

COMMUNITY COLLEGE ASSOCIATION

ADVOCATE



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FIGHTING FOR OUR COLLEGES AND PUBLIC EDUCATION

VOTE YES ON PROP. 3, BARRERA FOR STATE SUPERINTENDENT

CCA is all-in for our students, families and public education, stepping up the fight to ensure our community colleges have the resources they need and our students have the support they deserve.

Our campaign in the homestretch to win Proposition 3, Richard Barrera for State Superintendent of Public Instruction, and vital community college district board elections that have a huge impact on opportunities for all students in every community statewide. Prop. 3's permanent extension of critical funds, raised with temporary Props. 30 and 55, will take all of us working together and knocking on doors to win.

"This is an existential push for the students we serve, their families and for the dignity and viability of our profession," says David Rentz, president of Chaffey College Faculty Association.

For months, our union has been organizing and mobilizing to ensure #YesOn3 is the winner in November, with members canvassing across the state to talk to voters about the importance of passing Prop. 3 and electing Barrera and state and local candidates who value public education.

"We have to make the case to voters that investing in Prop. 3 is investing in us — in our students, families, communities and in education," says CTA President David Goldberg. "We know exactly how to win this: conversations on doorsteps, neighbor to neighbor."

CCA members at community colleges across the state took part in the Higher Ed Prop. 3 Day of Action in late-September, walking neighborhoods, knocking on doors and talking to voters about what's at stake in this election.

"There's so much at stake this election for our colleges and schools," says CCA President Jon Ausubel. "Every vote matters in this fight for public education!"

WHAT IS PROP. 3?

Prop. 3 is a permanent extension of Props. 30 and 55, which both passed overwhelmingly by voters in 2012 and 2016, respectively, and increased taxes on the state's wealthiest to support public education and health care.

Since the tax was first approved, it has generated more than \$120 billion to support school communities and provide the resources students need, including smaller class sizes, universal school lunches, mental health and social-emotional support for students, and Medi-Cal coverage for millions of California families. Prop. 3 keeps that funding in place so students of all ages can continue to thrive.

"The choice for voters is simple: Support California students or cut taxes for the upper two percent," Ausubel says. "With 1-in-6 educators in community colleges and public schools facing layoffs without a tax extension, the time to act is now! Our students are counting on us!"



RICHARD BARRERA

A STATE SUPERINTENDENT FOR ALL OF US

Our work continues to elect public education and union advocate Richard Barrera as our next Superintendent of Public Instruction. Barrera has devoted his life to fighting for working people. As president of the San Diego Unified School Board, where he has served for the last 18 years, he turned one of California's largest school districts into one of the highest performing in the country — by working with teachers to invest in students and classrooms.

Other Statewide Recommendations:

Governor: Xavier Becerra
Lieutenant Governor: Fiona Ma
Secretary of State: Shirley Weber
Attorney General: Rob Bonta
Controller: Malia Cohen
Treasurer: Eleni Kounalakis
Prop. 3: YES
Prop. 37: YES
Prop. 39: NO
Prop. 40: NO
Prop. 43: NO
Prop. 44: NO

Full list of endorsements available at cta.org/election.

Visit cta.yourvoter.guide for recommendations on races appearing on your ballot.

WHAT'S AT STAKE WITH PROP. 3?

With \$31.8 million at risk for their college and students, Chaffey College Faculty Association members are working hard to pass Prop. 3. We talked to President David Rentz about what's at stake for his community.

Q: WHY IS PROP. 3 SO IMPORTANT?

RENTZ: "This funding provides our college about 15% of our budget, which essentially means the difference between being able to offer the classes our students need and not. We won't be able to compensate our instructors at levels that honor their skills and work, and a lot of part-time faculty would lose their jobs entirely. And our TK-12 partners stand to lose hundreds of millions."

Q: WHAT'S AT RISK IN YOUR COMMUNITY COLLEGE IF THIS FUNDING EXPIRES?

RENTZ: "The biggest is a reduction in the number of classes we're able to offer and that means longer waitlists and a draconian reduction in access to education for our students, many of whom are from underserved populations. They rely on these classes to be able to get through college in two or three years to move on to university or get a job."

