

GENERAL ASSEMBLY

2024 Resolutions Packet for Distribution



TIMELINES

Resolution Amendment Webinar - February 29, 2024 - 4:00 pm

Amendments to resolutions deadline - March 8, 2024

Amended resolution package disseminated -March 14, 2024

Discussion and Debate - April 6 - 7, 2024

Santa Clara Marriott Hotel

2700 Mission College Blvd, Santa Clara, CA 95054

CONSENT AGENDA

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolution Procedures for the General Assembly.

Consent calendar resolutions in the packet are marked with a *

Number	Sponsorship	Title
<u>S24.01.01</u> *	SSCCC Board of Directors	Fair Catalog Rights Policies
<u>S24.01.03</u> *	SSCCC Board of Directors	Educational and Skill-Building Opportunities for Undocumented Students in California Community Colleges
<u>S24.02.01</u> *	SSCCC Region	Establishing Comprehensive Legal Clinics in California Community Colleges
<u>S24.02.02</u> *	SSCCC Region	Mobilizing Undergraduate Research at California Community Colleges
<u>S24.02.03</u> *	SSCCC Region	Equitable Data Disaggregation Practices
<u>S24.02.04</u> *	SSCCC Region	Office Hours: Part-Time Faculty Proportionality
<u>S24.02.08</u> *	SSCCC Region	Student Stipend and Recognition
<u>S24.02.09</u> *	SSCCC Region	Fifty Percent Law, Education Code 84362 and California Code of Regulations Section 59200

S24.02.10*	SSCCC Region	Extending the California College Promise Programs to Three years
S24.02.11*	SSCCC Region	Enhancing Accessibility of Menstrual Products on Campus
S24.02.13*	SSCCC Region	Mental Health Visibility and Transparency
S24.02.15*	SSCCC Region	Extending Support And Basic Need Resource Center In California Community Colleges
S24.02.17*	SSCCC Region	Supporting Disability Inclusion And Equity In California Community Colleges
S24.02.19*	SSCCC Region	Defining Universal Basic Needs within the California Community College System
S24.02.24*	SSCCC Region	Car Seats for all California Community College Campuses for Emergency Use
S24.03.01*	SBA	Expanding Emergency Support Programs for Unhoused California Community Colleges Students
S24.03.04*	SBA	Implementation of Basic Support for Single Parenting Students
S24.03.05*	SBA	Dream Center Establishment
S24.03.07*	SBA	Cultural Safety to Address the MMIP Epidemic
S24.03.09*	SBA	Regulations on Nonresident Fee Increase Resolution
S24.03.12*	SBA	Multilingual College Materials

S24.03.15*	SBA	Culturally Conscious Mascot and Moniker
S24.03.16*	SBA	Recognition of Esports at the Collegiate level by the California Community College Athletic Association (CCCAA)
S24.03.17*	SBA	War/Conflict impacted Students
S24.03.20*	SBA	Expansion of CalFresh/Electronic Benefit Transfer (EBT) to Campus/State Operated Food Services
S24.03.22*	SBA	Fair Student Trustee Pay
BUSINESS		
Number	Sponsorship	Title
S24.01.01*	SSCCC Board of Directors	Fair Catalog Rights Policies
S24.01.02	SSCCC Board of Directors	Barrier Free Access to Opportunities for Undocumented Students
S24.01.03	SSCCC Board of Directors	Educational and Skill-Building Opportunities for Undocumented Students in California Community Colleges
S24.02.01	SSCCC Region	Establishing Comprehensive Legal Clinics in California Community Colleges
S24.02.02*	SSCCC Region	Mobilizing Undergraduate Research at California Community Colleges
S24.02.03*	SSCCC Region	Equitable Data Disaggregation Practices

S24.02.04*	SSCCC Region	Office Hours: Part-Time Faculty Proportionality
S24.02.05	SSCCC Region	Implementation of Community Fridges
S24.02.06	SSCCC Region	Needs Based Parking Permit
S24.02.07	SSCCC Region	LGBTQIA+ Inclusivity
S24.02.08*	SSCCC Region	Student Stipend and Recognition
S24.02.09*	SSCCC Region	Fifty Percent Law, Education Code 84362 and California Code of Regulations Section 59200
S24.02.10*	SSCCC Region	Extending the California College Promise Programs to Three years
S24.02.11*	SSCCC Region	Enhancing Accessibility of Menstrual Products on Campus
S24.02.12	SSCCC Region	Human Trafficking Awareness
S24.02.13*	SSCCC Region	Mental Health Visibility and Transparency
S24.02.14	SSCCC Region	Teleconferencing Amending AB 2449
S24.02.15*	SSCCC Region	Extending Support And Basic Need Resource Center In California Community Colleges
S24.02.16	SSCCC Region	Urgent Action for Housing and Basic Needs Security Among California Community College Students
S24.02.17*	SSCCC Region	Supporting Disability Inclusion And Equity In California Community Colleges

S24.02.18	SSCCC Region	Multilingual Student Worker Pay
S24.02.19*	SSCCC Region	Defining Universal Basic Needs within the California
S24.02.20	SSCCC Region	Comprehensive Student Equity Plans
S24.02.21	SSCCC Region	Accessibility to Transportation In California Community Colleges
S24.02.22	SSCCC Region	Developing High Quality Support Programs for Disabled College Students
S24.02.23	SSCCC Region	Guaranteeing Student Voting Seats on All Curriculum Committees
S24.02.24*	SSCCC Region	Car Seats for all California Community College Campuses for Emergency Use
S24.03.01*	SBA	Expanding Emergency Support Programs for Unhoused California Community Colleges Students
S24.03.02	SBA	Addressing Systemic Inequity Through Pay Frequency Increase
S24.03.03	SBA	Decolonizing Community College Systems: Curriculum, Research, and Institutional Nomenclature
S24.03.04*	SBA	Implementation of Basic Support for Single Parenting Students
S24.03.05*	SBA	Dream Center Establishment
S24.03.06	SBA	SSCCC Reckless Spending Reform Resolution
S24.03.07*	SBA	Cultural Safety to Address the Missing and Murdered

		Indigenous Peoples Epidemic
S24.03.08	SBA	Implement Native American Graves Protection and Repatriation Act Committees
S24.03.09*	SBA	Regulations on Nonresident Fee Increase Resolution
S24.03.10	SBA	Enhancing Representation in Community College Student Bodies
S24.03.11	SBA	Transgender, Nonbinary, and Gender Nonconforming Student Support
S24.03.12*	SBA	Multilingual College Materials
S24.03.13	SBA	Zero-Cost Textbooks for Top General Education Courses
S24.03.14	SBA	Empowering Local Student Leaders in the SSCCC Redistricting Process
S24.03.15*	SBA	Culturally Conscious Mascot and Moniker
S24.03.16*	SBA	Recognition of Esports at the Collegiate level by the California Community College Athletic Association (CCCAA)
S24.03.17*	SBA	War/Conflict impacted Students
S24.03.18	SBA	Clarify The Rubric Used for State Funding of Student Housing for California Community Colleges
S24.03.19	SBA	SSCCC Stipend Reform
S24.03.20*	SBA	Expansion of CalFresh/Electronic Benefit Transfer (EBT) to Campus/State Operated Food

		Services
S24.03.21	SBA	Ensuring Democracy & Equity in the SSCCC Elections Process
S24.03.22*	SBA	Fair Student Trustee Pay
S24.03.23	SBA	Promotion of Composting in California Community Colleges
S24.03.24	SBA	American College Promise Act
S23.03.25	SBA	BigBellys on Campus
S23.03.26	SBA	Implementing HyFlex Technology
S24.04.01	Caucus	Advocating for the Proliferation of Queer Studies
S24.04.02	Caucus	Implementing LGBTQ+ Training for Faculty and Classified Staff
S24.04.03	Caucus	Creating a Systemwide Queer-Focused Organization

2024 Resolutions for Distribution

SSCCC Board of Directors Sponsored Resolutions

S24.01.01* Fair Catalog Rights Policies

Author: Annie Koruga

Sponsor(s): SSCCC Board of Directors

WHEREAS, Catalog rights are rights which California Community College students retain, that allow them to complete their programs of study based on the requirements of that program when they began their enrollment at an institution, such that students do not have to chase shifting requirements, however currently, students at many California community colleges lose their catalog rights if they have a gap in attendance, no matter how short, thus making it harder to graduate;

WHEREAS, California community colleges are open enrollment institutions[1] meaning that they are “are required to admit any California resident possessing a high school diploma or the equivalent”[2] and students are allowed to enroll, or not enroll, in whichever terms (semesters or quarters) they wish to without being required to, or having the ability to, notify the institution that they will not be enrolled;

WHEREAS, The California community college system serves many marginalized students, as approximately 71.7% of California community college students are students of color [3], somewhere between 50,000 and 70,000 students are undocumented [4], and and 68% of RealCollege Survey[5] respondents experienced at least one form of basic needs insecurity — and these students, especially, could foreseeably need to take some time off from their education to engage in activities such as working or taking care of family, a need which was very likely was exacerbated by the COVID-19 pandemic, since systemwide enrollment is down 16% as compared to pre-pandemic levels[6]; and,

WHEREAS, When students take some time off to ensure they are able to support themselves and their families, and then come back to their education only to find that they have lost their catalog rights and now must meet new requirements, no matter how close they were to completing their degree before taking a break, this places discouraging barriers in students paths, and adds additional time to their degree completion paths; now, therefore, be it

RESOLVED, That the Student Senate of California Community Colleges advocate for California community college students to retain their catalog rights while being able to take reasonable gaps in enrollment of up to five years cumulatively, and instruct the student member of the California Community College Curriculum Committee to advocate for such a position where relevant and appropriate.

Citations:

[1]<https://icangotocollege.com/frequently-asked-questions#:~:text=All%20California%20Community%20Colleges%20have,get%20the%20best%20class%20choices>

[2] <https://www.cccapply.org/en/colleges/requirements>

[3] https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

[4]https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_CCC-%20Dreamers-Project_Full-Report.pdf

[5] The RealCollege Survey, surveyed California Community College students between March 17, 2023 and April 19, 2023, and asked about students' access to basic needs. 66,741 students provided substantive responses, which were included in data analysis.

[6]https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf Affordability, Food, and Housing Access Taskforce Report, Page 8

[6]<https://edsources.org/2023/why-enrollment-is-rebounding-at-californias-community-colleges/697875>

S24 01.02 Barrier Free Access to Opportunities for Undocumented Students

Authors: Annie Koruga, Ivan Hernandez, Esmeralda Hernandez,

Sponsor(s): SSSCC Board of Directors, Region VII

WHEREAS, The Student Senate of California Community Colleges (SSCC) has long been committed to uplifting marginalized people, “affirming that students should not be punished for their immigration status”[1] while concurrently professing the value of educational equity seeking to “ensure stances and support for programs and legislation that removes barriers and ensures access and success for underserved and marginalized communities,”[2] and the SSCC has communicated the desire to uplift the unique needs and barriers faced by undocumented students by designating this group the focus of Chapter 4 of the SSCC Anti-Racism Plan of Action[3], completed during the 2023-2024 term;

WHEREAS, A major and unique barrier which the somewhere between 50,000 to 70,000 undocumented students enrolled in California community colleges[4] face is limited financial options concerning how to pay for basic needs and and school, since they are

barred from federal work study, [5] “barred from federal financial aid and many lack work authorization [and] these limited options are often a deterrence from attending college altogether” [6] since undocumented students are currently ineligible for programs such as Pell Grants, CalFresh, and the California Food Assistance Program,[7] leading the California Student Aid Commission to recommend that undocumented students be eligible for state safety net programs [8], the ability to work[9], and federal programs such as PELL Grants[10]; and

WHEREAS, Twenty-nine distinguished legal scholars have written explaining an extensive legal framework which permits the hiring of undocumented people by state agencies, [11] since the law which prohibits the hiring of undocumented people federally (the 1986 Immigration Reform and Control Act)[12] does not explicitly mention state entities, and “under governing U.S. Supreme Court precedents, if a federal law does not mention the states explicitly, that federal law does not bind state government entities,”[13] as California community colleges are state government entities [14] [15] this framework explains a legal rationale for the lawful hiring of undocumented students by California community colleges; now, therefore, be it

RESOLVED, The Student Senate of California Community Colleges make it a priority to advocate, to the greatest extent allowable by law, that undocumented students are eligible for on campus employment and employment at state agencies, without any additional barriers, and in the same manner as their documented peers, by, among other actions seeking to have a legal framework which recognizes undocumented students’ ability to be hired by state agencies such as California community colleges, adopted by the California Community Colleges Board of Governors;

RESOLVED, The Student Senate of California Community Colleges make it a priority to work to see that undocumented students are able to obtain federal work authorization; and

RESOLVED, The Student Senate of California Community Colleges make it a priority to advocate that undocumented students are eligible for state and federal assistance programs which are available to documented students, including but not limited to, PELL Grants, CalFresh, and the California Food Assistance Program.

Citations:

[1] <https://sccc.org/documents/sccc-resolutions.html>

[2] <https://sccc.org/who-we-are/about-us/mission.html>

[3] https://sccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

- [4]https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_CCC-%20Dreamers-Project_Full-Report.pdf
- [5]https://www.csac.ca.gov/sites/main/files/file-attachments/renewing_the_dream_full_report.pdf?1677607402, Page 1
- [6] *ibid*, page 8
- [7] *ibid*
- [8] *ibid*, page 11
- [9] *ibid*, pages 11 and 12
- [10] *ibid*, page 12
- [11]<https://docs.google.com/document/d/1TDBqeo4MUmHk2mxlwCd0tYvWYLV1lxVX4m-jO4CV7-E/edit>
- [12]<https://uscode.house.gov/view.xhtml?hl=false&edition=prelim&req=granuleid:USC1994-title8-section1324a&num=0>
- [13]<https://docs.google.com/document/d/1TDBqeo4MUmHk2mxlwCd0tYvWYLV1lxVX4m-jO4CV7-E/edit>
- [14] <https://www.casemine.com/judgement/us/59148b10add7b0493451be88>
- [15]https://www.govinfo.gov/content/pkg/USCOURTS-caed-1_11-cv-00590/pdf/USCOURTS-caed-1_11-cv-00590-2.pdf

S24.01.03* Educational and Skill-Building Opportunities for Undocumented Students in California Community Colleges
Authors: Gerardo “Jerry” Reyes, Jose M. Perez, Joshua Simon
Sponsor(s): SCCC Board of Directors, Region V, and Region X

WHEREAS, California community colleges serve the largest number of undocumented postsecondary students in the state—an estimated 50,000-70,000[1], with a total of 408,000 undocumented students enrolled in postsecondary education[2,3];

WHEREAS, The California Community College Chancellor’s Office states that it is “committed to standing with Deferred Action for Childhood Arrival (DACA) recipients and other undocumented immigrants and providing them with educational opportunities”[4];

WHEREAS, Undocumented students encounter limited programs and services for obtaining support through scholarships and state grants, such as initiatives like College Corps and the Dream Act Service Incentive Grant Program[5, 6]; however, the availability of such programs across campuses varies along the lines and contribute to challenges in providing consistent support for this student demographic, limiting opportunities for professional growth and success for a significant portion of undocumented students within the California Community College system; and

WHEREAS, DACA (Deferred Action for Childhood Arrivals) students encounter unique challenges, although less restrictive than those faced by undocumented students, delays their access to on-campus educational opportunities; and acknowledging that while the DACA program persists for existing recipients upon renewal, the absence of new applicants in the foreseeable future leaves numerous undocumented students without legal avenues for academic engagement, this lack of legal avenues may result in discouragement, potentially leading to dropouts from California community colleges, consequently, financial constraints and a lack of opportunities to succeed could contribute to a decrease in retention rates; now, therefore, be it

RESOLVED, The Student Senate for California Community Colleges strongly recommend that the Chancellor's Office and the Foundation for California Community Colleges collaborate on creating a statewide initiative, ensuring that undocumented students have access to educational programs, skill development opportunities, and training initiatives, such as those offered by College Corps or the Dream Act Service Incentive Grant Program with the objective of establishing a cohesive and accessible framework that benefits undocumented students across the entire California Community College system; and

RESOLVED, That the Student Senate for California Community Colleges recommend for the reallocation of existing budget resources with a focus on providing flexibility to departments on college campuses, to enable them to tailor educational and skill-building opportunities for students who are undocumented or fall under AB 540, addressing fiscal concerns and fostering a more inclusive and adaptable campus environment.

Citations:

[1] Immigrants Rising.

<https://immigrantsrising.org/new-report-on-undocumented-students-at-ca-community-colleges/#:~:text=California%20Community%20Colleges%20serve%20the,%E2%80%94an%20estimated%2050%2C000%2D70%2C000>

[2] Higher Education Immigration Portal.

<https://www.higheredimmigrationportal.org/state/california/>

[3] Higher Education Immigration Portal.

<https://www.higheredimmigrationportal.org/research/undocumented-students-in-higher-education-updated-march-2021/>

[4] California Community Colleges Chancellor's Office.

