



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Legislative and Advocacy Committee Update

What Happened In the Last Legislative Cycle?

John Stankas, ASCCC Vice President

September 30 was the deadline for the governor to sign any bills with fiscal impact and the legislature is not expected to take further action until the new legislative cycle begins on January 1. In the flurry of activity at the end of the session, it is important to refer back to legislation that will impact the California Community Colleges. First, AB1985 (Williams) impacts faculty purview in that the system must develop a policy regarding the acceptance of Advance Placement exams for both major preparation and general education. The ASCCC is currently working with the Chancellor's Office to ensure faculty purview is protected to the extent allowed by the law.

Other legislation requires colleges to act, such as SB906 (Beall) that removes the sunset for priority enrollment for Foster Youth, EOPS and DSPS. SB1359 (Block) requires colleges to identify in the schedule courses that only require free, digital educational materials.

Three pieces of legislation were signed into law that impact our students most in need: AB1995 (Williams) requires access to college shower facilities by homeless students, AB801 (Bloom) requires each college designate a Homeless and Foster Youth Liaison within the financial aid office, and



AB1449 (Lopez) ensures that Cal Grant entitlement programs are available to adults who may not have graduated from high school.

Two other pieces of legislation are important to note. SB66 (Leyva) requires the Department of Consumer Affairs to make available any licensure information to the California Community College System. This is important for CTE programs trying to validate student outcomes. AB1690 (Medina) ensures specific minimum standards for part-time faculty in collective bargaining.

Lastly, an Assembly Concurrent Resolution, ACR 158 (Holden), was adopted regarding post-secondary transfer within and between systems. While the majority of the testimony was about the CSU system, the ACR is applicable to all three systems of higher education. This may be a glimpse of a topic of concern for the legislature in the upcoming term.

For more information regarding bills of interest to faculty, please visit the ASCCC Legislative page.

ASCCC Legislative and Advocacy Committee 2016-17

Julie Adams, ASCCC Executive Director

Julie Bruno, ASCCC President

John Stankas, ASCCC Vice President and Chair

John Freitas, ASCCC Treasurer

Wendy Brill-Wynkoop, College of the Canyons

Cindi Reiss, West Valley College

Useful Links to Legislative Information:

www.asccc.org/legislative-updates

www.fclca.org/news-a-resources/lifecycle-of-a-bill.html

assembly.ca.gov/committees

senate.ca.gov/committees

In an effort to better communicate with faculty regarding legislative advocacy and action, the ASCCC Executive Committee authorized the Legislative and Advocacy Committee to publish an update for the field periodically throughout the academic year.

Where Did These Bills Come From? How a Bill Becomes Law in the State of California

Wendy Brill-Wynkoop, College of the Canyons, ASCCC
Legislative and Advocacy Committee

Legislation begins as an idea, or series of ideas, that elective representative propose. These ideas, known as bills, are presented and supported by a state senator or assembly member. Once a senator or assembly member presents and supports an idea, the Office of the Legislative Counsel drafts the bill in writing and returns the bill to the senator or assembly member for introduction. It may be helpful to think of bills as cars moving forward via two separate, but parallel highways that eventually intersect and finally merge. There are off ramps and roundabouts on each of the two highways that mirror each other and allow bills to take diverging paths to alternate destinations in the Senate and the Assembly. Bills originated in the Senate travel first down the Senate highway, and bills originated in the Assembly travel first down the Assembly highway.

Before a bill can begin its journey down the Senate or Assembly highway, the corresponding desk must assign a bill number. A bill originated by a senator will be designated as a Senate Bill, "SB," followed by a number. A bill originated by an assembly member will be designated as an Assembly Bill, or "AB," followed by a number. Once designated, the bill is read by the Clerk and sent electronically to the Office of State Printing, which prints the bill to allow public review. The period for public review must be at least 30 days, after which the bill moves forward down the highway to the applicable Rules Committee.

The Rules Committee or Policy Committee that will review a bill depends on the type of bill that representatives introduced. An Assembly Bill that deals with food labeling will be assigned to the Assembly Agriculture Committee, while a Senate Bill regarding autonomous vehicles will be assigned to the Senate Committee on Transportation and Housing. Once assigned to a committee, a bill analysis is prepared which provides background information, details the intended effect of the bill on current law, and discloses supporters and opponents of the bill. Then the author presents the bill in a committee hearing. The committee hearing provides a forum for testimony in support or opposition, amendment of the bill, passage of the bill as is or as amended. The committee hearing is like a repair or body shop for the bill, allowing members to address problems with the bill and enact changes that will allow the bill to function as intended. A bill passed by the committee is read a second time, a new bill analysis is

prepared, and then the bill is read a third time in the house of origin. During the third reading, the author explains the bill, the members discuss the bill, and a vote is held.

