

GENERAL ASSEMBLY



2023 Amended Resolutions Packet for
Discussion and Debate at the 2023 General Assembly
April 1 - 2, 2023

Long Beach Westin Hotel
333 E Ocean Blvd, Long Beach, CA 90802

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SSCCC Board of Directors Sponsored Resolutions

S23.01.01* Syllabi Inclusion

Authors: Jessica Dominguez, Robert Andrade, Jerry Vakshlyak, Angelica Campos

Sponsor(s): SSSCC Board of Directors

WHEREAS, Syllabi are documents that provide academic information for a particular class, including but not limited to class rules and expectations, course policies, required readings and texts, tentative schedule of assignments, quizzes, and projects;

WHEREAS, A syllabus provides an overview of a curriculum which guides students and acts as a line of communication between the professors and students by demonstrating how a course will be conducted and expectations of the student; and

WHEREAS, Syllabi are considered tools that are extremely advantageous for a student's academic journey, however, a vast majority of them only include information veered towards academics, in reality there's an array of other tools that can be displayed throughout a syllabus; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to implement a more inclusive syllabus on local campuses by including support services office hours, telephone numbers, contact information, and other pertinent information regarding specific support services;

RESOLVED, That the Student Senate for California Community Colleges include on the syllabus but not limited to support services such as library hours, Extended Opportunities Programs and Services (EOPS), Campus Health Centers, Basic Needs Centers, Disabled Student Programs and Services (DSPS); and

RESOLVED, That the Student Senate for California Community Colleges assist student body associations to provide more input regarding other services that they believe would be deemed advantageous and inclusive for their particular campus to include in course syllabi.

Region Sponsored Resolutions

S23.02.01 Community College Reproductive Health Access

Author(s): Heather Brandt, Angelica Campos, Marco A. Martinez Elias, Aaron Villarreal Sponsor(s): Region IV, Region X

WHEREAS, In 1973, the US Supreme Court ruled in 1973 that the Constitution conferred the right to choose to have an abortion in *Roe v. Wade*, which includes the safe and non-invasive use of medication abortion, also known as the abortion pill early during pregnancy [1];

WHEREAS, In June 2022, the US Supreme Court overturned *Roe's* precedence in *Dobb's v. Jackson Women Health Organization*, resulting in the passage of SB 24 (Leyva, 2022) [2] [3] requiring the UC and CSU systems to provide students with reproductive health services including medication abortion at student health centers on campus;

WHEREAS, Within the UC and CSU system, around four hundred students per month seek medication abortion services [4], and it is estimated that the number at community colleges totals around one thousand students each month [5], highlighting a disparity for students who are the most marginalized and underserved; and

WHEREAS, The Student Senate for California Community Colleges has established Diversity, Equity, Inclusion, Anti-Racism, and Accessibility as a priority [6] and reproductive justice is an integral part of those efforts on behalf of students across the state; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges make the expansion of reproductive health services to include medication abortion for students within student health centers on California community college campuses a legislative priority;

RESOLVED, That the Student Senate for California Community Colleges sponsor or co-sponsor bills that would provide community college campuses funding for the equipment, staffing, and training necessary to provide medication abortion services to all students;

RESOLVED, That the Student Senate for California Community Colleges work toward increasing student success and well-being by addressing reproductive health needs by developing an advocacy toolkit for student body associations surrounding reproductive justice which includes medication abortion access; and

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office and other system partners to create and implement an action plan to address statewide reproductive equity and justice for students within our institution in regard to student success and well-being.

Citations:

[1] Planned Parenthood. The Abortion Pill.

<https://www.plannedparenthood.org/learn/abortion/the-abortion-pill>

[2] LegInfo. (2022). College Student Right to Access Act, SB 24.

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB24

[3] UCSF. College Student Right to Access.

<https://www.ansirh.org/research/ongoing/college-student-right-access#:~:text=California%20SB%2024%2C%20also%20known%20as%20the%20College,University%20%28C%20SU%29%20and%20University%20of%20California%20%28UC%29%20campuses.>

[4] Calmatters. (2022). Abortion pills will soon be available on California campuses

<https://calmatters.org/education/higher-education/college-beat-higher-education/2022/07/abortion-pills-california-universities/>

[5] Senate Bill 24 Offers Reproductive Protection to Some College Students in California http://theguardian.com/8_news_sb24_pratt/

[6] SSSCC. Diversity Statement.

<https://ssccc.org/who-we-are/diversity-statement.html>

S23.02.01.01

Amendment to Resolution S23.02.01

Author(s): Heather Brandt, Angelica Campos,

Sponsor(s): City College of San Francisco Executive Council

Amend 2nd resolve to read:

RESOLVED, That the Student Senate for California Community Colleges ~~sponsor or co-sponsor bills~~ advocate through, but not limited to budget advocacy, sponsoring or co-sponsoring legislation that would provide community college campuses

funding for the treatment, equipment, staffing, and training necessary to provide medication abortion services to all students;

S23.02.02* Guaranteeing the Right of DEIAA into 9+1 Rights

Author(s): Robert Andrade, San Jose City College

Sponsor(s): Region IV

WHEREAS, The Student Senate for California Community Colleges (SSCCC) dedicates advocacy veered towards Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA) work, which is evident through their work within the SSCCC’s Board of Directors and DEIAA committee, their mission statement explicitly states “honoring equity and diversity,” [1] and through their Diversity, Equity, and Inclusion Statement [2], which was Board of Directors approved in April of 2021;

WHEREAS, Under Title V of California Code Regulations § 51023.7 [3] grants California Community College students the right to participate in participatory governance to advocate for their student body on matters pertaining to their 9+1 rights;

WHEREAS, One of SSCCC’s system partner’s, Academic Senate for California Community College (ASCCC), approved a resolution 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200 [4], at their 2022 Fall Plenary, to update the California Code of Regulations to include Diversity, Equity, Inclusion, Anti-Racism, and Accessibility into their 10+1 rights, and to assist local academic senates with navigate forward regarding DEIAA material; and

WHEREAS, While student leaders across the state push for DEIAA work, it is not explicitly stated or protected within the 9+1 rights, leading to students not being able to fully advocate for DEIAA issues or policies on their respective campuses; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for the addition of Diversity, Equity, Inclusion, Anti-Racism, and Accessibility in the student 9+1 rights, by partnering with the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges; and

RESOLVED, That the Student Senate for California Community Colleges work to develop resources and webinars for local student body associations to be able to

promote diversity, equity, inclusion, anti-racism, and accessibility, such as cultural sensitivity and awareness in academic matters and student life.

Citations:

[1] [Mission, Vision, and Values : Who We Are : Student Senate for California Community Colleges \(ssccc.org\)](https://ssccc.org/who-we-are/mission.html)

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

[2] [Diversity Statement : Who We Are : Student Senate for California Community Colleges \(ssccc.org\)](https://ssccc.org/who-we-are/diversity-statement.html)

<https://ssccc.org/who-we-are/diversity-statement.html>

[3] [Section 51023.7 - Students, Cal. Code Regs. tit. 5 § 51023.7 | Casetext Search + Citor](https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-510237-students#)

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-510237-students#>

[4] [Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility \(IDEAA\) Principles Explicitly into Title 5, §53200 | ASCCC](https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles)

<https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles>

S22.02.03* Brown Act Teleconferencing Regulation

Authors: Jeremy Cox, Michael Wai, Mekhala Hiriyan

Co-authors: Kamiko Greenwood, Chanelle Win, Haily Holston

Sponsor: Region II

WHEREAS, The Brown Act was enacted to ensure the public's right to attend and participate in meetings of local legislative bodies and individuals unable to participate in in-person meetings, whether they are a member of the public or a member of the legislative body, should be able to participate via teleconferencing;

WHEREAS, The recent statutory changes pose a threat to online participation creating barriers for those unable to attend meetings of Brown Act-compliant bodies in person and the option to attend public meetings remotely ensures that students who normally don't have the time or resources to travel to physical locations can participate in leadership opportunities;

WHEREAS, The emergency provisions implemented within Brown Act by AB 361 (2021, Rivas) increased access to meetings subject to the Brown Act via teleconferencing[1] for members of the public and members of the legislative bodies; and

WHEREAS, Changes [2] to the Brown Act require legislative bodies to disclose and make publicly available all teleconference locations, including home addresses or public locations, which pose safety issues for students who are underage, single parents, housing displaced, and transportation or resource deprived; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for an exemption to the teleconferencing reference in the Brown Act that requires student-run organizations to disclose all locations being accessed by members; and

RESOLVED, That the Student Senate for California Community Colleges make student-run organization exemptions to Brown Act teleconferencing requirements a priority and work with the legislature and Chancellor's Office to eliminate any requirements that impact student body associations to ensure student safety and accessibility when running a public meeting.

