

# President's Monthly Message

## NEWS FROM THE FRONT

- updated **February 14, 2008**



< **Learn more** about the CCA President, Ron Norton Reel, [here](#).

### February 14, 2008

#### **CCA/CTA Legislation To Provide Stabilized Funding For Community Colleges:**

CCA/CTA is sponsoring legislation that will give community colleges their fair share of Constitutional Proposition 98 revenues guaranteed to the only sector of California higher education. These revenues will mean more money for each campus.

#### **Proposition 93 Failure Equals Term Limits Fallout:**

The defeat is causing a ripple effect in Sacramento with the next speaker of the Assembly and president pro tem of the state Senate up for grabs. Both Senator Don Perata and Speaker Fabian Nunez are termed out in November. Darrell Stienberg of Sacramento has been anointed as Perata's replacement. Lawmakers vying for the Assembly leader are: Karen Bass, Kevin de Leon, Hector De La Torre, Anthony Portantino, Chuck Calderon, Mike Feuer, Fiona Ma, and Alberto Torrico.

#### **Despite Bad Economy, Voters Support School Ballot Measures:**

About 80% of education bonds and funding measures gained voter approval during February 5 balloting. That outcome leads reporters to the conclusion that voters like public schools.

#### **CCA/CTA Fights Cuts in K-12, and Community College Funding:**

CCA & CTA are working hard to protect both the community colleges and K-12 schools from cuts in state funding. The clear message we must send is that students, teachers, and public schools should not be hard hit by cuts, which would undermine years of educational improvement. The proposed budget cuts for this year and next year are the largest cuts ever contemplated by the Legislature. We cannot allow it to happen.

#### **Senate Panel Kills Schwarzenegger Health Coverage Bill:**

Governor Arnold Schwarzenegger suffered his biggest legislative defeat Monday, January 28, 2008, when a Senate committee blocked his year-long effort to provide health care coverage to most Californians without insurance. The \$14.9 billion annual plan, hailed as the most sweeping effort by any state to provide near-universal health care, died in the Senate Health Committee.

#### **New Community College Cases Represented by CCA/CTA Legal Department:**

Rio Hondo Community College District:	Disciplinary suspension
Citrus Community College District:	Arbitration of scheduling grievance
Sierra Community College District:	District investigation of sexual harassment of student
Merced Community College District:	Threatened permanent teacher dismissal
Hartnell Community College District:	Defend employment related criminal charges
Coast Community College District:	Retaliation for complaint about sexual harassment

#### **Cases Of Interest:**

*School District of the City of Pontiac v. Spellings: United States Court of Appeals, Sixth Circuit.* NEA and several affiliates and school districts brought this case seeking a declaration from the court that states need not comply with the requirements of NCLB. After a defeat in the trial court, the appellate court reversed and held that states were not on clear notice when they accepted funds provided by NCLB that they would have to spend their own funds to comply with the Act. Therefore, the federal government may not sanction states for failing to comply with NCLB if its failure to comply is due to the federal funding shortfall.

*Register-Guard Newspaper: Decision of the National Labor Relations Board:* This decision held that an employer may prohibit a union's use of the employer e-mails for purposes of communicating about union business. The e-mail system is the employer's property and the statute does not guarantee union access to it, even if employees may use e-mails for incidental personal use.

#### **Special Projects:**

**Monterey Peninsula College TA** will host the ENLACE Project (Engaging Latino Communities for Education, Arizona State University) to begin a coalition to address student retention rates for K-12, community colleges, and universities.

**Citrus College FA** has published its' first-ever newsletter to members.

**Long Beach CCA** staff and the CTA Region 3 organizer worked to create a member involvement program that builds on small group meetings.

**Community College Training:**

**CCA Winter Advocacy Conference:** Negotiations, Grievances, Treasurer's Training and Legislative Contact. Hot topics included Health/GASB 45 and Part-time/Full-time Issues.

**Hartnell College FA:** Bylaws and Constitution revision.

**Sierra College FA:** Membership Benefits.

**Kern CCA:** Executive Board grievance training.

**College of the Desert:** Community College Budget Workshop.

**2007-2008 Contract Updates:**

**West Hills College FA:** Improved contract language related to distance education and evaluations. College association will form a committee to explore implementing a 16-week compressed calendar.