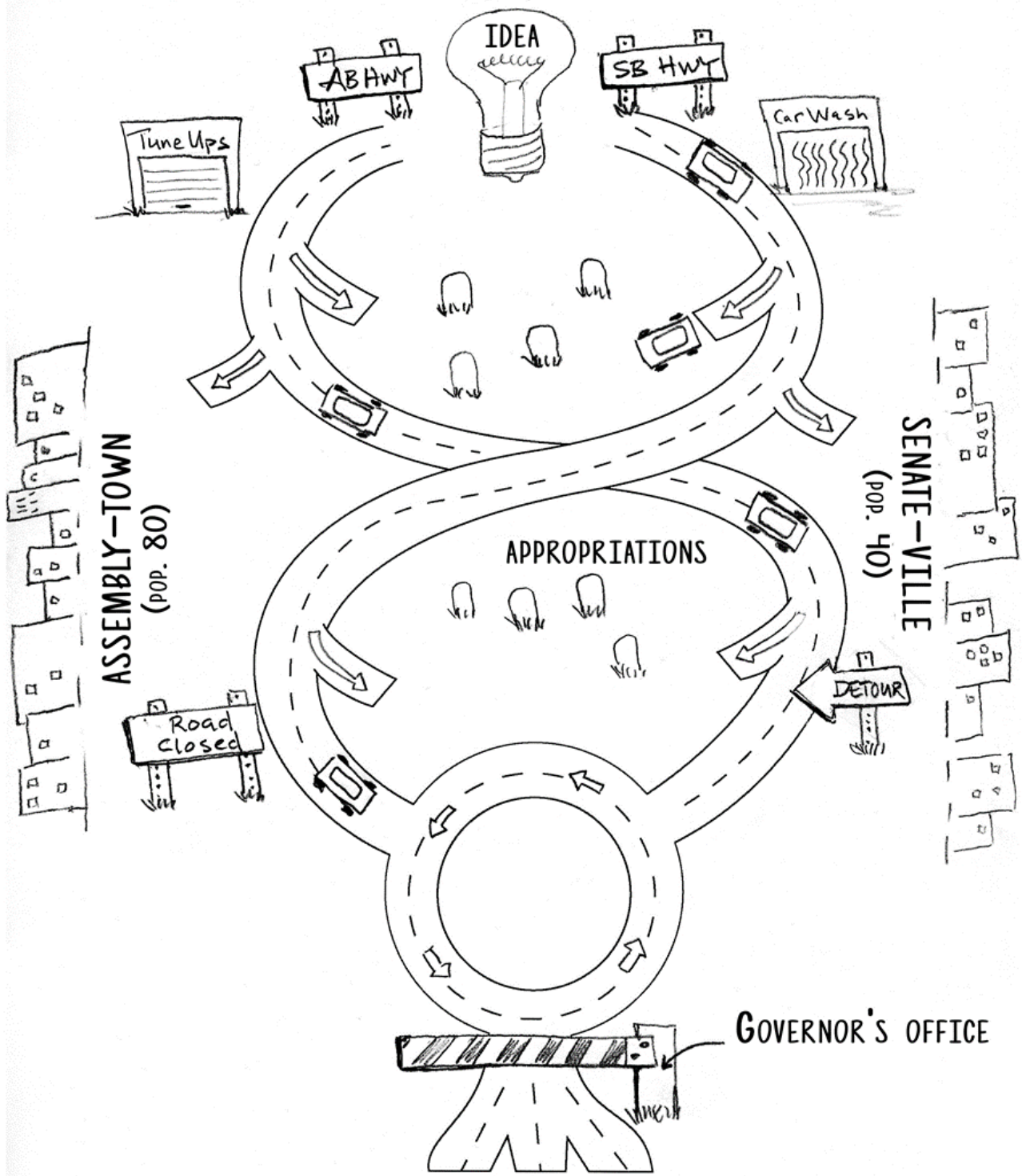
If a bill requires the expenditure of funds, that bill is channeled onto an alternate highway, leading to fiscal committees and the Appropriations Committees. A bill can be diverted to the Appropriations Committee after a first reading or upon voting. Many bills die in the Appropriations Committees because the funding cannot be determined or is not prioritized high enough to secure passage. If a bill makes it through the Appropriations Committee, a bill originated and passed in the Senate transitions to the Assembly, and the process above is repeated, just as a bill originated in the Assembly transitions to the Senate.

