“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that has.”

— Margaret Mead
Helpful Links

California Assembly

http://assembly.ca.gov/

State website for the California Assembly. You can check for members of the Assembly, committees, schedules and publications.

California Senate

http://senate.ca.gov/

State website for the California Senate. You can check for members of the Senate, committees, schedules, and publications.

Bill Information

http://www.leginfo.ca.gov/bilinfo.html

You can search for bills by their number, author or keywords. From here you can track the status and history of the bill, along with all the amendments and floor/committee analysis.

Bill Information

http://www.legislature.ca.gov/port-bilinfo.html

Another site for searching bill information. You can also look for bills in older sessions.

Bill Information

http://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml

Another site for searching bill information.

Legislative Analyst Office (LAO)

http://www.lao.ca.gov/laoapp/main.aspx

LAO gives reports from a nonpartisan view. Can help you understand certain complicated legislation and give some better insight.
California Laws

http://www.leginfo.ca.gov/calaw.html

You can search all codes and laws of California. Can help in research and explanation of changes in certain bills.

Cal Channel

http://www.calchannel.com/

Watch the live feed of committees and floor session. Can help in following certain bills when unable to go to Sacramento.

Cal Channel Archive

http://www.calchannel.com/recent-archive/

Can find videos of past committees and floor sessions.

California Community College Chancellor’s Office

http://www.cccco.edu/

Find information key to the Community College Chancellor’s office. See what topics they are advocating for.

Community College League of California

http://www.ccleague.org/

Statewide Community College Advocacy and training group. You can find advocacy information, and key topics in the State. Used by Board of Trustees and Administration. The League will send out email updates about key community college information.

Commission on the Future

http://www.cccvision2020.org/

You can follow the recommendations included in the policy matrix, and see what entails for the coming years for California Community Colleges.
Student Success Scorecards

http://scorecard.cccco.edu/scorecard.aspx

New scorecards aimed to have transparency and accountability for student progress. Can be used to see where College of the Canyons stands, and compare to other community colleges in the state.

Student Senate of California Community Colleges (SSCCC)

http://www.studentsenateccc.org/

Student led statewide advocacy group. Can find information on legislation and advocacy efforts of theirs.

Association of California Community College Administrators (ACCCA)

http://www.accca.org

Statewide community college administrators group. See what is key to them and find publications.

California Community College Student Affairs Association (CCCSAA)

http://www.cccsaa.org/

Statewide group for student government advisors. CCCSAA runs the leadership conference for the student annually. Can be used to help research and get information.
Scott Wilk – Republican

Elected: 2012 Terms out: 2024

Represents the 38th district and replaced Cameron Smyth, who termed out. Wilk is a former Board of Trustee of College of the Canyons. He was the district director for Congressman Buck McKeon before a falling out. He is former member of the Henry Mayo Hospital Board of Directors, and has ties with the Santa Clarita and Simi Valley Chamber of Commerce. He has been building great relationships up in Sacramento, and has the potential of becoming one of the Republican leaders in the next couple years. He will try to do everything in his power to make any and all meetings with representatives from College of the Canyons. He states that no matter what is going on in his schedule he will try to make the time to see COC members in person, and try to never use staff. ASG has built a tightknit relationship with Wilk through his first session as a member by lobbying and supporting his bill AB809. The bill has been seen as controversial by some people, but ASG has sent officers to Sacramento to advocate other elected members and also been a witness in committees for the support of AB809. When in meetings he will make jokes at times that appear to be kind of hurtful, but do not take them to heart. That is the way he jokes around.

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Elected: 2012  Termed: 2024

Represents the 36th District, and replaced Steve Knight who moved to the State Senate. He used to be a student trustee and a Board of Trustee for Antelope Valley College. Fox was an attorney prior to being elected. He used to be a registered Republican prior to switching to a Democrat, and this makes him one of the most right leaning Liberals in the Assembly. Although there is only a very small portion of Santa Clarita (small portion of Saugus) in his district he has a high passion and interest in SCV, and his constituents who attend College of the Canyons and especially students at the Canyon Country Campus. Fox is also the chair of the special community college special committee. Although at times his personality seems to be a bit “off” Fox makes sure and listens to all the issues and concerns of students and brings those concerns to the Assembly floor.

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Fran Pavley - Democrat


Represents the 27th Senate district. She is a lifetime educator and has a lot of passion for education. She will try to make as much time for students as she can when they come to Sacramento for meetings. When in meetings she will always mention the time she was an educator to show she cares about education. She was the original mayor of Agoura Hills, and then served three terms in the State Assembly before moving to the Senate. One of her key priorities is the environment, creating leading legislation in the State of California. Her environmental “Clean Car Regulations” bill was adopted by the federal government and called the Pavley Law. She has an interest in stopping for meetings in Santa Clarita, and stated the best time to meet would be Thursday afternoons.

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Steve Knight - Republican

**Elected: 2008** **Termed:2020**

Represents the 21st district, replacing Sharon Runner. He is a life time resident of the Antelope Valley. His father was also a state senator. Prior to running for office in 2008 Knight served in the US Army, and was a police officer for about 20 years. He always tries to make time for the people of his district when they come to the Capitol. He is huge advocate for gun ownership rights, and states, “College is an opportunity and not a privilege”. He is also a strong believer in “Jessica’s Law” and stricter penalties for criminals Most of his interest belongs to building aerospace/defense jobs in his district. He will give out his personal phone number for anyone and everyone in the district to contact him with issues. He currently has two children who are university students. His ideology appears to follow party lines no matter what the topic is. He has been working to build a close relationship with Congressman McKeon to vie for the seat when McKeon steps down.

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(661)286-2543 fax
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Christine Ward – District Rep.  Email: christine.ward@sen.ca.gov
Das Williams – Democrat (Chair of Assembly Higher Ed Committee)
NOT A LOCAL MEMBER

Elected: 2010  Termed: 2022

Represents the 37th Assembly District which includes the areas of Santa Barbara, Ventura, and Oxnard. He was first elected in 2010, and then took the chair of the Higher Ed Committee in 2012. His two main goals up in Sacramento are to continue moving towards “green” ideas, and then being crafty with the budget to use the resources for the most students as he can. College of the Canyons and the Associated Student Government have worked closely with Williams in regards to his bill AB955. When our local member, Scott Wilk, was trying to pass his bill AB806, Das Williams was the deciding vote to get the bill out of the Higher Ed Committee. His vote cause him to lose some support with the Democratic Caucus, and from organizations who give him campaign funds. Because of this COC has tried to support Williams. Over the 2012-2013 legislative cycle, ASG has worked with Williams office to help pass AB955 to the dismay of the SSCCC who have fought the bill at every turn. A majority of the communications has come through his Legislative Aide, Sara Arce. ASG has sent members to his district to speak at events with the Assemblyman, gone to Sacramento to lobby for the bill and has had officers be key witnesses for the support of AB955 in various committees. The forged relationship has been beneficial for College of the Canyons, as Das Williams looks to be a rising star in the Democratic Party who has a chance to become a leading member of the party. Building a relationship with Williams, and helping piece together the partnership with our local member Wilk only helps COC have more sway and influence in Sacramento.

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Buck McKeon - Republican

Elected: 1992

Representative of the 25th Congressional district, and chair of the Armed Services Committee. To this point he has been the only elected member of the 25th district, as he won the seat when it was first created in 1992. Some of the biggest donors to his campaigns are from the defense industry, and has been a large voice in the House to not allow budget cuts to defense. His policies align directly with the Republican party and he tends to keep within party lines. He was the first mayor of Santa Clarita in 1987, and has family business ties to SCV. In the past couple years there have been some ethical controversies surrounding McKeon and his wife, and it is rumored he will step down from the congressional seat in 2014 making it a key position to run for from both parties.

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U.S. House of Representatives
2310 Rayburn HOB
Washington, D.C. 20515
(202) 225-1956 phone
(202) 226-0683 fax

Santa Clarita Office
26650 The Old Road, Suite 203
Santa Clarita, CA 91381
(661) 254-2111 phone
(661) 245-2380 fax
Elected: 1993
The Junior Senator for California. She was a U.S. Representative prior to becoming a U.S. Senator. She is originally from Marin County by San Francisco. She tends to stick to the party lines and votes along the lines of Senator Feinstein.

Washington D.C. Office
Office of U.S. Senator Barbara Boxer
112 Hart Senate Office Building
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(202) 224-3553 phone

Los Angeles Office
312 N. Spring Street,
Suite 1748
Los Angeles, CA 90012
(213) 894-5000 phone
(202) 224-0357 fax
Dianna Feinstein – Democrat

Elected: 1992

The Senior Senator for California, and chairs the Select Committee on Intelligence. She is a native of San Francisco, and served as its mayor in 1978, until she was elected to the U.S. Senate.

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California Assembly 38th District

Representative: Scott Wilk

The district encompasses the mountainous inner northern suburbs of Los Angeles. It consists of the Santa Clarita Valley and Simi Valley along with parts of Soledad Canyon and the San Fernando Valley.

Los Angeles
Santa Clarita
Simi Valley

Valencia Campus
Canyon Country Campus
California Assembly 36th District

Representative: Steve Fox

The district contains the wide swath between the Tehachapi Mountains to the north and the San Gabriel Mountains to the south. The district is dominated by the Antelope Valley and forms the western edge of the High Desert and the Mojave Desert in general. Most of Edwards Air Force Base is contained in the district.
California Senate 21st District

Representative: Steve Knight

The district encompasses northern Los Angeles County and parts of the High Desert. It includes the Antelope Valley, Victor Valley, and most of the Santa Clarita Valley.
California Senate 27th District

Representative: Fran Pavley

The district straddles the Los Angeles–Ventura county border and encompasses most of Los Angeles's western suburbs. The district also includes parts of the San Fernando Valley and a slice of the Santa Clarita Valley.
U.S. Congressional 25th District

Representative: Buck McKeon

California's 25th congressional district is a congressional district in the U.S. state of California that covers part of northern Los Angeles County and part of Ventura County. It includes the cities of Santa Clarita, Simi Valley, Palmdale, Lancaster, and the northern part of the San Fernando Valley. It is the most Republican congressional district to be located primarily in Los Angeles County.
Overview of Legislative Process

The process of government by which bills are considered and laws enacted by the California State Legislature is commonly referred to as the legislative process. The California State Legislature is made up of two houses: the Senate and the Assembly. There are 40 Senators and 80 Assembly Members representing the people of the State of California. The Legislature maintains a legislative calendar governing the introduction and processing of the legislative measures during its two-year regular session.

