodale, D-San Jose. The bill would mandate the o



Area D PACE representative John Coffee, right, shakes hands with Assembly Speaker Willie Brown, D-San Francisco, as state PACE Chairperson Melba Campbell looks on. PACE serves to educate members and their communities on political issues affecting classified employees, encourage voter registration and make recommendations to the board of directors on endorsements and campaign contributions for state, legislative and local governing board offices.



At last year's annual Legislative Luncheon, Chairperson Bill Parker, center, speaks. Steele, PACE representative from Area D, leads a committee that studies the legislative process at the state and chapter levels and recommends appropriate actions to the board of directors.

Assemblyman Tom Hayden



Senator Dan McCorquodale

Commission on State Mandates

The second two-year bill, A.B. 172, was introduced last year by Assemblyman Jack O'Connell, D-Santa Barbara. It would have enabled an employee organization—such as CSEA—to request amendments to the guidelines of the Commission on State Mandates, when they apply to reimbursement for costs associated with meeting and negotiating in educational employment. The bill failed passage in the Senate Education Committee.

participate in the Public Employees' Retirement (PERS) and the Social Security system for employees who work less than 20 hours per

hands, Social Security coverage may be at the local level, but districts are not to do so and it does not include PERS

islation is a result of Lodi Chapter 77's adopted by delegates at CSEA's 1986



After the PACE committee makes an endorsement, the board of directors determines its course of action. In times of campaigning, legislators like State Senator Dan McCorquodale, D-San Jose, depend on CSEA-backing as much as we depend on them in the Capitol. Pictured from left are Area C PACE member Dick De La Rosa, Area C Director Kayo Burriesci, McCorquodale and State President Bill Regis.



Area D Legislative Committee member Rich Richardson, left, greets Assemblyman John Vasconcellos, D-San Jose, at the 1987 Legislative Luncheon. The Legislative and PACE Committees have established an excellent working relationship with our state's political leaders and continue to open a number of doors for active and retired classified employees.

ive Committee
erron and John
ectively. Parker
SEA at the state
to the board of

Annual conference planning hits high gear

LAS VEGAS—With CSEA's 62nd Annual Conference only months away, planning at the local and state level has attained mach speed. The state board of directors approved a recommendation from the Local Arrangements Committee (LAC) and chose, "CSEA: Investing in the Future," as this year's conference theme.

Region 54 Representative Sophia Wages submitted the winning theme. "I was at work one day and the idea hit me," said Wages. "People are always investing in things—as classified employees we invest in students, as CSEA we invest in ourselves and a strong union."

"The committee was faced with several good entries," said LAC General Chairperson Fred Danner. "After many hours of deliberation, we thought the 'investing' idea best conveyed our message."

For her winning entry, Wages will receive an engraved plaque. Charlotte Grabil of Fremont Chapter 204 and Joan Albright of Santa Rosa Chapter 75 were runner-ups and will also receive plaques.

Employee of the Year

April 15—last date to nominate

If April 15 isn't marked on your calendar, put a big red circle around it. Not only do your income taxes have to be filed by midnight, but your nominations for the CSEA state Employee of the Year awards must also be postmarked and on their way to the state headquarters building.

Winners in each of six categories will be selected as CSEA's 1988 Employees of the Year. Chapters can nominate one candidate in the categories of office services, transportation, instructional aide, maintenance and operations, and food and special services.

The awards are given to promote a greater appreciation of the school employee by the public at large and to honor his or her outstanding service to the school district and CSEA.

"We are looking for those members whose dedicated qualities come out in their work at school and with CSEA," said Education Committee Chairperson Velma Stephens.

Chapters are limited to one nomination for each of the six categories. To qualify, a candidate must be an active member in good standing, possess good character and be an outstanding worker. Previous winners at the state level and members of the Education Committee are not eligible.

"Just to be nominated is such an honor," said Stephens, a 17-year veteran of the Education Committee. "It is rewarding to see that the cream really does rise to the top."



Investing in The Future.

62nd Annual Conference Las Vegas 1988

The LAC has launched a new program this year in an effort to help delegates effectively budget their trip to conference. The board of directors has approved the Allstate rental agency as the official car rental agency and PSA/USAir as the official air carrier to the 62nd Annual Conference, which will be held in Las Vegas.

"These services are something new," said Danner. "We've been looking to assist members in easing their travel worries and we think this might help."

