

ADVOCATE



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Riverside College Receives CTA Grant

Oral History Project Enhances Student Learning

THANKS TO A GRANT from CTA's Institute for Teaching (IFT), CCA member Jennifer Escobar is working with four other educators and 30 secondary and postsecondary students from Val Verde and Moreno Valley school districts on an ambitious oral history project. Escobar, Associate Professor of English at Moreno Valley College and member of the Riverside CCD Faculty Association, was awarded a 2019-20 Impact Grant of \$18,480 to bring her strength-based project to life. Hers is only the second community college grant in the 10 years of the IFT Grant program.



CCA Member Jennifer Escobar

The "Researching (With) Our Communities Through Oral Histories" grant will support ongoing and new collaborative oral history projects for educators who work in Val Verde Unified School District, Moreno Valley Unified School District and Riverside Community College District. Nearly 2,000 students are expected to participate.

Classroom educators will participate in a year-long community of practice centered on the topics of oral history and meaningful classroom conversations and will share what they have learned with their colleagues. Escobar submitted the grant in conjunction with Karyn Thomas and Kimberly Thomas, Val Verde Teachers Association, and Angelena Tavares and Ken Miralles, Moreno Valley Educators Association. Other educators participating include Kathryn Stevenson, Zanny Allport, Ed Rice, Melanie James, Valarie Zapata, Emma Pacheco, D'Angelo Bridges, Juan Sepulveda, Angela LeBlanc, Lisa Ramapuram, Joe Osborne and Martha Borjon-Kubota.

For the 2019-20 academic year, lead team members will select a theme to unite the foci of the oral histories across the three partner districts. As with other research methods, oral history methodology requires students be responsible for their learning. Conducting this oral history project will require and strengthen skills in writing, reading, listening, speaking and critical thinking.

One instructor is focusing on commuters, another group on people who break barriers and another faculty member project involves students interviewing LGBTQ+ educators. "The purpose is to provide culturally responsive and sustaining research opportunities with students from middle school, high school and college," Escobar said. "Students will have the opportunity to learn more about their narrators (interviewees),

go through steps of oral history mythology, and share their finished narrative."

Though oral history projects may take the form of an essay, these final projects could also be realized as a play, poem, photo essay, or other format. In this way, the proposal encourages student creativity while also building students' awareness about writing within a given genre and medium for a particular purpose and audience. In this case, students are encouraged to employ activism in their projects, giving students a voice to take positive action for social justice, equity and acceptance in their communities.

The grant proposal includes professional learning workshops led by CCA/CTA members from the three districts plus invited guests — for example, a speaker from Studio for Southern California History.

Students will conduct oral history projects with Inland Empire residents and then will share their projects at two community events in the spring, which the public is invited to attend. The first is April 24, 2020, at 5 p.m. in the Val Verde Teachers Association office in Perris.



Community College and K-12 teachers discuss collaborating on Escobar's oral history project.

Find more about the project by visiting oralhistoryie.com/interviewers.

The Institute for Teaching is the grant-giving arm of CTA, and all CCA members are eligible to apply. This is the second time Escobar submitted a grant. "The good thing is they provide feedback, so I listened to what they said, talked to colleagues and reapplied." She encourages CCA members to apply for a grant, and says she'll provide advice to CCA members going through the application process. ■



APPLY FOR AN IFT GRANT!

Deadline is March 31

A 501(c)(3) nonprofit organization, the CTA Institute for Teaching (IFT) supports strength-based, teacher-driven change in education communities across California.

Positive change must include two key factors:

1. It needs to be teacher-driven.
2. It should be based on what is working and successful in the classroom.

Projects are evaluated using a strength-based matrix that includes the following considerations:

- Enrich student creativity, invention and resourcefulness.
- Promote student responsibility and self-reliance.
- Expand student interdependence.
- Emphasize strengths over deficits.
- Increase commitment from school/college/community stakeholders for teaching and learning.
- Integrate parent/adult personal strengths and positive experiences into the teaching and learning.
- Boost student expectations, hope and optimism about the future.

