

the CTA-ALCOSTA

Relay

A STATE COUNCIL NEWSLETTER FOR DISTRICT B & C
MEMBERS OF THE CALIFORNIA TEACHERS ASSOCIATION

✧ March 30–April 2, 2006 Council Meeting ✧

TOGETHER... WE CAN!

by Mary Jane Keogh: San Ramon Valley Education Association

Sunday morning at State Council always means an address from Executive Director Carolyn Doggett. Carolyn never fails to remind us of CTA's accomplishments and strengths, while also reminding us that our organization is as strong as we make it.

This past Sunday, she gave us a mini-history lesson as she informed us that July 1, 2006 will be the thirtieth anniversary of the EERA (Education Employees' Relation Act), better known as the Rodda Act.

The Rodda act, signed into law without the signature of then Governor Jerry Brown, established collective bargaining in California. Prior to this law, bargaining for teachers was known as "collective begging". Things we see now as everyday functions, such as due process, duty free lunches, sick leave accumulation, prep periods, decision making without teacher in-put, and transfer and reassignment language were not part of the discussions between districts and associations.

Unfortunately, today, despite the EERA, there are organizations that continue to attack CTA and teachers in hopes of eliminating these gains made thirty years ago. Carolyn stressed that we must continue to "bargain together, because we are better off together than alone. We must use collective bargaining to make our schools the very best they can be."

CRE IS THE PLACE TO BE!

by Rita Goldman: Mt. Diablo Education Association

Something is always up in the Civil Rights in Education Committee. This session we researched and took positions on legislative issues. Issues and positions such as sexual harassment (NO), discretionary bonuses AKA merit pay (NO), prohibiting sexual orientation discrimination (YES), tuition waivers for foster youth at public colleges and universities and automatic eligibility for CAL-Grants (YES) were among a total of thirteen pieces of legislation we reviewed.

CLAD ALERT

by Keith Pickering-Walters: Livermore Education Association

State Council is encouraging all members to obtain their CLAD certificate or equivalent.

Members who thought they could “ride out” the CLAD certificate requirement and slip through to retirement are now finding out that unless they retire in 2006, they won’t make it through. Legal requirements being implemented through the Williams Settlement now require ALL teachers in ANY class required for graduation to hold a CLAD certificate or equivalent if they have even one English Learner in their classroom. Considering that all grades K-5 and all courses offered 6-12 (even Physical Education, Music, Electives, Foreign Language and other courses typically not thought of as “Core Subjects”) are or can be counted to meet graduation requirements; this leaves no member, K-12, unaffected by Williams.

*See the CLAD Alert! Insert for a complete report on the CLAD situation.

EARLY CHILDHOOD EDUCATION COMMITTEE UPDATE

by Sally Mills: Contra Costa County Schools Education Association

The Committee’s major focuses were the messages "Free Universal Pre-School" and “Prop. 82 is good for children.” The Pre-School for All campaign is about to launch. The importance of being involved in the June 2006 campaign was emphasized. The committee spent most of its time clarifying and editing the first reading of major policies. Those areas highlighted for revisions to the existing policy for the 2006-2007 CTA Organizational Handbook include 1) “Salary Schedule Placement: Pre-School teachers who have fulfilled education and appropriate credential requirements must be compensated equitably,” and 2) “Class Size/Class Load: A ratio of 8 students per 1 adult, with a maximum class size of 24, shall be maintained in pre-school, under the direct supervision of a certificated teacher.”

3) “Mainstreaming Pre K-12: No encroachment of funds/resources from any other education programs will occur. CTA supports special needs students being mainstreamed under defined conditions. Additional funding and resources will be maintained exclusively for mainstreaming of special needs students. CTA believes that a free universal pre-school should be available to all California Children, one year prior to kindergarten eligibility. It should be developmentally appropriate, have a minimum of three hours (180 minutes per day, 180 days per year, be staffed at a ratio not to exceed 1:8 supported by one credentialed teacher and two qualified instructional aides.”

4) “Testing and Assessment: Standardized Testing of Students: CTA opposes the use of standardized tests, use of developmentally appropriate, non-graded, assessments of children under the age of eight are essential to continue educational success. Bias-free assessments of children should be designed to determine proper placement for participation of developmentally appropriate activities.”