<https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-S>

[tudents](#)

[5] College Corps

<https://www.californiavolunteers.ca.gov/californiansforall-college-corps/>

[6] CSAC Dream Act Service Incentive Grant Program

<https://www.csac.ca.gov/dsig/serviceorganizations>

SSCCC Region Sponsored Resolutions

**S24.02.01* Establishing Comprehensive Legal Clinics in California
Community Colleges**

Authors: Hestia Sartika and Joshua Simon

Sponsor(s): SSSCC Region I, Region V, West Hills College - Lemoore ASG

WHEREAS, The state of California's 2018-19 Budget provided an initial \$10 million investment for the California Department of Social Services (CDSS) to administer and implement immigration legal services at California community colleges and the State of California's 2021-2022 Budget provided \$7.2 billion to help 172,000 homeless population that equates to \$42K per one homeless person;

WHEREAS, The stringent five-day response period for eviction summons in California, unlike the 30-day period for other summons, compounded by the complexity of legal language, places students at imminent risk of eviction due to the lack of timely legal assistance, underscoring the urgent necessity to establish a legal clinic on campus to provide swift and accessible support, safeguarding students' rights and ensuring their academic stability and well-being;

WHEREAS, The escalating costs and complexities of legal issues directly impact the lives and academic success of students in California community college and the existing legal services in community colleges are limited in scope, predominantly focusing on immigration, thus not addressing the varied legal needs of a diverse student body; and

WHEREAS, The establishment of comprehensive legal clinics within community colleges has shown to significantly contribute to the holistic support and success of students, empowering them to overcome legal barriers and focus on their education and students across community colleges face diverse legal challenges beyond immigration, including but not limited to housing, employment, family law, and consumer rights, which significantly impact their academic and personal lives; now, therefore, be it

RESOLVED, That the Student Senate of California Community College advocate for funding for legal clinics within community colleges to be allocated exclusively to institutions demonstrating a commitment to broaden their legal services beyond immigration issues, these institutions must actively expand their offerings to encompass a comprehensive range of legal support services, ensuring a more inclusive and holistic approach to meeting the diverse legal needs of their communities;

RESOLVED, That the Student Senate of California Community College advocate for legal clinics to purposefully focus on delivering proactive legal support to students, with the aim of preventing evictions and mitigating the risk of subsequent homelessness, this strategic approach not only aligns with state initiatives to reduce homelessness costs but also underscores the commitment to addressing the root causes of housing instability through timely and preventative legal interventions; and

RESOLVED, That the Student Senate of California Community College encourage legal clinics to offer legal assistance to protect students from unemployment and other civil legal challenges, ensuring their stability and educational continuity and that they create practical internship opportunities for Paralegal Studies students, facilitating timely completion of their programs and enhancing their professional readiness; and

Citations:

[1] California Community Colleges Chancellor's Office

<https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students/Legal-Services>

[2] 2018 -19 Legislative Budget Conference Committee

<https://abgt.assembly.ca.gov/sites/abgt.assembly.ca.gov/files/June%20%20Final%20Close%20Out%20Agenda.pdf>

[3] Calmatters

<https://calmatters.org/commentary/2023/07/something-clearly-off-homelessness-spending/>

[4] Legislative Analyst's Office <https://lao.ca.gov/Publications/Report/4521>

[5] Techcrunch <https://techcrunch.com/2024/01/25/tech-layoffs-2023-list/>

[6] CrunchBase <https://news.crunchbase.com/startups/tech-layoffs/>

[7] RAND Corporation

https://www.rand.org/content/dam/rand/pubs/research_reports/RR2700/RR2767/RAND_RR2767.pdf

[8] Survey Data [LEGAL AND PARALEGAL SURVEY.pdf](#)

S24.02.02* Mobilizing Undergraduate Research at California Community Colleges

Authors: Grant Wass, Kenneth Pilco

Sponsor(s): Palomar College ASG, SSSCC Region I

WHEREAS, Conducting undergraduate research at community colleges is a catalyst of upward socioeconomic mobility as it is directly linked [1] to higher application, admission, and completion rates of graduate school programs [2] and is correlated with academic performance, graduation rate, scholarly confidence, student retention, and transfer rate [3];

WHEREAS, Many California community colleges are financially and structurally unequipped to support students in undergraduate research that can be presented at symposia and published in scientific journals, while students at four-year universities have significantly higher access to institutional research opportunities, international laboratory partnerships, campus laboratories, research internships, research grant funding, conference travel funding, and research-based honors theses;

WHEREAS, As of 2018, 36% of first-generation students, 43% of African-American students, 53% of Hispanic students, and 56% of Native American students in the United States receive a community college education [4], and these students are historically underrepresented and discriminated against in academia and other research and postgraduate professions; and

WHEREAS, The Student Senate for California Community Colleges approved Resolution S23.03.10 Honor's Program, which advocated for the allocation of funds towards research conferences either through sponsorship or hosting a research conference, illustrates a continued need for undergraduate research support [5]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges make it a legislative priority to advocate for funding and resources to facilitate on-campus undergraduate research to bridge the gap in research experience between students from California community colleges and four-year universities;

RESOLVED, That the Student Senate for California Community Colleges collaborate with faculty and the Academic Senate for California Community Colleges to advocate for financial and occupational support for undergraduate research endeavors; and

RESOLVED, That the Student Senate for California Community Colleges follow through with the S23.03.10 Honors Program resolution by allocating funds towards either sponsoring research conference travel or hosting a research conference.

Citations:

[1] Impact of Undergraduate Research Training Programs: An Illustrative Example of

Finding a Comparison Group and Evaluating Academic and Graduate School Outcomes (2022) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10002406/>

[2] Are postgraduate qualifications the 'new frontier of social mobility'? (2017)

https://onlinelibrary.wiley.com/doi/full/10.1111/1468-4446.12277?casa_token=xpvAOyYjINMAAAAA%3AFNR4A3p0wRIRUfZz9KXZfiTR7qK6mxADenlgG5KDIVD4Mrh_tXi_prLAPuqLJXfGI_Cg_B0luevZVMNQ

[3] The Impact of Undergraduate Research on Student Outcomes: Examining High Impact Practices in TBR Community Colleges (2022) <https://files.eric.ed.gov/fulltext/ED617904.pdf>

[4] Impact of Undergraduate Research Training Programs: An Illustrative Example of Finding a Comparison Group and Evaluating Academic and Graduate School Outcomes (2022) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10002406/>

[5] SSSCC Resolution S23.03.10 Honors Program (2023)

<https://ssccc.org/documents/ssccc-resolutions.html>

S24.02.03* Equitable Data Disaggregation Practices

Authors: Annie Koruga, Joseph Awad

Sponsor(s): Region I

WHEREAS, The Student Senate of California Community Colleges (SSCCC) holds a “commitment to diversity and equity in fulfilling the system’s educational mission” believing that this “should guide the advocacy and actions of the organization”[1];

WHEREAS, An overreliance on data which has been aggregated into large demographic categories fails to illuminate the needs of certain marginalized communities, as “monolithic categories fail to account for the nuanced ways that students' unique racial, ethnic, and economic backgrounds impact”[2] associated systemic barriers and student’s abilities to succeed and the SSSCC has previously recognized this in 2020 resolution “Disaggregating the Data of Students at California Community Colleges”[3]; and

WHEREAS, Current system-wide and institutional data reporting typically only breaks data into nine broad racial groups (those being African-American, American Indian/Alaska Native, Asian, Filipino, Hispanic, Multi-Ethnicity, Pacific Islander, Unknown, and White (non-Hispanic)) [4] erasing historical, experiential, and current nuances, while placing those with vastly different experiences in the same data categories [5], thus rendering certain groups functionally invisible; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges advocate for requirements that California community colleges, as well as the Chancellor’s Office

disaggregate data into the twenty-four regional racial groups defined by the United States Census,[6] when reporting or analyzing metrics of student achievement, success, outcomes, or other similar metrics — for purposes of clarity these would include retention rates, enrollment rates, persistence term-to-term rates, and graduation rates; and

RESOLVED, That the Student Senate of California Community Colleges urge the Chancellor's Office to publish data disaggregated by the twenty-four regional racial groups defined by the United States Census, concerning student achievement, success, outcomes, or other similar metrics, in a public and easily accessible location such as DataMart, broken down by institution, district, and systemwide.

Citations:

[1] <https://ssccc.org/who-we-are/about-us/diversity-statement.html>

[2]<https://campustechnology.com/articles/2022/09/07/report-overreliance-on-aggregated-student-data-contributes-to-equity-barriers.aspx>

[3] <https://ssccc.org/documents/ssccc-resolutions.html>

[4] https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

[5]<https://www.policylink.org/our-work/community/health-equity/data-disaggregation>

[6]<https://data.census.gov/all?d=DEC%20Detailed%20Demographic%20and%20Housing%20Characteristics%20File%20A>

for clarity these 24 groups are Indigenous Alaskan, Indigenous American, Indigenous Canadian, Indigenous Latin American, Central Asian, East Asian, South Asian, South East Asian, Other Asian, Southwest Asian and North African (SWANA), Sub-Saharan African; Other Black or African American, Caribbean Hispanic, Central American, Mexican, South American; Other Hispanic, Latino, or Spanish; Melanesian, Micronesian, Polynesian, European, Other White

S24.02.04* Office Hours: Part-Time Faculty Proportionality

Authors: Joseph Awad, Annie Koruga

Sponsor(s): Mt. San Jacinto College, Student

Government Association, SSSCC Region III

WHEREAS, Ample academic literature asserts that outside of class contact with faculty, such as office hours, has a causal role in student learning[1] is directly tied to their academic success,[2] is associated with improved student outcomes [3] and has been proven to help decrease the social-class achievement gap amongst first-generation students [4];

WHEREAS, Students at a minimum of 78 California community colleges are guaranteed a significantly less number of office clock hours per unit when their classes are taught by part-time faculty, as opposed to when their classes are taught by full-time faculty, since

these institutions compensate and require full-time faculty to hold a greater number of office clock hours per unit, than they compensate and require of part-time faculty[5]— and this disparity impacts a significant number of students as California Community College Districts have been shown to over-rely on part-time faculty,[6] as part-time faculty outnumber full-time faculty in 97.2% of California Community College Districts[7] and in 35 of the 72 California Community College Districts, they make up over 70% of all instructors [8];

WHEREAS, California community college students deserve a high quality education with regular access to their instructors, no matter if their instructors are part-time or full-time, and concurrently instructors deserve to be fairly compensated for their support of students, no matter if they are part-time or full-time; and

WHEREAS, several Community College Districts (e.g. Contra Costa [9], Kern [10], Glendale [11], Alan Hancock [12, 13], Marin [14], South Orange County [15], Cabrillo [16], Gavilan [17], Sonoma [18], Santa Monica [19], Feather River [20, 21], and Santa Clarita [22, 23] have contracts with faculty that provide part-time faculty with the same number of office clock hours per unit of instruction as full-time faculty, which demonstrates the fiscal feasibility of this practice and reflects the importance of prioritizing investment in office hours as an academic support asset for students; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges recognize the importance of access to office hours as a student priority which is essential to academic student success and which removes barriers to equity;

RESOLVED, That the Student Senate of California Community Colleges establish a position that compensated office clock hours should be provided to both part-time and full-time faculty in a proportional manner, which is reflective of the number of units taught by the faculty member, at a rate of at minimum one office clock hour per 3-units of instruction;

RESOLVED, That the Student Senate of California Community Colleges take the position that all Community College District Governing Boards ought to adopt terms that compensate part-time faculty for a number of office clock hours in a manner that's proportional to full-time instructional faculty, corresponding to their respective instructional unit-load; and

RESOLVED, That the Student Senate of California Community Colleges collaborate with relevant entities, including but not limited to, the California Community College Chancellor's Office, state legislators, and the Faculty Association of California Community Colleges to urge all Governing Boards of California Community College Districts to negotiate in good faith with faculty, especially part-time faculty, in a manner that reflects the relevance and importance of office hour access as an educational priority, and shall further collaborate to fully realize the positions laid out in this resolution.

Citations

- [1] <https://eric.ed.gov/?id=EJ657084>
- [2] <https://www.tandfonline.com/doi/full/10.1080/15512169.2013.835554>
- [3] <https://acrobat.adobe.com/id/urn:aaid:sc:US:13a1f4f5-ec52-4038-9345-0834f7188a7c>
- [4] <https://journals.sagepub.com/doi/abs/10.1177/0956797613518349>
- [5] https://docs.google.com/spreadsheets/d/1JNjCisFDElSh1VnqlrPILBalpda-1GA7pQkCuLC_p1w/edit
- [6] <https://edsources.org/2023/california-community-colleges-rely-too-much-on-part-time-faculty-and-mispend-funds-audit-finds/686030>
- [7] <https://edsources.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>
- [8] <https://edsources.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>
- [9] http://uf4cd.org/wp-content/uploads/2023/02/2022-2025-UF_4CD-Contract.pdf
- [10] http://www.kccdcca.com/uploads/9/8/5/8/98589460/final_kccd_cca_contract_2023-2026_cba_-_revised_9.5.23_1_.pdf
- [11] <https://www.glendale.edu/home/showpublisheddocument/47379/637477983695370000>
- [12] <https://www.hancockcollege.edu/hr/documents/FT%20Faculty%20CBA%202021-2024.pdf>
- [13] https://www.hancockcollege.edu/hr/documents/PTFA%20Contract_2023_2026.pdf
- [14] <https://hr.marin.edu/sites/default/files/UPM-Collective-Bargaining-Agreement-2021-2024.pdf>
- [15] [https://www.socccd.edu/sites/default/files/2023-08/2021%20-%202024%20SOCCCDFA-CBA%20\(Print%20Copy%20II\)%20\(1\).pdf](https://www.socccd.edu/sites/default/files/2023-08/2021%20-%202024%20SOCCCDFA-CBA%20(Print%20Copy%20II)%20(1).pdf)
- [16] https://drive.google.com/file/d/1R6rTStTN-Eq6BZ8kr2r_fLz7F3Mu5mEL/view?usp=drivesdk
- [17] https://drive.google.com/file/d/1QCdI8XRQsP_L_X3C6g2AEAxSwG-WC6JM/view?usp=drivesdk
- [18] http://www.afa-srjc.org/Contract/contract_2022-25.pdf
- [19] <https://www.smc.edu/administration/human-resources/documents/Faculty-Documents/Faculty-Assoc-SMCCD-Agreement/2022-2025ContractFINAL.pdf>

S24.02.05 Implementation of Community Fridges
Author: Saidy Reyes, Tshiamo Tshabalala:
Sponsored: College of Marin Associates Students

WHEREAS, Students are experiencing food insecurity, and food pantries have limited hours and days of operation [1];

WHEREAS, A community fridge reduces food waste, it functions as a place to store food and provides it to everyone who needs it and a community fridge offers flexibility with timing by having extended hours compared to a food pantry [2];

WHEREAS, Institutions of higher learning have a responsibility to set an example in utilizing food waste reduction solutions and providing food accessibility [3]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly advocate and promote a policy to ensure that every California community college establishes on-campus community fridges to relocate and store food from food pantries, campus gardens, donations from local markets, and unsold cafeteria food;

RESOLVED, That the Student Senate for California Community College strongly encourage and advocates for every California community college campus to provide resources to assist with the infrastructure needed for the community fridges; and

RESOLVED, That the Student Senate for California Community College work with community colleges to ensure every community fridge operates at least four to three days a week and gets cleaned regularly.

Citations:

[1] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8913502/>

[2] <https://www.nourishingneighbors.com/articles/29-community-fridges-find>

[3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9180560/>

S24.02.06 Needs Based Parking Permit
Authors: Judah Robinson, Sage Tollefson, Sophia Kast
Sponsor(s): SSSCC Region VI, Moorpark College Associated
Students

WHEREAS, A significant number of students within California community colleges face financial challenges, limiting their ability to afford parking permits, a survey conducted in spring 2023, encompassing responses from over 66,000 students across 88 colleges, with two-thirds of all CCC students grappling with at least one financial challenge [1];

WHEREAS, The Cal Grant, Pell Grant, and Promise Grant are essential financial aids for low-income students, and providing students with affordable parking options is crucial for their accessibility to educational resources;

WHEREAS, Advocating for awareness of the parking permit program would help address the financial burden faced by students, fostering a more inclusive and supportive environment within California community colleges; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage California community colleges to advocate for the implementation of a free needs-based parking permit program designed for students facing financial challenges outlined in Education Code §76360, the updated program should offer free semester-long parking permits to these eligible students outlined in subdivision (g) of §76300 [3];

RESOLVED, That the Student Senate for California Community Colleges encourage California community colleges to raise awareness for the free needs-based parking permit program designed for students facing financial challenges outlined in Education Code §76360 [2]; and

RESOLVED, That the Student Senate for California Community Colleges advocate for proper implementation of Education Code §76360 [2] in all California community colleges by encouraging each school to update their college website raising awareness of the free needs-based parking permit program designed for students facing financial challenges outlined in Education Code §76360 [2].