Idea

All legislation begins as an idea or concept. Ideas and concepts can come from a variety of sources. The process begins when a Senator or Assembly Member decides to author a bill.

The Author

A legislator sends the idea for the bill to the Office of the Legislative Counsel, where it is drafted into bill form. The draft of the bill is returned to the legislator for introduction. If the author is a Senator, the bill is introduced in the Senate. If the author is an Assembly Member, the bill is introduced in the Assembly.

First Reading/Introduction

A bill is introduced or read the first time when the bill number, the name of the author, and the descriptive title of the bill are read on the floor of the house. The bill is then sent to the Office of State Publishing. No bill except the Budget Bill may be acted upon until 30 days have passed from the date of its introduction. This is usually where you can see the information of a bill first hand, and to see if it is something that pertains to students of higher education. It is at this point you can decide to support, oppose, or leave the bill alone. If a bill is going to be opposed or supported, this is the time to put it on the radar to work for or against it. At this point is where a discussion needs to happen to either create or not create a resolution.

Committee Hearings

After introduction, a bill goes to the rules committee of the house, where it is assigned to the appropriate policy committee for its first hearing. Bills are assigned to policy committees according to subject area. Any bills that would be advocated by students would go to the Assembly Higher Ed Committee or the Senate Education Committee. Bills that require the expenditure of funds must also be heard in the fiscal committees, Senate Appropriations and Assembly Appropriations. Each committee is made up of a specified number of Senators or Assembly Members. This is the second committee a bill will be heard in before it moves to the other house. If there is a bill you are supporting, it
is good to ask the authoring member if they want students to come up to the committees to voice their support.

When you are lobbying/advocating a bill it is vital to lobby during this process. Many times a bill’s future is dependent on the actions taken during this stage. Plus the members of the committee are more open to ideas and opinions at this point in the process. If you are working to support a bill and trying to have it pass through the committee, talk to the member who is sponsoring the bill. They will have insight to who will vote each way, and what members need more attention via students.

During the committee hearing the author presents the bill to the committee, and testimony may be heard in support or opposition to the bill. The committee then votes on whether to pass the bill out of committee, or that it be passed as amended. Bills may be amended several times. It takes a majority vote of the committee membership for a bill to be passed and sent to the next committee or to the floor.

Each house maintains a schedule of legislative committee hearings. Prior to a bill's hearing, a bill analysis is prepared that explains the intended effect of the bill on current law, together with background information. Typically the analysis also lists organizations that support or oppose the bill. It is good to look at the bill analysis through each committee and the floor. It will help give you general idea of the bill. It is also beneficial to see the list of people who support or oppose the bill because you can find groups to team up with to gain support. It is also beneficial in letting you know who you are working against during the bill process. Going to Sacramento to advocate during the committee process can at times be easier than advocating when a bill is on the floor. This is because there is less members who need to be targeted.

**Second and Third Reading**

Bills passed by committees are read a second time on the floor in the house of origin and then assigned to third reading. Bill analyses are also prepared prior to third reading. When a bill is read the third time it is explained by the author, discussed by the Members, and voted on by a roll call vote. Bills that require an appropriation, or that take effect immediately, ordinarily require 27 votes in the Senate and 54 votes in the Assembly to be passed. Other bills generally require 21 votes in the Senate and 41 votes in the Assembly. If a bill is defeated, the Member may seek reconsideration and another vote.

**Repeat Process in Other House**

Once the bill has been approved by the house of origin it proceeds to the other house where the procedure described above is repeated. Once a bill passes either the Senate of the Assembly, that is just the first battle. You need to redo all your efforts a second time, but in the other house. It is always a good idea to look ahead before a bill gets to this point and get an idea of who you need to start to target or have meetings with.
**Resolution of Differences**

If a bill is amended in the second house, it must go back to the house of origin for concurrence, meaning agreement on those amendments. If the house of origin does not concur in those amendments, the bill is referred to a two-house conference committee to resolve the differences. Three members of the committee are from the Senate and three are from the Assembly. If a compromise is reached, the bill is returned to both houses for a vote.

**Governor**

If both houses approve a bill, it goes to the Governor. The Governor has three choices: sign the bill into law, allow it to become law without his or her signature, or veto it. A governor's veto can be overridden by a two-thirds vote in both houses. Most enacted bills go into effect on the first day of January of the next year. Urgency bills, and certain other measures, take effect immediately after they are enacted into law.

**California Law**

Each bill that is passed by the Legislature and approved by the Governor is assigned a chapter number by the Secretary of State. These chaptered bills are statutes, and ordinarily become part of the California Codes. The California Codes are a comprehensive collection of laws grouped by subject matter.

The California Constitution sets forth the fundamental laws by which the State of California is governed. All amendments to the California Constitution come about as a result of constitutional amendments approved by the voters at a statewide election.
Know what you want!

When you are speaking to the elected members or their staff, have a specific idea of what you want from either that conversation, or from their office. The outcomes of what you want can vary depending on the situation. Sometimes it will be an answer on the position of a policy or topic, information on legislation, politics behind the situation, or action. Remember the larger the idea or the bigger the change the longer it will likely take to organize or make an effort.

When you have a chance to make your issue a need of the students and not just a want, the issue will get more attention. When making your points with our elected members use “The students NEED.....”.

When you are trying to know what you want for your outcome. You must know if you are seeking an action or for a non-action. Is the issue you are working on a controversial one or an easy topic. When does the decision need to be made; is there a need for an immediate action, or some time down the road.

Make attainable goals. There are many outside factors that can affect the goals you want to achieve. If you make realistic goals then you can expect to see results. If the goals are too high then you might not see any results and thus get discouraged. Know who can help you obtain your goals. If you want certain legislation to pass, it does not good to try and lobby a member which will not be involved in the decision process.

Know why you want what you want

This is very important in the role of advocacy. You will be asked by the members and their staff what you want from them, and why they should do what you ask. If you tell just tell them education is important, then you might not get the result that you want. You need to make the staff and legislators to know why they should want what you want. Explain to them that California community colleges are the largest higher educational system in the world, that if they invest in community colleges they are investing in the future of the great state. In the case of stopping budget cuts or investing more state funds to community colleges you can express to the offices the demand of higher education bills needed in California by 2020, and at the current rate of funding we as a state will be 2 million degrees short.

Know what you are talking about

You need to be informed on the topic you are going up to Sacramento for, and other closely related topics. There is a very good chance you will be asked questions on various topics. If cannot answer the questions or give answers that have nothing to do with the topic in which you are being asked, you will lose their interest, and maybe their vote.

Make sure you have fully researched the problems and/or solutions. Also, research the topic from the other perspective or side. There might be some questions that come up,
that still you were not prepared for. If you do not know the answer, do not make something up, just say you are not sure, or will get back to them. You need to be sure of what you are talking about.

**Know the competition**

The more controversial the bill, or your stance, the more opposition you will find during your advocacy efforts. If you face opposition you will not succeed against them unless you understand who they are, and what their goals are. The first thing you need to do is identify who is the competition. Once way to discover this is looking at who will lose if you get what you want, or who gains if you do not. Most of the time it will be policymakers, faculty, administration, or other student organizations. These means there is a chance of external and internal competition from members of College of the Canyons.

You need to know what you are competing for. A vast majority of the time it will be over resources, like funding for community colleges. For the past several years the fight was about who should take the mist cuts from the budget, but with the passing of Proposition 30, that is not the case going forward. Other times it will be about ideology.

If your competition is a larger group of organization, remember they will have more time and resources to present their side. If you are going against a larger group like this, then you will have to be wise on how you invest your time and resources. A very valuable tactic at this point would be to find the ideology high ground, so then there is no way they can contest your position.

During the fight, there might be people who support your cause, but for various different reasons. Some of these groups can appear to be your competition at first, but then an ally if the goal is actually the same. You can come together with these other groups to fight for a common cause. Although their reasoning might be different, their goals, and outcome are the same. This can be very valuable in helping gain support against your opposition.

Research your competition. You need to find out what their agenda and policies are. This will help give you a better understanding. With this you will know what their go to agreement is when trying to oppose you. Find out who are their key supports and their key opponents are. If you are in the midst of battles lobbying against another organization, maybe you can call on their common opponents to help your cause. In research you can find their common outlets for delivering their message. When you know how they release their data of information, you can be on the outlook for their information. This way you can see what their actions are and try to counteract them. Groups like the SSSCC mainly use Facebook, group email, and teleconferencing. This way you can be one step ahead of them in the fight. Being ahead of the opposition is a vital tool to winning, and can help you defeat a larger group or organization.
Know your arena

Know if the issue at hand is a local, state or federal issue. If you go to the wrong legislative body with the wrong request, nothing will happen, and it will make you look unprepared. If the issue is a campus issue, speak to the administration. If it is about Santa Clarita, go to City Hall. If it regard state funding or regulations, go to your elected members for California. If is about federal funding, like pell grants, then go to your congressman. If you go to the wrong body, then you will be wasting time and resources.

