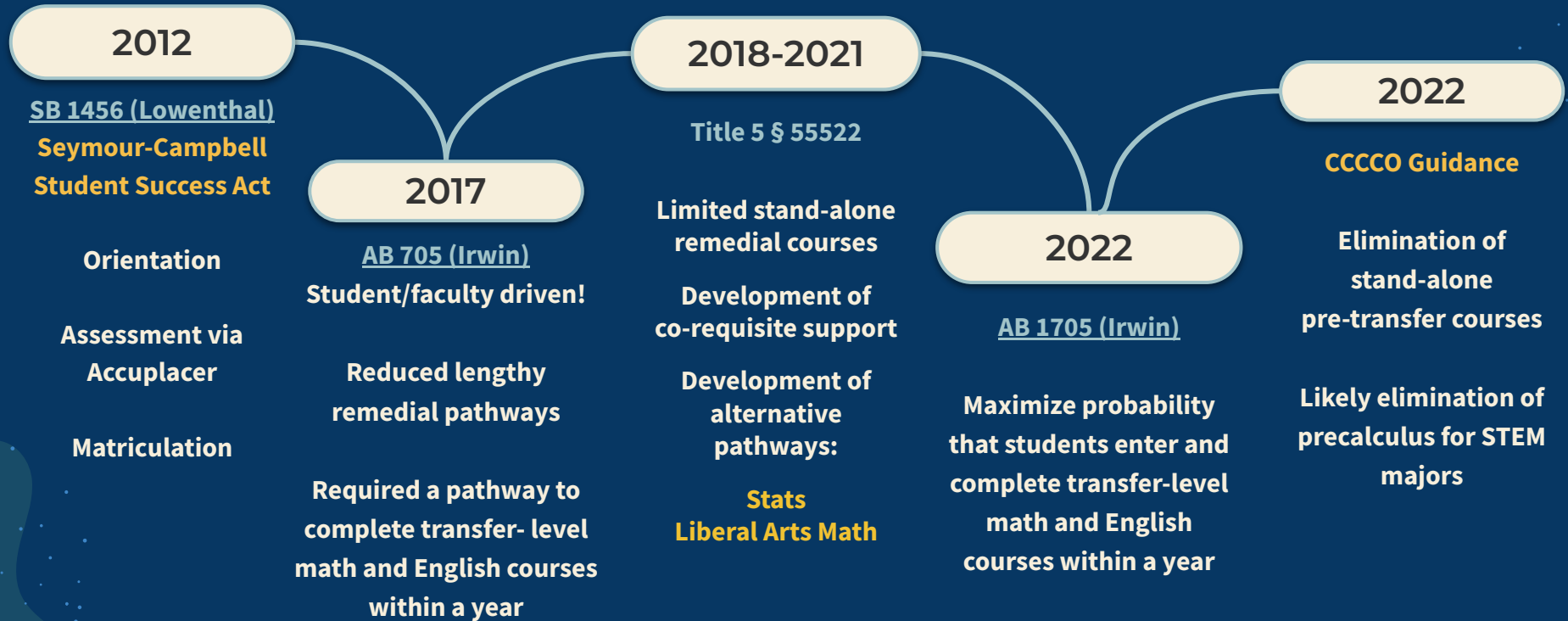




**AB 1705 Advocacy Training:
The Policy Path to Reclaiming Student
Agency and Equitable Access**

The Legislative Landscape: An Overview



STEM Pathway: New Guidance

These placement rules pertain only to students who require STEM Calculus 1 for their program or major. In addition to corequisite support courses for Calculus and innovative courses that colleges are developing, colleges *may* use existing transfer-level courses prior to Calculus using the following matrix. Additionally, STEM students who also need Statistics for their program or major continue to be allowed to begin in that course.