Citations:

[1] CCleague. Basic Needs Among California Community College Students.
https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_colleg_e_students-final-2023.pdf

[2] Student Health, Parking, and Transportation Maximum
Fees.<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Student-Fees>

[3] Authorizing Statute. California Community College Handbook.
<https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Student-Fees/2023-Student-Fee-Handbook-06302023.pdf?la=en&hash=E649352697B80D14C2755C1FAEAF36CE70DE04B>

S24.02.07 LGBTQIA+ Inclusivity

Author(s): Judah Robinson, Sophia Kast, Sage Tollefson

Sponsor(s): SSSCC Region VI, Moorpark College Associated Students

WHEREAS, Student governments play a pivotal role in fostering an inclusive and diverse campus environment and in acknowledging the continuous need for progress in promoting safety, respect, and cultural diversity;

WHEREAS, The LGBTQIA+ community constitutes an integral and diverse part of every campus, offering unique perspectives that enrich the overall college experience and nearly a third of LGBTQIA+ people have attended community college at some point in their lives [1];

WHEREAS, Despite significant strides, the LGBTQIA+ community still faces challenges and discrimination that impact their well-being and dignity; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage all student body associations to support and participate in Pride Week celebrations actively, ensuring that these events are accessible and inclusive for all students, due to Pride Month falling outside the regular school calendar;

RESOLVED, That the Student Senate for California Community Colleges advocate for comprehensive training programs for college staff, focusing on cultural sensitivity and education regarding LGBTQIA+ initiatives, creating an environment that is welcoming and understanding; and

RESOLVED, That the Student Senate for California Community Colleges promote the greater visibility of updated pride flags across California community college campuses, symbolizing ongoing support for inclusion and creating an atmosphere where all students feel seen and accepted.

Citations:

[1] Williams Institute. LGBTQ Youth.

<https://williamsinstitute.law.ucla.edu/publications/lgbtq-youth-ca-public-schools/>

S24.02.08* Student Stipend and Recognition
Authors: Casey Chang and Joshua Simon
Sponsor(s): Region VII

WHEREAS, Student leaders are overburdened, underappreciated, and, sometimes, taking on work similar to that of a professional workplace [1] and these student leaders often

face immense pressure to excel academically while simultaneously navigating the complexities as a student leader without gaining the recognition they deserve;

WHEREAS, Eighty percent of community college students work at least a part-time job and 39% work a full-time job [2] which takes their time away from their campuses, and stipends for student leaders would increase their ability to engage on campus through avenues such as, but not limited to participatory shared governance;

WHEREAS, Pursuing policies that improve student access and success while engaging and empowering local student leaders, as well as honoring equity and diversity is the central point for California community colleges and its student leaders [3]; and

WHEREAS, The Student Senate for California Community Colleges has passed a student stipend resolution in 2007 [4] but has still not achieved system-wide student stipends and recognitions or developed any guidance for student leaders; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges research, create, and distribute a toolkit for student leaders across the state to use as a guide to implement stipends on their campuses, including a solution for where stipend funding can come from;

RESOLVED, That the Student Senate for California Community Colleges create a publicly accessible document outlining how various colleges are compensating their students whether that be scholarships or checks; and

RESOLVED, That the Student Senate for California Community Colleges develop and distribute guidance on how students and colleges can obtain transcript notations as recognition for their hard work and dedication to their campus.

Citations:

[1] Case Study

<https://www.middleburycampus.com/article/2023/03/the-case-for-compensating-student-organization-leaders>

[2] College Campaign

<https://collegecampaign.org/publication/expanding-federal-work-study-opportunities-for-california-community-college-students#:~:text=In%20fact%2C%20nationally%2C%2080%20percent,an d%20caring%20for%20young%20children.>

[3] <https://ssccc.org/who-we-are/about-us/mission.html>

S24.02.09* Fifty Percent Law, Education Code 84362 and California Code of Regulations Section 59200
Authors: Michael Rodriguez, Nicole Nguyen, Jerry Reyes, Anna Mathews
Sponsor(s): De Anza College, West Hills College Coalinga, Region V

WHEREAS, The Fifty Percent Law enacted in 1961 was implemented to require all California community colleges to allocate at least 50% of the unrestricted general funds they receive on classroom instruction;

WHEREAS, The current Fifty Percent Law formula, as defined in Education Code §84362 and California Code of Regulations §59200 et seq., calculates the percentage by dividing Salaries of Classroom Instructors by Total Current Education Expense;

WHEREAS, Although the Fifty Percent Law is a fair method of preventing institutions from abusing the flexibility of the unrestricted general funds they receive, the current formula fails to recognize significant components such as counseling, library services, and faculty development as instructional costs, therefore limiting resources that are crucial to support all community college students in their educational pursuits; and

WHEREAS, The California Community College system should be advised reclassifying items as “instructional costs” and adding them to the Fifty Percent Law requires increasing the numerator of the law proportionately upwards from 50%; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly encourage the explicit recategorization of instructional costs to encompass crucial elements such as counseling services, library faculty, and faculty release time services within the educational framework;

RESOLVED, That the Student Senate for California Community Colleges, by recognizing the essential role fulfilled by counseling services, library faculty, and IT services, strongly recommend that community colleges strategically allocate resources, ensuring a balanced distribution that enhances essential programs while safeguarding against the reduction of staff or education and educational support quality;

RESOLVED, That the Student Senate of California Community Colleges call upon all stakeholders to prevent enacting significant changes to or taking legislative action and reform regarding the Fifty Percent Law prior to the release of the Legislative Analyst’s Office audit, ensuring decisions are informed by comprehensive data and analysis; and

RESOLVED, That the Student Senate of California Community Colleges urge all stakeholders to engage in meaningful, informed, data-driven discussion on potential amendments to the Fifty Percent Law and engage in dialogues and workshops post-audit publication, ensuring any adjustments are made with an understanding of impacts on the study body and faculty alike.

Citations

[1] Fifty Percent Law one pager

https://drive.google.com/drive/folders/1twZZ_HeNb7fbCSxsLmKGRRSXC7CY2zVR

[2]

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Fifty-Percent-Law>

[3] https://drive.google.com/drive/folders/1twZZ_HeNb7fbCSxsLmKGRRSXC7CY2zVR

S24.02.10* Extending the California College Promise Programs to Three years

Author(s): Trang Vu, Kevin Alvarez Campos

Sponsor(s): Region VII

WHEREAS, The California College Promise Programs funded \$46 million in 2018-2019 for qualified students to expand access to community college education, support student's performance and outcomes, and help cover the costs of child care, transportation, books, or other expenses [1];

WHEREAS, Along other requirements, 111 out of 121 programs (92%) of the California College Promise Programs only accept full-time college students, out of the 121 programs, 52% offer only one year of support and the other 38% offer two years of support for students who are qualified for the California College Promise Program; however, only six programs offer more than two years of support acknowledging the fact that two years isn't sufficient for most students to complete their studies effectively [2];

WHEREAS, Only 13% of community college students receive an associate degree after two years, and 31% do so within three years, about 48% of students aims to receive an associate degree or certificate, transfer to a four-year school, or complete at least 60 transferable units do so within six years [3]; and compared to non-STEM students, STEM students completion rates are lower and often require more time to earn degrees or transfer to a four-year university [4][5]; and

WHEREAS, Two of every three community college students struggle with basic needs insecurity, according to a study of 66,000 students in 88 California Community Colleges

performed by the Community College League of California [6], which has led to more than 50% of community college students facing at least one symptom of mental health

conditions[7]; 54% of students who dropped out of college stated that they could not balance work and classes while 31% could not afford college [8]; now, therefore, let it be

RESOLVED, That the Student Senate for California Community College advocate to make college more affordable to all students by working in conjunction with the Chancellor's Office to extend the California College Promise Programs to three years for all qualified college students.

Citations:

[1]<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/California-Promise>

[2]<https://californiacollegepromise.wested.org/wp-content/uploads/2020/02/CCPP-Research-Brief-2-022720-final.pdf>

[3]<https://www.ppic.org/wp-content/uploads/higher-education-in-california-improving-college-completion-october-2019.pdf>

[4] Barriers and Opportunities for 2-Year and 4-Year STEM Degrees: Systemic Change to Support Students' Diverse Pathways, <https://www.ncbi.nlm.nih.gov/books/NBK368175/>

[5] U.S. Department of Education, National Center for Education Statistics, 2011–12 Beginning Postsecondary Students Longitudinal Study of 2011 (BPS: 2011–17).

[6] Basic Needs Report Identifies Continued Lack of Food and Housing Security Among California Community College Students,

<https://ccleague.org/about-us/press-releases-statements/basic-needs-among-california-community-college-students-2023#:~:text=Two%20of%20every%20three%20California,Among%20California%20Community%20Colleges%20report.>

[7] <https://ps.psychiatryonline.org/doi/10.1176/appi.ps.202000437>

[8]<https://www.faccc.org/assets/docs/PolicyPapers/Faculty%20Research%20Paper.pdf>

S24.02.11 Enhancing Accessibility of Menstrual Products on Campus

Author: Jesse M Martinez

Sponsor(s): Region VI

WHEREAS, Many students may face challenges in accessing free menstrual products on campus due to lack of awareness about available resources or general embarrassment [1] [2];

WHEREAS, The current system may lack visibility and convenience [3], leading to potential discomfort and inconvenience for students in need of menstrual products; and

WHEREAS, Providing easily accessible information about the locations where free menstrual products are available can significantly improve the well-being and inclusivity of any and all students on campus; now, therefore be it

RESOLVED, That the Student Senate for California Community College advocate for the implementation of QR code-enabled and physical poster maps/signage in high-traffic areas such as student lounges, cafeterias, and bathrooms near the entrances/exits and that these posters/signs clearly indicate the locations where students can easily access free menstrual products on campus; and

RESOLVED, That the Student Senate for California Community College recommend that colleges install posters in all bathrooms across campus, directing students to the nearest dispensing locations for menstrual products and recommend that these posters/signs include QR codes linking to the campus map for easy reference.

Citations:

[1]<https://docs.google.com/spreadsheets/d/11C41ZUDwkgUoGUuv1EXZ0PIcrBUPIOQd404RUYtkuw/edit?usp=sharing>

[2]<https://period.org/uploads/State-of-the-Period-2021.pdf>

[3]<https://calmatters.org/education/higher-education/college-beat/2023/04/menstrual-equity-for-all-act-california/>

S24.02.12 Human Trafficking Awareness
Author: Nicholas S. Sanchez
Sponsor(s): Allan Hancock College Student Body Government,
Region VI

WHEREAS, Human trafficking is an issue that affects the state of California more than any other state in the nation of the United States [1];

WHEREAS, A value of the Student Senate for California Community Colleges is to pursue its mission based on their integrity and accountability towards each other and to all community college students [2] and a Blue Campaign (ABC) toolkit aligns with this mission by advocating against human trafficking, establishing an environment of integrity and accountability for each other;

WHEREAS, The Blue Campaign is the unified voice for the U.S. Department of Homeland Security's efforts to combat human trafficking and strives to protect the fundamental right to freedom and bring those who exploit human lives to justice [3]; and

WHEREAS, A partnership between California Community College system and the Blue Campaign would empower students across the state to take a unified stand against human

trafficking, fostering an environment of awareness, advocacy, and action; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges encourage a systemwide human trafficking awareness campaign, advocating for the implementation of the Blue Campaign toolkit across all community colleges to provide resources, support, and guidance for the establishment of ABC chapters in community colleges statewide, thereby amplifying the campaign's reach and impact;

RESOLVED, That the Student Senate of California Community Colleges encourage community colleges to support student-led initiatives, that contribute positively to human trafficking prevention, encouraging a culture of awareness, advocacy, and proactive involvement among the student body; and

RESOLVED, That the Student Senate of California Community Colleges encourage community colleges to periodically evaluate the effectiveness of human trafficking awareness programs and initiatives and consider feedback from students, faculty, and staff to make necessary adjustments and improvements.

Citations:

[1] National Human Trafficking Hotline. <https://humantraffickinghotline.org/en/statistics>

[2] Mission, Vision, and Values: Who we are: Student Senate for California Community Colleges (SSCC.org)<https://ssccc.org/who-we-are/about-us/mission.html>

[3] Blue Campaign: Faith-Based and Community Toolkit: Who we are. https://www.dhs.gov/sites/default/files/publications/18_0926_bc_faith-based-community-toolkit.pdf

S24.02.13* Mental Health Visibility and Transparency

Authors: Samantha Martinez

**Sponsor(s): Allan Hancock College Student Body Government,
Region VI**

WHEREAS, Nearly half of community college students nationwide report a diagnosable mental health condition [1] and data is not available concerning the impact of mental health services on California Community College students' academic or clinical outcomes [2];

WHEREAS, The data collected through reported screening provides California Community Colleges awareness on whether their mental health services are equipped to meet students' mental health needs [3]; and

WHEREAS, Allocated funding to create sustainable mental health screening has been shown to advance visibility on campuses in the form of screening on campus health centers, at campus events, and in the form of classroom presentations including the information on where and how to access screening according to the 2020 California Community College Mental Health Services Report [3]; now, therefore, be it

RESOLVED, The Student Senate of California Community College advocate that all California community colleges receive and utilize mental health funding to provide sustainable mental health screening services to students;

RESOLVED, The Student Senate of California Community College encourage California community colleges to report expenditures and outcomes as a means of increasing their ability to screen students and provide adequate services; and

RESOLVED, That the Student Senate of California Community College encourage visibility of on-campus mental health and screening services and transparency of collected data as a means of reducing stigma and increasing awareness surrounding the mental health crisis among college students.

Citations:

[1] Healthy Minds Survey:

https://healthymindsnetwork.org/wp-content/uploads/2023/08/HMS_National-Report-2022-2023_full.pdf

[2] Overview of Mental Health Services for College Students:

<https://lao.ca.gov/Publications/Report/4481>

[3] 2020 mental health services report - California community ... California Community Colleges. (2020).

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-2020-mental-health-report-a11y.pdf>

[4] California Community Colleges Compendium of Allocations and Resources

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/august-2023-24-compendium-of-allocations-resources.pdf>

S24.02.14 Teleconferencing Amending AB 2449 (Rubio, 2022)

Authors: Casey Chang and Joshua Simon

Sponsor(s): Region VII

WHEREAS, Student Body Association's face challenges while hosting meetings under AB 2449 (Rubio, 2022) because it requires remote students to disclose their location or have

“just cause,” which makes meetings inaccessible and hard for students leaders to attend;
and

WHEREAS, If the barrier of teleconference restriction from AB 2449 (Rubio, 2022) were lifted on some parts of student leaders or dual enrolled students, it would make the environment inclusive and accessible, but would ensure the safety of students for those meetings; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges advocate a change in the language of AB 2449 (Rubio, 2022) to alleviate the boundary of teleconference location by eliminating personal location or the location of the student due to a lack of safety for student leaders or dual enrolled high school students that are a part of associated student body; and

RESOLVED, That the Student Senate of California Community Colleges work with partners of the California Community Colleges System to codify language in legislation to eliminate personal location or the location of the student.

Citations:

[1] Assembly Bill 2449

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449

S24.02.15* Extending Support and Basic Need Resource Center In California Community Colleges

Author(s): Hestia Sartika, Joshua Simon

Sponsor(s): Region V, Region II

WHEREAS, AB 132 (Committee on Budget, 2021)[1] and California Education Code §66023.5 [2] have mandated basic needs resource centers in community colleges, however, their limited operating hours pose a significant barrier to evening students, including working individuals, those with dependents, and part-time students, and this exclusion hinders their access to critical resources, perpetuating feelings of frustration and marginalization, such as extending resources to night students, thus it is imperative to ensure equitable access and bolster student success;

WHEREAS, Findings from a 2016 Cal State case study on Southern California Community Colleges[3] revealed that participants expressed feelings of exclusion, frustration, and self-identification as "passenger students" when encountering difficulties accessing support services and engaging in campus life, highlighting the critical need to extend resources to night students to ensure their inclusion and success;

WHEREAS, The equity and accessibility of educational support services are compromised when students who contribute equally to Student Support Fees cannot utilize services they are entitled to, especially during evening hours when such services are most needed; and

WHEREAS, The principle of equal access necessitates that resource centers cater to all students, irrespective of their class schedules, ensuring that no student's academic or personal well-being is jeopardized due to lack of support services during non-traditional hours; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges seek amendments to AB 132 (Committee on Budget, 2021) and California Education Code §66023.5 to secure additional funding for community colleges that commit to extending the operating hours of their basic needs resource centers and printing service, making these essential services accessible to students attending evening classes;

RESOLVED, That the Student Senate of California Community Colleges advocate that essential services such as food, printing, and any other academic support do not face additional barriers to their education due to operational constraints or funding; and

RESOLVED, That the Student Senate of California Community Colleges collectively work with community college administrations, student senate, academic senate, college administration, the Board of Governors and state legislators to advocate for and implement the necessary amendments to AB 132 (Committee on Budget, 2021), recognizing the fundamental role that accessible basic needs support services play in the academic and personal success of our diverse student body.