Q: WHAT ARE YOU DOING TO ENSURE PROP. 3 PASSES?

RENTZ: "We are participating in CTA-organized canvassing throughout the campaign. I drafted a Chaffey-specific resolution, sent it to our governing board and urged them to adopt it. We also sent representatives to division meetings to share a video we made and talk about Prop. 3. It's really important that we focus on educating that this is extending a tax on the wealthiest because details about different propositions can get conflated."

A.I. IS ON YOUR CAMPUS, IS YOUR UNION AT THE TABLE?

By **Wendy Brill-Wynkoop**

Artificial Intelligence (AI) did not arrive at our colleges through a vote. It arrived through software updates. Statewide agreements with Google, Microsoft and Instructure have placed generative AI tools inside Canvas and district email systems, while other tools like Zoom have added their own. In many districts, these tools are being switched on, or are being switched on by the vendors themselves, without anyone asking faculty.

Academic senates have a role in this under 10+1, and so do we as unions. Per the Educational Employment Relations Act (EERA), a district's decision to adopt or activate AI tools that change how we do our work changes working conditions, and the union has the right to demand to bargain the effects of that change. Make the demand in writing and do so before the tools are in wide use rather than after.

Expect districts to push back. Local leaders who have already made this demand have shared that districts respond in familiar ways: AI features embedded in existing platforms are not a unilateral change, the tools cannot be turned off, or the decision falls within management rights.

None of those claims should be accepted at face value. Ask the district to show you which settings it controls, which the vendor controls and who decided to leave a tool on. Even a contested demand has produced something faculty rarely get on their own: a complete inventory of the AI products a district is using, how each one is used and which ones are on by default.

So what belongs on the table? Start with faculty intellectual property, including whether our course materials can be used to train AI models and with the privacy of faculty and student data. Workload and class size belong there too, so that AI never becomes the justification for larger sections or fewer support hours. Evaluations need attention on two fronts: whether AI is used to write summaries of student comments, and whether faculty are evaluated on whether they use AI at all. Add to that the transfer of faculty work to automated systems, academic freedom and the right to decline a tool, and faculty-led, vendor-neutral professional development rather than a sales pitch.

Bargaining is only half of the work. Districts are writing local AI policies right now, often through

technology and other committees where faculty are not represented in both the senate and the union. Any committee shaping AI policy needs faculty at the table in both roles. Our locals need to be in that room as well, working alongside the senate, so that policy and contract are aligned.

My ask of every CCA local is simple. Find out what AI tools your district has activated, ask who decided, and put your demand in writing.

Wendy Brill-Wynkoop is a member of College of the Canyons Faculty Association and represents District Q on the CTA Board of Directors.

CONTRACT LANGUAGE MATTERS

BE MINDFUL OF HOW MANAGEMENT PROPOSALS AFFECT PART-TIME FACULTY

By **John Martin**

As many of you may know, several lawsuits have been ongoing since October 2022. At that time, a total of 20 community college districts were put on notice by individual part-time (precarious) faculty who filed lawsuits against their employers. These faculty members are challenging the fact that they are not compensated for grading, class preparation and student communication—work that occurs outside of classroom hours.

The core allegation is that part-time faculty are illegally required to perform unpaid labor outside the classroom. The lawsuits also name the Board of Governors and the Chancellor’s Office as defendants. A judge has already ruled in one of these cases.

BE MINDFUL OF DISTRICT PROPOSALS

Every reader should be aware of the following types of contract clauses that districts may try to add, and work actively to oppose them.

There are serious lessons here. Faculty must stay actively engaged with their local union chapters and negotiation teams, especially part-time faculty. Don’t rely on verbal or email updates, no matter how reassuring they may seem. Ask for everything in writing. Insist on open membership meetings to review all proposed contract language before any vote takes place.

Together, we must keep our ears and eyes on any negotiations and continue the fight for fair compensation and treatment.