The committee took the following positions on legislation:

AB 1918 (Wolk) <u>Support</u>	AB 2608 (Committee on Human Services) <u>Support</u>
AB 2046 (Coto) <u>Support</u>	AB 2881 (Mullin) <u>Support</u>
AB 2150 (McCarthy) <u>Oppose</u>	AB 1600 (Kuehl) <u>Watch</u>
AB 2596 (Runner, Sharon) <u>Oppose</u>	AB 1688 (Bowen) <u>Watch</u>

The committee requested that CTA President, Barbara Kerr, write a letter to the governor in support of Rob Reiner being reinstated as Chair of California First Five after the June election. Additionally the committee requested another letter be written to Rob Reiner commending him for his great work on behalf of California's children. It was announced that Mark York, Chairperson of the Early Childhood Education Committee, will be retiring from teaching and his position on the Committee this April.

STATE LEGISLATION COMMITTEE

by Mike Noce: Mt. Diablo Education Association

When I expressed an interest in serving on this committee, I wondered why nobody else in Alcosta was on the committee. I was also surprised at how quickly Pixie Hayward-Schickele (CTA Board Member for District C) approved my request. This weekend I found out why. On Saturday, the State Legislation Committee was presented with 271 bills to consider. We spent seven hours conducting our business. Recently, this has not been a regular occurrence, but it used to be. This is why nobody else wanted to serve on this committee. Luckily, there have been many improvements to streamline the legislative process over the last few years.

Many of our members sometime wonder why CTA takes the positions we do on legislative bills. The job of State Leg is to make sure that there is adopted CTA policy to support the positions our committees take on any bill. We carefully scrutinize these positions before they are officially adopted. No matter how long the meetings, I find it fascinating to be able to get an overview of all the good work State Council does for its members.

WHY CTA STATE COUNCIL RECOMMENDS PHIL ANGELEDES FOR GOVERNOR:

- Phil Angeledes has demonstrated a firm commitment to protecting Proposition 98. He sees Prop 98 as a funding floor, not a ceiling. He believes that getting to the national average in per-pupil funding is not enough, and that CA should return to the top of the fifty states in the resources we provide our students.
- Phil Angeledes stood with CTA when the governor attacked Prop 98, took billions of dollars from our schools and broke his promise to pay it back. He was the only candidate for governor who supported the budget proposal that would have restored the money and fully funded education at Prop 98 levels.
- Phil Angeledes has a deep commitment to improving public education. He's committed to working with teachers to make sure education reforms work in the classroom. He believes we must do more to attract and retain quality teachers in every school and supports restoring funding to state programs that provide mentoring to beginning teachers.
- Phil Angeledes wants to make college available to all Californians. His *College Opportunity for All* proposal outlines a five-point plan to renew our commitment to college opportunity for all, including rolling back Governor Schwarzenegger's education tax, doubling the number of counselors in high schools to better meet student needs, and expanding and raising income limits for Cal Grants.

Conferences & Activities

There are a few activities coming up that CTA members in local chapters might be interested in participating in:

- CTA PAAC & AI/AN “Planting Seeds of Unity” Conference:

April 21-23, 2006

–Los Angeles

- CTA Alcosta Leadership Conference:

May 19-20, 2006

–San Jose

- CTA Summer Institute: **July 30-August 4, 2006**

–UCLA Campus

Contact your local chapter’s leadership to find out if your local is sponsoring any members to participate.

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

RESPONSE TO INTERVENTION MODEL

*by Melanie Perkins: Walnut Creek Education Association
and Ellen Bower: Byron Teachers Association*

The actual term “Response to Intervention” is not found within either IDEA or NCLB. The processes involved, however, are described in the legislation, which makes these laws the origin of the discussion. The process itself has been pulled out, capitalized, and systematized into a three-tier intervention model now referred to as “RtI,” and is the “new” procedure for qualifying students for special education services. It is hoped that RtI will reduce the number of students referred.

RtI is not new. George Sugai describes it in his work on behavioral support. It is now being applied to academics. For example, Sharon Vaughn’s work at the University of Texas has applied this model to reading. Proponents of RtI believe that it will insure that all kids achieve at the highest level possible. The goal is to provide a high quality education for all children, general and special education. We don’t know exactly what RtI will look like in California schools. What follows is a short description of the theoretical model.