Allstate car rental offers a special convention rate that discounts prices and

offers complimentary mileage incentives to CSEA members. It also offers a convenient location at the Riviera Hotel, site of the annual conference's business meetings.

PSA/USAir, which conducts flights from most of California's major airports, has been named by the board of directors as the official airliner for conference delegates.

Offering additional savings on flights to and from the conference, USAir has also donated a set of complimentary tickets, which will be given as a door prize at the conference. The winner can fly anywhere within the PSA/USAir system.

"We think PSA/USAir's proposal best suited our membership," said Danner. "We looked at a number of variables, including price and flight availability, and recommended them to the board."



Sophia Wages

Delegates are encouraged to check rates of car rentals and air carriers before they decide on a booking. Normal penalties do apply and ticket changing can carry a fine.

For more information on the official CSEA air carrier, phone the USAir reservation specialists at 1-800-428-4322 and tell them you would like more details on a flight in conjunction with the California School Employees Association's annual conference. If you decide to book a flight for the conference, you must present M1905M as your "smile number."

Allstate car rental operators will answer your questions and reserve your car for conference week when members call toll-free 1-800-634-6186. Don't forget to request conference rates.



Velma Stephens

A panel of three independent judges will review the nominees on the basis of work performance, including personal factors and outstanding characteristics and achievements.

All winners will be honored at the annual conference in August and will receive a personal gift, a plaque and perpetual trophy for the winner's district to display for the year.

Editor's Note: Nominations must be submitted on the official nomination forms that were mailed to chapter presidents. If additional forms are needed, have your chapter president contact Education Committee Coordinator Jody Bell at CSEA headquarters, (408) 263-8000, ext. 234.

Consumers Union boycott rages on

The boycott against Consumers Union (CU), publisher of a number of magazines including *Consumer Reports*, continues to gain momentum as it reaches its second year. The CSEA state board of directors urges members to cancel subscriptions to the magazine to honor the boycott started by members of the Newspaper Guild.

At stake is the destruction of a union by a management team that is attempting to take away the bargaining rights of its members. The Newspaper Guild (TNG) of New York, Local #3, has been without a contract since Dec. 31, 1986 and hasn't seen an offer since October of last year.

"We only want to hold on to what we have," said TNG #3 Grievance Chairman Gordon Hard in an exclusive interview with the *California School Employee*. "We want reasonable wages and benefits and we want to continue with our democratic union."

"We've had a federal mediator since January (1987)," said Hard. "Our union has made several offers but we



have not made progress and have no idea as to what their thinking is."

The fight has now turned very ugly. Hard and TNG #3's union chair have been sued by CU after a list of salaries for management staff mysteriously showed up at the workplace. Although CU has offered a pay hike of 2 percent for its bargaining unit, management and staff received an average 8 percent pay increase over last year.

Hard says he had nothing to do with the compiling or dissemination of the management salary list, yet CU continues its action in New York's state Supreme Court. CU also claims that the salary figures for management have nothing to do with the contract battle that is taking place with TNG #3.

Help Hard and the men and women of TNG. Say no to Consumers Union and cancel your subscriptions to *Consumer Reports*, *Penny Power* and *Consumer Reports Travel Letter* today.

The boycotts continue against Trans World Airlines (TWA), Shell Oil, Louisiana-Pacific, Nestle, California table grapes and the Fresno and Sacramento Bee newspapers.

Deadline extended for outstanding member features

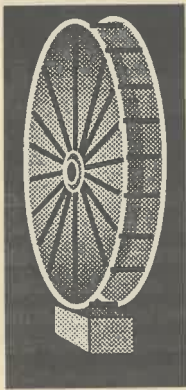
The editorial staff of the *California School Employee* is still looking for member-feature stories to run in its May commemorative issue. Because response so far has been limited, we have extended the deadline to April 15.

Drop us a line and let us know about your chapter or region members who have done heroic or exceptional things at the workplace or in the community over the past year. You know who they are—the rest of CSEA should, too.

Simply write us a note, including information about your member and why he or she stands out in the crowd, and mail to: **Classified Heroes, Member/Public Relations Department, P.O. Box 640, San Jose, CA 95106.** Include a daytime phone number where you can be reached, and photos and newspaper articles if applicable.

Editorial policy dictates the right to edit or reject all material submitted for publication.

Special Services



SPECIAL SERVICES UPDATE

Showing your CSEA membership card will entitle you to a 25 percent discount on admission to any one of the **Ice Capades Chalets**. Show your card at the admissions counter. The discount does not apply to skate rentals. The Chalets are located in North Hollywood, Costa Mesa, San Mateo, Palm Desert, Cupertino, La Jolla and Palos Verdes.