**Chaffey College TA:** 5% salary schedule increase.

**College of the Canyons FA:** Maintenance of Health & Welfare benefits; 3.54% salary increase; and a \$1,000 TSA.

**Rio Hondo CCFA:** Reduced two-tiered retirement contribution from 5% of salary to 3.75%; obtained 4.53% salary schedule increase; and agreed to a clarification and improvement in lab rates and class size.

**College of the Desert TA:** Bargained clearer language for tenured faculty evaluations.

**Copper Mountain College FA:** 4% salary schedule increase retroactive to July 2007, with an additional 2% starting Spring 2008; new part-time salary columns recognizing education level; and maintenance of district-paid medical benefits for full-time faculty.

**Organizing and Representation:**

**Hartnell College FA:** An Unfair Labor Practice filed against reprisal for participation in strike was settled in the member's favor.

**Butte College EA:** Bargaining continues. January update for all faculty with visit by current CCA President Ron Norton Reel and Past CCA President Carolyn Inmon.

**College of the Sequoias TA:** Organized to protect members from the district's harassment of individuals asking for reasonable accommodations for the physically challenged and sub-contracting.

**Lassen CC Cert. TA:** Represented members against the district's denial of teaching load based on a violation of contractual provisions for sick leave, harassment and the improper evaluation of faculty.

**Chaffey College TA:** Moved a discipline grievance to mediation.

**Citrus College FA:** A work-hours grievance has been scheduled for arbitration.

**College of the Canyons FA:** Reached a settlement with the district on their overload grievance.

**Coast CC Association:** Staff and Group Legal Services provided member assistance in correcting minimum qualifications for EMT licensing by the state board. The state's correction was filed with the district to reinstate the member.

**Kern CC Chapter:** The chapter filed notice of a potential Unfair Labor Practice over the district's refusal to take a grievance to arbitration.

**College of the Desert Adjunct Association:** Developing and implementing a membership-recruitment plan to build power for upcoming contract negotiations.

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**February 2, 2008, Irvine Marriott**

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**Dare To Dream: The Community College Story State of the Union Speech: Dr. Ron Norton Reel**

My name is Ron Norton Reel, and I am the son of itinerant farm laboring parents. I was born in the camp John Steinbeck writes about in the "Grapes of Wrath." My family and I traveled from town to town picking potatoes, tomatoes, beets, grapes, oranges, and cotton.

I am one of 11 children, and I attended three elementary schools, three junior high schools, five high schools, two community colleges, and two CSU Colleges. I am the second to graduate from public High School, the first to graduate from public college, the only one to earn a Bachelor's degree, a teaching credential, an administrative credential, a ministers license, a master's degree, and a Ph.D.

Allow me to share a challenge that I faced growing up and being educated in the California public education system. Please note who changed my life in each instance.

I was in the 6th grade, and we lived about four blocks from the school. School had just started that year. It was a Saturday morning, and at 5 a.m. I told my parents I didn't feel good and felt like I should stay home from working in the fields that day. However, I was told that I had to go. About 9 a.m. I passed out in the middle of the fields, and when I woke up, we were in the emergency room. The doctors informed my parents and me that, I had a fever of 106, and that it was amazing that I had not suffered brain damage. Later, tests, later revealed I had Rheumatic Fever.

My heart had been damaged, and my blood system had been compromised. The doctor would not allow me to attend school because he was afraid my heart would give out.

I was bed ridden, and at one point, the doctor told my parents there was a possibility that I would not recover. He told them my heart might only last for six months or so.

My 6th grade teacher, Mr. Townsend, stopped by our house, and asked permission from my parents to come three evenings per week and teach me one-on-one so that I would be caught up with the rest of my classmates when I returned to school.

I could not believe that a teacher could care so much about a student that had just started attending that particular school.

We had just moved to Wasco because there were jobs in the fields for my mom, dad, and my brothers, sisters, and me.

In December, as my parents were driving me to the doctor, we passed a church about two blocks from my home, and I saw a sign that invited the public to attend a special "revival" with a "ventriloquist man of God."

