### 1NC – Innovation DA

#### The right to strike strengthens teachers’ unions – empirics prove.

**DiSalvo and Hartney** [Daniel DiSalvo and Michael Hartney, "Teachers Unions in the Post-Janus World," Education Next, <https://www.educationnext.org/teachers-unions-post-janus-world-defying-predictions-still-hold-major-clout/>] //DD PT

It is probably not a coincidence that public-school teachers began engaging in strikes and work stoppages soon after the Janus decision was handed down. In 2018, teacher walkouts occurred in the Republican-leaning, weak-union states of Oklahoma, Kentucky, Arizona, West Virginia, North Carolina, and Colorado. Of these, the largest work stoppage was by the Arizona Education Association and involved 81,000 teachers. The second-largest strike, by the Oklahoma Education Association, included 45,000 teachers. Overall, the 20 major teacher strikes of 2018 involved the highest number of workers—485,000—since 1986. Aside from forcing local workplace issues to the bargaining table, **strikes can also serve as a union recruitment and retention strategy**. **Calling a strike enlists the rank-and-file in a collective enterprise and thereby enhances union solidarity**. **Because only union members can vote to authorize a strike, union leaders can use such occasions to recruit nonmembers to join**. **Strikes also gain teachers unions sympathetic national press coverage**. In 2019, a smaller wave of strikes occurred in Democrat-dominated, strong-union cities, including Los Angeles, Oakland, Denver, and Chicago, as well as in a number of smaller school districts in Oregon, California, and New Jersey. Prior to 2018–2019, only two notable teacher strikes had occurred in big cities in the past 20 years: a 7-day walkout in Chicago in 2012 and a 16-day walkout in Detroit in 2006. Besides pay, a major point of contention in these **strikes** was the demand that school districts hire more teachers to reduce class sizes and employ more support staff. Regardless of whether such measures make wise policy, they **clearly serve to increase the pool of potential union members**. Consider that, **in Los Angeles**, **the district and the union settled on a deal that added 300 nurses, 82 librarians, 77 counselors**, **and** some **new teachers** to reduce class sizes. **In Chicago, the district and the union settled a five-day strike with a contract that included caps on class sizes**, which necessitated adding more teachers, a**nd promises to hire 250 nurses and 209 social workers**. **All of these new employees are potential union members**. There is evidence that **teachers-union activity post-Janus did increase solidarity**. A survey by Educators for Excellence found that **54 percent of teachers in 2020 felt that union membership provided them with “feelings of pride and solidarity,**” **up from 46 percent in 2018**. In addition, a little **more than half of teachers who do not belong to the union say they are likely to join** their union next year. **The strikes** have also **increased public support for** the **teaching** profession. Although a vigorous debate persists among analysts, **it is** now the **popular wisdom that teachers are underpaid**. West Virginia and Arizona both ended teacher walkouts by passing across-the-board pay increases. Early in the current presidential campaign, some Democratic candidates proposed using federal funds to top up teacher salaries. **Public opinion** has notably **shifted in favor of increasing teacher salaries**. **The 2019 Education Next survey found** that, among respondents who were not told the average salary of teachers in their home state, **72 percent said teacher pay should increase**, while **just 3 percent favored cutting it**. Even among respondents who were told how much teachers currently make, **56 percent favored hiking these salaries**—**a 20 percent increase** since 2017—and **only 5 percent wanted to decrease them**. Beyond pay, **one study found that the recent strike wave increased support for teachers unions**. The survey found that **parents of school-age children with firsthand experience with the recent strikes supported greater legal rights for teachers unions** and favored a stronger labor movement. This is a notable finding, given that teacher work stoppages make life difficult for parents, who must scramble to find childcare and things for kids to do. In short, **the teachers unions have gained public sympathy**, **while education reformers have lost some**. Consider the cover of Time magazine at the dawn of the education-reform movement in 1980: “Help! Teacher Can’t Teach.” Forty years later, in the aftermath of the Great Recession and red-state teacher strikes, Time once again put the image of a schoolteacher on its cover, but the headline told a different story: “I have a master’s degree, 16 years of experience, work two extra jobs, and donate blood plasma to pay the bills. I’m a teacher in America!”