Save up to 30 percent at any **Vagabond Inn** in California (except Palm Springs), Arizona or Nevada with a Government Rate card available from Special Services. Call Vagabond Inn's toll-free number, 1-800-522-1555, for reservations, or contact the inn of your choice directly.

Head to the theatre! CSEA members can buy movie tickets and save from \$1.50 to \$2.50 at participating theatres. Contact Special Services for more information.

Autoland, serving the new car needs of credit union and association members since 1971, has a new office in Orange. Please call (714) 937-0666 for more information or see your January *Employee Benefits Guide*, page 22.

Winston Tires has published a new price catalog, available by calling Irene at 1-800-367-7267.

The **Provident Central Credit Union** has added more than 4,600 ATMs to those available to its members. Provident members can now make cash withdrawals from Wells Fargo ATMs and ATMs on the Pulse Network with the Provident EXPRESSCARD. Wells Fargo has more than 300 ATMs in California. The Provident EXPRESSCARD now accesses more than 2,400 ATMs nationwide, including those on the STAR, Cirrus, and Instant Teller systems. Provident members can access their checking and savings accounts with the EXPRESSCARD.

For more information, contact Betty Chang, 1-800-632-4600, ext. 227.

Now through April 30, CSEA members can save 30 percent off lodging at **THE PINES RESORT, BASS LAKE**. This full-service resort, located just 14 miles from Yosemite National Park, features custom two-story condo-type chalets, tennis, jacuzzi, sauna, two restaurants and cocktail lounges. Cross country and downhill skiing are located nearby at Badger Pass. Call toll free at 1-800-643-BASS and identify yourself as a CSEA member. You must present your CSEA card at check-in for discount. Regular rates are \$54 to \$84. (Children under 16 free.)

Save on your next car! You can save a lifetime of dues money when you get your next car through CSEA's Special Services. CSEA offers several options to help you purchase or lease a new or used car.

One is **Serve-All**, a referral program with participating dealers statewide. Call Special Services on the toll-free line and tell us what kind of car you want to purchase and where you live. We'll send you a referral slip to the dealer in your area. Read the instructions on the form enclosed with the slip and you're ready to go.

Attention recreational vehicle owners. **The Good Sam Club and CSEA = GREAT Savings!** Call Special Services for an application to join the Good Sam Club and receive half off the one-year membership fee of \$7.50 (normally \$15). Further savings on overnight camping, RV parts and accessories and much more.

Thinking of retirement? Come to our seminar!

Planning to retire within the next five years? If so, you won't want to miss the upcoming seminars sponsored by CSEA's state Retirement Committee.

Topics will include legislative changes affecting retirement, procedures to apply for retirement, and qualifications and schedules for computing retirement benefits.

Speakers from the Public Employees' Retirement System (PERS), Social Security and established law firms familiar with estate and tax planning will be available to answer questions you have about retirement.

Each seminar is scheduled on a Saturday. Seminar dates and locations are listed below. Contact your chapter president or Retirement Committee representative for seminar announcements and maps.

Planning is something you need to do several years in advance in order to en-

sure the best possible life in your retirement years. Be sure to attend these free seminars.

Retirement Seminars 1988

Registration for all remaining seminars begins at 8:30 a.m. and runs from 9 a.m. to 1:30 p.m.

April 9—Van Nuys, Kittridge Elementary School
13619 Kittridge St.

April 23—Auburn, Lincoln Way School
1215 Lincoln Way

April 30—Santa Rosa, Village School
900 Yulupa Ave.

Lancaster, Lancaster County Library

May 7—Fresno, Fresno Field Office, 2501 West Shaw Ave., Suite 107

PERS employee help list

When you have a question about PERS, do you know where to turn? Do you call someone who has been helpful in the past and ask them everything? If so, you're not alone. PERS receives many calls that must be transferred to

subject experts before the question can be answered.

Listed below are some of the most common topics and situations the PERS staff receives and the appropriate phone numbers for you to direct your questions.