IFT grants are open to all CCA members as individuals, small teams of educators, and affiliated local chapters. Applications can be submitted online from Dec. 1 through March 31. The grants are announced in June.

Jennifer Escobar will answer questions about the application process. Contact her at 951-571-6412 or jennifer.escobar@mvc.edu.

Find grant and application information at teacherdrivenchange.org, call IFT at 619-683-3990 or ift@teacherdrivenchange.org.

Are We There Yet?

By CCA President **Eric Kaljumägi**



CCA President Eric Kaljumägi

OVER THIS FIRST SEMESTER of my presidency, Vice President Randa Wahbe and I solicited invitations to visit local CCA chapters. So far, she or I have visited Mt. SAC, South Orange, MiraCosta, Mendocino, Monterey Peninsula, San Bernardino, College of the Canyons, Rio Hondo, Citrus, Chaffey, Napa, Coast, Taft, Long Beach, and San Joaquin Delta.

We went to interact with local leaders, to learn about each local's specific advocacy and training needs, and to learn how locals carry out their mission. We also learned a lot about the amazing diversity within CCA.

Some of our locals provide uncommon programs, such as viticulture at Napa and electron microscopy at San Joaquin Delta. Some like Mendocino are outside of a small city; others like Long Beach are well within a large one. While I come from a "wall-to-wall" (full-time and part-time combined) local with over 1,000 members, CCA has seven locals with fewer than 50 members, and some represent solely full-time or part-time faculty. In one case (Coast), only some of the part-time faculty are in the CCA local, while others are combined with full-time faculty in a unit of the American Federation of Teachers.

We have locals that have an executive board but no representative council, locals that have a rep council but no executive board, and locals with both. There are locals with extensive committees, and locals where the officers do all the work. Some locals have contested elections, while in others a handful of people are hoping that someone new will take a turn at leadership. There is no "typical" CCA local, but there are similarities in what locals can do to succeed.

I've found the time on the road extremely valuable. VP Wahbe and I heard about many local programs, including the impressive political action being waged at Monterey Peninsula and the dual enrollment programs at Taft and Chaffey. We received many suggestions for CCA conferences and learned about the pros and cons of the Student Centered Funding Formula.

Based on our visits so far, I'd like to suggest each local consider a review of its structure and goals this spring.

First, how are your bylaws and standing rules? When were they last reviewed by CTA?

Are you following these rules to the letter? Every local we visited was able to explain what they are doing to support faculty and students, but in some cases the rulemaking hasn't kept up. When a local follows its written rules, more faculty understand and support the local processes. Putting rules in writing allows a local to review whether it has a chair and committee structure that is adequate for its needs.

Second, does your local have adequate dues and purchase adequate reassigned time? While no one should get wealthy from union work, handling membership and the local's finances takes time, and the roles of president, negotiations chair, and grievance chair can be downright stressful. Some locals are good at giving their leaders the time they need, but others rely on a significant number of volunteer hours. There are some who will volunteer for these positions for a while, but I believe this challenging work should include compensation.

Third, is your local getting enough training? Several visited locals didn't realize that CCA funds a minimum of four faculty to attend each of our conferences, even when the local isn't large enough to field four delegates. When there is a special academy like our Grievance Academy (which runs at our February conference this year), our Bargaining Academy, our California Leadership Academy (CLA) (which runs for a year beginning at our February conference), or our Building Strong Locals Academy (BSL), the attendees of the academy aren't included in the count of delegates.

Fourth, are your local leaders actively building relationships? Some of our locals mentioned their work with local K-12 districts or city government. Others noted relationships they enjoyed with their governing board of trustees, CTA service centers, other unions at their campus, or their county federation of labor. Community college faculty interact with others every day, and building trust and goodwill is important should support become needed in the future.

