

GENERAL ASSEMBLY

2025 Resolutions Packet for Distribution



TIMELINES

Resolution Amendment Webinar - March 5, 2025

Amendments to resolutions deadline - March 7, 2025

Amended resolution package disseminated - March 14, 2025

Discussion and Debate - April 5 - 6, 2025

Westin Los Angeles Airport Hotel

5400 W Century Blvd, Los Angeles, CA 90045

CONSENT AGENDA

The resolutions 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 *

Those resolutions supported by our role 9+1 and are not controversial:

1. Grading Policies
2. Codes of Student Conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. The + 1 in your rights is meant to account for anything else that your college or district thinks will have a significant impact on students

Number	9 + 1	Sponsorship	Title
S25.04.02	7	Regions	Ensuring Academic Autonomy and Socioeconomic Mobility for Students Through Guaranteed Access to Pre-transfer level courses

Number	9 + 1	Sponsorship	Title
S25.04.03	7	SBA	Increasing Successful Transfer Rates
S25.05.01	5	Caucus	Promote Renewable Energy Adoption and Education in California Community Colleges
S25.05.02	6	Caucus	Securing Access to Safe and Sustainable Water
S25.06.01	8	SBA	Support the Expansion of Counseling Services in California Community Colleges
S25.06.02	8	SBA	Improving Tutoring and Counseling Services
S25.07.01	8	SSCCC Board of Directors	Equity for Undocumented Students and Students from Mixed-Status Families
S25.09.01	6	SSCCC Board of Directors	Safe Parking and Rapid Rehousing Programs
S25.09.02		Caucus	Establish and Sustain Dream Resource Programs and Centers on All California Community Colleges
S25.09.03	7	Regions	Revision of the 50% Law to Support Student Services
S25.10.01	4	SSCCC Board of Directors	Support of Expanding Education on Female CPR
S25.10.02	4	Caucus	Making STEM disability accessible/friendly at California Community Colleges

Number	9 + 1	Sponsorship	Title
S25.10.03	4	Caucus	Adding Latino/a/x/ Studies to Fulfill the Ethnic Studies Requirement at California Community Colleges
S25.10.04	4	SBA	Reforming AB 1705 & AB 705
S25.10.05	4	SBA	LIFT - Language Initiative for Future Talent
S25.11.02	9	SBA	Non-Credit Student Health Services Access Opt-in Student Health Fee
S25.11.06	8	Regions	Comprehensive Trauma-Informed Care and Mental Health in Educational Environments
S25.12.01	+1	Caucus	Putting The Student Back Into Student Trustee
S25.12.03	+1	SBA	Inclusion of Disabled Students and Students in Adult Education for Student Trustee Roles
S25.13.02	6	Caucus	Expanding Menstrual Equity in California Community Colleges
S25.14.01	+1	Caucus	Protecting the Rights of ASG/ASO/AS and Student Body Associations
S25.16.01	+1	Caucus	Expanding Access to Affordable Transportation for California Community College Students
S25.19.01	8	SSCCC Board of Directors	Improving Psychological Services for California Community College Students

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S25.19.03	8	Caucus	Enhance Support for Student Parents at California Community Colleges
S25.19.06	8	Caucus	Improving Access to Tutoring at California Community Colleges
S25.19.07	+1	Caucus	Student-Centric Academic Renewal
S25.19.10	8	SBA	Enhance Evening Students Learning Experiences
S25.21.01	8	Caucus	The Challenges Veterans Face In Resuming Studies
S25.24.06	8	Caucus	Gold Star Family Priority Registration
S25.24.07	5	Caucus	Promote Financial Literacy and Statewide Implementation of the Student Investment Program
S25.24.09	8	Caucus	Enhancing Resources for ESL Students Across the State of California
S25.24.13	+1	Regions	Installation of Blue Light Emergency Boxes
S25.24.14	7	Regions	Mandatory Establishment of Dream Centers at All California Community Colleges

Number	9 + 1	Sponsorship	Title
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4.0 TRANSFER

S25.04.01 Addressing the Disparity in Black Transfer Rates in California Community Colleges

Author(s): Danielle Bush

Sponsors: Queer Caucus, SSSCC Region II

WHEREAS, The California Community Colleges (CCC) system, the largest higher education system in the United States, serves over 1.8 million students annually, yet faces significant challenges in achieving equitable outcomes for all students [1, 2];

WHEREAS, Recent data reveals significant disparities in transfer rates, with only 35% of Black students transferring within six years, which is 10% points lower than their white peers [3], highlighting a substantial gap in educational outcomes;

WHEREAS, Structural barriers impeding Black student success include inadequate culturally relevant academic advising, insufficient financial resources, and generalized student services that fail to address specific needs of Black students [4]; and

WHEREAS, Addressing these transfer rate disparities aligns with the CCC system's Vision for Success and Vision 2030 [5], which emphasizes equity and aims to eliminate achievement gaps for underrepresented students; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate that the California Community Colleges Board of Governors and the Chancellor's Office develop and implement comprehensive strategies to address transfer rate inequities through multiple approaches that include, but are not limited to creating culturally responsive academic support services, enhancing targeted financial resources, establishing robust mentorship programs connecting Black students with faculty and professionals, and mandating systematic data collection and analysis to track progress and ensure institutional accountability.

Citations:

[1] [California Community Colleges Chancellor's Office \(2022\) - Strengthening the Community College Pipeline](#)

- [2] [National Student Clearinghouse Research Center - A National View of Student Completion Rates \(Fall 2015 Cohort\)](#)
 - [3] [Inside Higher Ed - Report: Strengthening Community College Student Transfer](#)
 - [4] [San Diego State University - Supporting Black Male Community College Students: A Guide to Ensuring Success](#)
 - [5] [California Community Colleges Chancellor's Office - Vision 2030 \(2021\)](#)
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S25.04.02* Ensuring Academic Autonomy and Socioeconomic Mobility for Students Through Guaranteed Access to Pre-transfer level courses

Author: Lucia Landeros

Sponsor: SSCCC Region VI

WHEREAS, Assembly Bill (AB) 705 (Irwin) was enacted in October, 2017 establishing the goal of students completing transfer level courses in English and mathematics within one year of entering a California Community College (CCC) and further establishing strict conditions under which a student could enroll in pre-transfer level coursework and AB 1705 (Irwin) was subsequently enacted in September 2022 providing additional requirements for CCCs to implement regarding student enrollment into transfer level English and mathematics courses;

WHEREAS, The California Community Colleges Chancellor's Office has issued instructions to all CCCs that colleges are specifically prohibited from enrolling students into transfer-level English or math/quantitative reasoning coursework that does not satisfy the requirements within the student's intended program or major[1], regardless of community educational needs and the student's intent to enroll in pre-transfer level coursework;

WHEREAS, The California Community Colleges Chancellor's Office has defined "highly unlikely to succeed" as a cohort with a throughput rate of less than 15%, meaning that only if data indicates fewer than 15% of a specified cohort succeed in calculus without taking a prerequisite can that group be classified under AB 1705 (Irwin, 2022) as "highly unlikely to succeed" and in such cases, colleges are permitted to justify requiring the prerequisite for students in that group; however, enrolling large numbers of students in STEM courses, such as calculus, without proper access to prerequisite coursework is likely to negatively affect the quality of

STEM instruction and student outcomes, which diminishes the overall academic preparedness of students majoring in STEM fields, potentially undermining the success of those transferring to UC and CSU institutions; and

WHEREAS, The CCC Chancellor's Office Memo, published on December 10, 2024, permits the continued offering of a one-semester pre-transfer-level math course through July 2027, which according to the Public Policy Institute of California, at one in five colleges, a third or more of students are enrolled in pre-transfer-level courses and without proper access to these courses, underserved and underrepresented students in STEM fields will be placed in advanced courses where they are more likely to fail without the adequate academic preparation, jeopardizing their academic progress, financial aid, and pathways to STEM degrees, which are critical for socioeconomic mobility; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate to the CCC Chancellor's Office and the California State Legislature for unrestricted student access to pre-transfer-level coursework, ensuring that students retain the autonomy to select courses that best align with their individual educational needs and goals.

S25.04.03* Increasing Successful Transfer Rates

Author: Andrew Mckinnell, Cody Jarvis

Sponsor: El Camino College Associated Student Organization

WHEREAS, The California Community Colleges system is committed to combating economic and social inequality by providing students with a "clear path" to transfer to a 4 year university[1], as 90% of students within the UC System that come from the lowest income households, will achieve incomes that surpass their parents[2];

WHEREAS, Of California Community College students who intend to transfer to a four-year university, only 19% transferred within 4 years, and with only 10% transferring within the community college promise of two years, with underrepresented student's transfer rates falling significantly below average[3];

WHEREAS, In 2017, the California Community Colleges system established the goal of transferring 120,000 students a year to a UC or CSU, where in 2021, they

failed to reach this goal by 21,000 students[4], signalling a shortage in transfer support and the need for further investments; and

WHEREAS, Some Community College Districts, like Foothill-De Anza, offer a college guidance transfer course which provides “a global perspective about the transfer process from a California community college to a four-year university, including transfer exploration, transfer policies, academic requirements, transfer planning and process, and available tools and services in support of transfer goals”[5]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate through the Legislature and the Chancellor's Office for the implementation of a Transfer Success course at every California Community College outlined as, including but not limited to, a review of higher education options, the process for determining a major, applications and admissions timelines, and the criteria for establishing educational goals; and

RESOLVED, That the Student Senate for California Community Colleges support AB 9 (Quirk-Silva)[6] of the 25-26 legislature which will aim to “establish a formal process for identifying the specific disciplines, programs, or majors where capacity increases for community college transfer students at individual campuses would be most valuable”.

Citations:

[1] <https://www.cccco.edu/About-Us/About-California-Community-Colleges>

[2] <https://www.ucop.edu/institutional-research-academic-planning/files/CLIMB-a-mobility-analysis.pdf>

[3] <https://www.ppic.org/publication/strengthening-californias-transfer-pathway/>

[4] <https://calmatters.org/education/higher-education/2023/07/community-college-transfer/>

[5] <https://catalog.foothill.edu/course-outlines/CNSL-8/>

[6] https://ct3k1.capitoltrack.com/Bills/25Bills/asm/ab_0001-0050/ab_9_99_1_bill.pdf

5.0 ENVIRONMENTAL/SUSTAINABILITY ISSUES

S25.05.01* Promote Renewable Energy Adoption and Education in California Community Colleges

Author: Adriana Dos Santos

Sponsor: Sustainability Caucus

WHEREAS, California is recognized as a leader in sustainable technology innovation, with the largest community college in the state utilizing solar energy [1];

WHEREAS, The use of renewable energy sources is essential for reducing carbon emissions, potentially avoiding about 10 million tons of C^o2 emissions, thereby improving air quality and promoting a healthier environment [2];

WHEREAS, Technological advancements and increased production have made renewable energy sources more cost-effective and accessible each year [3] and efforts to promote green jobs contribute to a sustainable economy; and

WHEREAS, The social cost of carbon renders several mitigation technologies less expensive than carbon-based systems, although some, such as solar thermal and offshore wind, remain more costly [4]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to advocate for the creation of new career programs in the solar energy sector, implementing renewable energy systems on campuses to reduce carbon footprints and serve as sustainable models for the community;

RESOLVED, That the Student Senate for California Community Colleges, in partnership with the California Community College Chancellor's Office, collaborate with campus clubs and organizations to organize campaigns, workshops, lectures, and events highlighting the benefits and practicality of renewable energy solutions, thereby raising community awareness and encouraging adoption of these resources [4]; and

RESOLVED, That the Student Senate for California Community Colleges, in conjunction with the California Community College Chancellor's Office, advocate for the creation of programs that make solar panel installation more financially

accessible to students, thus encouraging the general community to adopt solar energy in their residences.

Citations:

[1] Community College Districts Throughout California Celebrated for Sustainability Efforts

<https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/2021-celebrated-sustainability-efforts>

[2]How Much CO2 Emissions Do Solar Energy Systems Prevent?

<https://www.apollo.eco/en/how-much-co2-emissions-do-solar-energy-systems-prevent/#:~:text=A%20Broader%20Perspective%3A%20Nationwide%20Solar%20Powr-The%20environmental%20impact&text=If%20this%20energy%20generation%20were,CO2%20emissions%20could%20be%20avoided.>

[3] Community Solar in California

<https://www.cpuc.ca.gov/industries-and-topics/electrical-energy/demand-side-management/community-solar-in-california>

[4] For deep greenhouse gas emission reductions, a long-term perspective on costs is essential

<https://www.imf.org/en/Publications/fandd/issues/2019/12/the-true-cost-of-reducing-greenhouse-gas-emissions-gillingham>

S25.05.02* Securing Access to Safe and Sustainable Water

Authors: Andrew McKinnell, Matthew Caddell, Gabriella McField, Matthew Gonzalez

Sponsor: Sustainability Caucus

WHEREAS, According to the United States National Institutes of Health, nanoplastics are invisible to the naked eye and can enter the body's cells and tissues, with previous research finding plastic particles in human blood and organs, not limited to the lungs, gut, and reproductive tissues [1], with research by Columbia University and Rutgers University uncovering a massive 240,000 plastic particles, including 216,000 nanoplastics, in a typical bottle of water [2];

WHEREAS, In California, approximately 12 billion plastic water bottles are sold annually, with more than 3 billion of these bottles failing to be recycled [3], and as a result, they accumulate in landfills, pollute California's oceans, and persist for nearly five centuries, impacting generations to come [4]; and, as a coastal state,

California bears the brunt of the catastrophic impact of plastic pollution, with an estimated 11 million tons of plastic waste entering the ocean annually, and this alarming volume of waste has forced California communities to spend a staggering \$428 million in efforts to address and mitigate the environmental damage [5];

WHEREAS, The California Community Colleges system has made an unequivocal commitment to advance Climate Action and Sustainability initiatives, including the imperative goal of “diverting 75% of campus waste from landfills” by 2030 and significantly enhancing the attainment “of sustainable products and services by 50%” by 2035 [6]; and

WHEREAS, The installation of refillable water bottle stations represents a timely and transformative solution, providing students with ready access to clean, potable water while significantly reducing dependence on single-use plastic, with research from the University of Chicago revealing that, within a mere two weeks, 102 water bottle refilling stations successfully prevented the consumption of an impressive 177,480 plastic bottles [7], emphasizing a compelling and vital opportunity for California Community Colleges to take decisive and strategic action to advance their sustainability goals; Now, therefore, let it be

RESOLVED, That the Student Senate for California Community Colleges urge the Chancellor's Office to champion the adoption of statewide legislation mandating the installation, or retrofitting, of at least one water bottle refilling station in every newly constructed or renovated building on California Community College campuses;

RESOLVED, That the Student Senate for California Community Colleges strongly implore the Chancellor's Office to forge a strategic collaboration with California Community College Districts receiving local and state bond funding, advocating for the allocation of a designated portion of these funds towards the installation of new water bottle refilling stations and/or the conversion of existing water fountains into refilling stations; and

RESOLVED, That the Student Senate for California Community Colleges, in partnership with the Chancellor's Office, to urge districts to commit to ensuring by 2035, every California community college campus is equipped to with at least one

water bottle refilling station in key areas—gymnasiums, dining facilities, and student lounges—guaranteeing equitable and practical access for all students.

Citations:

[1] Plastic Particles in Bottled Water

<https://www.nih.gov/news-events/nih-research-matters/plastic-particles-bottled-water>

[2] Researchers Find A Massive Number of Plastic Particles in Bottled Water

<https://www.npr.org/2024/01/10/1223730333/bottled-water-plastic-microplastic-nanoplastic-study>

[3] California Passes First-In-Nation Plastic Recycling Law -

<https://zerowastesonoma.gov/news/california-passes-first-in-nation-plastics-recycling-law>

[4] How Long Does It Take Garbage to Decompose? -

https://www.richlandcenterwi.gov/sites/default/files/fileattachments/parks_amp_recreation/page/2534/howlonggarbagecomposes.pdf

[5] Plastic Pollution - <https://opc.ca.gov/water-quality/plastics/>

[6] Climate Action and Sustainability Goals -

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Climate-Action-and-Sustainability/goals>

[7] The Use and Efficacy of Water Bottle Filling Stations as a Sustainability Initiative for Reducing Environmental Impact -

<https://knowledge.uchicago.edu/record/2530?ln=en&v=pdf>

6.0 COUNSELING

S25.06.01* Support the Expansion of Counseling Services in California Community Colleges

Author: Alicia Olivares

Sponsor: Associated Student Government of Coastline College

WHEREAS, A significant number of California Community College students enroll in courses without adequate academic guidance, leading to inefficient course selection, extended graduation timelines, and increased financial burdens and research from the Public Policy Institute of California (PPIC) (2020) found that nearly 50% of students at California Community Colleges fail to complete a degree, transfer, or certificate within six years, often due to a lack of structured academic advising;

WHEREAS, Many students struggle to navigate degree requirements, transfer pathways, and available support services, which can hinder their ability to achieve academic and career success and research from the California Community Colleges Chancellor's Office (2021) found that students who meet with an academic counselor at least once per term are significantly more likely to remain enrolled, successfully complete transfer-level coursework, and reach their degree or certificate goals; structured guidance programs, such as guided pathways and mandatory counseling interventions, have been shown to increase persistence and completion rates by providing students with a clearer understanding of academic expectations and available resources;

WHEREAS, The lack of structured counseling prior to enrollment disproportionately affects first-generation, low-income, and underserved students, who often lack access to external support or guidance to navigate the complexities of higher education and a 2022 Student Senate survey found that 64% of first-generation students reported difficulty in understanding degree requirements, while 53% of low-income students cited confusion about financial aid and transfer pathways as a barrier to success; and

WHEREAS, Colleges enhance student support by integrating technology, ongoing counselor training, and targeted service referrals to ensure students receive accessible, effective, and personalized resources for their academic and personal success; however, current counseling services lack standardized tools to holistically assess student needs, leaving critical issues—such as financial challenges, mental health concerns, and workload management—unaddressed; a report by the Hope Center for College, Community, and Justice (2021) found that 66% of community college students experience food or housing insecurity, and one in five struggle with mental health concerns, highlighting the need for integrated support within academic counseling services; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to strongly encourage counseling sessions prior to initial course enrollment and annually thereafter for all students;

RESOLVED, That the Student Senate for California Community Colleges advocate that counseling sessions include a Standardized Student Needs Assessment to ensure holistic and equitable support, addressing academic preparedness, career

goals, financial stability, mental health challenges, and workload capacity to promote student success;

RESOLVED, That the Student Senate for California Community Colleges encourage efforts to generate additional grants for California Community Colleges to fund the hiring of additional counselors and provide ongoing training programs, ensuring that institutions can meet the growing demand for comprehensive student advising and support services;

RESOLVED, That the Student Senate for California Community Colleges advocate for improved academic planning, address inequities in counseling access, and support the holistic success of California Community College students.

Resources:

[1] California Community Colleges Chancellor's Office. (2021). Improving Student Outcomes Through Academic Planning.

[2] Public Policy Institute of California. (2020). Higher Education and Economic Mobility in California.

[3] Student Senate for California Community Colleges. (2022). Survey on Counseling Needs and Accessibility.

[4] Hope Center for College, Community, and Justice. (2021). Basic Needs Insecurity Among Community College Students.

S25.06.02* Improving Tutoring and Counseling Services

Author(s): Yasmine Al-Omari, Amrita Gopal, Cathy Le, Lucas Vincenot, Ashley Yim

Sponsor: Associated Students of Contra Costa College

WHEREAS, When AB 705 (Irwin) was passed in 2017 and implemented in 2019, colleges were allowed to more broadly apply supervised tutoring to cases in which “students are strengthening basic skills” in transfer-level courses developing students’ “communication/literacy skills, quantitative reasoning skills, and critical thinking skills” [1];

WHEREAS, Just 49% of community college students in 2023 were able to receive academic counseling for the year in which they intended to graduate [2], and a study conducted in 2011 indicated that the median number of advisees per

advisor was 296 [3], a number that has only increased alongside the growing enrollment of community colleges since then;

WHEREAS, Inconsistent and inaccurate counseling has led to students enrolling in the wrong courses, delaying their graduation or transfer by an additional year due to missing just 1-2 required credits, with many students struggle to schedule counseling appointments as well; and

WHEREAS, Tutoring services are often ineffective because of the short session lengths, inconsistent teaching methods that differ from the professors' and other tutors', and tutors completing students' homework for them instead of teaching them the concepts, which is unhelpful in helping students pass exams in class; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for increased funding/resources so that colleges may hire more staff, adequately compensate existing tutors and counselors, and implement comprehensive and more robust training for counselors;

RESOLVED, That the Student Senate California Community Colleges work with college administrators and policymakers to establish an advisory committee with a student and faculty representative to guide spending and allocate existing funding towards peer tutoring and counseling services; and

RESOLVED, That the Student Senate for California Community Colleges advocate for colleges to have a proportional ratio of counselors to the amount of full-time students.

Citations:

[1]<https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-24-06-supervised-tutoring-regulations-revisions-a11y.pdf?la=en&hash=B7EF32584089AD9C1861C092F92C4E8B7617736D#:~:text=By%20receiving%20additional%20academic%20support,and%20reach%20their%20educational%20goals.&text=students'%20%E2%80%9Ccommunication%2Fliteracy%20skills,%2C%20and%20critical%20thinking%20skills%E2%80%9D.>

[2]<https://www.insidehighered.com/news/2023/03/01/student-survey-reveals-gaps-core-academic-advising-functions#:~:text=Just%2057%20percent%20of%20students,a%20recent%20Student%20Voice%20survey.>

[3]<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx>
x

7.0 EQUITY AND DIVERSITY

S25.07.01* Equity for Undocumented Students and Students from Mixed-Status Families

Author: Chris Chandler

Sponsor: SSSCC Board of Directors

WHEREAS, Undocumented students and students from mixed-status families make up a significant and essential part of the California Community College student population, however, in the current landscape, undocumented students face serious legal and financial challenges that can impact their educational success (California Community Colleges Chancellor's Office, 2023) [1];

WHEREAS, The American Council on Education (ACE) reports the United States federal government taking several actions that may threaten access to higher education for undocumented students and students from mixed-status families, further compounding educational inequities (American Council on Education, 2025) [2];

WHEREAS, Research by the California Student Aid Commission (2021-2022) has already found that undocumented students are more likely to experience financial hardship during their educational journey compared to their documented peers, with only 14% of the estimated 100,000 undocumented students in California receiving financial aid, and only approximately 30% of those who complete the CA Dream Act Application enrolling in college at all (California Student Aid Commission, 2021-2022) [3]; and

WHEREAS, Past legislative victories, such as California Assembly Bill 540 (2001, Firebaugh) [4] and the California DREAM Act (AB 130, Cedillo, 2011) [5] and (AB 131, Cedillo, 2011) [6], have expanded educational access for undocumented students, but critical gaps remain in regards to legal assistance resources, employment opportunities, and on-campus seminars/events for undocumented students and students from mixed status families; Now, therefore, let it be

RESOLVED, That the Student Senate for California Community Colleges) advocate for and/or take a support stance on state legislation requiring access to free and/or reduced cost legal support and paralegal services on California Community College campuses for undocumented students and students from mixed-status families;

RESOLVED, That the Student Senate for California Community Colleges advocate for and take a support stance on legislative initiatives designed to increase access to work opportunities and scholarship funding specifically for undocumented students to promote educational equity and financial stability, including, but not limited to bills such as previously ran bill AB 2586 introduced back in 2024 by Assemblymember David Alvarez and Assemblymember Mike Gipson [7];

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office and community-based organizations such as United We Dream, and the Immigrant Legal Resource Center, to provide "Know Your Rights" seminars, trainings, and distribute Legal Rights resource cards to empower undocumented students and their families; and

RESOLVED, That the Student Senate for California Community Colleges seek funding through legislative advocacy, lobbying for funds from the state budget, and/or advocacy for funding from the California Community Colleges Chancellor's Office, to support the initiatives described in this resolution, and to ensure undocumented students and students from mixed-status families receive the essential resources they need for academic and personal success.

Citations:

[1] California Community Colleges Chancellor's Office (2023) - [Undocumented Students](#)

[2] [American Council on Education \(2025\)](#)

[3] California Student Aid Commission (CSAC) (2021-2022). [Renewing the Dream: Improving Financial Aid and College Affordability for California's Undocumented Students](#)

[4] California Legislative Information - [AB 540](#) (2001).

[5] [Assembly Bill 130 - California Dream Act](#)

[6] IBID

[7] [Assembly Bill 2586](#)

9.0 LEGISLATION

S25.09.01* Safe Parking and Rapid Rehousing Programs
Authors: Alette Laughton and Sinjon Laughton
Sponsor: SSCCC Board of Directors

WHEREAS, Past resolutions have been passed by the Student Senate for California Community Colleges (S19-A-R-04 Overnight Parking[1] and S23.03.04 Safe Parking Programs[2]) and the University of California Los Angeles Undergraduates Student Association Council (Resolution in Support of California AB 1818[3]) in support of implementing safe parking programs overnight for homeless or housing insecure students;

WHEREAS, California Assembly Bill 302 (2019)[4] by Assemblymember Marc Berman and Assembly Bill 1818 (2024)[5] by Assemblymember Corey Jackson were introduced to allow overnight parking for California Community College students experiencing homelessness or housing insecurity, and both assembly bills were supported by the Student Senate for California Community Colleges;

WHEREAS, In 2023, 28% of all homeless Americans were found in California[6] despite California only making up 12% of the US population[7], with nearly 3 in 5 California Community College students experiencing housing insecurity[8], and the rate of homelessness among these students rising from 20% in 2020[9] to 25% in 2023[8]; and

WHEREAS, Although the California Community College system is made up of 116 campuses and almost 2 million students, only 13 of these colleges offer on-campus housing with a total of 2,700 beds offered statewide, and an additional 519 students received rapid rehousing assistance in 2021-22 with over half of the 116 campuses having applied to receive funds to support rapid rehousing programs[10]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges support the re-introduction of a bill like AB 302 (2019, Berman) and AB 1818 (2024, Jackson) to solidify safe parking programs and rapid rehousing programs within state legislature;

RESOLVED, That the Student Senate for California Community Colleges make it a legislative priority any bill to create safe parking or rapid rehousing programs across the California Community College system and advocate for the integration of basic needs resources within the proposed programs;

RESOLVED, That the Student Senate for California Community Colleges

collaborate with the University of California Student Association (UCSA) and the California State Student Association (CSSA) in their advocacy efforts to provide safe parking and rapid rehousing to students who experience homelessness or housing insecurity; and

RESOLVED, That the Student Senate for California Community Colleges strongly advocate to the California Community College Chancellor for the immediate direction of funds towards safe parking programs and rapid rehousing programs while more permanent, and expensive, campus housing plans are proposed, regardless of whether a statewide bill is proposed.