That evening, I snuck out of the house, went to church, and returned home and announced that I had been "healed." My parents did not believe me, and forced me back into bed. However, after much protest, they agreed to take me to the doctor on Monday. That Monday, we found out that my heart murmur was completely gone, and the doctor called it a miracle.

At that time, I knew I wanted to either teach or preach.

Now that you know something about me, let's examine the State of the Union, confront some challenges our community colleges are facing, and share some ways the community colleges can assist in overcoming these challenges.

Finally I will provide some benefits that by working together will strengthen our colleges and our union.

#### **CHALLENGE ONE: The Governor's State Budget Proposal weakens education.**

The Governor is estimating the state's fiscal imbalance at \$14.5 billion, with \$3.3 billion associated with the 2007-08 Budget and \$11.2 billion associated with 2008-09.

As a result, the Governor has declared a fiscal emergency under the provisions of Proposition 58 in order to force the legislature to act to address the budget problem within 45 days. If the Legislature fails to act by February 24, they are prohibited from engaging in any other legislative business.

#### **Current 2007-2008 Budget Year**

The state budget has two pots of money for education: Proposition 98 and Non-Proposition 98. According to the Administration's calculations, Proposition 98 funding provided in the 07/08 Budget Act is \$1.4 billion more than required by the Proposition 98 minimum guarantee.

However, the Governor proposes a midyear reduction of \$400 million to K-12 schools and community colleges.

Of this \$400 million, \$360 million would be taken from K-12 and **\$40 million taken from the Community Colleges.**

At this time, for current year budget, 2007-2008, the \$40 million cut would be applied as a one-time reduction to apportionments. In addition, the budget proposes working with the Community College stakeholders during the upcoming special session on the budget to find alternative one-time current reductions.

In response, an e-mail was sent to the Consultation committee members on January 25, 2008 from Vice Chancellor Erik Skinner, who stated, "The Chancellor's Office has identified over \$23 million dollars in categorical funds that would go unspent. We will keep looking for more savings and guardedly optimistic that we will be able to close the full \$40 million."

At their January meeting three weeks ago, the Community College Board of Governors discussed cutting class sections in the districts to solve the budget problem. As I testified at that meeting, we must be careful about asking Districts to cut classes because it sends the wrong message to the community. The average class breaks even at around 10 students. Every single District has enough

money in their reserves to not cancel any classes which would scare away our students.

Allow me to share with you just how much money our Districts have in unrestricted reserves which can be used for any purpose.

The collective beginning balances of the 72 Districts for the past three years demonstrate there is no need to cut classes for students, or to cut staff, or faculty.

**The beginning balance in 2005/2006 was \$675,953,365.**

**The beginning balance in 2006/2007 was \$749,801,082, which was a \$73,847,717 increase over the previous year.**

**In 2007/2008 the beginning balance was \$986,550,038, an explosive increase of \$236,748,956 over last year.**

California citizens in general, and community college students specifically, need to ask the simple question, "When is enough unrestricted reserves enough?"

**Budget Year 2008-2009**

The Governor proposes suspending Proposition 98 for the 2008-09 fiscal budget year; thus eliminating any minimum funding requirement for K-12 and Community Colleges. You will hear this reduction equates to \$4 billion below the amount that would be required without a suspension.

However, what that means for the community colleges is a \$483 million reduction compared to our projected budget growth needs. You will hear from the Districts this equates to a 14% reduction in next years budget. However, this is not accurate.

This 14% reduction is countered by a projected 14% growth budget. What it actually means is a 1.4% decrease from this year's budget. Sacramento is calling it a flat line budget, because it barely changes from this year.

**CHALLENGE TWO: Districts underpay faculty compared to administrators.**

(Chancellor's office data Jan 2008)

**Education Administrators:**

Greater than \$80,001: 90%

Average Salary: \$116,855

Number of employees: 1,965

**Tenure/Tenure Track:**

Greater than \$80,001: 49%

Average Salary: \$78,498

Number of FT employees: 18,196

The average administrator makes \$38,357 more per year than the average faculty member.