Citations and Resources:

[1] AB 132

<https://s3.amazonaws.com/fn-document-service/file-by-sha384/82e78f3893dc26202079f1516ea1115b3d0dac6ca34f9a866d59117cee15d1c75290218a63563ce949feb5c827d8fd2d>

[2] Cal. Ed. Code § 66023.5

<https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-2-general-provisions/article-3-general-provisions/section-660235-basic-needs-coordinator-and-basic-needs-center>

[3] Calstate <https://scholarworks.calstate.edu/downloads/7m01bn86v>

[5] Delivering on California College Promise

https://luskin.ucla.edu/wp-content/uploads/2020/06/APP-2020-Final-Report_4CollegePromiseMS.pdf

[6] Survey Data [SurveyData.pdf](#)

[7] Inside Higher Education

<https://www.insidehighered.com/news/2019/02/12/survey-asks-community-college-students-detail-their-challenges>

**S24.02.16 Urgent Action for Housing and Basic Needs Security
Among California Community College Students
Author: David Orta
Sponsor(s): Region IV**

WHEREAS, A comprehensive study involving over 66,000 students from 88 California Community Colleges has revealed that two-thirds are battling with basic needs insecurities, notably food and housing, showcasing a critical need for systemic support to ensure their well-being and success [1];

WHEREAS, The state of California faces a severe student housing shortage that exacerbates the vulnerabilities of community college students, underlining the necessity for comprehensive strategies to provide stable housing and thereby enhance their academic and personal success [2]; and

WHEREAS, Older students returning to education encounter distinct challenges, including restrictions on financial aid and the need to balance academic pursuits with work and family responsibilities, indicating a significant need for dedicated support systems to aid their reentry and completion of higher education programs [3]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the establishment of a comprehensive monthly stipend program for rent-paying students who are actively pursuing an educational plan, funded through collaborative efforts with local colleges, businesses, foundations, government agencies, and housing authorities; and

RESOLVED, That the Student Senate for California Community Colleges issue a public statement through emails, newsletters, and social media platforms, declaring its commitment to eradicating student homelessness and rent insecurity, thus ensuring that every student has the support necessary to succeed in their educational journey.

Citations:

[1]<https://ccleague.org/about-us/press-releases-statements/basic-needs-among-california-community-college-students-2023>

[2]<https://edsources.org/2022/how-california-is-responding-to-dire-student-housing-shortage/678616> [3]

<https://www.bestcolleges.com/resources/continuing-education/going-back-to-college/>

**S24.02.17* Supporting Disability Inclusion and Equity in California
Community Colleges
Authors: Olivia Garcia-Godos Martinez, Hestia Sartika
Sponsor(s): Region II**

WHEREAS, California community colleges serve over 2 million students statewide, highlighting the system's significant role in providing higher education; among these students, an estimated 5.8% identify as having a disability, while the dropout rates for students with disabilities stand at 13% for the 2018-2019 academic year, indicating a critical need for enhanced support systems and accommodations tailored specifically to the needs of the disabled community to foster their academic success and retention;

WHEREAS, The current Chapter 4.5 - Equity in Higher Education Act, while aiming to ensure equity within higher education, falls short in adequately addressing the specific needs and challenges faced by disabled students at community colleges, underscoring the necessity for legislative amendments to better support this student population;

WHEREAS, Acknowledging disability as an identity is essential for creating a campus culture that respects and values the diverse experiences of disabled students, promoting belonging and self-identity beyond their impairments as they have forged a group identity and this demands adaptable and tailored support services to meet the varied needs of these students, strengthening their sense of community and inclusion; and

WHEREAS, Integrating disability into cultural and diversity center narratives via targeted events and opportunities is vital for dismantling stigma and cultivating inclusivity, aligning with the Chancellor's Vision 2030 for equitable success, access, and support to make supporting disabled students a cornerstone of equity in higher education, thereby emphasizing our dedication to fostering a diverse and equitable learning environment for all; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the amendment of Chapter 4.5 - Equity in Higher Education Act to include a new article dedicated to the support of the disabled community attending community college in California, ensuring that legislative frameworks are in place to provide comprehensive support and accommodations, to promoting disability studies and inclusive practices within community college curricula, alongside organizing events and opportunities that highlight the contributions and experiences of disabled students, thereby facilitating their full participation in academic and community life;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office, and the Board of Governors to establish disability safe spaces within the cultural and diversity centers, aimed at providing tailored support, accommodations, and a platform for disability identity expression and recognition, thus the recognition of disability as an identity will be emphasized, advocating for its integration into the narrative of cultural and diversity centers, thereby contributing to the dismantling of disability stigma and promoting a more inclusive campus culture;

RESOLVED, That the Student Senate for California Community Colleges work with the Board of Governors to align efforts with the Chancellor's Vision 2030 goals of equity in success, access, and support, ensuring that disabled students receive the recognition, support, and opportunities they deserve, thus making a significant stride toward true equity in higher education; and

RESOLVED, That the Student Senate for California Community Colleges articulate a clear commitment to improving the academic and social experiences of disabled students within California community colleges and underscore the necessity of legislative action, campus-wide cultural shifts, and the promotion of inclusive practices to ensure that disabled students not only succeed but thrive in their educational environments.

Resources:

[1] 2022 - Chapter 4.5 - EQUITY IN HIGHER EDUCATION ACT

<https://law.justia.com/codes/california/2022/code-edc/title-3/division-5/part-40/chapter-4-5/> OR

<https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-45-equity-in-higher-education-act>

[2] <https://www.cccco.edu/About-Us/Vision-2030>

[3] UCSF (SDS) <https://disability.ucsf.edu/overview-disability-culture-and-identity>

[4] CCLC 2020 REPORT Disabled Student Programs and Services

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccoco-report-dsps-final-a11y.pdf?la=en&has>

<h=7BD6CF680D2FABADE4E8EDED4F60F0D7137828EB#:~:text=California%20Community%20Colleges%20Chancellor's%20Office,the%20state's%2015%20community%20colleges.&text=The%20data%20compiled%20for%20this%20population%20of%20the%20community%20colleges>

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccoco-report-dsps-final-a11y.pdf?la=en&has>

[5] Defining Disability Identity

<https://cedi.unc.edu/dl-toolkit-disability-identity>

S24.02.18 Multilingual Student Worker Pay
Authors: Annie Koruga, Alexy Cordova
Sponsor(s): Region IV

WHEREAS, Student workers should be compensated for all of their labor, including and especially labor that is invisible, such as being multilingual and using multilingual skills in the workplace;

WHEREAS, Students workers are likely to encounter interactions where they are expected to use their multilingual skills, if they are multilingual, since 10% of California community college students are ESL students[1]; and

WHEREAS, Currently workers in state agencies, including California community colleges, are only eligible for additional compensation for their multilingual skills if the worker serves in a designated bilingual position, however, designating a position as bilingual requires that “the employee must first document that 10% of work time is spent in usage of the non-English language,”[2] putting the onus on the worker; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges promote that multilingual student workers should be compensated, above and in addition to the standard rate of pay, if they are expected to, or routinely do, use their multilingual skills in the course of their work, even if their position is not a designated bilingual position[3].

Citations

[1]<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/research-data-analytics/data-snapshot/student-demographics>

[2]<https://hrmanual.calhr.ca.gov/Home/ManualItem/1/1003#:~:text=In%20order%20to%20designate%20a,procedures%20to%20approve%20the%20designation>

[3]ditto

S24.02.19* Defining Universal Basic Needs within the California

Community College System

Authors: Leonardo Vanegas, Annie Koruga

Sponsor(s): Region X, Southwestern College

Whereas, The Student Senate of California Community Colleges (SSCCC) holds the value of educational equity, declaring that the organization will “pursue its mission by ensuring stances and support for programs and legislation that removes barriers and ensures access and success for underserved and marginalized communities” [1] and the SSCCC recognizes that basic needs insecurities constitute a growing struggle for California community college students who face everyday barriers in obtaining their educational goals;

Whereas, Basic needs insecurities are severe, pervasive, and widely-felt by students across the California Community College System with 68% of RealCollege Survey [2] respondents experiencing at least one form of basic needs insecurity, with 58% of respondents being housing insecure, 47% being food insecure, and 24% being unhoused [3], which reflects a longstanding pattern wherein California community college students have not had their basic needs met, as in 2019 70% of RealCollege Survey respondents experienced at least one form of basic needs insecurity, while 60% were housing insecure, 50% were food insecure, and 19% were unhoused [4], furthermore, students at California Community Colleges are more likely than their peers in the CSU and UC Systems to be food and housing insecure [5]; and

Whereas, basic needs insecurity is associated with negative impacts to student success[6, 7], and there is a direct relationship between student’s academic success and their basic needs security, as “the proportion of [RealCollege survey respondents] reporting non-passing college grades [who were] experiencing basic needs insecurities is 20-25 percentage points higher than students earning As and Bs [who faced these basic needs insecurities]” [8]; now, therefore be it

Resolved, That the Student Senate of California Community Colleges make it a priority to work to see the mission of the California Community College system, laid out in California Education Code Section 66010.4 [10], amended to include the provision and support of universal basic needs for students as an explicit part of this mission, as defined in the guidance by the Board of Governor’s.

Citations:

- [1] <https://ssccc.org/who-we-are/about-us/mission.html>
- [2] The RealCollege Survey, surveyed California Community College students between March 17, 2023 and April 19, 2023, and asked about students' access to basic needs. 66,741 students provided substantive responses, which were included in data analysis.
- [3]https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf, page 8
- [4] Ibid, page 9
- [5]https://www.csac.ca.gov/sites/main/files/file-attachments/food_and_housing_basic_needs_survey_2023.pdf, page 3
- [6]<https://tuljournals.temple.edu/index.php/commonhealth/article/download/525/365/2014>
- [7]<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8754159/>
- [8]https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf
- [9] <https://acrobat.adobe.com/id/urn:aaid:sc:US:d587383c-ac71-4f07-a471-d5a715d718ce>

S24.02.20 Comprehensive Student Equity Plans
Authors: Annie Koruga, Hibah Saleem
Sponsor(s): Region IV, Santa Rosa Junior College

WHEREAS, The Student Senate of California Community Colleges has a stated “goal of ensuring the equal educational opportunity of all students” and commits to “embraces diversity”[1] and comprehensive, representative data is paramount to achieving equity in education[2];

WHEREAS, It is already known and documented that there are inequities in the California community college students wherein marginalized identities face disproportionate barriers which negatively impact their education, as white California community college students have an approximately 40% completion rate, compared to approximately a 25% rate for African American and Hispanic students, and approximately a 20% rate for Native American students [3]; and

WHEREAS, To receive certain types of funding California community colleges must maintain student equity plans which “are focused on boosting achievement as measured by specific “success indicators” [4] and which “include” various demographic groups, [5]; however, it is clear that, at certain institutions, Student Equity Plans do not meaningfully analyze, or even mention certain marginalized demographic groups [6] — for example

Ohlone College's student equity plan does not meaningfully mention foster youth, [7] while Compton College's does not meaningfully mention LGBTQ+ people [8]; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges advocate for the Chancellor's Office to implement an institutional requirement, via avenues such as statutory change, an amendment to Title 5 of the California Code of Regulations, or some other system-wide binding regulation, that would require that every California community college must create a Student Equity Plan which includes substantial analysis concerning how to achieve or maintain equity for every demographic group enumerated in §78220 of California's Education Code, [9] and where groups are large enough, data concerning the intersectionality of those who hold multiple marginalized identities.

Citations:

- [1] <https://sccc.org/who-we-are/about-us/diversity-statement.html>
- [2] <https://www.tc.columbia.edu/articles/2023/september/why-data-management-is-crucial-to-equity/#:~:text=Data%20plays%20a%20crucial%20role,still%20need%20to%20be%20addressed.>
- [3] <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2022-23-State-of-the-System-Report.pdf>
- [4] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Equity>
- [5] https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5
- [6] https://docs.google.com/spreadsheets/d/1KTncPuDChmbVGjuP9P-QGcN8sxtktdwsha0mYUD_-w/edit
- [7] https://www.ohlone.edu/sites/default/files/2022-25_ohlone_sep_full_draft_v6.pdf
- [8] <https://www.compton.edu/student-support/student-equity/docs/ComptonCCSEAP.pdf>
- [9] https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5

S24.02.21 Accessibility to Transportation In California Community Colleges

Authors: Hestia Sartika, Joshua Simon

Sponsor(s): Region I, Region II, Region V

WHEREAS, The accessibility of transportation remains a significant barrier to education, with many students facing challenges in securing reliable transportation to and from campus and the provision of district-funded bus passes is set to expire, threatening the ability of

students dependent on public transportation to continue their education, particularly as some campuses transition from free to paid parking;

WHEREAS, There exists an inequitable distribution of fees within community colleges, where health, student services, and student representative fees are mandated, but transportation, a fundamental need, is not included;

WHEREAS, It is critical to recognize that colleges across the state face a very different mix of opportunities and challenges thus, colleges are encouraged to have an equity mindset balanced with campus needs when considering parking or public transportation policies; and

WHEREAS, The integration of a mandatory transportation fee within student enrollment fees would ensure all students have equal access to parking, or public transportation, thus removing a critical barrier to attendance and participation; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges propose an amendment to the Education Code §76360 to include a transportation fee, not exceeding \$15 per semester, as part of the mandatory Student Enrollment Fees, mirroring the structure for Health and Student Services Fees;

RESOLVED, That the Student Senate of California Community Colleges include language to propose that all students automatic access to parking and bus passes, thereby simplifying the process and ensuring equity and provide the basic needs center with a stable funding source for alternative transportation supports such as gas cards or ride-sharing vouchers; and

RESOLVED, That the Student Senate of California Community Colleges recommend that an amendment to Education Code §76360 establish a sustainable and independent transportation fund, alleviating reliance on uncertain district budgets which may eliminate the need for students, especially those approved for FAFSA grants, to seek out separate transportation subsidies, making access to transportation more affordable and equitable.

Citations:

[1] Inside Higher Education

<https://www.insidehighered.com/news/2019/02/12/survey-asks-community-college-students-detail-their-challenges>

[2] Public Policy Institute of California

<https://www.ppic.org/blog/basic-needs-centers-at-california-colleges-can-help-fight-student-hunger/>

[3] Community College League of California

https://ccleague.org/sites/default/files/cclc_transportation-report_2021.pdf

[4] Rio Hondo College

https://hope.temple.edu/sites/hope/files/media/document/RioHondoReport_FINAL.pdf

[5] Education Code 76360

<https://codes.findlaw.com/ca/education-code/edc-sect-67301/>

**S24.02.22 Developing High Quality Support Programs for Disabled
College Students**

Authors: Maria Ornelas, Kirstie Taylor

Sponsor: Region II

WHEREAS, There are approximately 42.5 million Americans with disabilities, which includes people with hearing, vision, cognitive, walking, self-care, or independent living difficulties (PEW) and the Disabilities Education Act (IDEA) ensures all children with disabilities have appropriate public education and services designed to meet their unique needs;

WHEREAS, Section 504 of the Rehabilitation Act protects college students from discrimination and Section 5 of ADA under purposes says “individuals with disabilities continually encounter various forms of discrimination, including outright intentional exclusion, the discriminatory effects of architectural, transportation, and communication barriers, overprotective rules and policies, failure to make modifications to existing facilities and practices, exclusionary qualification standards and criteria, segregation, and relegation to lesser services, programs, activities, benefits, jobs, or other opportunities;

WHEREAS, Students with disabilities are the most underrepresented group in the higher education system, experiencing barriers in accessibility and inclusion; and

WHEREAS, Disabled students are obligated to recruit their own personal attendants for toileting and other personal needs and if the student is unable to provide a personal attendant it may result in an “administrative health stop” for future enrollment; now, therefore be it

RESOLVED, That the Student Senate of California Community College uphold the student voice and encourage developing high quality support programs to assist the disabled community to enhance the student college experience; and

RESOLVED, That the Student Senate of California Community College collaborate with the Academic Senate for California Community Colleges and legislators to pursue legislation or policies modifications to implement widespread disability rights.

Citations:

[1] <https://www.eeoc.gov/statutes/titles-i-and-v-americans-disabilities-act-1990-ada>

[2] <https://yc.yccd.edu/wp-content/uploads/2019/11/DSPS-Policies-and-Procedures-October-2019-4.pdf>

S24.02.23 Guaranteeing Student Voting Seats on All Curriculum Committees

Authors: Annie Koruga, Cody Jarvis

Sponsor(s): Cabrillo College Associated Students, Region IV

WHEREAS, One of the Student Senate of California Community Colleges' (SSCCC) three guiding pillars of engagement is "system participatory governance"[1] and furthermore the SSCCC has an obligation enshrined in law to both "promot[e] and enhanc[e] student opportunities for engagement in community college student issues and affairs"[2] and to "support[e] student participation and engagement in statewide higher education policy and advocacy activities [3]";

WHEREAS, Not only is student's participation in system governance, especially on such directly impactful matters as curriculum paramount, but California Code of Regulations Title 5 §51023.7,[4] outlining what is commonly referred to as student's "9+1 rights," declares that it must be ensured that "recommendations and positions developed by students are given every reasonable consideration" on multiple matters which Curriculum Committees consider, including at minimum "curriculum development" and "courses or programs which should be initiated or discontinued";

WHEREAS, Students have, in some places, already been systematically empowered and systemically entrusted, on curriculum-related matters as they retain one binding voting seat on the statewide California Community College Curriculum Committee[5] representing 2 million California community college students[6], and furthermore, students retain at least one binding voting seat on institutional Curriculum Committees at least 46 California Community Colleges [7], thus demonstrating that student empowerment in this facet of system participatory governance is wholly feasible; and

WHEREAS, This nevertheless is a large scale and widespread instance of student disempowerment, as students have no binding, voting seat on their institutional Curriculum Committee at least 59 California Community Colleges [8]; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges recognize that students retaining material ways to impact the curriculum that they are taught, through at least one student seat with a binding vote on every district or college curriculum committee is paramount; and

RESOLVED, That the Student Senate of California Community Colleges make it a priority, to guarantee via avenues such as statutory change, an amendment to Title 5 of the California Code of Regulations, or some other system-wide binding regulation where students have at least one seat with a binding vote on every district or college curriculum committee within the California Community College System and be recognized as a “reasonable consideration” under Title 5 §51023.7.

