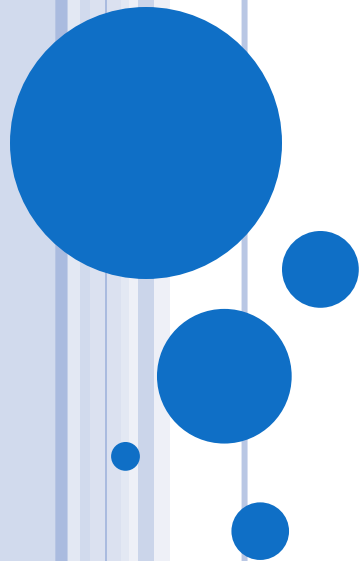


# STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES (SSCCC) REGION VIII



Student Advocacy and Leadership Training:  
*A legislative approach...*

*Welcome to Santa Ana College*



# MAKING EFFECTIVE LEGISLATIVE VISITS

How to navigate...

# NAVIGATING THE LEG PROCESS

A **bill** is a piece of legislation brought forth by an assembly or senate member to be heard in front of the legislature.

\*If an individual or group originated the idea they are considered the **sponsor**, while the legislature is the author who introduces the bill.

The bill must be in print for **30 days** before it is heard in its first committee.

\*First, the bill is discussed and debated in a policy committee, then appropriations committee *if* the bill has fiscal implications.



# THE FUNDAMENTALS

A bill may be amended at *any time* in the process provided that it follows the correct procedure.

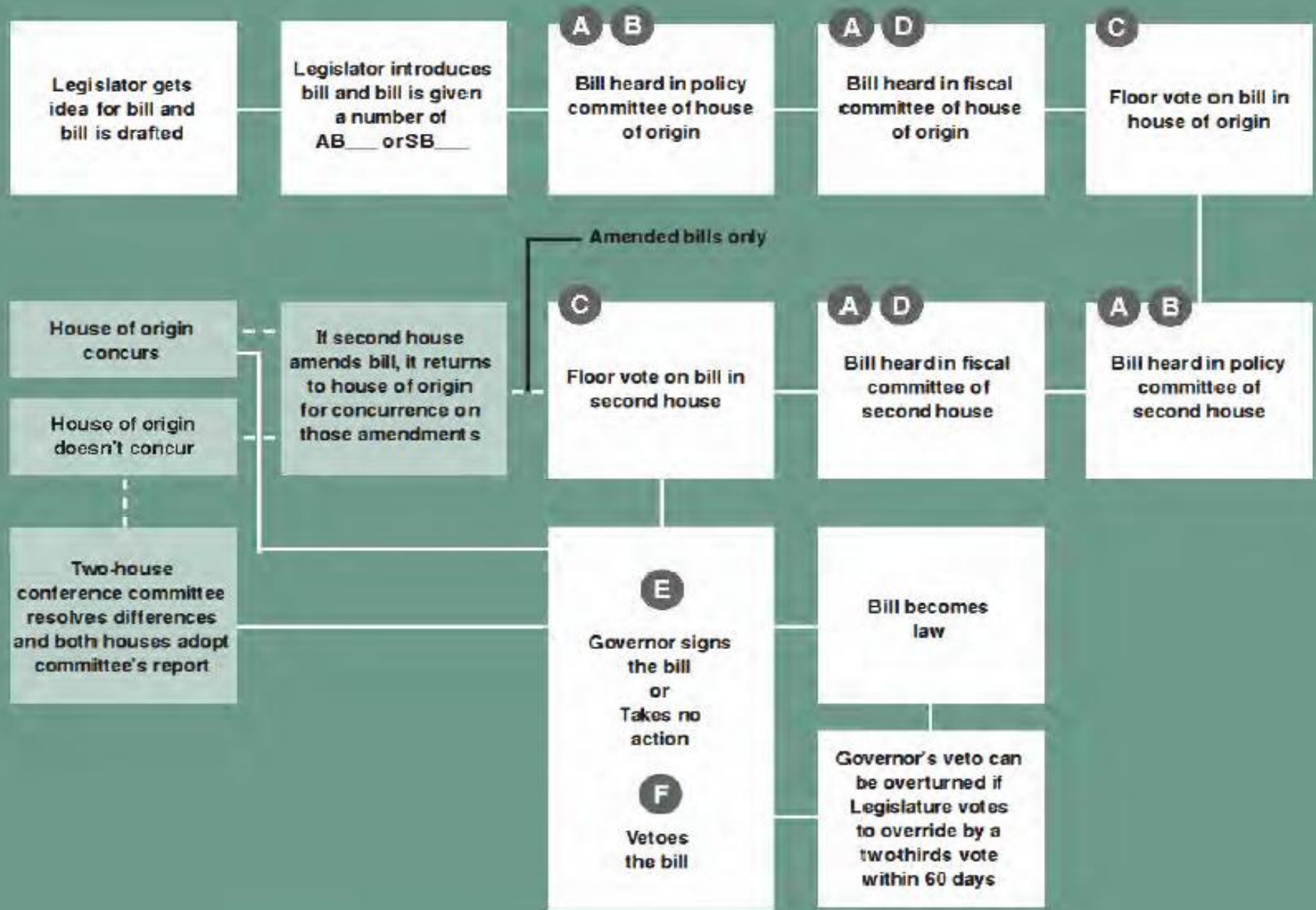
If the bill did not die in committee, it is voted on in the house of origin. If passed, it moves onto the second house where the process is repeated.