Clip and Save

Division	Phone No. (916) area code
New Employees	
• Do they qualify for PERS?	326-3126
• Starting membership & required forms	326-3126
Beneficiaries	
• When and how to complete a designation	
Active members	326-3129
Retirees	326-3232*
Payroll Reporting	
• Is this compensation reportable to PERS?	326-3467
Terminations	
• How to receive a refund	326-3480
Informing PERS of	
• Terminal illness	326-3232*
• Employee's death	326-3232*
• Retiree's death	326-3232*
The Retirement Process	
• Service retirement	326-3232*
• Disability retirement	326-3232*
Pre-Retirement Counseling	
• Select the area closest to you	
Sacramento	(916) 326-3630
Los Angeles	(213) 620-4430
San Bernardino	(714) 383-4431
San Diego	(619) 237-7653
San Francisco	(415) 557-0582
Santa Ana	(714) 558-4604

*Our telephone information center will answer the question or a message will be taken for a return call.

REBATE OFFER

Use your Good-Any-Day Discount ticket between April 9 and May 31, 1988 and receive a **\$1.00 cash rebate** on each adult ticket and .50 on each child's ticket!

GREAT AMERICA ORDER FORM

Tickets are \$10.95 each. This is a savings of \$4.00 per ticket and does not apply to children ages 3-6 (\$7.75 admission) and senior citizens over 54 (\$9.95 admission).

No. of tickets ordered @ \$10.95 _____

Name _____

Address _____ Apt/Space # _____

PLEASE NOTE: All orders must be paid by cashier's check or money order.

MAIL ORDER FORM TO:

CSEA Special Services
P.O. Box 640
San Jose, CA 95106

BENEFITS 360

C.S.E.A. has exclusively endorsed Benefits 360, a program to increase your financial security

Benefits 360 is supplemental life insurance from one of the nation's leading insurance companies. Thanks to C.S.E.A. sponsorship, the program is an exceptional value for members and features:

Permanent Coverage — unlike group policies, this coverage is yours to keep when you retire or change employment.

Cash Value — that earns a competitive interest rate and interest earned is tax-deferred.

Payroll Deduction — automatic payroll deduction makes your plan easy to own.

Family Coverage — your spouse, children and grandchildren can have coverage even if you don't participate.

For more information:
use touchphone
to call 1-800-451-6667 —
then dial 2735 —
then ask for extension 543.



TO INSURE THE PALATE, GO TO LONDON TO INSURE THE TEETH, COME TO DELTA

You know where a famous wine taster would go to insure his palate. But you may not know where 15 million Americans in over 18 thousand organizations go to protect their teeth. They come to Delta Dental. Delta is America's first, leading and largest dental carrier.

You should know 90% of major, painful and expensive dental problems can be prevented by regular professional care. And after that when trouble comes, big or small, Delta is the best friend your teeth can have.

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(800)
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Need further information about Special Services offerings? CSEA members can call toll-free to get answers to their questions, order discount cards or learn about any aspect of CSEA's Special Services programs.

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Frankfurt	From \$554.00 Roundtrip		

For Best Choice of Dates Book Early.

Ask for details on CSEA discounts on Eurail passes, Car Rentals, Independent and Escorted Tours

All rates are based on lowest applicable fare for travel after April 1, 1988. Air taxes are extra. Some restrictions apply.

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2 Nights from \$105.00 *

2 nights hotel accommodations • 2 days admission to Disneyland • Round-trip airport/hotel transfers or 2 days use of car • hotel/Disneyland transfers
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Ask for Detailed Brochure

* Price based on double occupancy, per person at category Y hotel

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Waikiki	from \$369	Kauai	from \$589
Kona	from \$589	Maui	from \$625

Departures from SFO & LAX • Includes 7 nights hotel • Transfers or rental car • Taxes • Welcome Lei Greeting • Choice of hotels or condos

Price is per person, double occupancy. Daily departures. Weekend surcharges & winter rates may apply. Tour Operator: Empire Tours. Rates reflect discount for CSEA members.

BAHAMAS CRUISE & EPCOT July 1-8, 1988

Roundtrip air from SFO or LAX • 3 nights hotel near Disneyworld/Epcot
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Ask about Special Rates for children and single parents

Price is per person based on double occupancy. Add \$28 port taxes. Triple and quad rates available upon request.

WESTERN CANADA JUNE 14 - 24, 1988

Deluxe hotels • Roundtrip air from SFO or LAX • 11 meals • Tips, taxes & baggage handling • Escorted • Many extras

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October 10-18, 1988

Philadelphia • Penn Dutch • Washington, D.C. • Gettysburg
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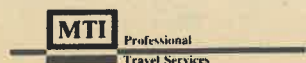
Tour Includes: 8 nights hotel accommodations • RT from SFO or LAX • All dinners
Extensive sightseeing • Touring by deluxe motorcoach • CSEA tour director throughout.