Citations:

[1] <https://ssccc.org/who-we-are/>

[2]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1504

[3]https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=47.&chapter=1.&article=4

[4][https://www.law.cornell.edu/regulations/california/5-CCR-51023.7#:~:text=\(a\)%20The%20governing%20board%20of,in%20district%20and%20college%20governance](https://www.law.cornell.edu/regulations/california/5-CCR-51023.7#:~:text=(a)%20The%20governing%20board%20of,in%20district%20and%20college%20governance)

[5]<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/California-Community-College-Curriculum-Committee/membership>

[6]https://www.cccco.edu/About-Us/Key-Factshttps://docs.google.com/spreadsheets/d/1-sh9hqxCa9RIjNlosnAZbaOq4QbmCuiM6w_WFrdgN-Q/edit

[8] ibid

S24.02.24* Car Seats for all California Community College Campuses for Emergency Use

Authors: Dani Silva, Ana Duenas, Liz Heaton, Cole Militano

Sponsor(s): Region I

WHEREAS, Researchers have found that 1 out of every 10 students in California's community colleges is a parent [1] and a large majority of student parents have one or two children (nearly 80%) and over half of children who are preschool-aged or younger (53%) have children under age 6 [2];

WHEREAS, According to data gathered from the California Car Seat Laws, Car accidents are the leading cause of death for children ages 3 to 14 years of age while booster seats reduce the risk of serious injuries by 45% compared to seatbelts alone, 26% of children killed in an

accident were not in an integrated child seat and 65% of children killed in an accident were not restrained in an age-appropriate seat [3];

WHEREAS, In the event of an emergency on a college campus, where a student parents car seat for their child/children is damaged, stolen, or non-existent and a student parent’s child/children needs to be transported by campus police, campus police should have available car seats in the event of an emergency or if a student parent is found transporting their child without a car seat; and

WHEREAS, There is a lack of safety devices on community college campuses for student parents to have access to in the event of an emergency and districts of all 116 community colleges should make an effort to purchase or seek donations of car seats; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for all campuses to acquire a minimum of three car seats (Rear-Facing Car Seat, Forward-Facing Car seat, and Booster Seat) for emergency use; and

RESOLVED, That the Student Senate for California Community College encourage community colleges to train their campus police on car seat safety and invite programs to educate students on car seat safety.

Citations:

[1] <https://edsources.org/2021/california-community-colleges-should-do-more-to-identify-support-student-parents-say-researchers/650536>

[2] https://iwpr.org/wp-content/uploads/2020/08/C481_Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf

[3] <https://www.thehivelaw.com/blog/california-car-seat-laws-booster-seat-laws/>

[4] <https://www.ots.ca.gov/child-passenger-safety/>

[5] <https://www.ots.ca.gov/whos-got-car-seat/>

SBA Sponsored Resolutions

S24.03.01* Expanding Emergency Support Programs for Unhoused California Community Colleges Students

Authors: Johanna Vu, John Pakyurek, Cecilia Ortiz, Alexander Hoffman, Rishida Williams

Sponsor(s): Sierra College Student Body Association

WHEREAS, According to the University of Southern California Rossier School of Education, “The most harmful effects of student homelessness are personal and compared to their

peers, homeless college students experience higher levels of anxiety, poorer physical health and have less access to nutritional food; however, housing insecurity impacts institutions as well and homeless students report lower GPAs, are less likely to persist in their studies and drop out at higher rates than their peers” [4];

WHEREAS, According to a statistic publicized by John Burton Advocates for Youth, “close to 20 percent of California’s Community College students are experiencing homelessness with rates for Disproportionately Impacted (DI) students double those of White students” [3]; as shown in a Students Experiencing Homelessness report administered by the UCLA Center for the Transformation of Schools, “analysis of statewide statistics shows that Latinx (70%) and Black (9%) students who are experiencing homelessness are twice as likely to be suspended or miss an extended period of school to absenteeism, experience lower graduation rates, and to be less ready for college than their non-homeless peers” [2];

WHEREAS, According to the co-chairs of the California Coalition for Public Higher Education, the California community college system, “CCC, the nation’s largest higher education system, has dormitories at only 11 of its 116 campuses — even though demand for affordable housing is high among their students, many of whom are lower-income and often juggling jobs, family obligations, and their studies. Providing affordable housing so students can thrive is essential to ensuring their success, and their success is essential to the continued prosperity of the Golden State” [1]; and

WHEREAS, According to a study conducted by the UCLA Center for the Transformation of Schools states that “Student homelessness has increased by 48 percent over the last decade.” Furthermore, “the federal McKinney Vento Act (MVA) mandates that all school districts designate a homeless liaison who can serve as an advocate for students experiencing homelessness. Homeless liaisons are among the few staff who shoulder the major responsibilities for the academic success and well-being of young people experiencing homelessness, including the initial identification of students experiencing homelessness and managing whole support efforts to ensure student academic success” [2]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor’s Office to form a collective of California community college students in collaboration with the California Community Colleges Homeless and Housing Insecurity Pilot (CCC HHIP) Program to advocate for the expansion of affordable housing;

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor’s Office to provide statewide resources to Basic Needs Centers and the college’s Homeless Liaison when navigating housing options and aid for unhoused student populations; and

RESOLVED, That the Student Senate for California Community Colleges encourage all California community colleges to adopt an approved program designated for emergency housing (e.g., vouchers, funding for deposit for first month rent, dormitory endowment).

References

- [1] Ackerman, D., & Levine, M. (2022, May 4). *College Students Shouldn't Have to Worry About Housing*. CalMatters. <https://calmatters.org/commentary/2022/05/college-students-shouldnt-have-to-worry-about-housing/>
- [2] Bishop, J., Gonzalez, L. C., & Rivera, E. (2020). *State of Crisis: Dismantling Student Homelessness in CA*. Transform Schools, UCLA. <https://transformschoools.ucla.edu/research/state-of-crisis/#:~:text=Analysis%20of%20statewide%20statistics%20shows,than%20their%20non-homeless%20peers>
- [3] John Burton Advocates for Youth. (n.d.). *Addressing College Student Homelessness*. <https://www.jbay.org/education>
- [4] Soika, B. (2021, December 3). *The Impacts of College Student Homelessness*. Rossier School of Education, University of Southern California. <https://rossier.usc.edu/news-insights/news/impacts-college-student-homelessness>

S24.03.02 Addressing Systemic Inequity Through Pay Frequency Increase
Authors: Kenneth Pilco, Grant Wass
Sponsor(s): MiraCosta College Associated Student Government, Palomar College Associated Student Government

WHEREAS, On-campus student worker jobs provide students with skill development aligned with their academic and career goals, a supportive environment with flexible scheduling, and a convenient, integrated college experience within the university premises;

WHEREAS, Extended pay periods (i.e., a month or longer) present financial and equity challenges for on-campus student workers such as access to basic needs and therefore preventing upward socioeconomic mobility and hindering their educational/professional goals;

WHEREAS, Governor Newsom, within the proposed 2024-2025 budget [1], has underscored a commitment to strengthening equity and advancing regional workforce development for further education to empower Californians to pursue rewarding careers and enhance practical skill sets [2]; and

WHEREAS, Assembly Bill 1228 (September 28, 2023)[3], spearheaded by Assemblymember Chris Holden, has elevated the statewide minimum wage to \$20 per hour for fast-food chains and emphasized the critical need for California community colleges to provide work

and internship opportunities that are both competitive and financially enticing, particularly for underserved communities; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges make it a legislative priority to advocate for a transition to biweekly pay (every two weeks) for all categories of student workers, encompassing department/district aid students, Federal Work Study Students, F-1 Visa Students, V.A. Work Study Students, CalWORKs Work Study Students, and others;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office to conduct a comprehensive statewide survey of California community college student workers on the adverse impacts of staggered pay frequency and other potential systemic issues, with the overarching aim of understanding systemic inequities for student workers;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office to develop a statewide plan to identify and address the equity gaps of student worker employment in the California Community College system, similar to an Equal Employment Opportunity (EEO) Plan; and

RESOLVED, That the Student Senate for California Community Colleges prioritize uplifting the voices of student workers by actively recruiting student workers to establish a Student Worker Caucus and to serve on statewide external committees and regional internal committees.

Citations:

- [1] <https://ccleague.org/about-us/press-releases-statements/community-college-league-california-commends-governor%E2%80%99s-proposed>
- [2] <https://ebudget.ca.gov/2024-25/pdf/BudgetSummary/HigherEducation.pdf>
- [3] <https://www.reuters.com/business/retail-consumer/california-fast-food-workers-earn-minimum-20-an-hour-under-new-law-2023-09-28/>

S24.03.03 Decolonizing Community College Systems: Curriculum, Research, and Institutional Nomenclature
Author: César Tlatoāni Alvarado
Sponsor(s): Mt. San Antonio Associated Student

WHEREAS, Colonization has had profound and enduring negative effects on the world, leaving a legacy of exploitation, cultural destruction, and social upheaval, as evidenced in *Guns Germs and Steel* by Jared Diamond and *The Colonizer's Model of the World* by J.M. Blaut; acknowledging the historical legacies of colonialism that persist in higher education systems worldwide; recognizing the importance of diversity, inclusivity, and equal

representation in academia; and affirming the commitment to dismantling structures of oppression;

WHEREAS, An exclusively Eurocentric education can be detrimental as it perpetuates a narrow and biased worldview, neglecting other cultures and civilizations' diverse contributions and perspectives, fostering cultural insensitivity, and hindering the development of a well-rounded, inclusive perspective essential for navigating an increasingly interconnected and diverse world; and

WHEREAS, Many community colleges, including those in the community college system and beyond, have occasionally adopted colonial mascots, monikers, and nomenclature as emblematic representations imbued with historical significance, contributing to an atmosphere that disregards the harmful aspects of colonial history, fostering an incomplete and idealized narrative, and negatively impacting students from marginalized communities; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges, the emerging generation, earnestly advocate for the integration of a curriculum within the community college system that encompasses not solely European and Western perspectives, but also perspectives from diverse global origins in every academic discipline this proposition is aimed at aligning educational content with the contemporary global reality in which we reside;

RESOLVED, That the Student Senate for California Community Colleges, the succeeding generation, assert the imperative need for the meticulous decolonization of research practices within the community college system with the purpose of fostering a scholarly environment that prioritizes the production of data characterized by heightened accuracy and cultural inclusivity such a paradigm shift in research methodology is believed to contribute significantly to the enhancement of data collection processes, ensuring a more comprehensive and unbiased representation of knowledge;

RESOLVED, That the Student Senate for California Community Colleges, as representatives of the succeeding generation, strongly urge for the elimination of colonial mascots due to their adverse impact and the negative connotations they impart upon our educational institutions and our diverse student populations; and

RESOLVED, That the Student Senate for California Community Colleges, the representatives of the upcoming and succeeding generations, unite in our commitment to the decolonization of institutional nomenclature within the community college system; recognizing the imperative for transformative change, we jointly advocate for the elimination of all nomenclature associated with colonialism, encompassing monikers, nicknames, verbiage, and institutional names rooted in colonial history In pursuit of this objective, we formally propose the removal of names linked to buildings that commemorate individuals responsible for atrocities committed in the name of colonization acknowledging the gravity of historical injustices, we advocate for the reinstatement of traditional indigenous names where applicable, fostering a healing process that prevents the perpetuation of cultural genocide to ensure a respectful and inclusive approach, we further propose the consultation of nearby indigenous communities, tribes, and nations in this ongoing process by actively involving these communities, we aim to honor diverse perspectives, rectify historical wrongs, and contribute to societal healing, fostering a community college system that aligns with principles of equity, inclusivity, cultural sensitivity, compassion, empathy, and healing.

Resources

[1] Jared Diamond. *Guns, Germs, and Steel: The Fates of Human Societies*. W. W. Norton & Company, 1997.

[2] J.M. Blaut. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. The Guilford Press, 1993.

[3]<https://fivethirtyeight.com/features/the-2128-native-american-mascots-people-arent-talking-about/>

[4]<https://www.bestcolleges.com/news/analysis/2022/03/07/movement-against-racist-college-mascots/>

[5] <https://universitybusiness.com/controversial-mascots/>

[6]<https://exhibits.library.du.edu/librariespresents/exhibits/show/no-more-pios-du-exhibit/negative-impacts-of-settler-co>

S24.03.04* Implementation of Basic Support for Single Parenting Students

Author Name: Ashlynn Smith

Sponsor(s): Cypress College Associated Students

WHEREAS, The 2023-2024 Student Senate for California Community College's State Legislative Priority articulates under College Affordability and Basic Needs, that student stability and safety is an important sector that urges legislators to prioritize the education

of students part of single parent households that are striving to pursue their higher education [1];

WHEREAS, There is a decline in the enrollment of single parents due to the rising cost of college in combination with the continued high cost of non-tuition expenses such as child care, housing, transportation, etc., which has disproportionately affected student parents' ability to afford college [2];

WHEREAS, Programs aimed at supporting single parenting students by providing them with resources intended to alleviate burden and overcome adversity should be prioritized since as stated by the Institute for Women's Policy Research, data on the enrollment of single parenting students reflects that "the number of college students who are parents dropped more sharply than among students overall," [2]; and

WHEREAS, Assistance with core elements of parental responsibilities, including childcare, housing or shelter, and other basic needs for single parenting students and their children, should be advocated for by the Student Senate for California Community Colleges as stated in California Competes' A Policy for California Student Parents, "student parents who had access to campus childcare had a 21% increase in degree attainment", moreover "addressing the needs of current student parents will enable the 3.9 million Californians with children but no college degree to see college as a realistic option," [4]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for students who are the heads of single parent households and meet the criteria of being in need of financial assistance should receive additional resources related to childcare and basic needs to alleviate financial burden and advance their ability to achieve academic success;

RESOLVED, That the Student Senate for California Community Colleges encourage every California community college to enhance the services to assist currently enrolled students who are the heads of single parent households and provide benefits intended to advance their academic success as well as their well-being and that of their dependent(s) through related student service programs developed at every California community college;

RESOLVED, That the Student Senate for California Community Colleges advocate for all California community colleges to be granted reliable funding to create supportive

programs and initiatives designed to better support their single parenting student populations and address their specific needs; and

RESOLVED, That the Student Senate for California Community Colleges advocate for Basic Needs Centers, Extended Opportunity Program Services, and related student services established at California Community Colleges to collaborate to seek additional resources within the community for single parenting students and actively promote the availability of these resources.

Citations

[1] Student Senate for California Community Colleges., "2023-24 Legislative Priorities"

https://ssccc.org/file_download/inline/d1d2e542-514a-480e-81f5-10781aa03c47

[2] Institute for Women's Policy Research "Parents in College by the Numbers"

[*C481 Parents-in-College-By-the-Numbers-Aspen-Ascend-and-IWPR.pdf](#)

[3] "A Policy Agenda for California Student Parents." *California Competes*, 26 Jan.

2023,californiacompetes.org/resources/a-policy-agenda-for-california-student-parents/A-Policy-Agenda-for-California-Student-Parents

S24.03.05* Dream Center Establishment
Karen Zenteno, Amanda Anguiano
Sponsor(s): Bakersfield College Student Government Association

WHEREAS, California community colleges serves various student populations, including Deferred Action for Childhood Arrivals (DACA) and Undocumented Recipients [1], who encounter multiple barriers such as financial difficulties, limited access to legal resources, and lack of awareness regarding available support services [2],[3];

WHEREAS, Carrying out and executing a Dream Center aligns with values such as diversity, and inclusion, promoting equal access to education for all students regardless of their immigration status, as they would provide service to support undocumented students, as well as foster an environment full of inclusivity, while addressing needs and concerns of students who are DACA or Undocumented affiliated [4];

WHEREAS, Dream Centers would serve as a designated safe haven for undocumented and DACA students to collaborate and attend professional, academic, and career-oriented workshops, that support the understanding of scholarships, grants, and other opportunities they can apply to [5]; and

WHEREAS, Creating a Dream Center through-out California Community College's would benefit the system by receiving a mass amount of enrollment, as DACA and undocumented students would feel they have the resources to help them succeed in their

academic endeavors, with the goal of promoting educational success, retention, and persistence for students to continue their academic journey post-community college (4 years, certificate, etc.) [6]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to establish and implement Dream Centers throughout the California Community College system to enhance the support services available to undocumented students.

Citations:

[1] [https://www.americanimmigrationcouncil.org/research/deferred-action-childhood-arrivals-daca-overview#:~:text=Deferred%20Action%20for%20Childhood%20Arrivals%20\(DACA\)%20is%20an%20exercise%20of,%20homeland%20security%20Janet%20Napolitano.](https://www.americanimmigrationcouncil.org/research/deferred-action-childhood-arrivals-daca-overview#:~:text=Deferred%20Action%20for%20Childhood%20Arrivals%20(DACA)%20is%20an%20exercise%20of,%20homeland%20security%20Janet%20Napolitano.)