If bill is amended in the second house, it is returned to the house of origin to see if both houses are in concurrence.

When passed in both houses, bill is sent to governors desk to be vetoed or signed.



# Critical Steps in the Legislative Process



# NAVIGATING THE LEGISLATIVE PROCESS

- **A) For a bill to pass the legislative committee, it must receive an “aye” vote from a majority of the members of the full committee, not just those present**
- **B) If a bill does not have fiscal implications for state or local government , it bypasses the fiscal committee and goes directly to the floor of a house for a vote**
- **C) To pass must receive majority of votes (41 assembly members or 21 senate members). Urgency bills with fiscal implications requires 2/3rds vote (54 assembly or 27 senate)**
- **D) The fiscal committee is the Appropriations committee of the assembly or senate**
- **E) Article 4 section 10 gives the governor 30 days to act on a bill sent to him at end of leg session, if not signed or vetoed bill becomes law without signature**
- **F) After governor signs bill it goes to secretary where its given a charter number and becomes law on January first.**



# TRACKING LEGISLATION

- You need to know whether you should go to Sacramento to speak in a committee or whether it's down to a final vote on the floor.
- Things you should find when researching legislation:
  - Bill Name and Number
  - Who authored the legislation?
  - Organizations that Support and Oppose
  - Where is the bill in the legislative process?
  - How does the legislation affect you and your students personally?
  - What are the arguments for and against the legislation you are addressing?



# LEGISLATIVE REPORTS

## Example Legislative Report:

- **AB 1500/AB 1501 - The California Middle Class Scholarship (Authored by Speaker Perez)** Cuts college fees by two-thirds for middle-class California families by closing a state tax loophole which benefits out-of-state corporations that outsource jobs.
- **Organizations that Support:**
  - Everyone who cares about students.
- **Organizations that are Against:**
  - Everyone else.
- **Status:** In Appropriations Committee to be heard on February 14th.





## [HTTP://LEGINFO.LEGISLATURE.CA.GOV](http://leginfo.legislature.ca.gov)

- The bread and butter website for tracking legislation
  - You can track legislation, get bill summaries that are actually relatable
  - You can **subscribe** to bills as they go through the legislative process!
  - How cool is that???
    - A bill goes to committee, bam, you get an email.
    - A bill makes it to the floor, BAM, you know within the day.



# IDENTIFYING AN ISSUE

- Using the established method by your ASO, have school take a position on legislation effecting community college students.
- Become well diverse in the issue.
  - Make sure you fully understand the topic before attempting to make leg visits.
- **DO NOT**, I repeat, **DO NOT** lobby on behalf of your constituency without a formalized position from the school or organization you are representing!
- If you are apart of multiple student advocacy groups with conflicting opinions know how to distinguish the varying views.
  - Meaning, reflect the opinion of the school or organization your are advocating for – Not both simultaneously.



## WHAT'S NEXT?

- Once your school has taken a position on an issue, rally your students together and make an appoint to meet with your representative.
- Please note: \*just because a college is in a certain legislative district does not mean that all students at school have the same representative



The last 2 weeks of February is the ideal time to make the first leg visit





# DUE YOUR DILIGENCE

Who are they?