STEM Calculus Pathway Placement	Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1
Student successfully completed or demonstrated through CPL: Integrated Math 4, Trigonometry, Precalculus, or equivalent	By July 1, 2025, students pursuing STEM programs <i>must be given access to STEM calculus</i> (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025.
Student successfully completed or demonstrated through CPL: Integrated Math 3 or Intermediate Algebra or equivalent	The college may enroll the student in a one semester course prior to Calculus (typically Pre-Calculus) or in Calculus, with or without concurrent support. If such students begin in a prior to Calculus course and successfully complete it, their next course is STEM Calculus 1. Enrollment in the course prior to Calculus should be restricted to students who have not successfully completed Integrated Math 4, Trigonometry, Precalculus, or equivalent.
Student did not successfully complete or demonstrate through CPL: Intermediate Algebra, Integrated Math 3 or equivalent	The college may enroll the student in a two-semester sequence at transfer-level prior to Calculus, with or without concurrent support. Enrollment in the first course in the two-semesters prior to Calculus should be restricted to students who have not successfully completed Intermediate Algebra, Integrated Math 3 or equivalent.



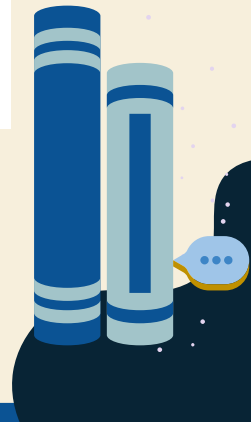
Student Agency and Equitable Access



Standalone Pre-Transfer Course Access

“FACCC seeks to enact legislation clarifying that California Community Colleges students can enroll in (and California Community Colleges can offer) standalone foundational pre-transfer courses to promote student agency and equitable access.”

- Allow students to enroll in courses that meet them where they are at
- No proposed modification of AB 705 placement: we don't want long remedial pathways back
- We need to make sure students have options
- Collect full comprehensive data to show the full picture, unlike what we have right now



Building a Coalition



The Legislature's Vantage Point

SUPPORT

Blu Educational Foundation
California Acceleration Project
California Community Colleges Chancellor's Office
California Community Colleges Chief Instructional Officers
California Competes
California Edge Coalition
Californians Together
Campaign for College Opportunity
Career Ladders Project
Central Valley Higher Education Consortium
Cerritos College
Community College Higher Education Access, Leadership, and Equity Scholarship

OPPOSITION

Mt. San Antonio College
Faculty Association of California Community Colleges
One individual

Complete College America
Congregations Organized for Prophetic Engagement (COPE)
Genup
Growing Inland Achievement
Hispanas Organized for Political Equality (HOPE)
Improve Your Tomorrow, INC.
Just Equations
Office of Lieutenant Governor Eleni Kounalakis
Pasadena Area Community College District
Pasadena City College
Promesa Boyle Heights
Public Advocates
Public Advocates INC.
Southern California College Attainment Network
Student Senate for California Community Colleges
Students Making a Change (SMAC)
The Education Trust-West
The Institute for College Access & Success
Uaspire
UC Student Association
Unidosus
United Way of Greater Los Angeles
USC Race and Equity Center
Young Invincibles

Community Organizing: Mobilizing Faculty and Students



The Power of the People

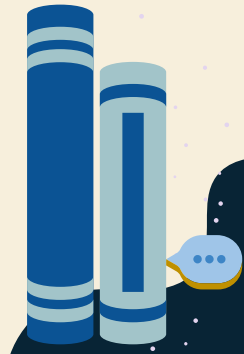
If students and faculty from all community colleges organize and speak with their legislators about their experiences and out-advocate the special interest groups...

We can use our power to make our voices heard.

Students and faculty are the experts.

They may have money, but we have people power- let's use it!

- The Legislature is in office because we elected them! It is their job to listen to us
- Don't be timid or awestruck– they're people too
- You have every right to be upset about how this has impacted students. But don't bring your anger to the legislative meeting- bring facts!
- To be an effective advocate you have to win them over, and you can. "First date", not an argument!
 - Keep their POV in mind. To change their view we have to create an environment where they trust us and our perspectives



Framing the Argument

- Compliment sandwich approach: If you want to be listened to, sandwich criticisms between compliments on progress.

"We appreciate your listening ear and willingness to collaborate"

"This model is helping many students pass through transfer level courses quicker"

"The lengthy remedial pathways pre-705 didn't work, and we don't want to go back"

- Be specific and focused in your criticisms, and provide solutions.