Citations:

- [1] [SSCCC Resolution S19-A-R-04 Overnight Parking \(2019\)](#)
- [2] [SSCCC Resolution S23.03.04 Safe Parking Programs \(2023\)](#)
- [3] [USAC Resolution 2024-02-27 in Support of California AB 1818 \(2024\)](#)
- [4] [California Assembly Bill 302 \(2019\)](#)
- [5] [California Assembly Bill 1818 \(2024\)](#)
- [6] The [2023 Annual Homelessness Assessment Report](#) (AHAR) to Congress (2023)
- [7] [U.S. and World Population Clock](#)
- [8] [Affordability, Food, and Housing Access Taskforce Report \(2023\)](#)
- [9] [State of Crisis: Dismantling Student Homelessness in California \(2020\)](#),
- [10] [Update on Student Housing Assistance \(2024\)](#)

**S25.09.02* Establish and Sustain Dream Resource Programs and Centers
All California Community Colleges
Author: Thalia Espinoza, Yonatan “Yogi” Hernandez, Chris
Chandler
Sponsor: Undocumented Students Caucus, Latinx Caucus,
Associated Student Government of Coastline College (ASGCCC)**

WHEREAS, Undocumented students and students from mixed-status families face significant barriers in accessing higher education, including financial, legal, and institutional challenges, and with approximately 2.1 million students attending California Community Colleges, 92,000 (4.3%) identifying as undocumented, it becomes evident that tailored support is essential [1];

WHEREAS, Many community colleges lack a Dream Resource Program, Dream Center, or the expertise to support undocumented students effectively, considering that out of the 116 Community Colleges in California, only about 35 (30.1%) have a

Dream Resource Center or program, 19 (16.3%) have a dedicated coordinator, and 69 (59.4%) do not have a dedicated center at all, leaving many full-time employees handling undocumented student needs in addition to other job responsibilities, making adequate case management difficult [2];

WHEREAS, The California Community Colleges Dreamers Project identified two primary challenges—the need for increased staff dedicated solely to serving undocumented students and the absence of a physical space providing a safe, supportive environment with culturally competent staff—highlighting the necessity of faculty and staff awareness in fostering an inclusive environment Immigrants Rising (Undocumented Students Support E-Handbook 2025) [8]; and

WHEREAS, Research shows that students are more likely to succeed in institutions where faculty and staff are trained to understand the challenges faced by undocumented students [4]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for a requirement that all California Community Colleges to assign a liaison similar to the requirement for high schools in AB 278 (Reyes, 2023)[6] to each community college but also require them to create a program and dedicated physical space for undocumented students so that they feel safe and welcome and to protect their safety and promote the success of all undocumented students;

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation that provides that the Dream Resource Program and physical space is properly staffed with core personnel that is trained and knowledgeable in servicing the undocumented student population; the core staff to consist of a Dream Resource Liaison similar to (AB 278, Reyes, 2023) which would oversee the program and initiatives, an assistant liaison for administrative tasks and student engagement, and an academic counselor to create tailored education plans to ensure the success of the Dream Resource Centers and its core staff can continue providing these services enough funding needs to be available;

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation that establishes the appointment of designated liaisons across key departments, within a college such as Admissions, Academic Counseling, Career Services, Financial Aid Office, and residency Office as these efforts are essential in increasing awareness, clarifying policy and procedure, reducing misinformation,

and empowering and encouraging undocumented students to be successful accordingly within the Master Plan for Education [7]; and

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation that establishes the Implementation of an Annual UndocuAlly Training, ensuring that faculty and staff at all California Community Colleges undergo mandatory annual UndocuAlly training to foster a campus culture that is welcoming and supportive of undocumented students, recognizing that policies regarding undocumented students are constantly changing and that it is of utmost importance for all staff and faculty at community colleges to stay up to date with these policies and changes in order to better support undocumented students on their campuses and ensure their academic success.

Citations:

- [1] Higher Ed Immigration Portal. "Undocumented Students in Higher Education." (2023). <https://www.higheredimmigrationportal.org/>
 - [2] California Student Aid Commission. "California Dream Act and State Financial Aid." (2023). <https://www.csac.ca.gov/california-dream-act>
 - [3] The Campaign for College Opportunity. "State of Higher Education for Latinx & Undocumented Students." (2023). <https://collegecampaign.org/>
 - [4] Immigrants Rising. "Best Practices for Supporting Undocumented Students." (2023). <https://immigrantsrising.org/>
 - [5] California Community Colleges. "Dreamers Project Report." (2019). <https://foundationccc.org/wp-content/uploads/2023/05/dreamers-report-final.pdf>
 - [6] California Legislative Information. "Assembly Bill No.278 Chapter 424." (2023). https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB278
 - [7] The California Master Plan for Higher Education. "The California Promise." <https://ahed.assembly.ca.gov/sites/ahed.assembly.ca.gov/files/hearings/master%20plan.pdf>
 - [8] California Community Colleges. "Undocumented Students Support E-Handbook." (2025). <https://undocustudentsupport.org/chapters/table-of-contents/>
-

S25.09.03* Revision of the 50% Law to Support Student Services

Authors: Priscila Moreira

Sponsors: SSSCC Region IV, Associated Student Government, Mission College

WHEREAS, The "Fifty Percent Law" (California Education Code Section 84362) mandates that at least 50% of a community college district's educational expenditures go to salaries and benefits of classroom instructors, limiting investments in student services and since the expiration of COVID emergency relief funds, which allowed colleges to expand essential student support services despite the 50% Law, has created new financial hardships, making it increasingly difficult to fund programs like basic needs centers, mental health services, and housing support that are critical for student success;

WHEREAS, Many students, especially low-income, first-generation, and homeless students, rely on vital services such as counseling, tutoring, mental health support, and Basic Needs Centers, which are underfunded due to restrictions imposed by the 50% Law;

WHEREAS, The Academic Senate for California Community Colleges has recognized that student success depends on both instruction and holistic support services and has recommended revising the 50% Law to reflect modern student needs; and

WHEREAS, The California Community Colleges Chancellor's Office Vision for Success prioritizes equitable student outcomes, which require investments in both instructional and non-instructional support services to improve retention and graduation rates, especially since nationwide, homeless students graduate at lower rates than average, with gaps of more than 20 percentage points in 18 states; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for legislative reforms to the 50% Law to expand the definition of instructional expenditures to include faculty and staff providing essential student services such as counseling, tutoring, and basic needs coordination;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office, the Academic Senate

for California Community Colleges, and other stakeholders to explore amendments to the 50% Law that reflect the evolving needs of students; and

RESOLVED, That the Student Senate for California Community Colleges urge policymakers to assess the financial impact of expanding student support services and promote funding models that do not compromise classroom instruction.

Citations:

[1]<https://www.asccc.org/content/revisiting-50-law-its-intent-and-its-future>

[2]https://www.faccc.org/index.php?option=com_dailyplanetblog&view=entry&year=2024&month=04&day=17&id=30:the-50-law-and-its-discontents

[3]<https://www.asccc.org/content/revisiting-50-law-its-intent-and-its-futurehttps://publicintegrity.org/education/unhoused-and-undercounted/grim-numbers-on-homeless-students/>

[4]<https://codes.findlaw.com/ca/education-code/edc-sect-84362/>

[5]<https://www.insidehighered.com/news/institutions/community-colleges/2023/09/12/debate-flares-over-california-community-college>

S25.09.04 Affordable & Free College for Native American Students

Author: Cody Jarvis

Sponsor: ASCC Student Senate

WHEREAS, AB 91 (Alvarez)[1] of the 23-24 Legislature established In state tuition for students who live in a 50 mile radius south of the California-Mexico Border and AB 3015 (Ramos)[2] of the 23-24 Legislature if passed would have gave in state tuition to those who are members of a federally recognized tribes thats land lays across the state border of California Oregon, Nevada or Arizona;

WHEREAS, The University of California Native American Opportunity Plan[3] waves tuition and fees to all students “enrolled in federally recognized Native American, American Indian, and Alaska Native tribes”;

WHEREAS, “In 2021, 28% of the 18–24-year-old Native American population were enrolled in college compared to 38% of the overall U.S. population” and from 2010

to 2022 “Native American enrollment has declined from 196,000 to 121,000, a 38% decrease”[4]; and

WHEREAS, By providing free tuition to potential Native American students who are residents of California and giving In state tuition to potential students of a federally recognized tribes that land lays across the state border of California and Oregon, Nevada or Arizona would increase enrollment of Native American students; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for free community college for all California residents who are enrolled in any federally recognized tribes or who can prove descendency of Native American ancestry; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the reintroduction of AB 3015 (Ramos, 2023) that would waive out of state tuition for Native American students whose tribal land lies across the state border of California and Arizona, Nevada, or Oregon.

Citations

[1]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB91

[2] <https://legiscan.com/CA/text/AB3015/id/3013346>

[3]<https://admission.universityofcalifornia.edu/tuition-financial-aid/types-of-aid/native-american-opportunity-plan.html>

[4]<https://pnpi.org/wp-content/uploads/2023/11/NativeAmericanFactSheet-Nov-2023.pdf>

S25.09.05 Taking An Opposing Stance On AB 90

Author: Grace Goodhue

Sponsor: Associated Students of Cabrillo College

WHEREAS, The Student Senate for California Community Colleges in 2019 passed a resolution titled “Overnight Parking” to lobby for the establishment of a “needs-based overnight parking permit for students who are facing housing insecurity and homelessness that would allow them to park in a specific lot overnight”[1];

WHEREAS, In the 2019-2020 & 2023-2024 legislature Assembly Member Marc Burman and Cory Jackson introduced legislation (AB 320, 2019[2] and AB 1818, 2024[3]) regarding the establishment of an overnight student parking program that died in committee, similarly, legislation has been introduced in the 2025-2026 legislature once again by Assembly Member Cory Jackson called AB 90[4];

WHEREAS, AB 90 (Jackson, 2025) often referred to as the “safe parking bill” states that students must “acknowledge that campuses cannot guarantee a student’s safety” while stating that students must comply with the student code of conduct which ultimately guarantees a students right to safety; and

WHEREAS, AB 90 (Jackson, 2025) is a unfunded mandate that will cost \$500,000+ in a deficit year to provide infrastructure for showers, bathrooms and other security measures that will led to cutting to several classes if AB 90 is passed by the Legislature and signed into law by the Governor; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges change its official stance on student overnight parking to against and that it opposes AB 90 (Jackson, 2025) of the 25-26 Legislature; and

RESOLVED, That the Student Senate for California Community Colleges continue to advocate for student housing projects and Cal Grant Reform which will help put roofs over students heads.

Citations:

[1] [Overnight Parking Resolution](#)

[2]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB302

[3]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1818

[4]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202520260AB90

10.0 CURRICULM

S25.10.01* Support of Expanding Education on Female CPR

Authors: Alette Laughton and Chloe Lin

Sponsor: SSSCC Board of Directors

WHEREAS, Women are more than twice as likely to die from a heart attack[1] and yet are 16% less likely to receive CPR in public settings than men, directly and significantly associated with 29% higher chance of survival to hospital discharge for men when compared to women[2];

WHEREAS, Roughly 95% of CPR manikins on the global markets are flat-chested, while the 5% from the survey were breast overlays for the pre-existing male-structured manikins[3], and 40% of all female healthcare manikins produced are for the sole purpose of birthing simulation[4];

WHEREAS, The men who designed the mainstream CPR manikin based the face on a 16-year-old female suicide victim in the 19th century because they believed that “men might be reluctant to kiss a male image” and “thought her features were beautiful,”[5] and yet these manikins were manufactured with a male-structured body[6]; and

WHEREAS, 70% of nurses in California receive their nursing degree from a California Community College and 80% of police officers, firefighters, and EMTs in California have been trained at a California Community College[7]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges strongly support the integration of CPR manikins with breasts into nursing, EMT, paramedic, firefighter, and police officer training programs;

RESOLVED, That the Student Senate for California Community Colleges advocate for the allocation of funding towards supplying a minimum of one CPR manikin with breasts per two CPR manikins without breasts to each nursing, EMT, paramedic, firefighter, and police officer training program within the California Community College system;

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor’s Office and statewide legislators to introduce policies mandating all nursing, EMT, paramedic, firefighter, and police officer training programs at California Community Colleges to educate students on performing CPR to female-structured bodies; and

WHEREAS, Accessibility challenges in STEM labs, classrooms, and online platforms across California community colleges limit equitable educational opportunities for students with disabilities[2];

WHEREAS, Insufficient accommodations, particularly in the form of adaptive lab equipment, contribute to higher dropout rates among students with disabilities, reducing diversity and innovation in STEM industries while exacerbating systemic inequities[3]; and

WHEREAS, Fostering accessibility in STEM not only empowers students with disabilities but also enhances workforce diversity, drives innovation, contributes to California's economic growth, and supports initiatives like TAPD INTO-STEM[4], which improve educational outcomes, increase graduation rates, and ensure successful transitions into workforce opportunities for students with disabilities; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the implementation of Universal Design for Learning principles in STEM courses across California community colleges, ensuring that labs, lectures, and materials are fully accessible, thereby improving retention and success rates for students with disabilities in STEM;

RESOLVED, That the Student Senate for California Community Colleges partner with the Academic Senate for California Community College, the California Association for Postsecondary Education and Disability, the Chancellor's Office, and initiatives like TAP INTO-STEM[4] and Center For Applied Special Technology[5] to develop resources and workshops aimed at providing educators with training on supporting students with disabilities in STEM environments;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Academic Senate for California Community College, the California Association for Postsecondary Education and Disability, the Chancellor's Office, and initiatives like TAP INTO-STEM[4] and Center For Applied Special Technology[5] to create a task force to systematically identify and address specific accessibility gaps in STEM facilities and curricula, including adaptive lab equipment, software, and assistive technologies; and

RESOLVED, That the Student Senate for California Community Colleges advocate for and urge the pursuit of grants and funding to pilot innovative accessibility

initiatives, such as augmented reality tools for visual or hearing-impaired students in STEM labs, ensuring cost-effectiveness and scalability.

Sources:

[1] National Science Foundation, *Women, Minorities, and Persons with Disabilities in Science and Engineering* (2023).

[2] California Community Colleges Chancellor's Office, *Access and Equity in Education* Report.

[3] Journal of Postsecondary Education and Disability, "Barriers and Supports in STEM for Students with Disabilities" (2022).

[4] TAPDINTO-STEM. *TAPDINTO-STEM*. Accessed 25 Jan. 2025, <https://tapdintostem.org/>.

[5] CAST: The Center for Applied Special Technology. Accessed 25 Jan. 2025, <https://www.cast.org/>.

S25.10.03* Adding Latino/a/x/ Studies to Fulfill the Ethnic Studies Requirement at California Community Colleges

Author: Olivia Garcia-Godos Martinez

Sponsor: Latinx Caucus

WHEREAS, The ethnic studies graduation requirement in California Community Colleges is intended to provide students with opportunities to explore the diverse cultural and historical contributions of underrepresented communities to society;

WHEREAS, Current ethnic studies courses such as Chicano Studies primarily focus on the Mexican-American/Chicano experience, leaving significant gaps in representation for other Latin American identities, including Central and South American cultures. as well as from the Dominican Republic, Puerto Rico, and Cuba;

WHEREAS, The incorporation of Latino/a/x Studies as a critical component of the ethnic studies graduation requirement would not only deepen students' understanding of the expansive and multifaceted nature of Latin American cultures, histories, and societal contributions but also foster a more inclusive, representative, and equitable learning environment; and

WHEREAS, Expanding the scope of ethnic studies offerings aligns directly with the California Community Colleges' ongoing commitment to advancing equity, diversity, and inclusion by addressing the systematic underrepresentation of broader Latin

American identities in academic curricula, while also ensuring that students and educators understand the distinctions between Chicana/o Studies and Latino/a/x Studies, recognizing how each discipline uniquely contributes to a holistic representation of Latin American and Mexican-American identities in ethnic studies; Now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges advocate for the formal inclusion of Latino/a/x Studies courses within the approved ethnic studies curriculum across California Community Colleges, ensuring the histories and contributions of Central and South American identities, as well as those from the Dominican Republic, Puerto Rico, and Cuba are appropriately represented;

RESOLVED, That the Student Senate of California Community Colleges call upon the Academic Senate for California Community Colleges (ASCCC) and the Chancellor's Office to develop clear guidelines and allocate necessary resources for the creation and implementation Latino/a/x Studies courses that fulfill the ethnic studies graduation requirement including professional development for educators, equipping them with the requisite knowledge and resources to teach Latino/a/x Studies with rigor, cultural sensitivity, and academic excellence;;

RESOLVED, That the Student Senate of California Community Colleges collaborate with the Academic Senate for California Community Colleges to work with faculty, students, and ethnic studies departments to assess curriculum gaps and support the creation of interdisciplinary courses that elevate and explore the rich and diverse experiences of Latin American communities; and

RESOLVED, That the Student Senate shall advocate unwaveringly for the inclusion of Latino/a/x Studies within the ethnic studies curriculum, while addressing and disseminating the distinctions between Latino/a/x Studies and Chicano/a Studies, thereby ensuring that the identities and experiences of all Latin American students are meaningfully represented and that a more inclusive and equitable educational framework is established for all.

Sources:

[1] California Community Colleges Chancellor's Office, "Diversity, Equity, Inclusion, and Accessibility Framework" (2022).

[2] California Department of Education, "Ethnic Studies Model Curriculum" (2021).
Pew Research Center, "Key Facts about U.S. Latinos" (2022).

S25.10.04* Reforming AB 1705 & AB 705
Author: Cody Jarvis
Sponsor: ASCC Student Senate

WHEREAS, AB 705 (Irwin)[1] signed into law in 2017 aimed to reduce lengthy remedial pathways within the California Community Colleges (CCC), by establishing the need for a pathway to complete transfer-level math and English courses within a year;

WHEREAS, Title 5 § 55522[2] was enacted, going beyond the stated goals of AB 705 (Irwin, 2017) to increase access to transfer level courses and resulting in the effective banning of access to stand-alone pre-transfer classes, with subsequent Chancellor's Office guidance memorandum leading to the elimination of stand-alone transfer courses;

WHEREAS, In 2022, AB 1705 (Irwin, 2022) [3] was signed into law codifying the aforementioned Title 5 regulations, expanding beyond pre-transfer pathways and legislating transfer and degree pathways in STEM which has no longer allowed California community college districts to offer stand-alone foundational courses in mathematics and English, preventing students from enrolling in these courses even if it would be beneficial in their academic journeys, resulting in disproportionate drop and failure rates for historically underrepresented students; and

WHEREAS, The prescribed corequisite model, while helpful to many students, is too accelerated and high-unit to be an adequate substitute for stand-alone foundational coursework which can help to prepare some students for academic success and the California Community College system is an open-access institution dedicated to addressing community needs and supporting local educational advancement and are, at their core, committed to equity, which requires flexibility in offering pathways to meet students where they are; Now, therefore be it resolved

RESOLVED, That the Student Senate for California Community Colleges advocate that every California Community College provides students with the option to enroll in stand-alone pre-transfer coursework in math and English and that the agency for making decisions regarding curricular and enrollment

matters be returned to the individual students and faculty experts, who are most able to determine their needs to continue their own educational journeys;

RESOLVED, That the Student Senate for California Community Colleges advocate for any piece of legislation that will reform AB 1705 and AB 705;

RESOLVED, That the Student Senate for California Community Colleges, if no bill is introduced or passed to reform A.B. 1705 and AB 705 in the 2025 session of this legislature, the Student Senate will make the reforming of A.B. 1705 and AB 705 a legislative priority for the 25-26 SSSCC term.

[1]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705

[2] <https://www.law.cornell.edu/regulations/california/5-CCR-55522>

[3]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

S25.10.05* LIFT – Language Initiative for Future Talent

Author: Katrina Barringer and Sierra Mason

Sponsors: Crafton Hills College Academic Senate, Crafton Hills College Student Senate

WHEREAS, The goal of Cal-GETC is to streamline the transfer process to four-year institutions, the passing of AB 928 (Berman, 2021) has prompted the removal of foreign language courses—and ESL courses— from lower division general education pathways as outlined by ICAS in section 9.3.3 and 9.3.4 of the California General Education Transfer Curriculum (Cal-GETC) for area 3B Humanities; with the exception of foreign language courses that “include substantial literary or cultural aspects” [1];

WHEREAS, Records from the Student Senate for California Community Colleges indicate that no resolutions regarding language courses have been passed since 2006, and there is a clear need to reevaluate commitment to linguistic representation, language study, and workforce readiness;

WHEREAS, The Modern Language Association has identified language enrollment rates by institutional level, two-year institutions do not receive sufficient Title VI funding to maintain current programs [2] [3]; and

WHEREAS, Proficiency in languages other than English is an essential skill in a workforce-based economy—especially for medical and teaching professions—increasing demand for foreign language proficiency with a shortage in foreign language courses results in skill gaps in the workforce; there is a lack of language courses for workforce preparedness [4] [5]; Now, therefore be it;

RESOLVED, That the SSCCC make it a priority to advocate for the continuation and expansion of foreign language courses across the CCC system;

RESOLVED, That the Student Senate for California Community Colleges strongly recommend and urge the California Community Colleges to offer a minimum of the two (2) most popular foreign languages in the county of each community college—determined by county census data— to be offered at each CCC;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community College Chancellor’s Office to develop a strategic plan for financially sustaining and enhancing foreign language courses through the development of a “Foreign Language Sustainability Task Force”; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Academic Senate for California Community Colleges to simplify the process of hiring language faculty—pursuant to California Education Code § 80089.2, draft a legislative toolkit regarding student language education for workplace readiness, and provide continual guidance for language faculty instruction

Citations:

[1] The Intersegmental Committee of the Academic Senates. *Cal-GETC STANDARDS Version 1.1*. 2023, icas-ca.org/wp-content/uploads/2024/01/Cal-GETC_Standards_1v1_2023.pdf#page27.

[2] *New MLA Report Highlights The Need For Investment In Language Study*. report, Modern Language Association, 15 Nov. 2023. *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2021*, www.mla.org/content/download/191329/file/2021-Enrollment-Press-Release.pdf.

[3] “Enrollments in Languages Other Than English in US Institutions of Higher Education Fall-2021.” *Modern Language Association*, 2023,

www.mla.org/content/download/191324/file/Enrollments-in-Languages-Other-Than-English-in-US-Institutions-of-Higher-Education-Fall-2021.pdf.

[4] Admin. "US Employers Recognize the Need for Foreign Language Proficiency." *International Center for Language Studies*, Aug. 2024, www.icls.edu/blog/us-employers-recognize-the-need-for-foreign-language-proficiency.

[5] *California Code, EDC 80089.2*
<https://www.law.cornell.edu/regulations/california/5-CCR-80089.2>

11.0 HEALTH SERVICES

S25.11.01 Expanding Reproductive and Sexual Health Services for California Community College Students **Gabrielle Ruiz-Yeager** **Sponsor(s): Region V**

WHEREAS, Many students at California colleges report difficulty in accessing affordable reproductive and sexual health services, including STI testing, condoms, and emergency contraception, thereby creating barriers to their health and well-being[1], despite 86.2% of California community colleges charging a Health Services Fee at an average of \$21.59 per fall/spring semester to accommodate such resources[2];

WHEREAS, The American College Health Association's National College Health Assessment (ACHA-NCHA) reported that community college students reported higher rates of risky sexual behaviors, unintended pregnancy, emergency contraception, and sexually transmitted diseases [3], the National Library of Medicine reported that some community college students are more likely than students at 4-year colleges to test positive for sexually transmitted diseases [4], and another study found that while 91% of a sample of community college students reported being sexually active, only 29% reported adhering to consistent condom use [5];

WHEREAS, Ensuring access to comprehensive reproductive health services is critical in affirming student health and safety, as well as promoting a judgment-free campus environment where students can protect their health; and

WHEREAS, It is essential that colleges adopt strategies to support the provision of free or low-cost STI testing, condoms, and emergency contraception to meet the needs of students in a timely and accessible manner; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges recommend that districts, the Chancellor's Office, and Board of Governors work with local health organizations to provide free or low-cost STI testing on campus at least once per semester, providing testing in anonymous locations to protect student privacy and ensure that other students are unaware of their participation in such services;

RESOLVED, That the Student Senate for California Community Colleges support the distribution of clear and comprehensive information about available reproductive and sexual health resources on campus and off-campus local organizations, including locations, hours, and eligibility, to ensure that students are well-informed about services and how to access them; and

RESOLVED, That the Student Senate for California Community Colleges urge colleges to adopt and enforce policies that ensure reproductive and sexual health services are available year-round, with designated campus locations for the distribution of condoms, emergency contraception, and other related services during all academic terms, as well as work with local agencies to educate about and help students navigate the registration process for Family PACT, a state program that provides free or low-cost family planning and sexual health services[6], ensuring that students can access necessary sexual health care without financial barriers.

Citations

[1] <https://pmc.ncbi.nlm.nih.gov/articles/PMC5253087/>

[2] https://docs.google.com/spreadsheets/d/1biXLDELtByR4ccG9NgmH0r6Rx1oTA9mLqdZE_CYavTQ/edit?usp=sharing

[3] <https://pubmed.ncbi.nlm.nih.gov/21950256/>

[4] <https://pmc.ncbi.nlm.nih.gov/articles/PMC7020619/>

[5] <https://pmc.ncbi.nlm.nih.gov/articles/PMC4981160/#:~:text=Results,adhering%20to%20consistent%20condom%20use>

[6]

[https://familypact.org/services-covered/#:~:text=Family%20PACT%20covers%20the%20following.infection%20\(STI\)%20testing%20%26%20treatment](https://familypact.org/services-covered/#:~:text=Family%20PACT%20covers%20the%20following.infection%20(STI)%20testing%20%26%20treatment)

S25.11.02* Noncredit Student Health Services Access Opt-in Student Health Fee

Authors: Ron Gonzalez, Melissa Bonilla, Junior Perez, Cynthia Arauz, Heather Brandt, Malinalli Villalobos

Sponsors: CCSF ASC Mission Center, CCSF AS Executive Council

WHEREAS, Noncredit students constitute a significant portion of the California Community College (CCC) system and in the 2022-2023 academic year, noncredit Full-Time Equivalent (FTE) students numbered 80,063, representing approximately 8.6% of the total student body; and

WHEREAS, Noncredit students often face systemic and personal barriers, including limited access to financial, health, & academic support services and the lack of access to health programs available to credit students exacerbates these challenges; Now, therefore be it

WHEREAS, Access to health services, encompassing physical and mental health care, crisis assistance, and preventive programs, is well-documented as a crucial factor in student retention and success, and excluding noncredit students from these services undermines equitable outcomes;

RESOLVED, That the Student Senate for California Community Colleges encourage California Community Colleges (CCC) to permit noncredit enrolled students to opt in and pay their respective college's established Student Health Fee per given term and upon opting in, these students will be fully eligible for ALL campus health services;

RESOLVED, That the Student Senate for California Community Colleges coordinate with the State Chancellor's Office and other administrative bodies implementation at the district, state, levels of a policy to allow noncredit students to opt in and pay their respective college's established Student Health Fee per given term; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with community colleges to prepare targeted outreach materials, ensuring non-credit students are informed about the opt-in program, available services, and the enrollment process.