#### Strong teacher unions substantially decrease student performance via excess government spending– New Jersey proves.

**Lilley 21** [Michael Lilley, 3-8-2021, "Education Week’s Rankings: New Jersey Is Tops Because Of High Education Spending That Benefits The NJEA More Than Students", Sunlight Policy Center of New Jersey, <https://sunlightpolicynj.org/wp-content/uploads/2021/03/Report-on-Reason-Foundation-Ranking-of-State-Ed-Systems-3.0_3_8_2021.pdf>] //DD PT

**The Cato study shows** that **states with strong teachers’ unions tend to spend more on education** but **that does not guarantee higher student achievement** and **usually leads to worse efficiency** (**New York is a prime example**).9 Notably, **Cato’s top five states in Efficiency** – **Florida, Texas, Virginia, Arizona and Georgia** – **are all “right-to-work” states, where** teachers are not forced to join unions and where **unions are** correspondingly **weaker**. Only one state in Education Week’s top ten states was ranked in Cato’s top ten for Efficiency: Massachusetts came in 10th. (See Table 1 above). **This conclusion** about spending **is borne out by the Cato study’s rigorous statistical analyse**s, which find that h**igher spending does not result in better student performance**. The authors found “**no clear relationship between spending** more on education **and** achieving **better outcomes**.”10 In other words, **most states have achieved a sufficient level of spending**, and **spending above sufficient levels** - such as in New Jersey - “**does not appear related to achievement** …”11 The data says that **New Jersey is spending more than it needs to.** Even worse for the strong-union states, the Cato study came to the striking conclusion that, **controlling for student heterogeneity**, “**union strength has a powerful negative effect on student performance**.”12 The study notes that **teachers unions** of course **seek higher salaries and richer pensions**, which cost more but may also lead to better teachers and improved student achievement. But **they** also **protect poor teachers and reward seniority regardless of merit**, **which could account for the strong negative impact**. The bottom line is that these statistical **results speak for** them **themselves regardless of the** supposed **causes**: strong unions hurt student performance. New Jersey parents, citizens and taxpayers should contemplate these startling conclusions. According to Cato’s analysis, New Jersey is likely spending more than necessary on public education. **Taxes are likely higher than necessary** as well. Most alarming is the statistical probability that the powerful, taxpayer-funded NJEA is actually hurting student performance as compared to other states.

#### Quality of education is necessary to develop innovative solutions to stop climate change.

**Kwauk and Winthrop 21** [Christina Kwauk and Rebecca Winthrop, 3-26-2021, "Unleashing the creativity of teachers and students to combat climate change: An opportunity for global leadership," Brookings, <https://www.brookings.edu/research/unleashing-the-creativity-of-teachers-and-students-to-combat-climate-change-an-opportunity-for-global-leadership/>] //DD PT

Recent research shows that **if only 16 percent of high school students in high- and middle-income countries were to receive climate change education**, **we could see a** nearly **19 gigaton reduction of carbon dioxide by 2050**. When **education helps students develop a strong personal connection to climate solutions**, **as well as a sense of personal agency and empowerment**, **it can have consequential impact on students’ daily behaviors and decisionmaking that reduces their** overall lifetime **carbon footprint**. **Imagine if 100 percent of students** in the world **received such** an **education**. New evidence also shows that **the combination of women’s empowerment and education** that includes everyone—**especially the 132 million out-of-school girls** across the developing world—**could result in an 85 gigaton reduction of carbon dioxide by 2050**. By these estimates, **leveraging** the power of **education is** potentially **more powerful than solely increasing investments in** onshore **wind turbines** (47 gigaton reduction) **or** concentrated **solar power** (19 gigaton reduction) alone. When we say that all climate solutions are needed to draw down greenhouse gases, we must also mean education solutions, too. But beyond **education**’s potential impact on reducing carbon emissions, education—especially for girls—**can save lives in the context of natural disasters exacerbated by climate change by reducing climate risk vulnerability**. In a study of 125 countries, researchers found that **the death toll caused by floods, droughts, wildfires, extreme temperature events, and extreme weather events could be 60 percent lower by 2050 if 70 percent of women were able to achieve a lower-secondary-school education**. Imagine if 100 percent of women were to achieve a full 12 years of education. An equally important outcome of education is its potential to increase young people’s capacity to adapt to the harsh impacts of climate change by building important knowledge and a breadth of “green skills.” For example, **young people need both a strong knowledge base around the causes of a warming climate but also a strong set of skills that will allow them to apply their knowledge** in the real world, including problem-solving, critical thinking, teamwork, coping with uncertainty, empathy, and negotiation. Indeed these very “transferable skills” are needed equally to thrive in the world of work and to be constructive citizens. **Today it is those communities that have historically contributed the least to present-day carbon emissions**—**such as minority and indigenous communities in the U.S. and many low- and middle-income countries and small island developing states**—**that are often the most vulnerable to its risks** and impacts. In the U.S. for example, 6,000 schools are located in flood zones and 1 million children had their learning disrupted during California’s 2018-2019 wildfire season, hitting students in low-income communities the hardest. Across the globe, **schools and entire communities** in the poorest countries in the world **are regularly upended due to severe floods and hurricanes**, **all expected to worsen in intensity** and frequency due to climate change. For example, in 2013 Super Typhoon Haiyan killed more than 6,000 people in the Philippines, damaged or destroyed more than 3,200 schools and day care centers, disrupted the education of more than a million children, and placed 49,000 young girls and women at risk of sex trafficking due to their displacement in crowded and unsafe shelters. For these communities, **climate change is an unchecked threat multiplier**. **Combating climate change is a move toward climate justice and gender justice**. And **education has a role to play**. High quality climate-change education can also help empower girls and youth to become powerful change agents for sustainability in their communities, charting new paths forward for what life can and should be like.