Discover who are the decision-makers. On paper it will always appear to the elected members, but sometimes it will someone of less importance. Legislators do not have the time to know the details on every bill that comes through, so they rely a lot on staff members. If you know a specific staff member is the one who the legislator goes to for that discussion or topic, then that is where you need to focus your resources. If the real decision-maker is someone like a staff member, you will have a better chance of a face to face meeting, and convey your position. If the battle is in a committee, look towards the committee analyst person.

If you are fighting for the passage or non-passage of a bill, know where that bill is when you advocate for it. If a bill is in the Assembly, then that is where you need to be. If it is in the Senate, focus on the Senate. If the bill is in a committee, then you need to focus your time and resources on members of that specific committee.

Know your audience

The idea of advocacy and lobbying is trying to get someone of power to agree with your point, idea or policy. Try to understand the idea though the eyes of the person you are trying to meet. You need to understand their personal interest. Once you know this, then you can try to convey your points by relating to their personal interest, and this will help garner their attention. You can always see what types of policies peak their interest by seeing the type of legislation they have introduced. If a member has introduced several pieces on environmental issues, like Senator Pavely, then you can assume the environment is one of their passions.

Find out what the member did before they got elected to the position, and know how they got elected. You can know more things that peak their interest by adding the members on Facebook, and other social media sites. Most elected members will post a few things on these sites about their own personal interest outside of politics. Find out where they went to school or other organizations they are affiliated with. All of these things will help you in knowing what is their interest.

Focus on what your audience needs from you, not what you want to give them, and spend your time working on that information, not everything else. Be sure you know if your audience already has a position on your issue. You’ll save valuable time in developing persuasive
materials if you don’t really need to persuade them. Don’t spend time with your blinders on regarding your perspective on an issue. See things from the audience’s point of view.

When you go to meetings, try to find out if you are meeting with staff or the member. If you are told you will meet with the member, and then you find out you are meeting with staff, do not get disappointed. Usually the staff members are more plugged into the topic or policy you are working on.

**Know who will be positively impacted**

When you are advocating for a cause or policy, take a look to see what other groups besides College of the Canyons, or college students in general. The answers might surprise you, but if you find more people, then you can create a larger coalition to help.

**Use networking to your advantage**

Try to look at everyone you meet during your advocacy and lobbying to see if they might serve a purpose in your efforts. You might find that one specific person who might be able to help you on another issue or topic down the road. Just know though, others might be doing the same to you. Do not look at networking as work, but as a tool to help you.

**Always remain civil**

When up in the Capitol or doing advocacy anywhere, there is a chance you will meet people who do not agree with you. Especially when you are working on a controversial topic. Just because you do not agree with them on this issue, you might agree on another down the road. It is best to not burn bridges with other organizations. If you let emotions get the best of you when in a healthy debate, it make you look childish and immature. Try to remain the cool one in any debate.

**Create personalized communications**

Our elected members and their staff get many different forms of communication through emails, faxes, and letters. A majority of the time, they do not have the time to give their full attention to every piece of communication. If you send a form letter or email that many others send then you will not be a priority. Make every email, fax, letter, and resolution different than others. Try to not use any form documents. You will get more attention, and stand out more. The more personalized the communication, the more detail you will receive with that communication.

**Craft a winning message**

To succeed you need to have a message that stands out. Even causes you think that make complete sense and are great can have some form of opposition. Even if it seems like there can be no opposition to what you are working for. Sometimes the most logical or
compassionate arguments will not win. Know what the opposition is saying and shift your debate to address their points. Try to point out all of their fallactic arguments.

Never try to resort to insulting or putting down elected members, their staff, or the competition. It can make some meetings very unpleasant, and members will not want to meet with you if they know you have that type of attitude. Also, to try not put down people unintentionally. When you are in meetings watch what you are trying to say, and try to keep all terms to the politically correct terms.

Always try to put a face to the issue or policy. If you can find a believable heartstring argument for your cause, use it, as it can help garner you more support. You need to move your argument past your self-interest, and look to see how others can benefit.

Be clear with your message and what you want when you are talking to elected members. Try to make the message personal. You will attract more people to your cause through a compelling story. Be informative. The legislator might want to know what the opposition thinks about your position. If you have the information, express it to them so they do not have to look for it themselves. If you do not have that information, the elected member will hear it anyway.

**Delivering your message**

There is various different ways to contact our elected members, and their staff. It is important to know what method works the best for their office. If you are going to schedule a meeting, you need to be ready to answer why you are there in their office. Make that meeting vital for both the members and you. Sometimes phone calls can be very effective as a tool for your message. A simple 1-2 minute phone call from a various amount of students requesting the member to vote a specific way can work while saving resources. Fax will work if you have a petition signed by many people, or a signed resolution. You can call the members office though if they prefer the letters to be sent via email or fax. Some offices would prefer you to scan the documents and email them. When you are sending emails to the members office or a staff member, know who are trying to contact. This way you can send them the email directly, and not worry about the communication getting lost through forwarding.

**Use the proper materials for your message**

When you are in a meeting, you want to leave something behind for the member. Just remember though with the limited amount of space and the amount of traffic they deal with, the smaller the better. You should not leave a letter longer than one page, unless there is just too much information. Still try to keep it to a minimum. The letter or material should highlight the reason for your visit, and be something to allow them to come back to at a later date. Anything packet with too much information will just get glossed over and not fully read.
Understand when there is more important issues

There can be times when you are trying to advocate for something, and a major event happens that changes everything that the legislators are focusing on. You need to recognize when there are events like this, if any. Do not try to waste time and shift the attention to your issue from those events. Sometimes there is just never the right time to advocate.

Once you succeed

Even if you get a yes from a legislator, make sure they follow through with the action. You have not succeeded until action has been taken. Once you have succeed in your efforts, you can relax some of the pressure off the elected member.

Do not try to rub your victory in the face of your opposition. If you do something like that then you will create enemies that you do not need. You might need to join forces with them on another issue down the road. Never take the credit for the successes through advocacy and lobbying. Give the credit to others. This way you can ask for more support from them in the future. This will help build stronger relationships for the future.

Figure out who you need to thank. This would be anyone who invested time and resources. Make sure you are sincere in your thank you. Always try to have your thank you in writing. This way there is something tangible they have.

Remember to go out there and have fun while advocating for students of community colleges and higher education.
How to set up a meetings

Step 1

Have a reason or a specific cause for going up to Sacramento. Do not go up to the capitol to just go up to the capitol. In the beginning of the legislative cycle it can be introduce your ASG group to start building a relationship. Another reason would be for important bills, whether you are trying to get them to vote yes or no.

Step 2

The next step is to get all the people in ASG on board. You need to bring the idea of a trip to Allison and then the board. If anyone is in an agreement then you can continue.

Step 3

Speak to Eric Harnish, and let him know you are going to be sending students up to Sacramento. Since he is the legislative director for College of the Canyons he can be of some assistance. Check if the dates you are trying going up to Sacramento are some dates that COC are already sending people. If College of the Canyons is sending up staff, then you can either do a joint advocacy trip with some of the administrators, if permissible. Sometimes your efforts might conflict with the administration’s ideas. If that is the case, then you need to move the date of your trip so there is no conflicts up at the capitol.

Step 4

At this point you need to find out how many officers or students you want to bring on the trip. Due to the size of many of the member’s offices, it is best to cap the amount of students to 4 per trip. If there is some officers who want to go, but them coming makes the group too large then have them come on the next trip to the capitol.

Step 5

Now that you know the amount of students and the names you need to talk to Melinda. She is the one who will schedule the flights for all the students. It is best to try and have the date of the trip over a month in advance to help keep the cost of the flight down. There will be times though that you will find you are requested to come up to the capitol a week before. This is something that happens, but do the best that you can to get the flights out as far as possible. Remember the funds used for these trips are from the students, use the efficiently.

Step 6

Two weeks before the date you fly up to Sacramento start emailing the legislative offices you want to have meetings with. Always reach out to our local members: Scott Wilk, Steve Fox, Fran Pavely, and Steve Knight. Then you can look at what other legislators
you need to meet with. Sometimes it will be members of committees, like the Higher Ed, or members who have a common focus of what you are working on. Email the schedulers of each office to ask if there is a time you can have a meeting.

Example email:

Dear Ms. Johnson:

A delegation of students from the Associated Student Government of College of the Canyons will be in Sacramento Tuesday, February 26.

They would like to hopefully meet with Assemblyman Wilk for 20 minutes to discuss the state budget, developments at College of the Canyons, and legislation on higher education. If the Assemblyman, or staff appointed to higher education are available, please call me at (661) 874-8310.

Thank you for your help, and I look forward to hearing from you soon.

Michael J. Kramer  
ASG President  
Associated Student Government  
College of the Canyons  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355  
Phone: (661) 362-3257

In the email you will want to let the staff member know the reason for your visit. You can send your emails to more than one member at a time to be more effective. Once you get a response let them know the times which you are available for a meeting. **DO NOT** schedule meetings closer than 30 minutes from each other. Once you get the confirmation of the date and time, find out who in their office you will be meeting with.

**Step 7**

Now that you have the date down that you will be in Sacramento for advocacy and lobbying the elected members you can start your advocacy letter and legislative packet. Remember to keep the letter and packet simple and not too cumbersome.

**Step 8**

Once everything is together, get together with Allison and/or Eric Harnish to review your packet, and your course of actions when you are up in the capitol.

**Step 9**

Have a great and productive day representing College of the Canyons as a student leader!
Dos and Don’ts

Be prepared

Do your homework. Our Legislators have relatively small staffs, and they depend upon students, lobbyist and constituents for a vast amount of their information. Providing our representatives with concise, useful, well organized information will help them in making well informed decisions.

Be Honest

Your credibility is important. You need to uphold your integrity and can be judged by the information you give them. Being honest is key. If you are asked something and you do not know the answer it is ok to tell them you do not know. Never guess or make up an answer. If you lie to a member, it will forever damage your credibility, and then the member might now want to ever meet with you again.