Citations:

[1] [California Community Colleges Fast Facts 2024](#)

[2] [Mental Health Services Can Help Keep Students on Track to Graduate.](#)

S25.11.03 Increasing The Availability of Accessible and Affordable Mental Health Resources

Author: Valeria Castillo

Sponsors: Santa Monica College, Associated Students Board of Directors

WHEREAS, More than half of community college students meet the criteria for the diagnosis of one or more mental health issues while less than one-third of them access mental health treatment [1];

WHEREAS, Mental health issues can affect a student's concentration, motivation, and discipline, leading to poor academic performance;

WHEREAS, The implementation of Animal Assisted Therapy Services has been shown to lower anxiety, reduce loneliness, and aid in the natural release of serotonin, prolactin, and oxytocin [2]; and

WHEREAS, The practice of meditation has been proven to have significant benefits for mental health such as reduced anxiety and depression [3]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges actively support the continual use of therapy animals on college campuses to support students' mental well-being, at no extra cost to the students;

RESOLVED, That the Student Senate for California Community Colleges advocate for the creation and maintenance of accessible and well-furnished meditation

spaces on college campuses while encouraging the colleges' mental health centers to advertise them; and

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to set up and maintain digital mental health care services such as initial self-screening kiosks available on multiple locations on campuses and partnering with online mental health providers such as Academic Live Care or TIMELYCare to provide flexible and regular care to their students;

RESOLVED, That the Student Senate for California Community Colleges advocate for colleges to develop on-campus crisis resource centers for students in need to access "by drop-in" with no previous appointment needed and crisis-counseling training to mental health center personnel.

Sources:

[1] <https://pmc.ncbi.nlm.nih.gov/articles/PMC8417151/>

[2] <https://www.uclahealth.org/programs/pac/about-us/animal-assisted-therapy-research>

[3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848393/>

S25.11.04 Protecting Students from the Health Impacts of Extreme Heat
Author: David Duncan
Sponsor: Santa Monica College, Associated Students Board of Directors

WHEREAS, College campuses within the California Community College system face an imminent and escalating threat from extreme heat events [1], jeopardizing the health [2], well-being, and academic pursuits of our students;

WHEREAS, The adverse effects of high temperatures on students' health and academic performance are well-documented [3][4] and demand urgent attention; and

WHEREAS, Proactive solutions to address extreme heat events are available, such as ensuring campus facilities have adequate air conditioning systems [5],

developing heat safety plans to keep students indoors during extreme heat events [6], increasing the availability of green spaces on and near campus [7], and collaborative, long-term strategies to combat climate change [8]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for policies that push all member colleges to establish and execute comprehensive heat safety plans that prioritize the physical and mental well-being of students, faculty, and staff, thus mitigating the severe health risks posed by extreme heat events;

RESOLVED, That the Student Senate for California Community Colleges take steps to call upon member colleges to incorporate heat safety education programs into their curriculum and staff orientation processes to equip our community colleges with the knowledge and tools needed to protect themselves and their peers during high-temperature conditions; and

RESOLVED, That the Student Senate for California Community Colleges advocate for long-term, sustainable solutions that mitigate the impact of extreme heat events and address the root causes of climate change, ensuring the safety and prosperity of our system's students.

Sources:

[1]https://scag.ca.gov/sites/main/files/file-attachments/extremeheatpublichealthreportfinal_09302020.pdf?1634674354

[2][https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(21\)01208-3/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(21)01208-3/fulltext)

[3]<https://fsi.stanford.edu/news/how-extreme-heat-affects-learning>

[4]<https://www.hsph.harvard.edu/news/press-releases/extreme-heat-linked-with-reduced-cognitive-performance-among-young-adults-in-non-air-conditioned-buildings/>

[5]<https://www.brookings.edu/articles/as-extreme-heat-grips-the-globe-access-to-air-conditioning-is-an-urgent-public-health-issue/>

[6]<https://yaleclimateconnections.org/2023/01/heat-ready-schools-project-helps-schools-keep-students-safe-during-extreme-heat/>

[7] <https://www.nature.com/articles/s43017-020-00129-5>

[8]<https://www.latimes.com/california/story/2022-11-24/climate-change-drives-hotter-more-frequent-heat-waves>

S25.11.05 Statewide Implementation of Narcan in First Aid Kits of Classrooms in California Community Colleges
Author: Kathryn Leigh Viduya
Sponsors: Queer Caucus, SSSCC Region I, II, IV, V

WHEREAS, In 2021, more than 106,000 persons died from drug-involved overdoses in the U.S., more than 80,000 of which were reported as opioid overdose deaths, according to the Centers for Disease Control (CDC)[1] and in 2022, the CDC’s preliminary information reports more than 105,000 drug-involved overdoses, nearly 80,000 of which were opioid-involved overdoses;¹ California’s Department of Public Health reports more than 7,000 persons in California have died from opioid overdose in 2022 [2];

WHEREAS, California Senate Bill (SB) 367 (Hurtado, 2022), known as the Campus Opioid Safety Act, went into effect on January 1, 2023, establishing requirements for all public colleges and universities to provide students with opioid overdose information and an opioid overdose reversal medication (OORM) on campus [3] and many California Community Colleges comply with (SB) 367 by supplying information about opioid overdoses and offers an OORM to all students through on-campus health clinics;

WHEREAS, The California Department of Healthcare Services has created the Naloxone Distribution Project (NPD), pursuant of California Senate Bill (SB) 833 (2016), Part 6.2, Section 1179.80 [4] and many student health clinics of college campuses regularly receives doses of intranasal naloxone (e.g., Narcan ®) from the NPD, supplying students and student groups on campus; under NPD guidelines, campus clinics are required to distribute Narcan ® doses with a scannable code that directs its users to a training video, allowing anyone who didn’t receive the dose from the clinics directly to still receive training; and

WHEREAS, The U.S. Food and Drug Administration approved Narcan ® for over-the-counter sale in July 2023 [5] and California Community College campuses maintain a responsibility to ensure that all first aid kits on campuses are properly supplied in the event of an emergency situation; however, many colleges do not

include Narcan® in first aid kits due to an existing policy requiring all over-the-counter (OTC) medications to be available strictly through campus clinics, which unlike other medications, OORMs only works to reverse opioid overdoses, and will not cause any additional harm if given to someone experiencing another medical emergency [6] and the Good Samaritan and Drug Overdose Treatment Liability laws protect people who administer OORMs from civil liability that might follow injuries caused by administering an OORM7; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to recognize opioid overdose reversal medications as a necessary life saving public resource, like automated external defibrillators (AEDs) [8], and implement a statewide policy requiring an opioid overdose reversal medication to be available in first aid kits, across all California Community College campuses.

Citations:

- [1] Drug Overdose Death Rates. National Institute on Drug Abuse
<https://nida.nih.gov/research-topics/trends-statistics/overdose-death-rates>.
- [2] CA Overdose Dashboard. California Overdose Surveillance Dashboard.
<https://skylab.cdph.ca.gov/ODdash/?tab=Home>.
- [3] Campus Opioid Safety Act. California Department of Public Health.
<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Campus-Opioid-Safety-Act.aspx>.
- [4] Naloxone Grant Program Final Report Background and Definitions. California Department of Public Health.
<https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/CDPH%20Document%20Library/Naloxone/NaloxoneGrantProgramFinalReportJuly20>
- [5] Over the Counter (OTC) Naloxone. California Department of Public Health.
[https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Over-the-Counter-\(OTC\)-Naloxone.aspx](https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Over-the-Counter-(OTC)-Naloxone.aspx)
- [6] [Overdose Prevention and Response Toolkit. Substance Abuse and Mental Health Services Administration](#)
- [7] Naloxone. California Department of Public Health.
<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Naloxone.aspx>
- [8] [New AMA report details grim realities of worsening overdose epidemic. American Medical Association.](#)
-

S25.11.06* Comprehensive Trauma-Informed Care and Mental Health in Educational Environments
Author: Alec Khajag Sarkissian
Sponsor: Region II

WHEREAS, Trauma-informed care approaches have become increasingly important in understanding and supporting student mental health needs, with research suggesting that California Community College students often have complex trauma histories that can impact their ability to meet academic expectations [1];

WHEREAS, California Community College students are experiencing increasing rates of anxiety and depression, with approximately 66% reporting feelings of nervousness or anxiety [2], and 56% indicating that emotional or mental difficulties have negatively impacted their academic performance in the month prior to a recent survey [3]; additionally, in 2023, over three-quarters of college students (76%) experienced moderate to serious psychological distress [4], which is significantly higher than the general population where approximately 20% of adults experience a mental illness in a given year;

WHEREAS, Recent studies have shown that over 50% of community college students meet criteria for one or more mental health conditions, with prevalence rates significantly higher for students aged 18-22 compared to their peers at four-year institutions [5, 6] and the COVID-19 pandemic has exacerbated mental health challenges for college students, with increased reports of stress, anxiety, and desire to use substances as a coping mechanism [7]; and

WHEREAS, The Student Senate for California Community Colleges previously supported S20.03.12: Mental Health Services on California Community College Campuses [8], which aimed to address mental health challenges among community college students; however, S20.03.12 predates the COVID-19 pandemic and lacks comprehensive discussion of trauma-informed care approaches; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate to the California State Legislature and California Community College Chancellor's Office for increased funding and resources to expand all trauma-informed care and mental health services across all California Community College campuses;

RESOLVED, That the Student Senate for California Community Colleges urge the California Community Colleges Board of Governors and the California Community Colleges to implement comprehensive mental health awareness and education programs to reduce stigma and increase help-seeking behaviors among community college students;

RESOLVED, That the Student Senate for California Community Colleges advocate for the California Community Colleges Board of Governors and the California Community Colleges to encourage Board of Trustees to expand on-campus trauma-informed counseling services and the exploration of innovative telehealth options to increase accessibility of mental health support for community college students; and

RESOLVED, That the Student Senate for California Community Colleges build upon SSSCC Resolution S20.03.12 by emphasizing trauma-informed care approaches and addressing the evolving mental health needs of students in the post-pandemic landscape.

[1] [California Community College Student Mental Health - Trauma-Informed Care Fact Sheet](#)

[2] [Diverse Education - General Mental Stress/Challenges](#)

[3] [Diverse Education - Stress Caused by Academic Performance](#)

[4] [Best Colleges - College Student Mental Health Statistics](#)

[5] [National Library of Medicine - Community College Vs. Four-Year Institutions](#)

[6] [California Budget & Policy Center - UC and CSU Campuses](#)

[7] [National Library of Medicine - COVID-19 Coping Mechanisms](#)

[8] [SSCCC Resolution S20.03.12: Mental Health Services on California Community College Campuses](#)

12.0 SHARED GOVERNANCE POLICIES

S25.12.01* Putting The Student Back Into Student Trustee

Authors: Cody Jarvis

Sponsor: Student Trustee Caucus

WHEREAS, AB 1541 (Fong, 2023)[1] established the Student Trustee role with the rights to be able to “cast an advisory vote immediately before votes are cast by the regular members of the governing board,” to “be seated with the members of the

governing board and shall be recognized as a full member of the board at the meetings," to "make and second motions at the discretion of the governing board," and to "receive compensation, at the discretion of the governing board";

WHEREAS, Despite having certain rights, some Community College Districts restrict student trustees' ability to participate in their college's student government by making the student trustee an ex-officio member or not allowing student trustees to vote;

WHEREAS, Not only is it important for student trustees to be fully a part of their student government for accountability purposes, but also to be able to fully represent and share the collective student voice with their Board of Trustees; and

WHEREAS, It is important for student trustees to maintain a level of independence from the political and special interests of their college Chief Executive Officer (CEO) and their elected Board of Trustees, as student trustees are elected by students to represent the student voice; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate through the Chancellor's Office and other channels that the role of student trustee shall not be independent of the role that student government plays on college campuses and that the role of student trustee shall be independent of the interests of both their college CEO and elected Board of Trustees;

RESOLVED, That the Student Senate for California Community Colleges advocate through the Chancellor's Office and other channels that the student trustee shall be a full member of their student government and not an ex-officio member; and

RESOLVED, That the Student Senate for California Community Colleges advocate through the Chancellor's Office and other channels that if there is a student trustee representing a multi-college district, they shall be considered an ex-officio member of all colleges that are not their home college.

Citations:

[1]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1541

S25.12.02 Advocate for the Inclusion of California Community Colleges Classified Senates in Title 5

Author: Deborah Knowles

Sponsor: SSSCC Region X

WHEREAS, The California Community College Classified Senate represents all classified professionals within California's community college system, and plays a vital role in promoting transparent, equitable, and effective governance by ensuring that the concerns and recommendations of classified professionals are considered in the decision-making processes of community colleges;

WHEREAS, California Community Colleges classified professionals make up 60% of the system's full-time workforce yet are often under recognized for their roles and responsibilities within participatory governance and are not explicitly acknowledged in the same way as students and faculty within Title 5;

WHEREAS, Inclusion of local classified senates of the California Community Colleges within Title 5 would formalize their position within the structure of local colleges and districts, thereby reinforcing the principles of participatory governance, accountability, and inclusivity within our educational institutions; and

WHEREAS, inclusion of the California Community College Classified Senate into Title 5 would bring consistency among shared governance practices that are already institutionalized by the long time existence of the Student Senate for California Community Colleges (SSCCC) and the Academic Senate for California Community Colleges (ASCCC); Now, therefore be it

RESOLVED, That the Student Senate for California Community College advocate for the formal recognition of of the California Community College Classified Senate 9+1 in Title 5, with a focus on ensuring that their roles and contributions are explicitly acknowledged alongside those of Academic Senate and the Student Senate;

RESOLVED, That the Student Senate for California Community College reaffirm our commitment to fostering a culture of shared governance, ensuring that the insights and expertise of the California Community College Classified Senate are integrated into policy-making and institutional decision-making processes;

RESOLVED, That the Student Senate for California Community College acknowledge the fundamental importance of the Classified Senate 9+1 rights in safeguarding the

interests of classified professionals and enhancing the collaborative framework of the California Community College system; and

RESOLVED, That, by adopting this resolution, the Student Senate for California Community College underscore the critical role of the California Community College Classified Senate and urge legislative and administrative bodies to act decisively to formalize the Classified Senate 9+1 in Title 5, reinforcing California's longstanding commitment to educational excellence, inclusivity, transparency and equity.

S25.12.03* Inclusion of Disabled Students and Students in Adult Education for Student Trustee Roles
Author: Olivia Garcia-Godos Martinez, Cody Jarvis
Sponsor: El Camino College Associated Students Organization

WHEREAS, AB 1736 (Choi, 2022)[1] of the 21-22 Legislature expands student leadership opportunities by allowing students enrolled in adult education programs or those who are disabled, as defined in Section 84850(b) [2] of the California Education Code, to hold student government positions within California Community Colleges;

WHEREAS, While AB 1736 (Choi, 2022) ensures these students can serve as officers in student government, it does not explicitly extend this eligibility to student trustee positions, often leading to inconsistent interpretations and implementation across community colleges; and

WHEREAS, Student trustees play a crucial role in representing the interests of their peers at the shared governance level, and excluding adult education and disabled students from these positions contradicts the intent of AB 1736 (Choi, 2022) to promote equitable student leadership opportunities; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate to the Chancellor's Office for the issuance of a memo clarifying that students eligible for student government under AB 1736 (Choi, 2022) should also be eligible to serve as a student trustee;

RESOLVED, That the Student Senate for California Community Colleges advocate through the Chancellor's Office for Community College District to be

compliant and consistent with their implementation of AB 1736 (Choi, 2022) on their college campuses; and

RESOLVED, That the Student Senate for California Community Colleges also explore additional advocacy efforts to extend eligibility for Board of Governors student members under the same provisions.

Citations:

[1] <https://legiscan.com/CA/text/AB1736/id/2600385>

[2] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84850.&lawCode=EDC

13.0 FUNDING

S25.13.01 Mobilizing Environmental-Related Undergraduate STEM Research Opportunities at California Community Colleges
Author: Ada Muzoglu
Sponsor: Student Research Caucus

WHEREAS, California Community College students face several challenges when it comes to finding STEM research opportunities, including those in environmental-related fields, including limited access to resources needed for research, lack of prior experience or preparation, and trouble securing letters of recommendation [1];

WHEREAS, The lack of funding for resources needed to perform environmental-related research at California Community Colleges has become a major impediment for students wanting to pursue environmental-related research opportunities, due to community colleges receiving \$8,700 for educational-related purposes, which is half of that of what four-year colleges receive (\$17,500) [2] and 63% California Community College students are currently enrolled in community college classes for three or more terms, implying that they have not been enrolled in a four-year college yet [3]; and

WHEREAS, Participating in environmental research opportunities during students' time at a California Community College has several benefits including networking opportunities and gaining hands on experience [4], as well as positively impacting

California Community College student transfer rates to four year colleges, especially colleges that have competitive admission rates; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to advocate for funding for resources for California Community College students to pursue STEM research opportunities, including those in environmental fields; and

RESOLVED, That the Student Senate for California Community Colleges make it a legislative priority to advocate for securing funding in order to provide the necessary resources for conducting environmental-related research on California Community College campuses.

Citations:

[1] Medlin, P. (2024, October 14). *Community College Students Have Less Access to Research Experiences. Waubonsee Students Say it Puts Them on a Path to Success.* Northern Public Radio. [Community college students have less access to research experiences. Waubonsee students say it puts them on a path to success. | Northern Public Radio: WNIJ and WNIU](#)

[2] Edgecombe, N. (2022, February). *Public Funding of Community Colleges.* Community College Research Center. [Public Funding of Community Colleges](#)

[3] Bodary, D. (2021, August). *Challenges and Opportunities for Community Colleges in a New Normal.* National Communication Association. [Challenges and Opportunities for Community Colleges in a New Normal - National Communication Association](#)

[4] *Community Colleges.* Council on Undergraduate Research. [Community Colleges - The Council on Undergraduate Research](#)

S25.13.02* Expanding Menstrual Equity in California Community Colleges
Author: Chloe Kim
Sponsor: Women’s Caucus, SSCCC Region X, ASG San Diego
Miramar College

WHEREAS, Access to menstrual products is a basic necessity for individuals who menstruate [1], yet it is estimated that 16.9 million menstruating women in the United States live in poverty [2], two-thirds of low-income women in the U.S.

reported being unable to afford menstrual products [2], and nearly one in five menstruating U.S. college students are forced to decide between purchasing menstrual products and meeting other personal costs [3], creating barriers to social inclusion, mental health, and participation in education;

WHEREAS, 86% of women have started their periods unexpectedly in public without access to sanitary menstrual hygiene [4], more than 1 in 3 low-income menstruators have reported missing work, school, and other important appointments due to a lack of period supplies [5], and 68.1% of college-aged women reported symptoms consistent with moderate or severe depression from a lack of menstrual product access, claiming to feel embarrassed (47%), ashamed (35%), or depressed (32%) from period poverty in academic settings [6];

WHEREAS, Hispanic ethnicity, low-income status, and lower educational attainment are strong predictors of menstrual product insecurity [7], the largest ethnic group of the 1.9 million California Community College (CCC) students is Hispanic (48%), 54% of CCC students identify as female, 65% of students across the system are classified as Perkins Economically Disadvantaged [8], and 92% of California's 116 community colleges are considered Hispanic-serving institutions [9], making menstrual equity critical to CCC student success while necessitating immediate action due to relevancy in CCC populations; and

WHEREAS, The California Education Code (Section 35292.6) requires California public schools serving any grades 6-12 to stock free menstrual products in all women's restrooms, all-gender restrooms, and in at least one men's restroom, yet California Community Colleges (CCC) are only required to stock one location per campus [10] despite the equity gaps in CCC student populations due to insufficient resources, funding, and policy support; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges urge the Chancellor's Office to allocate dedicated funding for the installation and maintenance of menstrual product dispensers in at least one women's bathroom per building across California community colleges with the aim of providing access to menstrual products in all campus bathrooms;

RESOLVED, That the Student Senate for California Community Colleges advocate for state legislators to secure additional funding for menstrual equity initiatives and for

policies ensuring consistent availability of free menstrual products on college campuses;

RESOLVED, That the Student Senate for California Community Colleges partner with local organizations and nonprofits to raise awareness about menstrual equity and provide workshops or resources to destigmatize menstruation and educate students on available support services; and

RESOLVED, That the Student Senate for California Community Colleges conduct annual assessments of menstrual equity initiatives across community colleges to identify gaps, ensure accountability, and recommend best practices for effective implementation.

Citations:

[1]<https://desj.santaclaracounty.gov/resources/menstrual-equity#:~:text=Menstruation%20is%20a%20basic%20bodily,be%20accessible%20free%20of%20charge>.

[2]<https://pmc.ncbi.nlm.nih.gov/articles/PMC9941660/#:~:text=It%20is%20estimated%20that%2016.9,%2C%20tampons%2C%20and%20menstrual%20products>

[3]<https://www.statista.com/statistics/1424077/us-college-students-period-poverty/#statisticContainer>

[4]<https://info.primarycare.hms.harvard.edu/perspectives/articles/fight-period-poverty-and-stigma#:~:text=Access%20to%20menstrual%20hygiene%20products,without%20the%20supplies%20they%20need>

[5]<https://sylviassistersisters.org/period-poverty/#:~:text=More%20than%201%20in%203, due%20to%20 periods%20per%20year.%E2%80%9D>

[6]<https://bmcwomenshealth.biomedcentral.com/articles/10.1186/s12905-020-01149-5>

[7] <https://www.liebertpub.com/doi/abs/10.1089/jwh.2023.0367>

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

[9]<https://www.insidehighered.com/news/quick-takes/2023/08/23/new-report-hispanic-serving-california-community-colleges>

[10]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB367

14.0 FEES

S25.14.01* Protecting the Rights of ASG/ASO/AS and Student Body Associations

Author: Chris Chandler

Sponsor(s): Student Trustee Caucus, SSSCC Region VIII and X

WHEREAS, The student body associations at California Community Colleges are established under Education Code §76060 granting community college students the right to form student body organizations that represent their peers, advocate for student interests, and manage student government affairs independently [1];

WHEREAS, It is important that the legal rights and autonomy of student body associations are protected and maintained so students have a collective voice for student advocacy and to ensure student body associations can exercise their legal rights without encumbrance or reprisal from community college district employees;

WHEREAS, The California State Legislature, and the California Community College Chancellor's Office has recognized through legal opinions, case precedent, and statute the authority of student body associations to be involved in the decision-making of a college district through participatory governance, to make purchases to support the advocacy efforts of the students body with funds collected from students and held in trust by a district, and for student body association officers to attend conferences and events on behalf of the student body [2]; and

WHEREAS, Some members of student body associations have indicated through personal accounts, testimonies, and reports to the Student Senate for California Community Colleges, that in some instances, student governments do not have the ability to fully exercise all rights afforded to student body associations under the law, due to formal or informal institutional roadblocks that exist within a district; Now, therefore, let it be

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for legislative or regulatory action requiring districts remove any institutional roadblocks within a district preventing student body associations from freely spending student funds on equipment, conferences, event supplies,

advocacy efforts including, but not limited to, funds collected from student representation fees, student activity fees, and student center fees;

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for legislative or regulatory action requiring districts to designate a substitute district employee to attend an event or conference when the district requires a district employee be present when the member of a student body association attend an event using student funds, and the student body association advisor is unavailable to attend;

RESOLVED, That the Student Senate for California Community Colleges establish a formal process for collecting reports of student government interference, and urge the California Community College Chancellor's Office to help remediate reported concerns brought forward by student body associations; and

RESOLVED, That the Student Senate for California Community Colleges advocate for legislative and/or regulatory action allowing for student body associations to be involved in the hiring and evaluation of the district employee designated as the advisor to the student body association.

Citations:

[1] [Education Code Section 76060](#)

[2] [Student 9+1 Rights](#)

S25.14.02 Increase the Student Representation Fee Under California Education Code §76060.5 from \$2 to \$6
Author: César Tlatoāni Alvarado
Sponsor: Region VIII

WHEREAS, California's 1.8 million community college students, the largest system of higher education in the United States, often encounter systemic barriers such as financial insecurity, limited access to resources, and disproportionate representation in policy discussions and according to the California Community Colleges Chancellor's Office, 68% of community college students experience basic needs insecurity, including housing and food insecurity, making strong advocacy efforts crucial [1];

WHEREAS, The Student Senate for California Community Colleges represents all students statewide in legislative and policy discussions, yet with only \$1 per student per semester, their ability to advocate for students at the state and national levels is severely limited; comparatively, the California State Student Association, which represents CSU students, receives \$4 per student per semester, allowing for greater advocacy power [2];

WHEREAS, The \$2 Student Representation Fee has remained unchanged since its inception in 1988, adjusting for inflation, \$2 in 1988 is equivalent to \$5.15 in 2024 dollars, highlighting the urgent need for an increase to maintain the effectiveness of student representation efforts [3]; and

WHEREAS, Allocating an additional \$3 to local student body associations will empower them to advocate for campus-specific needs, fund student-led initiatives, and enhance civic engagement efforts, ensuring that every student has a voice in decision-making processes affecting their education and well-being; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the California Student Representation Fee, as defined under Education Code §76060.5, to be increased from \$2 to \$6 per semester;

RESOLVED, That the Student Senate for California Community Colleges request that the \$3 be allocated to the Student Senate, enabling the organization to expand legislative advocacy efforts, increase student representation at the state level, and strengthen initiatives that address student needs across California's 116 community colleges;

RESOLVED, That the Student Senate for California Community Colleges request that the \$3 be allocated to each college's student body association, providing direct funding for local advocacy, civic engagement, and campus-specific initiatives aimed at improving student life and addressing key issues such as mental health, basic needs insecurity, and student governance; and

RESOLVED, That the Student Senate for California Community Colleges work in collaboration with the California Community Colleges Chancellor's Office, and student body associations statewide, ensuring transparency, equitable distribution, and accountability in the use of funds to maximize student impact.