#### Quality of education infleunces post-secondary education outcomes

Scott **Jaschik** 1-27-20**14**, "Study finds impact of attending poor high school follows one to college," No Publication, https://www.insidehighered.com/news/2014/01/27/study-finds-impact-attending-poor-high-school-follows-one-college

study, released today by the **National Bureau of Economic Research, examines the college grades of students admitted to the University of Texas at Austin through the "10 percent program"** in which the top students at every Texas high school have been guaranteed admission (although the percentage has been reduced somewhat since the plan was created). **The study (abstract available** [**here**](http://www.nber.org/papers/w19842?utm_campaign=ntw&utm_medium=email&utm_source=ntw)**) found that the quality of high school is a key predictor of grades in college, not only in freshman year, but continuing into the sophomore and junior years as well.** Over all, **measures of high school quality explain 20 percent of the variation in high school grades, and that variation is not substantially reduced in the years that follow, the report says.** (Measures of high schools include both socioeconomic statistics such as percentage of students from low-income backgrounds, which historically correlates with limited resources at high schools, and the percentage of students taking college admissions or Advanced Placement tests.) **Using a large data set available from the university and the Texas public school system, the researchers were able to model the college performance of students from the same socioeconomic groups who attended better and worse high schools.** **And the results show that for students from a range of backgrounds, the high school can be the key factor in college success.** **For example, the researchers did modeling on the performance of a female Hispanic student who enrolled at UT at the age of 18, has a mother with a high school diploma, and family income between $20,000 and $40,000. S**uch a student, graduating from a high-performing high school, would be predicted to earn a 3.21 grade-point average at UT. Such a student from a low-performing high school would be predicted to earn a 2.30 at UT. The authors of the report are Sandra E. Black, Jane Arnold Lincove, Jenna Cullinane and Rachel Veron -- all from UT Austin.

#### Climate change causes extinction.

**Specktor 19** [Brandon Specktor, 6-4-2019, "Human Civilization Will Crumble by 2050 If We Don't Stop Climate Change Now, New Paper Claims," LiveScience, <https://www.livescience.com/65633-climate-change-dooms-humans-by-2050.html>] //DD PT

The current climate crisis, they say, is larger and more complex than any humans have ever dealt with before. **General climate models** — like the one that the [United Nations' Panel on Climate Change](https://www.ipcc.ch/sr15/) (IPCC) **used in 2018 to predict that a global temperature increase of 3.6 degrees Fahrenheit** (2 degrees Celsius) **could put hundreds of millions of people at risk** — **fail to account for the sheer complexity of Earth's many interlinked geological processes**; as such, they fail to adequately predict the scale of the potential consequences. **The truth**, the authors wrote, **is probably far worse than any models can fathom**. How the world ends What might an accurate worst-case picture of the planet's climate-addled future actually look like, then? **The authors provide one particularly grim scenario that begins with world governments "politely ignoring" the advice of scientists and the will of the public to decarbonize the economy** (finding alternative energy sources), **resulting in a global temperature increase 5.4 F** (3 C) by the year 2050. At this point, **the world's ice sheets vanish; brutal droughts kill many of the trees in the** [**Amazon rainforest**](https://www.livescience.com/57266-amazon-river.html) (removing one of the world's largest carbon offsets); **and the planet plunges into a feedback loop of ever-hotter, ever-deadlier conditions**. "**Thirty-five percent of the global land area, and 55 percent of the global population, are subject to more than 20 days a year of** [**lethal heat conditions**](https://www.livescience.com/55129-how-heat-waves-kill-so-quickly.html), beyond the threshold of human survivability," the authors hypothesized. Meanwhile, **droughts, floods and wildfires regularly ravage the land**. **Nearly one-third of the world's land surface turns to desert**. **Entire ecosystems collapse**, **beginning with** the planet's **coral reefs**, **the rainforest and the Arctic ice sheets**. The world's tropics are hit hardest by these new climate extremes, **destroying the region's agriculture and turning more than 1 billion people into refugees**. This **mass movement of refugees** — coupled **with** [**shrinking coastlines**](https://www.livescience.com/51990-sea-level-rise-unknowns.html) **and severe drops in food and water availability** — begin to **stress the fabric of the world's largest nations**, including the United States. Armed conflicts over resources, perhaps **culminating in nuclear war, are likely**. The result, according to the new paper, is "outright chaos" and perhaps **"the end of human global civilization as we know it."**

#### U.S. youth unemployment is skyrocketing—Covid-19 is devastating for young workers and current measures are comically inadequate.