If a Senate Bill is amended in the Assembly, or if an Assembly Bill is amended in the Senate, the bill must be returned to the house of origin for concurrence. If the originating house does not concur with the amendments, then both houses meet to resolve the differences in a conference committee made up of three members from each house. If the differences are resolved, the bill is returned to both houses for a vote. If the bill is approved in concurrence, whether originated in the Assembly or the Senate, the highway to becoming law, merges leading to the governor.

The governor represents the final tollgate on the road to a bill becoming law, and once a bill is passed to the governor the highway divides in three directions. The governor can sign the bill into law, veto the bill, or allow the bill to become law without signing. If the bill is signed, or allowed to become law, the Secretary of State will finalize the process by assigning a chapter number and stamping the bill with the Great Seal of the State of California. If the governor vetoes the bill, the Assembly and Senate can override the veto by obtaining two-thirds vote in both houses supporting passage of the bill into law.

Some useful references regarding this process include, <http://www.fclca.org/news-a-resources/lifecycle-of-a-bill.html>, <http://assembly.ca.gov/committees>, and <http://senate.ca.gov/committees>.

HOW A BILL BECOMES LAW IN CALIFORNIA



VETO	SIGN	OVERIDE VETO
	INTO	MADE LAW BY
	LAW	2/3 SUPPORT BOTH HOUSES

Influencing Legislation

John Freitas, ASCCC Treasurer

At the state level, the ASCCC only takes positions on legislation that is an academic or professional matter. Here are some ways legislation can be influenced by the senate of a college or the ASCCC on behalf of faculty:

Create a Legislative Liaison position for your senate – A Legislative Liaison charged with tracking legislation can report back to your senate with information and advice on legislation to watch. This allows your senate to establish positions for or against legislation and provides a starting point for any advocacy efforts.

Garner support from other groups – Understanding where other local organizations stand on legislation is important. If your senate is considering establishing a position on legislation, it may wish to consider whether garnering support from other local organizations, such as the faculty union and the local student senate, if warranted. It is also important to remember that governing boards often take positions on legislation. Therefore, local senates should communicate their positions on legislation to their college presidents and board presidents, preferably before the board positions are taken, so that they are aware of senate concerns.

At the state level, the ASCCC often collaborates with other faculty organizations, system partners, and the Chancellor's Office. The body sometimes takes positions on legislation at the direction of its delegates at plenary sessions.

Write letters of support or opposition – Letters are an important tool for communicating with legislators. Letters help raise awareness of faculty support or opposition about legislation. Letters of support for legislation can be used to urge supportive legislators to talk to other legislators to potentially expand support for the senate's position. Letters of opposition can serve to raise awareness of faculty concerns about the legislation and potentially influence amendments. Regardless of the purpose of letters to legislators, it is important that letters be respectful in tone and that they communicate clearly the reasons for an academic senate's support or opposition to legislation.

Bring resolutions to ASCCC plenary sessions – Local senates may identify legislative issues that rise to levels of statewide concern. In such cases, it is important that local senates bring forward resolutions in support or opposition to legislation for consideration by the delegates at plenary sessions. This allows the ASCCC to then take positions on behalf of all 56,000 faculty.

Visit legislators – Meeting directly with a legislator or the legislator's staff is another important advocacy tool. Meetings held at field offices are the most effective way to establish relationships that may pay short and long-term dividends. When planning a visit, it is important to keep the following effective practices in mind:

- Make an appointment.
- Learn about the legislator's background, interests, and positions on legislation.
- Meetings typically last about 20 minutes, so it is important to have a plan for the meeting, particularly if you are bringing a small group.
- Have a brief introductory statement for the visit.
- Get to the point early and have an immediate "ask."
- Have talking points for each part of the ask that are succinct and relevant.
- Have reasonable expectations for the visit. The goal of the visit should be to influence legislators, not engage in philosophical discussions or immediately change minds. Even incremental movement towards your position is progress.