[1] [CCCCO, 2023](#)

[2] [SSCCC Annual Budget, 2023](#)

[3] [U.S. Bureau of Labor Statistics Inflation Calculator, 2024](#)

16.0 TRANSPORTATION

S25.16.01* Expanding Access to Affordable Transportation for California

Community College Students

Authors: Haydee Zuniga and Chris Chandler

Sponsor: STEM Caucus

WHEREAS, Transportation to and from school remains a significant barrier to student success in the California Community College system, with many students lacking access to affordable and reliable transit options, leading to increased dropout rates and delays in degree completion [1];

WHEREAS, Multiple California transit agencies and local governments have implemented student transit pass programs, such as the Los Angeles Metro's GoPass and the Bay Area's Clipper START, which have significantly reduced commuting costs and increased student ridership, demonstrating the effectiveness of subsidized transportation programs (Los Angeles Metro, 2023); and

WHEREAS, The California Student Aid Commission (CSAC) has previously recommended transportation grants for low-income students, but funding remains inconsistent, and a statewide initiative to provide universal transit access for California Community College students has not yet been implemented (CSAC, 2022); Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation and funding to expand low-cost or free public transit passes for all California Community College students, including partnerships with local transit agencies, state transportation funds, and legislative support for permanent transit assistance programs;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the California Student Aid Commission, and regional transit authorities to develop sustainable and equitable transit solutions, prioritizing students in rural and underserved areas;

RESOLVED, That the Student Senate for California Community Colleges advocate for the integration of transportation assistance into existing financial aid programs, ensuring that transportation costs are accounted for in cost-of-living calculations for California Community Colleges students; and

RESOLVED, That the Student Senate for California Community Colleges seek additional funding sources through state and federal grants, legislative appropriations, and private partnerships to support long-term solutions for student transportation accessibility.

Citations:

[1] [Understanding Transportation Programs and Services at California Community Colleges](#)

19.0 STUDENT SERVICES

S25.19.01* Improving Psychological Services for California Community College Students

Author: Gabrielle Ruiz-Yeager

Sponsor: SSSCC Board of Directors

WHEREAS, Students face significant challenges in accessing mental health services [1], with wait times often exceeding over two months, and students report limited satisfaction due to the availability and responsiveness of current services;

WHEREAS, California community colleges serve a diverse student body, with 92% of them qualifying as Hispanic-Serving Institutions[2] and 21% as Black-Serving Institutions[3], and ensuring access to culturally competent mental health services requires a diverse staff, including professionals from underrepresented groups, to understand and address student needs and provide both male and female options for student comfort;

WHEREAS, Timely access to mental health services, including significantly reduced wait times and the availability of online therapy options, is essential to student success and well-being; and

WHEREAS, There is a need to ensure that California community colleges affirm the importance of mental health services and adopt strategies that promote equitable and affordable and/or low-cost access to care;

RESOLVED, That the Student Senate for California Community Colleges encourage t districts, the Chancellor's Office, and Board of Governors collaborate with mental health providers and/or organizations to ensure reduced wait times for counseling services, with a target of no more than two weeks, and to implement online therapy options in the instance that in-person wait times are longer than the encouraged two weeks;

RESOLVED, That the Student Senate for California Community Colleges support efforts to affirm and strengthen mental health services by adopting strategies to prioritize the recruitment and retention of a diverse mental health staff to ensure that all students have access to culturally sensitive and inclusive mental health support, and by distributing resources that enhance the capacity of campus counseling centers to meet student demand; and

RESOLVED, That the Student Senate of California Community Colleges actively urge the pursuit of enacting legislation and/or policies for all California Community Colleges to establish a Psychological Services Action Plan which identifies the college's finances allocated to Psychological Services, goals for additional diverse staffing, wait times, and strategy to achieve the stated objectives by collaborating with and forwarding a copy of this resolution to the appropriate officials: Governor Gavin Newsom, all members of the California State Legislature, California Community Colleges Chancellor Sonya Christian, all members of the California Community Colleges Board of Governors, the Chancellors of all 72 community college districts, and the President of the Board of Trustees for all 72 community college districts.

Citations:

[1] American Psychiatric Association [New Study: Community College Students Often Face Mental Health Challenges](#)

[2] [Building Capacity For Equity And Servingness Across California's Hispanic-Serving Community Colleges](#)

[3] Calmatters Article "[Black California students want more support. A new law names colleges that serve them best](#)"

S25.19.02* Expanding Transfer Workshops for Disabled Students

Author: Olivia Garcia-Godos Martinez

Sponsor: The SSCCC Student Trustee Caucus

WHEREAS, Disabled students face unique barriers when transferring to four-year universities, including differences in disability accommodations, lack of accessible transfer resources, and limited guidance on navigating disability services at their new institutions;

WHEREAS, Only 41% of disabled students enrolled in community colleges transfer to a four-year university, compared to 52% of non-disabled students, highlighting a gap in transfer success rates (National Center for Education Statistics, 2023)[1];

WHEREAS, A lack of dedicated transfer workshops for disabled students leaves many without the necessary knowledge and support to transition smoothly, increasing the risk of academic setbacks or dropped enrollments (Community College Research Center, 2022)[2];

WHEREAS, The Student Senate for California Community Colleges pursues legislation that encourages equitable access to transfer resources for all students, including those with disabilities;

RESOLVED, That the Student Senate for California Community College advocate for the implementation of transfer workshops specifically tailored for disabled students at all California community colleges in collaboration with Disabled Students Programs and Services (DSPS), Transfer Centers, University of California Student Association, and California State University Student Association;

RESOLVED, That the Student Senate for California Community College include in transfer workshops specifically tailored for disabled students information on disability accommodations at four-year universities, how to self-advocate for services, and financial aid resources for disabled transfer students;

RESOLVED, That the Student Senate for California Community College work with the California Community Colleges Chancellor's Office to develop a standardized framework for transfer workshops specifically tailored for disabled students to ensure statewide implementation and consistency; and

RESOLVED, That the Student Senate for California Community College encourage four-year universities to provide dedicated transfer resources for disabled students, including transition guides and contacts for disability services offices.

Citations:

[1] National Center for Education Statistics. (2023). *Postsecondary Disability Statistics: Transfer and Completion Rates*. Retrieved from <https://nces.ed.gov/pubsearch/index.asp?HasSearched=1&searchcat2=subjectindex&L1=47&L2=2>

[2] Supporting Students With Disabilities in Degree Attainment, Retrieved from <https://www.insidehighered.com/news/student-success/college-experience/2024/06/07/4-barrier-s-accommodation-students-disabilities>

S25.19.03* Enhance Support for Student Parents at California Community Colleges

Authors: Darlene Moore, Tuck Tucker, Yonatan "Yogi" Hernandez

Sponsor: Student Parent Caucus

WHEREAS, Student parents face significant challenges in balancing academic responsibilities with parenting duties—resulting in increased stress, financial strain, and limited study time [1];

WHEREAS, Nearly one in five undergraduate students are parents, many of whom experience inflexible class schedules, lack of affordable childcare, insufficient financial support, and limited access to academic and mental health resources [2]; and

WHEREAS, Current support services at California Community Colleges are inconsistent and inadequate, hindering the academic success and overall well-being of student parents [3];

WHEREAS comprehensive, uniform support measures—such as flexible attendance policies, on-campus childcare, enhanced academic tutoring and mental health support, and targeted financial assistance—can improve retention, graduation rates, and student success while aligning with broader legislative initiatives [4][5]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor’s Office to create a state-wide uniformity contract for student parent services including flexible attendance policies and tailored class schedules to accommodate the unique needs of student parents [6];

RESOLVED, That the Student Senate for California Community Colleges encourage California Community Colleges to establish affordable and accessible on-campus childcare services to alleviate financial burdens and enable student parents to better balance their academic and family responsibilities [2];

RESOLVED, That the Student Senate for California Community Colleges to encourage California Community Colleges to expand academic tutoring and mental health support services specifically designed for student parents, thereby addressing additional stressors and promoting improved academic outcomes [7]; and

RESOLVED, That the Student Senate for California Community Colleges actively encourage California Community Colleges to pursue additional funding through federal and state grants, private foundations, corporate sponsorships, and community fundraising, and engage in legislative advocacy at both local and state levels to secure sustainable support to expand on campus childcare services [8].

Citations:

[1] U.S. Department of Education. (2023). *Student Support Services Program*. Retrieved from <https://www.ed.gov>

[2] Institute for Women’s Policy Research. (2020). *Parents in College By the Numbers*. Retrieved from <https://iwpr.org>

- [3] SSCCC. (2023). *Resolutions Documentation*. Retrieved from <https://ssccc.org/documents/ssccc-resolutions.html>
- [4] NewAmerica. (2023). *Five Ways to Support Student Parents During and Beyond Higher Education*. Retrieved from <http://newamerica.org/education-policy/edcentral/five-ways-to-support-student-parents/>
- [5] The College Post. (2024). *7 Awesome Ways Colleges Support Student Parents*. Retrieved from <https://thecollegepost.com/college-support-student-parents/>
- [6] Stanford Office of Accessible Education. (n.d.). *Attendance Flexibility*. Retrieved from <https://oae.stanford.edu/students/academic-accommodations/attendance-flexibility>
- [7] EffectiveStudents. (2024). *How to Evaluate Academic Support & Student Success*. Retrieved from <https://effectivestudents.com/articles/how-to-evaluate-academic-support-student-success/>
- [8] BoardEffect. (2023). *How To Write a Board Resolution: Best Practices*. Retrieved from <https://www.boardeffect.com/blog/best-practices-for-writing-a-board-resolution/>

S25.19.04 Literacy Resolution

Author: Bill Tate and Victor Valley College ASB

Sponsor: Veterans Caucus

WHEREAS, Literacy is a fundamental skill necessary for academic success, upward mobility, and civic engagement, yet California Community College students face significant literacy challenges, and many students enter community colleges without college-level reading proficiency [1,2];

WHEREAS, According to research, access to books and reading materials significantly improves literacy rates, yet many California Community College students struggle to afford books, have limited access to library resources, or do not engage in regular reading [2]; and

WHEREAS, The Student Senate for California Community Colleges promotes student success and equity, aligning with the Vision for Success goals set by the California Community Colleges Chancellor's Office, which emphasize improving student outcomes and reducing equity gaps [3,4]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for increased funding and resources for literacy programs, including tutoring services, reading workshops, and digital literacy initiatives, to support students struggling with reading comprehension and academic literacy;

RESOLVED, That the Student Senate for California Community Colleges encourage community colleges to implement free or low-cost book initiatives, such as campus book drives, book-sharing programs, and partnerships with nonprofit organizations to provide students with greater access to reading material; and

RESOLVED, That the Student Senate for California Community Colleges promote literacy awareness campaigns, including "Reading Weeks," author visits, and student-led book clubs, to foster a culture of reading and intellectual engagement within community colleges.

Citations:

[1] National Assessment of Adult Literacy (NAAL): National Center for Education Statistics. "Demographics." *National Assessment of Adult Literacy*, U.S. Department of Education, nces.ed.gov/naal/kf_demographics.asp. Accessed 31 Jan. 2025.

[2] Public Policy Institute of California (PPIC) Report on Remedial Education: Burdman, Pamela. "Remedial Education in California's Colleges and Universities." *Public Policy Institute of California*, Oct. 2012, www.ppic.org/publication/remedial-education-in-californias-colleges-and-universities/. Accessed 31 Jan. 2025.

[3] Community College Research Center (CCRC) Study on Literacy and Degree Completion: Bailey, Thomas, et al. "Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges." *Community College Research Center*, Teachers College, Columbia University, Feb. 2010, ccrc.tc.columbia.edu/publications/referral-enrollment-completion-developmental-education.html. Accessed 31 Jan. 2025.

[4] California Community Colleges Chancellor's Office Vision for Success Report: California Community Colleges Chancellor's Office. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." *California Community Colleges*, July 2017, www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success.pdf. Accessed 31 Jan. 2025. These sources provide the foundational evidence supporting the

resolution's advocacy for enhanced literacy initiatives within the California Community Colleges system.

S25.19.05 Understanding Student Veterans: Education Course
Authors: Diego Padilla, Xtopher "X" Ruiz, Adriana Dos Santos, Yonatan "Yogi" Hernandez
Sponsor: Veterans Caucus

WHEREAS, Student veterans face significant challenges when transitioning from military to academic life and many have undergone life-changing experiences that continue to impact them long after their service [3];

WHEREAS, Fellow students may struggle to relate to veterans due to a lack of knowledge regarding their common experiences and many veterans are still coping with the aftermath of trauma, undergoing treatment, or finding ways to manage their transition;

WHEREAS, Many student veterans struggle to find a sense of community due to the stigma surrounding veterans or limited awareness of available opportunities on and off campus and several veteran-status students have reported to this caucus that they received little to no guidance or assistance regarding campus resources; additionally, some have stated that they did not receive information about the benefits they are entitled to as veterans [1]; and

WHEREAS, Many opportunities and benefits for veterans, veteran advocates, and non-veteran students go unnoticed simply because individuals are unaware of where to begin and insufficient staffing at Veteran Service Centers across California Community Colleges has contributed to inefficiencies in disseminating crucial information for student veterans' academic success [5]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges establish a mandatory presentation or educational training led by veterans or veteran support staff, incorporating information to dispel misconceptions about veterans while also educating students and faculty about available benefits;

RESOLVED, That the Student Senate for California Community Colleges encourage that any mandatory presentation or educational training led by veterans or veteran support staff help veterans integrate into their college communities by providing information about student government involvement, volunteer opportunities, work-study programs, and GI Bill benefits;

RESOLVED, That the Student Senate for California Community Colleges assist in developing materials for distribution across campuses, such as a universal presentation that schools can tailor to their specific needs or an informational pamphlet detailing essential resources.

Citations:

[1] California Department of Veterans Affairs (CalVet), <https://www.calvet.ca.gov>

[2] California Association of Veteran Service Agencies (CAVSA),
<https://www.californiaveterans.org>

[3] VA.gov, https://www.va.gov/vetsinworkplace/docs/em_challengesreadjust.asp

[4] San Diego Veterans Coalition (SDVC), <https://www.sdvetscoalition.org>

[5] Palomar College Veterans Resource Center, Miramar College VRC, San Diego
Mesa College Veteran Program

S25.19.06* Improving Access to Tutoring at California Community Colleges
Authors: Lana Han, Chris Chandler
Sponsor: STEM Caucus

WHEREAS, Quality tutoring services are essential for the academic success and personal development of students within the California Community College system, especially for students from diverse backgrounds, including first-generation, low-income, and marginalized students [1];

WHEREAS, California Community College students require equitable access to tutoring resources to bridge learning gaps and enhance their understanding of course material [2] [3] [4]; and

WHEREAS, Current tutoring services may not sufficiently meet the varied learning needs of students due to limitations in availability, and accessibility, cultural competency, and effectiveness; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for educational institutions and organizations to assess the effectiveness of existing tutoring services through student feedback, performance metrics, and professional evaluations [4] [5];

RESOLVED, That the Student Senate for California Community Colleges support the allocation of additional funding and resources to expand tutoring programs,

ensuring a greater number of qualified tutors and extended service hours for all levels of classes with a saturated student population;

RESOLVED, That the Student Senate for California Community Colleges promote that the California Community Colleges Chancellor's Office start initiatives to improve the number and quality of tutors by means of employing current students that are familiar with course materials whether they are from within or outside of the college, while supporting the maintenance of a balanced approach to academic support by ensuring the availability of both in-person and online tutoring services [6]; and

RESOLVED, That the Student Senate for California Community Colleges work with all stakeholders, including educators, administrators, students, community partners, and other colleges to support the continuous improvement of tutoring services, fostering an environment where all students can thrive academically, ensuring that students are receiving the academic support they need in their introductory and higher level courses to graduate.

Citations

[1]<https://partners.pennfoster.edu/blog/2024/february/how-education-inequality-impacts-student-success>

[2][CCCO Tutoring Services Apportionment Letter](#)

[3]<https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/tutoring-performance-measures-final-revisions-review.pdf>

[4]<https://www.swccd.edu/administration/institutional-research-and-planning/files/sp-goals-and-objectives-2021-2025.pdf>

[5]<https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring>

[6]<https://link.springer.com/article/10.1007/s42979-022-01539-6>

S25.19.07* Student-Centric Academic Renewal

Author: Annie Koruga

Sponsor: STEM Caucus

WHEREAS, Marginalized college students face unique systemic barriers [1] and these systemic barriers often contribute to worse academic performance in aggregate, especially post pandemic, due to facing “food insecur[ity], experiences of discrimination, [and] serious psychological distress,” [2] and furthermore, adult

learners often described as students who are 25 or older [3] may have grades from years ago which no longer reflect their current academic performance;

WHEREAS, Having satisfactory grades is paramount to successfully transfer especially in STEM at minimum the UC system requires a 2.4 GPA (and 2.8 for non-residents), [4] the CSU system requires a 2.0 GPA, [5] and more competitive schools either have higher GPA requirements such as UC Berkeley's 3.0 requirement [6] or they like Cal Poly San Luis Obispo note that successful "admits typically have a higher GPA" than the minimum [7];

WHEREAS, Academic renewal is a process by which California Community College students may "petition to have D's and F's removed from their GPAs [or transcripts depending upon the college]," after earning a defined level of academic success, as measured by grades, for a defined period of time [8]; and

WHEREAS, Academic renewal policies though they are a potential lifeline and second chance for students and a policy which can be used in service of equity are not standardized across the California Community College system, meaning that some community college students face increased difficulties when petitioning for academic renewal, due only to the college they attend, for example some colleges require two years to have passed [9] while others only require twelve months, [10] some colleges allow up to 30 units to be discarded via academic renewal [11] and others allow up to 24 units, [12] some colleges only permit academic renewal to be used once [13] and others have no such requirement [14]; and

RESOLVED, That the Student Senate of California Community Colleges make it a priority to advocate for a systemwide, uniform, student-centric catalog rights policy, which allows for at least 30 units to be discarded via academic renewal, may be used more than once until the maximum number of units has been discarded via academic renewal, and allows students to obtain academic renewal after at most twelve months; and

RESOLVED, That the Student Senate of California Community Colleges collaborate with the Academic Senate of California Community Colleges, the California Community College Chancellor's Office, and other system partners as a means to implement this resolution and seek to obtain a systemwide, uniform, student-centric catalog rights policy.

Citations:

- [1] <https://spssi.onlinelibrary.wiley.com/doi/epdf/10.1111/sipr.12085>
- [2] <https://pmc.ncbi.nlm.nih.gov/articles/PMC10341237/>
- [3] <https://eab.com/resources/blog/adult-education-blog/adult-learners-who-they-are-what-they-want-college/>
- [4] <https://admission.universityofcalifornia.edu/counselors/preparing-transfer-students/transfer-requirements.html>
- [5] <https://www.calstate.edu/apply/transfer/Pages/upper-division-transfer.aspx>
- [6] <https://www.admissions.berkeley.edu/apply-to-berkeley/transfer-students/transfer-requirements/>
- [7] <https://www.calpoly.edu/admissions/transfer-student/selection-criteria>
- [8] <https://edsources.org/2024/little-known-academic-renewal-policy-offers-students-a-second-chance/704069>
- [9] https://www.ohlone.edu/sites/default/files/users/HBarkow/academic_renewal_07_may2019.pdf
- [10] <https://scc.losrios.edu/admissions/admissions-and-records-office/admissions-and-records-forms-and-petitions>
- [11] <https://www.mtsac.edu/gps/news/docs/academicrenewalrev.pdf>
- [12] <https://www.westvalley.edu/catalog/grading-system/academic-renewal.html>

S25.19.08 Athletic Eligibility For Student Athletes Who Are Staying at a California Community College Longer Than Two Years

Author: Ada Muzoglu

Sponsor: SSSCC Region VI

WHEREAS, Approximately 68% of students, including athletes, that currently attend a California Community College, take more than two years to complete their associates degree and nearly 8% of students report that it takes more than four years to complete their degree [1];

WHEREAS, A significant portion of student athletes enrolled in a California Community College extend their time at the community college beyond the standard two-year period, often due to factors such as meeting certain academic needs, transfer plans, or aiming to improve their athletic performance before transferring to a four-year university;

WHEREAS, An increasing number of community colleges in the state of California have started offering bachelor's degrees programs, which is seeing a 32% increase in enrollment [2] due to costs less than \$10,560 in total tuition [3], which in turn, is causing many students, including athletes, to stay longer at a California Community College;

WHEREAS, The California Community College Athletic Association states that students will be automatically deemed athletically ineligible upon the completion of their second season of competition in their specific sport [4]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges urge the California Community College Athletic Association to support student athletes who are staying at a California Community College for longer than two years due to academic reasons such as meeting certain academic needs for a specific major, enrolling in a bachelor's degree program or certain transfer plans; and

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Athletic Association on implementating a policy allowing student athletes enrolled in a California Community College to have the option to extend their normal two-year athletic eligibility in order to still fulfill their major specific requirements or complete their bachelor's degree requirements while still being eligible to participate in their specific sport.

Citations:

[1] Smith, A. and Burke, M. (2023, July 24). *Transferring From California Community Colleges? It's a Tough Road, EdSource Survey Finds*. EdSource. [Transferring from California community colleges? It's a tough road, EdSource survey finds | EdSource](#)

[2] Dembicki, M. (2024, May 13). *Community College Baccalaureate Programs Continue to Grow*. Community College Daily. [Community college baccalaureate programs continue to grow - Community College Daily](#)

[3] Aleksey, A. (2023, July 20). *Why More California Community Colleges Offer Bachelor's Degrees*. San Francisco Examiner. [Why California community colleges offer bachelor's degrees | Education | sfexaminer.com](#)

[4] 2024-25 California Community College Athletic Association (CCCAA) Constitution & Bylaws. [2024-25_Constitution.pdf](#)

S25.19.09 Implementing Multilingual Step-by-Step Student Support and Success Guidebooks for California Community Colleges

Authors: Kassy Nguyen, Kyle Hsu

Sponsor: Associated Student Government (ASG) of Cypress College

WHEREAS, California Community Colleges (CCC) serve a diverse student population with English learners and immigrants making up approximately 25% of the 2.5 million students enrolled in community colleges statewide [1], with the average age of community college students being 28 years old and with 45% of the community college student population additionally being first generation college students [2];

WHEREAS, There is a lack of direct guidance for CCC students demonstrated by an estimated 60% of students who were unaware of the full scope of services provided by their college [3]; moreover, with over 20% of CCC students who did not obtain Pell grants, despite being eligible due to a lack of guidance [4];

WHEREAS, At present, California Community College catalogs and student handbooks, which outline a college's processes such as college enrollment, class registration, and financial aid eligibility, are primarily provided in English and these materials are often overly lengthy and confusing, with guidebooks ranging from 165 to 402 pages in total[5] making critical information incomprehensible for non-native English speaking students; and

WHEREAS, Student awareness of available resources and support is impacted as non-native English speaking students face language barriers when navigating academic resources and support [6]; consequently, the lack of a language-accessible guidebook that consolidates essential CCC information leaves these students without a clear roadmap to navigate postsecondary education; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the development and implementation of a standardized language-accessible Student Success Guidebook across all CCC campuses, ensuring equitable access to

essential information, resources, and support services; furthermore, this standardized guidebook shall be available in multiple languages to meet the needs of non-native English speakers and promote equitable access to academic and support services across all CCC campuses;

RESOLVED, That the Student Senate for California Community Colleges advocate that the implemented Student Success Guidebook be available in both digital and physical formats, providing a concise, step-by-step guide on essential topics including class registration, prerequisite requirements, important deadlines, financial aid, scholarships, academic policies, and graduation requirements, to ensure students have a clear understanding of their academic pathways.

Citations: [1]<https://files.eric.ed.gov/fulltext/ED597837.pdf>

[2]<https://crowncounseling.com/statistics/community-college-vs-university/>

[3]<https://tytonpartners.com/inside-higher-ed-lack-of-awareness-causes-students-to-fall-through-the-cracks/>

[4]<https://edsources.org/2024/too-many-california-students-are-struggling-to-afford-community-college/717738>

[5]<https://www.asccc.org/content/california-community-college-catalogs-student-guide-or-student-jungle>

[6] <https://oag.ca.gov/consumers/limited-english>

S25.19.10* Enhance Evening Students Learning Experiences

**Author(s): Calvin Lewis, Angeline Anderson, Prince Bass,
Shamonique Harris, Gonzalez**

Sponsor: Long Beach City College Associated Student Body

WHEREAS, Due to the hours of operations, evening students do not have access to valuable resources like the library, basic needs center, transfer center, and other academic resource center and this causes the evening students population to face a disadvantage, hindering their ability to complete assignments, study, and meet academic deadlines;

WHEREAS, Many indirect matriculants evening students are parents (18%) or working adults (88%) facing the challenge of balancing both academics and personal life and with the challenge surrounding these responsibilities, evening

students struggle with finding a quiet location to complete their studies and prepare for assignments while also having reasonable access to resources in order to meet sufficient goals towards their academics;

WHEREAS, Students requiring a safe location to study on campus during later hours of the day, also require a safe location to wait for their rides and transportation and students with no occupied and well lit area to wait, face increased worry towards their safety; the National Center for Education Statistics shares, "In 2021, about 23,400 on-campus criminal incidents were reported by degree-granting postsecondary institutions" and this can make students feel unsafe and deter them from attending night classes or using campus facilities; and

WHEREAS, Part-time students face a decline in graduation rates, having an area of focus to complete assignments can greatly increase student completion and the lack of resources evening students have access to, impacts the graduation rate; in the U.S. it is reported by MDRC that, "only 20% of part-time students graduate within six years, compared with the 33% of full time students;"

RESOLVED, That the Student Senate for California Community Colleges encourage California community colleges to provide students with a space following evening classes, allowing them to have access to the internet, textbooks/reading materials for assignments and access to proper research material and this space could also be used for instructors to have a location to conduct office hours;

RESOLVED, That the Student Senate for California Community Colleges advocate that the accommodating spaces on campus be designated for night students to relax, study, and connect with peers and that this can include lounge areas, study rooms, or virtual platforms for evening students to interact and collaborate;

RESOLVED, That the Student Senate for California Community Colleges advocate for extended hours for campus library and any other study spaces to midnight, to accommodate evening students daily within the next 3 to 5 years; accessibility to study areas, and a supervised location such as the library during later hours can assist with sustaining student safety and helping students feel safer on campus during the evening will potentially see an increase in student life and participation in enrollment, curriculum, and graduation.