Finally, is your local successful in engaging its members? While there will always be some who see a union as simply a service or insurance purchased with dues dollars, unions are considerably more successful when their members get involved. CCA has a membership development grant that can assist with membership outreach events, and locals are reaching out with everything from tailgate parties to social justice programs. Faculty recognition ceremonies, CalSTRS retirement workshops, fundraisers and walking clubs all help to create a social network that overlays and strengthens a union's formal framework.

I've been impressed with the ingenuity and resourcefulness of the unions we visited. While some locals address more of these issues than others, all show dedication to the well-being of their members and students. This month we will visit Butte, College of the Siskiyous, Shasta, and College of the Sequoias. If your college wasn't mentioned in this article, please speak with your local president about inviting us to visit. ■

ADVOCATE

The Community College Association has become one of the most powerful voices for community college faculty, striving to improve teaching conditions and the quality of the community college system through collective bargaining, lobbying and representation activities.

It is an affiliate of the California Teachers Association and the National Education Association.

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Winter 2020 CCA Calendar

02 CCA Winter Conference 07 February 7-9 San Diego, ctago.org	02 CTA New Educator Weekend North 21 February 21-23 Santa Clara, ctago.org	03 CTA Good Teaching Conference South 13 March 13-15 Garden Grove, ctago.org
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WHO IS YOUR CCA BOARD MEMBER?

Contact information for your board member is at cca4us.org.

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District A
► **Butte College EA**
College of the Siskiyous FA, Lassen College Cert TA, Los Rios (At-Large), Mendocino, Shasta College FA

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At-Large, Part-Time South
► **Southwestern College EA**

M **KRISTIE A. IWAMOTO**
At-Large, Women's Issues
► **Napa Valley College FA**



CCA Winter Conference

Grievance & Leadership Academies

“**ADVOCATING** for what’s right, not what’s left” is the theme for the Feb. 7-9 CCA Winter Conference, to be held at the DoubleTree San Diego in Mission Valley. Bargaining is the emphasis for conference sessions.

Topics include:

- Bargaining compensation for extra duties
- Bargaining overview for newbies
- Cyber issues for part-time faculty
- Elections training
- Equity on campus
- Persuasive communication

and managing the conversation

- Sunshine to settlement: engaging members in an effective bargaining campaign
- Power systems and unionism
- Creating social media shareables and graphics using Canva
- Financial narratives: Telling a winning story to mobilize and win
- UndocuAlly training

Also offered that weekend is the California Leadership Academy (CLA), which provides resources, skill-building and opportunities

for those interested in leadership positions within CCA and CTA, and the CCA Grievance Academy. A new resource for CCA activists, the Grievance Academy includes an interactive, team-based session by staffers Alan Frey and Marianne Reynolds. Three-member teams will learn strategies and best practices on how to enforce your contract and uphold faculty rights under the negotiated agreement.

Go to ctago.org for details and to register for the conference. ■



DEWAYNE SHEAFFER is the CTA Board member representing higher education and Student CTA. A 30-year veteran, he has been at Long Beach City College since 1996 in the Counseling and Student Development Department. While at LBCC, he has served in several leadership capacities such as Department Chair, Transfer Coordinator, Career Services Coordinator and Association President at the college. He has also served as president of the NEA NCHE.

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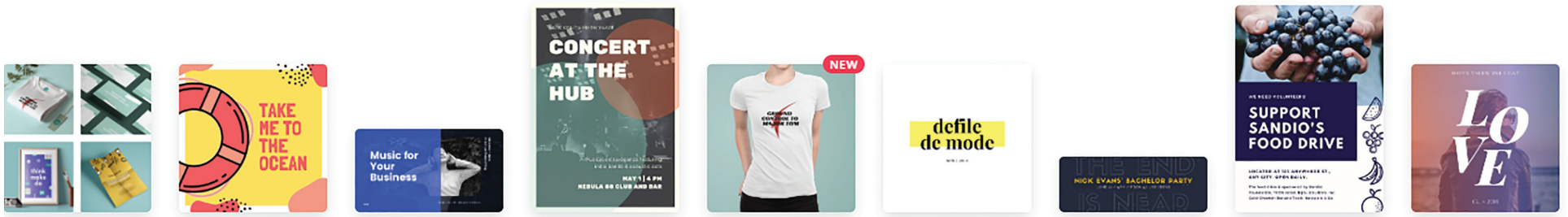
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Tech Talk: Canva

