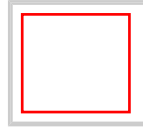


President's Monthly Message (archived)

June 2002



Learn more about the
< CCA Past President, Dián
Dolores Hasson, [here](#).

Assembly Budget:

The Assembly and Senate Budget Subcommittees completed their actions on the state budget. Not only did community colleges do well—relatively speaking—under the governor’s January budget and May Revise, we also did well in the subcommittees.

Chancellor Nussbaum thanked a number of groups in his May 23 E-mail: “A special ‘thank you’ to all the advocates from the community college family of organizations (CCA/CTA; the League, CCC/CFT, FACCC, ACCCA, CSEA, and other organizations and lobbyists) that were there for the Assembly Budget Subcommittee’s 12-hour marathon that ended this morning.” All the parties in the community college system were united and we kept the focus on keeping the enrollment growth as high as possible (3%), funding COLA for all but the categoricals above the statutory COLA (2%-statutory is 1.66%), reducing the previous cuts in Matriculation and CalWORKS and restoring some of the funds to the Faculty and Staff Development Fund. We are pleased to report that the subcommittees agreed to restore from \$7.8 million to \$17 million (in one-time funds) to Matriculation. Since the January cut was \$26.8 million, restoration of \$7 -17 million, especially considering the magnitude of the budget deficit and the cuts in other state budgets, is significant. Similarly, CalWORKS, which in the January budget found itself without any funds except for childcare, has \$29 million restored to its budget. Nine million of that \$29 million is one-time funds but any additional funds from whatever source is good news at this point in time. Finally, all groups fought to have the line item for Faculty and Staff Development preserved. With no funding in the January budget, this line item was at risk. With a 1 to 2 million dollars allocated, we are able to keep the line item, recognizing that the amount of funding is inadequate.

As many of you know, CCA/CTA has made community college funding a top priority this year and it shows. Not only will community colleges for the first time receive 40% of the state facilities bond money, if the bond passes in Nov., but we have also done better in the state budget. CCA/CTA met with the governor and was able to get a COLA above the statutory limit for non-categorical line items. Of course, we would have loved to have a higher COLA for every item, but the state faces a deficit of over 25 billion dollars. Moreover, some discussed taking money from the line item for part-time faculty compensation. We would hear none of it, and neither would the governor.

CCA/CTA support the governor’s budget and recognize the hard choices he had to make. The battle is not over. We need you help. Continue calling, e-mailing, and writing your state legislators. Make them aware of your support for the part-time faculty line item, for COLA, Matriculation, CalWORKS, Faculty and Staff Development, and other budget items crucial to the success of our students.

CCA/CTA thanks the many faculty and administrators who made it to the capitol to lobby the legislature for preserving our budget. This is yet another example of how effective we can be when we go to the capitol under different auspices—CCA/CTA, League, local districts—but with the same message.



Pictured above are some of us who lobbied recently. I am in the red suit in the middle of the picture and to my left is Cathy Crane-McCoy (CCA Secretary) and Rich Valles, Will Adams, John Shipley and Terry Race. Ron Reel (president of the Mt. Sac Faculty Association) and others lobbied as a team with their administration and trustees, showing our unity on the budget issues facing community colleges.



Changes in the Chancellor's Office

The governor approved the following appointments:

- Diana Fuentes-Michel as Vice Chancellor for Governmental Relations and External Affairs
- Robert Turnage as Vice Chancellor for Fiscal Policy
- Fusako Yokotobi as Vice Chancellor for Human Resources

Diana Fuentes is not new to the community college scene. I first met her when she worked for the California Postsecondary Education Commission (CPEC) and then worked with her when she was the Undersecretary of Education for Governor Davis.

Robert Tunage previously worked in the Legislative Analyst's Office (LAO) and may give our system perspective into that office.

Fusako Yokotobi is well-known by me since she was Butte College's Human Resource officer for a number of years before moving to Yuba College in the same capacity.

Master Plan:

If you wish to read the draft of the Master Plan for K-University, please go to www.sen.ca.gov/masterplan.

I listed a few of the recommendation at the end of this section of my message, but suffice it to say that CCA/CTA find much to oppose in the recommendations and little to support. We will attend the hearings scheduled during this public comment portion of the process and will report on changes in the plan once a new draft is completed.

The CCA Vice President, Rachel Maldonado Aziminia, CTA J-HE Director, Ann Shadwick and I worked on CCA/CTA's initial responses to the Master Plan recommendations while we were in Tucson, Arizona, attending the Hispanic Issues Conference.

Although many of the recommendations look good at first reading, if you read the commentary, you understand that the intent is different from the language in the recommendation. For example, recommendation 48 calls for stable funding. Yet, the commentary states, "...additional allocations to public colleges and universities should emphasize one-time expenditures that can, if necessary, be more easily reduced in times of financial stress." One-time funding is hardly stable! Therefore, we highly recommend you read the commentary for any of the following recommendations in which you have an interest.

Access

7.3 To achieve equity as well as reduced provider charges through the use of collective purchasing power, the State itself should negotiate with statewide employee organizations, and fund the employer share of, uniform salary employment benefits for all local school employees.

8. The State should develop a mechanism for the reciprocity of instructional credentials between K-12 adult education providers and community college adult education providers.

9.2 California colleges and universities should strive to ensure that schools of education have the resources needed to produce a substantial proportion of the teachers and faculty needed to staff our pre-schools, schools, colleges and universities over the next decade and beyond.