Sources

- [1] <https://www.unr.edu/nevada-today/news/2017/best-time-of-day-to-study>
- [2] https://web-p-ebSCOhost-com.lbcc.idm.oclc.org/ehost/detail/detail?vid=3&sid=0110590f-4345-4732-9621-d6ab598d3474%40redis&bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=7_7497193&db=asn
- [3] <https://www.insidehighered.com/news/2014/01/27/small-private-college-all-night-dining-allows-more-flexible-class-scheduling>
- [4] <https://journals.library.ualberta.ca/ebliP/index.php/EBLIP/article/view/23403>
- [5] <https://www.mdrc.org/work/projects/promising-practices-supporting-part-time-community-college-students#:~:text=Overview,%2C%20practice%2C%20and%20future%20research>
- [6] <https://www.acenet.edu/Documents/Student-Parent-Data.pdf>
-

21.0 Veterans

S25.21.01* The Challenges Veterans Face in Resuming Studies

Authors: Adriana Dos Santos

Sponsors: Veterans Caucus

WHEREAS, California is home to over 1.8 million former service members, which is the largest veteran population of any state in the United States[1] and the transition from military service to academia presents numerous obstacles, including navigating financial aid systems, understanding degree requirements, and managing familial and occupational responsibilities; furthermore, although there are several programs and resources available, approximately 27% of participants do not consider the service to be fully efficient, highlighting areas that need improvement [2];

WHEREAS, a higher prevalence of mental health conditions, such as PTSD, is observed among veterans, with a reported prevalence rate of 80% among those who have been in a war zone [4] and a higher prevalence of mental health conditions, like PTSD, among veterans can significantly impact academic performance including stress and trauma associated with these conditions which lead to difficulties in concentration, memory retention, and overall cognitive function, which are crucial for successful learning and academic achievement; and

WHEREAS, While there are financial aid programs, such as the GI Bill, the bureaucracy can be a barrier [8], the required documentation and eligibility

requirements are confusing, and the process for accessing benefits can be complex and time-consuming, which can discourage many veterans [9]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to create surveys and focus groups to identify specific challenges faced by veterans in the transition process; and

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to offer more mental health support including providing emotional support services and access to therapy;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to promote awareness campaigns, offer workshops and informational sessions to raise awareness among the campus population about the specific needs of veterans, reduce stigmas associated with ex-military personnel, highlight their valuable skills and experiences in the educational and professional environment, and to mandate comprehensive training for faculty and administrative personnel on veteran specific pedagogical adaptations and trauma-informed educational practices; and

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to implement mentoring programs where former military personnel who have already completed their education can guide new students, fostering a sustainable ecosystem of peer support and professional development.

Citations:

[1] Census

<https://census.ca.gov/resource/veterans/#:~:text=California%20is%20home%20to%20over,state%20in%20the%20United%20States.>

[2] Veterans and Academic Transition

<https://journal-veterans-studies.org/articles/10.21061/jvs.v9i3.417>

[3] Military Student Success

https://www.westga.edu/share/documents/pubs/027896_262.pdf

[4] PTSD Impact on Veterans <https://pmc.ncbi.nlm.nih.gov/articles/PMC5672823/>

[5] Academic Performance Studies

<https://journals.sagepub.com/doi/full/10.1177/21582440231204666>

[6] Social Support Networks

https://www.researchgate.net/publication/233155873_Veterans_Coming_Home_to_t

[he Community College Linking Research to Practice](#)

[7] Rural Community Colleges and Veterans

<https://www.wiche.edu/resources/rural-serving-community-colleges-can-serve-as-cornerstone-for-veteran-students/>

[8] Military Family Support

<https://www.imls.gov/sites/default/files/publications/documents/supporting-veterans-and-military-families-understanding.pdf>

[9] GI Bill Implementation

<https://journal-veterans-studies.org/articles/10.21061/jvs.v9i3.417>

[10] Veteran Education Access <https://home.schoolcraft.edu/cce/21.1.47-65.pdf>

[11] Documentation Requirements

<https://journalveteransstudies.org/articles/417/files/654b78e1cfdc8.pdf>

S25.21.02 Establish a Veteran Student Committee

Authors: Yonatan “Yogi” Hernandez, Chis Chandler, Xtopher Ruiz, Diego Delgado, Adriana Dos Santos

Sponsors: Veterans Caucus, Latin X Caucus, Undocumented Caucus

WHEREAS, California is home to approximately 1.3 million veterans, with many seeking higher education opportunities within the state's community colleges and in the University of California system, over 70% of undergraduate veterans enrolled in 2018-19 entered as community college transfers ([UCOP, 2023](#));

WHEREAS, Student veterans often face unique challenges, including difficulties adjusting to campus life, navigating benefits, and balancing academic and personal responsibilities with 62% of student veterans and servicemembers are first-generation college students, compared to 43% of non-military-affiliated students ([National University, 2023](#)) and these challenges can impact retention and degree completion rates;

WHEREAS, Despite these challenges, student veterans demonstrate strong leadership potential and resilience and programs such as the Veteran Student Council at Saddleback College exemplify efforts to represent and support veteran students within student government ([Saddleback ASG, 2023](#)); however, the lack of dedicated veteran representation in associated student government (ASG) results in policies that may not adequately address the needs of veteran students; and

WHEREAS, Research highlights the importance of institutional support for student veterans and institutions that invest in veteran-specific programs see increased retention and academic success ([UPCEA, 2023](#)) and dedicated Veteran Resource Centers already have funding and essential resources available, as evidenced by programs supported through the California Community Colleges Chancellor's Office and state legislation ([California CCCCCO, 2023](#); [AB 97, 2017-2018](#)); however, without a formal student voice integrated into ASG, there is a risk that these resources may not be allocated or monitored effectively to meet the evolving needs of veteran students; Now, therefore it be

RESOLVED, That the Student Senate for California Community Colleges establish a Veteran Student Committee and encourage student body associations (SBAs) to establish a Veteran Student committee within their SBA and implement leadership training tailored for student veterans interested in ASG participation, which will equip them with the skills and confidence to advocate effectively for their community and ensure that resource allocation aligns with student needs, and

RESOLVED, That the Student Senate for California Community Colleges create a toolkit providing information on how an SBA can make such a change for the purpose of ensuring that student veterans have a direct voice in decision-making processes, what types of training for interested veterans should be provided, and how to provide essential oversight on how existing funding and resources already allocated for veteran support centers can be utilized;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Officer to establish a Veteran Student Advisory Council that will select veteran students from the CCC system who will work within the council to collaborate with the veteran service centers and ASG while addressing veteran-specific concerns, propose policy changes, and serve as a forum for student veterans to report on and evaluate the use of funds and resources dedicated to veteran support services; and

RESOLVED, That the Student Senate for California Community Colleges encourage the Chancellor's Office to work with college districts to provide an opportunity for the student body association to have a role in determining how the funds provided in AB 97 (Ting, 2017) are allocated and are transparently monitored by the student body, thus ensuring that the funds and resources for Veteran Resource Centers, which are already available through state and institutional channels and is essential

that specific funding for veteran support services—including academic counseling, career transition workshops, networking opportunities, and mental health services.

References:

[1] University of California Office of the President (UCOP). "UC's Student Veteran Community." (2023).

https://www.ucop.edu/institutional-research-academic-planning/_files/uc-student-veteran-community.pdf

[2] VA Mental Health. "Student Veteran Mental Health." (2023).

<https://www.mentalhealth.va.gov/student-veteran/learn-about-student-veterans.asp>

[3] National University. "Military and Veteran Higher Education Statistics." (2023).

<https://www.nu.edu/blog/military-and-veteran-higher-education-statistics/>

[4] Postsecondary National Policy Institute (PNPI). "Veterans in Higher Education." (2023).

<https://pnpi.org/veterans-in-higher-education/>

[5] UPCEA. "How Supporting Student Veterans Benefits Your Institution." (2023).

<https://upcea.edu/how-supporting-student-veterans-benefits-your-institution/>

[6] VA Research. "Veterans Face Challenges in Higher Education." (2023).

<https://www.research.va.gov>

[7] Saddleback College Associated Student Government. "Veterans Student Council." (2023).

<https://www.saddlebackasg.com/veteransstudentcouncil>

[8] California Community Colleges Chancellor's Office. "Veterans Education and Transition Services."

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Veterans-Education-and-Transition-Services>

[9] California Legislative Information. "AB 97 – [Bill Text]." (2017-2018).

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB7

24.0 GENERAL CONCERNS

S25.24.01 Lactation Stations on Campus

Authors: DeAnn Fulton and Victor Valley College ASB

Sponsor: Women's Caucus

WHEREAS, There are more than 300,000 student parents in California. California Community Colleges serve 72% of those student parents; [1,2]

WHEREAS, Breast milk is the healthiest option for children through their 2nd birthday; [3]

WHEREAS, Most babies will nurse 8-12 times a day, mothers who are using a breast pump should pump at least 8-12 times a day to maintain supply for the baby; [4] and

WHEREAS, The United States Department of Labor requires that employers provide a functional space for pumping milk that is shielded from view, free from intrusion, available as needed, and not a bathroom [5]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for employee pumping areas to be made accessible to students throughout the entire class day, not just during normal college business hours; if a college does not have a pumping area as defined by the United States Department of Labor, it must provide such a space for students and employees to use.

Citations:

[1] California Competes. (2023, 1 6). [A Policy Agenda for California Student Parents](#).

[2] Colleges, A. P. (2021, 03). [UC Davis Wheelhouse](#). Retrieved from [A Portrait of Student Parents in the California Community Colleges](#)

[3] Meek, J. Y. (2022, June 27). [Policy Statement: breastfeeding and the Use of Human Milk](#).

[4] Olga Tamayo, M. (2024, 05). [Breast Pump: maintaining Milk Supply](#).

[5] [US Department of Labor. \(n.d.\). U.S. Department of Labor](#). Retrieved from [FLSA Protections to Pump at Work](#)

S25.24.02 California Community College Athletes' Academic Success
Author: Anthony Soliman, Jumana Iskandar, Sophia Awad, Vesal Attar
Sponsor: Student Parent Caucus

WHEREAS, Student athletes throughout the state of California work hard every day to train and improve their athletic abilities to represent their school in competition; and student athletes must strike a perfect balance between their academic and athletic careers in order to set themselves up for success;

WHEREAS, The majority of student athletes face conflicts between their scheduled courses and games, tournaments, or other competitions related to their sport; and the California Community College Athletic Association handbook does not contain any by-laws relating to scheduling conflicts, leaving the decision-making regarding any scheduling issues to be left to individual colleges and professors;

WHEREAS, The National College Athletic Association gives permission for student athletes to miss class for game time and any associated travel, as long as the Student Athlete completes any missing work; and

WHEREAS, Many California Community College Athletic Departments do not have any Student Athlete handbooks or similar documents; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges urge the California Community College Athletic Association to align with National College Athletic Association protocol, empowering student athletes with the opportunity to take the classes they need for transfer, while also being able to miss class-time for games, tournaments, and any associated travel; and

RESOLVED, That the Student Senate for California Community Colleges urge all California Community Colleges to create a student Athlete Handbook that clearly outlines topics including but not limited to, academic eligibility, athletic conduct, practice and competition guidelines (including policies that accommodate student athletes for any time missed for games/competitions), conflict resolution, and student athlete support services.

S25.24.03 Fostering Research in California Community Colleges

Authors: Valeria Castillo

Sponsor: Student Research Caucus

WHEREAS, There is a lack of studies highlighting the research opportunities available to community colleges, exposing the lack of association of community colleges with research and the bias associated with community college students in research;

WHEREAS, Substantial research experience is fundamental for students wishing to pursue postgraduate studies;

WHEREAS, Undergraduate research experience considerably increases employability with 41% of employers in the US being “much more likely” to hire a candidate with undergraduate research experience[1]; and

WHEREAS, Undergraduate research contributes significantly to society by continuing to advance students’ fields of study and fostering critical thinking, problem-solving, and innovation among the students; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage research institutions and organizations to create opportunities that involve community college students so they may garner experience;

RESOLVED, That the Student Senate for California Community Colleges champion the establishment of partnerships between four-year universities and community colleges to collaborate to create research opportunities specifically for community college students;

RESOLVED, That the Student Senate for California Community Colleges energetically support the allocation of state funding toward the increase of research opportunities available to community college students; and

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for the establishment of Undergraduate Research Centers at all community colleges that encourage students to pursue research, provide counseling on finding research opportunities, and offer peer review services for student-authored papers.

Citations:

[1] <https://www.aacu.org/research/how-college-contributes-to-workforce-success>

S25.24.04 Increase Community College Student Worker Wages

Author: Priscilla Reyes

Sponsor: Student Research Caucus

WHEREAS, The cost of living in California has risen significantly, resulting in an increased financial strain on students [1] and making it increasingly difficult for students to afford basic necessities, including housing, transportation, and educational materials [2] particularly those who rely on their campus employment as a primary means of financial support;

WHEREAS, Student workers should be compensated fairly for providing essential campus services, and enhanced campus facilities, including administrative support, library assistance, and tutoring [3];

RESOLVED, That the Student Senate for California Community Colleges strongly recommend an immediate review and adjustment of student wages to ensure they are competitive with current market rates that are sufficient in meeting students' financial needs, allowing students to focus more on their studies and personal development rather than economic hardship; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the student worker wage to be increased by 23.08% or to a new minimum wage rate of \$20.00 per hour and that the Student Senate continue to monitor and advocate for fair wages for all student workers in the future, which should discourage increased attrition and support the retention of workers.

Citations:

[1]

<https://carolinanewsandreporter.cic.sc.edu/aftereffects-of-inflation-for-college-students/>

[2]<https://tcu360.com/2023/02/22/inflation-and-high-costs-affecting-college-students/>

[3]<https://www.insidehighered.com/news/student-success/life-after-college/2024/07/15/promoting-student-employment-campus-build-skills>

S25.24.05 Expanding Delta Alpha Pi Honor Society to All California Community Colleges

Author: Olivia Garcia-Godos Martinez

Sponsor: Student Research Caucus

WHEREAS, Students with disabilities make up approximately 10-15% of the community college population in California, yet they often lack the same opportunities for academic recognition and leadership development as their peers [3];

WHEREAS, Delta Alpha Pi (DAPI) Honor Society recognizes high-achieving students with disabilities and fosters leadership, advocacy, and community engagement, but currently has limited representation across California's 116 community colleges[1];

WHEREAS, Establishing and reinstating DAPI chapters at all California community colleges would provide students with disabilities the opportunity to celebrate their academic achievements, combat stigma, and gain leadership experience; and

WHEREAS, The Student Senate for California Community Colleges strives for equitable and inclusive educational opportunities for all students [2], making the expansion and reinstatement of DAPI a priority issue; Now, therefore, be it resolved

RESOLVED, That the Student Senate for California Community Colleges advocate for the establishment or reinstatement of a Delta Alpha Pi (DAPI) Honor Society chapter at every California community college to support academic excellence and leadership development among students with disabilities;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, Disabled Student Programs and Services (DSPS), and student organizations to promote awareness of DAPI chapters; and

RESOLVED, That the Student Senate for California Community Colleges encourage local student governments and college administrations to facilitate the creation and reinstatement of DAPI chapters by providing institutional support and faculty sponsorship.

Sources:

[1] Delta Alpha Pi Honor Society: <https://deltaalphapihonorsociety.org>

[2] Student Senate for California Community Colleges: <https://www.sccc.org>

[3] Disabled Student Programs and Services (DSPS) Data mart

S25.24.06* Gold Star Family Priority Registration
Author: DeAnn Fulton and Victor Valley College ASB
Sponsor: Veterans Caucus

WHEREAS, Families used to hang banners with either a blue or gold star during World War I, which is where the gold star label originated; each member of the immediate family serving in the military was represented with a blue star and the family would place a gold star above the blue star to inform the community that their loved one had died while serving;

WHEREAS, There are over 1.7 million Gold Star Family members in the United States and in 2023, the college enrollment rate for recent high school graduates in the United States was 61.4% [1];

WHEREAS, California has the highest number of active duty military personnel and a high number of Gold Star Families [2]; and

WHEREAS, Gold Star Families have sacrificed so much in support of the United States [3]; Now, therefore, be it

RESOLVED, That The Student Senate of California Community Colleges advocate to the California Community College Board of Governors to provide Priority Registration for all Gold Star Family Members at all California Community Colleges.

Citations:

[1] Blouin, B. (2025). *Navigating Tragedy by Understanding the Gold Star Family*.

Retrieved from My Base Guide: <https://mybaseguide.com/gold-star-family>

[2] Hope for the Warriors. (n.d.). *Hope for the Warriors*. Retrieved from An Honor no One Wants:

<https://www.hopeforthewarriors.org/blog-an-honor-no-one-wants-what-is-a-gold-star-family-and-how-is-it-different-from-a-blue-star-family/>

[3] Rao, P. (2024, 8 3). *Mapped: The Number of Active Duty Troops in Each U.S. State (2024)*. Retrieved from Visual Capitalist:

https://www.visualcapitalist.com/mapped-the-number-of-active-duty-troops-in-each-u-s-state-2024/#:~:text=Ranked%3A%20U.S.%20States%20Hosting%20the,is%20located%20in%20San%20Diego.&text=Note%3A%20*Federal%20district.

S25.24.07* Promote Financial Literacy and Statewide Implementation of the Student Investment Program

Authors: Ruben Garcia, Anthony Spinozzi, Anne Donnelly

Sponsors: Financial Literacy Caucus, Queer Caucus, Santa Rosa Jr. College, SSCCC Region I, II, and VI

WHEREAS, Financial literacy is a critical skill for making informed decisions about personal finances, such as saving, investing, managing debt, and building wealth, which enhances student access to educational opportunities and success, aligning with the Student Senate for California Community Colleges' mission to empower and engage all students through professional development, particularly those from marginalized communities [1];

WHEREAS, The Public Policy Institute of California reports that approximately 70% of students in California Community Colleges are from low to moderate-income families, with many lacking access to resources that can lead to upward economic mobility [2];

WHEREAS, The Student Investment Program at Santa Rosa Junior College has successfully established a replicable model by integrating student leadership, administrative support, philanthropic partnerships, and educational resources, creating a functional and legally vetted framework that demonstrates the practical feasibility and strategic importance of extending financial education and investment opportunities across the community college system; and

WHEREAS, The U.S. Department of the Treasury's report on "Experiential Financial Capability Education" demonstrates that experiential learning approaches significantly improve financial knowledge, decision-making skills, and long-term financial behaviors, by exposing them to real-world consequences of financial decisions [3], as reflected in the Student Investment Program at Santa Rosa Junior College; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges recognize the profound impact that comprehensive financial literacy and investment education can have on improving the economic prospects of students statewide;

RESOLVED, That the Student Senate for California Community Colleges ~~advocate for the allocation of \$1,000,000 in startup capital to pilot the Student Investment Program across the California Community College system, in addition to Santa Rosa Junior College~~ support securing \$10,000 in funding for each participating school to pilot the Student Investment Program in at least 10 California Community Colleges, through a variety of funding sources including but not limited to grants, donations, sponsorships, or other partnerships;

RESOLVED, That the Student Senate for California Community Colleges advocate that the pilot program aim to establish a scalable model for financial literacy and investment education that can eventually be expanded to include all California Community Colleges, ensuring every student, regardless of economic background, has the opportunity to participate in this transformative program; and

RESOLVED, That the Student Senate for California Community Colleges work with student body associations to present this resolution to governing boards of all California Community Colleges, as well as to relevant state education and finance committees and advocate for the necessary endorsements and funding to bring this initiative to fruition.

Citations:

[1] Student Senate for California Community Colleges

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

[2] Public Policy Institute of California

https://www.ppic.org/wp-content/uploads/r_0917orr.pdf

<https://www.ppic.org/publication/career-pathways-and-economic-mobility-at-californias-community-colleges/>

[3] The US Department of Treasury

<https://cfs.wisc.edu/wp-content/uploads/2016/10/mce-brief-final.pdf>

S25.24.08* Career Development Opportunities for California Community College Students

Author(s): Alec Khajag Sarkissian

Sponsor(s): Queer Caucus, SSSCC Region I, II, IV

WHEREAS, The Student Senate for California Community Colleges is dedicated to fostering professional growth among students, as outlined in its Values Statement, which emphasizes "prioritizing leadership development and educational opportunities ... to enhance the prosperity of the CCC system and California" [1];

WHEREAS, California's community college system serves a diverse student body, with over 70% of students being people of color [2, 3] and an estimated 50,000 to 70,000 undocumented students [4], who often face unique challenges in accessing career-building opportunities; internships and job experiences are vital for students' career development and transferability to four-year institutions, with research indicating that internship participation significantly improves post-graduation employment prospects and job offer rates [5, 6];

WHEREAS, Paid internships are crucial for economically disadvantaged student, offering both career development and financial support; moreover, work experience can enhance students' qualifications for transfer by applying classroom knowledge, developing professional skills, and building industry networks [7]; and

WHEREAS, Existing programs such as College Corps [8] and the Dream Act Service Incentive Grant Program provide support for students, including up to \$10,000 in education awards for 450 hours of service through College Corps [9] and up to \$4,500 per academic year for qualifying students who complete community service or volunteer work through the Dream Act Service Incentive Grant Program [9], but their availability varies across campuses [11], leading to inconsistent support for the student population; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the California Community College Chancellor's Office to explore the enhancement

and expansion of existing internship and job opportunity programs for California Community College students, with a focus on improving inclusivity, accessibility, and equitable distribution of opportunities across all campuses;

RESOLVED, That the Student Senate for California Community Colleges advocate for the California Community Colleges and their respective districts to create paid student fellowships and concurrently advocate to the California State Legislature and California Community College Chancellor's Office allocate funding towards this initiative;

RESOLVED, That the Student Senate for California Community Colleges encourage the California Community Colleges and their respective districts to strengthen and diversify partnerships with organizations, including local businesses, non-profits, and government agencies, to create a broader range of paid internship and job opportunities that complement students' academic pursuits and career aspirations, while addressing the specific needs of all student groups, including those facing systemic barriers to professional development, within the constraints of available resources and in compliance with applicable laws and regulations; and

RESOLVED, That the Student Senate for California Community Colleges support bills similar to AB 1370 (2023, Ta) [12] and AB 634 (2023, Ward) [13] that aim to enhance career development and workforce preparation opportunities.

[1] [SSCCC - Mission, Vision, and Values](#)

[2] [CCC Chancellor's Office - Data Mart \(2023-2024\) Annual Term: Ethnicity](#)

[3] [California Community Colleges - 2022 State of the System Report - Page 4 \(Student Demographics by Ethnicity\)](#)

[4] [Immigrants Rising - California Community Colleges Dreamers Project](#)

[5] [National Association of Colleges and Employers \(NACE\) - The Positive Implications of Internships on Early Career Outcomes](#)

[6] [CCC Workforce and Economic Development Division - Memorandum \(8/30/2023\)](#)

[7] [National Association of Colleges and Employers \(NACE\) - Unpaid Internships and the Need for Federal Action](#)

[8] [California Volunteers - College Corps](#)

[9] [California Volunteers - 450 hours of service; Up to \\$10k in Education Awards](#)

[10] [California Student Aid Commission \(CSAC\) - Overview of Dream Act Service Incentive Grant Program](#)

[11] [California Volunteers - College Corps Implementation Across CCC Campuses](#)

[12] [AB 1370 \(Asm. Ta\) - California Community Colleges Economic and Workforce Development Program.](#)

[13] [AB 634 \(Asm. Ward\) - Community colleges: career development and college preparation courses.](#)

S25.24.09* Enhancing Resources for ESL Students Across the State of California

Authors: Adriana Dos Santos, Claudio Nevells, Jose Rubio, Yonatan “Yogi” Hernandez

Sponsors: Student Parent Caucus, Latinx Caucus

WHEREAS, The English Student Learners (ESL) are approximately 1.1 million in California, that makes California the largest state with ESL student population [1] and the first barrier for ESL students is the language transition and often when they are trying to enroll [2] they do not have the best experience in service, because there is no option of their native language translated on the enrollment page, or assistance from staff, that are fluent in their native language, which can cause discouragement amongst students, increasing language barriers, misunderstandings and the student's withdrawal from the institution;

WHEREAS, The ESL students that are about to enroll and are becoming fluent in English should receive translation service support and ESL students often face challenges in college due to the lack of appropriate academic ESL programs, that could provide them with the support to develop the necessary skills they need to succeed, ultimately reducing feelings of intimidation and fostering greater confidence to achieve their academic pursuits [3];

WHEREAS, ESL students need access to information in multiple languages and various forms of communication to support their process of language acquisition and fluency development [4] [5]; and

WHEREAS, ESL students like all human beings, are social beings and have the need to feel like they belong, and it is of utmost importance to offer opportunities for them to be engaged in the community [6]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges recommend that the California Community College Chancellor's Office offer more support for

ESL students during enrollment and the option to translate the institution's webpage into all languages;

RESOLVED, That Student Senate for California Community Colleges support, with the California Community College Chancellor's Office, to hire more multilingual staff, who can speak more than one language and implement an app with simultaneous translation services;

RESOLVED, That Student Senate for California Community Colleges support with the California Community College Chancellor's Office, to create employment opportunities for students that speak more than one language so they also support other ESL students in their transition to fully speaking English, as well as to create programs that offer degrees in translation; and

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to encourage more opportunities for community engagement by fostering partnerships for students to integrate into the community and getting involved in assisting students, creating both employment opportunities and a way to participate, into the society that they belong to, so they don't feel marginalized.

Citations:

[1] Who Are California's English Language Learners?

https://transformschoools.ucla.edu/wpcontent/uploads/2023/06/CAMTSS_Research_ConsortiumBriefs_ELS-1-Enrollment_UPDATED10.30.23.pdf

[2] Multilingual Education: Key to Quality and Inclusive Learning

<https://www.unesco.org/en/articles/multilingual-education-key-quality-and-inclusive-learning>

[3] U.S.-Educated Multilingual Students in Community College: Transitioning from ESL to English 101 (PDF) [U.S.-Educated Multilingual Students in Community College:Transitioning from ESL to English 101](#)

[4] Undocumented Students in Higher Education

https://www.americanimmigrationcouncil.org/sites/default/files/research/undocumented_students_in_higher_education_2023.pdf

[5] English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition

https://www.researchgate.net/publication/330356157_English_as_a_Second_Langu

[age ESL Learning Setting the Right Environment for Second Language Acquisiti](#)
[o](#)

[6] Social Connectedness as a Determinant of Mental Health: A Scoping Review
[Social connectedness as a determinant of mental health: A scoping review - PMC](#)

S25.24.10 Establish a Disability Learning Community at California Community Colleges

Author: Olivia Garcia-Godos Martinez

Sponsor: Latinx Caucus

WHEREAS, Approximately 20.5% of undergraduate students nationwide report having a disability, yet only 4.6% of California Community College students were served by Disabled Student Programs and Services (DSPS) during the 2022–23 academic year, highlighting a need for improved identification and support mechanisms;

WHEREAS, Students with disabilities face unique academic and social challenges that require more specialized support to fully access campus resources and opportunities;

WHEREAS, Creating a Disability Learning Community, similar to Puente or Umoja, would provide an inclusive network for students with disabilities, fostering empowerment, improved resources, and a sense of belonging; and

WHEREAS, Such initiatives align with California Community Colleges' equity and inclusion goals, ensuring that all students have an equal opportunity to succeed; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the creation of a Disability Learning Community to provide academic support, community building, and advocacy resources for students with disabilities;

RESOLVED, That the Student Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to allocate funding and staffing to establish and sustain the Disability Learning Community;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office and the California Association for Postsecondary Education and Disability (CAPED) to identify needs and establish best practices for the Disability Learning Community; and

RESOLVED, That the Student Senate for California Community Colleges work with the RP Group and CAPED to develop improved methods for accurately collecting data on the number of disabled students in California Community Colleges.