[2] https://www.law.cornell.edu/wex/undocumented_immigrant#:~:text=Undocumented%20immigrants%20live%20in%20the,see%3a%208%20u.s.c

[3] <https://immigrantsrising.org/new-report-on-undocumented-students-at-ca-community-colleges/>

[4] <https://www.cccco.edu/about-us/news-and-media/press-releases/dreamers-report>

[5] <https://newuniversity.org/2020/01/28/getting-to-know-ucis-dream-center-an-interview-with-interim-director-dr-angela-chen/>

[6] <https://www.higheredimmigrationportal.org/state/california/>

SS24.03.06 SSCCC Reckless Spending Reform Resolution

Author: Cody Jarvis

Sponsor(s): Cabrillo College Associated Students

WHEREAS, Assembly Bill (A.B.) 1504(b)(1) of the 2019-2020[1] legislature states that "One dollar (\$1) of every two-dollar (\$2) fee collected shall be expended to establish and support the operations of a statewide community college student organization, recognized by the Board of Governors of the California Community Colleges, with effective student representation and participation in state-level community college shared governance and with governmental affairs representatives to advocate before the Legislature and other state and local governmental entities";

WHEREAS, Students' \$1 collected by the Student Senate for Community Colleges are used to fund events such as fundraisers;

WHEREAS, Region IV held a Halloween fundraiser in King City with an approved budget of \$1,650 [2] with less than a month of complete planning that resulted in exactly \$0 being fundraised; and

WHEREAS, Region IV has approved a budget of \$2,200 [3] on January 30th for a Valentine's Day themed event with the date, time, venue, and specifics of the financials to be decided by Region IV's Treasurer and Finance Committee without oversight or accountability, nor final approval from the Delegates Assembly; now, therefore be

RESOLVED, That the Student Senate for California Community Colleges change its policy to reflect that all SSCCC Region events or fundraisers are required to have a detailed expenses proposal, venue-specific, to be approved by the Region Delegates Assembly a month prior to the event or fundraiser;

RESOLVED, That the Student Senate for California Community Colleges change its policies to reflect that all expenses to be incurred by the Regional Finance Committees must be approved by the Delegates Assembly; and

RESOLVED, That the Student Senate for California Community Colleges change its policy to reflect that the Treasurer, or in the absence of the Treasurer, the Regional Affairs Director, shall submit a report to the Delegate Assembly 30 days after the event or fundraiser that details the financial impact.

Citations:

[1] <https://legiscan.com/CA/text/AB1504/id/2056023>

[2]<https://docs.google.com/document/d/1TGkxBpmT2l3rEjPWhlUFjK44Vv - 7VmWnR-mQ9fTFc/edit>

[3]<https://docs.google.com/document/d/1CqXOKt0LxhuMlKgooyhz1vzRLyKlcUKt8vZ5m2iqeyU/edit>

S24.03.07* Cultural Safety to Address the Missing and Murdered Indigenous Peoples (MMIP) Epidemic
Author(s): CoCo Dobard, G Gonzalez, Emma Manetta, Quinn Lin, Otniel Serrano
Sponsor(s): Long Beach City College Associated Student Body, Mt. San Antonio Associated Student

WHEREAS, A 2016 study by the National Institute of Justice (NIJ) found that more than four in five American Indian and Alaska Native women (84.3%) have experienced violence in their lifetime, including 56.1% who have experienced sexual violence;

WHEREAS, A branch of the Missing and Murdered Indigenous Peoples (MMIP) epidemic includes a high proportion of Indigenous students entering university with a history of victimization, marginalization, oppression, and sexual violence, that is a continuum of violence related to ongoing settler colonialism;

WHEREAS, College students who have survived sexual assault rarely perform at their prior academic levels, are sometimes unable to carry a normal course load, and frequently miss classes and recent data from the Postsecondary Policy Institute show that less than 10% of Native Americans receive their associate degree, and only 16% attain a bachelor's degree or higher; and

WHEREAS, A lack of campus visibility impedes the participation of Indigenous and Native students, leading to a college access and completion crisis among Native American students who require cultural safety policies that enhance their visibility on campus to combat the history of violence and erasure that Indigenous peoples have faced to move beyond face value knowledge of Indigenous peoples; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges recognize Missing or Murdered Indigenous Persons Awareness Day on May 5th;

RESOLVED, That the Student Senate for California Community Colleges hold campus-wide events, such as informational sessions and peacemaking circles centered around Missing or Murdered Indigenous Persons; and

RESOLVED, That the Student Senate for California Community Colleges encourage the hiring of Native American and Indigenous faculty to serve as Title IX and Title V advocates for Native and Indigenous students who experience sexual violence and discrimination on campus.

Resources

[1] Dion J, Boisvert S, Paquette G, Bergeron M, Hébert M, Daigneault I. Sexual Violence at University: Are Indigenous Students More at Risk? Violence.

[2] <https://htcbc.ovc.ojp.gov/mmip#7-0>

[3] <https://www.cccco.edu/About-Us/Key-Facts>

[4] https://resources.collegefund.org/wp-content/uploads/Creating-Visibility-and-Healthy-Learning-Environments-for-Natives-in-Higher-Education_web.pdf

[5] <https://www.nativehope.org/missing-and-murdered-indigenous-women-mmiv>

[6] <https://sgp.fas.org/crs/misc/R47010.pd>

S24.03.08 Implement Native American Graves Protection and Repatriation Act (NAGPRA) Committees

Author(s): CoCo Dobard, G Gonzalez, Emma Manetta, Quinn Lin, Otniel Serrano

Sponsor(s): Long Beach City College Assciated Student Body

WHEREAS, Tribes in California have a long and complicated history fighting for the repatriation of their ancestors and cultural items from institutions, more specifically colleges, universities, and Anthropology departments; however, the Native American Graves Protection and Repatriation Act (NAGPRA) was enacted in 1990, and CalNAGPRA was enacted in 2001 to legally mandate the repatriation of funerary and human remains and items of cultural patrimony from museums;

WHEREAS, NAGPRA broadly defines museums as federal agencies and institutions that receive federal funding, which includes museums, state and local governments, and colleges and orders them to return Native American cultural items to their respective peoples and California community colleges received 18% federal and 33% state funding;

WHEREAS, Funerary remains and items of cultural patrimony may be inadvertently discovered during construction, and failure to issue appropriate notices of inadvertent discoveries to local federally recognized tribes results in civil penalties and NAGPRA regulations encourage comprehensive agreements to be established between Native tribes and federally-funded agencies to address land management activities that could result in the intentional excavation or inadvertent discovery of NAGPRA items; and

WHEREAS, The Department of the Interior investigates civil penalty allegations and assesses fines on museums that fail to comply with NAGPRA provisions and the National Parks Service offers federally and state-funded institutions two grants for consultation, documentation, and repatriation via application; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the Board of Governors to advocate for a state-wide mandate for each California community college district to establish a Native American Graves Protection and Repatriation Act Committee over the next five years;

RESOLVED, That the Student Senate for California Community Colleges encourage all California community college districts to hire a tribal/community liaison position on the district Native American Graves Protection and Repatriation Act Committee; and

RESOLVED, That the Student Senate for California Community Colleges advocate for all California community college districts to contract a Native American Graves Protection and Repatriation Act Specialist.

Citations:

[1] Orona, Brittani, and Vanessa Esquivido. "Continued Disembodiment: NAGPRA, CAL NAGPRA, and Recognition." *Humboldt Journal of Social Relations*, no. 42, 2020, pp. 50–68.

[2] https://www.parks.ca.gov/?page_id=26120

[3] <https://www.indian-affairs.org/nagpra-compliance.html>

[4] https://www.parks.ca.gov/?page_id=26120

[5] <https://ccrc.tc.columbia.edu/media/k2/attachments/public-funding-community-colleges.pdf>

[6] <https://www.indian-affairs.org/nagpra-compliance.html>

[7] <https://www.doi.gov/ocl/native-american-graves-protection>

[8] <https://www.nps.gov/subjects/nagpra/grant-opportunities.htm>

S24.03.09* Regulations on Nonresident Fee Increase Resolution

Author: Arshmeet Kaur

Sponsor(s): Evergreen Valley College Associated Students

WHEREAS, "Education Code section 76140 requires each district governing board to establish the nonresident tuition fee for the succeeding fiscal year by March 1" [1];

WHEREAS, Using the San Jose-Evergreen Community College District's 2022-2023 calculations as an example [2], fees could have been potentially doubled depending on the option used to calculate the nonresident fee (Options A through E laid out Education Code §76140 [1]) – some options being, for instance, to raise the fee from \$290 (as per the Vice President of Administrative Services at Evergreen Valley College) to \$584 (101% increase as per option A.1), \$414 (42.8% increase as per Options B.1 and B.2), \$358 (23.4% increase as per Option C), between \$414-\$584 (as per option D) and \$400 (37.9% increase as per option E) [3];

WHEREAS, Option C of Education Code §76140 allows for a school district to set the nonresident fee for the succeeding fiscal year not to exceed the amount set by a contiguous district [1]; and

WHEREAS, Many nonresident students rely on an F-1 visa (international students) which means they can only work on campus for their first two academic semesters and have limited/approved job options once allowed to work off campus [4], and thus, many nonresident students attend community college for the lowered cost; now, therefore be it

RESOLVED, That Student Senate for California Community Colleges monitor the discussion of nonresident fee increases happening within each region by having each college's delegate work with student trustees from each district to get all calculated possible nonresident fees for the next year, calculated as per the guidelines provided by the Education Code §76140;

RESOLVED, That the Student Senate for California Community Colleges research the lowest possible nonresident fee from the set of contiguous districts within the region and then advocate for each district to adopt that as the nonresident fee for the next fiscal year as per Option C of Education Code §76140;

RESOLVED, That the Student Senate for California Community Colleges collaborate with members of college student body associations to disseminate the fee increase information to impacted students as soon as the issue is voted on at district board meetings in order to give impacted students time to make plans; and

RESOLVED, That the Student Senate for California Community Colleges continue to discuss ways that each region can help nonresident students impacted by policies centering the voices of nonresident students.

Citations:

[1] [2023-24 Nonresident Tuition and Capital Outlay Fees](#)

[2] [FISCAL YEAR 2023-2024 NONRESIDENT TUITION \(SJECCD\)](#)

[3] [FS 23-01 Supplement 2023-24 Nonresident Fee Worksheet \(003\)](#)

[4] [Students and Employment | USCIS](#)

S24.03.10 Enhancing Representation in Community College Student Bodies

Author: Kassy Nguyen

Sponsor(s): Cypress College Associated Students

WHEREAS, Diverse and underrepresented students are a priority in the 2023-2024 State Legislative Agenda [1], in which legislative support is crucial for recognizing and amplifying student voices and it is also the duty of Student Senate for California Community Colleges to represent marginalized students in the academic and administrative processes within student body organizations;

WHEREAS, The implementation of AB1543 (Fong, 2023) authorizes the usage of student representation fees to establish funding for associated student organizations to utilize for a foundation in advocacy and representation [2], which is a duty of associated students to uphold such ideals;

WHEREAS, The National Postsecondary Education Cooperative stated, "The single best predictor of student satisfaction with college is the degree to which they perceive the college environment to be supportive of their academic and social needs. (Astin 1993, Pascarella and Terenzini 2005)," demonstrating a need for students to be supported through acknowledgment and representation of their needs [3]; and

WHEREAS, Limited representation in associated students organizations can lead to policies disregarding student concerns, impacting collegiate student success; now, therefore be it

RESOLVED, That Student Senate for California Community Colleges urge student body associations to establish a comprehensive guideline on how to host events with specified open forums and surveys to garner feedback from students on identifying areas where diversity and inclusivity can be improved;

RESOLVED, That the Student Senate for California Community Colleges advocate for actively soliciting student input, ensuring marginalized students have an opportunity to participate in organizational events such as town halls alongside establishing mentorship programs or workshops to support underrepresented students for leadership roles within decision-making bodies;

RESOLVED, That the Student Senate for California Community Colleges urge California community colleges to collaborate with student body organizations, clubs, and affinity groups to identify and address the challenges faced by underrepresented student communities; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with community colleges student body associations to create a standing framework responsible for addressing student concerns and opinions through open forums and surveys.

Citations:

[1] Student Senate for California Community Colleges., "2023-2024 Legislative Priorities" <https://ssccc.org/what-we-do/legislative-advocacy/legislative-priorities.html>

[2] California State Legislature. (2023). "California Assembly Bill 1543." <https://legiscan.com/CA/text/AB1543/id/2831220>

[3] National Postsecondary Education Cooperative. (2006). "What Matters to Student Success: A Review of the Literature." National Postsecondary Education Cooperative https://nces.ed.gov/npec/pdf/kuh_team_report.pdf

S24.03.11 Transgender, Nonbinary, and Gender Nonconforming Student Support

Authors: Chloe Serrano, James Escobar

Sponsor(s): Fullerton College Associated Students

WHEREAS, Title IX is a federal law prohibiting gender discrimination in educational institutions, which as a result ensures that students have the right to use restrooms and locker rooms that align with their gender identity and schools are not allowed to force

students to use any facility that does not match their gender identity and must accommodate by establishing gender-neutral restrooms [1];

WHEREAS, Transgender and nonbinary youth who reported having pronouns disrespected by people in their lives attempted suicide at double the rate of those who had their pronouns respected[2] and Chancellor Sonya Christian stipulated a similar value in Vision 2030, which states California community college's "commitment to set goals for the system to pursue transformational change to ensure institutions genuinely work for all students," including those that may experience gender discrimination [3];

WHEREAS, Pronouns are prominently used in the English language and it is offensive to assume students' pronouns are based on the gender assigned to birth [4] and while the term "preferred gender pronouns" is well-intentioned, it is inaccurate and denies transgender, nonbinary, and gender-nonconforming students; Students' names are not a preference but rather an identity [5] and the population of LGBTQIA2S+ students attending California community colleges has been steadily increasing in recent years, excluding the years of the COVID-19 pandemic [6]; and

WHEREAS, A significant percentage of the transgender population has thought about harming themselves (33%), and more than a fifth of them have acted on those thoughts (22%) so it is integral to support transgender students' mental health in California community colleges to ensure the safety and health of all students, not just cis-gendered ones [7]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to prioritize the visibility and accessibility of gender-neutral restrooms, particularly in high-traffic areas such as the library, cafeteria, registration, counseling, etc to promote inclusivity and signage and explicit markings on the campus directory are encouraged;

RESOLVED, That the Student Senate for California Community Colleges promote the usage of pronouns, offering faculty, staff, administration, and students the option to include their preferred pronouns on the college websites, school transcripts, campus ID cards, and class rosters, creating a more welcoming environment for all community members and reduce misgendering;

RESOLVED, That the Student Senate for California Community Colleges work with student body associations to encourage college admissions and records to replace the current term "chosen/preferred name" with "updated name," recognizing that the former language is exclusive and inaccurate; and

RESOLVED, That the Student Senate for California Community Colleges work with its partners to encourage them to offer annual professional development opportunities for faculty, staff, and administrators to enhance their understanding of and sensitivity to gender diversity.

Citations:

[1] [ED-DCL-Fact-Sheet.pdf \(transequality.org\)](#)

[2] <https://www.thetrevorproject.org/resources/article/facts-about-lgbtq-youth-suicid/>

[3] <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>

[4] <https://pronouns.org/what-and-why>

[5] <https://www.forbes.com/sites/ashleefowlkes/2020/02/27/why-you-should-not-say-preferred-gender-pronouns/?sh=5dcd8ba01bd6>

[6] <https://ie.fullcoll.edu/wp-content/uploads/sites/27/2021/04/Fullerton-College-Institutional-Effectiveness-Report-2019-2020.pdf>

[7] <https://williamsinstitute.law.ucla.edu/publications/demo-health-trans-adults-ca/>

[8] [Transgender-Youth-In-Schools-Infographic-GLSEN-MAP-NCTE.pdf](#)

S24.03.12* Multilingual College Materials

Author(s): Javi Villa, Viviene Fabro, Jacob Brotherton, Layla Alaswad, Dylan Myers

Sponsor(s): San Joaquin Delta College Associated Students

WHEREAS, According to the 2020 United States Census, over 16 million people in California aged 5 years or older speak a language other than English at home and the California Department of Education found in a California Language Census from Fall 2022 that there were over a million English learners in California public schools;

WHEREAS, Sonya Christian, the current California Community College Chancellor, states in her letter introducing Vision 2030, in part, “. . . Vision 2030 reexamines what access means when we lead with equity. We are the largest system of higher education in the nation, serving 1.9 million students and yet 6.8 million Californians who graduated high school have not completed a college credential . . . Vision 2030 asks the fundamental question - why have we not yet reached these individuals? When students cannot find their way to college, it is our responsibility to bring college to them”;

WHEREAS, The California Community Colleges Chancellor’s Office states that “addressing the needs of underserved students and boosting the capacity of California’s community colleges to help those students succeed in securing their certificates and degrees has long been a focus of the Chancellor’s Office”; and

WHEREAS, A diverse learning environment in higher education is shown to enrich students’ educational experience as it challenges stereotypes, sharpens their critical thinking and analytical skills, promotes a healthy personal growth that helps contribute to the pluralistic society of United States, and allows students of all backgrounds to reflect on the institution creating sense of belonging and inclusiveness; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for documents and resources related to enrollment, registration, graduation, and student services be translated to the most spoken languages in their districts as it plays a critical role in ensuring an equitable educational journey, fosters inclusivity, overcomes language barriers, and provides accessibility for students from all backgrounds.