[Genevieve Leigh (2020), National Secretary of the International Youth and Students for Social Equality (US) & writer for [WSWS](https://t.co/Rskv8OjyPr?amp=1), Unemployment skyrockets among youth, World Socialist Web Site, <https://www.wsws.org/en/articles/2020/05/27/yout-m27.html> (5-27-2020)]//CHS PK

More than 7.7 million workers younger than 30 are now unemployed in the US. Over 3 million dropped out of the labor force over the course of a single month, from mid-April to mid-May. The number of young people now unemployed amounts to nearly one in three young workers, the highest rate since the country started tracking unemployment by age in 1948. These figures are paralleled in countries hit by the coronavirus pandemic all around the world. In Australia, the youth unemployment rate has jumped to 13.8 percent. Youth unemployment rates in Australia were already more than double the overall unemployment rate of the country and were almost three times higher than for those 25 and older. A report from the Resolution Foundation think tank recently found that youth unemployment in the UK could rise by 640,000 this year, bringing the total above 1 million. In Spain, half of all those who have lost jobs since the start of the outbreak have been adults under the age of 35. In Canada, the youth unemployment rate jumped to 27.2 percent in April, from 16.8 percent in March. Student unemployment was even higher. Young workers are vastly over-represented in the sectors hardest hit by the lockdown and social distancing measures. These sectors include hospitality, food services, retail, arts and recreation. Nearly [40 percent](https://www.bls.gov/news.release/empsit.nr0.htm) of the young workers who are unemployed in the US worked in the devastated retail and food service sectors alone. The Millennial generation, those aged between 26 and 40, make up a majority of bartenders and half of restaurant workers. According to a new report by Data for Progress, over half of people under the age of 45 say that the $1,200 cash payment from the US federal government covered just a week or two of expenses, compared with a third of older adults. The US Labor Department continues to report that the majority of laid-off workers expect their joblessness to be temporary. However, there is growing concern among economists that many jobs will never come back. Nicholas Bloom, an economist at Stanford University, recently told the New York Times that the path to recovery “is going to take longer and look grimmer than we thought.” Bloom is the co-author of an analysis of the pandemic’s effects on the labor market titled “COVID-19 Is Also a Reallocation Shock.” In it, he and his co-thinkers estimate that 42 percent of recent layoffs will result in permanent job loss. A large body of research, along with the fresh experience of the 2008 recession, shows that young people, especially those without a college degree, are particularly vulnerable during economic downturns and recessions. An [analysis](https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-jobs-monitoring-the-us-impact-on-people-and-places) by the McKinsey Global Institute estimates that up to 57 million US jobs are now vulnerable, including a growing number of white-collar positions. Furthermore, the report finds that 86 percent of jobs made vulnerable by the pandemic pay less than $40,000 a year. In other words, those workers who were already in precarious situations are not only getting hit the hardest, many will be forced out of their industry altogether. For those workers in the Millennial generation (now aged 26 to 40) and older, this is the second major economic catastrophe in barely a decade. The researchers note in their report that “the generation that first entered the job market in the aftermath of the Great Recession is now going through its second ‘once-in-a-lifetime’ downturn.” If the 2008 financial crash is any indication, we can expect that the current economic downturn will exact a devastating toll on all workers, the youth in particular. In the aftermath of the 2008 financial crash, youth unemployment soared to more than 60 percent in some European regions. In many countries, the youth unemployment rate never fully recovered to pre-recession levels. In the US, half of recent graduates were unable to find work during the recession years. Millennials’ official unemployment rate [ranged as](https://epionline.org/release/new-epi-analysis-shows-teen-unemployment-rate-averages-33-6-percent-in-arizona/) high as 20 or 30 percent. The recession was used as an opportunity to make more fundamental changes to the economy that would leave young workers hounded by high rates of underemployment, low wages and stagnant earnings trajectories for the following decade. Full-time salaried positions were slashed with the introduction of “gig” economy work. Nearly 95 percent of the jobs created during the Obama administration, from 2009 to 2017, were part-time, contract, on-call or temporary. This piecemeal work, cynically sold to the younger generation as “flexible” work, often excludes health care, retirement benefits, sick days and other benefits, and is highly unreliable. It has already become commonplace for workers to hold down two or three part-time jobs in order to make ends meet and provide for their families. To get a sense of the scale of the economic crisis pre-pandemic, one should consider that in 2019 some 61 percent of US workers were reporting that they did not have enough savings to cover a $1,000 emergency room visit or car repair. One in five Millennials reported not being able to afford routine health care expenses, and nearly half had nothing saved. This situation is being dramatically worsened by the impact of the pandemic. In 2018, taking note of the devastating toll the recession had taken on a whole generation of young workers, the Wall Street Journal noted that Millennials were at risk of becoming “America’s Lost Generation.” Similar warnings have already begun to circulate in regard to the emerging generation, known as Gen Z. However, as the Journal itself nervously pointed out at the time, the Millennial generation in the US was also the first generation to favor socialism over capitalism. The dire conditions facing young people, which are more and more understood to be the consequence of decaying social order, have created the objective basis for a vast radicalization of young people and workers across the globe. The two years prior to the onset of the pandemic were marked by the reemergence of the class struggle internationally, in which young workers played leading roles. Generation Z is now coming of age under conditions that far outstrip those which the Millennials confronted in the aftermath of 2008. The events of the day will not pass by this new generation, or the older generations, for that matter, without leaving a profound and revolutionary political impact. The younger generation is coming of age in a world of immense contradictions, with enormous developments in technology and science occurring simultaneously with the deaths of hundreds of thousands of workers internationally as a result of the criminal response of the ruling class to the pandemic. Trillions of dollars are being poured into the coffers of the global corporate elites while young people’s schools are defunded and their jobs destroyed. Instability and uncertainty are among the defining features of everyday life. Under such conditions, there is no doubt that the popularity of socialism among young people will continue to grow at a rapid pace. Far from becoming the “Lost Generation” as predicted by the Wall Street Journal, the emerging generation of young workers carries within it an enormous revolutionary force.