Sources:

[1] U.S. Department of Education, National Center for Education Statistics.

"Students with Disabilities." *Fast Facts*, 2020,

<https://nces.ed.gov/fastfacts/display.asp?id=60>. Accessed 25 Jan. 2025.

[2] California Community Colleges Chancellor's Office. *Disabled Student Programs and Services (DSPS) Data: Annual Unduplicated Count, 2022–2023*.

California Community Colleges Data Mart, <https://datamart.cccco.edu>.

Accessed 25 Jan. 2025.

[3] Kuriakose, A., and Amaresha, A.C. "Experiences of Students with Learning Disabilities in Higher Education: A Scoping Review." *Indian Journal of Psychological Medicine*, vol. 46, no. 3, 2024, pp. 196-207.

doi:10.1177/02537176231200912.

**S25.24.11 Support of the Implementation of Career Fairs on
Community College Campuses**

Authors: Bouchra Alioua, Sage Tollefson and Tara Pai

Sponsor: SSSCC Region VI

WHEREAS, Community College students are considerably less likely than their peers at four-year institutions to report having internships, 42% compared to 64%, excluding students from underserved and marginalized communities from achieving their educational objectives and improving career readiness [1];

WHEREAS, 86% of surveyed Community College students who found internships had deemed that their experiential learning opportunity was very helpful in preparing them for future occupations, serving as a catalyst towards professional development [2]; and

WHEREAS, Career Fairs connect disadvantaged community college students to a network of industry professionals, in order to refine their career choices at industry-specific fairs, leading to more career sustainability in the future; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage community colleges to implement Career Fairs on a semester basis and host a variety of employers from diverse fields; and

RESOLVED, That the Student Senate for California Community Colleges encourage on-campus Career Centers to work with student body associations and academic-oriented clubs to accurately reflect students educational goals when implementing Career Fairs.

[1]<https://www.insidehighered.com/news/2022/10/04/chancellor-california-community-colleges-supporting-internship-success>

[2]<https://ewdpulse.com/californias-community-colleges-weigh-in-on-barriers-to-work-based-learning/>

S25.24.12 Affordable Campus Housing Initiative

Author: Roman Matera

Sponsor: SCCC Region V

WHEREAS, A Food and Housing Survey taken by the California Student Aid Commission found that 36% of students report housing insecurity from 2018-2019, and 53% report housing insecurity in 2022-2023, a 17% increase [1];

WHEREAS, in Spring 2021 SCCC passed the Resolution Affordable Low Income Housing, which “advocated for California Community Colleges statewide to partner with local organizations in alignment with “The Village” Cerritos College affordable housing model to provide affordable on/off campus housing options to low income students”[2] and, as of now 14 different California Community Colleges offer some form of On-Campus Living [3], with more housing developments underway [4];

WHEREAS, Research shows that 95.8% of total residential land area in California is zoned as Single-family-only, and 30% of all land (including commercial and park space) is zoned single-family-only, severely constraining the spatial

possibilities for denser and more affordable housing, in The California Zoning Atlas, a partnership between UC-Berkeley Othering and Belonging Institute and the UC-Davis Center for Regional Change. [5]; and

WHEREAS, It is observed that there is a need for housing across California; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for California community colleges statewide to perform Housing Suitability studies in line with their local students needs and conditions, with a focus on the costs and benefits of constructing housing at the California Community Colleges;

RESOLVED, That the Student Senate for California Community Colleges follow up with California Community Colleges that observed the 2021 Resolution “Affordable Low Income Housing” to assess the outcomes surrounding local organization partnerships that aimed to provide affordable on/off campus housing options to low income students;

RESOLVED, That the Student Senate for California Community Colleges create marketing materials surrounding the importance of student housing, and the success of current student housing offered at the 14 different California Community colleges mentioned prior; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the creation of a legislative bill to allocate funding for the building and/or purchasing of on and/or off campus affordable housing for California Community College students statewide, in accordance with the 2021 SSSCC Resolution given the end of the pandemic recession.

Citations:

[1] <https://www.csac.ca.gov/food-and-housing-survey>

[2] https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=etvD8XhsOiEqGMoL39Ah08ZJHPjld1WLpa2bz8TmjfXddasDSz5T833EKmMTYl25CrApQnA1dsuhjsh8eJliBWE6NDp7czoymDoiZ

[GlzcGxheV91c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM4NDQ1MztzOjQ6ImRhdGUiO3M6MTQ6IjIwMjUwMTIzMTA1MTAwIjtzOjc6ImV4cGlyZXMiO2k6MDt9](https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=etvD8XhsOiEqGMoL39Ah08ZJHPjld1WLpa2bz8TmjfXddasDSz5T833EKmMTYl25CrApQnA1dsuhjsh8eJliBWE6NDp7czoymDoiZ)

[3] <https://www.cccco.edu/Students/Support-Services/College-Dormitories-and-Housing> [4]

<https://www.turnto23.com/lifestyle/education/bakersfield-college-to-build-an-affordable-housing-residence-hall-for-homeless-students>
[5]<https://belonging.berkeley.edu/single-family-zoning-california-statewide-analysis>

S25.24.13* Installation of Blue Light Emergency Boxes

Author: Olivia Ochoa

Sponser(S): SSCCC Region V

WHEREAS, The primary mission of community colleges is to foster safe and secure environments that provide educational opportunities and empower students with valuable life skills;

WHEREAS, Recent incidents of harassment, gun scares, and other safety concerns have raised alarm among students, parents, and faculty, urging a reevaluation of current campus safety measures [1];

WHEREAS, The implementation of blue light emergency boxes would offer immediate access to emergency assistance, allowing students to call for help with the push of a button, significantly reducing response times and enhancing on-campus safety [2][3]; and

WHEREAS, Institutions such as California State University, Bakersfield, and Cuesta College have successfully integrated blue light emergency systems into their safety protocols, demonstrating the effectiveness of such measures in promoting a secure learning environment [4][5][6][7]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate that the installation of blue light emergency boxes be prioritized across all community college campuses, particularly in areas with high foot traffic and lower visibility during evening hours, such as parking lots and building entrances;

RESOLVED, That the Student Senate for California Community Colleges advocate that the installation of these blue light emergency boxes serves not only as a safety measure but also as a reinforcement of the community colleges' commitment to fostering an environment where students can confidently engage in campus

activities, including late-night study sessions, enhancing academic success and student well-being; and

RESOLVED, That the Student Senate for California Community Colleges advocate that this resolution be forwarded to the California Community Colleges Chancellor's Office and relevant safety committees at each campus for implementation.

Citations

[1]<https://www.bakersfieldcollege.edu/campus-life/college-safety/annual-security-report/2024/index.html>

[2]<https://preptoolkit.fema.gov/documents/353969/1355967/Emergency+Blue+Light+outdoor+callboxes+versus+cell+phones+and.pdf/5ad45130-4a93-48a2-b52a-f1c497f7b574>

[3] <https://www.axon.com/resources/blue-emergency-phones#>

[4]<https://wildcat.arizona.edu/138652/news/blue-means-safe-emergency-blue-light-telephones-a-potential-lifesaver/>

[5] https://www.csub.edu/police/_files/erg.pdf

[6]<https://businessaffairs.ufl.edu/news/multiple-departments-come-together-to-increase-safety-on-campus-with-bluelight-phones/>

[7] <https://www.cuesta.edu/emergency/Emergency-Blue-Light-Phones.html>

S25.24.14* Mandatory Establishment of Dream Centers at All California Community Colleges

Author: Priscila Moreira

Sponsors: SSSCC Region IV, Associated Student Government, Mission College

WHEREAS, The California Community College (CCC) system serves the largest population of undocumented students in the nation, with an estimated 100,000 undocumented students enrolled statewide and right now the demand for legal services among undocumented students has significantly increased following recent federal immigration policies, with nonprofit legal service providers reporting months-long backlogs in consultation requests from students seeking guidance on their legal rights and potential pathways to citizenship;

WHEREAS, Nearly half of California's 116 community colleges lack a dedicated Dream Center, leaving many undocumented students without access to essential services such as legal aid, financial aid assistance, mental health resources, and academic support;

WHEREAS, California has allocated \$52.2 million over five years to support Dream Resource Centers and liaisons, yet disparities remain in access to these resources across CCC campuses, highlighting the need for a standardized requirement for Dream Centers statewide; and

WHEREAS, Colleges with established Dream Centers, such as San José City College and Pierce College, report higher engagement, improved retention rates, and increased student access to legal and mental health support, demonstrating the positive impact of centralized, fully staffed Dream Centers; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the mandatory establishment of a physical Dream Center at every California Community College campus to ensure equitable access to legal, financial, and academic support for undocumented students;

RESOLVED, That the Student Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to require each CCC to establish a Dream Center within three years with dedicated staff and comprehensive services such as legal aid, mental health support, financial aid guidance, academic and career advising, and a safe space for undocumented students;

RESOLVED, That the Student Senate for California Community Colleges collaborate with undocumented student advocacy organizations, legal service providers, and policymakers to develop a standardized model for Dream Centers ensuring consistent support services across all CCC campuses; and

RESOLVED, That the Student Senate for California Community Colleges actively engage in awareness campaigns to highlight the importance of Dream Centers, collaborates with local student governments and advocacy groups, and advocates for continued funding at the state level to protect and empower undocumented students.

Citations

[1]<https://calmatters.org/education/higher-education/college-beat/2025/02/dream->

centers-legal-services/

[2]<https://unitedwedream.org/resources/5-proactive-steps-for-college-administrators-to-support-undocumented-students-in-your-schools/>

[3]<https://calmatters.org/education/higher-education/2023/11/undocumented-students/>

[4]<chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://www.smc.edu/student-support/documents/The%20War%20Still%20Continues.pdf>

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

[6]<https://collegecampaign.org/undocumented-student-campus-resources>

S25.24.15 Making Election Day an Academic Holiday

Authors: Amrita Gopal, Cody Jarvis

Sponsors SSCCC Region IV, Associated Students of Cabrillo College

WHEREAS, In 2024, 41 million members of Gen Z were eligible to vote, with only 42% doing so[1] and according to the Center for Information & Research on Civic Learning and Engagement, “In 2016, the second most common reason (for not voting) shared between young people with and without college experience—47% and 44%, respectively—was that they were too busy or had a conflict on Election Day, which for students may mean classes and, for youth who aren’t in college, a job”[2];

WHEREAS, That amongst all age groups, voters between the ages of 18-29 have the lowest voter turnout in the both the nation and in California [3] and that Black and Hispanic voters are largely underrepresented with 47% of Latinos and 54% of African Americans likely to vote, compared to 65% of non-Hispanic whites [4];

WHEREAS, Approximately 60% of students across the California Community College System are 24 years of age or younger[5] and additionally 48% of California Community College Students are Hispanic while 5% are Black; and

WHEREAS, Stanford has created “Democracy Day”⁶ which is a declared academic holiday with the purpose of allowing students to go vote and the Cabrillo Community College District Board of Trustee passed a resolution in October of 2024 asking faculty to not penalize students for being absent on Election Day [7]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate that the Legislature makes the first Tuesday of November of each statewide or national election a state holiday;

RESOLVED, That the Student Senate for California Community Colleges advocate to the Chancellor's Office that every Community College District create an academic holiday on the first Tuesday of November of each statewide or national election year;

RESOLVED, That the Student Senate for California Community Colleges continue to encourage students to register to vote by promoting voter registration events on community college campuses across the state and online registration via <https://registertovote.ca.gov/?t=s>; and

RESOLVED, That the Student Senate for California Community Colleges continue to encourage students to be civically engaged through newsletters, social media posts and other methods.

Citations:

[1]<https://circle.tufts.edu/2024-election#overall-youth-turnout-down-from-2020-but-strong-in-battleground-states>

[2]<https://circle.tufts.edu/latest-research/why-youth-dont-vote-differences-race-and-education>

[3]<https://calmatters.org/politics/2025/01/california-election-2024-young-voters-trump/>

[4] <https://www.ppic.org/publication/race-and-voting-in-california/>

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

[6] <https://www.democracydaystanford.org/>

[7][https://go.boarddocs.com/ca/cabrillo/Board.nsf/files/D9UN3R5D3901/\\$file/Resolution%23%20027-24%20%20ASCC%20-%20Election%20Day-signed.pdf](https://go.boarddocs.com/ca/cabrillo/Board.nsf/files/D9UN3R5D3901/$file/Resolution%23%20027-24%20%20ASCC%20-%20Election%20Day-signed.pdf)

S25.24.16* Basic Needs Support for All California Community College Students

**Authors: Chris Chandler, Brandon Quandt, Charlotte Crewse,
Yonatan “Yogi” Hernandez, Mahro Hashimi, and Lana Han
Sponsor: SSSCC Region X**

WHEREAS, The California Community Colleges Homeless and Housing Insecurity Pilot Program commissioned through the 2018 California State Budget (California Education Code §9795), and reported on by the Chancellor’s Office in 2023 [1], demonstrated the success of offering comprehensive wraparound basic needs support for students experiencing housing insecurity and homelessness with 224 homeless students receiving support services, 295 housing-insecure students receiving support, and 116 homeless/housing-insecure students maintaining stable housing for six months or more;

WHEREAS, The need for improved access to food and housing for students is great with approximately two-thirds of California Community College students reporting they have experienced at least one basic needs insecurity such as food insecurity, housing insecurity, or homelessness, according to a study conducted in 2023 by the RP Group and the Affordability, Food & Housing Access Taskforce of the Community College League of California (CCLC) [2];

WHEREAS, State and federal financial aid programs, including Cal Grant and the Pell Grant, are critical for supporting low-income students who struggle with access to basic needs, but many eligible students are not automatically connected to essential housing and basic needs resources, resulting in gaps in support; and

WHEREAS, Establishing partnerships between community colleges and local county service agencies can streamline access to essential resources for students, such as housing assistance, food assistance, mental health care services, thereby fostering stability and academic success; Now, therefore, let it be,

RESOLVED, That the Student Senate for California Community Colleges advocate for legislation requiring every California community college to implement a comprehensive wrap-around program, modeled after the California Community Colleges Homeless and Housing Insecurity Pilot Program, including housing assistance, case management, and access to essential services;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the California Student Aid Commission to establish a system that automatically enrolls eligible Pell Grant and Cal Grant recipients into

comprehensive housing support programs at their respective colleges to eliminate administrative barriers;

RESOLVED, That the Student Senate for California Community Colleges advocate for increased funding to support outreach efforts at local high schools, community centers, and underserved communities to promote awareness of housing support programs available at California community colleges; and

RESOLVED, That the Student Senate for California Community Colleges call for every California community college to designate a county services liaison on campus to assist students in accessing county resources, including housing assistance, food security programs, and legal services, fostering a coordinated and accessible resource network for housing-insecure students.

Citations:

[1][California Community Colleges Homeless and Housing Insecurity Pilot Program Report](#).

[2][Basic Needs Among California Community College Students \(2023\) Real College California](#)

S25.24.17* Improving NextUp Accessibility for Foster Youth in California Community Colleges

Authors: Chloe Kim

Sponsors: SSCCC Region X, San Diego Miramar College ASG

WHEREAS, California is home to over 80,000 of the nearly 440,000 foster youth in the United States (ranging from newborns to 21 years old) [1], 93% of foster youth state an intent to attend college, yet only 4% of former foster youth obtain a college degree by the age of 26 (50% of same-aged, non-foster youth peers are college-educated) [2], and nearly 50% of foster youth end up unemployed within four years of exiting foster care with more than 25% incarcerated and 20% experiencing homelessness [1], demonstrating a significant gap in educational attainment due to adverse childhood experiences that have left 25% of foster children diagnosed with PTSD (twice the rate of U.S. war veterans) and many suffering with high rates of debilitating depression and low self-esteem [1];

WHEREAS, The NextUp program provides critical financial, academic, and personal support to foster youth in California Community Colleges [3] by increasing student retention through counseling, housing, and employment assistance [4], yet its current eligibility restrictions limit the definition of California foster youth to only those who were in the foster care system at any point on or after their 13th birthday and under the age of 26 (per Section 66025.9 of the California Education Code) [5], creating barriers to educational access for foster youth who wish to continue their education at California Community Colleges but do not meet the qualifications for NextUp support;

WHEREAS, California State Universities (CSUs) offer services to any students who have been in placement as a dependent of the court or ward of the court at any time since birth [6], supporting all foster youth populations despite only 3% of foster youth completing a four-year college degree due to institutional selectivity and a lack of support to reach these higher-level institutions [7]; and

WHEREAS, California Community Colleges are open-enrollment institutions that aim to provide an inclusive higher education system with access points for every learner to transfer to selective four-year institutions, serving 30,000 current and former foster youth through a promise of greater accessibility and a focus of resources on supporting foster youth populations in Vision 2030 [8]; Now, therefore, be it

RESOLVED, The Student Senate for California Community Colleges urge the California Community Colleges Chancellor's Office and the California State Legislature to remove age-based eligibility restrictions for the NextUp program, ensuring equal access for all current and former foster youth;

RESOLVED, That the Student Senate for California Community Colleges advocate for increased state funding for NextUp, enabling more foster youth to receive the financial, academic, and personal resources necessary to persist and graduate;

RESOLVED, That the Student Senate for California Community Colleges urge the California Community Colleges Chancellor's Office and the California State Legislature to require all professors and educators in the California Community College system to undergo mandatory trauma-informed training, ensuring they

are equipped to support foster youth and other students who have experienced adversity; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the collection of comprehensive data, including standardized tracking of foster youth outcomes within the NextUp program, to better assess student progress, retention, and success rates while improving data-sharing practices between colleges and relevant agencies to ensure more informed policy decisions and equitable resource distribution.

[1] <https://www.speakupnow.org/foster-care-statistics-resources/>

[2] <https://www.cacollegepathways.org/wp-content/uploads/2015/09/Stepping-Up-FI-NAL.pdf#:~:text=While%2093%%20of%20foster%20youth%20state%20they,50%%20of%20the%20same%20Da%20ge%20non%20foster%20youth%20population>

[3] <https://nextup.cccco.edu/#:~:text=NextUp%20provides%20community%20colleg e%20students,tutoring%2C%20food%20and%20emergency%20housing>

[4] https://www.urban.org/sites/default/files/2024-07/A_Look_at_NextUp_Implementation_in_California.pdf

[5] https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=20212022_0SB512&show_amends=false

[6] <https://www.calstate.edu/attend/student-services/foster-youth/Pages/campus-support.aspx#:~:text=The%20CSU%20provides%20a%20wide,Services%2C%20please%20watch%20our%20overview>

[7] <https://www.insidehighered.com/news/student-success/college-experience/2024/01/25/colleges-and-universities-guide-former-foster#:~:text=College%20completion%20for%20youth%20with,the%20National%20Foster%20Youth%20Institute>

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

S25.24.18 Support Of Tuition-Free Public College In The California Community College System

Author: César Tlatoāni Alvarado and Annie Koruga

Sponsor: SSCC Region VIII

WHEREAS, Prior to the 1970s, California's public colleges, and universities were largely tuition-free under the Master Plan for Higher Education, but

then-Governor Ronald Reagan significantly reduced state funding for higher education during his tenure, introducing tuition for the first time at the UC and CSU campuses and cutting support for community colleges, a policy shift that has contributed to decades of rising costs and financial barriers for students [6] [7];

WHEREAS, The California Community College system serves as the primary gateway to higher education for millions of students, particularly those from low-income, first-generation, and historically underrepresented communities and eliminating tuition would remove a significant financial barrier to access; and the rising costs of higher education, even within community colleges, have led to increased student debt, food and housing insecurity, and financial stress that negatively impacts student success and completion rates [1] [2];

WHEREAS, Nations with higher Human Development Index (HDI) ranking than the United States of America, such as Germany, Norway, and Finland, consistently invest in tuition-free public higher education, contributing to greater economic mobility, workforce productivity, and social equity [8] [9]; and

WHEREAS, Numerous studies have shown that tuition-free college programs increase enrollment, persistence, and graduation rates, which in turn strengthen California's workforce, economy, and overall competitiveness in a rapidly evolving job market and states that have implemented tuition-free community college programs, such as Tennessee and New York, have demonstrated positive outcomes, including higher enrollment, reduced dropout rates, and increased upward mobility for students; [2] [3] [4]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly support making public community colleges tuition-free for all students across the California Community College system, ensuring equitable access to higher education regardless of financial status;

RESOLVED, That the Student Senate for California Community Colleges urge the California Legislature and governor to prioritize funding for tuition-free community college initiatives, recognizing higher education as a public good and essential investment in the state's future;

RESOLVED, That the Student Senate for California Community Colleges advocate both for fully tuition-free community college and partial changes which get closer to this goal such as the expansion of financial aid and wraparound support

services and transportation, housing, and textbook assistance, to ensure that students not only enroll but successfully complete their education; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with student organizations, faculty, and community stakeholders to raise awareness and mobilize support for tuition-free public college policies, ensuring that student voices remain central in the fight for affordable and accessible education.

Citations:

[1] https://www.cccco.edu/about-us/key-facts?utm_source

[2] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/research-data-analytics/data-snapshot/affordability-financial-aid>

[3] https://ticas.org/wp-content/uploads/2024/07/TICAS_SSCCC-CA-report_7.11.24.pdf

[4] <https://hechingerreport.org/proof-points-decade-free-community-college/>

[5] <https://seiufacultyforward.org/free-tuition-community-college-grows-nationwide/>

[6] <https://newuniversity.org/2023/02/13/ronald-reagans-legacy-the-rise-of-student-loan-debt-in-america/>

[7] <https://apnews.com/article/f5cf0b997c2776071af5adc4dca0fdaa>

[8] <https://worldpopulationreview.com/country-rankings/hdi-by-country?utm>

[9] https://ipes.razi.ac.ir/article_2531.html?lang=en&utm

S25.24.19 Support Of Establishing Indigenous Student Resource Centers At California Community Colleges

Authors: Tukwot Hamalu Momt Naka Gollette and César Tlatoāni Alvarado

Sponsor: SSCCC Region VIII

WHEREAS, California's community colleges serve as vital access points to higher education for diverse and underserved populations, yet Indigenous students continue to face systemic inequities including financial hardship, cultural marginalization, racism, colonial systems, and institutional underinvestment that result in significantly lower enrollment, persistence, and graduation rates [1] [2];

WHEREAS, Culturally tailored support services, such as those provided by Indigenous Student Resource Centers, demonstrably improve academic outcomes by offering essential academic counseling, mentorship, mental health support, and

culturally affirming programming that fosters belonging and increases retention and graduation rates [3];

WHEREAS, Successful models of targeted support including the Umoja Program for African American students and the Puente Project for Latinx students illustrate that dedicated resource centers can yield significant improvements in academic achievement and campus engagement, even for numerically smaller populations, thereby enhancing the overall institutional climate [4] [5]; and

WHEREAS, Current initiatives such as the Native American Student Support and Success Program (NASSSP) remain limited in scope and duration, underscoring the urgent need for permanent, fully funded Indigenous Student Resource Centers across California Community Colleges to secure long-term institutional commitment and equitable access to culturally responsive resources [5] [6] [7];
Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly support the establishment and sustainable funding of Indigenous Student Resource Centers at every California Community College to ensure equitable access to academic advising, culturally relevant programming, mental health support, and financial assistance for Indigenous students;

RESOLVED, That the Student Senate for California Community Colleges urge the California Legislature and the Community Colleges Chancellor's Office to allocate permanent funding and enact supportive policies mandating the creation of these centers, ensuring they are staffed by professionals with expertise in Indigenous student support and integrated into campus equity and inclusion frameworks;

RESOLVED, That the Student Senate for California Community Colleges call on all California Community Colleges to incorporate Indigenous Student Resource Centers into their institutional strategic plans by dedicating operational budgets and long-term staffing commitments, thereby fostering an inclusive campus environment that enriches the academic experience for all students; and

RESOLVED, That the Student Senate for California Community Colleges encourage California Community Colleges Chancellor's Office and local districts to commit to collaborating with Indigenous student organizations, tribal governments, faculty, and community stakeholders to design, implement, and evaluate these centers drawing on best practices from established programs such as the Umoja Program

and the Puente Project while advocating for additional state and federal resources to expand institutional capacity and support Indigenous student success.

Resources:

[1] National Center for Education Statistics. (2022). Status and Trends in the Education of Racial and Ethnic Groups. Retrieved from https://nces.ed.gov/programs/raceindicators/indicator_RCD.asp

[2] National Student Clearinghouse Research Center. (2022). Annual Report on Undergraduate Enrollment and Completion Rates. Retrieved from <https://nscresearchcenter.org/>

[3] American Indian College Fund. (2021). Indigenous Student Success and Institutional Support Strategies. Retrieved from <https://collegefund.org/research/>

[4] National Indian Education Association. (2020). The Impact of Culturally Responsive Programs on Indigenous Student Achievement. Retrieved from <https://www.niea.org/resources>

[5] California Community Colleges Chancellor's Office. (2023). Native American Student Support and Success Program Overview. Retrieved from <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-12-system-wide-memo-nasssp-a11y.pdf>

[6] Institute for Higher Education Policy. (2021). Targeted Support Programs and Their Impact on Minority Student Outcomes. Retrieved from <https://www.ihep.org/research>

[7] California Legislative Analyst's Office. (2023). Budget Allocation for Equity and Inclusion in Higher Education. Retrieved from <https://lao.ca.gov/reports/2023/4789/Higher-Ed-Budget-021523.pdf>

S25.24.20 Empowering Student Workers: Advocating for Fair Wages, Rights, and Unions in California Community Colleges

Authors: Flo Cudal, Daniel Barragan, Valerie Lopez, Jennefer Boulagjame, Litzy Chevez

Sponsors: SSSCC Region VIII, Associated Student Government of Santiago Canyon College

WHEREAS, Student workers are essential to campus operations and make up a significant portion of the workforce. Nationally, 80% of community college students work while studying, with 39% working full-time [1], often as their primary income source and despite gaining skills and flexibility, they face systemic inequities such

as low wages, inconsistent hours, and lack of workplace protections, highlighting the need for fair treatment and representation;

WHEREAS, Many student workers lack fair wages, benefits, and bargaining power, limiting their socioeconomic mobility. While the Strong Workforce Program supports work-based learning, existing policies fail to ensure equitable compensation and protections and AB 323 [2] proposes expanding paid opportunities by 2026, but without advocacy, student workers may continue facing labor exploitation. Strengthening protections and collective representation is essential for economic mobility;

WHEREAS, Governor Gavin Newsom, in the proposed 2024-2025 budget [3], has emphasized strengthening equity and advancing workforce development, which includes supporting pathways that empower students to pursue rewarding careers and foster fair labor practices; and

WHEREAS, Assembly Bill 1228 (Holden, 2023) [4], championed by Assemblymember Chris Holden, underscores the importance of fair compensation and improved workplace protections, setting a precedent for advancing equity across labor sectors, including on-campus student employment; additionally, research [5] and practices in other states have demonstrated that student worker unions [6] can lead to significant improvements in wages, benefits, workplace conditions, and opportunities for professional growth—ensuring equity and dignity for all student workers; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the formation and recognition of student worker unions across all California community colleges to address systemic inequities and ensure fair treatment for student workers and collaborate with the Chancellor's Office, student worker organizations, and labor rights advocacy groups to provide education and resources to student workers about their rights to organize and unionize;

RESOLVED, That the Student Senate for California Community Colleges advocate for the equitable implementation of AB 323 (Fong, Introduced 2025), ensuring that revisions to work-based learning policies include strong labor protections, fair compensation, and direct support for student workers; which by working alongside key stakeholders, the Student Senate aims to address systemic

inequities—such as low wages, lack of benefits, and limited bargaining power—while empowering student workers to advocate for their rights and long-term economic mobility;

RESOLVED, That Student Senate for California Community Colleges (SSCCC) encourage community college districts to adopt policies supporting student worker unionization and collective bargaining at all institutional levels and, in alignment with Governor Newsom’s 2024-2025 budget priorities, include policies that promote equitable working conditions and labor rights for student workers;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office (CCCCO) to develop a statewide plan addressing labor equity, workplace protections, and union representation for student workers, aligning with AB 1228 (Holden, 2023) encourage student worker representation on statewide and regional committees to strengthen labor protections and workplace equity.