Be Brief

You will on average have 10-20 minutes for each meeting you have. It is vital to state your views and opinions clearly and concisely. Time is very valuable to all of our representatives, so you need to be prepared.

You need to know the basics of the bills/legislation you are talking about. You do not need to be an expert, you are not expected to be. Make sure and present your points from the perspective as a student and your campus. You are a student representative so explain why students matter.

It is always a good idea to provide specific examples and anecdotes. This stories and examples will help bring the issue home for the legislator. Putting a face to issue or problem is key.

Be ready for tough questions. If you are up there to talk about budget cuts or to find another solution, be ready to be ask for an alternative solution to the situation. Do not overstay your welcome. Realize when you have gotten your point across, or you have gotten what you have come for. Legislators will try to avoid you in the future if you ramble on, or waste their time with nonsense. Do not cut off a legislator when they are talking, and listen when they want to make appoint.

Be respectful and polite

Always address legislators by their proper title (Assemblyman/woman or Senator). Make sure you greet them with a hand shake and look them in the eyes. Keep disagreements straightforward, and do not personalize the argument. Focus your arguments on facts and reasons. If a legislator currently does not support your issue, accept that fact, but continue to advocate through district visits and/letters.
Tips for advocacy meetings

Relax

Some of these meetings can be nerve racking and stressful. Take a couple deep breathes to calm yourself down and collect your thoughts

Be Reliable

It is important to be on time to all meetings you have with any legislators. If you are running late or cannot make a meeting call the legislator’s office as soon as you know. When you tell a member you will send them some information, do it in a timely manner. Also, do not set meetings closer than 30 minutes together.

Be Passionate about your topic

To be successful you must care about what you want. If you do not care about the subject then the member will not either. If there is very little importance in the subject, then the topic will fall flat. The sense of conviction brought to the table can change the outcome of the meeting dramatically. If you do not have passion, how can you expect to have members get passionate about what you are fight for. Having passion will lend some credibility and authenticity to the student voice.

Select a spokesperson and assign roles

Appoint a member of the group to introduce everyone and begin the conversation. Plan what each member will talk about or highlight. Practice with a dry run or role-play before your first meeting. It is always a good idea to aim for a diverse group to better represent the student population. Make sure everyone has a chance to speak, but if a member is cut off by a legislator or staff, do not force the talking point.

Do not be timid

Just remember even though these are your elected representatives, they are also people too. You should not allow the member to dominate the entire conversation or give a speech. Be courteous, but stand your ground, make your points and ask your questions. If the meeting starts to become off topic try to get the member back on point.

End the visit with a question

If you are looking for the legislator to vote a certain way on a bill, ask them how they will vote on the issue. You can also ask them if there is addition information you can send them when you get back to the college. If the person you are lobbying has not taken a stand or point yet, offer to respond to any of their concerns they might have with follow up information.
**Leave something**

A fact sheet, letter, or information packet will visually help remind the legislator of your visit, and can be something for them to come back to when you are long gone. It is best to bring two for every meeting, one for a staffer and the other for a member.

**Debrief and follow up**

Everyone who came to the meeting should review their notes or view of the meeting to see if there is anything that was missed or could be improved upon. Go through what will be the next steps.

Everyone’s performance after the meeting to find where the strengths and weaknesses were. If there was one point which resonated with one member, try and focus on that point for some of the next meetings.

**Thank you letter**

Be sure to send an email or letter that expresses your appreciation for the visit. Summarize the purpose of the visit, and reiterate the action you would like taken by the member.

**Continue to keep in touch**

Remember if you are out of site, you are out of mind. Continue to keep in touch even after the trip and the action was taken by the member. You never know the next time you will need to communicate with them again. When the legislator has an event in the district try to make an appearance, and discuss topic with them.
**How to write a resolution**

A resolution is a very effective and to the point way to express the student government stance on a specific topic. It gives the reader of the resolution enough background information on the issue/topic, and a better understanding to what is being proposed. A resolution is broken down into several parts: heading, whereas statements, resolved statements, and lastly signatures. There is no requirement to the length of a resolution, but one having which is too lengthy will make people not read all the details.

**Form**

Form is very important. If you have a clear concise resolution more people will be willing to read it, and stands a better chance to garner some consideration. A poorly written resolution that is vague and carelessly formatted will only hurt your cause. By the end of the resolution it should be easily understood the position or sense of action from the organization.

**General Guidelines**

After the heading, the resolution should have some WHEREAS statements which start off explaining the issue or problem, the history of context of the policy, the organizations in part reviewing it, and this policy/proposal will it solves the problem. For better flow it is better to have the statements in a chronological order. The WHEREAS statements must only contain facts or law that will help support the organizations position on the policy you are discussing.

In the punch line of the resolution you write THEREFORE BE IT RESOLVED, which explains the action being taken by the organization. You should state exactly what is to be voted upon. The core components are identifying the resolving authority, the circumstances, and place of action, and when the action will take place. Some resolutions can have additional resolving clauses, but only when necessary or when to cover matters which are closely related to the original resolving clause. If you write additional resolving clauses you start them off with IT BE FURTHER RESOLVED.

The final section is the signatures and positions of all the members who votes to support the resolution. Before you have all the members sign the resolution make sure there are no grammar errors. Have Allison, or Eric Harnish review the resolution to make sure everything is correct. After you have an official copy, it is wise to make several copies to be used for distribution. Then you are ready to send off, mail or fax away!

Many policies which are being heavily debated or on the radar for many organizations will generally have a general skeleton resolution for other organizations to use and sign. A commonly used resolution can be used, but creating one which is different will stand out more and be more effective for your organization. Remember we want College of the Canyons to stand apart from the rest of the state.

Please look at some examples of prior year’s resolutions to help give you a better idea.
College of the Canyons
Associated Student Government
Resolution of Support of Assembly Bill 955

WHEREAS, the California Community College system is the largest system of higher education in the nation, serving 2.4 million students;

WHEREAS, the State of California is estimated to need 3.5 additional graduates in the next decade to sustain its workforce;

WHEREAS, prior to the passage of Proposition 30, California Community Colleges have taken a $809 million dollar cut to their funding the past three years;

WHEREAS, California Community College course offerings have declined from 420,000 to 334,000, a drop of 21% since 2008;

WHEREAS, Public Policy Institute of California estimates since 2008, 600,000 students statewide have not been able to enroll in classes, with another 500,000 students on waiting list for their courses;

WHEREAS, College of the Canyons has approximately 10,000 students on waitlists for courses;

WHEREAS, California Community Colleges are intended to provide open access to all;

WHEREAS, Assembly Bill 955 will authorize California Community Colleges to offer self-supporting extension programs during summer and winter intersession, just as the University of California and California State University systems do;

WHEREAS, Assembly Bill 955 would enable community colleges to expand access to higher education at no cost to the state;

WHEREAS, the extension programs offered in the summer and winter intersessions will allow students an opportunity to take the courses they were not able to get in the regular fall and spring semesters;

WHEREAS, Assembly Bill 955 will not displace existing course offerings as the bill completely prohibits it;
BE IT RESOLVED, the Associated Student Government of College of the Canyons supports Proposition 30, *The School and Local Public Safety Protection Act of 2012*, which will be placed on the November 2012 ballots, and will limit the cuts, which would otherwise be made to California Community Colleges, and will provide budget stability for the next four year.

Michael Kramer  
President

Alex McHaddad  
Trustee

Natalie Feke  
Executive Vice President

Ekaterina Sultanova  
Executive Vice President of Activities

Fernando Vasquez  
Vice President of Inter Club Council

Nir Hazon  
Officer of Marketing & Information

Chelle Gelin  
Vice President of Activities—CCC

Valerie Tran  
Vice President of Activities—Valencia

Afshin Mahajan  
Cultural Student Involvement Coordinator—Valencia

Yuna Shin  
Cultural Student Involvement Coordinator—Valencia

David Ruelas  
Social Student Involvement Coordinator—Valencia

Troy Sincomb  
Social Student Involvement Coordinator—Valencia

Alexandra Medel  
Officer of Public Affairs
WHEREAS, Current law requires districts to spend at least fifty percent of their
general operating budget on salaries and benefits of faculty and instructional aides
engaged in direct classroom instruction;

WHEREAS, The “Fifty Percent Law” dates back to 1961 and was enacted to
promote class size reduction for K-12 and community colleges by allocating more
funds to hire more instructors;

WHEREAS, At that time, majority of teachers at both secondary and primary
education levels spent a bulk of their time teaching in a classroom;

WHEREAS, Since 1961, additional statutes and regulations have expanded the
role of community college faculty to include instructional activities that occur
outside of the classroom;

WHEREAS, Technology has reshaped the classroom experience in the five
decades since the “Fifty Percent Law” first came into effect;

WHEREAS, Colleges today are required to provide instructional support services
that enhance student success but fall outside the boundaries of allowable “Fifty
Percent Law” expenditures such as Counselors, Librarians, Tutors, and Distance
Education;

WHEREAS, This creates a problem with the recent enactment of the Student
Success Act of 2012;

WHEREAS; Counselors are intended to be one of the main resource to help
students understand and efficiently navigate the community college system thus
are essential to student success;

WHEREAS, Many community college districts will have difficulty carrying out
the important functions of the Student Success Act of 2012 because the salaries
and benefits of the staff needed fall on the wrong side of the “Fifty Percent Law”;

WHEREAS, The Legislative Analyst’s Office recommended in its 2010-11 budget
report that the statute be amended to include these services, particularly counselors
and librarians, as allowable “Fifty Percent Law” expenditures.;
WHEREAS, AB806 will count faculty who serve in roles related to instruction, but do not provide classroom instruction on the same side of the “Fifty Percent Law”;

BE IT RESOLVED, the Associated Student Government of College of the Canyons supports AB806, *Community Colleges: salaries of classroom instructors*, which would create some small but needed adjustments to keep the “Fifty Percent Law” in place but modernize the definition of true cost directly associated to instruction and include them on the right side of the equation.