A Cool Tool for the Clueless



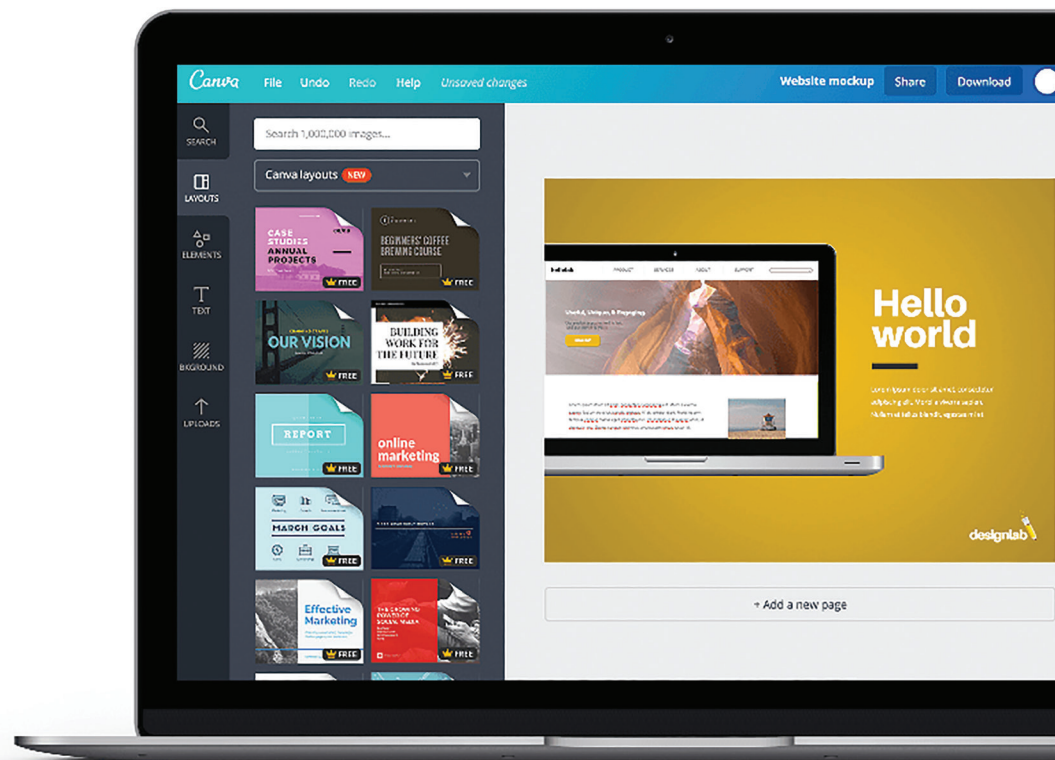
IF YOU'RE CREATING a webpage, a blog post, a social media graphic, a meme, a newsletter or a flier, you want it to look good. We've decided Canva is the best tool to use for those who are limited for time or creatively clueless, or whose design taste runs toward really ugly.

College faculty understand that most of our students and the community members we communicate with are digital natives. That means what we create for our union or our classroom, whether multiple-page presentations, website graphics, fliers or social media posts, should be well designed and eye-catching.

Canva, available at canva.com, is a simplified graphic-design tool that uses a drag-and-drop format and provides access to photographs, vector images, graphics and fonts. You can also upload your own photos or graphics or use ones you have on social media.