Citations

[1]

<https://www.cacities.org/UploadedFiles/LeagueInternet/6e/6ed3a54b-6766-4b67-bee9-e024ea3a3d2b.pdf>

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

S23-02-04 Equal Opportunities for Remote Students Educational Experience within California Community College Institutions
Author: Kamiko Greenwood
Sponsor: Region IX

WHEREAS, It is critical for student success that every student that attends California community colleges has equal access to student resources and opportunities whether the student is enrolled in an asynchronous or synchronous course;

WHEREAS, Students who are taking asynchronous courses should also be able to be a part of their college remotely and have the same access to resources online that on campus students do, and offering resources and opportunities in a hybrid format will allow more students to participate whether they are attending asynchronous or synchronous courses; and

WHEREAS, Online learning can be challenging but making opportunities for asynchronous students to utilize their institutions resources remotely, as well as engage with their peers, and the campus community will assist in their academic experience and success; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges urge the California Community College Chancellor's Office and their other system partners to deliver on their commitments to equity and encourage colleges to offer online resources and opportunities for students that are attending asynchronous courses such as online tutoring assistance, remote food assistance, offer hybrid events, and club meetings;

RESOLVED, That the Student Senate for California Community Colleges advocate for hybrid platforms for meetings and events for California Community College students that are both in person and online.

S23.02.05 Equity in Leadership within California Community Colleges

Campuses

Author: Kamiko Greenwood

Sponsor(s): Region VI, Region VIII, Region IX, Region X

WHEREAS, Any student attending a California community college whether they are noncredit or credit should be granted the right to hold a leadership position within their student government or club organization, and minimum unit requirements set by institutions to hold leadership positions on campus present a barrier to students who do not meet the unit criteria set in participating in leadership roles;

WHEREAS, AB1736 (2022, Choi) removes barriers that are present due to the unit requirements established in the Cal. Ed. Code 76061;

WHEREAS, Colleges would benefit from building student leadership on our campuses and no student should be excluded from participating in a leadership position on their institutions governing body due to unit requirements; and

WHEREAS, AB 1736 (2022, Choi) ensures that students with disabilities, non-credit, and credit have equal opportunity to run for leadership positions in their student government; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with system partners such as the California Chancellor's of Community College to urge all California community college that are currently out of compliance with AB 1736 (2022 Choi) to update their governing documents and district board policies accordingly;

RESOLVED, That the Student Senate for California Community College work with student body associations to promote AB 1736 (2022, Choi) by providing them with a toolkit or resources on how best to advocate for changes contained in AB1736;

RESOLVED, That the Student Senate for California Community College assist any student body association that identifies barriers with advocating for AB1736 (2022, Choi) within their institution by advocating with them jointly; and

RESOLVED, That the Student Senate for California Community College take any necessary action to maximize the opportunity that students with disabilities, credit, and non-credit students all have an equal chance to be a part of their student government to promote equity and inclusiveness.

S23.02.06 Minimum Education Requirements for California Police Officers

Author(s): Marco A. Martinez Elias, Angelica Campos, Haily Holston, Aaron Villarreal

Sponsor(s): Region VI, Region IX

WHEREAS, On May 25th, 2020, George Floyd was killed by police officers, igniting a mass movement throughout the United States which ushered in the SSCCC's *Anti-Racism: A Student Plan of Action* [1] series with the first chapter focusing on African American students who have been impacted by police brutality to take action against structural racism [2];

WHEREAS, Less than three years after the killing of George Floyd, in January of 2023, Tyre Nichols a black man from Memphis, Tennessee was severely beaten and died three days later as a result of ongoing police brutality, in which the Tennessee Bureau of Investigation and the U.S. Department of Justice have both began formal investigations into police misconduct;

WHEREAS, in a research study examined by the *Office of Justice Programs* [3] from the U.S. Department of Justice, the report concluded that police officers without higher

educational degrees were more likely to have greater numbers of formal complaints of misconduct and have them sustained which was conducted through comparative analysis; and

WHEREAS, Christie Gardier, a professor of Criminal Justice at CSU Fullerton stated that, *“Raising educational standards is a policy used throughout the world to improve police performance and legitimacy,”* and in which police executives and scholars assert the “complexity of 21st century policing” calls for demands of a college degree [4]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for an increase of the minimum educational standards for on campus and off campus police officers as a legislative priority to meet the demands of current times and advocate for the revision of outdated educational requirements;

RESOLVED, That the Student Senate for California Community Colleges sponsor or co-sponsor legislation similar to Assembly Bill 89 [5] or advocate in the form of a resolution passage through the California state legislature that would call for the establishment of minimum educational standards for Police Officer Candidates in California;

RESOLVED, That the Student Senate for California Community Colleges work with its partners in the California Community College system to establish and revise the premises and perimeters in which any police officer candidate in the State of California must have a minimum educational requirement of at least an Associate’s Degree or higher education certification; and

RESOLVED, That the Student Senate for California Community College collaborate with local student body associations to develop an advocacy toolkit regarding the increase of minimum educational requirements for police officer candidates in the State of California.

Citations:

[1] Student Senate for California Community Colleges. September 2020. Anti-Racism Plan of Action.

https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

[2] California Community College Chancellor’s Office. California Community College

Campus Policing: Students Help Lead Effort to Reimagine Campus Policing.

<https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/2022--campus-policing>

[3] Exploring the Impact of Police Officer Education Level on Allegations of Police Misconduct

<https://www.ojp.gov/ncjrs/virtual-library/abstracts/exploring-impact-police-officer-education-level-allegations-police>

[4] Mandate Higher Education for California Police Officers

<https://calmatters.org/commentary/my-turn/2021/03/mandate-higher-education-for-california-police-officers/>

[5] AB 89: Peace Officers: minimum qualifications

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB

S23-02-07* Civics Awareness Month

Author(s): Nathan Albano, Henry Gardner, Michael Green, Suzan Kesbeh

Sponsor(s): Region VIII

WHEREAS, Elections are held every two years in the United States giving community college students the opportunity to elect city and county representatives, statewide legislators, and federal officials, which impact student-centered policies and outcomes;

WHEREAS, According to the National Study of Learning, Voting, and Engagement (NSLVE), pulling from a dataset of 8,880,700 total voting-eligible students, 43% of community college students did not submit ballots for the 2020 general election [1];

WHEREAS, Data from the National Assessment of Educational Progress (NAEP) consistently shows that less than 25% of students show proficient knowledge in civics, disproportionately demonstrated by disadvantaged and underrepresented groups (Citation 2); and

WHEREAS, Civic education and awareness efforts are known to increase voter engagement, leading to improved representation from the student demographic as evidenced by existing California legislation, AB963 (2019), and the precedent of Hawaii's recently established Civics Awareness Month (Citation 3 & 4); now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with ‘A Band of Voters’ and other relevant organizations to advocate for a statewide awareness month focusing on improving civic awareness and education; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the amendment of AB963 (2019, Petrie-Norris) to include an appropriation for related civic and voter empowerment activities.

[1] NSLVE Report (2020) <https://idhe.tufts.edu/nslve/2020>

[2]

<https://www.americanprogress.org/article/strengthening-democracy-modern-civics-education/>

[3] AB963 -

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB963

[45] State of Hawaii’s Civics Awareness Month (2022)

https://www.courts.state.hi.us/news_and_reports/2022/10/gov-ige-proclaims-october-2022-as-civics-awareness-month

S23.02.08 Gift Cards, Certificates and Other Vouchers For Students

Author: Kamiko Greenwood

Sponsor(s): Region VIII

WHEREAS, Some colleges may provide gift cards and/or gift certificates, meal and book cards/vouchers, tablets, access codes, etc. to students utilizing institutional funds and others do not;

WHEREAS, When gift cards and/or gift certificates, meal and book cards/vouchers, tablets, access codes, etc. are provided, students are required to report these benefits to financial aid;

WHEREAS, The inconsistencies in what funds are used or how a student must report such resources cause many students confusion and at times result in lack of benefits for students; and

WHEREAS, Financial aid already does not cover the full cost of education and students need more resources; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to find solutions for providing students with additional financial resources without affecting their financial aid;

RESOLVED, That the Student Senate for California Community Colleges advocate for a change in federal requirements that requires students to report gift card funding when they receive to financial aid; and

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to inform colleges of the current regulation around gift cards and their allowed uses.