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Bakersfield	1-800-782-5888	San Diego	1-800-345-7240
Fresno	1-800-421-8768	San Jose	1-800-852-6655
Glendale	1-800-345-7244	San Mateo	1-800-648-4446
Orange	1-800-345-7242	Santa Barbara	1-800-345-2915
Sacramento	1-800-365-0880	Stockton	1-800-942-7744
San Bernardino	1-800-433-0875	Walnut Creek	1-800-832-6655

Political

Training for political action

(from page 1)

As California prepares itself for the biggest election year of the decade, CSEA has taken a pro-active role. Along with Proposition 71, all 80 Assembly seats and half of the Senate seats will be left for the voters to decide.

Can CSEA really make a difference? Bill Camp, administrative assistant to Senator David Roberti, D-Los Angeles, pointed to a number of CSEA triumphs in the last year, including the defeating of the Cordoba nomination and the quelling of AB 660. He also relayed a statistic of direct proof. "In the election of Senator Cecil Green, 55 percent of your membership voted," said Camp. "About 40 percent of all other union members voted, while 28 percent of the voting population as a whole took part.

Because of CSEA's showing, Cecil Green won a very difficult election."

Green, D-Garden Grove, whose votes supported CSEA's position on last year's legislation, spoke to members at the other end of the state. "I'm in Sacramento only because of what you did for me," said Green, "and working together with CSEA, I will remain in Sacramento in the future."

Steve Coony, principal consultant to Senator Roberti, also addressed members in Los Angeles. "A lot of people converted to the CSEA way of thinking after the Green election," said Coony. "You proved a grassroots campaign can be successful in the age of the media campaign."

Coony, whose father was a union

"Because of (our increased involvement) the attitude towards classified employees in the Legislature has changed dramatically."

—Barbara Howard,
Director of Governmental Relations



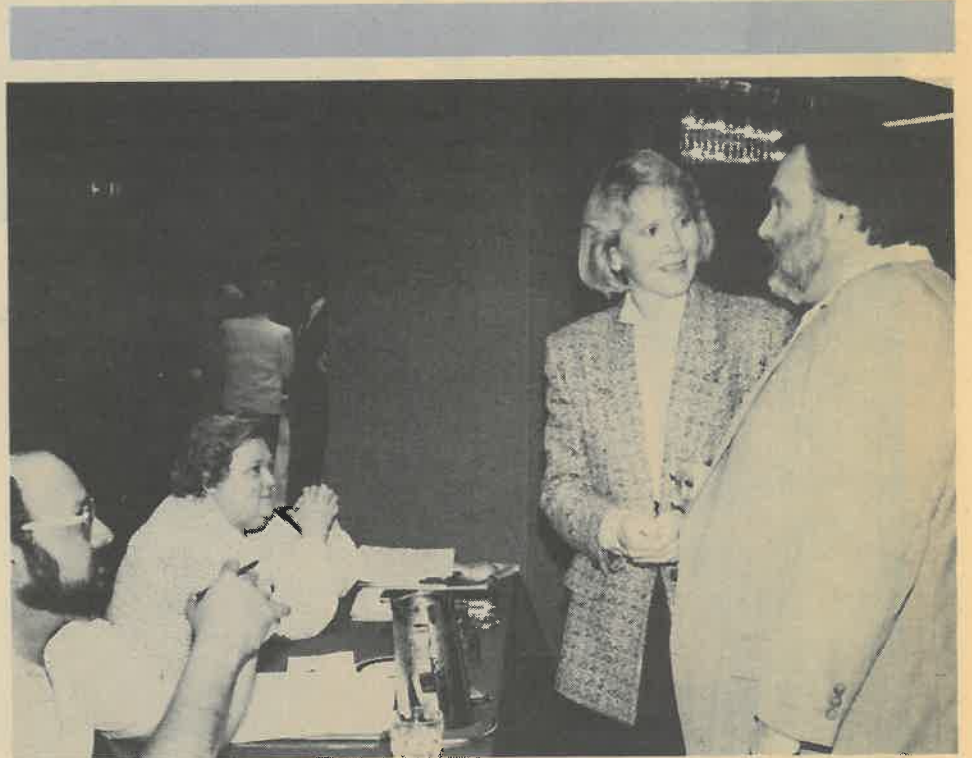
Clovis Unified Chapter 250 President Gayle Jordan discusses strategies for local election campaigns with Area E PACE Committee representative Dan Perez.