- 1

Claims that there has been a “historical understanding” that hourly pay includes preparation, grading and student communication. This is false and sets a dangerous precedent, making any existing and future lawsuits moot. One case has already been withdrawn due to the ratification of a new contract including such language, which has reduced the number of active lawsuits to 19 districts.
- 2

Any language that redefines unpaid tasks as suddenly being included in hourly pay. This is a legal trap meant to invalidate future claims of wage theft.
- 3

Any language that limits your right to sue for wage theft. For example, language that states: “All claims and disputes related to wages and hours ... shall be resolved through the grievance procedure and shall be the exclusive remedy for such disputes.” Worse yet, it may go on to state that: “Claims shall only be brought by the individual employee, not the Association, and shall not be pursued as a class, collective, or representative action.” This effectively strips you of your right to collective legal action.
- 4

Avoid any provision that gives the arbitrator “full authority” as the only avenue for resolving wage or minimum wage disputes. Even more concerning: if any retroactive compensation is awarded, it may be limited to just 60 days—an insultingly short period, given the years of unpaid labor involved.

Message

FROM THE

PRESIDENT

BY PASSING LEGISLATION THAT MAKES PART-TIME HEALTH CARE A MANDATORY SUBJECT OF BARGAINING, WE CAN ENSURE THAT A SIGNIFICANT INCREASE IN THE NUMBER OF PARTICIPANTS MAKES THE PROGRAM 'TOO BIG TO FAIL,' ESPECIALLY GIVEN THE LONG-TERM COST BENEFITS OF HAVING HEALTHY CALIFORNIANS.



Greetings CCA. In this issue, you can read the legislative round-up of the past year in which CCA's official positions on bills prevailed more often than not. As we think about legislation for the next cycle, CCA is taking a renewed active role. With CTA as our partner, and in much closer coordination with statewide groups like CFT, FACCC and ASCCC, we hope to make the Part-Time Faculty Health Care Program universal in community colleges and bring our faculty up to speed on AI while protecting job duties from "reverse job creep."

By ramping up relevant, optional professional development focusing on AI literacy and ensuring that essential job functions are not outsourced to AI agents, we can bring those who need it up to speed while increasing overall alertness to the potential threats AI poses to faculty jobs.

To accomplish these goals, CCA—and indeed all faculty across the state—need your help. If either of these or other working-conditions issues pique your interest, let me know. CCA has a special need for members on our Policy and Advocacy committees. Only you can make these things happen!

In Unity,

Jon Ausubel

CCA President

ADVOCATE

The Community College Association, with CTA and NEA as our partners, advocates and organizes with California's public community college faculty, staff, and students; empowers locals; builds strong and effective coalitions; promotes equity, inclusion, anti-racism, social justice, and part-time faculty equality, and strives to preserve universal access to quality public education.

COMMUNITY COLLEGE ASSOCIATION

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EDITOR

Julian Peebles

GRAPHIC DESIGNER

Christina Barbieri

EDITORIAL ASSISTANT

Amy Peruzzaro

CCA OFFICERS

Jon Ausubel, President

Chaffey College Faculty Association

president@cca4us.org

Kashara Moore, Vice President

Certificated Hourly Instructors of Long Beach CC

vp@cca4us.org

Patrick Mitchell, Secretary

Merced College Faculty Association

secretary@cca4us.org

Jesus Gutierrez, Treasurer

Citrus College Faculty Association

treasurer@cca4us.org

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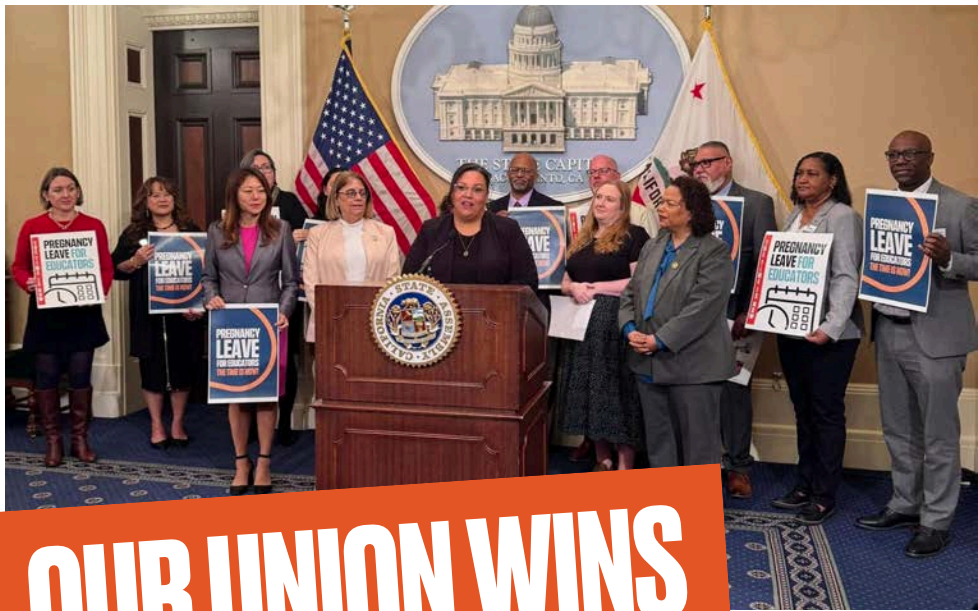
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OUR UNION WINS