S23.02.09 Alternative Assessment Resolution

Author: Kamiko Greenwood

Sponsor(s): Region VIII

WHEREAS, Students experiencing test anxiety may suffer a dramatic performance decline when taking tests that are not aligned with their learning style and alternative testing solutions such as open book, essay based, project based, multiple test retakes, and research paper based testing alternative options that provide students with their academic freedom and are more than likely to provide them with choices that align with their learning style;

WHEREAS, Offering alternative testing solutions such as, open book, essay-based, project-based, multiple test retakes, and research paper based testing may provide a more student centered solution, may aid in student retention, and more importantly may help student achievement; and

WHEREAS, Colleges have the responsibility to every student to offer and design an educational environment that is inclusive, tailored to students needs, and maximizes their potential; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to encourage professors to offer alternative testing by implementing and integrating different testing solutions;

RESOLVED, That the Student Senate for California Community Colleges seek joint advocacy efforts from its partners – University of California Student Association, and California State Student Association - to promote and advocate for more alternative assessments to be offered throughout the intersegmental system; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the integration of more alternative assessments that have proven to be reliable and accepted by some students and professors.

S23.02.10 Equitable Course Repeatability Process

**Author(s): Heather Brandt, Jeffrey Bui, Angelica Campos,
Emily Oryall**

Sponsor(s): Region III

WHEREAS, Course Repeatability Policies at California community college districts limit student success for those who need to complete core courses to meet major, degree, certificate, or transfer requirements; and, particularly for those who struggle to maintain satisfactory academic progress due to extenuating circumstances that occur during their educational journey;

WHEREAS, Students who are unable to move forward or hit a roadblock due to restrictions placed on them by changes made to state-wide repeatability policies are often forced to take courses that they have exceeded the maximum number of repeat attempts at community college outside their district, placing additional burdens on marginalized students who are attempting to complete their educational degree path;

WHEREAS, At the Fall 2014 Plenary Session, the Academic Senate for California Community Colleges put forth resolution 09.08, regarding the impacts of course repeatability regulation and policy changes [1], asking to give students the ability to repeat courses within certain disciplines; and

WHEREAS, There is a lack of data regarding this issue, which is detrimental to student success, as course repeatability policies can serve as barriers that directly increase the time it takes students to reach completion and make them more likely drop out of higher education all together, driving lower rates of enrollment; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office and other system partners to create a working group that has

representation from CCC student(s) impacted by repeatability policies and is charged with exploring the impacts of the changes to course repeatability introduced in 2013;

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to develop a process to collect data on the continual impacts of course repeatability policies and use this data to make crucial updates that assist students that are struggling;

RESOLVED, That the Student Senate for California Community Colleges advocate for further improvements to be made to the existent Title 5 regulations surrounding repeatability in order to be more conducive to the support of students by removing withdrawn courses from counting against students for the purposes of course repeatability; and

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office and the Academic Senate for California Community Colleges to develop a fair appeals process that is made clear, accessible, and equitable to all students, should they find themselves in a situation that requires them to repeat a course to complete their academic journey.

Citations:

[1] Academic Senate for California Community Colleges. Fall 2014. Impact of Changes to Course Repeatability Resolution.

<https://www.asccc.org/resolutions/impact-changes-course-repeatability>

S23-02-11* AB-91 SSCCC Advocacy - Bi-national Community Colleges
Authors: Leonardo Vanegas, Itzel Landeros, Imani Drew, Jose M. Perez
Sponsor: SSCCC Region X, Southwestern Community College District, Imperial Community College District

WHEREAS, Non-resident students who attend California Community Colleges pay considerably more when enrolling for classes aside from the resident tuition fee of \$46 per unit;

WHEREAS, The average student who is considered full-time (12 or more units) will pay an in-state tuition cost of an estimated \$552 or more at Southwestern Community College District, while an out-of-state student that is regarded as full-time will pay \$4,044 or more,

depending on the number of enrolled units [2] and similarly, at the San Diego Community College District, it is estimated that for 12 units, the non-resident cost will be \$4,200 (\$304 per unit) [3], and at Imperial Community College District, the average non-resident cost for 12 units is \$4,452 (\$325 per unit) [4];

WHEREAS, Assemblymember David Alvarez (D-San Diego) introduced AB-91 in 2023[1], which would allow low-income students in Mexico to pay in-state tuition at a local community college, should they reside within 45 miles of the California-Mexico border; and

WHEREAS, AB-91 (Alvarez, 2023) enables socioeconomic access for non-resident and out-of-state students, listing specific exemptions according to the bill, such as Lake Tahoe Community College, including particular communities in Nevada; now, let it be

RESOLVED, That the Student Senate for California Community Colleges advocate for students pursuing higher education at a California community college to receive in-state tuition when they reside out of state but close to the California border; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the passage of AB-91 (Alvarez, 2023), aimed to eliminate educational barriers for bi-national students to obtain affordable tuition.

S23-02-12* Free Student Transit Passes

Authors: Heather Brandt, Angelica Campos, Emily Oryall

Sponsor(s): SSCCC Region III, Region X, City College of San Francisco

WHEREAS, Nearly 42% of community college students nationwide are considered low-income [1], and most cities have unaffordable transportation, with some students spending roughly half of the price of tuition on transit-related expenses equalling a yearly average of \$1,760 [2];

WHEREAS, The California Student Aid Commission (CSAC) Data, Analysis, and Research Team conducted a Student Expense and Resources Survey (SEARS) in 2021-2022 [3] that identified the cost of transportation as a basic need for students throughout California's higher educational institutions that often goes unmet;

WHEREAS, California Community College students are being pushed further from their schools due to the ever-increasing cost of living leading to growing dependence on public transit and are in need of a way to offset mounting transportation costs while calculating the price of tuition, textbooks, and rent in order to have success and graduate in a timely manner [4]; and

WHEREAS, When several community colleges [5] such as Rio Hondo Community College offered free transit pilot programs for students it led to an increase in academic success and a boost in graduation rates of at least 27% [6]; now, therefore let it be

RESOLVED, That the Student Senate for California Community Colleges recognize that the surmounting cost of transportation limits a student's academic success and must be set as a legislative priority starting in the 2023-2024 year;

RESOLVED, That the Student Senate for California Community Colleges work with student body associations by developing an advocacy toolkit regarding student transit accessibility, affordability, and equity;

RESOLVED, That the Student Senate for California Community Colleges advocate through, but not limited to, budget advocacy, sponsoring or co-sponsoring legislation that provides funding for a free student transit pass pilot program across the state for all individuals enrolled in public higher education; and

RESOLVED, That the Student Senate for California Community Colleges urge the governor and the State Legislature to approve and fund transit bills similar to AB 1919 (2022, Holden) by identifying non-Proposition 98 funding in the state budget to increase student success and retention rates of those from underserved communities.

Citations

[1] The Hechinger Report. (2015). The rich-poor divide on America's college campuses is getting wider, fast.

<https://hechingerreport.org/the-socioeconomic-divide-on-americas-college-campuses-is-getting-wider-fast/>

[2] American Community College Trustees. Transportation Costs in Student Living Expenses.

<https://perspectives.acct.org/stories/transportation-costs-in-student-living-expenses>

- [3] California Student Aid Commission (CSAC) Data, Analysis, and Research Team. (2021-2022). Student Expense and Resources Survey (SEARS) Results.
https://www.csac.ca.gov/sites/main/files/file-attachments/sears_initial_insights_2022.pdf?1668526145
- [4] Institute for Research on Poverty (2017). Poverty Fact Sheet: Financial Barriers to College Completion.
<https://www.irp.wisc.edu/publications/factsheets/pdfs/FactSheet12-CollegeBarriers.pdf>
- [5] Calmatters. (2023). California campuses try to lower college costs with free transit.
<https://calmatters.org/education/higher-education/college-beat-higher-education/2023/01/california-college-costs-free-transit/>
- [6] The Hope Center. (2021). Impact of Transportation Supports on Students' Academic Outcomes: A Quasi-Experimental Study of the U-Pass at Rio Hondo College.
https://hope.temple.edu/sites/hope/files/media/document/RioHondoReport_FINAL.pdf
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S23-02-13 Regional Budget Increase

Author(s): Robert Andrade, Angelica Campos, Jessica Domniguez

Sponsor(s): Region III

WHEREAS, The Student Senate for California Community Colleges (SSCCC) receives one dollar in Student Representation Fees (SRF) from each California community college student through Assembly Bill 1504 (2019, Medina)[1], the SSCCC develops a yearly regional budget that allocates \$5,000 to each region per academic year [2];

WHEREAS, The SRF is intended to develop and advance student interest and engagement, and the regions are the main avenue through which this development occurs within the structure of the SSCCC;

WHEREAS, Assembly Bill 2449 (2022, Blanca Rubio) [3] requires that meetings of a body will need to meet in person and will restrict zoom usage in meetings, causing SSCCC participants (delegates, region officers and students at large) to travel to attend in person meetings, leading to the need for increased reimbursements for participants an array of options; and

WHEREAS, The current \$5,000 cap does not allow for the type of engagement and development our students need, and attainment of the three pillars of the organization: system participatory governance, legislative advocacy, and regional support; now, therefore let it be

RESOLVED, That the Student Senate for California Community Colleges provide regions whose budget reaches \$1,000 or less, another \$5,000, to be used once per academic year, at the request of the Regional Treasurer or Regional Affairs Director, starting in the Fall of 2023; and

RESOLVED, That the Student Senate for California Community Colleges work with the Regional Treasurer or Regional Affairs Director requesting the budget refill in placing it as an item on the next upcoming Board of Directors meeting agenda to express their reasoning for requesting the additional \$5,000.