Michael Kramer  
President

Garen Bostanian  
Trustee

Natalie Feke  
Executive Vice President

Ekaterina Sultanova  
Executive Vice President of Activities

Fernando Vasquez  
Vice President of Inter Club Council

Colette Vartanian  
Officer of Marketing & Information

Alexandra Medel  
Officer of Public Affairs

Valerie Tran  
Vice President of Activities–Valencia

Afshin Mahajan  
Cultural Student Involvement Coordinator–Valencia

Yupa Shin  
Cultural Student Involvement Coordinator–Valencia

David Ruelas  
Social Student Involvement Coordinator–Valencia

Troy Sincomb  
Social Student Involvement Coordinator–Valencia

Kayleigh Gaff  
Cultural Student Involvement Coordinator – Canyon Country
WHEREAS, California Community Colleges have taken a $809 million dollar cut to their funding the past three years, while trying to educate the largest population of students in higher education;

WHEREAS, California Community Colleges have been forced to turn away as many as 130,000 potential students this past year due to the reduction in course selections;

WHEREAS, California Community Colleges are essential for providing the education to over two million students annually;

WHEREAS, California Community College students have faced several increases in their tuition and fees, nearly doubling in the past two years alone;

WHEREAS, the State of California’s higher education system faces automatic “trigger cuts” of $125 million to the CSU and US system, and $548.5 million to California Community College system if Proposition 30 is not passed by voters;

WHEREAS, if Proposition 30 does not pass, College of the Canyons will be looking at a $4.6 million dollar cut in the 2012-2013 academic year;

WHEREAS, Proposition 30, The Schools and Local Public Safety Protection Act of 2012, would temporarily increase the personal income tax on the State’s wealthiest taxpayers for seven years and increase the sales tax by one-quarter of one percent for four years to generate an estimated $8.5 billion annually;

WHEREAS, the 2012-13 budget plan for the California Community College System adopted by the Legislature and signed by the Governor is conditioned on passage of The Schools and Local Public Safety Protection Act of 2012;

WHEREAS, without The Schools and Local Public Safety Protection Act of 2012 Community Colleges and other segments of education in California are likely to have funding curtailed for years;

WHEREAS, Proposition 30 will enable California’s Community Colleges to restore essential student service programs that were cut by up to 60 percent over the last three years;
BE IT RESOLVED, the Associated Student Government of College of the Canyons supports Assembly Bill 955, *Community colleges: intersession extension programs*, which would allow all California Community Colleges to offer extension courses in winter and summer to supplement normal course offerings and allow students to graduate sooner.

Michael Kramer
President

Natalie Feke
Executive Vice President

Fernando Vasquez
Vice President of Inter Club Council

Alexandra Medel
Officer of Public Affairs

Afshin Mahajan
Cultural Student Involvement Coordinator-Valencia

David Ruelas
Social Student Involvement Coordinator-Valencia

Kayleigh Gall
Cultural Student Involvement Coordinator – Canyon Country

Garen Bostanian
Trustee

Ekaterina Sultanova
Executive Vice President of Activities

Colette Vartanian
Officer of Marketing & Information

Valerie Tran
Vice President of Activities–Valencia

Yuna Shin
Cultural Student Involvement Coordinator-Valencia

Troy Sincomb
Social Student Involvement Coordinator-Valencia
RESOLUTION
COLLEGE OF THE CANYONS
ASSOCIATED STUDENT GOVERNMENT

RESOLUTION IN SUPPORT OF THE COMMUNITY COLLEGE GOVERNANCE, FUNDING STABILIZATION, AND STUDENT FEE REDUCTION ACT

WHEREAS, California Community Colleges serve 2.4 million students annually through a system of 72 locally-established and governed community college districts with 109 colleges within a statewide system;

WHEREAS, California Community Colleges need stable funding, predictable student fees, local control, and the ability to provide effective leadership for the system of 109 colleges;

WHEREAS, the California Community College Initiative (officially known as the Community College Governance, Funding Stabilization, and Student Fee Reduction Act) would ratify the bilaterally-governed community college system by placing it in the State Constitution, thereby securing local governance while enhancing state leadership;

WHEREAS, the California Community College Initiative would provide the local community colleges with a secure, stable source of funds that is tied to community college enrollment growth, and thus stop the annual competition between K-12 and community college districts for Proposition 98 funding without harming K-12 schools;

WHEREAS, the use of the actual community college enrollment growth figure would avoid the artificial funding cap that would otherwise be imposed on community colleges over the next ten years because of declining K-12 enrollment;

WHEREAS, the California Community College Initiative has qualified for the February 5, 2008 statewide election;

WHEREAS, the California Community College Initiative will provide Santa Clarita Community College District with $5.9 million in additional funds over the next three years;

WHEREAS, the California Community College Initiative would not threaten funding for K-12 education in California because primary and secondary education would retain a separate funding mechanism tied to its growth;

WHEREAS, the California Community College Initiative would end the "zero-sum" game of the Proposition 98 split, which has resulted in shifting funds from community colleges to K-12 schools under the current provisions of Proposition 98;

WHEREAS, the California Community College Initiative would ensure that promises made by the Legislature are kept with a property tax guarantee;

WHEREAS, the California Community College Initiative funds the increase to community colleges over the next ten years through natural growth in the state's general fund, without raising taxes;
WHEREAS, the California Community College Initiative reduces student fees to $15 to make them stable and predictable as well as consistent with personal income, and prohibits the Legislature from increasing fees in the future by more than the change in per capita personal income;

WHEREAS, the California Community College Initiative would eliminate the possibility of mid-semester fee increases and guarantee that students will have at least 60 days' notice before any fee increase takes effect;

WHEREAS, the California Community College Initiative ensures that fee revenue stays with the community colleges for the improvement of education, instead of being diverted to other state programs;

WHEREAS, the California Community College Initiative would allow the Board of Governors and Chancellor to hire the senior staff professionals currently appointed by the governor, and thus have the same authority as that provided to the UC President and CSU Chancellor;

WHEREAS, the California Community College Initiative includes provisions in the state constitution for locally-elected governing boards accountable to voters and for a statewide chancellor hired by a board appointed by the governor;

WHEREAS, the California Community College Initiative allows locally-elected governing boards to overturn unreasonable and costly state regulations by a two-thirds vote; and

THEREFORE, be it resolved, that the Associated Student Government of College of the Canyons supports the Community College Governance, Funding Stability, and Student Fee Reduction Act.

Signed and adopted on this the nineteenth day of September two thousand and seven.

Jamie Meriwether
President

Sandra Miliotti
Executive Vice President

Steven J. Vanover
Student Trustee

Damon LuVisi
Officer of Marketing and Information

Anne Marre Bautista
Vice President of Activities

Erin Fox
Vice President of Inter Club Council
WHEREAS, the Inter Club Council is the representative body of all student clubs and organizations at College of the Canyons, and

WHEREAS, students can dedicate the hour to fulfilling academic issues, such as visiting professors and holding professional meetings, and

WHEREAS, the Inter Club Council feels College Hour will encourage a higher percentage of student involvement and retention, and

WHEREAS, College Hour will enable club members to hold their meetings and outreach events for the students without scheduling conflicts due to class, and

WHEREAS, noise levels on campus during club outreach events can be amplified in such a way as not to interrupt the academic process, allowing clubs to reach students through debates, positive music, guest speakers, or speeches, and

WHEREAS, College Hour will further allow clubs to maintain or improve upon the minimum member requirement of the Inter Club Council, and

WHEREAS, College Hour has shown to be successful in other community colleges in the state of California, and

THEREFORE, let it be resolved that the Inter Club Council of College of the Canyons fully supports and endorses College Hour.
Ashlee Houston  
Inter Club Council Representative  
HITE Society  
(High Intensity Transfer Enrichment)

Andrea Kate Mason  
Inter Club Council Representative  
Latter-Day Saint Student Association

Jennifer Webb  
Inter Club Council Representative  
National Student Nurses Association

Jesse Suarez  
Inter Club Council Representative  
Psi Beta

Vanessa Becera  
Inter Club Council Representative  
Student Success Club

Aaron Brown  
Inter Club Council Representative  
Math Club

Carla Karam  
Inter Club Council Representative  
Interior Design Club

Rachel Stoll  
Inter Club Council Representative  
Model U.N.

Ashlee Houston  
Inter Club Council Representative  
Phi Theta Kappa

Jesse Suarez  
Inter Club Council Representative  
Psychology Club

Melissa Shahn  
Inter Club Council Representative  
S.N.A.C.