ASCCC Legislative Priorities for the Next Legislative Cycle

Cynthia Reiss, West Valley College, ASCCC Legislative and Advocacy Committee

As the California Legislature concluded its 2015-16 legislative session August 31, the ASCCC Legislative and Advocacy Committee recommended to the Executive Committee to adopt five areas of legislative priority for the next cycle that begins on January 1:

- *Funding for Veterans Resource Centers (VRC)*

Currently, most VRCs in the system have limited or no support services as colleges rely on general funds or business support. For 2017-18, the Board of Governors has requested \$25 million to enhance academic, transitional, and mental support services for veterans and active military on campuses through stable funding.

- *Funding for Mental Health Services*

This term, AB 2017 (McCarty) – College Mental Health Services Program – did pass the legislature but without any funding attached. As such, the governor vetoed the bill since money would be required to implement any expansion of services at the colleges. Supporting a new bill with funding attached is a priority for the system and faculty to better serve our students.

- *Full-Time Faculty and Faculty Diversification (Pathways to Community College Teaching)*

In collaboration with various key statewide constituent groups, the ASCCC is developing a concept paper designed to create a pipeline for students to become faculty within the California Community Colleges (CCC) system. This pilot will increase diversity within faculty in the CCC system and could create continuous hiring to meet the 75% full time faculty goal established by Education Code. This initiative requires partnership with universities and industry to ensure students are supported and prepared to meet the minimum qualifications, either a master's degree or an associate's/bachelor's degree and experience in the field.

- *Permanent and Sustainable Funding for C-ID*

The Course Identification Numbering (C-ID) System continues to expand to CTE programs, area of emphasis degrees, general education, basic skills, noncredit, and consideration of UC in the UC Transfer Pathways project. The scope of this project and its potential positive impact for our students requires permanent and sustainable funding to continue and grow. The ASCCC needs legislative support to secure permanent and sustainable funding for the development, submission, and review of C-ID course descriptors to meet the needs already identified by legislation.

- *Audit Fee*

With the limitations on credit course repetition, one possible solution to help colleges meet the life-long learning needs of their communities is to offer courses for audit. Unfortunately, the current audit fee is set at \$15 per unit – an unsustainable amount for most colleges. The ASCCC seeks to remove the dollar amount from statute such that colleges can set a reasonable fee for community members to audit courses that add to the vibrancy and health of our colleges and communities.

ASCCC Legislative Liaison: Why is This Role Important?

Julie Adams, Executive Director

In 2014 – 15, the delegates adopted a strategic plan to provide direction to the Executive Committee on goals and priorities to focus on for the next three years. Several of the objectives required the Executive Committee to develop a legislative agenda and actively pursue bills of interest. To make further progress on the objectives, the Executive Committee accomplished the following: reviewed detailed reports from its Legislative and Advocacy Committee Chair on legislation introduced during the 2015 – 16 year, approved a legislative agenda, and held a legislative and advocacy day. Although the efforts from the committee has made some impact, they cannot adequately support the legislative objectives without further assistance. From this need, the Executive Committee determined that the next steps in developing the legislative agenda and advocating for legislation required connecting local senates to the legislative process. Thus, an ASCCC Legislative Liaison position was created.

In Spring 2015, the delegates adopted Resolution 17.03 urging “local senates to establish a legislative liaison position to facilitate communication between and among the ASCCC, local academic senates and faculty.” The significance of the position is to assist local senates to develop stronger connections between local faculty and the work of the ASCCC at the state level, particularly in the legislative advocacy area. By representing the Academic Senate, the liaison will have a unique leadership opportunity that will address the range of issues affecting faculty, disseminate vital information back to the ASCCC, and closely follow legislation that directly impacts California Community Colleges.

This is one of the most substantial roles a senate member can have because it truly involves influencing systems change and empowers the faculty voice. The ASCCC will provide continued support by including a space to communicate back to the senate members such as a listserv dedicated to legislative priorities and updates. The ASCCC will collaborate closely in partnership with and look for direction from the liaison. The Legislative Liaison would attend local senate meetings to update faculty on legislative activities and propose a direction on items to support or oppose legislation that the ASCCC is following. At times, there may be important legislation that the ASCCC will need to take position on and have the support of the local senates. The Legislative Liaison would ask the local senate to develop a resolution regarding the topic and communicate to the ASCCC the position of the local senate.

Ultimately, the role of the Legislative Liaison will help to bridge the gap and meet the needs of member representation in state matters of advocacy. When we continue to foster relationships between the state and local senate members, we are more capable as a body to have an impact and make ourselves visible as the organization to advocate for senate members at the state level. As many of us are hearing in this current political climate – we are better together. The Legislative Liaison position is an important role and a necessary one if we are to cultivate true advocacy on behalf of the higher education system.