Citations:

[1] [Bill Text - AB-1504](#) Community colleges: student representation fee: statewide community college student organization: goals. (ca.gov)

[2] Official 2022 - 2023 Board of Directors Approved Budget.

[3] [Bill Text - AB-2449](#) Open meetings: local agencies: teleconferences.

S23-02-14* Student Parent Survey and Data Compilation

Author(s): Angelica Campos, Heather Brandt

Sponsor(s): Region III

WHEREAS, Students with children or dependents are more likely to experience unique barriers to success in higher education, such as “time poverty,” a larger debt load, and employment demands but still tend to graduate with higher than average GPAs and unfortunately, colleges and universities largely do not account for this population in their data collection;

WHEREAS, There is no system-wide mechanism in place to account for students with dependents or who may become parents after enrollment – resulting in their unique needs, challenges, and assets not being reflected in student support efforts and university narratives; and

WHEREAS, According to the Institute for Women’s Policy Research, students of color consisted a higher percentage of parenting students than their white counterparts with 33% of Black students, 30% Native American, and 21% of Latinx students having children or dependents [1] thus collecting data on students with children or dependents is essential to better support them and in our collective work toward equity; now, therefore be it

RESOLVED, That the Student Senate for California Community College request the student parent survey and the methodology for collecting data on students having children or dependents be designed so as to protect the privacy and rights of this student population and said rights are dually protected by federal regulations outlined in the Family Educational Rights and Privacy Act (FERPA) [2]; and

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor’s Office to ensure that data collected by the student parent survey will be used to better support students with children or dependents and not be used to determine admissions or preclude students having children or dependents from taking advantage of any and all campus resources.

Citations:

[1] [The Landscape of Parenting Students: An Incomplete Picture of the Challenges Student Parents Face to Educational Success](#)

[2] [FERPA. Family Educational Rights and Privacy Act \(FERPA\)](#)

S23-02-15 Student Assault and Sex Trafficking

Author Regional Affairs Director Mary Poitier

Sponsor(s) SSSCC Region III

WHEREAS, Many students are sexually assaulted on campus but do not report it to the police or the school campus police due to stigmas about being judged or embarrassed if they report these crimes yet they should be able to contact campus police without fear of being judged or retraumatized;

WHEREAS, A 2021, report done by the Public Health system showed that victim advocates and criminal justice scholars believe that this tendency to disbelieve victims is one of the reasons so few sexual assault cases are reported;

WHEREAS, Every student deserves an opportunity to reach out to the campus police and have access to programs that would create a supportive experience when interacting with school police officers and a trauma-informed, victim-centered response; and

WHEREAS, In 2018, a Department of Justice study estimated that about one in five college women will be the victim of a sexual assault during her years in school and will face an uphill battle because of a lack of resources and data, which hamper any outreach program; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to create, maintain, support, and provide access to positive programs on campus that foster a welcoming and supportive environment while also providing opportunities for positive authority engagement and activities to victims of student assault and sex trafficking;

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to implement strong, protective policies and procedures that are comprehensive and trauma-informed to ensure that ALL student and campus police officer interactions following a sexual assault are supportive without fear or shame; and

RESOLVED, That the Student Senate for California Community Colleges encourage colleges to form strong collaborations and collective resource-sharing hubs with community-based organizations to help increase knowledge of information, programs, and services available to help students and their families who have been harmed by sexual abuse or sex trafficking and share information both intimately and publicly to help support their unmet needs.

References

<https://www.npr.org/sections/health-shots/2021/08/22/1028236197/how-rape-affects-memory-and-the-brain-and-why-more-police-need-to-know-about-thi>

<https://www.aauw.org/resources/article/underreported-sexual-misconduct/>

<https://www.nsvrc.org/resource/2500/national-intimate-partner-and-sexual-violence-survey-2015-data-brief-updated-release>

<https://www.apa.org/monitor/2018/10/campuses>

SBA Sponsored Resolutions

S23.03.01 Preservation and Enshrinement of DACA

Author: Marco A. Martinez Elias, Vice President of the Student Senate for California Community Colleges

Sponsor: Taft College Associated Student Organization

WHEREAS, In 2012, the Obama-Biden administration announced the establishment of the *Deferred Action for Childhood Arrivals* program through an executive order which has protected thousands of undocumented students across the State of California from deportation;

WHEREAS, In 2017, the Trump-Pence administration aggressively attempted to rescind and repeal the Obama era DACA in its entirety;

WHEREAS, In 2020, the United States Supreme Court heard the case, *Department of Homeland Security v. Regents of the University of California*, in which Chief Justice John Roberts with a majority of the court, 5-4 ruled that the Department of Homeland Security was in violation of the Administrative Procedure Act of 1946, and procedural due process under the fifth amendment; and

WHEREAS, On October 6th, 2022, the Fifth Circuit Court of Appeals upheld the *State of Texas, et al., v. United States* (2021), ruling that DACA is unlawful, unconstitutional, and no new applicants would be permitted, with DACA's legality definitively to be challenged again and decided in the United States Supreme Court by a conservative super majority; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges stay true to its mission statement, purpose, and values in honoring, protecting, and conserving the *Diversity, Equity, Inclusion, Anti-Racism, Accessibility* efforts across the state, so that students and faculty alike feel safe and encouraged to continue their higher education goals without the fear of deportation;

RESOLVED, That the Student Senate for California Community Colleges advocate for state legislation urging the California Department of Justice, Office of the Attorney General, and the California Governor's Office to firmly advocate federally for the development of a pathway to permanent citizenship for undocumented students; and

RESOLVED, That the Student Senate for California Community Colleges advocate for the formation of a comprehensive task force composed of appropriate and relevant representatives from its system partners across all three systems of higher education in California to work on solutions to effectively support and address California’s undocumented student population by any means necessary.

Citations:

[1]<https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/2022-joint-statement-on-daca>

[2]<https://www.akingump.com/en/news-insights/fifth-circuit-invalidates-daca-what-the-decision-means-for-daca-recipients-and-their-employers.html>

[3]<https://www.nea.org/advocating-for-change/new-from-nea/daca-ruled-unlawful-fifth-circuit-here-s-what-happens-next>

[4] <https://www.oyez.org/cases/2019/18-587>

S23.03.02* Expanding CalFresh Access and Electronic Benefit Transfer (EBT) Access for California Community Colleges

Author: Jaime Robles, Maya Moseley, Athena Chan, Abba Schwartz

Joselin Pacheco-Hernandez, Nawel Tahraoui

Sponsor: Sierra College

WHEREAS, A report by the California Department of Social Services defined Cal Fresh as “CalFresh, known federally as the Supplemental Nutrition Assistance Program or SNAP, provides monthly food benefits to individuals and families with low-income and provides economic benefits to communities. CalFresh is the largest food program in California and provides an essential hunger safety net. CalFresh is federally mandated and in California, is state-supervised and county-operated.”[1];

WHEREAS, According to calfresh.org “2 in 5 students are eligible for CalFresh” [2], and a student eligible for CalFresh “\$234 each month” [2]; Additionally, according to the Public Policy Institute of California, 10.2% of California Community College students, 11.8% of UC undergraduate students, and 4.0% of UC graduate students were enrolled in CalFresh. [3]; and

WHEREAS, According to a 2019 Hope Center for College, Community, and Justice’s #RealCollege survey of approximately 40,000 students at 57 California Community Colleges, reported “50 percent of students recently experienced food insecurity” [4]; Furthermore, “Black, Latinx, American Indian and Alaska Native students experience food insecurity at consistently higher rates” [5]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges create a team of California Community College students in collaboration with CalFresh and food vendors to advocate for the expansion of EBT on California Community College campuses;

RESOLVED, That the Student Senate for California Community Colleges advocate for a simplified process to allow EBT on California Community College campuses; and

RESOLVED, That the Student Senate for California Community Colleges encourage all California Community Colleges to accept CalFresh/EBT at least one (1) food vendor on their school campuses.