Kelly Danner  
Inter Club Council Advisor
Adopted by the College of the Canyons Inter Club Council on this twenty sixth of September, 2005
CERTIFIED by:

Shahla Balizadeh
Vice President of Inter Club Council
Associated Student Government
/Inter Club Council Chair

Ashley Vancas
Director of Clubs and Organizations
Associated Student Government
/ Inter Club Council Vice Chair

Ash Lee Houston
Inter Club Council Representative
Alpha Gamma Sigma

Marvin Ferraz
Inter Club Council Representative
American Filipino Student Association

Michelle Hall-Fontenelle
Inter Club Council Representative
American Sign Language Club

Chris Curtis
Inter Club Council Representative
Animation Club

Cathy Gilabert
Inter Club Council Representative
Biology Club

Wan Chen Tsai
Inter Club Council Representative
Club MESA

Chad Brown
Inter Club Council Representative
C.O.C. Instrumental Music Club

Sean Feldman
Inter Club Council Representative
C.O.C. Speech and Debate Society

Sammy Kim
Inter Club Council Representative
Grace on Campus

SANTA CLARITA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
Bruce D. Fortine • Ronald E. Gillis • Michele R. Jenkins • Joan W. MacGregor • Ernest L. Tichenor
The Associated Student Government of College of the Canyons
Resolution in Support of Proposition 47, The Kindergarten-University Public Education Facilities Bond Act of 2002

Whereas, Proposition 47 – the Kindergarten-University Public Education Facilities Bond Act of 2002—Provides $13.05 billion in bonds to accommodate new enrollments, relieve overcrowding, make safety repairs and upgrade California’s elementary, middle and high schools, community colleges and universities; and

Whereas, College of the Canyons will receive $22 million for classroom construction, repair, and modernization; and

Whereas, The Office of Public School Construction estimates that more than 1 million new students will be added to enrollment rolls by the year 2010 and that the state will need to add 46,000 new classrooms – the equivalent of 1,175 new schools – to meet the demand; and

Whereas, Proposition 47 provides state matching funds to local school districts that have already or will soon pass local school construction bond measures; and

Whereas, More than 2,000 classroom construction and repair projects that were locally approved by the voters are ready and waiting to break ground throughout the state; and

Whereas, School districts throughout California, including the Santa Clarita Community College District, have come a long way to meet demand for education over the last few years and sufficient classroom space is a major barrier to further progress; and

Whereas, Proposition 47 is supported by a large and diverse coalition, including the California School Boards Association, the California State PTA, the California Teachers Association, California Business Roundtable, Association of California School Administrators, California Taxpayers’ Association, California Chamber of Commerce, League of Women Voters of California, Californians for Higher Education, California Building Industry Association, and local, state, and federal policymakers across the state; now therefore, be it

Resolved that the Associated Student Government of College of the Canyons believes that California needs dedicated, consistent and long-term sources of funding; and supporting Proposition 47, the Kindergarten-University Public Education Facilities Bond Act of 2002, will meet that need.

J. Conroy, Author
Student Trustee

Deborah Lynn Roberts
President

Tony Petit
Vice President

Adam Myers
CA State Student Representative

Jaime Hamilton
Sen. of Academic Affairs

Anna Burton
Sen. of Public Affairs

Natalie Karaoaglanian
Sen. of Athletic Affairs

Kyle Shannon
Sen. of Social Affairs

Steven Vanover
Sen. of Cultural Affairs
RESOLUTION
College of the Canyons
Associated Student Government
Sponsored by the Progressive Student Alliance

WHEREAS, Corporations licensed by College of the Canyons to produce clothing
bearing the school’s name have in the past been documented as violators of both the host
country’s law, and the United Nations Universal Declaration of Human Rights of 1948,
Sources: (1) National Labor Committee, (2001 ). Bangladesh: The Role of U.S. Universities and Student
Solidarity. (2) http://www.workersrights.org/Update%20re%20Russell%20Factories%201-30-08.pdf (3)

WHEREAS, Non-profit independent monitoring organizations, academic studies, and
governmental bodies of this and other countries have revealed a systematic pattern of
exploitation by overseas apparel manufacturers, including those in the business of apparel
production for College of the Canyons, and

WHEREAS, To avoid contradictions to our college’s ethical standards, clothing made to
represent College of the Canyons should be produced in conditions that fit the legal and
ethical guidelines of College of the Canyons, and

WHEREAS, the officially adopted philosophy of this College includes “...a campus
climate characterized by civility, collegiality and tolerance [which encourages] honesty,
integrity and social responsibility,” and
Source: http://www.canyons.edu/offices/pio/keyinfo/Mission.asp

WHEREAS, the student body takes great pride in our education, and desire that we might
have similar pride in the clothing that represents us, and

WHEREAS, the Worker Rights Consortium allows for direct response to worker
complaints, expanded university and student involvement, and full public disclosure that
could enhance the University’s ability to detect and eliminate sweatshop conditions in the
factories of its licensees, and
Source: http://www.workersrights.org

We, the College of the Canyons Associated Student Government, resolve that this
College should apply for immediate membership in the Worker Rights Consortium, with
all relevant rights and responsibilities, to do our school’s part in insuring the integrity of
items bearing the COC name.

Jaime Meriwether, President

Sandra Miliotti, E. Vice President

Anne Marre Bautista. V. P. Activities
Associated Student Government

Resolution In support Of Revisions To
SCCCD Policies Regarding Student Conduct

_Whereas_, the current policy on student conduct for the Santa Clarita Community College District contains language which could be construed as being unfair to students, and

_Whereas_, the proposed revised policy on student conduct is succinct and easily readable by students, staff, and faculty alike, and

_Whereas_, the new policy on student conduct clearly outlines the rights and responsibilities of students at College of the Canyons, and

_Whereas_, the new policy on student conduct protects the rights of students in matters of disciplinary procedures, and

_Whereas_, the new policy on student conduct assures students of fair and equitable due process in matters of disciplinary action, and

_Whereas_, the Associated Student Government seeks to protect the rights of students at all times and in all issues, therefore be it

_Resolved_ that the Associated Student Government of College of the Canyons hereby supports the revisions to SCCCD policy 531, and furthermore be it

_Resolved_ that the ASG will use all means within its power to ensure the passage of these revisions.

--

College of the Canyons
26455 Rockwell Canyon Road • Santa Clarita, California 91355
(805) 259-7800, Ext. 3257
The Associated Student Government of College of the Canyons Resolution in Opposition to Proposition 209, the California Civil Rights Initiative.

WHEREAS, the Associated Student Government of College of the Canyons supports affirmative action programs and policies at College of the Canyons and,
WHEREAS, affirmative action programs and policies assist in giving underrepresented groups opportunities in higher education, and
WHEREAS, the Equal Opportunities Programs and Services program provides important services that promote the educational development and enrollment of students of all races and nationalities who would otherwise have difficulty in succeeding in community college, and
WHEREAS, according to the California State Legislative Analyst, Proposition 209, otherwise known as the California Civil Rights Initiative will eliminate these and other programs designed to benefit student and promote faculty and staff diversity, and
WHEREAS, Proposition 209 will likely eliminate many scholarship and financial aid programs that benefit community college students, and will prohibit community colleges from administering many privately funded scholarships, and
WHEREAS, the Associated Student Government of the College of the Canyons opposes any effort to compromise anti-gender discrimination protection under the California constitution, and
WHEREAS, Clause C of Proposition 209 would compromise California Constitutional protection against gender discrimination in employment, and
WHEREAS, The Community College League of California, the California Student Association of Community Colleges, the California Community College Trustees, and the California Teachers’ Association have opposed Proposition 209, therefore, be it
RESOLVED, that the Associated Student Government of the College of the Canyons is opposed to Proposition 209, the California Civil Rights Initiative, because it threatens programs that we believe contribute positively to the atmosphere and to the operation of College of the Canyons.

Allison Korse
ASG President

Harpreet Malhi
ASG Vice-President

Pierro Castelnau
Student Trustee

Michael Devlin

Erick Garcia
Senator of Business Affairs

Amanda Aquino
Senator of Social Affairs

Sean Lazarcnejad
Senator of Athletic Affairs

Laura P. Ryan
Senator of Cultural Affairs

Michael Shackelford
Senator of Public Affairs

Robert Walker
Senator of Academic Affairs

College of the Canyons
26455 North Rockwell Canyon Road * Santa Clarita Valley, California 91355
(805) 259-7800, Ext. 257
COC ASG Resolution in opposition to misuse of Proposition 98 funds for Welfare Reform

Whereas, Proposition 98 was passed with the intent of providing a reliable source of funding for K-12 schools and community colleges, and

Whereas, California’s community colleges have already suffered a loss of funding due to a declining share of Proposition 98 funds, and

Whereas, Proposition 98 funds should be used only for the purposes of K-12 and community college funding, and

Whereas, over 139,000 of California Community College students are recipients of welfare, and

Whereas, it has been shown consistently that a high school diploma and a college degree drastically reduce ones chance of requiring public assistance, and

Whereas, California community colleges are the most important gateway to the job market and higher education for welfare recipients, and

Whereas, the use of Proposition 98 funds for purposes other than education is counter-productive towards the goals of welfare reform and would further deplete the resources of K-12 schools and community colleges, so therefore, be it

Resolved. That the Associated Student Government of College of the Canyons is opposed to any attempt to use Proposition 98 funds for any other purpose than for K-12 and community college funding, and be it further

Resolved. That any use of Proposition 98 funds for the purpose of welfare reform should only be used in an educational setting, and be it further

Resolved. That the Associated Student Government of College of the Canyons will actively oppose any attempt to reduce Proposition 98 funds available to education or to community colleges.

Michael Devlin, Author
CA State Student Representative

Allison Korse
President

Harpreet Mathi
Vice President

Pierre Castelnau
Student Trustee

Erick Garcia
Senator of Business Affairs

Laura Ryan
Senator of Cultural Affairs

Robert Walker
Sen. of Academic Affairs

Amanda Aquino
Sen of Social Affairs

Sean Kazamnejad
Sen. of Athletic Affairs

Michael Ballestero
Sen. of Public Affairs
RESOLUTION RECOMMENDING A
STUDENT EVALUATION OF ALL FACULTY

WHEREAS, the Associated Students of College of the Canyons recognizes the need of a student evaluation of all faculty to be conducted on a yearly basis; and

WHEREAS, the added value of a faculty evaluation would be in identifying areas of improvement in instruction; and

WHEREAS, implementation of improved methods of instruction identified through a faculty evaluation would promote the highest standards of academic instruction benefiting students and faculty alike;

THEREFORE, BE IT RESOLVED that the Associated Students of College of the Canyons does hereby recommend the need for a student evaluation of all faculty on an annual basis to identify and promote new methods of instruction creating the highest academic standards benefiting the student body and faculty alike.