The program offers tools that can be used for both web and print media design and graphics, plus cool design school video sessions. There are thousands of customizable templates and over 400 million designs from more than 10 million users across 179 countries. Want to share it with your students? Canva is available in 100 languages and can be accessed in desktop browsers and mobile apps. This makes Canva accessible to practically everyone with an internet connection.

A few more pluses: it's available as an app for your phone. It's free, although some of the images cost \$1. And the premium options? Tempting, but not a must. CCA offers a workshop on Canva and other design and social media tools at conferences. The next conference is the CCA Winter Conference February 7-9 in San Diego. ■



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2020 Census Is Fast Approaching

Why Community College Students Must Be Counted



THE IMPORTANCE OF THE U.S. CENSUS to the well-being of community college students and institutions cannot be overstated. Using census data, the federal government allocates tens of billions of dollars in education funds to states and localities annually using formulas that factor in population and poverty levels.

The U.S. Census determines political representation in both Congress and state houses, as well as disbursement of \$675 billion in federal funds to state and local governments. California community colleges receive about \$3 billion annually in federal student aid funding, which is connected to the larger picture of how much federal aid is available to states, contingent upon population.

The census count happens only once every 10 years, and an accurate census count is the critical first step to helping educators address the needs of every student who walks through their doors.

“Being counted helps ensure that all communities receive their fair share of federal and state funding for colleges, schools and other critical services.”

“Being counted helps ensure that all communities receive their fair share of federal and state funding for colleges, schools and other critical services,” says CCA President Eric Kaljumägi.

In March, every household will receive a mailing from the U.S. Census Bureau with instructions to visit their website. You can also complete the census form by telephone or mail.

“The stakes are high for community colleges, their students, faculty and staff,” notes Kaljumägi. “When you look at the demographics of the students and whether they’re full-time or part-time, a lot of people have full-time jobs and squeeze in classes. Being able to provide information so they can respond is really important.”

There are challenges to getting an accurate count. Hard-to-count populations include some of our most vulnerable families: recent immigrants and English learners; those without financial stability and stable housing; and children in shared custody arrangements, or those being raised by someone other than their parents. Children ages 0-5 are sometimes undercounted even in households where everyone else is counted accurately, simply because the adult filling out the form is unaware that babies and toddlers should be included.

And while the Trump administration’s attempt to include a citizenship question on the census form foundered in the Supreme Court, some immigrants still might not feel safe participating.

Among the Census Bureau’s suggestions to community colleges:

- Join your local Complete Count Committee comprising leaders from fields like education, health care and business who will strive to get the word out.
- Open up computer facilities for students and others to apply for the many temporary, part-time census-taker jobs coming online soon, or to fill out the census form itself, which will be available online for the first time in 2020.
- Place articles on school websites, listservs and e-newsletters about Census participation.
- Encourage professors to incorporate census data into curricula, whether focusing on civics or data literacy.

Kaljumägi encourages CCA chapters to work with college districts to make sure all students are counted, noting that already there are conversations and projects being coordinated with student governments, college committees and higher education partners.

Mt. San Antonio College, for example, serves a diverse population that is overrepresented with those who typically have low participation rates in the Census. The college has five different committees working on Los Angeles County’s initiative to bring about a higher completion rate, college President Bill Scroggins says. “We have some students already identified working in paid, short-term experiences with the county. We’ve been very rigorous advocates for an inclusive Census.”

The Mt. SAC library has been designated a regional resource for the Census, which means both the school’s 60,000 students and the public at large will be able to fill out the census form online with help from library specialists.