**Part-time/Contingent Faculty: 60% Load**

Greater than \$80,001 0%

Average Salary: \$39,000

Number of PT employees: 41,624

**Employee Headcount further substantiates the degree faculty are less valued than administrators by Districts:**

Faculty: 59,820

30% FT 18,196

70% PT 41,624

**Ed. Administrators:** 1,965

100% FT 1,965

If Districts valued faculty at the same ratio:

30% FT Ratio would be: 589.5

70% PT Ratio would be: 1,375

If the administrators had to drive from campus to campus and work at the part-time ratio while expected to perform at the same level of full-time expectations, it would not be long before true parity would be met.

Currently, there is one administrator for every 9 FT faculty members.

There is one administrator for every 30 FT & PT faculty members.

**CHALLENGE Three: District employees are ready to retire but replacement is not guaranteed.**  
(Information taken from the Chancellor's office data Jan 2008)

We begin by examining the Community College Employee Comparisons by Employees By Age Groups:

**Ed. Administrators:**

50 years and above: 70%

50 to 59: 47%

60 and above: 23%

**Academic Tenured/Track:**

50 years and above: 52%

50 and to 59: 42%

60 and above: 8%

**Academic Temporary:**

50 years and above: 65%

50 to 59: 29%

60 and above: 21%

65 and above: 10%

**CHALLENGE Four: High School Dropout Rates hurt our society.**

**According to USA Today, June 15, 2007**, 1.2 million high school seniors, or roughly 30%, did not graduate in the class of 2007.

These statistics are from those making it to their senior year. We know many drop out before, somewhere between 25- 50% depending on location.

**The Community College Access and Equity Policy Brief in 2006** illustrates the plight of student dropout rates:  
For every 100 students who enter 9th grade 70 will graduate HS in 4 years.

Of those 70 graduates, only 37 enter college.

Only 25 are still enrolled in college after 2 years.

Only 19 earn a degree within 6 years.

**CHALLENGE Five: Many high school students who enroll in college are unprepared.**

**The Center For Public Education. Org, January 26, 2008**, re-affirmed the statistics cited by both The Alliance for Excellent Education and the National Council of Education, affirming that almost one-third of all college freshmen enroll in remedial courses.

42 percent of community college freshmen must enroll in at least one remedial course.

One-third of community college freshmen who enroll in remedial courses are 19 years of age or younger.

83% of students who enroll in a reading remediation course fail to complete a four-year degree within eight years.

**The NY Times. Com, September 2, 2006** cites Michael W. Kirst, a Stanford professor who specializes in tracking student completion stated,

"Only 22% of students entering community colleges earn a four-year degree after six years. Yet, 73% of these students hope to earn a four-year degree."

In *August 2006*, The Alliance for Excellent Education, a Washington, D.C. based advocacy group, estimated the cost to the nation of such remediation at \$3.7 billion per year.

Our solution is very simple.

The Community Colleges in the United States can help solve the problem.

The American Association of Community Colleges Fact Sheet from January 2007 reveals:

There are 1,186 Community Colleges within the U.S.

The average age of Community College student is 29 years young.

- 42% are between 22-39
- 16% are 40 and older
- 58% are 22 and older

There are 11 million community college students in the US higher educational system

- CC's comprise 46% of higher education
- CC's admit 45% of 1st time freshmen attending college

Additionally, CC's contribute to the US workforce:

- 50% of new nurses are trained by the community college
- 80% firefighters are trained by the community college
- 80% law enforcement officers are trained by the community college
- 80% emergency medical technicians are trained by the community college

Furthermore, an Associate's Degree increases earnings life time earning.  
An Associate's degree increases lifetime earnings almost \$400,000 over a HS graduate.

**The California Community College System in specific can help solve the problem.**

We are the largest higher educational system in the World. We change more lives than any other system in the WORLD!

Let's Compare the California Community Colleges with the Other California Higher Education Systems. Fast Facts 2007, from the Community College-League of California reports:

Number of Colleges:

- UC 10
- CSU 23
- CC 109

Student Headcount:

- UC 159,066
- CSU 331,563
- CC 2,549,421

State Funding per FTES:

- UC \$18, 203
- CSU \$11,624
- CC \$ 5,461

Even K-12 earns more at: \$8,133 per FTES.