"I know your office cares about closing equity gaps for marginalized students, and we need some flexibility in enrollment for that to happen"

"The issue was with implementation within the system, not the legislation itself. The carve-outs created in the original bill have not been honored by guidance memos"

"This is working for many students, which is great! We just need some more options for those who are withdrawing and failing transfer level classes"



The Power of the People

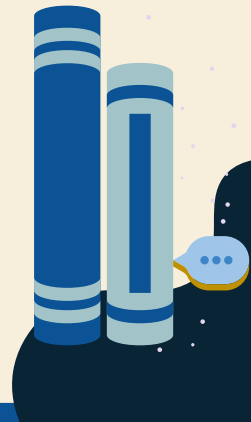
Step 1: Connect with your legislator

- Locate Legislator's website
- Locate the district office on the website
- Find and utilize the contact portal. It's their job to meet with constituents!
- Sign up for their email list and press releases
- Attend local events to make a connection with your representative
- Look into issues they're interested on their website! This will help you connect with them more personally.

Step 2: Build the relationship and establish trust

Step 3: Speak about this issue

Step 4: Follow up!



Who are your representatives?

To search by your home address for your legislative representatives, please scan the QR code below.

How about your college's address?



Find Your California Representative

Enter your California address and click the locate button to find your State Senate and Assembly representatives.

* Street Address

* City

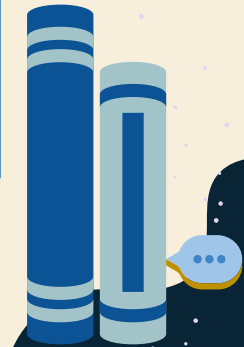
* Zip

Locate

Reset



Esri, HERE, Garmi... esri

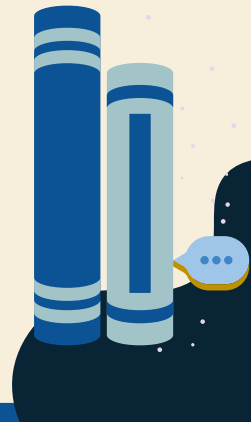
The form is titled "Find Your California Representative" and includes instructions to enter a California address and click a "locate" button. It features three input fields for "Street Address", "City", and "Zip", each with a red asterisk indicating a required field. Below the fields are "Locate" and "Reset" buttons. To the right is a map of California with a small red dot indicating the user's location. The map includes zoom controls (+ and -) and the Esri logo.

How to have an effective meeting

1. Introduce yourselves
2. Make a connection
3. Share some context
4. Share your story
5. Have an "ask"
6. Leave something tangible
7. Follow up with a thank you!
8. Build the relationship



"There are two ways to share knowledge. You can push information out. You can pull them in with a story."



Call to Action:



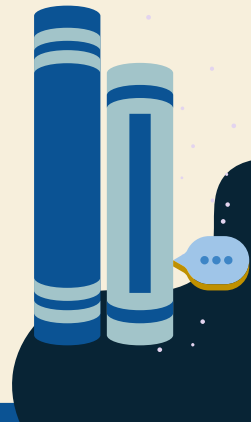
Moving forward

1. Complete the survey
2. With your SBA's, start drafting a resolution in support of the FACCC bill
3. Start gathering student and alumni testimonials
4. Share the Institutional Research template with your campus and gather data
5. Meet with legislators and showcase your student testimonials, SBA resolutions and IR data



Start having a wider conversation about this issue:

- Reach out to friends at different community colleges and universities
- Provide public comment at your student government meetings



Institutional Researchers: Template

Data on Students' First Attempts at Transfer-Level Math

All Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Latinx Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Black Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Asian/Pacific Islander Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Native American Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

White Students	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Students Age 21 to 30	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Students Age 31 to 40	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%

Students Over Age 40	Fall 2018	Fall 2020	Fall 2022
Percent passing	%	%	%
Percent failing	%	%	%
Percent dropping before census	%	%	%
Percent withdrawing after census	%	%	%
Total	100%	100%	100%



College:

Get informed and involved!

Advocates Listserv



FACCC Membership