Citations:

[1]<https://collegecampaign.org/publication/expanding-federal-work-study-opportunities-for-california-community-college-students>

[2]https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202520260AB323#99INT

[3]<https://ebudget.ca.gov/2024-25/pdf/BudgetSummary/HigherEducation.pdf>

[4]https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1228

[5]<https://apsanet.org/wp-content/uploads/2024/08/GS1-Chapter-33.pdf>

[6][https://www.epi.org/publication/graduate-student-employee-unions/#:~:text=Union%2Drepresented%20graduate%20student%20employees,freedom%20\(Rogers%2C%20Eaton%2C%20and](https://www.epi.org/publication/graduate-student-employee-unions/#:~:text=Union%2Drepresented%20graduate%20student%20employees,freedom%20(Rogers%2C%20Eaton%2C%20and)

S25.24.21 Support Of Student Housing at California Community Colleges
Authors: Tukwot Hamalu Momt Naka Gollette and César Tlatoāni Alvarado
Sponsor: SCCC Region VIII

WHEREAS, California's community colleges provide accessible pathways to higher education for diverse populations including low-income, first-generation, and historically underrepresented students yet many of these students face severe housing challenges; indeed, recent studies indicate that over 60% of community college students experience housing insecurity and nearly 20% confront homelessness during their academic careers (The Hope Center for College, Community, and Justice, 2019), while the National Low Income Housing Coalition (2021) reports that California faces a shortage of over 1.4 million affordable rental units, intensifying the crisis for student populations [1];

WHEREAS, Secure and affordable housing is a foundational determinant of student success, as research demonstrates that stable living conditions reduce stress, improve academic performance, and increase persistence and graduation rates furthermore, the California Budget & Policy Center (2022) found that nearly 40% of community college students work over 20 hours per week merely to cover housing expenses, which detracts from academic engagement and achievement (California Legislative Analyst's Office, 2022; National Center for Education Statistics, 2021) [2];

WHEREAS, Pilot programs at institutions such as Long Beach City College and Santa Rosa Junior College have successfully implemented on-campus or near-campus housing initiatives that promote academic achievement and overall well-being, with studies indicating that students in stable housing are up to 30% more likely to persist in their studies compared to their peers in unstable living situations (Santa Rosa Junior College Housing Program Overview, n.d.; California Department of Housing and Community Development, 2021) [3]; and

WHEREAS, Despite state funding initiatives and legislative acknowledgment of the housing crisis, many community colleges continue to lack dedicated residential infrastructure hampered by historical underfunding and restrictive zoning policies which leaves a significant number of students without access to safe, affordable housing, thereby exacerbating academic and personal hardships; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly support the development, expansion, and sustainable funding of student housing projects across California Community Colleges to ensure all students have access to affordable, safe, and stable housing conducive to academic success;

RESOLVED, That the Student Senate for California Community Colleges urge the California Legislature, the Community Colleges Chancellor's Office, and local governmental bodies to prioritize financial resources, enact supportive land-use policies, and foster public-private partnerships to establish comprehensive housing solutions including on-campus residences and housing assistance programs—that address the unique needs of community college students;

RESOLVED, That the Student Senate for California Community Colleges call on all California Community Colleges, the Chancellor's Office, and the Community College League of California to incorporate student housing initiatives into their broader equity and basic needs strategies, recognizing that stable housing is essential for educational attainment and overall student well-being; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with student organizations, faculty, housing advocacy groups, and community stakeholders to identify, implement, and monitor innovative and sustainable housing solutions, drawing on best practices and leveraging state, federal, and private resources to overcome housing challenges and enhance student success.

Resources:

[1] The Hope Center for College, Community, and Justice. (2019). California Community Colleges #RealCollege Survey Report. Retrieved from https://hope4college.com/wp-content/uploads/2020/02/2019_CaliforniaCommunityColleges_Report.pdf

[2] California Legislative Analyst's Office. (2022). Report on Student Housing Initiatives. Retrieved from <https://lao.ca.gov/reports/2022/4538/2022-Higher-Education-Housing-021822.pdf>

[3] Santa Rosa Junior College Housing Program Overview. (n.d.). Retrieved from <https://housing.santarosa.edu/>

[4] California Community Colleges Chancellor's Office. State Funding for Community College Housing Developments. Retrieved from <https://www.cccco.edu/-/media/CCCCO-Website/Reports/Housing-Initiative-Update.pdf>

[5] National Center for Education Statistics. (2021). Digest of Education Statistics. Retrieved from <https://nces.ed.gov/programs/digest/d21/>

[6] National Low Income Housing Coalition. (2021). Out of Reach 2021: The High Cost of Housing. Retrieved from <https://nlihc.org/oor>

[7] California Budget & Policy Center. (2022). The Financial Reality for Community College Students in California. Retrieved from <https://calbudgetcenter.org/>

[8] California Department of Housing and Community Development. (2021). Community College Housing Initiative Report. Retrieved from <https://www.hcd.ca.gov/>

S25.24.22* Advancing Comprehensive Support for Adult Learners in California Community Colleges

Authors: Gabriel Graves and Joseph Awad

Sponsor: Riverside City College

WHEREAS, Adult learners (students aged 25 and older) comprise a significant portion of the California community college population ranging from 535,378 to 631,123, indicating a consistent and substantial presence within the student body and representing approximately 40% of all students, thereby bringing diverse experiences and perspectives to the educational environment [1];

WHEREAS, Adult learners often face unique challenges such as balancing education with employment, family responsibilities, and financial constraints, contributing to a college completion rate significantly lower than that of traditional-age students, with only 38% of adult learners completing a degree or certificate within six years compared to 53% of traditional students [2] and are significantly underrepresented in transfer pathways to four-year institutions, highlighting a significant transfer gap for adult learners [3];

WHEREAS, Data from the Lumina Foundation reveals that 37% of college students are aged 25 or older, with the majority balancing significant external responsibilities and 64% of students work while enrolled, and 40% of those work full-time; additionally, 49% of students are financially independent from their parents, and 24% have children or other dependents and these statistics underscore the unique challenges faced by adult learners, further emphasizing the need for targeted support to ensure their academic success [4]; and

WHEREAS, The Student Senate for California Community Colleges is committed to promoting student equity, access, and success across all California community colleges, recognizing the importance of supporting diverse student populations [5], and is capable for lobbying towards previously implemented programs such as the Re-entry Student Program at UC Berkeley, which has contributed to increased retention and graduation rates among adult learners by providing specialized resources and support [6]; Now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the establishment of dedicated support centers for adult learners at all California community colleges, offering services such as academic advising, career counseling, and peer mentoring;

RESOLVED, That the Student Senate for California Community Colleges encourage the development and promotion of scholarships specifically for adult learners to alleviate financial burdens and increase accessibility to higher education;

RESOLVED, That the Student Senate for California Community Colleges support the implementation of professional development programs for faculty and staff focused on adult learning theories and inclusive teaching practices to better serve adult learners; and

RESOLVED, That the Student Senate for California Community Colleges establish a standing committee dedicated to addressing the needs of adult learners, tasked with developing policies, resources, and advocacy strategies at the state level, and collaborates with external organizations and institutions to share best practices and resources aimed at improving support for adult learners.

Citations:

[1] California Community Colleges Chancellor's Office Data Mart. (2023). Student Enrollment Data from Fall 2020 to Spring 2023. Retrieved from

https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

[2] National Student Clearinghouse Research Center. (2019). Completing College: A National View of Student Completion Rates – Fall 2013 Cohort. Retrieved from https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2019.pdf

[3] Public Policy Institute of California. Strengthening California's Transfer Pathway (2023).

<https://www.ppic.org/publication/strengthening-californias-transfer-pathway/>

[4] Lumina Foundation. (2019). Today's Student Resource Guide. Retrieved from <https://www.luminafoundation.org/resources/todays-student/>

[5] Student Senate for California Community Colleges. (2023). Mission and Vision Statements. Retrieved from <https://ssccc.org/who-we-are/about-us/mission.html>

[6] University of California, Berkeley. (2020). Re-entry Student Program. Retrieved from <https://reentry.berkeley.edu/>

S25.24.23* Establishing Baby Changing Stations on California Community College Campuses

Authors: Angeline Anderson, Prince Bass, Shamonique Harris, G Gonzalez, Calvin Lewis

Sponsor: Long Beach City College Associated Student Body

WHEREAS, California Law, AB 1127 (Calderon, 2017), dictates that many public buildings must have baby changing stations in their restrooms but this mandate does not extend to public colleges and universities; One in eight undergraduates are student parents, baby changing stations are necessary to the success of student parents and only 37% of student parents graduate within 6 years compared to 60% of their peers without children;

WHEREAS, There is no comprehensive data showing the availability of baby changing stations on California Community College campuses, while there are California Community Colleges that have baby changing stations in some of their restrooms, these stations are not easily accessible around campus and changing stations are a staple in most public retail spaces;

WHEREAS, 61% of student parents are also first-generation students and many are unaware of the resources available to them and are unlikely to ask for the location of a changing station, especially with a crying infant; and

WHEREAS, The absence of accessible baby changing stations may create unnecessary barriers for student parents, further complicating academic success by causing students to travel out of their designated area to seek seclusion to address this basic need; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for California Community Colleges to install baby changing stations in men's, women's, and gender-neutral restrooms on campuses, including in administrative buildings and actively work with local student government bodies, and relevant stakeholders to monitor the implementation of this resolution and its progress;

RESOLVED, That the Student Senate for California Community Colleges advocate that California Community Colleges make campuses more accessible to parenting students by installing baby changing stations in 25% of bathrooms in the next 3-5 years, ensuring that all student parents have access to this essential resource and to make students aware of the new resource available to them [4];

RESOLVED, That the Student Senate for California Community Colleges provide a toolkit to California Community College Districts with funding resources to assist with the purchasing and installation of baby changing stations, such as an interactive handbook in a PDF format and student parents will be more likely to use on-campus services if they have access to a clean, safe space to care for their children; and

RESOLVED, That the Student Senate for California Community Colleges encourage California Community College campuses to add a door decal to restrooms that contain baby changing stations, such as the Koala Kare™ decal or campuses can create their own precisely labeled, easy to identify door decal.

Sources

[1] <https://www.insidehighered.com/news/student-success/college-experience/2024/10/09/12-stats-about-parenting-college-students>

[2] <https://20mm.org/pregnant-and-parenting-student-initiative/>

[3]

<https://castudentparentalliance.org/resources/infographic-californias-undergraduate-student-parents/>

[4] <https://www.cde.ca.gov/ds/dc/>

[5]

<https://www.acenet.edu/Documents/Raising-Expectations-Student-Parent-Success.pdf>

S25.24.24 Creative Wellness Safe-Space For Expression Promoting Advocacy, & Social Change

Authors: Patricia Rodriguez

Sponsor: Associated Student Government of Coastline College

WHEREAS, Many studies suggest that engaging in art and creative activities can have physiological effects that reduce stress and promote well-being [1] and Art has been a powerful tool for social activism; it challenges the status quo, giving voice to marginalized groups and sparking conversations about critical issues[2];

WHEREAS, Research from the National Alliance on Mental Illness indicates that 1 in 5 adults experience mental illness each year, emphasizing the necessity for dedicated spaces that prioritize mental health and community support [3];

WHEREAS, The American College Health Association (ACHA) published a 2022 study, which surveyed 54,000 undergraduate college students and these individuals were of different identities and backgrounds, which according to the study, about 77% of students experienced some kind of psychological distress, either moderate or severe and 54% experienced loneliness, and 30% had exhibited suicidal behavior [4];

WHEREAS, Positive interactions among community members through creative outlets can significantly facilitate the release of suppressed feelings, emotions, and thoughts, fostering healing and awareness and research indicates that creative expression is linked to improved mental health outcomes; a survey found that 85% of participants reported feeling more connected to others and more inspired to engage in creative activities, highlighting the essential role of the arts in fostering community resilience during crises.

RESOLVED, That the Student Senate for California Community Colleges encourage California Community colleges to establish a Creative Wellness Safe Space for Expression dedicated to fostering advocacy, social change, and community engagement through artistic expression and this space could serve as a nurturing environment for workshops, gatherings, and creative initiatives, providing community members with the resources and support needed to explore their creativity as an outlet of expression;

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to collaborate with local artists and organizations to host advocacy sessions and impactful art campaigns, which will empower individuals to amplify marginalized voices and address pressing social issues through creative methods such, art talks, artistic speakers, art critics, in addition to performing arts, such as theater, spoken word, and visual arts;

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to organize community forums and arts-based wellness workshops focused on mental health, mindfulness, and stress relief including utilizing creative

practices like painting, music, and movement to inspire collective action and foster open dialogue about mental health challenges; and

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to actively seek grants and funding opportunities to support ongoing arts initiatives, ensuring sustainable access to artistic resources such as art supplies and wellness literature.

Citations:

[1] <https://www.mqmentalhealth.org/the-art-of-destressing-how-creativity-creates-less-stress/>

[2] [Art in Society](#)

[3] <https://www.nami.org/mhstats>

[4] [College Transitions](#)

[5] <https://www.mciinstitute.edu.au/wellbeing/creative-outlets>

[6] <https://www.instagram.com/reel/CA4L0V2pfH8/>

S25.24.25 Advocacy for the Deaf and Hard of Hearing Community
Author: Katrina Barringer, Alexis Bravo, Brandon Cooley, Sierra Mason
Sponsor: Crafton Hills College Student Senate

WHEREAS, Fifty-one percent (51%) of students with disabilities, including those who are Deaf or Hard of Hearing report experiencing barriers to accessibility and communication in educational institutions, impacting their academic success and engagement [1] [2];

WHEREAS, The Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act ensure equitable access to accommodations, a burden of seeking access still exists for students who are unaware of the need to “self identify” as outlined in Title II of the ADA [3] [4];

WHEREAS, Insufficient funding and low hourly wages limit the availability of Certified Hearing Interpreters and Certified Deaf Interpreters for American Sign Language and other signed languages, as well as the availability of other

communication support services for students who depend on these resources [1], and barriers to student accessibility and success exist; and

WHEREAS, The lack of comprehensive Deaf or Hard of Hearing cultural understanding and training among staff, faculty, and students can lead to unintentional biases and exclusion of deaf and hard of hearing students from academic and social activities; Now, there be it

RESOLVED, That the Student Senate for California Community Colleges collaborate with California Community Colleges their districts to create and implement a comprehensive communication strategy to ensure that students from the Deaf and Hard of Hearing community are fully informed of their right and responsibility to notify their respective college of any accommodations they may need in order to effectively participate in the classroom;

RESOLVED, That the Student Senate for California Community Colleges advocate for additional funding of \$60,000 from the SSCCC budget—allocated by state and federal funding— be utilized to better supplement the annual wages of certified interpreters, as well as invest in other interpreting services utilized by the Deaf and Hard of Hearing community within the California Community Colleges to address community needs;

RESOLVED, That the Student Senate for California Community Colleges prioritize the hiring of a qualified staff member to serve in a dual-capacity as both an in-house administrative professional and a certified ASL interpreter to ensure enhanced accessibility for the Deaf and Hard of Hearing community within the Student Senate; and

RESOLVED, That the Student Senate for California Community Colleges create and publish a toolkit titled “Understanding and Promoting Deaf Culture” to provide resources, best practices, and guidance for supporting and including the Deaf and Hard of Hearing community within California Community colleges.

Citations:

[1] National Deaf Center

nationaldeafcenter.org/news-items/new-data-about-deaf-college-students-emerging-challenges.

[2] The ASL Interpreter Shortage and Its Impact on Accessibility in College Settings
<https://nationaldeafcenter.org/news-items/the-asl-interpreter-shortage-and-its-imp-act-on-accessibility-in-college-settings/>

[3] U.S. Department of Education, and Office for Civil Rights
www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf.

[4] Americans with Disabilities Act Title II Regulations
<https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/#subpart1>

S25.24.26 Strength Through Numbers

Authors: Cody Jarvis

Sponsor: Associated Students of Cabrillo College

WHEREAS, The Student Senate for California Community Colleges, which represents 116 colleges with over 2.1 million Community College students, has the mission of “enriching the collegiate experience for all California community college students by pursuing policies that will improve student access and success while engaging and empowering local student leaders, as well as honoring equity and diversity”[1];

WHEREAS, The University of California and California State University systems each have their own respective statewide student body organizations, called the University of California Student Association[2] and the Cal State Student Association[3], which both share similar missions to that of the Student Senate for California Community Colleges;

WHEREAS, The three student bodies each lobbied for equity within Cal Grant in the 23-24 Legislature but did not have a unified message; and

WHEREAS, The theme of this year’s General Assembly is “Strength Through Numbers,”[4] and by forming relationships with other statewide student body associations in higher education, we can effectively work together to make some of our common legislative goals a reality; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges explore the idea of hosting a joint summit between the leaders of the University of California Student Association and the leaders of the Cal State Student Association;

RESOLVED, That the Student Senate for California Community Colleges encourage local Community College Student Governments to engage in conversations and summits of their own with the Student Governments of their local UC's and CSU's; and

RESOLVED, That the Student Senate for California Community Colleges consider forming a task force with the leaders of the University of California Student Association and the leaders of the Cal State Student Association to develop unified messaging on common legislative priorities.

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

[2] <https://ucsa.org/>

[3] <https://calstatestudents.org/>

[4] <https://sccc.org/get-involved/events/general-assembly-2025/call-for-proposals.html>

S25.24.27 Increasing Accessibility for Students with Disabilities

Authors: Gianna Garza, Moises Sandoval

Sponsor: Associated Students Governance of Cypress College

WHEREAS, California Community Colleges are not adequately monitoring compliance with accessibility standards, and the Chancellor's Office should provide additional guidance to assist community colleges in supporting students with disabilities [1];

WHEREAS, Able-bodied students who repeatedly use push-buttons wear down and oftentimes drain the battery of these battery operated systems [2] and this raises the maintenance requirement of these systems to a point where it is not very realistic for them to be repaired on a regular basis [2]; and

WHEREAS, Touch-type automatic doors use a wall mounted switch or panel that automatically opens the door so long as the individual presses the switch or panel [3]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for faculty and staff to undergo yearly training to thoroughly understand ADA, Section

504, policies on how students with disabilities can advocate for themselves, to create a more supportive campus;

RESOLVED, That the Student Senate for California Community Colleges work with the California Community College Chancellor's Office to call for mandatory regular inspections of all ADA-Compliant systems, such as elevators, accessible door entry, accessible emergency evacuation, among others, to ensure all physical barriers for students with disabilities are removed; and

RESOLVED, That the Student Senate for California Community Colleges California Community College districts to change the touch-type automatic door buttons to motion activated sensors so that if students without the dexterity to push buttons need to access a building on campus, they can do so easily.

Citations:

[1] <https://information.auditor.ca.gov/reports/2017-102/sections.html#section1>

[2]<https://cccadvocate.com/3778/news/life-of-handicap-buttons-reduced-by-excessive-abuse/>.

[3]<https://viewpointsonline.org/2016/05/access-for-disabled-students-on-campus-lacking/>.

S25.24.28 Advocating Additional Levels of Fraud Protection and Awareness at California Community Colleges
Author: Nathan Truong
Sponsor: Associated Student Government of Cypress College

WHEREAS, 1 in 4 California Community College students are suspected to be represented by bots [1], it is imperative endorse fraud mitigation through additional identification efforts to prevent fraudulent bots from registering for class seats and financial aid meant for real students [2];

WHEREAS, The Free Application for Federal Student Aid (FAFSA) and state grants are disbursed every semester to students to provide college tuition assistance based on eligibility requirements including but not limited to financial need, citizenship, and enrollment in an eligible degree [3] and eligible students must verify their

identification through ID.me to create an openCCC account to be given access for financial aid [4]; and

WHEREAS, Current mitigation strategies involve machine learning, strong identity proofing, and liveness verification, they have proven to be ineffective at preventing fraud within admission applications, enrollment, and financial aid fraud and with over 116 California Community Colleges, collectively reporting a loss of more than 7.5 million dollars to financial aid fraud last year [5][1]; Now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges research implementing additional technological methods to further screen for legitimacy per every applicant at California Community Colleges and at the individual colleges' discretion and implementation;

RESOLVED, That the Student Senate of California Community Colleges advocate for additional mitigation strategies at California Community Colleges and anti-bot solutions to OpenCCC apply portal; and

RESOLVED, That the Student Senate of California Community Colleges advocate for California Community Colleges to increase formal records and reports, including financial loss caused by fraudulent applicants and new applicants, to fellow legislative governing bodies such as ASGs' for awareness and possible courses of action.

Citations:

[1]<https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>

[2]https://www.youtube.com/watch?v=mvzOZ2F_uY

[3]<https://studentaid.gov/understand-aid/eligibility>

[4]<https://help.id.me/hc/en-us/articles/21080256775063-Verifying-for-California-Community-Colleges>

[5]<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/fraud-prevention>

S25.24.29 Advocating for International Student Program Rights in California Community Colleges

Authors: Praise (Chanyang) Eom, Kassy Nguyen

Sponsors: Associated Student Government of Cypress College

WHEREAS, Approximately 150,000 international students are currently enrolled at California Community Colleges totaling 16% of the enrolled international student population in the U.S [1], and oftentimes, International students pay ten times more than the residential tuition at \$10,000 to \$11,400 to reach their requirement of 12 units per semester with additional fees such as insurance and capital outlay fees [2];

WHEREAS, Currently, international students face barriers in accessing support and success programs at California Community Colleges and programs such as Honor Programs, Legacy Programs, and Associated Student Governance generally require students to be enrolled in additional courses where fees are not covered under the initial tuition cost and this financial barrier limits international students' ability to fully utilize the resources available on each campus;

WHEREAS, International students and non-resident students are often dropped from courses without prior notice and the lack of clear information dissemination through International Student Programs regarding tuition deadlines, payment requirements, and policies frequently result in unintended course drops, causing financial, academic, and emotional stress; furthermore, inadequate communication and support for these students exacerbate these challenges, making it more difficult for them to overcome financial, academic, and social barriers [4]; and

WHEREAS, California Education Code 87100.2 emphasizes the importance of fostering academic excellence through inclusivity and supporting students from diverse backgrounds, which ensures that all students, including international students, receive necessary tools and recognition to thrive academically and socially within their institutions [3]; however, financial barriers that limit access to inclusive and supportive programs hinder international students' academic success in postsecondary education; Now, therefore it

RESOLVED, That the Student Senate of California Community Colleges work with International Student Programs across California Community Colleges to implement comprehensible workshops and guidebooks outlining tuition policies, deadlines, payment processes, and ensuring accessibility in multiple languages. Therefore be it, all incoming international students are informed of all CCC procedures;

RESOLVED, That the Student Senate for California Community Colleges collaborate with student body associations and administrators to review and revise programs such as the Honor Programs, Legacy Programs, and Associated Student Governance, ensuring international students are not unfairly restricted from participation due to additional coursework or financial aid requirements; and

RESOLVED, That the Student Senate of California Community Colleges advocate equitable alternative academic curriculum requirements for international students in support and success programs, including but not limited to Honors Program, Legacy Program, and Associated Students to ensure that financial barriers do not limit their opportunities to fully engage and succeed academically across California Community Colleges.

Citations:

[1] <https://www.cccco.edu/Students/Pay-for-College>

[2] <https://www.collegetuitioncompare.com/statistics/cost-of-attendance/?level=community-colleges&state=CA&utm>

[3] <https://codes.findlaw.com/ca/education-code/edc-sect-87100/>

[4] California Legislature. *California Education Code § 87100*.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=87100.&lawCode=EDC.

S25.24.30 Creating Guidelines for the Use of AI Detection Software Among California Community Colleges

Author: Hailey Reyes and Victor Valley College ASB

Sponsor: Victor Valley College Associated Student Body

WHEREAS, In July 2024, the Chancellor's Office for the California Community College system presented to the Board of Governors on "Generative AI and

the Future of Teaching and Learning” and described the dedication to meeting ethical standards of trustworthiness and unbiased standards [1];

WHEREAS, AI detection software was introduced with the intention of detecting AI with a false positive rate of less than 1%; and AI software programs such as Turnitin, expressing these tools to not be 100% reliable leaving the final interpretation to the faculty member [3];

WHEREAS, College institutions all over the country are banning, opting out, or disabling the use of AI detection due to the higher false positive rate being recognized in student work, such as; the University of California Los Angeles, University of California Berkeley, Yale, Boston University, and so on [2]; and

WHEREAS, Nearly 10% of California Community College attendees are non-native English speakers, and 60% or higher AI false detections are attributed to this cohort (or demographic), and at least one detector is present 97% of the time; Now, therefore, be it,

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Academic Senate for California Community Colleges to establish guidelines for the usage of AI detection softwares; such as Turnitin to ensure equity for all students.