Area B PACE Committee representative Berlin Wilbon and Region 68 RPAC Ann Hall enjoyed the northern California program.



Senate President pro Tempore David Roberti's principal labor consultant Steve Coony told members, "Your voice is immeasurably stronger (in Sacramento) because of what you did in 1986, 1987 and what we hope you will be able to do in 1988."



During a break in the training, RR Tony Contreras, left, and RPAC Linda Rigney, second from left, discussed the upcoming legislative elections with Director of Governmental Relations Barbara Howard and Orange Field Office Director Pat Prezioso.

representative, summed up the campaign. "CSEA came through in spectacular fashion . . . The campaign succeeded beyond our wildest dreams."

Assemblyman Dick Floyd, D-Gardena, candidly discussed the members' part in the coming elections. "Legislators have a responsibility to their constituencies to represent them," said Floyd. "If there are people who aren't acting on your behalf, don't vote for them."

Almost 200 of CSEA's members, who will be the leadership core for "Election '88," took part in the training sessions. Among other topics discussed were how to speak with legislators, what to do in case of a legislative alert and how CSEA members can and do make a difference

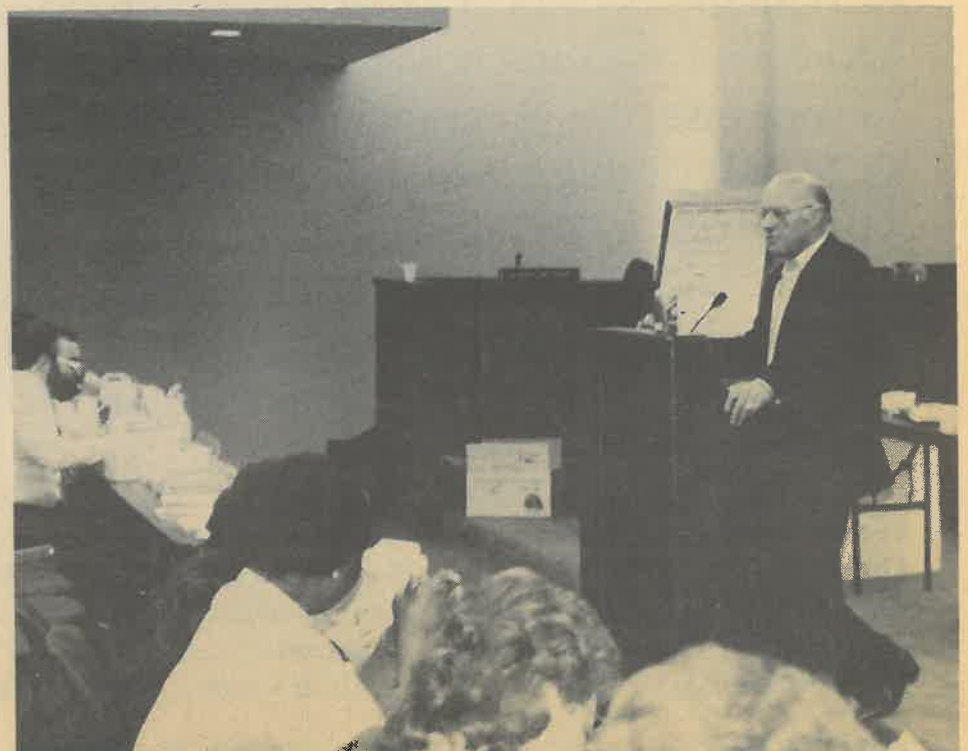
in the legislative process.

Bonnie Herron, Area F Legislative Committee representative, thinks the training will help. "Our members have definitely become more politically aware," said Herron, "but, the training has shown us we still have a lot of things left to do."

Because of its growing political sophistication and involvement, CSEA continues to strengthen its position in the Legislature. Assemblyman Floyd didn't think twice when he was invited to speak at state headquarters on his day off. "When the invitation said CSEA—boom, I was here. Some wonderful people from your association have worked on my campaigns and I haven't forgotten them."

"Because of CSEA's grassroots work in the Green campaign, a lot of people have converted to your way of thinking."

—Steve Coony, Principal Consultant
to Senate President, pro Tempore David Roberti



Assemblyman Richard Floyd, D-Gardena, told attendees, "If there are (legislators) who aren't on your side, don't vote for them."