#### teachers will use power to strike often- conceded in CX- which undercuts our youth

Norton and Hernandez 18 – Hilary Norton is BizFed chair and executive director of FAST (Fixing Angelenos Stuck in Traffic); Tracy Hernandez is the founding CEO of the Los Angeles County Business Federation (BizFed) and president of IMPOWER Inc. BizFed is a grassroots alliance of more than 175 business organizations representing 395,000 businesses with nearly 4 million employees throughout Los Angeles County. BizFed advocates for policies and projects that strengthen the regional economy by exploring all sides of critical issues and takes action on policies to make a difference for business growth, job creation and economic vitality in Southern California; “Commentary: A teachers strike is bad for our students, families and economy”; “October 10, 2018”; <http://laschoolreport.com/commentary-a-teachers-strike-is-bad-for-our-students-families-and-economy/> advay

When schools are closed due to strikes, students miss learning opportunities, parents must take days off from work and our region is disrupted. Beyond hurting families, this strike will hurt our businesses and their ability to sustain and create new jobs.

This potential strike by LAUSD teachers will be the first in nearly three decades. The strike in 1989 lasted nine days; the most recent teachers strike in West Virginia lasted seven days. For a family living paycheck to paycheck, over a week of unpaid time off to watch their children should not be the deciding factor between paying the rent and putting food on the table; the entire family’s livelihood is threatened. Imagine a single mom who is a nurse and has no one to watch her children. She must choose between leaving her children at home or missing a shift. That money cannot be paid back.

Every day that a student is not in the classroom, they lose learning opportunities. Students fall behind the content standards set by the California State Board of Education, and teachers have to add those lost days into their curriculum. Students lose daily social interactions with their peers, which helps build character and good citizenship. Think of a student who has the dream of being a doctor. They miss school and now are discouraged and lose the aspiration of being a doctor.

At-risk youth are the most vulnerable when there are school closures. If parents don’t have the ability to skip work during a teacher strike, can’t afford childcare or don’t have family that can help out, that means students are left unsupervised. Anyone who has children knows that the course of their lives can change in an instant. We must avoid putting our children’s health and safety at risk.

 In LAUSD, over 84 percent of the students qualify for free or reduced-price meals; the district serves over 700,000 meals each day. For many of these students, this is their only chance to eat a healthy breakfast, lunch and supper after school. A child’s nutrition should not be compromised at the hands of this potential strike.

As business leaders, we value the importance of treating teachers fairly while maintaining fiscal solvency. We urge LAUSD and UTLA to find a resolution that accomplishes both. Employers care deeply for the strength and effectiveness of our K-12 educational systems. These students will also become the workforce that will grow our economy into the future.

We understand that LAUSD needs more resources and support from the state, but they do not need to exacerbate the problem by cutting off the current stream of per-pupil state funding each day the strike occurs.

The business community is ready to stand with its school district and teachers to support our public education system. We implore LAUSD and UTLA to avoid public fights, come to a resolution and work with the larger community to improve our city’s education system for all. Keep our future leaders learning!