Citations:

[1]<https://data.census.gov/table/ACSST1Y2022.S1601?q=Languages%20spoken%20in%20California>

[2] [Facts about English Learners in California \(cde.ca.go\)](https://www.cde.ca.gov/ops/eng/learners/)

[3]<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for>

[-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013](#)

[4] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Basic-Skills-and-English-as-a-Second-Language>

[5] <https://www.acenet.edu/Documents/BoardDiversityStatement-June2012.pdf>

[6] <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

S24.03.13 Zero-Cost Textbooks for Top General Education Courses

Author: Crafton Hills College Student Senate

Sponsor(s): Crafton Hills College Student Senate

WHEREAS, Expensive textbook costs highly discourage community college students from starting and completing their degree(s)/certificate(s); expensive textbook costs are a financial barrier to access to education;

WHEREAS, The success and retention rates of in-person classes are higher after the establishment of the San Bernardino Community College District Books+ Program in the terms, Spring 2022 and 2023, in comparison to success/retention rates prior to the program in Spring 2018 and 2019 [1,2];

WHEREAS, Strengthening investment in California community college students will increase college affordability and eliminate student barriers to access and success and this initiative is aligned with the Student Senate for California Community Colleges' goal of educational equity [3]; and

WHEREAS, In the presence of AB 1111 (Berman, 2021), the Common Course Numbering Task Force has identified the top transferable General Education courses by enrollment from the years 2020-21, 2021-22, and 2022-23 and as of November 2023, the top three General Education courses for community colleges statewide include ENGL 100- College Composition, MATH 110- Introduction to Statistics, and COMM 110- Public Speaking [4]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work to prioritize zero-cost textbooks for the top transferable General Education courses in respect to each community college by forming a committee dedicated to this initiative;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Academic Senate for California Community Colleges to work towards maintaining a zero-cost General Education textbook program for all CCCs for the identified top transferable General Education courses by enrollment;

RESOLVED, That Student Senate for California Community Colleges prioritize advocacy, collaboration, and partnerships to sustain resources; and

RESOLVED, That the Student Senate for California Community Colleges form a committee working towards a future where California community college students enrolled in any of the top transferable General Education courses can receive zero-cost textbooks for their class(es) by Spring 2025.

References:

[1] California Community Colleges Chancellor's Office. Retrieved 2024, from https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

[2] Books+ Free Textbook Rentals for all students. San Bernardino Community College District <https://sbccd.edu/books-plus/index.php>

[3] Mission, vision, and values : Who we are : About. Student Senate for California Community Colleges. <https://ssccc.org/who-we-are/about-us/mission.html>

[4] California Community Colleges. (2023). (rep.). *AB 1111 COMMON COURSE NUMBERING TASK FORCE*. Retrieved from

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/finaldraftab1111summaryreportupdated111723a11y.pdf?la=en&hash=B978203C161D7831948BF24754BD920931A44E13>.

S24.03.14 Empowering Local Student Leaders in the SSCCC Redistricting Process

Authors: Mason Koski, Annie Koruga

Sponsor(s): Santa Rosa Junior College Associated Student Body

WHEREAS, The Student Senate for California Community Colleges' (SSCCC) Constitution states, in part, that the organization's purpose is, "to improve student access [and] engage and empower local student leaders," [1] and the region a community college is in impacts the regional representation, partnerships, and relationships between schools and student leaders [2];

WHEREAS, Current policy dictates only that, under typical circumstances, colleges may request to move regions in a "reasonable geographic vicinity" once every six years [3], however, it does not require these requests to be honored, nor does it require the student body association to request to move regions before the college is moved, thus removing local agency; and

WHEREAS, Under current policy, colleges can be and have been moved between regions without a request from that college, and without the college being contacted beforehand [4] which is inherently disempowering and further removes autonomy from the local student leaders the SSCCC is charged with empowering; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges amend Board Policy #2001 and Administrative Policy #2001 to reflect the following by June 30th, 2024, which is the end of the 2023-2024 officers term [5]:

colleges shall only be moved between regions on receipt of an affirmative and explicit written request to do so (which specifies the region the college wishes to move to), from the college's delegate, or associated student body president if the college does not have a delegate, and absent an explicit and affirmative written request, a college shall not be moved between regions — furthermore, all requests from colleges to move regions within a reasonable geographic vicinity must be honored, regardless of whether they moved during the most recent prior redistricting period;

RESOLVED, That the Student Senate for California Community Colleges allow colleges to move one time outside of the typical redistricting period, between June 30th, 2024 and the start of the next typical redistricting period, while following all other requirements outlined in Board Policy #2001 and Administrative Policy #2001.

Citations:

[1] SSCCC Constitution and Bylaws
chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://ssccc.org/file_download/inline/59ed678c-fcc1-4069-a8bd-4d6f842c5bea

[2] SSCCC Constitution and Bylaws
chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://ssccc.org/file_download/inline/59ed678c-fcc1-4069-a8bd-4d6f842c5bea

[3] SSCCC Boundaries Procedure
chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/<https://www.livebinders.com/media/get/MjlxMDk3NDA%3D>

[4]https://docs.google.com/document/u/0/d/1e1nkb_ETUpjdpNKYxnfeRC0aQdcC2gBthdEavfhncul/edit

[5] SSCCC Elections Policy https://www.livebinders.com/media/get_centered/MjQzMzI0NTI%3D

S24.03.15* Culturally Conscious Mascot and Moniker
Authors: Dani Silva & Mariah Moreno
Sponsor(s): Mt. San Antonio Associated Student

WHEREAS, Some college mascots and monikers state-wide have ridiculed and mocked indigenous culture and history, and indigenous students are ostracized and experience feelings of isolation at their colleges due to the symbolism and ignorance associated with said mascots and monikers; and the improvement of California community college mascots and monikers with cultural inclusivity and humanity in mind would promote a more inclusive, equitable, diverse, and inclusive environment;

WHEREAS, Mascots and monikers accurately representing higher education institutions will promote cultural awareness and inclusion and will align with the recent changes in the U.S. Department of the Interior announced that it has given new names to five places that previously included a racist term for a Native American woman;

WHEREAS, Ornithologists have long grappled with historical and contemporary practices that contribute to the exclusion of Black, Indigenous, and other people of color, including how birds are named; for example, in 2020, the American Ornithological Society renamed a small prairie songbird found on the Great Plains to “Thick-billed Longspur”, the bird’s original name—honoring John P. McCown, an amateur naturalist who later became a general in the Confederate Army during the U.S. Civil War—was perceived as a painful link to slavery and racism; and

WHEREAS, By adopting culturally conscious mascots and monikers students can better connect and engage with their colleges enhancing student retention, success, and ultimately completion/transfer- especially for indigenous students who are disproportionately underrepresented in higher education institutions; and the adoption of mascots and monikers representative of present students, not historically racist symbols, would result in culturally inclusive campuses that would positively impact student success; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges in collaboration with Academic Senate for California Community Colleges encourage college administrators

to develop, with Board of Trustees a specific plan of implementation that demonstrates its commitment to creating equitable spaces in higher education by removing racist monikers and mascots on college campuses.

S24.03.16* Recognition of Esports at the Collegiate level by the California Community College Athletic Association (CCCAA)
Authors: Savanna Blakkan, Jacob Kleinsmith, & Jennifer Weis
Sponsor(s): Victor Valley College Associated Student Body

WHEREAS, Esports in schools allow students to combine their passion with their academic and career goals [1], and there are many careers in Esports that do not require the student to be a player [2];

WHEREAS, Students that participate in Esports have increased discipline, improved academics, and better connections with their communities [3, 4]; and

WHEREAS, The California Interscholastic Federation, the regulatory body of California high school sports, officially recognizes Esports as a legitimate sport [5], and there are many Esports programs at universities, including University of California — Irvine who offers scholarships to play Esports [6]; now therefore, be it

RESOLVED, That the Student Senate for California Community Colleges urge the California Community College Athletic Association to officially recognize Esports as a legitimate sport;

RESOLVED, That the Student Senate for California Community Colleges urge the California Community College Athletic Association to create conferences and leagues for Esports competitions; and

RESOLVED, The Student Senate for California Community Colleges urge the California Community College Athletic Association (CCCAA) to develop a curriculum to support the players' physical fitness, mental health, and in-game performance.

Citations:

[1] <https://acerforeducation.acer.com/education-trends/esports-in-education/future-engaging-education/>

[2] www.nasef.org/career-pathways

[3] <https://www.linkedin.com/pulse/social-impact-gaming-esports-building-communities-encouraging/>

[4] <https://www.ue.org/risk-management/athletics/esports-in-higher-education-prepare-your-institution/>

[5] https://www.cifstate.org/sponsors/releases/NASEF_6.27.22

[6] <https://esports.uci.edu/recruitment>

S24.03.17* War/Conflict impacted Students
Authors: Leonardo Vanegas, Heather Brandt
Sponsor(s): Southwestern College Associated Student Organization

WHEREAS, The Student Senate for California Community Colleges (SSCCC) has always had the goal of ensuring the equal educational opportunity of all students, that we embrace the diversity of the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future [1];

WHEREAS, State Senator Anthony Portantino (D-San Burbank) introduced SB971 in 2024 [2] and if passed, it would require the governing boards of California Community Colleges to adopt a policy that creates a program that would allow 150 low income students, from a region impacted by war or regional conflict, to be exempt from the nonresident tuition fee at each college;

WHEREAS, SB-971 would require the governing boards of California Community Colleges to adopt a policy that would create a program that would review applications to only allow 150 low income students, from a region impacted by war or regional conflict, to be exempt from the nonresident tuition fee at each college [3]; and

WHEREAS, February 24, 2022, officially marked two years since the Russian Invasion of Ukraine since then California has been a hub for refugees escaping the war [4] and Former Santa Barbara City College (SBCC) Foundation CEO Geoff Green said “We do have students from Ukraine at SBCC” and “we have happily assisted them” [5]; and with the unpredictable nature of globe geopolitics and ongoing conflicts such as the war in Ukraine, Palestine and Israel, and Central and South America, this bill allows students an equal opportunity at an education far from home; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges add SB971 as a legislative priority for the Student Senate for California Community Colleges; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the passage of SB971 (Portantino, 2024) and continues to provide support on behalf of its students for expansive accessibility to pursue higher education.

Citations

[1] Diversity Statement <https://ssccc.org/who-we-are/about-us/diversity-statement.html>

[2] Bill Text - SB-971

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB971&search_keywords=%22ethnic%2Bstudies%22%2B%22community%2Bcolleges%22

[3] [SB971](#) -

<https://trackbill.com/bill/california-senate-bill-971-community-colleges-exemption-from-no>

[nresident-tuition-fee-resident-of-a-region-impacted-by-war-or-regional-conflict/2499162/](#)

[4] <https://www.nytimes.com/2022/04/01/us/ukrainian-refugees-california.html>

[5]

<https://www.thechannels.org/news/2022/04/29/sbcc-foundation-creates-fund-for-ukrainian-students-and-families/>

S24.03.18 Clarify the Rubric Used for State Funding of Student Housing for California Community Colleges

Authors: Savanna Blakkan, Jacob Kleinsmith, & Jennifer Weis

Sponsor(s): Victor Valley College Associated Student Body

WHEREAS, Out of 41,000 respondents from 57 California community colleges, 60% of students were housing insecure and 19% were homeless within the previous year [1], which evidence suggests affects academic performance and can lead to additional basic needs insecurities [2];

WHEREAS, California Senate Bill, SB 169 (Committee on Budget and Fiscal Review, 2021) distributes \$500 million from the 2021-2022 state budget with 50% allocated to California community colleges, and SB 169 is intended to provide affordable low-cost housing options for students in public postsecondary education in California, establish a program for one-time grants for student housing construction, and encourage colleges to acquire and renovate commercial properties for student housing [3, 4]; and

WHEREAS, In round two of Affordable Student Housing Construction Grant applications the California Community Colleges Chancellor's Office provided their evaluation of the applications to the California Legislature, who has final authority over which applicants are selected and may include appropriations for successful applicants in the 2023- 24 California Budget Act [5]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges strongly encourage the legislature to clarify and better define the rubric used to rank California community colleges' need for affordable student housing funds;

RESOLVED, The Student Senate for California Community Colleges strongly encourage the legislature to clearly define how funds are allocated and to which ranks funds will be given to; and

RESOLVED, The Student Senate for California Community Colleges strongly urge the legislature to continue funding for student housing in its future budget.

Resources:

[1]<https://www.cccco.edu/About-Us/News-and-Media/cc-c-outlook-newsletter-archive/College-News>

[2]<https://bipartisanpolicy.org/blog/housing-insecurity-and-homelessness-among-college-students/>

[3] <https://ccleague.org/district-services/student-housing-resources>

[4]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB169

[5]<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Affordable-Student-Housing/Grant-Information-and-Resources>

S24.03.19 SSSCC Stipend Reform

Author: Cody Jarvis

Sponsor(s): Cabrillo College Student Senate Associated Students

WHEREAS, The Student Senate for California Community Colleges (SSCCC) Administrative Procedure (AP) #2010[1], Section III B, states: “Stipend reductions can be as follows: 1. Fifty percent (50%) for attendance at the monthly regional delegate assembly meeting; 2. Ten percent (10%) for written reports submitted at least five (5) days prior to the monthly regional delegate assembly meeting; 3. Twenty percent (20%) for missing regional trainings and meetings, SSSCC mandatory events, and internal committee meetings, or as determined by the Region Executive Board”;

WHEREAS, AP #2010, Section III D, although not often enforced in Region IV, states: “Delegates who do not attend any of their required meetings or SSSCC mandatory events (as deemed by the SSSCC Board of Directors or Region Delegate Assembly prior to the event) will not receive a stipend for that month”; and

WHEREAS, Certain delegates from Region IV of the SSSCC are given partially deducted stipends for not executing any duties or functions related to the SSSCC unless a motion is made by another delegate to fully deduct that delegate's stipend[2]; now, therefore be

RESOLVED, That The Student Senate for California Community Colleges change its policy so that the delegates' stipends shall be automatically fully deducted for not executing any SSSCC-related duties or functions; and

RESOLVED, That The Student Senate for California Community Colleges change its policy AP #2010, Section D, to state: “Delegates who do not attend any of their required meetings, SSSCC mandatory events, and do not write a written report will not receive a stipend for that month unless determined otherwise by the Delegates Assembly.”

Citations

[1] <https://www.livebinders.com/b/2819978?tabid=32eb74e5-798e-d000-3bc9-09c5165d30d7>

[2] <https://docs.google.com/document/d/1UHBO0gcMnodnpvC6luyZB5ll1rZ3gdB5nBB2wMKdAgo/edit>

S24.03.20* Expansion of CalFresh/Electronic Benefit Transfer (EBT) to Campus/State Operated Food Services
Authors: Savanna Blakkan, Jacob Kleinsmith, & Jennifer Weis Sponsor: Sponsor(s): Victor Valley College Associated Student Body

WHEREAS, In 2019-2020, about 10.2% of California community college students were enrolled in CalFresh [1], and about 127,000 college students enrolled in CalFresh (California's SNAP program) prior to the pandemic, but up to 689,000 students were likely eligible [2];

WHEREAS, In college, most students spend 12-16 hours each week on campus [3] and considering most students attend school Monday through Thursday, the average school day consists of at least four hours, which constitutes the need for additional food services, and over 50% of California community colleges and university students reported being food insecure in the past 30 days [4];

WHEREAS, CalFresh can be used for any food made for human consumption, aside from hot foods [5], but there are exceptions for authorized hot meal programs and approved restaurant meal programs [6]; and

WHEREAS, In the Spring of 2023, the Student Senate for California Community Colleges passed resolution S23.03.02 Expanding CalFresh Access and Electronic Benefit Transfer (EBT) Access for California Community Colleges, which encouraged campuses to have at least one vendor that accepts CalFresh/EBT [7]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for CalFresh authorization for hot meals prepared at campus/state operated student dining facilities; and

RESOLVED, The Student Senate for California Community Colleges advocate for the CalFresh/EBT vendor(s) on campus to be available all days the campus is open and to be open for a reasonable period of time.

Citations

[1] <https://www.capolicylab.org/wp-content/uploads/2023/10/Student-Participation-in-Cal-Fresh.pdf>

[2] <https://www.padilla.senate.gov/newsroom/press-releases/padilla-introduces->

- legislation-%20to-help-college-students-access-snap-benefits/
[3] https://www.kings.edu/admissions/high_school_vs_college
[4] <https://www.studentlunchbox.org/post/college-hunger>
[5] <https://ehsd.org/benefits/calfresh-formerly-known-as-food-stamps/calfresh-frequently-asked-questions/>
[6] <https://calfresh.guide/using-calfresh-ebt-benefits/>
[7] <https://bit.ly/3uJFuvT> (SSCCC Resolutions : S23.03.02 Expanding CalFresh Acces
-

S24.03.21 Ensuring Democracy & Equity in the SSCCC Elections Process

Authors: Mason Koski, Annie Koruga

Sponsor(s): Santa Rosa Junior College Associated Student Body

WHEREAS, The Student Senate for California Community Colleges (SSCCC) represents all 2 million students at the state level, and who's values state in part, "The SSCCC will pursue its mission guided by the long-term sustainability of our organization based on our integrity and accountability to each other and to all of the California community college students;" [1]

WHEREAS, The status quo of current SSCCC Policy, demonstrated at the 2023 General Assembly, demonstrated inherent failures and shortcomings, which allowed for the disqualification of multiple candidates [2] for allegedly campaigning without clear proof of these allegations being presented to Delegates, causing mass confusion and outrage as Delegates rushed to figure out who else to vote for;

WHEREAS, The current policies prohibiting campaigning at General Assembly [3] does not allow for Delegates to make an informed decision on electing their statewide officers by limiting the ability of Delegates to get to know a candidate outside of a short speech, and have additionally allowed for individuals to weaponize the policy and get people disqualified for campaigning without clear proof, both of which are inherently undemocratic; and

WHEREAS, Candidates who meet all the necessary requirements to run, are prohibited under current policy from running together which takes away a campaign opportunity but also further takes away the ability for Delegates to make an informed decision about whom to vote for, and in addition in the event that there is a tie, the chair makes the tie-breaking vote, thus removing agency from delegates to select who represents them; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges allow for the most democratic environment for candidates running SSSCC offices, shall allow candidates to campaign at General Assembly, by striking the language in Article VII Section 2(a) of SSSCC Administrative Policy #1004; [4] and replacing it with “Campaigning can begin once a candidate has been verified as eligible, and can occur before and during General Assembly” and allow for candidates to run together if they so wish by striking the language in Article VII Section 1(e) of SSSCC Administrative Policy #1004 [5]; and

RESOLVED, That the Student Senate for California Community Colleges ensure fairness in the event an election ends in a tie, shall strike the language in Article VII Section 1(n) of SSSCC Administrative Policy #1004 [6] and replace it with “In the event of a tie a re-vote amongst the delegates if a quorum is present shall occur, if that vote also ends in a tie, the winner shall be decided via a randomized system.”