Citations:

[1] <https://www.cdss.ca.gov/inforesources/calfresh>

[2]

<https://www.getcalfresh.org/students#:~:text=2%20in%205%20students%20are%20eligible%20for%20CalFresh.&text=Take%20a%20minute%20to%20check%20your%20eligibility>

[3]

<https://www.capolicylab.org/wp-content/uploads/2022/03/Student-Participation-in-CalFresh.pdf>

[4] https://ccleague.org/sites/default/files/cclc_food-insecurity-report_2022_web_final.pdf

[5]

<https://www.ccdaily.com/2022/05/california-can-solve-community-college-students-food-insecurity-crisis-heres-how/>

S23.03.03* Post-Registration Name and Pronoun Changes

Author: Alette Laughton, Director of Student Services of ASMC

Sponsor: Associated Students of Moorpark College (ASMC)

WHEREAS, Assembly Bill 2315 (2022) was passed in October 2022 requiring California Community Colleges to extend changes to preferred name and gender to records including student ID cards, transcripts, college-issued student email addresses, and class rosters without legal documentation¹;

WHEREAS, While many colleges have preferred name and/or pronoun options during initial student registration, they fail to provide equitable access to academic update forms for students seeking to have a name change or gender change post-registration; and

WHEREAS, 33% of people who identify as LGBTQ+ have attended a community college during some point of their lives²; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for post-registration name and gender change forms in the California Community College system that do not require legal documentation, as in accordance with AB 2315 (2022, Arambula);

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for better access to post-registration name and gender change forms, allowing them to be available online, in-person, and in alternative formats for students who need to access them; and

RESOLVED, That the Student Senate for California Community Colleges call on colleges to actively outreach to students with a name and/or gender change to inform them of additional no-cost changes they can make to their student ID card, transcript, college-issued student email address, and class roster covered in AB 2315 (2022, Arambula) without legal documentation.

Citations:

[1] California A.B. 2315 (2022),

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB2315

[2] Community College and the Experiences of LGBTQ People (2022),

<https://williamsinstitute.law.ucla.edu/publications/community-college-lgbtq/>

S23-03-04 Safe Parking Programs

Author: Alette Laughton, Director of Student Services of ASMC

Sponsor: Associated Students of Moorpark College (ASMC)

WHEREAS, The Student Senate for California Community Colleges approved Resolution S19-A-R-04 Overnight Parking¹ in 2019 calling on California Community Colleges to introduce overnight parking permits and clearly state their overnight parking policies on their website;

WHEREAS, Assembly Bill 302 (2019)² was introduced and supported by the Student Senate for California Community Colleges in 2019, which aimed to allow overnight parking for California Community College students, but was shelved and was not passed into law;

WHEREAS, From 2019 to 2022, the number of people in the state of California who stay in homeless shelters increased by 33% and the number of people in the state of California who are considered homeless and “unsheltered” grew 7%³, and while

California makes up less than 12% of the country's population, it makes up 30% of the country's homeless population⁴; and

WHEREAS, A 2020 study showed that homelessness impacts California Community College students disproportionately when compared to California State University and University of California students, with 1 in 5 California Community College students experiencing homelessness compared to 1 in 10 and 1 in 20 California State University and University of California students, respectively⁵; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges call on the California state legislature to re-introduce a bill allowing overnight parking on California Community College campuses;

RESOLVED, That the Student Senate for California Community Colleges urge California Community Colleges to form Safe Parking Programs for its students who experience homelessness or housing insecurity; and

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for increased funding towards overnight campus police, overnight restroom and shower facilities, and safe spaces for overnight students to charge electronics and use campus WiFi in implemented Safe Parking Programs.

Citations:

[1] SSSCC Resolution S19-A-R-04 Overnight Parking (2019),
https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=S3u2ydGgnhoqNKn45cnVLJGGq3hGWEkZZMt%252BVv3UD4uvCMx2AEPLVPU1xh6V2YOS1tFGQuvQl64c9pq8jknDC2E6NDp7czoyMDoiZGIzcGxheV91c2VyX2RldGFpbHMiO2l6MTtzOjc6lnVzZXJfaWQiO2k6MjMyOTg4ODtzOjQ6ImRhZGUiO3M6MTQ6ljlwMjMwMTI5MjM1MDQ0litzOjc6lmV4cGlyZXMiO2k6MDt9

[2] California A.B. 302 (2019),
<https://fastdemocracy.com/bill-search/ca/20192020/bills/CAB00015645/>

[3] California homeless population grew by 22,000 over pandemic (2022),
<https://calmatters.org/housing/2022/10/california-homeless-crisis/>

[4] California accounts for 30% of nation's homeless, feds say (2022),
<https://calmatters.org/newsletters/whatmatters/2022/12/california-homeless-count-2/>

[5] State of Crisis: Dismantling Student Homelessness in California (2020),
<https://seureservercdn.net/198.71.233.214/38e.a8b.myftpupload.com/wp-content/uploads/2020/10/cts-state-of-crisis-report.pdf>

23-03-05 Course-embedded Student Services

Author: Alette Laughton, Director of Student Services of ASMC

Sponsor: Associated Students of Moorpark College (ASMC)

WHEREAS, Studies found that enrollment in a college success course increased the probability of earning a credential by 5-9% and increased the rate of transfer by 3-5%, that combining academic instruction with student services led to a 20% higher course success rate, and that encouraging personal and career success in classes led to a 20% higher persistence rate in community college students¹;

WHEREAS, Completion rates are disproportionately low at community colleges, with only 13% of California Community College students who complete their Associates Degree within two years, and 31% who complete it within three years²;

WHEREAS, Student support services like Disabled Student Programs and Services (DSPS), CalWORKs, Extended Opportunities Programs and Services (EOPS), California Promise, health services, tutoring services, veterans services, and additional services assist disproportionately impacted students in completing their courses; and

WHEREAS, Embedding student services into community college classes increases course success rates and increases students' knowledge of what student support programs offer in future non-service-embedded courses; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges strongly urge all California Community Colleges to increase outreach for their student services offered, ensuring that all students have equal access to them;

RESOLVED, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to call on faculty to integrate student services into their courses offered, including course-embedded tutoring, disability access, lower textbook costs, loaned and/or rented electronics, and presentations from outside support services; and

RESOLVED, That the Student Senate for California Community Colleges advocate for California Community Colleges to provide direct support to its students, including communications regarding students' current academic status and what specific services the college offers to help.

Citations:

[1] Memorandum to California Community Colleges Chancellor's Office: Targeting Student Support Services (2012),

https://www2.wested.org/www-static/online_pubs/resource1245G.pdf

[2] Improving College Completion (2019),

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

S23-03-06 Safe Sex Education

Author: Alette Laughton, Director of Student Services of ASMC

Sponsor: Associated Students of Moorpark College (ASMC)

WHEREAS, The Student Senate for California Community Colleges approved Resolution 19.02 | F13: Promotion of Safe Sex Practices¹ in 2013 calling on California Community Colleges to provide equal access to the distribution of condoms, lubrication, pregnancy testing, and STD testing at a free or low cost to students;

WHEREAS, Scientifically and medically accurate sex education leads to lower unwanted pregnancy rates and lower STD rates, as well as helps reduce relationship violence and creates safer on-campus environments for LGBTQ+ people²; and

WHEREAS, Community college students are “less likely to consistently or correctly use contraception, and are more likely to be sexually active and have casual sex” than their 4-year university counterparts³; now, therefore, be it

RESOLVED, The Student Senate for California Community Colleges support scientifically and medically accurate sex education that is LGBTQ+ inclusive and expressly includes information on consent and healthy relationships to be given at all California Community Colleges;

RESOLVED, That the Student Senate for California Community Colleges urge California Community Colleges to provide equitable access to safe sex education and reaffirm the distribution of contraceptives and tests for pregnancy and STDs at a free or low cost; and

RESOLVED, The Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to encourage faculty to include safe sex resources in their syllabi, inform students of safe sex resources on campus, and call for safe sex trainings for California Community College students.