In RtI, interventions are divided into tiers. Tier 1 initially contains all students. Classroom instruction is delivered to all by the general education teacher, and 80% of these will “get it.” Classroom teacher then will reteach the skill to the 20% who didn’t get it initially. Students who still struggle will be given additional instruction at the Tier 2 intervention level. These interventions are administered in small, flexible groups, outside the classroom, utilizing new and different strategies. Tier 2 interventions are a general education function. After this intervention, an additional 15% will “get it.” The remaining 5% who are consistently referred to Tier 2 and still struggle despite small group instruction will continue to Tier 3 intervention. This level of intervention is intensive, tailored to individual need and learning style, usually one-on-one, and again, delivered by general education personnel. It is important to note that all intervention instruction is in addition to classroom instruction, and does not supplant it. A student who continues to struggle will be referred for additional assessment by special education and school psychologist, and could then qualify for special education services if a learning disability is found. The actual what, who, when, and how of this RtI has not

continued on page 5

continued from page 4

yet been determined for California. CTA plans to be highly involved in the discussion, as this new process will likely create a change in working conditions for members. Please read the inserted page with items of concern brainstormed by members of the Special Education Committee at the last State Council meeting. Please pass additional concerns to Melanie Perkins at mperkins1@sbcglobal.net. A detailed description of the RtI model can be found in *Response to Intervention, Policy Considerations and Implementations*, published by the National Association of State Special Education, Inc., which can be purchased for \$9.00 at www.nasdse.org.

*For additional information regarding Response to Intervention, view the RtI Insert in this edition of the State Council Newsletter.

POLITICAL INVOLVEMENT COMMITTEE

by Cindy Andre: San Ramon Valley Education Association

Following the regular business on Friday night, the Political Involvement Committee prepared for Phil Angelides' Saturday appearance by making handwritten signs. These, along with preprinted signs, were passed out for the members to show their support during his speech to the council. His speech brought the promise and excitement of a "new beginning" in California's educational system. Angeledes promises to fully fund education, roll back the costs of community colleges and universities, make California's per pupil spending competitive with other states, and create a level playing field for all students by providing a quality education brought everyone to their feet! He referred to his plan of attack on our current governor as the "revenge of the nerds."

As CTA prepares for the upcoming elections, local chapters are being advised to approach requests for contributions carefully. The laws regulating campaign contributions are very clear. If we contribute as locals without thinking of its impact on CTA's contributions as a whole we may find that we exceed our limits. Each local is being asked to contact their political advisors before making a financial or "in kind" contribution.

CTA State Council Committees:

- Alternative Career & Technical Education
- Assessment & Testing
- Budget
- Civil Rights in Education
- Communications
- Credentials & Professional Development
- Curriculum & Instruction
- Early Childhood Education
- Elections & Credentials
- Financing Public Education
- Language Acquisition
- Negotiations
- Political Involvement
- Professional Rights & Responsibilities
- Representation
- Retirement
- School Safety / School Management
- Special Education
- State Legislation
- Student Support Services
- Teacher Evaluation & Academic Freedom

CTA Special Interest Caucuses

Within the California Teachers Association there are several special interest caucuses. This edition, we have reports from the Caucus for Educators of Exceptional Children, Ethnic Minority Affairs Committee

ETHNIC MINORITY AFFAIRS COMMITTEE (EMAC) HIGHLIGHTS: APRIL, 2006

*by Kathy Wells: Mt. Diablo Education Association
and Rosenda Thomas: Oakland Education Association*

Service Center Equity Team Training is scheduled for August 12, 2006, in Las Vegas, Nevada. The Conference Planning Center is working on a suitable hotel location.

Training was planned for the Presidents Conference at Asilomar. The Hand in Hand Workshop presentation is being updated by EMAC members. The Committee reviewed the feedback from the equity team meeting during the Equity and Human Rights Conference.

Ethnic minority involvement in Campaign 2006 was discussed. The emphasis will be on registering eligible voters for the June primary and November elections as well as reaching ethnic minority voters with our messages.

The early ID program, intern program and EMLD training programs were discussed with emphasis on increasing attendance and involvement in these programs. CTA's publications were reviewed for diversity content. CTA was recognized by NEA for its 3.1g Diversity plan. NEA will be using the California 3.1g Plan as an excellent example on its website.