Additionally, the number of our students transferring to four year institutions is outstanding.

- To UC: 13,462
- To CSU: 52,642
- Private: 28,304

Transfer Prepared: 135,479  
(Successfully completed 60 transferable units)

We have more students ready to transfer each year than these institutions can accommodate

Did you know that more than 70% of students taking college classes in California are at the community college level?

463,000 Latino students  
118,000 African American students  
247,000 Asian/Pacific Islanders students

Two thirds of CSU and 1/3 of UC graduates begin at the community college.

CC students who transfer to CSU or UC grade point averages are as good as those students who start at the CSU or UC at graduation.

There is a financial payoff for our state.

For every dollar spent educating these students, the state gets back 3\$ in return on that investment.

But, who are we? How does our union help? As a union, we are called CCA/CTA/NEA. But exactly what does that mean?

**CCA** (Community College Association) represents 43 chapters as one of two higher education affiliates of CTA (California Teachers Association) with over 340,000 members making it the largest worker union in the state. CCA represents all faculty including librarians and counselors.

As a member of CTA, we are also members of the NEA (National Education Association) the largest representative worker union in the United States with its 3.3 million members.

Now that we know who we are, let's examine some of the legislation we are advocating on behalf of community colleges and the benefits this legislation will bring.

There are only three union legislative bills active in our state legislature. CCA has two of them, and we are supporting the other one.

#### **CCA/CTA Legislation:**

**AB 906** (Eng) started off as a bill to simply requires five random district audits to ensure compliance with the Fifty Percent Law.

At a meeting in December the various administrative groups and faculty groups voiced their positions about what should be included.

CCA held a meeting this week, with legislative aides, administrators, faculty, and staff to further examine what should be included and what level would need to be raised. CCA Staff will be working with administrators to isolate the specific items that will be included. There has been no conclusion drawn other than we will be asking that the 50% be raised to include additional groupings into the equation, specifically librarians and counselors.

**Proposition 98 Split:** Each year approximately 50% of the money coming into the state is supposed to be used for education.

K-12 is supposed to get 89% and the community colleges are to be allocated 11%.

However, outside the first year of this historic legislation, the **LEGISLATORS** have waived the split, and community colleges have lost almost \$4 billion dollars over the past 15 or so years as a way for Sacramento politicians to balance the budget.

The Proposition 98 Split legislation will mandate the full 11% without the ability of the legislators to waive or suspend the amount due us.

It is time we let our California Legislators know to stop using the money designated to the community colleges to help balance the budget.

#### **What are the benefits that can come to California when we do the right thing?**

#### **To reap these benefits, Community Colleges should establish alliances with community partners.**

We need to create Associate Degree entry level jobs within community businesses.

Further, these businesses need to offer upward movement within their companies for higher education degrees. The state should provide college reimbursement to businesses and individuals who complete a specific terminal degree, BA, MA, or Ph.D.

If we create the excitement of job opportunities, the community colleges will produce students prepared to do the work. We will not let our communities down.

We must band together and demand that community colleges are funded at the same level of at least the CSU system. Our students are no different than theirs, yet most entry level courses at the other institutions are being taught by graduate assistants who do not the appropriate degrees. Community colleges have appropriately trained professionals instructing them. As a result, our students

are being cheated by the legislature, and we should lead a class action lawsuit on their behalf.

Our students need additional counseling and advisement, and they need professors with office hours, so they are available and accessible. We should lead a class action lawsuit against the community college system for not providing the same quality education for each one of our students. Just because Mr. or Ms. Staff teaches a course, does not forgive nor should it allow districts the opportunity to provide an inferior education.

We must educate our entire faculty to know that when one segment, whether it be full-time or part-time is harmed, the educational program representing the future of our society is harmed because less education is never more or better.

It is time for faculty to take action. We are a union whose time has come to be inclusive. Stand with me against unacceptable treatment of the teaching profession.

We have looked at challenges facing community colleges today, examined how we can be a part of the solution, and highlighted some benefits that will come about by us doing the right thing. The California public school system did not let me down when I needed help. We cannot afford to let our schools down now when it needs help.

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