# GETTING TO KNOW YOUR REPRESENTATIVE

First and foremost, do you know your State Senators and Assemblymen or Assemblywomen?

Orange Coast College:

*Senator Mimi Walters*

*Assembly Member Allan R. Mansoor*

- Familiarize yourself with your legislature before your meeting
  - This is critical to know beforehand to translate your priorities to a language which aligns with representative.



# WHAT YOU NEED TO KNOW ABOUT YOUR REPRESENTATIVE

- 1) What issues are important to them? What are their legislative priorities?
- 2) What prior legislation have they introduced, co-authored, etc?
- 3) How has your legislature voted in the past?
- 4) What is the education history of the representative? Did they attend a community college? Did they go to college in California?
  - Remember 1/3<sup>rd</sup> of the legislature has attended a community college



# EXAMPLE

## Mike Gatto

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**Current Office:** State Assembly District 43

**Party:** Democrat

**First Elected:** 6/8/2010

**Last Elected:** 11/6/2012

**Background Information:**

**Family:** Wife: Danielle

**1 Child:** Eliana Vivienne

**Birthplace:** Franklin Hills, CA

**Professional Experience:** Attorney, Mayer Brown Limited Liability Partnership (LLP)

Attorney, O'Melveny & Myers

Former Acting Chief of Staff, Congressman Brad Sherman

Former District Director, Congressman Brad Sherman

Employed, Los Angeles Center for Law and Justice, Teacher

**Political Experience:** Assemblymember, California State Assembly, 2010-present

Assistant Speaker Pro Tempore, California State Assembly, 2011-2012

Sergeant at Arms, Los Angeles County Democratic Party Central Committee

**Organizations:** Member, Burbank Democratic Club

Member, California League of Conservation Voters

Member, Democrats for Israel

Member, The Sierra Club

Member, The Silver Lake Improvement Association

Member, Stonewall Democratic Club

Volunteer, Teen Court

Member, United Steelworkers AMP

**Caucuses/Non-Legislative Committees:** President, El Pueblo Commission, Los Angeles

Historical Monument Authority

Former Member, Arts, Entertainment, Sports, Tourism, and Internet Media Committee, California State Assembly

Former Member, Governmental Organization Committee, California State Assembly





# SETTING UP A MEETING

Take the right steps



# HOW TO SET UP A MEETING WITH YOUR LEGISLATURE

- 1) Call your legislature office and request the email of the scheduler to send a request for an appointment
- 2) Send a request by email, information is found on the legislature website
  - Introduce who you are and the purpose of your visit
  - The meeting request should be addressed to your legislature and should include **ATTENTION: scheduler** in the subject headline
  - If possible send the request at least 4 weeks in advance



# HOW TO SET UP A MEETING

- 3) Make a follow up call
  - Call the legislature office and speak with the scheduler to check availability.
  - Be sure to answer any question
  - If possible make a follow up call 2 weeks in advance
- Confirm everything!
  - Dates & times
  - Room number
  - Location
  - Name of students attending
  - Name of person whom the meeting is with



# DISTRICT OFFICES CONTACT INFO

- *Senator Mimi Walters*
- 30 Executive Park, Suite 250  
Irvine, CA 92614  
**Phone:** (949) 223-5037  
**Fax:** (949) 223-5487
- *Assembly Member Allan R. Mansoor*
- 1503 South Coast Dr. , Suite #205  
Costa Mesa, CA 92626  
**Phone:** (714) 668-2100  
**Fax:** (714) 668-2104 fax

Schools represented by Senator Walters

- Irvine Valley College
- Santiago Canyon College

Schools represented by Assemblyman Mansoor

- Irvine Valley College





# ADVOCACY PREPARATION

Now what?

# SO YOU HAVE SCHEDULED A LEG VISIT... NOW WHAT?

- Important factors to consider:

- 1) Sending a team of students
- 2) Preparation for advocacy

**BRACE YOURSELVES**

**ADVOCACY SEASON IS  
COMING**



# SENDING A TEAM OF STUDENTS

- A good team should be well informed, prepared, and able to speak about the issues.
  - Try to keep your team of students between 2-6 members.
- It's important that everyone in the team who attends is prepared to speak on their experiences and position.
  - Have at least one main “point person” to refer back to maintain flow of the visit.
- You want to be able to have a personal conversation.
  - If you put more than six students in meeting with one staffer then it gets complicated.