PAID PREGNANCY LEAVE FOR EDUCATORS

HISTORIC VICTORY: UP TO 14 WEEKS STARTING NEXT YEAR

By Julian Peeples

In a historic win, Starting Jan. 1 of next year, all employees at California public schools and community colleges will be able to use up to 14 weeks of paid pregnancy disability leave — a monumental victory powered by thousands and thousands of CTA members determined to right a historic wrong and create meaningful change for future generations of educators (and mothers) to come. This massive win capped an extraordinary effort that spanned multiple years and two different pregnancy leave bills, showing just how much we can accomplish when we organize and take action together.

“So many before us had to fight for this, lose pay, leave the profession and have their retirement impacted for decades,” says CTA Secretary-Treasurer Erika Jones, who led the campaign. “As a woman educator and CTA leader, this is a moment where we can look ahead to a time where we are no longer penalized for starting a family. As a mother, this is a moment where I recognize we are leaving the profession better for the next generation.”

Paid pregnancy leave is a significant victory for our union, which we have been fighting for several years. Huge numbers of our member educators organized and campaigned for this leave up and down the state. They gathered signatures, rallied and showed up at the State Capitol to testify and push legislators for support. Thousands of CTA members also shared their stories of the personal toll that having no leave took on them, their families and their careers.

“This long-standing wrong has impacted generations of educators in California schools and community colleges and it took all of us organizing together to finally make things right. Look at what we can accomplish when we mobilize together!”

– CCA PRESIDENT
JON AUSUBEL

Starting with a 2023 vote of the CTA State Council of Education, the fight for paid pregnancy leave spanned multiple years and bills before the governor and Legislature agreed to include it in this year’s budget, which was signed into law in June. With the new leave going into effect Jan. 1, Jones says it’s important to now look at other disability leaves as well to see what other improvements can be made to support educators.

“Healthy and supported educators make great public schools. This victory shows that collectively we can take on something that everyone says will never happen, organize and win,” Jones says. “This all started as a vote of State Council to co-sponsor legislation and turned into a huge organizing opportunity. We have members involved now that never saw themselves playing a role in their union. That’s also a huge victory!”

Q&A

WHEN DOES THE LEAVE GO INTO EFFECT?
Jan. 1, 2027

HOW MUCH LEAVE CAN BE TAKEN?
Up to 14 weeks

WHO DOES THIS LEAVE APPLY TO?
Certificated and classified employees at public school employers and academic and classified employees at community college districts.

WHAT DOES THIS LEAVE COVER?
PPL covers periods when an employee is unable to work because they are experiencing or recovering from pregnancy, miscarriage, childbirth, termination of pregnancy or related medical conditions. The leave may begin before childbirth and continue afterward, as long as the employee is actually disabled by one of these conditions.

IF I AM THE NON-BIRTHING PARENT, CAN I TAKE THIS LEAVE?
No. Paid Pregnancy Leave is available only to employees who are disabled as outlined above. It does not provide leave for baby bonding.

IS THIS SEPARATE FROM MATERNITY/PATERNITY LEAVE?
Yes, PPL is a separate benefit for an employee disabled due to pregnancy, miscarriage, childbirth, termination of pregnancy or related medical conditions. If an employee is eligible for both types of leave, PPL may be taken for the period of pregnancy-related disability, and parental or baby-bonding leave may be available separately under a collective bargaining agreement or other applicable law.