Citations:

[1]<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/generative-ai-and-the-future-of-teaching-and-learning-7-17-24-2-a11y.pdf>

[2] <https://www.pleasedu.org/resources/schools-that-banned-ai-detectors>

[3]<https://www.turnitin.com/blog/understanding-false-positives-within-our-ai-writing-detection-capabilities>

[4]<https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers>

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

S25.24.31* Support of SWANA (Southwest Asian North African) students
Author: Chloe Serrano
Sponsor: Associated Students of Fullerton College Resolution

WHEREAS, Southwest Asian and North African (SWANA) students often face challenges and disparities in accessing resources and support within educational institutions,

WHEREAS, There needs to be more culturally relevant resources and support systems designated for SWANA students and by providing the necessary support, SWANA students can thrive, contributing their unique perspectives and enriching our educational community; however, without this support, they can feel unseen and unheard, which can hinder their academic success and perpetuate inequities among SWANA students;

WHEREAS, It is significant for the Student Senate to prioritize diversity, equity, and inclusion initiatives to ensure all students, including those from SWANA backgrounds, have equitable access to resources and opportunities and this commitment is not only a deeply held value by the Student Senate but also an approach to teaching and learning that better prepares students for a diverse and global environment; furthermore, Chancellor Sonya Christian stipulated in Vision 2030 that California Community College's "commitment to set goals for the system to pursue transformational change to ensure institutions genuinely work for all students" [2]; and

WHEREAS, Students need mentors and role models who share similar racial and ethnic backgrounds in academic [3] and career success and there is a lack of resources, dedicated spaces, and cultural events for SWANA students within the California Community College system; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to allocate funding for developing and creating initiatives to promote the academic success, mental support, and overall well-being of SWANA students. This can be demonstrated by creating a designated space for SWANA students to share culture, engage in discourse, and offer peer support and mentorship;

RESOLVED, That the Student Senate for California Community Colleges increase its efforts to provide visibility and representation of SWANA cultures and stories through curriculum, cultural events, and celebrations to foster a sense of belonging for SWANA students;

RESOLVED, That the Student Senate for California Community Colleges encourage administrators to curate training and professional development opportunities for faculty, staff, and administrators to enhance cultural competency and sensitivity when serving the needs of SWANA students; and

RESOLVED, That the Student Senate for California Community Colleges promote a culture of inclusivity by supporting, rebuilding, and protecting the SWANA Faculty and Staff Association. SWANA Faculty and Staff Association is provided with an annual budget to coordinate events, curriculum, and resources for SWANA students.

Citations [1]

<https://www.nocccd.edu/files/eoo-institutional-commitment-to-diversity-report-2021-web75605.pdf>

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

[3]<https://www.diverseeducation.com/demographics/latinx/article/15103618/why-representation-matters-in-the-professoriate>

S25.24.32* Protecting Federal Education Funding

Author: Shiza Rao, Steve Vite, Hannah Lund, Tiffany Nguyen, Sota Yoneda

Sponsor: Associated Students of Orange Coast College

WHEREAS, The median household income in California is \$96,000 on average [1], yet a significant portion of students come from families earning less than this amount, with many falling into low-income brackets and the average cost of living in California for a family of four is approximately \$130,239 [2], which is higher than what many families can afford, leaving students to struggle with securing basic needs like housing, food, and healthcare;

WHEREAS, Low-income students are disproportionately affected by these financial barriers, often facing challenges in affording tuition, textbooks, and other

educational resources, resulting in an increased risk of academic stress and dropout rates; and

WHEREAS, In California, nearly 30% of community college students are undocumented, and approximately 200,000 students rely on federal funding [3] and from this, California Community Colleges have experienced a decline in funding for essential programs such as TRIO and Federal Work-Study; moreover, the Trump Administration proposed cuts and budget reductions to student aid, eliminating the ideas of vital financial aid resources; and

WHEREAS, many low-income students lack access to financial literacy programs and often face difficulty navigating Free Application for Federal Student Aid (FAFSA), the California Dream Act, and scholarship applications [4], which limits them from fully utilizing available support and increases their reliance on student loans and high-interest debt; Now, therefore be it

RESOLVED, The Student Senate for California Community Colleges conduct outreach programs to better inform low-income students about available financial aid options, scholarships, and resources to ease the financial burden;

RESOLVED, That the Student Senate for California Community Colleges encourage California Community Colleges to partner with local organizations and community services to provide affordable housing options, meal-assistance programs, and healthcare services for low-income students;

RESOLVED, That the Student Senate for California Community Colleges advocatethat low-income students have access to financial literacy programs better to navigate financial aid and budgeting for their education; and

RESOLVED, That the Student Senate for California Community Colleges advocate for increased funding from federal sources to support resources for low-income students in their pursuit of higher education.

Citations:

[1] [U.S. Census Bureau QuickFacts: California](#)

[2] [Here's the Living Wage a Family of Four Will Need to Live in California | GOBankingRates](#)

[3] [Federal judge temporarily blocks Trump administration freeze on federal grants and loans](#)

[4] [NASFAA | Difficulty, Lack of Support Cited as Biggest Obstacles for FAFSA Completion Among Low-Income Students, Survey Finds](#)

S25.24.33 Advocacy Support on behalf of Allan Hancock Joint Community College District's Application to offer a Bachelor of Science in Applied Professional Studies

Author: Oscar Rivera, Ora Shrecengost, Annie Ruiz, Juan Navarrete

Sponsor: Allan Hancock College ASBG

WHEREAS, Santa Maria and Lompoc have bachelor attainment rates below 13% and a baccalaureate degree is typically required to enter occupations aligned with applied professional studies and low attainment leaves an undersupply of workers within those occupations [1];

WHEREAS, A large portion of students are place-bound due to family and/or work commitments, and many Allan Hancock students are economically challenged and cannot afford to relocate out of the area to earn a bachelor's degree [2];

WHEREAS, Equitable baccalaureate attainment is identified as a key pillar in the Chancellor's Office Vision 2030 master plan [3]; and

WHEREAS, A baccalaureate degree in applied professional studies does not duplicate an existing program at any California State University or University of California; Now, therefore, be it

RESOLVED, The Student Senate for California Community Colleges encourage statewide advocacy effort to support the approval of Allan Hancock Joint Community College District's Applied Professional Studies Baccalaureate degree proposal by the State Chancellor and Board of Governors; and

RESOLVED, The Student Senate of California Community Colleges, encourage statewide advocacy effort directed at Senate and Assembly district representatives to advocate to the State Chancellor and Board of Governors for the approval of the Allan Hancock Joint Community College District's Applied Professional Studies Baccalaureate degree proposal.

Citations:

[1] Census Reporter.

<https://censusreporter.org/profiles/16000US0642524-lompoc-ca/>

[2] A Resolution of the Board of Trustees of the Allan Hancock Joint Community College District.

<https://www.hancockcollege.edu/board/resolutions/doclib/2023-12-19%20-%2026%20Support%20Districts%20Application%20to%20Offer%20Bachelor%20of%20Science%20Degree.pdf>

[3] Vision 2030 Master Plan.

<https://ahed.assembly.ca.gov/system/files/2023-11/vision-2030-powerpoint-10162023.pdf>

S25.24.34 Limitation of AI use School Media

Author(s): Fiona McGinnis

Sponsor: Allan Hancock College ASBG

WHEREAS, Over 16,000 artists have had their work improperly used to train AI generative systems, resulting in the loss of protections over their personal artwork [1] and users can upload images into AI image generators, regardless of whether they are the original creators;

WHEREAS, Artists across various fields, including multimedia art, music, and graphics, are disproportionately impacted by AI usage. Approximately 66% of artists have reported being affected by the rise of AI-generated art since 2023 [2];

WHEREAS, California Community Colleges prohibit the use of AI-generated content for student submissions across all categories [3]; however, no such restrictions are currently in place for staff, faculty, and administrators who are free to use AI to generate content; and

WHEREAS, One of the core values of the Student Senate for California Community Colleges is to foster professional development, which encourages prioritizing leadership and educational opportunities within the California Community Colleges [4] and currently, students have no input on the use of AI by college media departments or school staff, despite faculty and staff having full authority over students' use of AI; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the inclusion of art and media students in school public relations efforts, specifically to prevent the use of AI in college advertisements, media, and promotional materials and students would contribute feedback, designs, and artwork to promote their school, while also gaining valuable marketing materials for their portfolios;

RESOLVED, That the Student Senate for California Community Colleges recognize that in instances where students are unavailable to contribute to the design process, it would be the responsibility of the school to create or generate the required media and AI usage should only be recommended when no physical individuals are available to assist or provide the necessary work; and

RESOLVED, That the Student Senate for California Community Colleges encourage student body associations to organize student committees to regulate and manage the use of AI in school media, including but not limited to promotional materials and event flyers.

Citations:

[1] Systemic Alternatives - The controversy of AI art Theft

<https://systemicalternatives.org/2023/06/06/the-controversy-of-ai-art-theft/>

[2] Elizabeth A Kirley - From Brushstrokes to Keystrokes: Revolutionizing Art Crime Investigations With AI

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4552217

[3] California Community Colleges (CCC) - Transforming education, the rise of AI in the California Community Colleges

<https://digitalfutures.cccco.edu/transforming-education-the-rise-of-ai-in-the-california-community-colleges/>

[4] Student Senate for California Community Colleges - Mission and Values <https://scccc.org/who-we-are/about-us/mission.html>

S25.24.35 P.A.N.D.A. (Providing Access to Nutrition, Dining, and Aid) for California Community College Students

Authors: Ike Munguntsatsralt, Tiffany Lee, Stefani Hernandez

Sponsor: Santa Monica College, Associated Students Board of Directors

WHEREAS, 50% of California Community College students struggle with food insecurity, affecting their academic success and well-being [1];

WHEREAS, Access to food pantries, community kitchens, and health resources can provide critical support for students in need; and

WHEREAS, Partnering with businesses and local restaurants provides an avenue to expand available resources while supporting the community; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges support measures that increase access to food pantries and community kitchens for students;

RESOLVED, That the Student Senate for California Community Colleges encourage student body associations to seek opportunities to build partnerships with restaurants and local businesses to provide meals and services to students, such as through the expansion of the CalFresh Restaurant Meals Program; and

RESOLVED, That the Student Senate for California Community Colleges advocate for a collective approach of CalFresh outreach for all California Community College students to ensure students are knowledgeable of eligibility requirements and the application process.

Sources:

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

S25.24.36 Protecting Students from Natural Disasters

Author: David Duncan

Sponsor: Santa Monica College, Associated Students Board of Directors

WHEREAS, California is experiencing an alarming increase in wildfires, extreme weather, and other climate-related natural disasters [1], with disproportionate impacts on low-income and marginalized students in the California Community Colleges system;

WHEREAS, Recent wildfires in Palisades and Altadena have displaced students, caused loss of resources, and created emotional distress, disrupting their ability to succeed academically [2]; and

WHEREAS, Many community college students lack sufficient access to emergency financial aid, housing assistance, and mental health support in the wake of natural disasters; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for state-funded emergency relief programs for students impacted by natural disasters, including direct financial assistance, emergency housing support, and mental health services;

RESOLVED, That the Student Senate for California Community Colleges advocate for increased state funding for districts and campuses affected by natural disasters to assist with recovery and student support;

RESOLVED, That the Student Senate for California Community Colleges advocate for the development of comprehensive disaster preparedness and climate resilience plans that include student-centered policies and accessible support services; and

RESOLVED, That the Student Senate for California Community Colleges support the creation and expansion of sustainability centers on community college campuses to provide students with education, resources, and advocacy on sustainability and disaster response.

Sources:

[1]<https://www.latimes.com/environment/story/2025-01-16/climate-change-california-fires>

[2]<https://www.insidehighered.com/news/institutions/2025/01/17/california-colleges-confront-loss-los-angeles-burns>

S25.24.37 Development of Improved Resource Aid Programs to Address Issues Faced by Undocumented and Immigrant Students

Authors: Andrew Phan, Dev Raja, Angel Hernandez

Sponsor: Associated Students Governance of Cypress College

WHEREAS, Enrollment of undocumented and immigrant students at California Community Colleges has significantly declined due to a lack of support programs, resources, and anti-immigrant sentiments and as of recent years, the number of undocumented students decreased by 4.2% between 2019 and 2021 while the enrollment of DACA-eligible students decreased by 22.5%; furthermore, data collected from the Undocumented Student Affordability report demonstrates an estimated 30% of undocumented college students to have applied to the CADAA (California Dream Act Application) and subsequently enroll in post secondary education[1];

WHEREAS, There are currently 86,805 undocumented students in higher education at California Community Colleges, with only 32,000 of those students being eligible for DACA[3]; undocumented and immigrant students at CCC face significant barriers, including limited financial aid eligibility, few post-graduate employment opportunities, and social stigma and existing resources, such as emergency financial assistance, are insufficient for undocumented students, DACA recipients are considered ineligible for financial student aid, regardless of their status as full-time students[6];

WHEREAS, Immigrant and undocumented community college students face personal and psychological challenges that severely affect their ability to complete certifications, graduate, and pursue post-graduate career pathways and it has been proven that targeted career initiatives such as accelerated career pathways and career navigators have shown improved retention, graduation

rates, and employment outcomes for immigrant students by supporting their academic success[7];

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to collaborate with non-profit organizations to fund for financial aid support through specialized reserves offering loans, scholarships, and financial aid workshops available to undocumented and immigrant students who don't qualify for DREAM Act, which also includes advocating for partnerships between academic institutions for internship and research opportunities designed to provide opportunities specifically for undocumented and immigrant students not otherwise previously available for the needs of students in STEM, business, technology, etc.

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to support undocumented and immigrant students implementing workshops and resource centers detailing the processes associated with students integrating into postsecondary education whilst being informed of their academics, well-being, and legal rights; such workshops will support immigrants through measures such as Assembly Bill 343 (McCarty, 2017), which exempts students with special immigrant visas from paying nonresident tuition fees, and additionally provide experienced counselors to immigrant students who face academic barriers;

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to advocate for the security and safety of the undocumented and immigrant student population at California Community Colleges by increasing outreach programs to advocate for protecting student privacy with their rights to pursue a higher form of education and upholding FERPA legal protections to properly inform and mitigate the risk of immigration enforcement searches and detainment for undocumented and immigrant students.

Citations:

[1] California Student Aid Commission. *Undocumented Student Affordability Report*. California Student Aid Commission, 2023, <https://www.csac.ca.gov/undocumented-student-affordability-report>.

- [2] Wesson, Carla. "Undocumented Students in California Struggle with Higher Costs, Fewer Resources." *CalMatters*, 13 Nov. 2023, <https://calmatters.org/education/higher-education/2023/11/undocumented-students/>
- [3] Higher Ed Immigration Portal. "California." *Higher Ed Immigration Portal*, 2023, <https://www.higheredimmigrationportal.org/state/california/>.
- [4] California Community Colleges Chancellor's Office. "Undocumented Students." *California Community Colleges Chancellor's Office*, 2023, <https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students>.
- [5] California Legislature. *AB-343 Public Postsecondary Education: Exemption from Nonresident Tuition*. California State Legislature, 2017-2018, https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB343.
- [6] U.S. Citizenship and Immigration Services (USCIS). "Consideration of Deferred Action for Childhood Arrivals (DACA) – Frequently Asked Questions." *U.S. Department of Homeland Security*, 2023, <https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca/frequently-asked-questions>.
- [7] Upwardly Global. *Advancing Immigrant Inclusion in Higher Education and Workforce Development*. Upwardly Global, Sept. 2023, https://www.upwardlyglobal.org/wp-content/uploads/2023/09/FY23_UPG_LUMINA-REPORT_WIP_V1-1.pdf.

S25.24.38 Support For Community College Students Affected By Fires and Natural Disasters

Authors: Cody Jarvis, Alisha Nagpal

Sponsor: Student Trustee Caucus, El Camino College ASO

WHEREAS, In January of 2025, several wildfires have broken out, burning 50,000+ acres and destroying 16,000+ structures[1] in Southern California, affecting and displacing thousands of California Community College students in Regions VI, VII, VIII, and X, while in 2024, 1,050,012 acres were burned across the state over the course of 8,024 wildfires, which resulted in 2,148 structures destroyed[2];

WHEREAS, The CZU fires of 2020 and Pajaro Valley floods of 2023 decreased full-time equivalent students (FTES) in the Cabrillo Community College District from

about 10,000 FTES in 2019 to a low of 7,240 FTES in 2021 to now around 8,000 FTES in 2024[3], which has caused the Chancellor's Office to hold Cabrillo College harmless when it comes to funding since the district's enrollment has not recovered to pre-natural disaster levels;

WHEREAS, It will likely take years for colleges like Pasadena City College and Santa Monica College to recover from the January 2025 fires and the likely incoming decrease in FTES, which will cause the Chancellor's Office to hold Pasadena City College and Santa Monica College harmless in terms of funding for the years to come; and

WHEREAS, There has been no comprehensive study on the impact that fires and other natural disasters have on community colleges, but especially community college students, which, if such a report were created, could serve as a basis to provide support and aid to community college students who are victims of future natural disasters; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges call upon the Chancellor's Office and the Legislature to commission a report on the study of the impact that fires and other natural disasters have on community colleges and specifically community college students, which such report shall serve the purpose of creating meaningful legislation to support community college students during natural disasters;

RESOLVED, That the Student Senate for California Community Colleges, in the event of a fire or any other natural disaster that greatly impacts California Community College students, will monitor the impacts and recovery efforts that such natural disaster have on students and work with the Chancellor's Office, system partners, and other organization to advocate for additional resources including funding to help students continue their education with minimal disruption;

RESOLVED, That the Student Senate for California Community Colleges support any and all legislation that provides disaster relief to community college students who were affected by the 2025 fires.

Citations:

[1] <https://www.fire.ca.gov/incidents>

[2] <https://www.fire.ca.gov/incidents/2024>

[3] <https://drive.google.com/file/d/1DFcQjxrSdtmQqZtdLo26DIOsq6u2ip0u/view>

S25.24.39* Ensuring Student Trustee Rights and Equitable Pay

Authors: Cody Jarvis, Wesley Marshall, Abdullah Rayees

**Sponsors: SSSCC Student Trustee Caucus, El Camino College
Associated Students Organization**

WHEREAS, Each Community College District has at least one student trustee who represents the students on the Board of Trustees and student trustees are expected to perform the same duties as elected board members, including attending meetings, reviewing policy proposals, and advocating for their constituents' interests, yet many serve without equitable compensation;

WHEREAS, Nine community college districts provide no compensation whatsoever to their student trustees for their service, despite the role's responsibilities delineating duties similar to those of elected board members; while 25 community college districts provide only mileage reimbursement or a stipend as compensation for board service, creating an inconsistency that deters students from underrepresented or economically disadvantaged backgrounds from seeking the position of student trustee, ultimately limiting the diversity of student representation on governing boards;

WHEREAS, AB 1541 (Fong)[1] of the 23-24 legislature established rights for student trustees to be able to "cast an advisory vote immediately before votes are cast by the regular members of the governing board," to "be seated with the members of the governing board and shall be recognized as a full member of the board at the meetings," to "Make and second motions at the discretion of the governing board," and to "Receive compensation, at the discretion of the governing board, up to the amount prescribed by Section 72024"; and

WHEREAS, The Student Senate for California Community Colleges passed S24.03.22 "Fair Student Trustee Pay" in 2024 [2], which advocated that all Community College Districts provide equitable compensation for Student Trustees in accordance with AB 1541 (Fong, 2023) and that a Student Trustee shall not get paid less than their elected board; however, the Student Senate has since learned at last years "A to Z on Student Trustees: Becoming the Most Powerful Voice On Campus" General Assembly workshop that some community college districts still do not comply with,

or that student trustees are unaware of, certain guaranteed rights and privileges under AB 1541 (Fong, 2023); Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges monitor Community College Districts compliance with California Education Code 72023.5 [3];

RESOLVED, That the Student Senate for California Community College work with the Chancellor's Office to remind college districts who are not in compliance with the law of the requirement;

RESOLVED, That the Student Senate for California Community Colleges, if college districts continue to refuse to pay student trustees equitable pay, work with the Legislature to strengthen the law.

Citations:

[1] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240AB1541

[2] SSCCC Resolution [S24.03.22](#) Fair Student Trustee Pay

[3] [California Education Code 72023.5](#)

S25.24.40* Increasing Protection For Our Undocumented Students Statewide
Authors: Claudio Nevells, Adriana Dos Santos, Jose Rubio, Yonatan "Yogi" Hernandez, Thalia Espinoza, X Ruiz
Sponsors: Latinx Caucus, Undocumented Caucus and ASG Miramar College

WHEREAS, Undocumented students across California face increasing threats of deportation under the incoming administration, creating an atmosphere of heightened stress and anxiety for this already marginalized group[1]; and recognizing that undocumented students are not criminals, the Student Senate of California Community Colleges has long stood in solidarity with marginalized communities, affirming that students should not be penalized for their immigration status and further acknowledging that undocumented students have been specifically identified as a focal point in Chapter 4 of the Student Senate Anti-Racism Plan of Action[3], completed during the 2023-2024 term;

WHEREAS, Undocumented students are committed to self-improvement through education, often immersing themselves in the legal frameworks and cultural norms that define the country they hold dear; and some even enlist in the armed forces in pursuit of the American Dream[4], demonstrating their dedication to contributing to the nation they wish to call home;

WHEREAS, Undocumented students must feel secure on their campuses to thrive academically and the persistent fear of deportation can cause undue stress, leading to absences, poor grades, or even the cessation of their educational pursuits altogether, as they fear being separated from their families without warning; and

WHEREAS, Undocumented students contribute significantly to our communities by seeking higher education and earning degrees that address the workforce needs of industries across the state and their familiarity with American society, coupled with their qualifications, makes them a vital resource, often more so than newly arrived H1-B visa holders; Now, therefore be it

RESOLVED, That the Student Senate of California Community Colleges work with the Chancellor's Office to develop a statewide campaign to distribute factual information on undocumented student rights, utilizing social media platforms, webinars, and printed materials in collaboration with community-based organizations, to combat the demonization, disinformation, and misinformation that unfairly scapegoat undocumented students as the source of societal issues;

RESOLVED, That the Student Senate of California Community Colleges encourage the Chancellor's Office and colleges districts to work in partnership with institutions providing free immigration consultations, as already practiced at universities like CSU [5], to support the well-being and academic success of undocumented students; and advocate for the allocation of funding to expand mental health resources, including the hiring of at least one counselor per district specifically trained to support undocumented students [6];

RESOLVED, That the Student Senate of California Community Colleges advocate for the Chancellor's Office and college districts to enhance protections for undocumented students by disseminating available resources and collaborating with state lawmakers to advance policies that provide a pathway to relief for

students, including access to programs like DACA, while hosting annual advocacy events to raise awareness of these policies; and

RESOLVED, That the Student Senate of California Community Colleges encourage the Chancellor's Office and college districts to sign a memoranda of understanding with organizations such as the ACLU and Immigrants Rising [7] to provide direct legal assistance, mental health, advocacy, and support for undocumented students statewide as well as workshops and outreach initiatives to address this critical issue, at least once every semester.

References:

- [1]<https://calmatters.org/education/k-12-education/2025/01/deportation-californi/>
- [2]https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&divisio=7
- [3] https://ssccc.org/file_download/inline/34a504fa-6061-4431-91e1-fa883e4fe177
- [4] <https://immigrationforum.org/wp-content/uploads/2018/02/VNA-Fact-Sheet.pdf>
- [5]<https://www.calstate.edu/attend/student-services/resources-for-undocumented-students>
- [6] <https://immigrantsrising.org/mental-health-connector/>
- [7] <https://www.aclu.org/issues/immigrants-rights>

25.24.41* Commitment to Post-incarceration Reintegration

Author: Trevor Turner

Sponsor: Region V

WHEREAS, California institutions of higher education seek to prove established residency and a documented intent to remain in California for the purposes of tuition cost, and many formerly incarcerated individuals encounter substantial challenges in proving their residency status and community ties due to the constraints of their prior incarceration which affects their ability to access in-state tuition and essential educational resources, beyond parole plans, which are a legal agreement between a previously incarcerated individual and the state of California that states a previous offender has agreed to, and will, remain within a chosen community within the state of California where they have support [1][2][3][4][5];

WHEREAS, Education serves as a powerful tool for reintegration into society, and providing equitable access to higher education for formerly incarcerated

individuals can significantly reduce recidivism rates, thus enhancing public safety and the overall well-being of California communities [6][7];

WHEREAS, Research indicates that providing educational opportunities to formerly incarcerated individuals significantly decreases recidivism rates, demonstrating that access to education plays a critical role in breaking the cycle of incarceration and reoffending [9][10][11][12][13]; and

WHEREAS, The Student Senate of California Community Colleges recognizes the imperative to create inclusive educational environments that empower all students, including those who have faced barriers due to prior incarceration, thereby fostering greater diversity and representation within California's education system [14][15][16][17][18][19]; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges strongly urge the administration to recognize parole plans as legitimate evidence of intent to remain in California, thus establishing residency for in-state tuition qualifications;

RESOLVED, That the Student Senate for California Community Colleges advocate for collaboration between the California Community College system and local organizations to support the inclusion of parole plans in efforts to enhance access to higher education for formerly incarcerated individuals;

RESOLVED, That the Student Senate for California Community Colleges advocate for the adoption of policies that acknowledge parole plans as valid documentation of community ties, ensuring that formerly incarcerated students face no undue barriers in their educational pursuits; and

RESOLVED, That the Student Senate for California Community Colleges forward this resolution to the relevant stakeholders, including the California Community Colleges Board of Governors, Chancellor's Office, and other pertinent organizations to promote equitable access to higher education for all students.

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Native American Student Enrollment

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Sponsor: Associated Student Body of Long Beach City College

WHEREAS, Native American Students make up about 1% of students enrolled in higher education and experienced significantly higher, lower high school graduation rates, higher college dropout rates, and lower rates of degree completion compared to other racial and ethnic groups;

WHEREAS, Native American identity has been shaped by colonization, forced relocation, and assimilation policies that led to intermarriage with African American, Latinx, and Asian communities;

WHEREAS, According to the Pew Research Center, 61% of Native Americans identify as mixed-race, primarily combining Native and White heritage but often also including Black or Latinx ancestry (Pew Research Center, 2015); and

WHEREAS, Native American tribes are recognized as sovereign nations within the U.S., a status that does not apply to other racial or ethnic groups and this distinction affects census methods, as Native Americans are often identified by their enrollment in federally recognized tribes, directly tying population counts to tribal sovereignty (Cornell & Kalt, 1992) and California is home to 109 federally recognized Native American tribes and approximately 81 additional groups seeking federal recognition but not yet recognized; Now, therefore be it

RESOLVED, That the Student Senate for California Community Colleges advocate for a statewide mandate for each California Community College to count all students indicating that they identify as Native American, regardless of how many other categories were selected, be counted and reported as Native American in disaggregated data;

RESOLVED, That the Student Senate for California Community Colleges acknowledge that the Vision 2030 underscores the importance of using data to drive equitable and effective policies and by improving the accuracy of Native American student representation, this proposal will empower the California Community College Chancellor's Office to make better-informed decisions that are reflective of the true diversity within California's community colleges; and

RESOLVED, That the Student Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to hold regular meetings with faculty and local Indigenous tribes, organizations, and student reps to discuss in-depth the data collection process, resource allocation, and targeted support initiatives to benefit Native American students and establish a feedback mechanism to gather diverse viewpoints on the implementation's impact and effectiveness.

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