WINK WELLS
PRESIDENT

CHRISTINA HOARD
SENATOR OF ACADEMIC AFFAIRS

ALEX FLORES
VICE-PRESIDENT

ALLISON KORSE
SENATOR OF SOCIAL AFFAIRS

MARCO SUAREZ
STUDENT TRUSTEE

MYSTI MARTIN
SENATOR OF PUBLIC AFFAIRS

LENARD CUEVAS
SENATOR OF BUSINESS AFFAIRS

STEVE THOMPSON
SENATOR OF ATHLETIC AFFAIRS

MARK ANTHONY ARJOON
CA STUDENT STATE REP.

CARRIE CENTONZE
SENATOR OF CULTURAL AFFAIRS
RESOLUTION IN OPPOSITION TO PROPOSITION 187

The Associated Students Senate of College of the Canyons recognize that education is essential to the future of our student population, and students as a whole; and

Whereas, the Associated Students Senate support open and accessible public education for all persons in the State of California whom choose to further their education; and

Whereas, it is in the interest of the Associated Students Senate to encourage all persons to attend higher education; and

Whereas, the Associated Students Senate recognizes that California Community Colleges serve more than 1,000,000 California residents, providing education and training programs for high school graduates working men and women, business people, senior citizens, and others; and

Whereas, the Associated Students Senate recognizes that California Community Colleges are facing a tremendous need in funding for present and future educational facilities and equipment in order to provide up-to-date education and training programs; and

Whereas, the Associated Students Senate recognizes that California Community Colleges will require approximately $2.5 billion over the next five years for construction of facilities and the purchase of equipment to meet the demand from students for education and training; and

Whereas, the Associated Students Senate recognizes that the Santa Clarita Community College District serves 5977 students, providing a comprehensive education and training programs; and

Whereas, the Associated Students Senate recognizes that in order for the Santa Clarita Community College District to continue to meet the educational and training needs of the community, new buildings must be constructed and up-to-date equipment purchased over the next five years; and

Whereas, the Associated Students Senate recognizes that funding from the state has not kept pace with the funding needs of the District; and

Whereas, the Associated Students Senate recognizes that Proposition 187 would hinder the process of accessibility for all students; and

Whereas, Proposition 187 could violate students rights under regulations of the Family Educational Rights and Privacy Act (FERPA), and threaten up to $15 billion in federal funding to the State of California, and state and local education, including the Santa Clarita Community College District; and
Whereas, Proposition 187 would gravely affect or diminish funding for the expansion of programs and services, construction of facilities, purchasing of equipment, and the quality of education; and

Whereas, Proposition 187 would make all students of color, racial, or ethnic backgrounds suspect for investigation of legal status, and would expel students unable to provide proof of documentation; and

Whereas, the Associated Students Senate recognizes that Proposition 187 would hinder the responsibilities of campus staff, faculty, and administrators by adding to the level of inquiry for student admission, without augmentation of state revenue to the Santa Clarita Community College District; and

Therefore, be it resolved, that the College of the Canyons Associated Students Senate believes passage of Proposition 187 on the November 8, 1994 ballot, would threaten funding for present and future educational facilities, equipment, programs and services, comprehensive education and training; and

Be it further resolved, that the Associated Students Senate of College of the Canyons oppose Proposition 187, as it is detrimental to current and potential students of College of the Canyons, the State of California, and its' educational system.

Ernesto Gudino
President

Christina Hoard
Vice President

Eric Bables
Senator of Business Affairs

Scott Allan
Senator of Academic Affairs

Fred "Wink" Wells IV
Student Trustee

Carrie Centonze
CA State Student Representative

Brittany Francisco
Senator of Public Affairs

Allison Korse
Senator of Social Affairs

Marc Jaubert
Senator of Athletic Affairs

Julia Fregoso
Senator of Cultural Affairs
ASSOCIATED STUDENTS' RESOLUTION TO SUPPORT AFFIRMATIVE ACTION AND FACULTY AND STAFF DIVERSITY PROGRAMS

WHEREAS, affirmative action programs and policies assist in giving underrepresented groups opportunities in higher education; and

WHEREAS, affirmative action, promoting diversity and equality is essential to the future of economic growth and social stability in our state and country; and

WHEREAS, 80% of California’s underrepresented students enter higher education via the community college system leading to transfer to the university system; and

WHEREAS, affirmative action equalizes access for women, minorities, and the disabled in jobs and education; and

WHEREAS, it is in the interest of College of the Canyons to promote free competition and full participation in contracting by minorities, women, and disabled veteran businesses in order to attain social and economic equality; and

WHEREAS, part of the reason affirmative action policies and programs were implemented is address the present affects of past discrimination; and

WHEREAS, one goal of affirmative action is to open opportunities to qualified people who have been traditionally left out and therefore underrepresented in the workplace, economy and education; and

WHEREAS, affirmative action DOES NOT promote an unqualified individual receiving any position over a qualified individual; and

WHEREAS, evidence exist that there is significant underrepresentation of particular racial and ethnic groups within College of the Canyons faculty and staff; and

WHEREAS, statistical disparities may not prove discrimination, these disparities should be of concern and should provoke immediate and affirmative action; and

WHEREAS, the Associated students of College of the Canyons is in opposition to changes to Title V regulations that would eliminate or significantly impact affirmative action and faculty and staff diversity programs; and

WHEREAS, the Associated students of College of the Canyons bear the responsibility of advocating for faculty and staff diversity at College of the Canyons and resist all attempts to circumvent the letter of the law or the spirit of the law.

THEREFORE, BE IT FURTHER RESOLVED, the Associated Students’ College of the Canyons support continued efforts to maintain affirmative action policies and programs and oppose those attempts that would eliminate or significantly impact affirmative action or faculty and staff diversity programs.
College of the Canyons Associated Student Government
Resolution in Support of Assembly Bill 301

Whereas, part-time faculty has the same responsibility to students as full-time faculty, and

Whereas, instructor office hours aid academic success and enrich the educational experience by making instructors available to students outside of a classroom setting, and

Whereas, part-time faculty currently do not receive compensation for office hours, and

Whereas, in the state of California, nearly forty percent of all hours-of-credit are taught by part-time faculty, and

Whereas, it is the position of the College of the Canyons Associated Student Government that office hours for part-time faculty would increase faculty morale and in turn, provide a better service to students and assist student success, and

Whereas, Assembly Bill 301 would authorize California Community College Districts to provide compensation for part-time faculty office hours, and

Whereas, Assembly Bill 301 would give individual community college districts the option of implementing this program and would provide fifty percent of the funding necessary to execute such a program, and

Whereas, community college districts would not be required to provide compensation for office hours for part-time faculty who teach less than a forty percent load, so therefore, be it

Resolved, That the actively supports Assembly Bill 301 of 1997 for the purposes of providing an adequate educational service to students and equitable compensation for part-time faculty, and be it further

Resolved, That the College of the Canyons Associated Student Government urges and supports the current efforts of the college towards achieving the full-time to part-time faculty hours-of-credit ratio intended in Assembly Bill 1725 (Vasconcellos, 1988).
The mission of the Student Senate for California Community Colleges is to pursue policies that will improve student access, promote student success, engage and empower local student leaders, and enrich the collegiate experience for all California community college students.

The guiding vision of the Student Senate for California Community Colleges is to communicate a unified student perspective to relevant constituent groups and elected officials in all matters directly affecting California community college students.

Their Core Beliefs
Access to a high quality educational environment is a right for all.

The welfare and success of future generations of community college students is in our hands.

In all things, we take into consideration our accountability to our greater constituency of California community college students.

Our primary obligation is to effectively fulfill our role as a system partner in the statewide shared governance and consultation processes.

Above all, the long-term sustainability of our organization lies in the integrity of our members and actions, and holding steadfast to these principles.

College of the Canyons has had a hit and miss relationship with the SSCCC over the years. COC has always decided to stay an inactive member of Region VI due to the thought they were not professional enough and not up to speed.

In the 2012-2013 academic year COC ASG voted to become an active member in a trial basis. There was concern though that the region was behind on advocacy effort because the election season has already started and they have not been working on Prop. 30, unlike COC which started working to raise awareness a month before. Then the chair from the region wanted COC members to come lobby our local Assemblyman (Smyth at the time) on a bill which he already voted for. It was pointed out there is no need to lobby him on the bill because the vote already
took place, and this would be counterproductive. The chair of the region was upset with COC because of this.

There has been a hit and miss relationship with College of the Canyons and the SSSCC because many members of COC thought the SSSCC lacks a level of professionalism that we have here on our campus. When COC ASG has pointed this out to some of the members, there have been some conflicts. This is why College of the Canyons has always voted to stay inactive in the region.
## Executive Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>College/College and City</th>
<th>Email Address</th>
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### Senators

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A HISTORY OF STUDENT REPRESENTATION
FIVE DISTINCT ERAS

- Early Sixties –
- California Junior College Association (CJCA)
- Governed by K-12
- No BOG
- Cultural values were accepting of authority – no questions asked
- Student social clubs
Late 60’s to mid 70’s
California Community College Student Government Association (CCCSGA)
Effective voice – aggressive / strategic
Social values questioned authority
Student Governance
Wikipedia - The word charrette may refer to any collaborative session in which a group of designers drafts a solution to a design problem. While the structure of a charrette varies, depending on the design problem and the individuals in the group, charrettes often take place in multiple sessions in which the group divides into sub-groups. Each sub-group then presents its work to the full group as material for future dialogue. Such charrettes serve as a way of quickly generating a design solution while integrating the aptitudes and interests of a diverse group of people.
Aim was to achieve three things:

1. A document outlining proposals for guidelines pertaining to student representation in governance and the process of policy-making at the local, district and state levels;

2. A nutshell look at the community college system; and

3. A recognition of a need for an effective student representational organization on an institutional level; its structure, funding, support base and wording in its constitution, support and consideration of administrative, staff and faculty concerns as issues facing students also.
California Student Association of Community Colleges (CALSACC)

Constitution ratified at CCCSAA Conference in 1987.