WHAT IF I AM A PART-TIME EMPLOYEE?
Part-time certificated employees are also eligible for PPL. The amount of pay received during the leave depends on the work schedule.

Full PPL Q&A available at cta.org/pregnancy-leave.

OUR SUCCESS THIS LEGISLATIVE CYCLE

By Jon Ausubel

Each year, CCA’s Legislation Committee reviews all community college-related bills and recommends a position on each to our Council. CCA can then use resources (CCA committees, Action Network, social media, etc.) to lobby for the interests of our students and faculty. Possible positions on bills are “no position,” “watch,” “oppose,” and “support,” with watch usually indicating that we are working with the bill’s author to improve the language.

For the 2025-2026 legislative cycle, CCA had hard positions (i.e., Support or Oppose) on 11 of the 40+ bills concerning community colleges. Some highlights:

WHERE CCA’S POSITION PREVAILED:

AB 1552 (JACKSON)

CCA SUPPORTED

Addresses civic engagement in public postsecondary education and related reporting/recommendations.
Status: Signed into law

AB 1769 (RAMOS)

Establishes a pathway for student transfer between tribal colleges and California public higher-education institutions.
Status: Signed into law

AB 1858 (LOWENTHAL)

CCA OPPOSED

Would have established a five-year CSU-Long Beach joint associate-degree pilot for former students who completed substantial coursework without a degree.
Status: Did not advance out of Legislature

AB 2417 (ZBUR)

CCA SUPPORTED

Changes STRS-related information and retirement-plan choices for part-time community-college faculty.
Status: Signed into law

AB 2766 (AHRENS)

CCA SUPPORTED

Expands public-post-secondary housing protections and eligibility for foster youth and homeless youth.
Status: Signed into law

SB 1255 (REYES)

CCA SUPPORTED

Establishes a California Hispanic-Serving Institution designation for qualifying postsecondary institutions.
Status: Signed into law

WHERE CCA’S POSITION DID NOT PREVAIL:

AB 2019 (GIPSON)

CCA SUPPORTED

Addresses protections and support for community-college-faculty who are deported or detained.
Status: Did not advance out of Legislature

AB 2121 (BERMAN)

CCA OPPOSED

Changes the community-college 50% faculty-salary funding calculation by excluding specified expenditures from current expense of education.
Status: Signed into law

AB 2301 (SORIA)

CCA SUPPORTED

Would have created a community-college Bachelor of Science in Nursing pilot program.
Status: Vetoed by Gov. Newsom

AB 2694 (ALVAREZ)

CCA OPPOSED

Revises statutory provisions concerning the California Community Colleges baccalaureate degree program.
Status: Signed into law

SB 960 (CABALDON)

CCA OPPOSED

Revises the statewide California Community Colleges baccalaureate degree program.
Status: Signed into law

Even though we had more wins than losses, the victories were all by one run, so to speak, while a couple of the losses were much more significant. Notably, Assemblyman Berman’s bill marks another attack on the 50% law, which requires that community college districts spend 50% of their budget on classroom expenses, including faculty salary. While spun as good for community colleges, we were joined by the Chancellor’s Office and all faculty groups in opposing AB 2121 – yet Gov. Newsom still signed it into law. Similarly, the governor signed AB 2694 and SB 960 against the strong opposition from chancellor and all faculty groups.

In the new two-year legislative cycle (2026-2028), our union hopes to make part-time health care a mandatory subject of bargaining and to ensure that community college faculty job duties are protected from encroachment from AI.

Research for this article included the use of ChatGPT.



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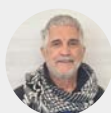


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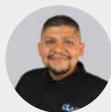


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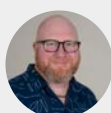
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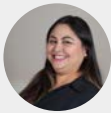
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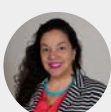
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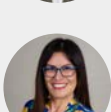
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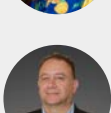
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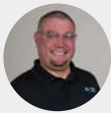
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MEET YOUR NEW CCA BOARD MEMBERS



Dra. Maria Aguilar Beltrán

Southern Women's Rights At-Large Director

Dra. Aguilar Beltrán is a Professor of Counseling and Coordinator of the Assessment Center at Santa Ana College, where she has been full-time faculty since 2008 and worked in the district since 2006. She holds a doctorate in Educational Leadership from Northern Illinois University focused on community college leadership, equity and social justice; a Master of Social Work from California State University, Long Beach; a bachelor's degree in Sociology from California State Polytechnic University, Pomona; and is a Licensed Clinical Social Worker in California.