Issues Conferences Scheduled:

- Hispanic Caucus: April 7-9, 2006, Los Angeles
- American Indian / Alaska Native Caucus and Pacific Asian American Caucus Joint Issues Conference: April 21-23, Los Angeles

Current EMAC Members:

Marty Meedeen, Co-chair; Helen Collins, Co-chair, Kathy Wells, Don Steinruck, Rosenda Thomas, Ruth McClendon, Dorothy Chu, Jenny Chumori, Richard Responde, Sergio Martinez, Margie Granado, Alex Anguiano.

CEEC SEEKS ASSISTANCE

*by Kelly Connell Sandler:
Association of Pleasanton Teachers*

The CTA Caucus for Educators of Exceptional Children (CEEC) met on April 2, 2006, to discuss ongoing concerns of special educators and all teachers. First on everyone's agenda, understandably, was the impact of Response to Intervention (RtI), detailed elsewhere in this issue. CTA's May 20th Summit on Response to Intervention will provide a valuable opportunity for the input of general and special educators. CEEC requests that the RtI Summit examine established intervention programs that already have proven effective in California. CEEC members have attended many recent conferences and presentation about RtI (CARS-PLUS and CTA Good Teaching Conferences). They have been impressed by RtI programs from Hesperia Unified, Elk Grove Unified, and the Marine View Middle School within the Ocean View Schools of Oxnard. The Desert

continued on page 7

continued from page 6 Mountain SELPA is also considered worth a serious look.

The CEEC Caucus established a new task force to research other critical issues for possible referral to the Special Education Committee at State Council for review and consideration of further action. Among those key concerns were: 1) the recent implementation of computerized IEPs without bargaining the impact on work conditions (For example, Genesee is one such program that apparently has added up to 6 hours per IEP to the SpEd teacher's inputting of data.); 2) the impact on workload, when falling solely to the special education teacher, from the burden of coordinating, scheduling, testing, writing, conducting and recording IEPs; 3) the impact on local/site finances and programs of accommodating rising special needs populations, in particular, the autistic; and 4) similar concerns about the burden of increased cost for district budgets providing extensive modifications, personnel, programs, hardware, software, medical management, health aides, one-on-one aides, and behavioral specialists often needed by populations served at the local level for the first time. No one wants these children to have less than they require for their unique needs; however, CEEC realizes that no one adequately anticipated the costs of many of these needs that were once considered medical but now often fall under the educational budget alone. The CEEC task force will share member concerns, review current CTA policy, elicit Caucus feedback, and make recommendations to CTA Special Education Committee for further review and consideration.

CTA PEACE AND JUSTICE CAUCUS HOSTS TEACH-IN

*by Jacquelyn Smith:
Association of Pleasanton Teachers*

At the March State Council, CTA's Peace and Justice Caucus hosted a Teach-In for educators to share curriculum and projects related to the teaching of Peace and Justice.

Mr. Seth King, founder of Youth Empowerment Peace Program, invited a number of his students to demonstrate the innovative teaching process he and his team have developed. His students distributed the lesson plans and the children's storybook, The Substitute Teacher Named Mr. King, by Seth King. In this book, we learn the Precepts of Power: Freedom, Justice, Truth, Create, Teach, Love, Unity, Peace, Intelligence, and Cooperation. Mr. King explained how he teaches these precepts, and his students impressed the group with their knowledge and enthusiasm.

Anna Christiansen (artist, activist and art teacher at Lynwood High School) shared her "Talk Back" project in which she encourages her students to ask questions and to think for themselves. Her students examine military recruiters' brochures and slogans and then have the opportunity to make their own slogans, bumper stickers and brochures in which they "talk back" to the recruiters.

Mary Prophet shared her Peace Medal project. During the meeting she had identified a peaceful student who wore the colorful peace symbol around his neck. He, in turn, identified someone he found as a peaceful inspiration and gave the medal to that person who in turn shared the medal with another person. *continued on page 8*

continued from page 7 As Mary began her presentation, she invited all those who had received the medal to come forward. Students recognized that peaceful traits are valued.

Andy, a fifth grade teacher, provides his students with a summary of the US budget to help them better conceptualize math standards dealing with large numbers. Another fifth grade standard is persuasive writing. Andy's students write letters to the editor responding to editorials. There are twenty-seven different countries represented by the students in his classroom and he has found ways to get all of his students involved. Other examples of student work included thought-provoking stories and articles.