# SENDING A TEAM OF STUDENTS

- Students can be from any of the representatives' constituency or attend a college in their district
- Send a variety of students
  - Different schools
  - Different back round
  - Different stories
    - Show the diverse effects the bill at hand has



# ADVOCACY PREPARATION

- Preparation for a legislative meeting will make the difference between being taken seriously or not.
- Always remember you are a student advocate.
- Don't just visit a legislator to complain
  - Offer solutions!
  - Speak intelligently!
- Leg visit prep check list:
  - Position Paper
  - Legislator Bios
  - Legislative Profile
  - Leave Behind Materials
  - Making a Speaking Plan
  - Leg Visit Practice





# POSITION PAPERS

- A Position Paper should:
  - Be short;
  - Properly outline what legislation you are following; and
  - Provide statistics to highlight the key points. ***Numbers and facts are important.***
- Policy is broad by definition. It can be hard for legislators to remember the daily consequences their votes have. ***Remind them.***
- Why are numbers and data so important?
  - Statistics back up arguments. There is always data to show the importance of education.
- Why are personal stories and experiences are more important?
  - Data is only important when shown in a human element.
  - Any group can throw numbers and a fact sheet at a legislator. Students are the only ones who can tell legislators what these numbers mean.



# MAKING A SPEAKING PLAN

- First, you need a point person.
  - The point person is someone who will open and introduce themselves, and if necessary, introduce the rest of the delegation.
  - They should have been the one to initially contact the office and set up the appointment.
  - Your point person should also introduce the background information on why your delegation is advocating at the Capitol.
  - They should go over who your delegation represents, what issues they want to address, and basically lay the groundwork for the meeting.
  - Think of the point person as your thesis.



# MAKING A SPEAKING PLAN

- Everyone else should be prepared to speak, and be able to recognize when a member of the delegation would like to interject during the meeting.
- Every person in your delegation should be assigned a similar proportion of subject matter to address.
- This ensures that everyone gets a chance to speak and all issues are addressed.
- Everyone assigned an issue would be responsible to conduct the necessary research required for their topic.
- It is advised that you assign issues by personal experience and interest.
  - For example if you have a student who is getting screwed over because he's a veteran and his campus has no veteran center then he should talk about veteran issues because he has the personal stories and experiences to speak with credibility and back it up.



# MAKING A SPEAKING PLAN

- While everyone has their singular responsibilities it should be noted that this is a *TEAM* effort. If someone needs help, jump in.
- Also, some issues are too big to be adequately addressed by one person.
- Leg visits are not that long. Everyone in the office is generally really busy so respect their time. Legislative visits should be generally around 15 minutes. Some go on longer and that can be okay.
- To summarize a speaking plan should have the following:
  - Assigned roles to everyone!
  - Everyone speaking and being a part of the discussion.
  - Allotting for about 15 minutes of time for the whole meeting.





# ETIQUETTE

Everyone is watching...

# MEETING ETIQUETTE

- Select a spokesperson and assign roles. Appoint a member of your group to introduce everyone and begin the conversation. Plan what each member of the group will discuss., and role-play your parts prior to each meeting.
- Be conversational! It's better not to read facts and arguments straight from the fact sheets or notes. If you need to, take the time to memorize your points beforehand.
- Be confident. Legislators may have important feedback on your issue. Give them an opportunity to respond.
- Stay on message. Have a basic message and stick to it.
- Review writing and phoning tips.
- Be sure to follow up after your meeting with either the Legislator or his/her staff to thank them for the time to meet with them you will be surprised how far a simple Thank You will go!