### CP

#### CP – <A just government> ought to enter into a prior, binding consultation with teacher advisory groups on whether <a just government> ought to recognize the unconditional right to strike. The <just government> will advocate the proposal during consultation and abide by the outcome of the consultation.

#### Consultation is necessary for union legitimacy.

**LUC 13** [Loyola University Chicago, “Teachers' Unions and Collective Bargaining Agreements: Roadblocks to Student Achievement and Teacher Quality or Educational Policy Imperatives?”, <http://www.luc.edu/media/lucedu/law/centers/childlaw/childed/pdfs/2013studentpapers/waters.pdf>] //DD PT

**This policy paper demonstrates the vital importance that unions play in education policy-making**. Collective bargaining and CBA are an imperfect way for teachers to engage in policy-making, and at times, their restrictiveness impedes reform measures. However, **excluding teachers from policy-making is dangerous because teachers have vital experience and knowledge** and should play a prominent role in policy-making. **Teachers are also essential advocates for their students because their needs are bound up with the needs of their students** to the extent that concessions for teachers benefit students and enhance teacher quality and student achievement. **When teachers are ignored and excluded from the negotiating table**, **ineffective corporatized policies like merit pay and teacher evaluations based on student test scores emerge and threaten the integrity of our schools**. **Unions that engage in collective bargaining are imperative to education policy making because unions have been the only significant resistant force to these kinds of measures**. **Excluding and weakening unions will clear the way for these unacceptable new policies and have a negatively impact on our public schools.**

### Case

#### Teacher strikes can be disastrous and hurt student growth, killing potential for innovation

**Norton and Hernandez 18** [Hilary and Tracy. *Hilary Norton is BizFed chair and executive director of FAST (Fixing Angelenos Stuck in Traffic).* *Tracy Hernandez is the founding CEO of the Los Angeles County Business Federation (*[*BizFed*](http://www.bizfedlacounty.org/)*) and president of IMPOWER Inc.*. “Commentary: A teachers strike is bad for our students, families and economy ”. 10-10-2018. No Publication. http://laschoolreport.com/commentary-a-teachers-strike-is-bad-for-our-students-families-and-economy/.]

While a strike looms within our nation’s second-largest school district, the business community of Los Angeles urges the Los Angeles Unified School District and United Teachers Los Angeles to resolve their differences in a way that doesn’t put students at risk. As the organized, grassroots voice of the business community in Greater Los Angeles, BizFed works to support the public institutions that serve our community and the families that work to build our region’s economy. BizFed represents 390,000 businesses that employ nearly 4 million people throughout Los Angeles County. The majority of these employees are working to support their families, many of which include LAUSD students. It is important that the needs of students are placed first in the negotiations. Last week, BizFed wrote a letter to the LAUSD board and the UTLA executive officers urging them to do everything possible to avoid a strike. We received appreciative and positive feedback from LAUSD Board President Mónica García and Superintendent Austin Beutner as well as UTLA President Alex Caputo-Pearl. When schools are closed due to strikes, students miss learning opportunities, parents must take days off from work and our region is disrupted. Beyond hurting families, this strike will hurt our businesses and their ability to sustain and create new jobs. This potential strike by LAUSD teachers will be the first in nearly three decades. The strike in 1989 lasted nine days; the most recent teachers strike in West Virginia lasted seven days. For a family living paycheck to paycheck, over a week of unpaid time off to watch their children should not be the deciding factor between paying the rent and putting food on the table; the entire family’s livelihood is threatened. Imagine a single mom who is a nurse and has no one to watch her children. She must choose between leaving her children at home or missing a shift. That money cannot be paid back. Every day that a student is not in the classroom, they lose learning opportunities. Students fall behind the content standards set by the California State Board of Education, and teachers have to add those lost days into their curriculum. Students lose daily social interactions with their peers, which helps build character and good citizenship. Think of a student who has the dream of being a doctor. They miss school and now are discouraged and lose the aspiration of being a doctor. At-risk youth are the most vulnerable when there are school closures. If parents don’t have the ability to skip work during a teacher strike, can’t afford childcare or don’t have family that can help out, that means students are left unsupervised. Anyone who has children knows that the course of their lives can change in an instant. We must avoid putting our children’s health and safety at risk. In LAUSD, over 84 percent of the students qualify for free or reduced-price meals; the district serves over 700,000 meals each day. For many of these students, this is their only chance to eat a healthy breakfast, lunch and supper after school. A child’s nutrition should not be compromised at the hands of this potential strike. As business leaders, we value the importance of treating teachers fairly while maintaining fiscal solvency. We urge LAUSD and UTLA to find a resolution that accomplishes both. Employers care deeply for the strength and effectiveness of our K-12 educational systems. These students will also become the workforce that will grow our economy into the future. We understand that LAUSD needs more resources and support from the state, but they do not need to exacerbate the problem by cutting off the current stream of per-pupil state funding each day the strike occurs. The business community is ready to stand with its school district and teachers to support our public education system. We implore LAUSD and UTLA to avoid public fights, come to a resolution and work with the larger community to improve our city’s education system for all. Keep our future leaders learning!