Citations:

[1] SSSCC Resolution 19.02 | F13: Promotion of Safe Sex Practices (2013), https://ssccc.org/what-we-do/ssccc-resolutions.html?get_id=JlwHrXLFSmvV3xPa1JXR3NF2szuYS%252FUZCFtu2iAGaaQTzDM81wA%252BGPusxHLwHTXOUziSdwNi0NKlrD7V9LoA2E6NDp7czoyMDoiZGlzcGxheV91c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM4MjQ5OTzOjQ6ImRhdGUiO3M6MTQ6IjJwMjMwMTMwMDEwMTU2IjtzOjc6ImV4cGlyZXMiO2k6MDt9

[2] Three Decades of Research: The Case for Comprehensive Sex Education (2020), [https://www.jahonline.org/article/S1054-139X\(20\)30456-0/fulltext](https://www.jahonline.org/article/S1054-139X(20)30456-0/fulltext)

[3] The understudied half of undergraduates: Risky sexual behaviors among community college students (2020), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6656636/>

S23-03-07 Course Accessibility for Disabled Students

Author: Alette Laughton, Director of Student Services of ASMC

Sponsor: Associated Students of Moorpark College (ASMC)

WHEREAS, One in twenty California Community College students are disabled, and the disabled student demographic has been found to be located typically in the lower ends of completion and performance statistics measured¹;

WHEREAS, A study showed that undergraduate students on average ranked instructor willingness to accommodate their disabilities as a 3.63 on a five-point scale²; and

WHEREAS, Section 504 of the Rehabilitation Act of 1973³ and the Americans with Disabilities Act of 1990⁴ requires equal access to activities and educational programs of all colleges to people with disabilities, but oftentimes do not cover classroom electronic bans, extensions on assigned work and project deadlines, and posting recorded lectures or slideshows online for future reference; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges and state legislators to require forms of disability awareness training and/or accessible mindset training to California Community College faculty;

RESOLVED, That the Student Senate for California Community Colleges strongly advocate for specific campus-wide regulations that go above and beyond legislation to ensure disabled California Community College students are able to receive the support they need to complete their courses and certifications; and

RESOLVED, That the Student Senate for California Community Colleges pledge to engage and work with outside organizations on research to highlight success rates for California Community College students with disabilities compared to their non-disabled counterparts to be able to close the equity gap between them.

Citations:

[1] 2020 Report: Disabled Student Programs and Services (2020),
https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_DSPPS_Final.pdf?la=en&hash=AA90D22EFB7FACD7D20B8B6198DB71EE9B790D5A#:~:text=California%20Community%20Colleges%20Chancellor's%20Office%20DSPPS%20All%20Directors%20Training%20in,the%20state's%20115%20community%20colleges.&text=The%20data%20compiled%20for%20this,population%20of%20the%20community%20colleges.

[2] Students with Disabilities' Self-Report on Perceptions toward Disclosing Disability and Faculty's Willingness to Provide Accommodations (2015),
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6474675/>

[3] Section 504, Rehabilitation Act of 1973,
<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

[4] Americans with Disabilities Act of 1990, As Amended,
<https://www.ada.gov/law-and-regs/ada/>

S23-03-08 Developing Actionable Disability Inclusion

Author: Jessica Lopez

Sponsor: Associated Student Government (ASG) of Coastline College

WHEREAS, Approximately 1 in 4 of all Americans live with disabilities [1], approximately 1 in 5 of undergraduate students overall in America live with a disability [2], and the graduation rate of undergraduate students with disabilities is half that of non-disabled students at a rate of approximately 34% compared to 62% [3, 4];

WHEREAS, Students with disabilities are a historically underrepresented and less-supported student group due to the higher education system's barriers to access [5], and disabled students in higher education often experience greater social exclusion and lack of support [6];

WHEREAS, The California Community College (CCC) system has a responsibility to provide equal opportunities and reduce equity gaps among underrepresented student groups in accordance with the CCC's Vision for Success [7] and the colleges alongside the Board of Governors should continue to dedicate time to build awareness and to celebrate the differences and accomplishments of students with disabilities along with other students; and

WHEREAS, The colleges often do not include disabled student issues in their minority awareness events or general Diversity, Equity, and Inclusion (DEI) initiatives, and each college needs to continue to identify opportunities to incorporate disabled student issues into their mainstream programs, services, and initiatives for the benefit of all students; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to encourage colleges to host ongoing disability cultural and awareness events with the same strategies and frequency as other cultural and social awareness events and initiatives;

RESOLVED, The Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges and legislators to pursue legislation or policies that teach disability rights in History, Social Science, and other General Education (GE) classes in order to increase student awareness of disability rights and issues;

RESOLVED, The Student Senate for California Community Colleges work with the Chancellor's Office to urge colleges to implement widespread disability rights and accessibility training as a part of the professional development for staff, faculty, administration, and student body associations (SBAs); and

RESOLVED, The Student Senate for California Community Colleges work with the Chancellor's Office to urge colleges to track disabled student data as a priority in their Student Equity and Achievement (SEA) plans and assessment of Disproportionately Impacted (DI) Student Groups in order to increase the support disabled students receive and increase each college's eligibility for disability-focused grants and scholarship funding.

[1] <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>

[2] https://nces.ed.gov/programs/digest/d19/ch_3.asp

[3] https://nlts2.sri.com/reports/2011_09_02/index.html

[4] <https://nces.ed.gov/fastfacts/display.asp?id=40>

[5]

<https://www.un.org/en/academic-impact/disability-and-higher-education-better-architectural-choices-inclusive-campuses>

[6] <https://dsg-sds.org/article/view/1593/1561>

[7] <https://www.cccco.edu/About-Us/Vision-for-Success>

S23.03.09 Hybrid Model

Author(s): Daniel Orta, David Orta, Arshmeet Kaur

Sponsorship(s): Evergreen Valley College, Hartnell College

WHEREAS, Hybrid meetings (defined here as meetings that have both in-person venues and online options like zoom, skype, google hangouts, etc) are inclusive by allowing participation from both those who wish to attend in person as well as those who face challenges such as distance, cost (with the average gas price in California as of 1/7/2023 being \$4.73 per gallon [1], and at least 19 counties/33,699 sq.mi. with no community colleges where students must drive through their county to another [2]), work, disabilities, or care responsibilities— whereas, in contrast, fully in-person meetings pose a financial and time burden, particularly for students, leading to an equity gap and limiting their participation and perspectives in shared governance;

WHEREAS, The hybrid model is achievable and has substantial environmental benefits (evidenced by data collected during the height of the COVID-19 pandemic by NASA's COVID-19 Dashboard and Chemical & Engineering News [3], [4]) such as the drastic reduction in CO2 and NO2 emissions in the last two and a half years following the drastic decrease in vehicle traffic, and has significant economic benefits, increased efficiency, and increased job satisfaction (according to a Gallup Poll [5], Forbes [6], and Stanford University Study [7]);

WHEREAS, Enacting the hybrid model, allowing easier access to participation in student body associations, campus events, clubs, etc [8] would help the SSCCC live up to the Resolution S21.01.01 Disabled Student Awareness resolution (passed in Spring 2021) which advocates for more disabled student representation on SBAs and the Resolution Bolstering Student Participation in Shared Governance (passed in Spring 2021) which requires transparent and easy access to shared governance [9] (support from researchers and people living with disabilities for hybrid models here: [10], [11]); and

WHEREAS, Under Brown Act regulations that will be enforced after the state of emergency is repealed, student leaders will be required to publish the location from which they are teleconferencing (for example, from home) and allow members of the public to be at that location and access the meeting through the student leader's device; now, therefore, be it

RESOLVED, That the Student Senate for California Community College issue a statement in support of adopting a hybrid model for student body associations and council/committee meetings in order to reduce financial and equity gaps, address accessibility issues, and to make important contributions in the fight against global warming;

RESOLVED, That the Student Senate for California Community Colleges issue a statement that includes the implementation of hybrid models that would include Zoom links sent out in emails to all students, for all meetings that are open to the public, and implementation should be assisted and/or overseen by the College Technology Council or Support Staff, as needed;

RESOLVED, That the Student Senate for California Community Colleges issue a statement in support of this resolution, to help follow through with the S21.01.01 Disabled Student Awareness resolution, passed during the Spring General Assembly in 2021 and the Bolstering Student Participation in Shared Governance resolution, passed during the Spring General Assembly in 2021; and

RESOLVED, That the Student Senate for California Community Colleges advocate against any future or current legislation in the State of California that poses a threat to hybrid models for shared governance or otherwise, advocate for legislation and internal action that would support the Hybrid Model, and publish a set of guidelines and create a toolkit to assist students in the implementation of hybrid meetings that meet Brown Act and Open Meeting Act requirements.