Citations:

[1] <https://ssccc.org/who-we-are/about-us/mission.html>

[2] [General Assembly 2023 Minutes](#)

[3] <https://www.livebinders.com/media/get/Mjl4MDYxNTA=>

[4] <https://www.livebinders.com/media/get/Mjl4MDYxNTA=>

[5] <https://www.livebinders.com/media/get/Mjl4MDYxNTA=>

[6] Ibid

S24.03.22* Fair Student Trustee Pay
Author: César Tlatoāni Alvarado
Sponsor(s): Mt. San Antonio Associated Student

WHEREAS, Pursuing higher education is an investment in personal and societal development, often requiring significant financial resources as many students face challenges balancing academics with part-time employment to cover tuition, living expenses, and other educational costs;

WHEREAS, Providing college students with a livable wage acknowledges the value of their education and enables them to focus more on their studies without the burden of financial insecurity and a livable wage contributes to the overall well-being of students, fostering a healthier learning environment and reducing stress associated with financial strain;

WHEREAS, There is value in ensuring that it is economically feasible for any student to serve as a student trustee, especially as many California community college students are

economically marginalized, with more than half, at 65% and 64% respectively, experiencing housing insecurity and food insecurity, even as student trustees are currently guaranteed no compensation under California law, meaning that a majority of California community college students are likely to incur significant financial hardship if they are to serve as a student trustee; and

WHEREAS, There are significant differences in the manner student trustees are paid as compared to their colleagues, with only 13 California Community College Districts report compensating the student trustee the maximum allowable by law as compared to 58 California Community College Districts presumably reporting doing so for all other board trustees, resulting in significant disparities between the pay of student trustees and their colleagues; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges actively endorse the pursuit of assured parity in terms of compensation and benefits between student trustees and their counterparts across all districts and that the remuneration of student trustees is to be regarded as an inherent entitlement, rather than a discretionary privilege; and

RESOLVED, That the Student Senate for California Community Colleges assert that the student trustee is entitled to commensurate benefits, privileges, and disadvantages inherent in the capacity of a public servant.

Resources:

[1]https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf

[2]<https://www.weforum.org/agenda/2022/06/seven-experts-explain-how-to-create-fairer-wages/>

[3]<https://rpgroup.org/Portals/0/Documents/About Us/CCC Trustee Survey/California Community Colleges Trustee Survey Report final July2021.pdf?ver=2021-12-16-125922-783>

[4]https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=45.&chapter=1.&article=3.

[5][Trustee Py.xsx](#)

S24.03.23* **Promotion of Composting in California Community Colleges**
Authors: David Duncan, Cecilia Jeong, Esmeralda Hernandez
Sponsor(s): Santa Monica College Associated Students

WHEREAS, There is a critical need for greater environmental sustainability and waste reduction [1];

WHEREAS, Composting aligns with the educational mission of the California Community College system [2] in fostering environmental awareness and responsibility among students, faculty, and staff; and

WHEREAS, [3] Composting presents a viable solution for managing organic waste, reducing greenhouse gas emissions, and contributing to soil health³[4]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage each constituent college to establish and maintain composting facilities, providing accessible and convenient options for composting organic waste;

RESOLVED, That the Student Senate for California Community Colleges advocate for constituent colleges to integrate composting education into their campuses, including orientations, environmental studies curriculums, and student-led initiatives to increase awareness and participation in composting practices; and

RESOLVED, That the Student Senate for California Community Colleges encourage its constituent colleges to engage with local communities and organizations to expand composting efforts beyond campus, fostering broader environmental impact.

Citations:

[1]<https://acrobat.adobe.com/id/urn:aaid:sc:US:f38939fe-9415-46a5-ac93-e9a3ad277aff>

[2]https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=mPzLH3w03SynSrvu7iTYS1rr0OkWEofTGIV

[WsFPc4F2ZTK6u2hmEr2u5j16EQ2%252FvIPuevq2irGNBt12gORxgD2E6NDp7czoyMDoiZGlzcGxheV91](https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=mPzLH3w03SynSrvu7iTYS1rr0OkWEofTGIV)

[c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM3ODg3MjtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjEwMzE3IjtzOjc6ImV4cGlyZXMiO2k6MDt9](https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=mPzLH3w03SynSrvu7iTYS1rr0OkWEofTGIV)

[3] <https://www.epa.gov/snep/composting-food-waste-keeping-good-thing-going>

[4]<https://journals.sagepub.com/doi/full/10.1177/11786302221128454>

S24.03.24* American College Promise Act

Authors: Esmeralda Hernandez, David Minoru Duncan

Sponsor(s): Santa Monica College Associated Students Body

WHEREAS, The California Community College system serves as a pathway to higher education for a diverse students, including many who face significant financial barriers to accessing and completing their education, and community college education remains financially expensive for many out-of-state, international, and non-traditional students, who are often excluded from conventional forms of financial assistance;

WHEREAS, The Student Senate for California Community College adopted a resolution in 2015 in support of the America's College Promise Act of 2015 (H. R. 2962)[1] and the amended America's College Promise Act of 2023 [2] proposes that the federal government make two years of community college education free to all students, thereby removing a significant financial barrier to higher education and promoting increased enrollment, retention, and completion throughout the higher education system; and the act ensures that community colleges offer credits transferable to four-year institutions or credentials recognized by official bodies, reducing waste and course duplication within the higher education system;

WHEREAS, The California Community College system caters to a diverse student body, many of whom face significant financial challenges and part-time students, constituting over two-thirds of the community college population [3], often struggle with the costs associated with higher education; research indicates that students enrolled in at least 12 units per semester are more likely to attain a degree or certificate, however, community college students who are increasingly employed throughout their college tenure on average receive lower marks making them unable to finish college and pay for college, and a significant portion of students with unique backgrounds and educational objectives, historically marginalized in higher education [4]; and

WHEREAS, Approximately 35% of students are the first in their families to pursue college education, while 10% are Adult Education/English language learners, 3% are veterans, and 2% are foster youth; and the financial strain extends beyond tuition fees, encompassing expenses such as rent, food, transportation, and textbooks, which often require students to rely on income from employment thus, juggling work and academic responsibilities becomes a necessity for many students in order to sustain themselves financially while pursuing their education; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for measures to reduce or eliminate tuition costs throughout the community college system, by advocating to our federal representatives and California U.S. Senators that they cosponsor a bill to advocate for two years of free tuition in community colleges to help

students pursue higher education by being able to afford community college who are are burdened with obstacles;

RESOLVED, That the Student Senate for California Community Colleges take steps to communicate the contents of the American College Promise Act to its constituent colleges and student government associations, allowing them to pursue parallel measures to advocate for the bill if they so choose; and

RESOLVED, That the Student Senate for California Community Colleges advocate to the California State Legislature and Government that the state of California should qualify for the grant if and when the H.R. 5998 and S. 3086 is signed into law.

Citations:

[1] Resolution 2015 American College Act

<https://ssccc.org/documents/ssccc-resolutions.html>

[2] <https://www.congress.gov/bill/118th-congress/senate-bill/3086/text?s=1&r=59>

[3] <https://calmatters.org/education/2019/02/california-free-community-college-cost/>

[4] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/research-data-analytics/data-snapshot/student-demographic>

S24.03.25 BigBellys on Campuses

Author(s): CoCo Dobard, G Gonzalez, Emma Manetta, Quinn Lin, Otniel Serrano

Sponsor(s): Long Beach City College Associated Student Body, Mt. San Antonio Associated Student

WHEREAS, Bigbellys (onsite compostable trash cans) provide a direct and accessible method for students to make sustainable choices;

WHEREAS, SB1383 (Lara, 2016) was passed with a mission to regulate methane production and limit landfill waste, which contributes to the impacts of global warming;

WHEREAS, California schools produce 562,442 tons of waste per year and almost 50% of said waste is organic matter that could've otherwise been composted; and

WHEREAS, Onsite composting and sustainability efforts help educate college students about environmental needs and issues; now, therefore be it

WHEREAS, The usage of Hyflex technology in classrooms showed a correlation that course success was determined by absences, not by the modality used throughout a hyflex class; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation that require campuses to equip their schools with at least 50% highflex technology; and

RESOLVED, That the Student Senate for California Community Colleges advocate for colleges to utilize high-flex in classes that can manage the subject matter well in the format.

Citations:

[1] <https://files.eric.ed.gov/fulltext/ED622497.pdf>

[2] <https://calmatters.org/education/higher-education/2023/09/community-college-enrollment-3/>

[3] https://docs.google.com/document/d/1olgU-FoWlpjA2nZhB00fg2Kfm|kMjXzQX8iUixnwh_o/edit#heading=h.jdd7g56nf55d

SSCCC Caucuses

S24.04.01 Advocating for the Proliferation of Queer Studies

Authors: Annie Koruga

Sponsor(s): Queer Caucus

WHEREAS, The Student Senate for California Community Colleges seeks to “advance our goals of diversity, equity, inclusion, and social justice for the success of students” [1] and has recognized the importance of uplifting the LGBTQ+ Community [2];

WHEREAS, There has been an increasing trend of anti-LGBTQ+ policy permeating educational spaces, [3] which has touched California’s Community Colleges from the Chabot-Las Positas Community College District [4] in the Bay Area to the North Orange County Community College District [5];

WHEREAS, Intentionally creating places to center LGBTQ+ people in curriculum across California’s Community Colleges ensures that students have a more well rounded education and a fuller picture of the diverse communities in our state, and centering and

including LGBTQ+ people in education has in various contexts, been shown to reduce anti-LGBTQ+ discrimination,[6] increase public health,[7] and decrease stigma and bullying[8]; and

WHEREAS, The California Community College system has already recognized, in the context of ethnic studies, that usage of a variety of tactics from encouraging curriculum development of courses concerning marginalized people to introducing graduation requirements for these same courses can be important tools for equity,[9] and the SSSCC has done the same via resolution [10]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges make it a priority to advocate for the proliferation and propagation of queer studies courses throughout the California Community College system, with a goal of these courses being available at every California Community College; and

RESOLVED, That the Student Senate for California Community Colleges explore and initiate conversations about queer studies being made into a graduation requirement, in a similar manner as ethnic studies.

Citations

[1] <https://ssccc.org/who-we-are/about-us/diversity-statement.html>

[2] [SSCCC Resolution, 2022 LGBTQ+ Training for All SBAs](#)

[3] <https://www.nbcnews.com/nbc-out/out-politics-and-policy/30-new-lgbtq-education-laws-are-effect-students-go-back-school-rcna101897>

[4] <https://lpcexpressnews.com/clpccd-trustee-luis-reynoso-censured-over-homophobic-social-media-and-inappropriate-and-harmful-conduct/>

[5] <https://fullertonobserver.com/2023/07/22/nocccd-board-trustee-bent-is-trying-to-ban-the-pride-flag/>

[6] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7567916/>

[7] https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/intersection-of-lgbtq-rights-and-religious-freedom/lgbtq-inclusive-curriculum-as-a-path-to-better-public-health/

[8] <https://www.k12dive.com/news/improving-lgbtq-representation-in-curriculum-reduces-stigma-bullying/580239/>

[9] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/ethnic-studies>

[10] [SSCCC Resolution on Ethnic Studies](#)

S24.04.02 Implementing LGBTQ+ Training for Faculty and Classified Staff
Authors: Jennifer Shaw
Sponsor(s): Queer Caucus

WHEREAS, The California Community College System recognizes not only that systemic equity is paramount [1], but that faculty conduct is integral to equity, stating in its Diversity, Equity, Inclusion, Anti-Racism Commitment that “building a faculty and staff who are reflective of the students and communities we serve is integral” [2];

WHEREAS, LGBTQ students face unique challenges and barriers in their educational journey [3] that can be alleviated through increased awareness and understanding among faculty and classified staff;

WHEREAS, Faculty and classified staff play a crucial role in shaping the campus culture and ensuring a safe and welcoming space for all students, regardless of sexual orientation, gender identity, or expression; and

WHEREAS, Research consistently demonstrates that LGBTQ-inclusive education positively impacts the mental health, academic performance, and overall well-being of LGBTQ students [4]; now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the implementation of mandatory LGBTQ training for all part-time and full-time faculty and classified staff at community colleges in the state of California, which faculty members shall provide evidence of completing the LGBTQ training during the hiring process and every two years thereafter;

RESOLVED, That the Student Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to collaborate with relevant stakeholders to develop a comprehensive LGBTQ training program for faculty members and classified staff, to be completed every two years, consisting of a minimum of 5 hours of training, with programmatic topics including LGBTQ terminology, cultural competency, inclusive teaching practices, creating a supportive classroom environment, and addressing bias and discrimination;

RESOLVED, That the Student Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to work with LGBTQ advocacy organizations and experts to ensure that the training program reflects the latest research and best practices in LGBTQ-inclusive education; and

RESOLVED, That the Student Senate for California Community Colleges actively engage in outreach and education efforts to raise awareness about the importance of LGBTQ training for faculty and classified staff and its positive impact on student success, while concurrently collaborating with local student government bodies, LGBTQ student organizations, and other stakeholders to support the successful implementation of LGBTQ training for community college faculty [5].

Citations:

[1] CCC DEIA Statement <https://www.cccco.edu/About-Us/diversity-equity-inclusion#:~:text=Our%20Commitment,of%20students%20in%20our%20colleges>

[2] CCC DEIA Statement <https://www.cccco.edu/About-Us/diversity-equity-inclusion#:~:text=Our%20Commitment,of%20students%20in%20our%20colleges>

[3] LGBTQ+ climate report

https://21496847.fs1.hubspotusercontent-na1.net/hubfs/21496847/Research%20Reports/22_05-Community-College-FINAL-1.pdf

[4] The 2021 National School Climate Survey

<https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf>

[5] CA AB5 <https://legiscan.com/CA/text/AB5/id/2758280>

S24.04.03 Creating a Systemwide Queer-Focused Organization

Authors: Annie Koruga, Mason Koski

Sponsor(s): Queer Caucus

WHEREAS, The Student Senate for California Community Colleges seeks to “advance our goals of diversity, equity, inclusion, and social justice for the success of students”[1] and shall “work to improve the dialogue and advocacy for the LGBTQ+ students on their campus”[2];

WHEREAS, Comprehensive statewide organizations centered on uplifting other marginalized communities already exist within the context of the California Community College system, and these organizations have increased participants’ success — students in Umoja (an organization primarily for Black students) were twice as likely to both be transfer ready and earn awards within four years than a control group of Black students not involved in the program [3], and 97% of students in Puente (an organization primarily for Latino students) were continuously enrolled, as compared with 67% of all California community college students[4];

WHEREAS, Comprehensive statewide organizations facilitate opportunities to provide coordinated learning communities[5], community spaces[6], and conferences [7] which benefit students; and

WHEREAS, LGBTQ+ students face unique types of marginalization as 32.5% of LGBTQ+ community college students ages 18-40 have anxiety and 31.7% have depression compared with rates of 15.3% and 12.8% in their non-LGBTQ peers respectively [8], while at the same time LGBTQ+ students do not have a statewide organization to facilitate coordinated opportunities, resulting in disparities — for example, only 35 institutions have an LGBTQ+ learning community[9] whereas 73 institutions have Umoja learning communities [10]; now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges work towards and advocate for a sustainability funded comprehensive statewide organization focused on uplifting queer students; and

RESOLVED, That the Student Senate of California Community Colleges work to collaborate with relevant parties and stakeholders including LGBTQ+ students, the Chancellor's Office, and existing LGBTQ+ organizations to support the creation of a comprehensive statewide organization, focused on uplifting queer students.

Citations:

[1] [SSCCC Diversity Statement](#)

[2] [SSCCC Resolution, 2022 LGBTQ+ Training for All SBAs](#)

[3] [Umoja Participation is Associated with Student Success](#)

[4] [Puente Participation is Associated with Student Success](#)

[5] [Puente Learning Communities](#)

[6] [Puente Community Spaces](#)

[7] [Umoja Conferences](#)

[8] [UCLA School of Law Williams Institute](#)

[9] [Chancellor's Office LGBTQ Report](#)

[10] [Umoja Learning Communities](#)