### Teacher Unions Bad

#### Teachers’ unions are coercive and decrease teacher employment.

**Kar 21** [Abhishek Kar, 2-3-2021, "The teachers union has become a public menace," Newsweek, <https://www.newsweek.com/teachers-union-has-become-public-menace-opinion-1566296>] //DD PT

**The union’s power starts with its ability to**, in effect, **force teachers to be members**. **Until 2018**, this **coercion was achieved with** what were called **agency fees**, which meant that **in New Jersey**, **teachers had to pay up to 85% of their dues even if they chose not to belong to the union**. **Predictably, more than 99% of teachers signed up**. But then **the Supreme Court**, in Janus v. AFSCME, **ruled that** agency fees were **unconstitutional**. Anticipating this decision, the union-friendly **New Jersey** Legislature **passed the Orwellian-named** [**Workplace Democracy Enhancement Act**](https://jneso.org/wp-content/uploads/2018/06/2018DemocracyEnhancementActSummary1.pdf), **which replaced the agency fees’ financial coercion with other forms of coercion**. [**The act allows public-employee unions**](https://savejersey.com/2018/06/janus-supreme-court-new-jersey-phil-murphy-public-union/) **to collect private information on teachers and other workers**, **makes it illegal for administrators and school board members to discourage teachers from joining** or staying in the union, **and restricts public-records requests to make it difficult for taxpayer and other outside groups to inform workers that they don’t have to belong to the union. It** also **guarantees that union officials**, during school hours, **can spend at least 30 minutes and up to two hours talking each new hire into joining**. If all of this doesn’t work to keep teachers in line, **the act limits members’ ability to leave the union by allowing only a narrow, once-a-year window for quitting**—just the first **10 days** after their hiring-anniversary date. So post-Janus, NJEA membership has actually increased slightly, from around 202,000 to roughly 203,000. **Janus affected 22 other states** and [10 of these states](https://www.franczek.com/blog/post-janus-supreme-court-requirements-new-legislation/) enacted legislation to circumvent it: New York, Illinois, California, Massachusetts, Washington, Maryland, Connecticut, Rhode Island and Oregon. Many of the provisions in New Jersey’s act are found in [these other states’ laws](https://www.manhattan-institute.org/public-sector-unions-after-janus). On the other hand, **after states adopted right-to-work laws and ended forced union membership, teachers quit in droves**. Wisconsin passed Act 10 in 2011, and **by 2017 active membership in the Wisconsin Education Association** [**had plummeted 67%**](https://www.maciverinstitute.com/2018/08/wisconsin-teachers-union-leads-nation-again-in-membership-losses/). **Indiana and Michigan ended their closed shops and passed right-to-work laws in 2012**. **By 2017, teachers unions’ active rolls fell 19% in Indiana and 22% in Michigan**.

#### Teacher union contracts make it impossible to fire bad teachers and use a system of a seniority rather than merit.

**Burke 20** [Lindsey Burke, 6-23-2020, "Defund the Police? How About Defund Teachers Unions.," Heritage Foundation, <https://www.heritage.org/education/commentary/defund-the-police-how-about-defund-teachers-unions>] //DD PT

Teachers’ **union contracts make it** nearly **impossible to fire inept and underperforming teachers due to ingrained seniority rules**. [As Reason Foundation’s Christian Barnard points out](https://reason.org/commentary/teachers-unions-may-have-to-put-students-first/), **if a school principal were to replace a highly ineffective teacher** with a teacher of average effectiveness, **that change alone could increase a student’s lifetime income by $52,000**—an estimated $1.4 million for the classroom. **In addition to protecting ineffective teachers at the expense of** hiring and retaining **high-quality teachers**, **union contracts** also **base teacher salaries on seniority rather than merit and reward teachers with masters’ degrees**—**despite no evidence that such degrees improve teaching**. Teachers’ **unions**, in collaboration with colleges of education, have also **propped up a teacher certification regime that puts up barriers to entry** into the profession **but fails at continual evaluation** once a teacher is in the system. This is precisely the opposite of a rational hiring process.