Citations

- [1] California Average Prices Map
- [2] California Community Colleges Map
- [3] The life-or-death race to improve carbon capture by
- [4] Seeing the COVID-19 Pandemic from Space by NASA
- [5] Gallup Poll Reports Working Remotely is Effective
- [6] Forbes: 5 Proven Benefits Of Remote Work For Companies

[7] Stanford Nicholas Bloom (and see Tedx: <https://youtu.be/oiUyyZPIHyY>)

[8] S21.01.01 Disabled Student Awareness Resolution

[9] Bolstering Student Participation in Shared Governance Resolution

[10] How Hybrid Can Make Work More Accessible for People With Disabilities

[11] Rejecting hybrid conferences as the new norm reeks of ableism

S23.03.10 Honor's program

Author(s): Zuni Moon

Sponsor(s): Merritt College SBA

WHEREAS, Honors programs at two-year schools prepare students to continue their studies at a four-year school [1] but less than half of the community colleges in California have an honors program [2];

WHEREAS, Many colleges are lacking an honor's program, in the absence of an honor's program, there is an honor's club, Phi Theta Kappa, which is not for college credit;

WHEREAS, Honors program completers have the highest academic performance and graduation rates, and the shortest time to degree completion, compared to other high-ability students [3]; and,

WHEREAS, Freshmen at 4-year universities have the opportunity to start their honors program in their first year of college, allowing them access to research, and other opportunities, many freshmen at community colleges have to wait until they transfer to 4-year universities to begin researching, and starting an honors program, for students considering graduate school or medical school, starting an honors program as an underclassman is encouraged to be a competitive applicant [4]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges work with student body associations to advocate for an honors program in the colleges currently lacking them; and

RESOLVED, That the Student Senate for California Community Colleges in lieu of honors programs on local campuses allocate funds toward research conferences either through sponsorship or hosting a research conference.

Citations:

[1] <https://www.petersons.com/blog/community-college-honors-programs/> [2] <https://www.cccapply.org/en/colleges#:~:text=The%20California%20Community%20Colleges%20system.and%20classrooms%20throughout%20the%20state.https://www.honorstransfercouncil.org/#:~:text=Who%20are%20we%3F,and%20its%20designated%20honors%20counselor.>

[3]

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1148&context=nchjournal>

[4] <https://www.unco.edu/college-bound-colorado/should-i-apply-for-college-honors.aspx#:~:text=In%20addition%20to%20helping%20you,through%20an%20undergraduate%20honors%20program.>

**S23.03.11 Breaking Barriers For International and ESL
(English-As-A-Second-Language) Students**

Author: Michael Green

Sponsor: Santiago Canyon College

WHEREAS, International and ESL students face unique language challenges that put them at a disadvantage in almost all forms of academic assignments, but especially those involving reading comprehension, discussions, and essays;

WHEREAS, International students often cannot supplement their academic experience because they usually do not have access to financial aid and often face discrimination when applying for jobs;

WHEREAS, “Many international students will not ask others to explain what they mean, out of fear of offending them or increasing their own insecurity” [1]; and

WHEREAS, Members of the Student Senate for California Community College (SSCCC), as well as college faculty and staff would benefit from cultural competency

training in an effort to understand different languages, nomenclature, mannerisms, etc of non-English speaking or international students in line with the SSSCC diversity, equity, inclusion, accessibility, and anti-racism efforts; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for free high-quality translation software for all requesting students and deadline extensions for all International and ESL students; and

RESOLVED, That the Student Senate for California Community Colleges require cultural competency training for all SSSCC officials and advocate for cultural competency for all faculty and staff members in the California Community College system.

[1]:

<https://www.mghclaycenter.org/parenting-concerns/young-adults/international-college-students/#:~:text=International%20students%20can%20experience%20challenges.all%20can%20do%20to%20help.>

S23-03-12 Unhoused Student Overnight parking
Author(s): Brianna Jeppson, assisted by Jacob Babauta
Sponsor: Santiago Canyon College

WHEREAS, The Student Senate for California Community Colleges strives to provide students with the opportunity and tools to achieve their educational goals by fighting against the increasing home insecurities among college campuses;

WHEREAS, Students who are unhoused either permanently or temporarily while attending community colleges across the state are struggling to find places to park their vehicles safely and legally for the night to sleep without being arrested or endangered;

WHEREAS, Housing insecurity often forces students to prioritize basic needs over their educational engagement, which creates significant barriers in success and students are working towards long-term stability by completing community college to attain education that can lead to sustainable employment; and

WHEREAS, The Student Senate for California Community Colleges advocate for equity and rights for all demographics, races, cultural backgrounds, genders, and socioeconomic statuses; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for state policies that compel community college campuses to provide the following: overnight security; wi-fi installed in and around buildings for overnight usage; facilities for the overnight usage of washer and dryer; facilities for overnight showers to upkeep adequate student hygiene;

RESOLVED, That the Student Senate for California Community Colleges advocate for district policies that address potential liability issues, through the implementations of liability waivers and the implementation of overnight student parking permits;

RESOLVED, That the Student Senate for California Community Colleges advocate for the addition of a supervisor tasked with oversight of the implementation process and maintenance of the following services: overnight security; wi-fi installed in and around buildings for overnight usage; facilities for the overnight usage of washer and dryer; facilities for overnight showers to upkeep adequate student hygiene; and

RESOLVED, That the Student Senate for California Community Colleges advocate with the Board of Governors of California Community Colleges in order to implement necessary policy changes at the Chancellor's Office or at the state legislature of California in implementing the following services on campuses: overnight security; wi-fi installed in and around buildings for overnight usage; facilities for the overnight usage of washer and dryer; facilities for overnight showers to upkeep adequate student hygiene.

References:

Kandil, C. Y. (2019, March 11). *Bill Would Allow Homeless Students to Park Overnight at Community Colleges*. California Health Report.

<https://www.calhealthreport.org/2019/03/11/bill-would-allow>

[homeless-students-to-park-overnight-at-community-colleges/](https://www.calhealthreport.org/2019/03/11/bill-would-allow-homeless-students-to-park-overnight-at-community-colleges/)

<https://www.ed.gov/content/overcoming-homelessness-and-poverty-through-education>

<https://sccc.org/what-we-do/sccc>

[resolutions.html?get_id=qEvwmgCN0q7JlrcsPsTMhaBeXX5uE%252FTuv9knKOkaN](https://sccc.org/what-we-do/sccc-resolutions.html?get_id=qEvwmgCN0q7JlrcsPsTMhaBeXX5uE%252FTuv9knKOkaN)

[NBZCK2gc9n6F_r](https://sccc.org/what-we-do/sccc-resolutions.html?get_id=qEvwmgCN0q7JlrcsPsTMhaBeXX5uE%252FTuv9knKOkaN)

[%252BsDhEyQlndahBjwZlv5mzvUNdmpX%252B7B2E6NDp7czoyMDoiZGlzcGxheV](https://sccc.org/what-we-do/sccc-resolutions.html?get_id=qEvwmgCN0q7JlrcsPsTMhaBeXX5uE%252FTuv9knKOkaN)

[91c2VyX2Rld G](#)

[FpbHMiO2l6MTtzOjc6lnVzZXJfaWQiO2k6MjM3OTc2ODtzOjQ6ImRhdGUiO3M6MTQ6ljlwMjMw MjAzMDQzMjM2l2tjOjc6ImV4cGlyZXMiO2k6MDt9](#)

S23-03-13 Strengthening Institutional Bonds Between Student Body Associations and the SSCCC

Author: Michael Green

Sponsors: Santiago Canyon College

WHEREAS, The Student Senate for California Community Colleges (SSCCC) heavily depends on student body association (SBA) officers' involvement to participate in regions, participatory governance, and General Assembly, yet does not directly interact or support SBAs outside of toolkits and workshops, neither of which encourage a long-term relationship;

WHEREAS, SBA's often struggle to retain institutional memory due to officer turn-over and a typical lack of trained or available staff, and the SSCCC needs avenues to remain relevant with SBA retain engagement; and

WHEREAS, The SSCCC has a unique opportunity to engage and learn from every SBA in the State of California and disseminate information; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges create a public SBA database comprised of, but not limited to, the following governing documentation: constitutions, bylaws, policies, resolutions, and all associated equivalents; and

RESOLVED, That the Student Senate for California Community Colleges create an awards event consisting of, but not limited to, these award categories: advocacy for social justice, advocacy for financial equity, creative activities, digital advocacy, and innovation in organizational structure, and advocacy.