Some groups who are very actively promoting the goals of peace and justice are:

• War Resisters League:	www.warresisters.org
• Central Committee for Conscientious Objectors	www.objector.org

CTA SUPPORTS PROPOSITION 82: PRESCHOOL FOR ALL INITIATIVE

CTA's support for Proposition 82 - the Preschool for All initiative on the June ballot - reaffirms our longtime commitment to early childhood education, and to making sure every child has a good start in their school career. The initiative is funded by a 1.7% tax on taxable income over \$800,000 for couples and \$400,000 for individuals. Revenues would be placed in a trust fund, outside of Prop. 98, to be used solely for preschool for all.

Proposition 82 Strengthens K-12 Education:

- **Yes on 82** strengthens K-12 education and is supported by parents and teachers, who know that children who go to quality preschools are better prepared to learn, and are more likely to graduate from high school and go to college.
- **Yes on 82** provides free, voluntary, quality preschool for every four year old in California, allowing hundreds of thousands more children a year to attend a quality preschool of their parent's choice.
- **Yes on 82** expands teacher training and puts credentialed teachers in every preschool classroom.

Proposition 82 has Strict Accountability for Public Education:

- **Yes on 82** establishes a separate dedicated fund that can only be spent on preschool, limits administrative costs and mandates that 94% of funds go to preschool education.
- **Yes on 82** imposes criminal penalties for misuse of funds.
- **Yes on 82** will not affect Proposition 98. It includes a provision that no school district can be forced to use Prop. 98 money for preschool.



Proposition 82 is backed by a Broad Coalition:

- **Yes on 82** is supported by one of the broadest bipartisan coalitions ever assembled, including California's 450,000 classroom teachers, California's police and sheriffs, nurses and pediatricians, and the Los Angeles and San Francisco Chambers of Commerce along with other business leaders.

CTA State Council of Education
Special Education Committee
April 1, 2006

The end result of discussion of the Response to Intervention (RtI) Model by the Special Education Committee was a brainstormed list of critical issues for CTA involvement regarding implementation of the model. The brainstorming session was facilitated by Sharon Schultz, a consultant hired by CTA.

Implementation

- Develop a standardized framework for the whole state, with avenue for local flexibility for implementation
- Define student learning disability eligibility
- Fully funded within both general education and special education
- All stakeholders should be involved in development, including general and special education teachers, administrators, parents, and primary contact staff
- Define all stakeholder responsibilities and roles
- Certificated personnel should teach at risk students

Interventions

- Provide a listing of scientifically based researched interventions, teacher generated, that includes proven strategies with EL and low socioeconomic level students
- Provide professional development to all stakeholders
- Define intervention group size (this was somewhat controversial)
- Timeframes at each tier defined
- Provide guidance regarding the connection between intervention and assessment
- Intervention instruction supplements regular classroom instruction. It does not supplant it.

Professional Development

- Locally determined by all stakeholders, and for all stakeholders
- Must be paid, or released time, or embedded within the contract day
- Adequate, on-going, supported, NSDC guidelines
- Necessary

Assessment, Data Collection, Analysis

- Keep it simple
- Appropriate
- Measure what we are teaching
- Efficient
- Maximum use of technology
- Enhance instruction, does not detract from instruction
- Focus must be on student assessment, not teacher evaluation
- On-going, consistent over time
- Yield valuable instructional information
- Teachers develop/determine instruments

Time and Paperwork

- Within current contract hours
- Contract/bargaining: collaborative time, co-teaching time, consult time, push-in vs. pull-out implementation
- Sample, flexible forms for documentation
- Access to technology

Student Eligibility (for specific learning debility)

- Safeguards for circumventing system (tier duration)
- Valid processing disorder
- Attend to ELL

Roles and Responsibilities

- RtI is a reform movement, and we must CLEARLY define roles of all stakeholders so that the RtI function is not the sole responsibility of any single stakeholder
- RtI is a General Education function. General Ed should take the lead & Special Ed should serve as a consultant until Tier 3 has been exhausted

CLAD ALERT!

April 6, 2006

State Council is encouraging all members to obtain their CLAD certificate or equivalent.

Members who thought they could “ride out” the CLAD certificate requirement and slip through to retirement are now finding out that unless they retire in 2006, they won’t make it through. Legal requirements being implemented through the Williams Settlement now require ALL teachers in ANY class required for graduation to hold a CLAD certificate or equivalent if they have even one English Learner in their classroom. Considering that all grades K-5 and all courses offered 6-12 (even Physical Education, Music, Electives, Foreign Language and other courses typically not thought of as “Core Subjects”) are *or can be* counted to meet graduation requirements; this leaves no member, K-12, unaffected by Williams.