RESOURCES FOR EDUCATORS

- Census-related materials including handouts and posters are available for download at 2020census.gov/en/partners.
- Check out the Census Bureau’s Statistics in Schools site (census.gov/schools/), where you can learn more about the census, but also find lesson plans, maps, historical data, quizzes, word finds, and more.
- Find these resources and more at www.cca4us.org. ■

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Labor and Management Share Perspectives on Higher Ed Issues

National Conference Includes Panels on Academic Freedom, Rights of Part-Timers, Sexual Harassment



Mt. San Antonio College President William Scroggins (left) and CCA President Eric Kaljumägi (right) discussed community college funding and rights of part-time faculty.

CCA LEADERS met with union colleagues and college district managers from across the nation to discuss funding, collective bargaining, part-time faculty re-employment rights, academic freedom, and issues impacting community colleges at the Higher Education Labor-Management Conference, Dec. 6-7 at CSU Long Beach. Also known as the Regional Hunter Conference, the event was sponsored by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

There was lively debate in the “Bargaining for the Common Good” session where management and faculty negotiators had differing opinions about the definition of “common good” and what is within the scope of bargaining. Management, for the most part, said the Public Employment Relations Board (PERB) sets the scope of bargaining, and questioned why faculty brought student issues and quality of education to the table.

CCA members said management learned a lot from the discussion: that faculty truly care about equitable access to office hours for students; that giving part-time faculty a living wage helps attract the best people; and that it was not a ploy to garner public support during bargaining. Ultimately, both sides may not agree, but there was a better understanding of issues relating to collective bargaining.

“The healthy thing about settings like this, and the beauty about this opportunity in particular, is that we get to hear both sides from a national

perspective,” said CCA President Eric Kaljumägi. “It’s rare to have both sides in the room, be it all CCA members or all school services staff. We don’t hear honest, healthy differing perspectives when we only talk amongst ourselves.”

There was universal agreement around the issue of college funding, with both management and union representatives noting that the Student Centered Funding Formula does not work, was poorly implemented, and in many ways hurts the students

community colleges serve.

Panelists were Kaljumägi, Mt. San Antonio College President William Scroggins and Imperial Valley College professor Leticia Pastrana. Kaljumägi and Pastrana both shared research on performance-based funding and its impact on education.

Performance-based funding has zero impact on education. “Such incentive programs work best with fields like car sales, where the person being rewarded can control the process,” Kaljumägi said. “There is no clear pathway to achievement results in education because control is not with one person. Student success is dependent on multiple faculty, counselors, the student’s family and the student, who has the lion’s share of responsibility.” Research shows that where performance-based funding has been implemented outside of California, the improvements tend to be short-term, he added.

Pastrana shared her dissertation research showing government disinvestment in education through performance-based funding. “Community colleges are already used to making dollars stretch further — we do what we can to make it work for our students. It may take things not working before legislators say, ‘OK, we’ll increase resources,’” she said, adding, “We don’t want to see that for our students.”

Because the funding formula was “horribly implemented,” Scroggins said, colleges have lost faith in the integrity of the system itself. “We’re

in a trust fall, and we’re going splat,” he noted, adding that colleges are uncertain about funding they actually receive because of uncertain secondary changes made in midyear, and there are huge problems with data integrity. In addition, the formula provides more to colleges doing well and penalizes struggling colleges that are not meeting new metrics, most of which have never been funded before. “This is not a silk glove implementation for improvement — it’s a hammer,” he said.

Panelists and participants noted they’re having trouble finding anyone who likes the funding formula besides Chancellor Oakley. Both sides are reaching out to lawmakers and the Chancellor’s Office to determine what will happen next. More on this topic can be found at cca4us.org.



San Bernardino Community College District was represented by (from left) union leaders/college faculty Meridyth McLaren and Sheri Lillard, and Karla Zaragoza from HR.

Other conference topics included:

- Preventing sexual harassment in higher education.
- Best practices in investigating and responding to disciplinary issues.
- Academic freedom for adjunct faculty.
- Academic workers and immigration status.
- Best practices for preparing for bargaining impasses.
- Latinx faculty negotiations, recruitment, retention and racism.
- Re-employment preferences for part-time faculty. ■