S23-03-14 Family-Friendly and Inclusive Campuses

Author(s): Heather Brandt, Angelica Campos

Sponsor(s): City College of San Francisco

WHEREAS, Colleges, and universities in the United States historically have been designed with traditional students in mind that may not have the responsibility of caring

for dependents [1], despite efforts towards making the system of higher education more inclusive, at least 3.8 million students with dependents [2] continue to face significant barriers;

WHEREAS, The California Community College (CCC) system hosts the most financially affordable institutions in the state, often being the only option for students caring for dependents as they contend with an exclusionary higher education environment including policies, practices, and campus culture that disregards them, significantly impeding their ability to reach their academic goals;

WHEREAS, Students with dependents often heavily rely on the education provided by the CCC system to attain financial independence and is a vital lifeline out of poverty for students that face significant financial burdens as caretakers, for many students with dependents, dropping out is not an option and it is our college districts responsibility to break down institutional and social barriers; and

WHEREAS, Students with dependents are more likely to be members of already marginalized groups, for example, 51% of student parents nationwide are people of color [3], so it is imperative to align with the California Community Colleges goals in accomplishing diversity, equity, inclusion, anti-racism and accessibility by establishing inclusive learning environments that disrupt cycles of poverty and inequity, as well as aid the retention of students with dependents; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office and relevant partners to host system-wide 'students with dependents success week,' featuring workshops and resources for students, educators, and members of the system that elevate family-friendly practices, Title IX awareness, protections, and grievance processes;

RESOLVED, That the Student Senate for California Community Colleges collaborate with the Chancellor's Office and other system partners to create a working group that has significant representation from students with dependents, charged with drafting recommendations for inclusive practices and support of students with dependents in accordance with legislation such as AB 2881 (2022, Berman) Title IX, and Ed. Code 66271.9;

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office and other system partners to create and establish secondary equity

criteria that considers the compounding impact of inequities that can burden students with dependents that already fall into other equity criteria; and

RESOLVED, That the Student Senate for California Community Colleges work with the Chancellor's Office to ensure equal access and opportunity for students with dependents by implementing policies such as requiring all restrooms, regardless of gender, be equipped with changing tables, offering dependent care throughout the academic year, providing student support resources offered at accessible hours, and identifying other interventions to continue supporting students with dependents.

References:

[1]<https://www.theatlantic.com/family/archive/2021/05/why-college-hard-student-parents-obstacles-graduation/618996/>

[2]https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_3_final.pdf

[3] <https://thepregnantscholar.org/>

<https://thepregnantscholar.org/take-action-on-campus/>

<https://thepregnantscholar.org/title-ix-basics/>

<https://www.theatlantic.com/family/archive/2021/05/why-college-hard-student-parents-obstacles-graduation/618996/>

<https://www.theatlantic.com/business/archive/2014/12/the-quiet-struggle-of-college-students-with-kids/383636/>

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

https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_3_final.pdf

Pregnant Scholar at the University of California College of the Law San Francisco analysis of U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study: 2016 Undergraduates

S23-03-15 Advocacy for the Creation and Recommendation of Financial Literacy Courses

Authors: Selwyn Gibson, Jesse Ramirez Jr. Sponsor: Cypress College Associated Students

WHEREAS, In order to apply for credit cards, student loans, car loans, and mortgage loans, credit is utilized to determine if financing will be granted and how high interest on the loan will be.[1];

WHEREAS, Studies have found that there is a correlation between mental stress and financial worries. A Fortune study in 2016 estimated that $\frac{2}{3}$ of Americans live paycheck to paycheck unable to meet long-term financial goals, this in turn supports the creation and recommendation of financial literacy courses[2]; and

WHEREAS, The State Superintendent of Public Instruction Tony Thurmond of the California Department of Education stated, "This is a great public-private partnership. Parents want this, students want this, teachers want this. Now there's a \$3.6 billion in state funding and \$1.4 million in free access to professional development that school districts can use to ensure that all students graduate with basic financial literacy," said Thurmond. "Through engaging lessons, we can teach students how to manage their finances, avoid debt, and how to make informed and wise choices that will benefit them throughout their lives."[3]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges effectively advocate for the creation and recommendation of financial literacy courses for California Community Colleges to support and promote students' financial success and stability.

RESOLVED, That the Student Senate for California Community Colleges advocate for funding and resources to facilitate the creation of financial literacy courses that include but are not limited to skills in relation to basic budgeting, investments, taxes, banking, credit, and loan; and

RESOLVED, That the Student Senate for California Community Colleges work with all community colleges to create a shared culture of financial responsibility by integrating financial literacy into the student framework.

[1] State Superintendent Tony Thurmond Announce State Funds for Financial Literacy

<https://www.cde.ca.gov/nr/ne/yr22/yr22rel44.asp>

[2] Should Schools Teach Financial Literacy Classes?

<https://www.forbes.com/sites/forbesfinancecouncil/2022/10/11/should-schools-teach-financial-literacy-classes/?sh=1ec5f79b4633>

[3] CA Jumpstart: AB 2215 & AB 2051 - Financial Education

<https://cajumpstart.org/news/606-ab-2215-ab-2051-financial-education>

S23-03-16 Expansion of Contraceptive Access in Health Centers

Author: Alexandra Rojas

Sponsor: Cypress College Associated Students

WHEREAS, Several studies including the American College of Obstetricians and Gynecologists affirm that access to contraceptive care and methods serve an integral component of women's health [1];

WHEREAS, Contraceptive birth control provides benefits beyond pregnancy prevention such as decreased risk of sexually transmitted infections, more predictable, lighter menstrual cycles, and a reduction in risk of some cancers [2]; and

WHEREAS, Expanded access to contraceptives poses a myriad of economic benefits for women such as fewer unwanted pregnancies, greater educational opportunities, higher lifetime earnings, reduction of childhood poverty rates, and significant private and public cost savings [3]; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate for increased funding towards greater hormonal and non-hormonal contraceptive access including but not limited to emergency contraception, birth control pills, patches, diaphragms, cervical caps, birth control sponges, and vaginal rings in health centers on California Community College campuses.

RESOLVED, That the Student Senate for California Community Colleges support and promote free or affordable contraceptives to be implemented across all California Community Colleges.

RESOLVED, That the Student Senate for California Community Colleges encourage health centers within all California Community Colleges to provide adequate referrals to

family planning centers and educational resources in the case that contraceptive care students are seeking out cannot be provided by the community college, such as medical procedures or other surgical intervention.

Citations:

[1] "Access to Contraception." ACOG, <https://www.acog.org/clinical/clinical-guidance/committee-opinion/articles/2015/01/access-to-contraception>

[2] "Birth control options: Things to consider." *Mayo Clinic*, <https://www.mayoclinic.org/healthy-lifestyle/birth-control/in-depth/birth-control-options/art-20045571>. Accessed 29 January 2023.

[3] *The Economic Benefits of Birth Control and Access to Family Planning*, https://www.jec.senate.gov/public/_cache/files/bb400414-8dee-4e39-abd3-c2460fd30e7d/the-economic-benefits-of-birth-control-and-access-to-family-planning.pdf.

S23-03-17* Advocacy for State and Local Politics Campus Civic Engagement Events

Author: Arjun Ayyappan

Sponsor: Cypress College Associated Students

WHEREAS, Community colleges provide an optimal platform for students to be educated and brought closer to local politics as the overwhelming majority of students live nearby and are eligible to vote in state and local elections; [1]

WHEREAS, Community colleges students experience lower voter turnout compared to 4-year public and private universities [2];

WHEREAS, All eligible voters are much less likely to vote in state and local elections (40%), compared to federal elections (60%); [3]

RESOLVED, That in order to maximize California Community College voter turnout rates, increase civic engagement, and promote democratic participation, all California Community Colleges partake in political engagement events;

RESOLVED, That the Student Senate for California Community Colleges advocates for all 116 California Community Colleges to host on-campus civic engagement events every midterm cycle including, but not limited to, registration booths, voting drives, and candidate forums to educate and empower students in exercising their right to vote.

Citations:

- [1] González, Carmen. "California campuses try to lower college costs with free transit." CalMatters, CalMatters, 5 Jan 2023, <https://calmatters.org/education/higher-education/college-beat-higher-education/2023/01/california-college-costs-free-transit/>
- [2] "NSLVE Data Portal." National Study of Learning, Voting, and Engagement, Tufts University, 26 Dec 2022, <https://idhe.tufts.edu/research/national-study-learning-voting-and-engagement-nslve/nslve-data-portal>
- [3] "Resources: Voter Turnout." FairVote, 28 Dec 2022, <https://fairvote.org/resources/voter-turnout/>