A dedicated advocate for faculty, students, and public higher education, she has held leadership roles including Faculty Equity Coordinator, Academic Senate Vice President of Culture & Engagement, union Member-at-Large, and co-chair of the Organizing Committee, working to strengthen faculty engagement and build collective power. She believes strong unions are essential to protecting public education and ensuring faculty voices shape the future of California's community colleges. As a professor, she advances culturally responsive, equity-minded teaching practices that foster student success and resilience.



Laura Carlsson

District I Director

Laura Carlsson has spent nearly 40 years teaching in higher education across three countries. She has taught Spanish at MiraCosta College since 2002 and served as an elected Academic Senate representative for a decade. Her extensive background in education includes substituting, teaching and coaching students from kindergarten through high school.

Laura has been active in union leadership since May 2025, was recently elected Vice President, and serves as District I Director for the California Community College Association (CCA). Living in the Riverside County mountains, Laura enjoys horses, nature and plant-based cooking.



Diana Tercero

District G Director

Diana Tercero is an experienced educator, counselor, and union leader with more than 15 years of service in K-12 and community college settings. At Rio Hondo College, she has held multiple leadership roles—including President, Vice President, Membership Chair, and Organizing Chair—where she strengthened faculty representation, expanded membership, and improved part-time benefits. As a tenured counselor, Diana guides students pursuing Rio Hondo's Fire Academy, helping them navigate EMT certification and firefighting pathways, while also contributing to general counseling.

A first-generation college graduate of Mexican and Salvadoran heritage, she earned her B.A. in Liberal Studies with a multiple subject credential and a M.S. in Counseling with a pupil personnel services credential from California State University Northridge. Diana is driven by a commitment to support students who, like her, navigate higher education with limited prior exposure. She loves playing volleyball and traveling with her husband and son.

DOING MORE WITH LESS IN THE WORLD'S LARGEST HIGHER EDUCATION SYSTEM

By Joshua Christ

It's Fall 2026 and enrollment across the state is higher than it has ever been. Each local district is claiming they can't possibly afford any kind of increase to wages and benefits, and November's looming election will be key in determining the quality of education in California.

While all of this is true in the moment, what remains a universal truth is that the faculty of community colleges throughout California continue to do so much more for our students with so many fewer resources. Examining resources available to community colleges, we know education funding comes primarily from the Proposition 98 guarantee, which allocates 40% of all state tax revenue towards our public schools. What far fewer people know is that this guarantee doesn't stop at high schools — the allocation is for TK-14 education, which means that our 73 community college districts also share a portion of this funding. This guarantee has helped to keep the community college system free for many students, and just \$42 per credit unit for the rest of our local California communities.

Digging deeper into Prop. 98 allocation, school districts serving K-12 students share approximately 89% of all funding available, while the community college districts divide the remaining amount. This split is a relic of historical practice, which can be dated back to the 1989-90 academic year. On its face, this seems logical — we need to ensure that students have the best opportunity to learn early and often, and set their foundations for a strong and fulfilling life. In the 2025-2026 academic year, our K-12 public education system served approximately 5.73 million students in 1,011