School Districts are not obligated to keep EL students out of a teacher’s classroom if they do not have their certificate. Quite to the contrary, the intent of the Williams Settlement is to make the curriculum and all courses accessible to all students. If a District is denying access to any course or instructor because the instructor does not have their CLAD certificate, it could be argued that they are going against the intent of the Settlement.

Even though the number of layoffs in California significantly decreased this year, there were districts that laid-off employees without their CLAD certificate or equivalent and kept less senior employees who hold their certificate. While the CTA Legal Department is assisting these affected members to the best of its ability, there is no case law to support the retention of members who do not meet the requirements set forth under the Williams Settlement. The California Teachers Association is recommending that members take the first available opportunity to obtain their CLAD certificate or equivalent.

One option available to our members is the California Teachers of English Learners (CTEL) Examination administered by the National Evaluation System. Passing all sections of the CTETL exam will allow a member to apply for a CLAD certificate. Registration information, test dates, study guides and more information can be found at www.ctel.nesinc.com. The next available test date is June 24, 2006 with the regular registration deadline being May 9, 2006.

Another option available to members who have been permanent employees of a CA school district since January 1, 1999 is the in-service opportunity renewed by AB2913. AB2913 renewed SB1969/SB395; the legislation that ended January, 2006 and modified the in-service curriculum to meet the new CTETL Standards. There are other qualifications and requirements for this option, so members should be sure to check with the in-service provider to ensure that they meet ALL requirements prior to taking the training.

The final option for members may be to complete the higher education CLAD courses still being offered by some universities. According to the University of San Diego-Online website, members may apply for their CLAD certificate after successfully completing four, 3-unit courses. The text and video series is available for purchase through the University and some local school districts own the series and make it available for check-out through their IMC or Curriculum Department. The concern with this option is that the courses are still based on the CLAD Standards – NOT the CTEL Standards that are currently required. The CA Commission on Teaching Credentialing (CCTC) will be deciding at their May/June meeting what they want to do about the higher education courses. Because the CTEL Standards are already in place, it is not presently known if the Commission will or won't continue to accept these courses after their May/June meeting.

To further complicate the situation, thousands of members have taken the SB 1969/SB395 trainings over the last ten+ years. Upon completion of the course, participants receive a letter of completion with instructions to submit that letter, a completed CCTC form, and a check to the Commission in order to apply for their CLAD certificate. We have found that some members/districts mistakenly placed that letter in their file and did not apply for the actual certificate. It is important for members to individually check their status on the CCTC website at <https://teachercred.ctc.ca.gov/teachers/PublicSearchProxy> to be sure that their certificate is listed alongside their other credentials and certificates.

Some members may be teaching in a program that does not require a Bachelor's Degree. Normally, a Bachelor's Degree is a prerequisite for obtaining a CLAD Certificate. The CCTC does have an alternate route for members who do not hold a Bachelor's Degree. Information regarding that route may be found at www.ctc.ca.gov/credentials/leaflets/cl628c.html.

CTA State Council Bill Positions

POSITION	DEFINITION
Support	<i>CTA does not introduce the legislation but supports it in every way possible.</i>
Approve	<i>CTA wishes the legislation to pass but will not work for its enactment at the expense of more important legislation.</i>
Oppose	<i>CTA gives major emphasis to the defeat of such legislation.</i>
Disapprove	<i>CTA does not wish such legislation to pass but will not work for its defeat at the expense of more important legislation.</i>
Watch	<i>CTA will monitor the bill. Any significant amendments to the bill will be brought to the appropriate committee(s) for a possible change in position.</i>
Co-Sponsor	<i>CTA cooperatively works with one or more other groups to develop, introduce and seek the passage of the proposal. This position is to be utilized when necessary to join with other organizations.</i>
Sponsor	<i>CTA develops the legislation and has it introduced by a member of the legislature. Working for its passage is given major emphasis.</i>
“No Position”	<i>“No Position” is not an official “position” according to CTA policy. Taking “no position” on a bill means that CTA has no policy on the subject of the bill, or no particular interest in the bill. Advocates monitor all amendments to these bills and the amendments (copies of the amended versions of the bill) are sent to the Committee. Based upon amendments, a Committee may take a position at a later date.</i>