#### Real teachers’ salaries have decreased with unions due to superfluous, unnecessary expenses.

**Burke 20** [Lindsey Burke, 6-23-2020, "Defund the Police? How About Defund Teachers Unions.," Heritage Foundation, <https://www.heritage.org/education/commentary/defund-the-police-how-about-defund-teachers-unions>] //DD PT

Since 1960, **the United States has** [**increased**](https://nces.ed.gov/programs/digest/d19/tables/dt19_236.55.asp?current=yes) **inflation-adjusted K-12 education spending per student by 280 percent, yet the unions continue to demand** [**more money**](https://www.usatoday.com/story/news/nation/2019/11/16/chicago-teachers-union-approves-contract-deal-evades-another-strike/4213054002/) **despite their failure to turn those dollars into improved academic performance.** Of course, **not all of that money goes into the classrooms**. As Kennesaw State University’s Ben Scafidi [noted](https://www.edchoice.org/wp-content/uploads/2017/06/Back-to-the-Staffing-Surge-by-Ben-Scafidi.pdf), between 1992 and 2014, **real spending per student increased by 27 percent, but real teacher salaries dropped by 2 percent. Where did the money go? Largely toward hiring more support** [**staff**](https://www.edchoice.org/wp-content/uploads/2017/06/Back-to-the-Staffing-Surge-by-Ben-Scafidi.pdf) **and overall administrative bloat**. **Adding employees to the system doesn’t benefit students**, **but it does** [**benefit**](https://www.youtube.com/watch?v=GslRqsyhKlo&t=23s) **the unions**: **a larger membership means increased dues revenue and political power. A lot of the money also goes to those no longer teaching**. **Illinois**, for example, now **spends** [**more**](https://twitter.com/DeAngelisCorey/status/1247657150656270336) **on teachers than all other K-12 expenditures combined**.

### AT Demo

#### Teacher strikes are fundamentally undemocratic.

**Evans-Winters 12** [Venus Evans-Winters, 9-15-2012, "Democracy (Not) at Work in Chicago: The Teacher Strike Is Missing Some Important Voices," GOOD, <https://www.good.is/articles/democracy-not-at-work-in-chicago-the-voices-missing-from-the-teacher-strike>] //DD PT

**Read any Twitter stream** or turn on any news channel **and it's apparent that students and parents are not vociferously supporting strikers** or Mayor Emanuel. **Parents and students feel stuck between a rock and a hard place**. **Harsh economic times**, overall **poor academic achievement** across the district, and neighborhood violence **make it difficult for parents and students to empathize with and aggressively support CPS teachers**. Part of the problem is that **the general public has only been allowed access to the sound byte-style information the media releases**. One of the widely reported sticking points in the strike negotiations is the issue of teacher pay. Reportedly, **CPS teachers' average annual salaries are above average compared to districts of similar sizes**. Yet, **despite these salaries**, CPS has comparably fewer school days than other districts across the country. **CPS students also lag behind in academic achievement**, as measured by standardized test scores in reading and math and it’s known for its high dropout rates and low graduation rates. **While many parents support schools and students really enjoy learning and want an education facilitated by an awesome teacher, the dilemma is that while they may want to empathize with the strikers, CPS has failed many families for generations.** The nation's also in a recession—CPS itself is in the midst of a major deficit—and that means low-wage workers—especially racial and ethnic minorities—tend to suffer the most. With Chicago's large black and Latino population and a 9.1 percent unemployment rate—higher than the national average—it’s very difficult for economically disenfranchised parents to sympathize with teachers. **For some parents and students, teachers appear selfish in their arguments for higher wages. Teachers also are asking for better working conditions**—air conditioned rooms, smaller class sizes, **and shorter work days.** **The union wants teachers laid off due to school closings or poor evaluations to be rehired when new openings become available**. **They say teachers should not be evaluated according to students' performance on standardized tests** since that can be influenced by outlying factors such as poverty or other issues beyond teachers' control. On their part, **many parents and students are frustrated with strict discipline policies**, **poor graduation rates, and a lack of preparedness for college**. Parents know that **students are attending schools labeled "failing" by the No Child Left Behind Act**. The stigma is bad enough, but **how can parents support teachers**, many of whom they feel disrespect their children, them, and other parents, or **who are not adequately preparing their children for social and economic mobility? Many students and parents are also navigating youth violence**. For many community members, **schools are safe havens and are viewed as a way to decrease youth violence through education**, positive stimulation, peer support, **and supervised time with adults**. Therefore, **the strike actually appears to be threatening the physical and psychological safety of Chicago’s youth.** If the **Chicago Teachers Union wants parental and student support on picket lines**, **parents first must view themselves as socially and economically aligned with teachers**. **The message must be that Chicago teachers deserve a living wage that is dignified and worthy of the cultural work that teachers do on behalf of children and the community**. In fact, **the message should be that all workers deserve a living wage.**