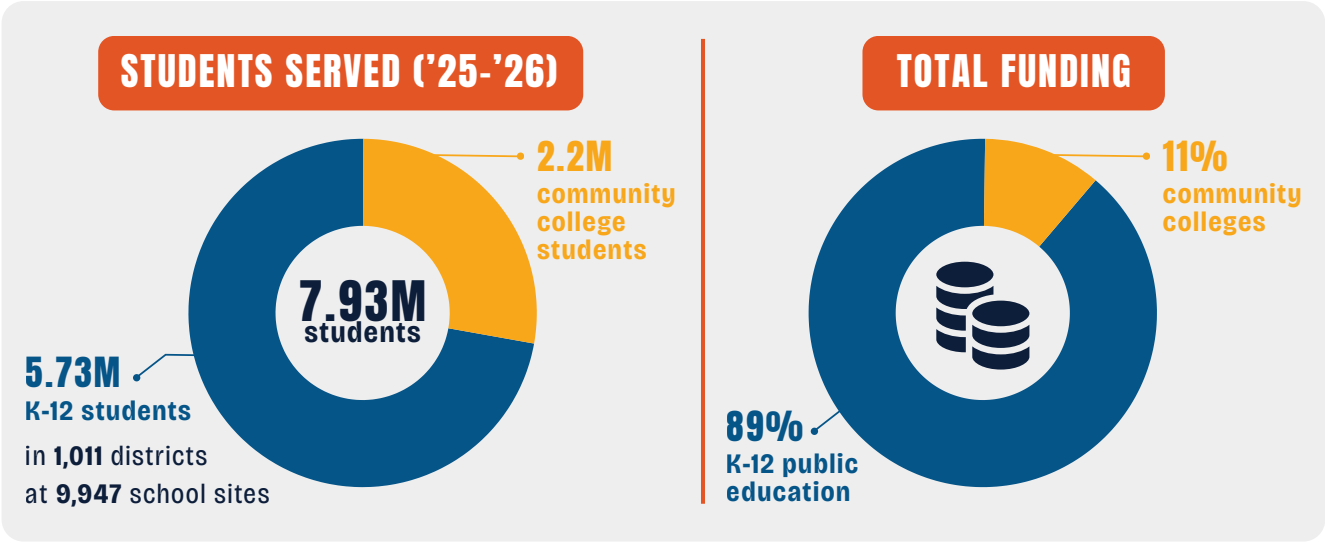
districts at 9,947 school sites. In contrast, our community colleges served more than 2.2 million students in the same period. In serving over 25% of the total students in California's public education systems, with just 11% of the total funding, community college faculty really show what it means to deliver high-quality, efficient education.

In comparison to other sectors of higher education, community college faculty continue to rise above the competition. While the UC system was apportioned \$37,475 per student in the 25-26 academic year, and the CSU system was apportioned \$22,991 per student over the same period, the community college system receives only \$11,923 per student. Each of these systems is designed to fulfill a clearly different purpose in the state educational economy, but once again, it is the community colleges, funded at a lower rate per

student, who are delivering the student successes, transfer degrees and real world jobs for our state and community.

To borrow a phrase from the theater, these are the given circumstances of our educational reality. Community college faculty change the lives of our students every day, and change the landscape of our communities every year, and we do it at a far larger scale, with far fewer resources than any other public education system in the world. Community college faculty, you rock! Keep up the amazing work. Keep changing lives. And keep fighting for the resources we need, because if we ever get the per-student funding that these other systems annually receive, just imagine the resounding impact we will have.

Joshua Christ is the vice president of Mt. San Antonio College Faculty Association.



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² All loans subject to credit approval. Other terms and conditions may apply. Visit providentcu.org for details.

ATTEND A CCA CONFERENCE

Sharpen your skills, learn some new ones, and meet fellow community college educators just like you at a CCA conference this year. Check out informative and topical workshops on organizing and advocacy, and learn how to help build power in your local association! More information available on the CCA website (cca4us.org).

Each conference includes a CCA Council business meeting, where chapter delegates approve budgetary changes, vote on action items and consider a variety of issues.



WINTER CONFERENCE

FEB. 26-28, 2027

Hilton Orange County, Costa Mesa

Got advocacy? This conference focuses on representation, advocacy, and grievances. Strengthen your union muscles and learn more about how to fight for your union colleagues! Also: Special elections for CCA offices.



SPRING CONFERENCE

APRIL 23 – 25, 2027

Westin Gas Lamp, San Diego

We are the Union! This conference focuses on building membership and member engagement. Spring Council includes elections, consideration of the CCA budget, legislative positions, and other action items. We also take time this conference to honor outstanding CCA members with awards.



YEAR-LONG ACTIVITIES

California Leadership Academy (CLA)
Winter 2026 through Fall 2026

Building Strong Locals (BSL)
Winter 2027 through Fall 2027

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