10. The Legislature should direct the California Community Colleges, California State University, and University of California to adopt policies, within one year of being directed to do so, regarding the appropriate balance of temporary and permanent/tenure-track faculty for their respective systems, and provide the rationale for the policies adopted.

10.2 The California Community Colleges, California State University, and University of California to adopt policies shall report to the Legislature the set of activities reserved for permanent/tenure-track faculty and the rationale for why temporary faculty cannot be enlisted to assist in carrying out such activities.

11. The State should strive to maintain compensation schedules that make California competitive in attracting and retaining excellent teachers, faculty, administrators, and other education professionals for its early childhood education settings, public schools, colleges, and universities.

12.5 The California Community Colleges, CSU, and UC should collaborate to strengthen the programs in community colleges that prepare students to transfer to CSU and UC and to ensure that those courses are acceptable for transfer credit at all campuses of CSU and UC.

15.2 The State should assign responsibility and provide targeted resources at the postsecondary level to enable increasing numbers of college students to succeed in their academic coursework and attain certificates and degrees.

19. The State should take steps to ensure qualified leadership for California Community Colleges.

19.2 The California Community College system should improve the terms and conditions of administrative employment in community colleges, including offering qualified administrators return rights to permanent faculty positions as an incentive to attract outstanding professionals

to community college leadership positions.

Achievement:

21.2 The State should encourage schools and postsecondary institutions to develop end-of-course assessments that can serve the dual purposes of measuring what a student has mastered at each grade level and of the student's readiness to successfully undertake learning at the next grade level.

23. Membership of the Intersegmental Committee of the Academic Senates (ICAS) should be augmented with faculty from California's K-12 schools. The resulting new K-12/postsecondary intersegmental faculty body be charged with reviewing and recommending changes, if needed, in the alignment and coordination of curricula, assessment, admissions, and placement.

24. The Legislature should mandate the development of transparent and sustainable articulation and transfer to provide students with clear curriculum guidance on the transition between high school and college and between and among two and four-year colleges and universities that avoids the complexity of campus-by-campus differentiation.

24.1 The governing boards of the University of California, California State University, and California Community College systems should establish an intersegmental group of faculty to devise system-wide articulation agreements that will enable students to transfer units between and among public colleges and universities.

24.2 The University of California, California state University, and California Community College systems should establish an intersegmental group that includes faculty and students, to consider what steps need to be taken to establish a transfer Associate's degree, within the existing Associate degree unit requirements, the attainment of which will guarantee admission, and course transferability, to any CSU or UC campus for students successfully completing the transfer degree program.

Accountability:

30. The State should bring postsecondary education into an integrated accountability system by developing a set of accountability indicators that are consistent with state policy objectives and institutional missions and that would monitor quality and equity in access and achievement of all students in common academic content areas. All public, independent, and private institutions should be required to participate in the reporting of these accountability indicators as a condition of receiving state moneys either through direct appropriation or student financial aid.

30.1 The State's accountability framework for postsecondary education should be improved by modification and expansion of the 'partnership' budget approach, currently applied to UC and CSU, to include all postsecondary education, clarify the link between performance and funding, and adopt realistic alternatives for times of revenue downturns.

37. The California Community College Board of Governors should be reconstituted as a public trust responsible for overall governance, setting system policy priorities, budget advocacy and accountability for a multi-campus system.

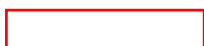
38. The State should direct the California Community Colleges and California Department of Education to collaborate in developing a transition plan to consolidate administrative oversight for adult education within the community college system and should submit that plan to the Legislature for adoption.

Affordability:

48. The State should adopt policies to provide more stability for finance and dampen the 'boom and bust' swings of state appropriations for post secondary education.

49.1 The State should adopt a student fee policy aimed at stabilizing student fees and should resist the pressure to buy out student fee increases or reduce student fees at CCC, CSU and UC during good economic times.

Office



National Education Association Hispanic Issues Conference:

CTA Board member David Hernandez is the Chair of the NEA Hispanic Caucus and facilitated the meetings in which the NEA Hispanic Caucus discussed issues and supported actions, some leading to New Business Items (NBIs) for the upcoming NEA Representative Assembly. Mary Ann Pacheco, from Rio Hondo Community College, is the vice chair of the caucus, and as Lily Eskelson (NEA Executive Committee member) said, "Mary Ann is the soul of the caucus."

Lily Eskelson is running for the NEA Secretary-Treasurer position and the NEA Hispanic Caucus supports her candidacy.



Pictured below is CCA Vice President Rachel Maldonado Azimina, Lily Eskelson, Lily's mother Chilli Pace, and me!

The speakers at the Hispanic Issues Conference were superb. We heard from Mr. David Berliner, Ph.D., Regents Professor at the Arizona State University on "The Failure of High States Testing to Increase Student Learning," and Mr. Salomón R. Baldenegro, Senior Research Analyst from the University of Arizona before viewing a play entitled, "And Where Was Pancho Villa When

You Really Needed Him?"



Mr. Salomón R. Baldenegro is known for his work in civil rights efforts.



Elementary and Secondary Education Act (ESEA):

If you have read this act, you deserve to be congratulated. The act is so long that standing on its side, it is nearly as tall as CCA Vice President Rachel Maldonado Azimina. I am a little taller than the act, in case you were curious.

One portion might be of particular interest to community college faculty:

All new paraprofessionals working in a Title I supported program must:

- have an Associate degree, or
- have two years of post secondary education, or
- be a high school graduate who can demonstrate on a state or local assessment the skills to assist in teaching reading, writing, and math.

Existing Title I paraprofessionals must meet one of these requirements within 4 Years.

Any questions? Call the CCA office at 916/726-4207.