# MEETING ETIQUETTE

- **Be Respectful and Polite**—Always address legislators properly (Assembly member/woman or Senator).
  - Keep disagreements straightforward, but don't personalize arguments.
  - Focus your arguments on facts and reasons behind disagreements—not personalities if a legislator currently does not support you on an issue, accept that fact, yet continue lobbying through district visits and letters.
  - Always remember that the same legislator could be your ally in the future.
- **Be Honest**—Your word and credibility are your bond; your integrity will be judged by your honesty. There are two key rules to remember:
  - \*Do not hesitate to say: “I don't know, but I can get that information for you”
  - \*Do not guess or make up an answer.
- **Be Brief**—State our views concisely and clearly.
  - \*Do not waste the most valuable commodity a legislator has—time. Be sensitive to time constraint; some legislators may have only a few minutes to meet with you, so be prepared and be succinct.
  - \*Know the basics. Present your points from the perspective of your campus and its needs.
  - \*Provide anecdotes and specific examples pertinent to your role as a faculty member/student on your campus regarding the effects of budget cuts and/or legislation on students and faculty.
  - \*Anticipate tough questions, such as “If we don't cut schools, where do you think we should cut?” Often stating a simple “I don't know” followed by an alternative solution (such as raising revenues) will prevent embarrassing political situations.



# LEG VISIT TIPS

- Breathe
  - Just take a few deep breaths before meetings and during stressful situations. It will help you to relax and collect your thoughts. Bring a bottle of water to keep you cool and hydrated.
- Be Reliable
  - When you make an appointment with a legislator, keep it. Be punctual. If you need to cancel an appointment, call the legislator's office (have a phone number with you) as soon as you know. When you tell a member you will send information, do so promptly.
- Don't Be Timid or Awestruck
  - These are your elected representatives who also happen to be human. As a constituent, you shouldn't allow a legislator to dominate the conversation or give speeches. Courteously, but forcefully, make your points and ask your questions. Try to get the member "back on point".
- End Your Visit With a Question
  - Ask how they'll vote on an issue (something many constituents forget to do.) or ask if you can send additional information. If the member hasn't taken a position on your issue yet, offer to respond to any concerns he/she may have with follow-up information.







# FIRST IMPRESSIONS ARE EVERYTHING

Dress to impress

# DRESS CODE

- There is a stereotype about community college students being uniformed and unprofessional and students can have enough trouble getting taken seriously as it is; dressing the part is always a good idea.
- You are an *informed* student; one who cares about their education and about the world around them. There are few things more powerful than that. Wearing your cheesy matching college t-shirts or blazers can be a useful statement if done right.



# DRESS CODE

## Men

- Professional Dress:
  - Dress slacks, dress shirt, belt, tie, bowtie, suit. Suit up. Enjoy it. You'll look good.
    - Never wear white socks
- Business Casual:
  - Dark washed denim and a dress shirt generally. Throw in some nice shoes.
    - (Long socks. No white.)

## Women

- Professional Dress:
  - Women: Business dress, long skirt and a blouse, cardigans, dress pants, women suits. Comfortable dress shoes, no open toe shoes.
    - Keep in mind, you will do a lot of walking!
- Business Casual:
  - Dark washed denim, tops or blouses that will cover midriff and skin. Skirts should be a professional length. Comfortable shoes, no open toe shoes.
  - Keep in mind, you will be doing a lot of walking!





# LEAVE A TRAIL

Remember Me?

# LEAVE BEHIND MATERIALS

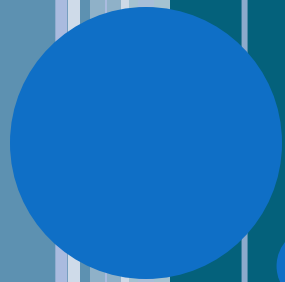
- Like any first impression when you leave you want the other person to have something to remember you by. In this case it's literal. Your leave behind materials should be as follows:
  - Fact Sheet or Position Paper
  - Business Cards/Contact Info



# DEBRIEF AND FOLLOW UP

- Immediately following the meeting, members of your group should review their notes to be certain everyone knows
  - (1) what was said;
  - (2) what was promised by all parties, and
  - (3) what next steps are needed to gain (or maintain) the legislator's support.
- Honestly evaluate the group's performance before your next meeting to identify your collective strengths and weakness.





# LET'S PRACTICE

Activity



# PRACTICING LEG VISITS

- Exercise 1- Have someone pretend to be a legislator or the staffer. Someone outside the delegation preferably to make it as realistic as possible. Ask appropriate questions that align with the topic of the bill or issue you're discussing, and listen carefully to the responses. Constructively criticize as a group when you're done. Repeat as necessary.
- Exercise 2- Same as before but have an outside party do the critical analysis.







**THE END** 😊

If you have any further questions feel free to  
contact me at

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