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.

The “Researching (With) Our Communities Through Oral Histories” grant will support on-going 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 top- ics 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, Valerie Zapata, Emma Pacheco, D’Angelo Bridges, Juan Sepulveda, Angela LeBlanc, Lisa Ramaparam, 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/IFT 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.

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.

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 recrafted.” She encourages CCA members to apply for a grant, and says she’ll provide advice to CCA members going through the application process.
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 reeignized 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. Some are 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 locals 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, fundraiser and walking clubs all help to create a social network that overlays and strengthens a union's formal structure.

We'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.

Are We There Yet?

By CCA President Eric Kaljumägi

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 reeignized 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. Some are 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 locals 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, fundraiser and walking clubs all help to create a social network that overlays and strengthens a union's formal structure.

We'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.
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 new hires
- 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 engage members in an effective bargaining campaign
- Sunshine to settlement: engaging members in an effective bargaining campaign

For details and to register for the conference, go to cca4us.org.

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

COUNCIL ON THE AMERICAN COLLEGE OF TESTING AGENCIES

DEWEY 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 Associate President at the college. He has also served as president of the NEA NCHE.
For more information about the rates, fees, other costs and benefits associated with the use of the credit card, call the toll-free number above or visit www.newcardonline.com. Residents of the US and its territories only. See full disclosure for details.

You will qualify for a $200 Amazon.com Gift Card if you use your new credit card account to make any combination of purchase transactions totaling at least $500 (exclusive of any fees, returns and adjustments) that post to your account within 90 days of the account open date. The account must be open and have active charging privileges to qualify for and receive the gift card. Limit 1 gift card per new account. This one-time promotion is limited to customers opening a new account in response to this offer and will not apply to requests to convert existing accounts. Other advertised promotional offers can vary from this promotion and may not be substituted. Allow 8-12 weeks from qualifying for delivery of the gift card. Offer sponsored by Bank of America. We may substitute an item of equal or greater value and we are not responsible for lost, stolen or undelivered merchandise. Federal law prohibits students from receiving the gift card premium. The value of this reward may constitute taxable income to you. You may be issued an Internal Revenue Service Form 1099 (or other appropriate form) that reflects the value of such reward. Please consult your tax advisor, as neither we, nor our affiliates, provide tax advice. Restrictions apply, see amazon.com/gc-legal.

Mobile Banking requires that you download the Mobile Banking app and is only available for select mobile devices. Message and data rates may apply.

This credit card program is issued and administered by Bank of America, N.A. Visa and Visa Signature are registered trademarks of Visa International Service Association, and are used by the issuer pursuant to license from Visa U.S.A. Inc. Bank of America and the Bank of America logo are registered trademarks of Bank of America Corporation.
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 multi-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.
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 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,” 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:

• 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.
New Hire Special Enrollment Opportunity

If you’re a newly hired CTA member or transferred school districts, you have an exclusive, limited-time opportunity to apply for CTA-endorsed Disability insurance and up to $200,000 in Life insurance from Standard Insurance Company (The Standard) with no health questions asked. How sweet is that!

DISABILITY INSURANCE from The Standard can help protect your paycheck if you’re out of work due to an illness, injury, pregnancy or childbirth. Health insurance pays your doctor. Disability insurance pays you.

LIFE INSURANCE from The Standard provides for your loved ones in the event of your passing. You also get additional features that you can benefit from now, and in the future at no additional cost.

Offer expires 180 days from your first day on the job.

Enrolling is easy!
Visit standard.com/cta/newhire

For costs and further details of the coverage and this enrollment opportunity, including exclusions, any reductions or limitations and the terms under which the policies may be continued in force, please contact The Standard’s dedicated CTA Customer Service Department at 800.522.0406 (TTY), 7:30 a.m. to 6:00 p.m. Pacific Time, Monday through Friday. Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204   GP190-LTD/S399/CTA.1 GP190-LIFE/S399/CTA.3   SI 20445-CTAvol (6/19)
The healthy thing about settings like this, and the beauty about this opportunity in particular, 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.

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 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 at the best people; and that it was not aploy 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.

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 aploy 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.

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 aploy 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.