Student Rep Fee Legislation

CalSACC to nominate BOG student Reps
AB 1725 – California Community College Reform Act

Mandated shared governance

- Council of Student Body Government (CSBG)
- Student Senate
CCCSAA and CalSACC relationship shifted

Community College League of California became the CalSACC fiscal agent.
Memorandum of Understanding (MOU)

- CalSACC and Chancellor’s Office
- CalSACC and CCCSAA
Dwindling college participation (down to 27 colleges – 5 Regions)

Students were asking to be on the Student Senate and not be affiliated with CalSACC

Consultation Digest –
  Sole control of ASB funds
  Advisors to be Faculty only

Student Senate Task Force created
CalSACC, System Office, CSSO, Academic Senate, CCCSAA, BOG
Student Reps

2003 – 2005
May 2005 – MOU with CalSACC rescinded by Chancellor Mark Drummond

October 2005 – Student Senate Task Force convened Student Body Government Presidential Summit with invitation to create the first Student Senate structure

Regional Representatives from all ten regions were elected

Created proposed Student Senate models –

Commercial break
Voted Model E – Based on Academic Senate Structure

- 20 Regional Senators
- 10 At Large Senators
- 110 Delegates

May 2006 – SSCCC Constitution ratified!
A Quick Look

I. What is the SSCCC?
II. Mission and Purpose
III. SSCCC Structure
IV. Regional Structure
V. Map: Our Ten Regions
VI. Student Senate Council Committees
VII. Shared Governance Committees
VIII. SSCCC/Committee Meetings
IX. SSCCC General Assembly
X. Resolutions
XI. Breakouts
XII. Q & A Session
What is the SS CCC?

The Student Senate for California Community Colleges is the officially recognized statewide student association that represents the 110 local student governments to the Board of Governors and the Chancellor’s Office. Through the SS CCC, community college students of California may have a formal and effective means for participation in the formation and implementation of state policies that have or may have a significant impact on students.
MISSION AND PURPOSE

The mission of the Student Senate for California Community Colleges is to pursue policies that will improve college access for students, promote student success, engage and empower local student leaders, and enrich the collegiate experience for all California community college students.
The SSCCC exists to serve as the voice of the community college students in matters of statewide concern and to the Board of Governors, Consultation Council and all other statewide boards, committees and ad hoc groups.

-------- WHY? --------

Purpose | Representation
Purpose | Collaboration

The SSCCC exists to foster relationships with district student boards, local student senates, and other statewide agencies and organizations that have a vested interest in student affairs.

-------- HOW? --------
Purpose | Accountability

The SSCCC functions as a democratically-elected and empowered body, remaining accountable to its constituency, expressing the general will of the students and following through with its responsibilities.
Purpose | Communication

The SSSCC provides ongoing and widespread dissemination of information to enhance awareness of statewide issues and to maximize input from students.
The SSCCC Council comprises of:

- **20 Regional Senators**, two from each of the ten regions
  
  *Elected at Regional Meetings*

- **10 At-Large Senators**
  
  *Elected at General Assemblies (Spring, Fall if vacancy exists)*

- **5 Executive Officers**, elected among the thirty senators
  
  *President, Vice-President, Secretary, Treasurer, Communications Officer*
  
  *Elected at first meeting of the SSCCC Council (July)*
Regional Structure

Each Region comprises of the following members:

- One delegate from each of the Associated Student Organizations of the Region
- Executive Officers (Chair, Vice-Chair, Secretary, Treasurer, Regional Senators)
Map: Our Ten [MIGHTY] Regions
The SSCCC has nine distinct committees:

1) Budget Advisory
2) Constitution & Bylaws
3) Elections
4) Executive
5) General Assembly Planning
6) Governmental Relations
7) Public Relations
8) Relations with Local Senates
9) Resolutions
10) Sustainability Advisory
Shared Governance Committees

These are SSCCC Shared Governance Committees:

1) Board of Governors
2) Consultation Council
   Workgroups: Budget Task Force, Legislative Task Force, Assessment Task Force
3) Strategic Planning: Implementation Oversight Committee, Goal Area Implementation Teams, Action Planning Groups
4) Academic Senate: Executive Committee, Curriculum Committee, Educational Policies Committee
5) California Student Aid Commission
6) Community College League California (CCLC) Advisory Committee on Legislation
SSCCC/ Committee Meetings

- SSCCC regular meetings are held monthly in Sacramento, California.
- SSCCC committee meetings are held monthly via teleconference.
SSCCC General Assembly

SSCCC General Assemblies are held bi-annually, once in the Fall and once in the Spring.

Fall Assembly is usually held in northern California.

Spring Assembly is usually held in southern California.
SSCCC General Assembly

- Debate and Vote on Resolutions
- Attend Breakouts
- Elect At-Large Senator(s)
- Exchange ideas, contact information, and student issues with other student leaders across the state
- **HAVE FUN!!!**
Resolutions

A Sampling of Resolutions Topics addressed by the Student Body:

1) Environmental and Sustainability Issues
2) Equity and Diversity
3) Financial Aid
4) Student Fees
5) Student Involvement
6) Textbook/ Instructional Materials
7) Veterans Services
A Sampling of Breakout Presentations offered at General Assembly:

1) Diversity on Your Campus: Issues and Solutions
2) International Student Issues
3) Local Governance: What’s Your Role?
4) State Budget Cuts and Community Colleges
5) Sustainability - How to Move Ahead
6) Textbook Summit Update
7) Transportation: Getting to Class without Breaking the Bank
FOR MORE INFORMATION REGARDING SSCCC, PLEASE VISIT www.StudentSenateCCC.org
Question and Answer Session
Presenter Contact Information

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The Student Senate and Shared Governance

Presented by
Linda Michalowski, Vice Chancellor
Student Services and Special Programs
Student Senate Council Orientation - July 12, 2008
Brief Facts about the California Community Colleges

• The Chancellor’s Office and Board of Governors were created by legislation passed in 1967 (Prior to that, the community colleges were under the jurisdiction of the State Board of Education)
• Today we represent the largest system of higher education in the world -
  – 110 Community Colleges
  – 72 districts
  – 2.6 million students
The State Structure

- Governor
- Board of Governors
- Chancellor, System Office
- Community College Districts
- California Community Colleges
Board of Governors (BOG)

Consultation Council

*Institutional Representatives

**Organizational Representatives

Chancellor

System Office Advisory Committees

*Institutional, **Organizational, and Chancellor’s Staff

72 Community College Districts

109 Community Colleges
What is Shared Governance?

• In 1988, Assembly Bill 1725 created a new governance structure for community colleges.
• Required local governing boards to:
  ➢ Ensure faculty, staff and students have the right to participate effectively in district and college governance.
  ➢ Provide them the opportunity to express opinions at the campus level.
  ➢ Ensure these opinions are given every reasonable consideration.
  ➢ Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
Board of Governors Initiative

- In September 1990, the Board of Governors adopted an initiative in response to AB 1725 entitled, *Encouraging Greater Student Participation in Governance*.
- Laid out a framework for local districts and the system to include student participation in every possible venue.
- Recognized the Council of Student Body Governments as the official organization representing students in the statewide Consultation process.
Statewide Student Senate formed in 1996

• In order to ensure effective student participation in the development of policy for the California Community Colleges system, the Board of Governors adopted section 50002 of Title 5 of the California Code of Regulations which states:

"A Student Senate for the California Community Colleges has been established in conjunction with local associated student organizations so that the community college students of California may have a formal and effective means for participation in the formation of state policies that have or may have a significant impact on students....The Board of Governors recognizes the Student Senate for the California Community Colleges as the representative of community college associated student organizations before the Board of Governors and the Chancellor's Office."
What is the Consultation Council?

- AB 1725 required the Board of Governors to maintain a Consultation process to enable community college districts to participate in the development and review of policy proposals.
- Currently comprised of 18 representatives:
  - Trustees, Chief Executive Officers, Students, Faculty, Business Officers, Student Services Officers, Instructional Officers, and represented organizations such as faculty and staff unions and associations.
- Students have three seats on the Consultation Council:
  - 2 seats for the Student Senate
  - 1 seat for the California Student Association of Community Colleges (CalSACC)
System Office Advisory Committees

• Student representatives are needed to participate on statewide advisory committees and task forces. There is a wide spectrum of specialized programs that benefit from having the perspective of students who are consumers of these services.

• These students do not necessarily have to be formal participants in student government, but there has to be a process for their selection and reporting back to the state Student Senate on a regular basis.

• A list of various committees is in your packet. We will be aggressive in recruiting for these positions right away. Your assistance is needed to generate wide interest to allow for a competitive pool of students to consider for appointment.
Board of Governors

- The Board of Governors sets policy and provides guidance to the districts and colleges in the system. Two student members, one voting and one non-voting, are appointed by the Governor to serve on the Board. The names for consideration are forwarded by the Student Senate according to a process established by the Council in 2007.
- The System Office also provides funding for two Student Senate representatives to attend Board meetings to be informed on important policy matters and to testify on behalf of students. A Student Senate Update is a standing item on the Board’s agenda.
The Task Ahead

The role of the Student Senate is to ensure the collective voice of students is brought into these shared governance processes. You represent the 2.6 million community college students enrolled throughout California and have taken on the responsibility of making sure their perspective and interests are heard. You are advocates for your fellow students.
Recipe for an Effective Student Senate

1. Provide students at every community college the opportunity and encouragement to participate.
2. Maintain an effective communications system among the colleges, regions and with statewide representatives.
3. Encourage participation by local student governments.
4. Ensure mechanisms for participants to be supported and well-informed.
5. Create an infrastructure that is sustainable as students transition.
6. Embrace partnerships with other system representatives.
7. Insist that student leaders be responsible and accountable.
8. Keep the students’ interest at the forefront.
The Student Senate and Shared Governance

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